



## SENATE

### NOTICE OF MEETING

May 13, 2022

The Agenda and documents for the Open Session meeting of Senate of Concordia University held on Friday, May 20, 2022, at 2 p.m. are now posted on the website.

Please note that while there is an Open Session, given that the meeting is being held by video conference, only members of Senate and invited guests will be admitted to the meeting.

As usual, the meeting will be recorded, and any member of the community who would have otherwise attended the meeting in the observer's gallery will be able to view the meeting at RMAD, in accordance with the *Guidelines pertaining to the recording and broadcasting of Senate meetings* ([US-2](#)).

Shelina Houssenaly  
Secretary of Senate



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

Friday, May 20, 2022  
following the meeting of the Closed Session  
via Zoom video conferencing

<b>Item</b>	<b>Presenter(s)</b>	<b>Action</b>
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of April 8, 2022 Minutes	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update (Document US-2022-4-D2)	A. Whitelaw	Information

**CONSENT AGENDA**

5. Academic Programs Committee – Report and recommendations (Document US-2022-4-D3)		Approval
6. Academic Planning and Priorities Committee report (Document US-2022-4-D4)		Information
7. Library Committee report (Document US-2022-4-D5)		Information
8. Research Committee report (Document US-2022-4-D6)		Information

- |   |  |             |
|---|--|-------------|
| 9. Committee appointments<br>(Document US-2022-4-D7)                |  | Approval    |
| 10. Graduate calendar regulation changes<br>(Document US-2022-4-D8) |  | Information |

**REGULAR AGENDA**

- |   |             |          |
|---|-------------|----------|
| 11. Membership and Powers of the Faculty and<br>School Councils (Document US-2022-4-D9) | A. Whitelaw | Approval |
| 12. Abolition of the Senate Finance Committee<br>(Document US-2022-4-D10)               | G. Carr     | Approval |
| 13. Question period (maximum 15 minutes)  |             |          |
| 14. Other business  |             |          |
| 15. Adjournment   | G. Carr     |          |

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

Friday, April 8, 2022  
following the meeting of the Closed Session  
via Zoom video conferencing

PRESENT

Voting Members: Graham Carr (Chair), Ciprian Alecsandru, Shimon Amir, Leslie Barker, Joanna Berzowska, Elizabeth Bloodgood,Carolynn Boulanger, Lovina Angela Brown, Boutaina Chafi, Queenie Hui Jing Chen, Demetre Christopoulos, Anne-Marie Croteau, Alexandra Dawson, Selvadurai Dayanandan, Alex De Visscher, Mourad Debbabi, Larry Deck, Effrosyni Diamantoudi, Riya Dutta, Linda Dyer, Mehdi Farashahi, Ariela Freedman, Annie Gérin, Marina Ghali, Nicolka Gorel, Abdelwahab Hamou-Lhadj, Hannah Jamet-Lange, Moshe Lander, Peter Morden, Durachelvan Raju, Pat Riva, Lourdu Reddy Allam, Rosemary Reilly, Pascale Sicotte, Reza Soleymani, Robert Soroka, Craig Townsend, Guylaine Vaillancourt, Jean-Philippe Warren, Deeva Wazir, Anne Whitelaw, Shaina Willison, Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Paul Chesser, Denis Cossette, Stéphanie de Celles, Isabel Dunnigan, Nadia Hardy, Tom Hughes, Émilie Martel

Also attending: Karan Singh

ABSENT

Voting members: Catherine Bolton, Sally Cooke, Mary Esteve, Eduardo Malorni, Mitch Mitchell, Prady Cassandra Ngouma Wa, Satinder Pal Singh, Paula Wood-Adams

Non-voting members: Michael Di Grappa, Candace Jacobs, Frederica Jacobs

**1. Call to order**

The President called the meeting to order at 2:13 p.m.

### 1.1 Approval of the Agenda

*R-2022-3-4 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

### 1.2 Adoption of March 18, 2022 Minutes

*R-2022-3-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 18, 2022, be adopted.*

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

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

## 3. President's Remarks

The President's remarks are summarized as follows:

- G. Carr began by informing Senate of a matter which had been discussed at the Senate Steering Committee meeting. As part of the modifications to the University's By-Laws, owing to changes brought about by the establishment of the new School of Health, the opportunity was taken, as is always the case, to also make some other modifications to the By-Laws. One such change was to remove the Senate Finance Committee (SFC), whose activities have been suspended since 2019. These changes were brought before the Board at its meeting of March 2022. It was however noted at the Board meeting that as the SFC was a Senate committee, it would be necessary that the discontinuation be approved by Senate first, before seeking Board approval. For such purpose, G. Carr went on to provide the Senators a bit of history of the SFC.
  - In 2019, the SFC itself recommended to Senate that the activities of the SFC be discontinued. The rationale for this recommendation was that, although the main role of the SFC was to provide comments on the costing related to new programs brought forward to Senate, in 2019, a new process had been implemented in relation to the review and approval of costing related to new programs. Senate had agreed with the recommendation because by the time a matter came before the SFC for consideration, it had already gone through multiple levels of reviews and approvals (including by the relevant departments, units and the office of the Chief Financial Officer), thus making the SFC's work somewhat redundant. Further, the timeline of review and approval did not adequately coincide with the implementation of new programs. In 2019, it was felt that given the new process of review and approval of costing, the SFC's work be suspended. However, in 2019, the SFC was not formally abolished by Senate. In including the discontinuation of the SFC as part of the amendment to the By-Laws, a good faith error was made, whereby the specific amendment related to the SFC's discontinuation was directly brought to the Board for approval. G. Carr explained further that this good faith error would be corrected, and the recommendation of the discontinuation of the SFC would be brought before

Senate at its May 2022 meeting for approval and subsequently be recommended to the Board.

- G. Carr began by saluting the efforts of the entire community during the difficult semester, which was delivered effectively under the shadow of the pandemic. G. Carr wished students the best for the final stretch of assignments, performances and exams that are yet to come. He reiterated that the rest of the semester would continue to be delivered with continued health protocols in place.
- He apprised Senate of the various activities that had been happening on campus, including on Wednesday when the University hosted the head of Hydro Québec, S. Brochu, who was in conversation with the University's jurist in residence, M. Minc. G. Carr also noted the terrific event held in 4<sup>th</sup> Space, which acknowledged the work of the Task Force on Anti-Black Racism.
- G. Carr recommended a visit to the Ellen Gallery, which was currently hosting a photographic exhibit by celebrated artist M. Davey, a Concordia alumna. M. Davey is the winner of the Scotiabank Photography Award and the Guggenheim Foundation Fellowship.
- He noted that as public health authorities had not announced the health protocols for the coming months, the University would only follow suit for what will be done for the summer semester.
- Speaking of the application rates for the fall semester, he informed Senate that graduate and international applicants continued to be strong, however undergraduate applications were also affected owing to unfavorable demographics. He noted the need to develop programs with CEGEPs that facilitate entry, as francophone universities have been doing so successfully over the years.
- G. Carr reiterated the support for Ukrainian students and those who continue to be affected by the horrors of the invasion in Ukraine.
- He congratulated the woman's ice hockey Stingers and their coach J. Chu, for their success in Charlottetown. This was the first time since 1999 that they are champions in Québec and nationally, having swept the Québec playoffs and winning three straight victories at the championships in Charlottetown.
- G. Carr congratulated A. Aguy and J. Dessalines for finishing in the top 10 throughout Québec at the *Délie ta langue* competition, which is a public speaking competition to promote eloquence in the French language funded by the *l'Office québécoise de la langue française*, in collaboration with the University of Montréal. G. Carr had the opportunity to attend the finals on March 28<sup>th</sup>, and Concordia was the first anglophone university to participate. He also offered congratulations to C. Bourdon who helped prepare the Concordia participants.

- G. Carr shared with Senators that as part of the University's efforts to raise Concordia's global profile as a sustainability champion, the University has been granted accreditation as an observer of the governing body of the United Nations Environment Assembly of the United Nations Environment Programme. Going forward, the University will receive invitations to all public meetings and sessions of the United Nations Environment Assembly.
- He informed Senate that announcements regarding grant programs and student scholarships will be shared at the next Senate meeting.
- Lastly, G. Carr shared his disappointment and that of other Québec universities on the government's introduction of the law on academic liberty. He noted that there was no support for this among universities and given that this is an election year, it is possible that the legislative project may not become law before the dissolution of the National Assembly. He informed Senate that BCI will be repeating its opposition on behalf of the university sector, as all universities are committed to academic freedom, whilst supporting a culture of respect.

#### 4. **Academic update** (Document US-2022-3-D2)

A. Whitelaw had no additional information to the written report.

#### CONSENT

#### 5. **Academic Planning and Priorities Committee report** (Document US-2022-3-D3)

#### 6. **Research Committee report** (Document US-2022-3-D4)

These reports were provided for information.

#### REGULAR

#### 7. **Graduate Billing Reform – Course-based Masters** (Document US-2022-3-D5)

E. Diamantoudi presented the graduate billing reform as it applies to course-based master's programs. Details were provided that the changes were not going to impact Ph.D thesis and master's thesis programs. She informed Senate that any course-based master's student admitted from the summer 2022 term onwards will have their tuition billed per credit rather than per term and demonstrated why per-credit billing is an ideal structure for course-based programs. She presented the challenges of the current billing system and the benchmarking conducted across Québec universities. She explained that this reform was to improve the graduate student experience and will not increase the total cost of tuition. She also apprised Senate of other adjustments required to align with the new tuition billing practice, such as the changes related to the Full-time/Part-time status definition.

This item was provided for information.

**8. Question period**

There were no questions asked during the question period.

**9. Other business**

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

**10. Adjournment**

The meeting was adjourned at 2:55 p.m.

*Shelina Houssenaly*

Shelina Houssenaly  
Secretary of Senate





## Internal Memorandum

To: Members of Senate  
From: Anne Whitelaw, Provost and Vice-President, Academic  
Date: May 10, 2022  
Re: Academic Update

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At this last meeting of Senate of 2021-22, it's worth reflecting on the number and quality of academic achievements by Concordia faculty, staff and students over the past year. Over a period that began with excitement over a return to in-person teaching, saw a return to remote classes at the beginning of the winter term due to the rise of the Omicron variant and the resumption of scheduled academic activities in February, we continued to teach, research, learn and make a mark on society. I want to thank everyone for their contribution to teaching, research, service over the past year, and for making Concordia such a great academic community.

Several impressive awards were granted to Concordians recently. The Northeastern Association of Graduate Schools (NAGS), one of four regional affiliates of the Council of Graduate Schools (CGS), has announced a double win for Concordia's candidates. Seyed Amir Hooshier Ahmedi (Mechanical, Industrial and Aerospace Engineering) was awarded the Doctoral Dissertation Award and Zhikun Chen (Building, Civil and Environmental Engineering) won the Master's Thesis Award. The awards will be presented at the annual meeting of NAGS, and the recipients will be invited to attend the meeting as a guest of the Association.

Maxine Iannuccilli (BA 18), a PhD candidate in Concordia's Department of Psychology was one of 25 finalists in the annual Social Sciences and Humanities Research Council (SSHRC) [Storytellers Challenge](#), which asks entrants to sum up their research in a three-minute or 300-word presentation. Iannuccilli's research explores how children acquire stereotypical beliefs about gender and how those beliefs affect their behaviour, interests, attitudes, and motivation.

As part of a pan-Canadian competition, the Genomic Applications Partnership Program (GAPP) has awarded \$6 million dollars over three years to [Adrian Tsang](#) from the Department of Biology. The research funding will support the production and engineering of an alternative to antibiotics in livestock animals' feed and comes from Genome Canada and Génome Québec and is in partnership with Elanco Animal Health. Tsang is director of the Centre for Structural and Functional Genomics, one of 25 university-recognized research units. He will use this investment to build on work from two previous awards he received from Genome Canada and Génome Québec.

Catherine Mulligan (Building, Civil, and Environmental Engineering) received \$300,000 through the FRQNT - Développement durable du secteur minier program for her project "Application de l'efficacité eau-énergie dans l'industrie minière".

The research of Professor Ali Nazemi was [published](#) in the Nature journal [Scientific Reports](#). He revealed how Quebec's different regions respond to warmer temperatures and thinner snow cover and its impact on freeze-thaw cycles and our infrastructure.

Political Science student Sage Duquette is the first Concordia student to be [named a McCall MacBain Scholar](#), which provides a fully funded master's or professional degree at McGill University. As a McCall MacBain Scholar, he will study law at McGill while connecting with mentors and participating in an intensive leadership development program. The scholarship funding covers the program's tuition and fees, as well as a living stipend of \$2,000 per month. Duquette volunteers with a political association in his district and serves as deputy leader for the *Parlement jeunesse du Québec*, a youth parliament simulation. He is currently working at Concordia's Center for Research on Values, Attitudes and Societies (CEVAS).

And finally, NSERC has awarded 23 Discovery Grants totaling \$5,750,000 (over 5 years), 11 Discovery Launch Supplements totaling \$137,500 (for one year), and 4 Research Tools and Instruments totaling \$598,207. The SSHRC has awarded 15 Insight Grants totaling \$3,015,933 (over 3-5 years), 1 Race, Gender and Diversity Initiative Grant of \$448,975, 2 Partnership Development Grants totaling \$364,352, 2 Connection Grants totaling \$40,040, and 1 Knowledge Synthesis Grant of \$29,728.

Over 50 students applied for the Public Scholars program after completing the 8-week Strategic Public Communications qualifying training program. The Public Scholar adjudication committee met on April 27 and selected the 2022-23 Public Scholars cohort representing all the Faculties and disciplines. The new cohort will be announced in June in conjunction with the announcement of the new partnership for the program with *The Conversation and Le Devoir*.

Over the next three years, Concordia's [Département d'études françaises](#), with funding from the [Office québécois de la langue française](#) (OQLF), is embarking on a project to support students with a suite of French-language terminology tools. Because Concordia's language of instruction is English, these resources will prepare students to compete in the French-speaking workforce and gain acceptance into many professional orders in the province that require a command of French. The tools are geared toward students in the [Gina Cody School of Engineering and Computer Science](#) and [John Molson School of Business](#). The \$300,000 in funding includes paid placements for terminology and translation students to work alongside certified terminologists to develop exercises, tests and other educational materials. The content will be categorized by subject area and consist of 4,500 terminology records.

The Concordia Arts in Health Centre (CAiHC) has launched its first pilot project in collaboration with the [Refugee Centre](#), [Montreal Therapy Centre](#) (MTC) and [Montreal Museum of Fine Arts](#) (MMFA). The project provides immigrants and refugees with affirmative and culturally relevant mental-health services through the development of an art therapy internship partnership with the CAiHC, MTC and the MMFA. The Refugee Centre facilitates a direct referral system of new clients to these partnering sites. The two main aspects included providing short-term, individual art therapy sessions for immigrants and refugees through the MTC, and museum-based group art therapy sessions for newcomer mothers at the MMFA. Clients from both programs also got free art kits delivered directly to their homes. The goal is to increase the number of experiential learning opportunities through student art therapy internships in the upcoming years.

Concordia's Tiny Moves Festival reconnects students to campus through site-specific interventions. Students in [Rebecca Duclos](#)'s *Museological Modes* course (ARTH 298) presented their guerilla art projects across the Sir George Williams Campus. The aim was to provoke the public's senses and inspire a closer look at everyday surroundings. The art history class examines art that intervenes in cultural spaces. In a blended course, students read, watch and make short videos on a wide variety of artworks. They also discussed what artists do when their interventions critique museums, galleries and other cultural sites.

For their final project, students were asked to create something inspired by a work they studied, treating the university as their cultural site to critique. Students presented their “tiny moves” across campus as a pop-up festival over the last three Fridays of the term.

[Aphrodite Salas](#) (MA 99), assistant professor of journalism in Concordia’s [Faculty of Arts and Science](#), travelled to Inukjuak with her students in November on a collaborative project exploring the first hydroelectric dam in Arctic Quebec. The trip to the Inuit community of Inukjuak has been two years in the making. Before leaving, the students received training through the organization [Journalists for Human Rights](#) (JHR). JHR arranged for *The Globe and Mail* reporter Willow Fiddler to talk about how to approach assignments in Indigenous communities as non-Indigenous journalists. They focused on readings including the final report of the [Truth and Reconciliation Commission of Canada](#) and its calls to action regarding journalism, the history of Inukjuak, the impact of colonialism in Nunavik, and reflections on the students’ own positionality and perspectives regarding media and reconciliation. Salas and her students will produce a documentary film on climate leadership in Inukjuak that will be published on the [CTV Montreal website](#) this spring, along with multimedia elements that will highlight different aspects of the story. The process is collaborative and involves consulting with community members throughout.

The Beat the Odds (BTO) internship program within the Experiential Learning (EL) Office has nearly doubled in size in its second year. 72 students from equity seeking groups have been placed either on campus or with external partners to provide an EL experience that is paid, flexible, and scaffolded with additional supports. Approximately \$240,000 has been awarded to the student participants thanks to generous donors. Notably, 42% of participants identified as a student with a disability and 35% identified as being in financial need or having a low socio-economic status.

The EL Office has also partnered with FutureBound to expand the Connect Concordia mentorship program which pairs students with CU employees. 47 students have participated over the winter semester and those from equity-seeking groups were paid a financial award for a 5-hour commitment. This has been a unique opportunity for students to look behind the scenes at CU and discover what a career within the post-secondary environment may offer. The success of the program over the winter semester has led to a second round which will run over the spring/summer months.

Concordia’s Next-Generation Cities Institute has welcomed seven new partner organizations under the leadership of Professor Ursula Eicker. The newest members are:

- Transit authority Autorité régionale de transport métropolitain
- Community organization Le Conseil régional de l’environnement de Montréal
- Business development corporation Montréal centre-ville
- Technology and smart infrastructure company Siemens Canada
- National platform for Canadian city building Canadian Urban Institute
- B-Corp certified developer Gestion Immobilière Quo Vadis
- Educational charity organization CityStudio Vancouver.

A number of high-profile collaborative ventures were featured at 4<sup>TH</sup> SPACE recently. First, three interdisciplinary panels were organized by Concordia International and the Embassy of the Kingdom of Morocco in Canada to highlight the 60th anniversary of the establishment of diplomatic relations between [Canada and Morocco](#). Secondly, [OCE partnered with Hoodstock and Simone de Beauvoir](#) to engage in a discussion on the lack of safe and culturally appropriate services for Black and racialized victims/survivors.

On April 27, a hybrid Tri-Center conference brought together CAPS, CMS & Co-Op/EL at 4<sup>th</sup> Space. It had been 10 years since this type of activity took place uniting the centers. The topic was “*Career Trends & Shifts: How Students' Perspectives and Employers' Approaches Are Changing*” and was delivered by Graham Donald, Founder & President, Brainstorm Strategy Group Inc. who is one of North America’s leading experts on attracting, recruiting, and engaging students and graduates. The presentation focused on the most recent research into students' attitudes and expectations to provide a clear profile of the next generation of workers in Canada.

From May 2 to 13, the Masters of Design graduating class were in-residence at 4<sup>TH</sup> SPACE for their “[MDES22-research-creation show](#).” During these two weeks, audiences were able to both engage with the design projects on display and participate in any of the 16 events featuring 9 guest speakers that this group has curated.

Many new collaborations were highlighted at Milieux’s year-end exhibition and symposium, [In the Middle, a Chimera](#). On April 27, Theresa Arriola (Sociology and Anthropology) presented her artwork, [Beyond the “Crossfire:” Refusing the Making of a Military Bombing Range in the Mariana Islands](#) as part of the warm-up programming the year-end exhibit. This event marked the Institute’s first collaboration with [daphne](#), the Indigenous artist-run centre, in what will be a longer-term relationship. It was also Arriola’s first presentation of her research in the form of visual artwork, an important shift for her practice, and the whole was marked by her generosity of spirit and fervor for the topic at hand.

[In the Middle, a Chimera](#) opened on Thursday, May 5, with the launch of its exhibition component at [Eastern Bloc](#) (now at its magnificent new space on 53-55 Louvain Ouest). The exhibition—featuring works by Mark Igloliorte, Jacqueline Beaumont, Diyar Mayil, Ojo Agi, Philippe Vandal and Timothy Thomasson—is the first of two that feature in *Chimera’s* official programming, and marks the Institute’s first collaboration with Eastern Bloc at their new space.

On Sunday, May 15, the Institute partnered with the Fondation PHI—Montreal’s landmark contemporary art gallery—for the first time on a workshop with artist and researcher Caroline Sindere to be featured in the [In the Middle, a Chimera](#) programming. This partnership marks the first in a series with the PHI and Sindere, as well as the first of many between the Institute and the internationally recognized art space.

Several Milieux members—Alice Jarry, Brice Ammar-Khodja, Jacqueline Beaumont, and Philippe Vandal—are part of the team presenting the exhibition [Inertia: Speculative Fossils](#) at the Rio Tinto Alcan Planetarium in Montreal, a show that runs from April 22 to June 13. In addition to the exhibition—which crosses the disappearance of the Earth in the eye of the Voyager probes with the atmospheric and ecological situation in the east of Montreal—was accompanied by an event featuring demos and a round table, as well as a live performance at the vernissage on April 28.

At the Ellen Gallery, [Ignition 17](#) returns after a two-year hiatus. This annual graduate student exhibition curated by the director and a guest curator was inaugurated on April 23 with a public presentation by each artist. On May 5, as part of Sightings, there was a conversation between artist and curator Michäelle Sergile and the Haitian writer Marie-Célie Agnant. The results of the short film competition SEEING AND NOT KNOWING were announced with Myriam Yates and Jinyoung Kim each receiving a bursary of \$18,000 funded by the Gallery’s Canada Council for the Arts programming grant.

Many D3 programs are currently underway including the [Alan Shepard Residency Program](#): The program will consist of a cohort of about 12 Concordia students (undergraduate, graduate, or recent alumni) from various faculties. D3 is also finalizing the selection of new teams for the Launch and Grow program. The Summer 2022 L&G Onboarding started May 5 and will consist of a series of fundamental workshops covering the important topics of Sales, Marketing, Intellectual Property Strategy, etc. And finally, the Winter 2022 Validation concluded on April 6th. Six teams were chosen to advance to the Launch & Grow program. Of the teams that were chosen for Launch and Grow, 2 entrepreneurs have been awarded the Fellowship in Residence: Amal Khabou from Flumen AI and Anmol Nagpal from NOSpharma. D3 is currently selecting for the next Summer 2022 Validation cohort.

The [Librarian's Research Forum](#) took place virtually on April 26 and 27, 2022. The Forum was open to all with free registration. All the presentations were recorded and made available to participants, including the plenary, "Racial capitalism and knowledge production in Library and Information Studies: A conversation with David James Hudson," moderated by Désirée Rochat (Concordia Library's 2021-2022 Researcher-in-Residence).

On May 5, all Quebec university libraries implemented network loans. From now on, the Concordia Community can request books from other libraries directly from the Library Catalogue Sofia, as easily as placing requests for books from Concordia's own collections. The time to receive the book is expected to be approximately the same amount of time as an interlibrary loan item ordered from a BCI library, usually up to a week. Currently, these materials may be picked up at the Loans/Circulation desks at either Webster or Vanier Library. Regarding interlibrary loans, Quebec university libraries are moving to a new platform in stages over the summer. The Concordia platform will go live on June 28 and will greatly improve the user experience and will also help staff do their work more efficiently.

And finally, The [CEVAS research centre](#) in the department of Political Science will host a conference on contemporary societal values, identity and politics. The 59th annual event organized by the Société québécoise de science politique runs May 25 to 27 and will be chaired by professor Guy Lachapelle. Participants will analyze the future of our societies and help decision-makers be more engaged with citizens in the face of new challenges.



**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
May 20, 2022**

**The Academic Programs Committee requests that Senate consider the following changes for the Undergraduate and Graduate Calendars.**

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

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

**Faculty of Arts and Science**

Department of Classics, Modern Languages and Linguistics

AS-CMLL-2921; **APC-2022-3-D1** (For September 2023 implementation)

*[The proposal involves adding a minimum grade of "C" to the prerequisites of a number of language courses offered by the department]*

- Courses

Department of Geography, Planning and Environment

AS-GEOG-1302; **APC-2022-3-D2** (For September 2023 implementation)

*[The proposal involves adjustments to the Minor in Environmental Geography program requirements, the addition of new courses to the Geography/Geology course list, adjustments to course prerequisites and descriptions, and the introduction of a new course, GEOG 480 Economics for Sustainability.]*

- Courses
- Requirements

**2. Graduate Curriculum Proposals (Changes for the Fall 2022 Calendar, Winter and Summer 2023 Calendars)**

**Faculty of Arts and Science**

Department of Geography, Planning and Environment

GEOG-51; **APC-2022-3-D3** (For May 2023 implementation)

*[The proposal involves the replacement of one 18-credit course, ENVS 696 Internship and Report in EA, with two 9-credit courses, ENVS 697 Internship in EA and ENVS 698 Internship Report, in the Master of Environment (MEnv) program.]*

- Courses
- Requirements

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

GCS-GCS-2901; **APC-2022-3-D4** (For January 2023 implementation)

*[The proposal involves the replacement of ENCS 6931 with ENCS 6921 to satisfy the Co-op requirements. The credits are reduced from 9 to 4 and the project will be evaluated by the Department Co-op Program Director or Graduate Program Director.]*

- Courses
- Requirements

Department of Electrical and Computer Engineering

GCS-ELEC-1642; **APC-2022-3-D5** (For January 2023 implementation)

*[The proposal involves changes to the course description and title of ELEC 6631 Video processing and compression].*

- Courses
- Requirements

**John Molson School of Business**

PhD in Business Administration

JMSB-ADMI-321; **APC-2022-2-D1** (For September 2023 Implementation)

*[The proposal involves the restructuring of the PhD program, changes to admission process, and changes to supervision practices.]*

- Courses
- Requirements

Department of Electrical and Computer Engineering

GCS-ELEC-3601; **APC-2022-3-D6** (For January 2023 implementation)

*[The proposal involves changes to course descriptions to reflect more accurately what is being currently taught in the courses.]*

- Courses
- Requirements

**School of Graduate Studies**

SGS-SGS-3061; **APC-2022-3-D7** (For September 2022 implementation)

*[The proposal involves the introduction of four 1-credit professional development courses in the School of Graduate Studies, to help graduate students succeed in their careers.]*

- Courses



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning May 2, 2022

## Undergraduate Program Regular Curriculum Change - AS-CMLL-2921 - VERSION : 7

**Summary and Rationale for Changes**

The German, Italian and Spanish course changes are minor and only involve adding a minimum grade of “C” to the prerequisites of the following courses: GERM 202, 240, 241 and 242; ITAL 202, 240, 241 and 242; SPAN 202, 240, 241 and 242. Students who perform at levels lower than “C” in the prerequisite courses are not sufficiently prepared for these higher-level language courses.



**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Pascale Sicotte, Dean,  
Arts and Science Faculty Council, 11 Mar 2022

The following proposal was presented under ASFC-2022-2M-B and approved at the Arts and Science Faculty Council meeting on March 11, 2022. We request that it be reviewed at the Academic Programs Committee on April 22, 2022 for implementation in the 2023-24 Undergraduate Calendar.

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

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Pascale Sicotte, Dean,  
Arts and Science Faculty Council, 11 Mar 2022

### **Approved by:**

Richard Courtemanche, Associate Dean,  
Faculty Curriculum Committee, 11 Feb 2022

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 is proposing the addition of a minimum grade requirement of “C” to courses in German (GERM 202, 240, 241 and 242), Italian (ITAL 202, 240, 241, and 242) and Spanish (SPAN 202, 240, 241, and 242.) The changes will ensure that students who completed these courses with a minimum of a “C” grade will be sufficiently prepared for the next level.

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

**Summary of Committee Discussion: Department approval**

**For Submission to:**

Richard Courtemanche, Associate Dean,  
Faculty Curriculum Committee, 11 Feb 2022

**Approved by:**

Madelyn Kissock, Chair,  
Department Council, 10 Dec 2021

The DCC discussed and approved these minor changes.

**Summary of Changes (Undergraduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
GERM 202 Introductory German II Change					X					
GERM 240 Intermediate German: Intensive Course Change					X					
GERM 241 Intermediate German I Change					X					
GERM 242 Intermediate German II Change				X	X					
ITAL 202 Introductory Italian II Change					X					
ITAL 240 Intermediate Italian: Intensive Course Change					X					
ITAL 241 Intermediate Italian I Change					X					
ITAL 242 Intermediate Italian II Change					X					
SPAN 202					X					

Introductory Spanish II Change										
SPAN 240 Intermediate Spanish: Intensive Course Change					X					
SPAN 241 Intermediate Spanish I Change					X					
SPAN 242 Intermediate Spanish II Change					X					

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** GERM 202

**Calendar Section Type:** Course

**Description of Change:** GERM 202 Introductory German II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > German Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GERM 202 Introductory German II (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 201 or ~~equivalent.~~

*Description :*

This course is a continuation of GERM 201 and completes the study of the basic elements of the German language. Practice is provided through short readings, conversation, composition, and lab work.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 200 or equivalent may not take this course for credit.

### Proposed Text

GERM 202 Introductory German II (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 201 **with a grade of C or higher .**

*Description :*

This course is a continuation of GERM 201 and completes the study of the basic elements of the German language. Practice is provided through short readings, conversation, composition, and lab work.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 200 or equivalent may not take this course for credit.

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** GERM 240

**Calendar Section Type:** Course

**Description of Change:** GERM 240 Intermediate German: Intensive Course Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > German Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GERM 240 Intermediate German: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: GERM 200 or GERM 202 -

*Description :*

This course provides a review of German grammar in a single term and furnishes additional details not dealt with in the introductory courses. Practice is provided through readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 241 , GERM 242 , or equivalent may not take this course for credit. This course covers the same material as GERM 241 and GERM 242 .

### Proposed Text

GERM 240 Intermediate German: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: GERM 200 or GERM 202 **with a grade of C or higher.**

*Description :*

This course provides a review of German grammar in a single term and furnishes additional details not dealt with in the introductory courses. Practice is provided through readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 241 , GERM 242 , or equivalent may not take this course for credit. This course covers the same material as GERM 241 and GERM 242 .

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** GERM 241

**Calendar Section Type:** Course

**Description of Change:** GERM 241 Intermediate German I Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > German Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GERM 241 Intermediate German I (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 200 or GERM 202 –

*Description :*

This course provides a review of German grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 240 or equivalent may not take this course for credit.

### Proposed Text

GERM 241 Intermediate German I (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 200 or GERM 202 [with a grade of C or higher](#).

*Description :*

This course provides a review of German grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 240 or equivalent may not take this course for credit.

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** GERM 242

**Calendar Section Type:** Course

**Description of Change:** GERM 242 Intermediate German II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > German Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GERM 242 Intermediate German II (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 241 or ~~equivalent.~~

*Description :*

This course is a continuation of GERM ~~241~~. It completes the review of the grammar and includes additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 240 or equivalent may not take this course for credit.

### Proposed Text

GERM 242 Intermediate German II (3 credits)

*Prerequisites:*

The following course must be completed previously: GERM 241 **with a grade of C or higher.**

*Description :*

This course is a continuation of GERM 241. It completes the review of the grammar and includes additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for GERM 240 or equivalent may not take this course for credit.

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** ITAL 202

**Calendar Section Type:** Course

**Description of Change:** ITAL 202 Introductory Italian II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Italian Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ITAL 202 Introductory Italian II (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 201 or ~~equivalent.~~

*Description :*

The objective is to complete the study of fundamental aspects of Italian grammar.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for ITAL 200 or ITAL 210 or ITAL 211 or ITAL 253 or ITAL 254 may not take this course for credit.

### Proposed Text

ITAL 202 Introductory Italian II (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 201 **with a grade of C or higher .**

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** ITAL 240

**Calendar Section Type:** Course

**Description of Change:** ITAL 240 Intermediate Italian: Intensive Course Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Italian Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ITAL 240 Intermediate Italian: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 200 or ITAL 202 or ITAL 211 or ~~equivalent~~

*Description :*

This course provides a review of Italian grammar in one term and deals with additional details not covered in the introductory course. Practice is provided through readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for ITAL 241 or ITAL 242 or ITAL 253 or ITAL 254 may not take this course for credit. This course covers the same material as ITAL 241 and ITAL 242 .

### Proposed Text

ITAL 240 Intermediate Italian: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 200 or ITAL 202 or ITAL 211 **with a grade of C or higher** .

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** ITAL 241

**Calendar Section Type:** Course

**Description of Change:** ITAL 241 Intermediate Italian I Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Italian Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ITAL 241 Intermediate Italian I (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 200 or ITAL 202 or ITAL 211 or ~~equivalent~~.

*Description :*

This course provides a review of Italian grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for ITAL 240 or ITAL 253 or ITAL 254 may not take this course for credit.

### Proposed Text

ITAL 241 Intermediate Italian I (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 200 or ITAL 202 or ITAL 211 **with a grade of C or higher** .

*Description :*

*Component(s):*

Lecture

*Notes :*

**Rationale:**

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

**Resource Implications:**

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** ITAL 242

**Calendar Section Type:** Course

**Description of Change:** ITAL 242 Intermediate Italian II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Italian Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ITAL 242 Intermediate Italian II (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 241 or ~~equivalent.~~

*Description :*

This course is a continuation of ITAL 241 . It completes the review of the grammar and provides additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for ITAL 240 or ITAL 253 or ITAL 254 may not take this course for credit.

### Proposed Text

ITAL 242 Intermediate Italian II (3 credits)

*Prerequisites:*

The following course must be completed previously: ITAL 241 **with a grade of C or higher .**

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** SPAN 202

**Calendar Section Type:** Course

**Description of Change:** SPAN 202 Introductory Spanish II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Spanish Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

SPAN 202 Introductory Spanish II (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 201 or ~~equivalent.~~

*Description :*

The objective of this course is to complete the study of fundamental aspects of Spanish Grammar.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SPAN 200 may not take this course for credit.

### Proposed Text

SPAN 202 Introductory Spanish II (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 201 [with a grade of C or higher](#) .

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** SPAN 240

**Calendar Section Type:** Course

**Description of Change:** SPAN 240 Intermediate Spanish: Intensive Course Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Spanish Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

SPAN 240 Intermediate Spanish: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 200 or SPAN 202 or ~~equivalent~~

*Description :*

This course provides a review of Spanish grammar in a single term and furnishes additional details not dealt with in the introductory courses. Practice is provided through readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SPAN 241 or SPAN 242 may not take this course for credit. This course covers the same material as SPAN 241 and SPAN 242 .

### Proposed Text

SPAN 240 Intermediate Spanish: Intensive Course (6 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 200 or SPAN 202 **with a grade of C or higher** .

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** SPAN 241

**Calendar Section Type:** Course

**Description of Change:** SPAN 241 Intermediate Spanish I Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Spanish Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

SPAN 241 Intermediate Spanish I (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 200 or SPAN 202 or ~~equivalent.~~

*Description :*

This course provides a review of Spanish grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SPAN 240 may not take this course for credit.

### Proposed Text

SPAN 241 Intermediate Spanish I (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 200 or SPAN 202 [with a grade of C or higher](#) .

*Description :*

*Component(s):*

Lecture

*Notes :*

**Rationale:**

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

**Resource Implications:**

n/a



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** German, Italian & Spanish Prerequisites

**Calendar Section Name:** SPAN 242

**Calendar Section Type:** Course

**Description of Change:** SPAN 242 Intermediate Spanish II Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Classics, Modern Languages and Linguistics

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Sept 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Language Courses > Spanish Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

SPAN 242 Intermediate Spanish II (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 241 or ~~equivalent.~~

*Description :*

This course is a continuation of SPAN 241. It completes the review of the grammar and includes additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SPAN 240 may not take this course for credit.

### Proposed Text

SPAN 242 Intermediate Spanish II (3 credits)

*Prerequisites:*

The following course must be completed previously: SPAN 241 [with a grade of C or higher](#) .

*Description :*

*Component(s):*

Lecture

*Notes :*

### Rationale:

Students who perform at levels lower than "C" are not sufficiently prepared for this higher-level course.

### Resource Implications:

n/a

## Impact Report

### Programs

#### Honours in Italian

Source of Impact

- ITAL 240
- ITAL 241
- ITAL 242

#### Honours in Spanish, Hispanic Cultures and Literatures

Source of Impact

- SPAN 240
- SPAN 241
- SPAN 242

#### Major in Italian

Source of Impact

- ITAL 240
- ITAL 241
- ITAL 242

#### Major in Spanish, Hispanic Cultures and Literatures

Source of Impact

- SPAN 240
- SPAN 241
- SPAN 242

#### Minor in German Studies

Source of Impact

- GERM 242

#### Minor in Spanish Translation

Source of Impact

- SPAN 202
- SPAN 240
- SPAN 241
- SPAN 242

#### Minor in Spanish, Hispanic Cultures and Literatures

Source of Impact

- SPAN 202
- SPAN 240
- SPAN 241
- SPAN 242

#### Specialization in Spanish, Hispanic Cultures and Literatures

Source of Impact

- SPAN 240
- SPAN 241
- SPAN 242

## Defined Groups

### Intermediate German

Source of Impact

- GERM 240
- GERM 241
- GERM 242

### Intermediate Spanish

Source of Impact

- SPAN 240
- SPAN 241
- SPAN 242

### Introductory German

Source of Impact

- GERM 202

### Introductory Spanish

Source of Impact

- SPAN 202

## Courses

### GERM 200

Source of Impact

- GERM 202

### GERM 240

Source of Impact

- GERM 202
- GERM 241
- GERM 242

### GERM 241

Source of Impact

- GERM 202
- GERM 240

### GERM 242

Source of Impact

- GERM 240
- GERM 241

### GERM 301

Source of Impact

- GERM 240
- GERM 242

GERM 305

Source of Impact

- GERM 240
- GERM 242

GERM 306

Source of Impact

- GERM 240
- GERM 242

GERM 308

Source of Impact

- GERM 240
- GERM 242

GERM 361

Source of Impact

- GERM 240
- GERM 242

GERM 362

Source of Impact

- GERM 240
- GERM 242

ITAL 200

Source of Impact

- ITAL 202

ITAL 210

Source of Impact

- ITAL 202

ITAL 211

Source of Impact

- ITAL 202

ITAL 240

Source of Impact

- ITAL 202
- ITAL 241
- ITAL 242

ITAL 241

Source of Impact

- ITAL 202
- ITAL 240

ITAL 242

Source of Impact

- ITAL 240
- ITAL 241

ITAL 301

Source of Impact

- ITAL 240
- ITAL 242

ITAL 303

Source of Impact

- ITAL 240
- ITAL 242

ITAL 305

Source of Impact

- ITAL 240
- ITAL 242

ITAL 306

Source of Impact

- ITAL 240
- ITAL 242

ITAL 308

Source of Impact

- ITAL 240
- ITAL 242

ITAL 310

Source of Impact

- ITAL 240
- ITAL 242

ITAL 311

Source of Impact

- ITAL 240
- ITAL 242

ITAL 365

Source of Impact

- ITAL 240
- ITAL 242

SPAN 200

Source of Impact

- SPAN 202

SPAN 240

Source of Impact

- SPAN 202
- SPAN 241
- SPAN 242

SPAN 241

Source of Impact

- SPAN 202
- SPAN 240

SPAN 242

Source of Impact

- SPAN 240
- SPAN 241

SPAN 301

Source of Impact

- SPAN 240
- SPAN 242

SPAN 305

Source of Impact

- SPAN 240
- SPAN 242

SPAN 306

Source of Impact

- SPAN 240
- SPAN 242

SPAN 308

Source of Impact

- SPAN 240
- SPAN 242

SPAN 310

Source of Impact

- SPAN 240
- SPAN 242

SPAN 311

Source of Impact

- SPAN 240
- SPAN 242

SPAN 320

Source of Impact

- SPAN 240
- SPAN 242

SPAN 321

Source of Impact

- SPAN 240
- SPAN 242

SPAN 362

Source of Impact

- SPAN 240
- SPAN 242

SPAN 363

Source of Impact

- SPAN 240
- SPAN 242

SPAN 365

Source of Impact

- SPAN 240
- SPAN 242

## Undergraduate Program Regular Curriculum Change - AS-GEOG-1302 - VERSION : 2

**Summary and Rationale for Changes**

Based on a recommendation of the Department of Geography, Planning and Environment Curriculum Committee, on 26 November 2021 our department assembly voted unanimously to support the following six curriculum changes:

1. Expansion of the list of courses that students in the BSc Minor in Environmental Geography can take at the 400-level.
2. Changes to course prerequisites for GEOG 476 and GEOG 479.
3. Addition of GEOG 476 and GEOG 479 to the list titled “Students in programs leading to the BSc degree may take the courses in Geography/Geology listed below and have the credits applied to their program of concentration.”
4. Addition of a new course: GEOG 480 Economics for Sustainability.
5. Changes to the cross-listed courses GEOG/URBS 491 Honours Essay and Research Seminar so that they correspond in title and content.

There are no resource implications associated with these changes.



**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Pascale Sicotte, Dean,  
Arts and Science Faculty Council, 11 Mar 2022

The following proposal was presented under ASFC-2022-2M-C and approved at the Arts and Science Faculty Council meeting on March 11, 2022. We request that it be reviewed at the Academic Programs Committee on April 22, 2022 for implementation in the 2023-24 Undergraduate Calendar.

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

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Pascale Sicotte, Dean,  
Arts and Science Faculty Council, 11 Mar 2022

### **Approved by:**

Richard Courtemanche, Associate Dean,  
Faculty Curriculum Committee, 11 Feb 2022

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 Geography, Planning and Environment (GPE) is proposing changes to the Minor in Environmental Geography. On a program level, the unit is changing the “6-credit” group of courses in the 400-level course list (which included a specific course selection) to now include any 400-level GEOG or GEOL course from the Geography/Geology Course list. This will provide students with a more expansive list of courses to choose from, and more choice in fulfilling the 6-credit requirement for the minor.

Course prerequisite changes are made to GEOG 476 *Indigenous and Environmental History of Americas since 1492* and GEOG 479 *Primate Behaviour, Ecology and Conservation*. These courses currently require five prerequisite courses which is too restrictive and often students would not be able to register, this resulted in low enrolment. Changing the prerequisite to a more flexible '48 completed credits' in the department will alleviate this issue. These two courses will also be added to the Geography/Geology Course List to add more selection for students in the department to choose from.

The department is also proposing the addition of a new course GEOG 480 *Economics for Sustainability*. This course has been successfully offered under special topics number, GEOG 498. In addition to being a 400-level program elective in the Human Environment program for GPE students, it will also serve students in the Department of Economics. Course material in GEOG 480 uses alternate approaches of studying ecological economics.

Finally, changes are made to course titles and descriptions to GEOG 491 and URBS 491 to better reflect that these courses are cross-listed and share the same course description.

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

**Summary of Committee Discussion: Department approval**

**For Submission to:**

Richard Courtemanche, Associate Dean,  
Faculty Curriculum Committee, 11 Feb 2022

**Approved by:**

Craig Townsend, Chair,  
Geography, Planning and Environment Curriculum Committee, 26 Nov 2021

**Summary of Changes (Undergraduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
GEOG 476 Indigenous and Environmental History of Americas since 1492 Change					X					
GEOG 479 Primate Behaviour, Ecology and Conservation Change					X	X				
GEOG 480 Economics for Sustainability New	X	X	X	X	X	X	X	X	X	
GEOG 491 Honours Essay and Research Seminar Change			X	X		X				
URBS 491 Honours Essay and Research Seminar Change			X	X	X	X				X

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus

Minor in Environmental Geography Change				X			
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**Defined Group Changes:**

**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Geography/Geology Course List Change		X	

## PROGRAM CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** Minor in Environmental Geography

**Calendar Section Type:** Program

**Description of Change:** Minor in Environmental Geography Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Program Name:** Minor in Environmental Geography

**Program Type:** Minor

**Degree:** Non-degree program (certificate or minor)

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Programs > Environmental Geography > Minor in Environmental Geography > Program Requirements

**Type of Change:** Program Change

### Present Text (from 2021) calendar

**24**  
**credits** Minor in Environmental Geography

6.0 credits chosen from:

GEOG 272 The Natural Environment: Air and Water (3)

GEOG 274 The Natural Environment: Land and Life (3)

GEOL 210 Introduction to the Earth (3)

3.0 credits:

GEOG 290 Environment and Society (3)

9.0 credits chosen from:

GEOG 363 Geographic Information Systems (3)

GEOG 371 Landscape Ecology (3)

GEOG 374 Plant Ecology (3)

GEOG 375 Hydrology (3)

GEOG 377 Landform Evolution (3)

GEOG 378 The Climate System (3)

GEOL 302 Palaeobiology (3)

GEOL 331 Evolution of the Earth (3)

6.0 credits chosen ~~from:-~~

~~GEOG 458 Environmental Impact Assessment (3)-~~

~~GEOG 463 Advanced Geographic Information Systems (3)-~~

~~GEOG 466 Geomedia and the Geoweb (3)-~~

~~GEOG 470 Environmental Management (3)-~~

~~GEOG 474 Sustainable Forest Management (3)-~~

### Proposed Text

**24**  
**credits** Minor in Environmental Geography

6.0 credits chosen from:

GEOG 272 The Natural Environment: Air and Water (3)

GEOG 274 The Natural Environment: Land and Life (3)

GEOL 210 Introduction to the Earth (3)

3.0 credits:

GEOG 290 Environment and Society (3)

9.0 credits chosen from:

GEOG 363 Geographic Information Systems (3)

GEOG 371 Landscape Ecology (3)

GEOG 374 Plant Ecology (3)

GEOG 375 Hydrology (3)

GEOG 377 Landform Evolution (3)

GEOG 378 The Climate System (3)

GEOL 302 Palaeobiology (3)

GEOL 331 Evolution of the Earth (3)

6.0 credits of 400-level courses chosen from the Geography/Geology Course List . If prerequisites are not satisfied, permission of the department is required.

~~GEOG 475 Water Resource Management (3)~~  
~~GEOG 478 Climate Change: Science, Impacts and Policy (3)~~  
~~GEOG 415 Plate Tectonics and Crustal Evolution (3)~~  
~~GEOG 440 Seminar in Current Research on Environmental Earth Science (3)~~

**Rationale:**

The BSc Minor in Environmental Geography has been overlooked over several curriculum changes and as such has suffered from an antiquated and limited number of 400-level course selections. This change refers students to the long, and all inclusive list of science offerings in GPE and adds variety and flexibility in their course selection.

**Resource Implications:**

None.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** Geography/Geology Course List

**Calendar Section Type:** Defined group

**Description of Change:** Geography/Geology Course List Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 2023

**Effective/Push to SIS date:** 01 Jan 2023

**Implementation/Start date:** 01 Jan 2023

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Programs > Geography/Geology Course List

**Type of Change:** Defined Group Change

### Present Text (from 2021) calendar

Geography/Geology Course List

Students in programs leading to the BSc degree may take the courses in Geography/Geology listed below for credits to be applied to their program of concentration.

- GEOG 260 Mapping the Environment (3)
- GEOG 264 Programming for Environmental Sciences (3)
- GEOG 272 The Natural Environment: Air and Water (3)
- GEOG 274 The Natural Environment: Land and Life (3)
- GEOG 361 Research Design and Qualitative Methods (3)
- GEOG 362 Statistical Methods (3)
- GEOG 363 Geographic Information Systems (3)
- GEOG 371 Landscape Ecology (3)
- GEOG 374 Plant Ecology (3)
- GEOG 375 Hydrology (3)
- GEOG 377 Landform Evolution (3)
- GEOG 378 The Climate System (3)
- GEOG 458 Environmental Impact Assessment (3)
- GEOG 463 Advanced Geographic Information Systems (3)
- GEOG 464 Programming for Geospatial Technologies (3)
- GEOG 465 Remote Sensing (3)
- GEOG 466 Geomedia and the Geoweb (3)
- GEOG 470 Environmental Management (3)
- GEOG 473 Environment and Health (3)
- GEOG 474 Sustainable Forest Management (3)
- GEOG 475 Water Resource Management (3)

### Proposed Text

**credits** Geography/Geology Course List

Students in programs leading to the BSc degree may take the courses in Geography/Geology listed below for credits to be applied to their program of concentration.

- GEOG 260 Mapping the Environment (3)
- GEOG 264 Programming for Environmental Sciences (3)
- GEOG 272 The Natural Environment: Air and Water (3)
- GEOG 274 The Natural Environment: Land and Life (3)
- GEOG 361 Research Design and Qualitative Methods (3)
- GEOG 362 Statistical Methods (3)
- GEOG 363 Geographic Information Systems (3)
- GEOG 371 Landscape Ecology (3)
- GEOG 374 Plant Ecology (3)
- GEOG 375 Hydrology (3)
- GEOG 377 Landform Evolution (3)
- GEOG 378 The Climate System (3)
- GEOG 458 Environmental Impact Assessment (3)
- GEOG 463 Advanced Geographic Information Systems (3)
- GEOG 464 Programming for Geospatial Technologies (3)
- GEOG 465 Remote Sensing (3)
- GEOG 466 Geomedia and the Geoweb (3)
- GEOG 470 Environmental Management (3)
- GEOG 473 Environment and Health (3)
- GEOG 474 Sustainable Forest Management (3)
- GEOG 475 Water Resource Management (3)



**Present Text (from 2021) calendar**

GEOG 478 Climate Change: Science, Impacts and Policy (3)  
GEOL 210 Introduction to the Earth (3)  
GEOL 216 Field Methods (3)  
GEOL 302 Palaeobiology (3)  
GEOL 331 Evolution of the Earth (3)  
GEOL 415 Plate Tectonics and Crustal Evolution (3)  
GEOL 440 Seminar in Current Research on Environmental Earth Science (3)

**Proposed Text**

GEOG 478 Climate Change: Science, Impacts and Policy (3)  
GEOL 210 Introduction to the Earth (3)  
GEOL 216 Field Methods (3)  
GEOL 302 Palaeobiology (3)  
GEOL 331 Evolution of the Earth (3)  
GEOL 415 Plate Tectonics and Crustal Evolution (3)  
GEOL 440 Seminar in Current Research on Environmental Earth Science (3)  
[GEOG 476 Indigenous and Environmental History of Americas since 1492 \(3\)](#)  
[GEOG 479 Primate Behaviour, Ecology and Conservation \(3\)](#)

**Rationale:**

GPE department would like to add GEOG 476 and GEOG 479 to the Geography/Geology course list.

**Resource Implications:**

None.

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** GEOG 476

**Calendar Section Type:** Course

**Description of Change:** GEOG 476 Indigenous and Environmental History of Americas since 1492 Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Courses > Geography Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GEOG 476 Indigenous and Environmental History of Americas since 1492 (3 credits)

*Prerequisites:*

~~The following courses must be completed previously: GEOG 371, GEOG 374, GEOG 375, GEOG 377, GEOG 378.~~ If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course examines environmental changes that have taken place since 1492 as a result of the Columbian exchange of peoples, plants, animals and diseases between the New and Old World. It concentrates primarily on the Americas, but also touches upon Old World impacts.

*Component(s):*

Seminar

*Notes :*

Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

### Proposed Text

GEOG 476 Indigenous and Environmental History of Americas since 1492 (3 credits)

*Prerequisites:*

Students must have completed 48 credits in the Human Environment, Environmental Geography, Environmental and Sustainability Science program. If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course examines environmental changes that have taken place since 1492 as a result of the Columbian exchange of peoples, plants, animals and diseases between the New and Old World. It concentrates primarily on the Americas, but also touches upon Old World impacts.

*Component(s):*

Seminar

*Notes :*

Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

### Rationale:

Requiring all five three-hundred level environmental science GEOG courses is too restrictive as students rarely complete all the three-hundred level prerequisites. The intention of the prerequisite was to ensure that students had completed at least a couple of years of full-time university studies in our programs. The prerequisite as is restricts ease of student self-enrolment, and so prevents it from filling as it should, and did, as GEOG 498. We want to fill the class with ease by enabling the students to self register. The revised prerequisite will resolve this issue.

### Resource Implications:

None.



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** GEOG 479

**Calendar Section Type:** Course

**Description of Change:** GEOG 479 Primate Behaviour, Ecology and Conservation Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Courses > Geography Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GEOG 479 Primate Behaviour, Ecology and Conservation (3 credits)

*Prerequisites:*

~~The following courses must be completed previously: GEOG 371, GEOG 374, GEOG 375, GEOG 377, GEOG 378.~~ If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course surveys the behaviour, ecology and conservation of non-human primates living in the world today. Using contemporary evolutionary theory as a lens, the course covers taxonomy, evolutionary history, research methods, social behaviour, life history and ecology with conservation of non-human primate populations running as a central theme.

*Component(s):*

Seminar

*Notes :*

Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

### Proposed Text

GEOG 479 Primate Behaviour, Ecology and Conservation (3 credits)

*Prerequisites:*

Students must have completed 48 credits completed in the Human Environment, Environmental Geography, or Environmental and Sustainability Science program. If prerequisites are not satisfied, permission of the Department is required.

*Description :*

*Component(s):*

Seminar

*Notes :*

Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

### Rationale:

Requiring all five three-hundred level environmental science GEOG courses is too restrictive as students rarely complete all the three-hundred level prerequisites. The intention of the prerequisite was to ensure that students had completed at least a couple of years of full-time university studies in our programs. The prerequisite as is restricts ease of student self-enrolment, and so prevents it from filling as it should, and did, as GEOG 498. We want to fill the class with ease by enabling the students to self register. The revised prerequisite will resolve this issue.

### Resource Implications:

None.

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** GEOG 480

**Calendar Section Type:** Course

**Description of Change:** GEOG 480 Economics for Sustainability  
New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Courses > Geography Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

GEOG 480 Economics for Sustainability (3 credits)

*Prerequisites:*

*Prerequisites:*

The following courses must be completed previously: GEOG 355 or GEOG 380 . If prerequisites are not satisfied, permission of the Department is required.

*Description :*

*Description :*

This course examines the interplay between the economic sphere and the environment. The course addresses questions related to the notion of sustainability by alternative economic approaches with the tradition of ecological economics as its centrepiece. It focuses more broadly on sustainability, capitalism, justice, and inequality. In addition, the course explores economic alternatives such as degrowth and solidarity economies.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

Students who have received credit for this topic under GEOG 498 may not take this course for credit.

### Rationale:

This course uses theories and principles of ecological economics and is different from the Economics course. Economics was consulted when the course was first offered as a GEOG 498. There is an agreement with Economics that we save spots in the reserve capacity for the course for Economics students.

This course has been offered four times over the last four academic years as a 498 slot course: The course has consistently filled (29/30 2018-19; 25/25 2019-20; 24/25 2020-21; 26/25 2021-22). The course has been used as a 400-level program elective for Human Environment

students. The course content fills a gap in our programs, and addresses some topics that are essential for our present Human Environment programs and the future MiLiS (Leadership in Sustainability) program.

**Resource Implications:**

None. The course will be offered within the limits of the established allocation of GPE course sections.

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** GEOG 491

**Calendar Section Type:** Course

**Description of Change:** GEOG 491 Honours Essay and Research Seminar Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Geography, Planning and Environment Courses > Geography Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

GEOG 491 Honours ~~Essay~~ (6 credits)

*Prerequisites:*

Permission of the Department is required.

*Description :*

~~The~~ course requires the student to propose and conduct a research project and ~~to~~ produce a substantial report under the supervision of a faculty advisor.

*Component(s):*

Seminar

*Notes :*

### Proposed Text

GEOG 491 Honours [Essay and Research Seminar](#) (6 credits)

*Prerequisites:*

Permission of the Department is required.

*Description :*

[This course is an advanced undergraduate research seminar which requires the student to propose and conduct a research project or research creation project](#), and produce a substantial report under the supervision of a faculty advisor.

*Component(s):*

Seminar

*Notes :*

[Students who have received credit for URBS 491 may not take this course for credit.](#)

### Rationale:

The changes best reflect the fact that this is a cross-listed course in the department, because students in the BA Honours in Urban Planning, BA Honours in Human Environment, and BSc Honours in Environmental and Sustainability Science Honour programs take the same course, the descriptions should match. It also includes the option of a research-creation project, which was introduced last year, with great success. The proposal removes the word “thesis,” as the final product since it is best described as an essay or project (reserving the term thesis for post-undergraduate research). This change also adds an exclusionary note that should have been attached to this course since inception.

### Resource Implications:

None.



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2023-24 change to Minor, new course (GEOG 480), course changes

**Calendar Section Name:** URBS 491

**Calendar Section Type:** Course

**Description of Change:** URBS 491 Honours Essay and Research Seminar Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Geography, Planning and Environment

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

URBS 491 Honours ~~Thesis or Project~~ (6 credits)

*Prerequisites:*

~~Enrolment in the Honours in Urban Planning is required. Students must have completed 60 university credits prior to enrolling.~~

*Description :*

~~Students may undertake independent, supervised research leading to the production of an honours thesis. They may also undertake a major urban study leading to recommendations for public or private interventions.~~

*Component(s):*

Seminar

*Notes :*

Students who have received credit for GEOG 491 may not take this course for credit.

### Proposed Text

URBS 491 Honours **Essay and Research Seminar** (6 credits)

*Prerequisites:*

**Permission of the department** is required.

*Description :*

**This course is an advanced undergraduate research seminar which requires the student to propose and conduct a research project or research creation project, and produce a substantial report under the supervision of a faculty advisor.**

*Component(s):*

Seminar

*Notes :*

Students who have received credit for GEOG 491 may not take this course for credit.

### Rationale:

The changes best reflect the fact that this is a cross-listed course in the department, because students in the BA Honours in Urban Planning, BA Honours in Human Environment, and BSc Honours in Environmental and Sustainability Science Honour students do the same course, the descriptions should match. It also includes the option of a research-creation project, which was introduced last year, with great success. The proposal removes the word “thesis,” as the final product since it is best described as an essay or project (reserving the term thesis for post-undergraduate research).

### Resource Implications:

None.

## Impact Report

### Programs

#### Honours in Environmental and Sustainability Science

Source of Impact

- GEOG 491

### Defined Groups

#### Earth Systems and Climate Science Stream

Source of Impact

- GEOG 476
- GEOG 479

#### Environmental Biology Stream

Source of Impact

- GEOG 476
- GEOG 479

#### Environmental Chemistry Stream

Source of Impact

- GEOG 476

#### IP Notations

Source of Impact

- GEOG 491

#### Stage III: Honours in Urban Planning

Source of Impact

- URBS 491

#### Stage III: Honours in the Human Environment

Source of Impact

- GEOG 491

#### Stages II and III: Major in Environmental Geography

Source of Impact

- Geography/Geology Course List

### Courses

#### GEOG 491

Source of Impact

- URBS 491

#### URBS 491

Source of Impact

- GEOG 491

## **Regulations**

Geography, Planning and Environment Program Notes

Source of Impact

- GEOG 491
- URBS 491

GEOG 498 ECONOMICS FOR SUSTAINABILITY

**General Information**

**Term:** Fall 2021  
**Prerequisites:** GEOG 380; must have completed 24 university credits  
**Credits:** 3  
**Class time:** Tu 2:45-5:30  
**Class room:** Remote/H 1252

**Instructor Information**

**Name:** Dr. Bengi Akbulut  
**E-mail:** [bengi.akbulut@concordia.ca](mailto:bengi.akbulut@concordia.ca)  
**Phone:** 514-848-2424  
**Office hours:** Fri 10:30-12:30 (over Zoom; link provided in Moodle)  
**Office:** H 1255-43

IMPORTANT DATES	
Last day to register:	<b>Monday, September 20<sup>th</sup> 2021</b>
Last day to withdraw (refund):	<b>Monday, September 20<sup>th</sup> 2021</b>
Last day to discontinue (no refund):	<b>Monday, November 8<sup>th</sup> 2021</b>
Last day of in-class testing:	<b>Monday, November 29<sup>th</sup> 2021</b>
Final exams:	<b>December 8<sup>th</sup>-22<sup>nd</sup> 2021</b>
<b>Travel arrangements should not be made prior to the posting of the final Exam Schedule.</b>	



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## Course Overview

This course provides a deeper study of the interplay between the economic sphere and the environment. The course will address questions related to the notion of sustainability by alternative economic approaches, among which the tradition of ecological economics will be the centrepiece. It holds a focus more broadly on the sustainability and capitalism, justice, and inequality; and will also explore economic alternatives such as degrowth and solidarity economies.

## Instructor Message Regarding Remote Delivery

While the normal mode of delivery for this course is in-person, we will switch to remote delivery when extraordinary situations occur and/or circumstances require it. The remote learning context presents new challenges for all involved, and how to ensure student engagement in this setting is of particular concern. The seminar format of this course makes its remote delivery especially challenging, as in-class discussion is a core component of the course.

When in remote mode, the course will be delivered as a combination of asynchronous and synchronous activities. I will record and post a short lecture on Moodle in advance of class meetings to serve as background context. We will meet during the scheduled time for the course and hold other class activities (discussions, etc) over Zoom. Some course activities have been redesigned to fit the remote delivery format better and foster student engagement. Listening to the lectures and participating in discussions will require you to have access to a computer (with audio/video facilities and a keyboard) and internet with adequate bandwidth. Please contact me if you do not have access to the required technology and/or concerned that your access might be intermittent throughout the semester.

I will be recording the class sessions and post them on Moodle afterwards. This is crucial especially to accommodate students who are unable to participate in those sessions for reasons such as time zones, inadequate Internet bandwidth, lack of access to necessary equipment and caregiver responsibilities. As the recordings will be posted on Moodle, their access will be limited to students registered in the course.

If you are not comfortable with being in a class to that is recorded or do not consent to being recorded, you are free to not take part by logging off Zoom. As class video recordings will be made available, the students who log off can watch the recording later. Please note that I may choose to pause the recording during student discussions if I have concerns that the recording inhibits participation.

Although measures have been taken both by Concordia University and myself to address the challenges associated with remote delivery and student engagement, it is only normal that you might still experience difficulties. Please note that I am committed to doing my best to provide a supportive learning environment and do not hesitate to seek help from me or the University.

A compilation of resources to support your academic success can be found here: [student-specific guidelines for remote teaching](#).

## Use of Zoom

The course will be using Zoom to facilitate learning at a distance. Zoom is used as an institutionally-approved technology, which means we have been assured of the privacy protections needed to use freely within the classroom. Zoom will be used to record some or all of the lectures and/or other

activities in this course. If you wish to ensure that your image is not recorded, please reach out to me as soon as possible.

Please note that you may not share recordings of your classes and that the instructor will only share class recordings for the purpose of course delivery and development. Any other sharing may be in violation of the law and applicable University policies and may be subject to penalties.

### **Learning Outcomes**

By the end of the course, the students will

- Have gained a critical understanding of sustainability from a pluralist perspective within economics
- Have acquired a grasp over the tools and concepts of heterodox and ecological economics to describe and evaluate different understandings of sustainability
- Be able to critically analyze and evaluate the effectiveness and desirability of different economic proposals for sustainability transitions by applying tools and concepts of heterodox and ecological economics
- Be familiar with the history, applications and intellectual roots of concrete practices and proposals towards sustainability
- Be able to evaluate the opportunities and shortcomings of concrete practices and proposals towards sustainability from economic, social and ecological perspectives

### **Instructional Method**

This is an undergraduate seminar course, which means it is discussion-based rather than lecture-based. Unlike courses where the professor lectures, all of us will be collectively thinking through that week's readings in this course. This will require not only reading the course material but coming to class prepared to discuss them, i.e. you should be able to initiate and facilitate a discussion on that week's topic if you are asked to (and you might be asked to). Preparing for discussion would include a close reading of the assigned material, thinking how the readings speak to each other and to your own experiences, and noting potential themes/questions for classroom discussion.

The content, schedule and the evaluation scheme are subject to change under extraordinary circumstances.

The course might be challenging as it will introduce and build on concepts from a field that is likely to be new for many students. Following and succeeding in this class requires regular attendance and close reading of the assigned material. In addition, students are expected to consult Moodle regularly to download the readings and check for any new announcements.

### **Expectations for Student Participation**

Participation within the context of remote course delivery is challenging. We will be using the tools available in Moodle and Zoom in order to foster student participation as much as possible and create an interactive, participatory learning experience. There are three components to participation in this course:

- (1) Posting discussion questions for the assigned week: Every student is expected to post two discussion questions for the week they are assigned (by me). The questions will be posted in

Moodle under weekly discussion forums (that I will set up) by 7 pm the day before the class (Mondays).

- (2) Participation in class discussions: To participate in discussion during class meetings when we are meeting over Zoom, please use the “raise hand” feature in Zoom and turn on your audio and video when I give you the floor. If you have concerns about turning your video on, please contact me.
- (3) Break-out groups for small group discussion: I will occasionally use break-out groups for you to have small group discussions on given themes or questions.

Please check Moodle and your email regularly for updates and announcements.

### Required Course Materials

There is no textbook for this course. Rather a combination of articles, book chapters and online resources will be used. The readings will be available on course e-reserve that can be accessed through the Moodle page for the course (right-hand menu, follow the link “Access Course Reserves”). The required readings for each week, as well as additional recommended resources, are listed in the course schedule (see below).

Please familiarize yourself with the procedure to access the e-reserve. If a reading is not on the reserve, a link for it is provided in the course schedule.

### Course Content

Both of the terms that make up the name of this course, sustainability and economics, are contested terms. After sustainable development has entered our vocabularies most forcefully after the Rio Summit in 1992, for example, there have been many debates around how to define (i.e. what is to be sustained and for whom?) and operationalize it. Today, it is mostly understood to mean addressing environmental problems primarily *via* better, eco-efficient technologies in ways that will not threaten economic growth. The underlying assumption is that addressing environmental issues do not necessitate a change in how we organize our economies. One of the things that this course aims to do is to debunk this particular understanding of sustainability by exploring its limits and shortcomings and discussing different visions and proposals of human-non-human coexistence along principles of justice and solidarity.

The other term that makes this this course’s name is *economics*. The intertwined ecological, social and economic crises of our era indeed push many to question whether the “dismal science” of economics can provide an effective way towards an ecologically sustainable and socially just future. Economists are rightly criticized for their blindness to –or rather peculiar vision of–on ecological and social dimensions of economic activity. Yet, there are also many critical traditions within economics, which are often ignored within debates on the ongoing conflict between economic activity and the bio-physical world upon which all human and non-human activity depends. That is to say, economics is also a contested field, made up of different schools of thought, which vary in their power in informing and shaping public debate as well as our collective imaginary as a society. It is important to unpack economics since it can offer us crucial insights for transforming our societies to more just and radically sustainable futures.

This seminar draws on scholarship within ecological economics (among others), which asserts social-economic justice and environmental issues to be inextricably linked. It explores multiple dimensions

of sustainability through alternative economic approaches, among which ecological economics will be the main pillar. The topics covered include different conceptualisations of the economy, models of individual behavior, ecological economics of growth, green economy, and degrowth, the future of work, models of finance and money for sustainability, economic alternatives and community economies, and visions of transition.

### COURSE SCHEDULE (subject to change)

#### 1 Sept 7 Introduction

Introduction to each other and to the course

#### 2 Sept 14 Imagining the Economy

Polanyi, K. 1957. The Economy as an Instituted Process. In *Trade and Market in the Early Empires: Economies in History and Theory*, K. Polanyi, C. M. Arensberg, & H. W. Pearson (eds), 243–270.

Mitchell, T. 1998. Fixing the economy. *Cultural studies*, 12(1), pp.82-101.

Recommended: Gibson-Graham, J.K. 2006. Constructing a language of economic diversity. In *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press, pp. 54-78.

Recommended: Kallis, G. 2018. The invention of growth and the construction of its hegemony, in *Degrowth*, Agenda Publishing.

#### 3 Sept 21 Ecological Economics: Past, Present, Future

Spash, C.L., 2011. Social ecological economics: Understanding the past to see the future. *American Journal of Economics and Sociology*, 70(2), pp.340-375.

Özkaynak, B., Adaman, F. and Devine, P., 2012. The identity of ecological economics: retrospects and prospects. *Cambridge Journal of Economics*, 36(5), pp.1123-1142.

Recommended: Spash, C. L., 2017, *Social Ecological Economics*. In C. Spash (ed.) *Routledge Handbook of Ecological Economics*, London: Routledge, pp: 1-15

#### 4 Sept 28 Subjects of the Economy: Models of the Individual

Van den Bergh, J.C., Ferrer-i-Carbonell, A. and Munda, G., 2000. Alternative models of individual behaviour and implications for environmental policy. *Ecological Economics*, 32(1), pp.43-61, **SKIP** section 3 (*Criticism of the maximization hypothesis*)

Bina, O. and Vaz, S.G., 2011. Humans, environment and economies: From vicious relationships to virtuous responsibility. *Ecological Economics*, 72, pp.170-178.

Negru, I., 2009. The plural economy of gifts and markets. In R. Garnett, E. K. Olsen and M. Starr (eds) *Economic pluralism*, Routledge, pp. 194-204



Solnit, R. 2021. Big oil coined 'carbon footprints' to blame us for their greed. Keep them on the hook. The Guardian. <https://www.theguardian.com/commentisfree/2021/aug/23/big-oil-coined-carbon-footprints-to-blame-us-for-their-greed-keep-them-on-the-hook>

Recommended: Caillé, A., 2005. Anti-utilitarianism, economics and the gift-paradigm. *La Bibliothèque du MAUSS. Paris: La Découverte.*

## 5-6 Oct 5-12 Perspectives on Economic Growth

### *Growth, Green Growth and End of Growth*

Wanner, T., 2015. The new 'passive revolution' of the green economy and growth discourse: Maintaining the 'sustainable development' of neoliberal capitalism. *New Political Economy*, 20(1), pp.21-41.

Haas, W., Krausmann, F., Wiedenhofer, D. and Heinz, M., 2015. How circular is the global economy?: An assessment of material flows, waste production, and recycling in the European Union and the world in 2005. *Journal of Industrial Ecology*, 19(5), pp.765-777.

(for a simpler and shorter version of the argument:

<https://www.resilience.org/stories/2018-11-12/how-circular-is-the-circular-economy/>)

Nikiforuk, A. 2018. The Curse of Energy Efficiency.

<https://thetyee.ca/Opinion/2018/02/26/Energy-Efficiency-Curse/>

Simpson, L. B. 2019. Indigenous Knowledge Has Been Warning Us About Climate Change for Centuries. *Pacific Standard*. <https://psmag.com/ideas/indigenous-knowledge-has-been-warning-us-about-climate-change-for-centuries>

Recommended: Hickel, J. and Kallis, G., 2020. Is green growth possible?. *New political economy*, 25(4), pp.469-486.

Recommended: Rogers, H. Garbage Capitalism's Green Commerce

<https://socialistregister.com/index.php/srv/article/download/5866/2762/0>

### *From End of Growth to Degrowth*

Fournier, V., 2008. Escaping from the economy: the politics of degrowth. *International Journal of Sociology and Social Policy*, 28(11/12), pp.528-545.

Kallis, G. 2018. The utopia of degrowth, in *Degrowth*, Agenda Publishing.

Akbulut, B. 2021. Degrowth. *Rethinking Marxism*, 33(1), pp.98-110.

Kallis, G., Paulson, S., D'Alisa, G., and F. Demaria 2020 The case of degrowth in a time of pandemic. Open Democracy. <https://www.opendemocracy.net/en/oureconomy/case-degrowth-time-pandemic/>

Tyberg, J. 2020. Unlearning: From Degrowth to Decolonization.

<https://rosalux.nyc/degrowth-to-decolonization/>

Recommended: Ajl, M. Degrowth Considered. *Brooklyn Rail*,  
<https://brooklynrail.org/2018/09/field-notes/Degrowth-Considered>

## 7 Oct 19 Case in Point: Green New Deal

Kallis, G. A Green New Deal Must Not be Tied to Economic Growth:  
<https://truthout.org/articles/a-green-new-deal-must-not-be-tied-to-economic-growth/>

Beuret, N. 2019. Green Deal between Whom and for What? Viewpoint Magazine.  
<https://viewpointmag.com/2019/10/24/green-new-deal-for-what/>

Zografos, C. and Robbins, P., 2020. Green sacrifice zones, or why a Green New Deal cannot ignore the cost shifts of just transitions. *One Earth*, 3(5), pp. 543-546.

Temper, L. and Bliss, S. A. 2019. A Green New Deal for an ecological economy.  
<https://unevenearth.org/2019/10/a-green-new-deal-for-an-ecological-economy/>

Ajl, M. 'Either you are fighting to eliminate exploitation or not': A leftist critique of the Green New Deal: <https://canadiandimension.com/articles/view/either-you-are-fighting-to-eliminate-exploitation-or-not-a-leftist-critique-of-the-green-new-deal>

The Red Nation. *The Red Deal: Indigenous Action to Save the Our Earth*, pp. 27-43.

Recommended: Cooperation Jackson. 2018. We have to make sure the "Green New Deal" doesn't become Green Capitalism:  
<https://cooperationjackson.org/blog/greennewdealtojusttransition>

## 8 Oct 26 Feminist Ecological Economics: 'Caring' Economies

Perkins, P.E., 2007. Feminist ecological economics and sustainability. *Journal of Bioeconomics*, 9(3), pp.227-244.

Mellor, M., 2017. Ecofeminist political economy. A green and feminist agenda, in *Routledge Handbook of Gender and Environment*

Mies, M. 2007. Patriarchy and accumulation on a world scale revisited. *International Journal of Green Economics*, 1(3/4), pp. 268-275.

Federici, S. and Gago, V. 2015. Witchtales: An Interview with Silvia Federici. *Viewpoint Magazine*. <https://viewpointmag.com/2015/04/15/witchtales-an-interview-with-silvia-federici/>

Akbulut, B. 2013. Carework as Commons: Towards a Feminist Degrowth Agenda,  
<https://www.degrowth.info/en/catalogue-entry/blog-carework-as-commons-towards-a-feminist-degrowth-agenda/>

Feminisms and Degrowth Alliance. 2020. Collaborative Feminist Degrowth: Pandemic as an Opening for a Care-Full Radical Transformation.  
[https://www.degrowth.info/en/feminisms-and-degrowth-alliance-fada/collective-research-notebook/?fbclid=IwAR3vZV3qNewQHGIj-7\\_2yegE5MjP7mxqq565WLEhfHn5duW6B1MvIXvW9s](https://www.degrowth.info/en/feminisms-and-degrowth-alliance-fada/collective-research-notebook/?fbclid=IwAR3vZV3qNewQHGIj-7_2yegE5MjP7mxqq565WLEhfHn5duW6B1MvIXvW9s)

Recommended: Federici, S. Wages against housework. 1975.

<https://caringlabor.files.wordpress.com/2010/11/federici-wages-against-housework.pdf>

Recommended: Mezzadri, A. 2019. On the value of social reproduction: Informal labour, the majority world and the need for inclusive theories and politics. *Radical Philosophy* (204) <https://www.radicalphilosophy.com/article/on-the-value-of-social-reproduction>

Recommended: Di Chiro, G., 2017. Welcome to the white (m) Anthropocene? A feminist-environmentalist critique. In *Routledge Handbook of Gender and Environment*, pp. 509-527, Routledge.

## 9 Nov 2 Future of Work

Gorz, A. 1989. From 'Enough is Enough' to 'The More the Better', *The Critique of Economic Reason*, pp. 109-126

Gorz, A. 1982. Preface: Nine theses for a future left, *Farewell to the Working Class: An Essay on Post-Industrial Socialism*, pp. 1-13.

Knight, K., Rosa, E.A. and Schor, J.B., 2013. Reducing growth to achieve environmental sustainability: The role of work hours. *Capitalism on Trial: Explorations in the Tradition of Thomas E. Weisskopf*

<https://www.peri.umass.edu/media/k2/attachments/4.2KnightRosaSchor.pdf>

Barca, S. 2019. "An alternative worth fighting for": Degrowth and the Liberation of Work. In *Towards a Political Economy of Degrowth*, pp. 175-192. Lanham, M.D.: Rowman and Littlefield.

Weeks, K. *Feminism and the refusal of work: an interview with Kathi Weeks*

<http://politicalcritique.org/world/2017/souvlis-weeks-feminism-marxism-work-interview/>

Recommended: Soper, K. 2020. Work and beyond, Post-Growth Living: For an Alternative Hedonism, pp. 77-106.

Recommended: Gollain, F., 2016. André Gorz: Wage labour, free time and ecological reconstruction. *Green Letters*, 20(2), pp.127-139.

Recommended: Frayne, D., 2016. Stepping outside the circle: The ecological promise of shorter working hours. *Green Letters*, 20(2), pp.197-212.

Recommended: Weeks, K. *A Feminist Case for Basic Income: An Interview with Kathi Weeks* <http://criticallegalthinking.com/2016/08/22/feminist-case-basic-income-interview-kathi-weeks/>

## 10 Nov 9 Democratizing the Economy: Alternative, Solidarity, Community Economies

Gibson-Graham, J.K. and Community Economies Collective, *Cultivating Community Economies: Tools for Building a Liveable World*.

Akbulut, B. and Adaman, F., 2020. The Ecological Economics of Economic Democracy. *Ecological Economics*, 176.

Johanisová, N., Fraňková, E. and Anastasiadis, M., 2013. Eco-social enterprises in practice and theory—A radical versus mainstream view. *ECO-WISE Social Enterprise as sustainable actors*. pp.110-29.

Recommended: Gibson-Graham, J.K. 2006. *The Community Economy*. In *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press

Recommended: Johanisova, N. and Wolf, S., 2012. Economic democracy: A path for the future?, *Futures*, 44(6), pp.562-570, [https://degrowth.org/wp-content/uploads/2012/11/Johanisova\\_Wolf-2012.pdf](https://degrowth.org/wp-content/uploads/2012/11/Johanisova_Wolf-2012.pdf)

Recommended: Varvarousis, A. Kallis, G. (2017) *Commoning against the Crisis*. In: Castells and Alter (eds) *Another Economy is Possible. Culture and Economy in a Time of Crisis* Cambridge: Polity Press

## 11 Nov 16 Money and Finance

Mellor, M. 2010. *The Future of Money*, pp. 31-57 and pp. 163-175.

Gerber, J.F., 2014. The role of rural indebtedness in the evolution of capitalism. *Journal of Peasant Studies*, 41(5),

“Politics of Illegitimate Debt” and “Unbelieving Debt for New Politics” in *Lets Talk: Debt Meets Degrowth* <http://enabanda.si/wordpress/wp-content/uploads/2016/06/Enabanda-ekonomija-dolga-poročilo-o-dogodku-165x235mm-SPLET.pdf>

Dittmer, K., 2013. Local currencies for purposive degrowth? A quality check of some proposals for changing money-as-usual. *Journal of Cleaner Production*, 54, pp.3-13.

Recommended: Charbonneau, M. and Hansen, M.P., 2014. Debt, Neoliberalism and Crisis: Interview with Maurizio Lazzarato on the Indebted Condition. *Sociology*, 48(5), pp.1039-1047.

Recommended: Hutchinson, F., Mellor, M. and Olsen, W.K., 2002. Ch 9: New ways of thinking about money and income, in *The politics of money: towards sustainability and economic democracy*, Pluto Press.

## 12 Nov 23 What Kind of Transition?

“Confronting economic barriers to a just transition: A conversation with economists about a low-carbon future”, <https://briarpatchmagazine.com/articles/view/confronting-economic-barriers-to-a-just-transition>

Şorman, A. 2014. Metabolism, Societal. in D'Alisa, G., Demaria, F. and Kallis, G. eds., 2014. *Degrowth: a vocabulary for a new era*. Routledge, pp. 41-44

Kallis, G., 2013. Societal metabolism, working hours and degrowth: a comment on Sorman and Giampietro. *Journal of Cleaner Production*, 38, pp. 94-98.

Buch-Hansen, H., 2018. The prerequisites for a degrowth paradigm shift: insights from critical political economy. *Ecological Economics*, 146, pp.157-163.

Huber, M. 2019. Ecological Politics for the Working Class. *Jacobin*.

<https://jacobinmag.com/2019/10/ecological-politics-working-class-climate-change>

“To Halt Climate Change, We Need an Ecological Leninism” An Interview with Andreas Malm, *Jacobin*. <https://jacobinmag.com/2020/06/andreas-malm-coronavirus-covid-climate-change>

Tugal, C. 2020. Leninism without the working class? The missing subject in Malm’s ecological revolution. Open Democracy. <https://www.opendemocracy.net/en/can-europe-make-it/leninism-without-the-working-class-the-missing-subject-in-malms-ecological-revolution/>

### 13 Nov 30 Wrap Up

No readings; general discussion and wrap up.

### Evaluation

5 post-class responses (8% each)	40%
Participation + discussion questions for selected week	20%
Take-home final exam	40%

### *Post-Class Responses*

You are expected to turn in five approximately 1500-word post-class responses. You are free to choose which classes you want to respond to, except the first and last classes of the term. The post-class response is a reflection on the discussions we had that day and should refer both to the readings of that week and the class discussion. It can include a very brief summary of the week’s readings, further questions (or answers!) that the discussion has raised, and ideas about real-world or theoretical issues that it has stimulated.

Please note that the responses need to make reference to **BOTH** the readings **AND** what was discussed in class. They are **not** a summary of the readings or a transcript of class discussions. They need to harness the readings, discussions **AND** your own reflections. They are reflections of your thought process on the week’s material and discussion after the class is over. Responses that do not incorporate all these elements, i.e. those that do not reference the readings or provide only a summary of the readings, will be evaluated poorly.

Every week’s response is to be posted on Moodle (under “Post-Class Responses”) before the start of the class of the following week (i.e. before 2:45 pm). Please submit your response in Word or PDF format. Include your name and the number of the response you are submitting in the file name. Use a legible font type and size. You can use any referencing style you choose.

### *Discussion Questions*

Every student is responsible for posting 2 (two) discussion questions based on the readings for the week they are assigned to (by me). There will be either 2 or 3 students who will be posting questions every week. The questions are supposed to structure the class discussion and they can be addressed to other participants or be general questions addressed broadly. They can be related to specific points of clarification, how the readings speak to each other (or not), concrete issues and real-world implications, or more abstract and theoretical questions. The questions must be posted by 7:00 pm on the day before class (Mondays).

#### *Take Home Final Exam*

The final for this course will be a take-home exam that will be handed out on the last day of the class. Details of the final will be discussed in due time.

#### *Late Policy*

The penalty for an unjustified late submission is 10% per day.

#### *Grading System*

Please note that the grading system of this class is not based on what you might be used to in your usual undergraduate classes but rather the following:

A= Superior work – of honours quality – in both content and presentation. The work answers all components of a question. It demonstrates clear and persuasive argument, a well- structured text that features solid introductory and concluding arguments, and examples to illustrate the argument. Few, if any presentation errors appear.

B= Better than average in both content and presentation. The work is clear and well structured. Minor components of an answer might be missing, and there may be fewer illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work

C= This work demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response.

D= The work demonstrates only a basic grasp of the material. Organization and substance are not clear in the response. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work

F= This work demonstrates an inadequate grasp of the material. The work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. The work lacks structure.

More information on university regulations concerning evaluation can be found [here](#). The grading system is described in [section 16.1.11](#) of the Undergraduate Calendar.

Please note that for 200-level courses, instructors in the Department of Geography, Planning and Environment reserve the right to adjust the final reported grades so that under normal circumstances no more than 25% of students registered in a course receive an outstanding grade (A-, A, A+).

### **Extraordinary Circumstances**

In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

### **University Regulations**

Students should be aware of the following university regulations (see [Undergraduate Calendar](#) for complete details).

- Late Completion of courses with “INC” notations – Procedures and Regulations ([Undergraduate Calendar 16.3.5](#))
- Academic Re-evaluation ([Undergraduate Calendar 16.3.9](#))
- Degree Requirements for BA, BSc, BEd – 24 credit rule and general education requirements for students in degree programs offered by Faculty of Arts & Science ([Undergraduate Calendar 31.003](#))

### **Class Cancellation**

Classes are officially considered cancelled if an instructor is 15 minutes late for a 50-minute class, 20 minutes late for a 75-minute class, or 30 minutes late for longer classes.

### **Intellectual Property**

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

### **Behavior**

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications.

Concordia students are subject to the [Code of Rights and Responsibilities](#) which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

### **Academic Integrity**



Academic integrity means that every student must be honest and accurate in their work. The Academic Code of Conduct includes rules and regulations students must follow. Unacceptable practices include the following

- Copy from ANYWHERE without saying from where it came.
- Omit quotation marks for direct quotations.
- Let another student copy your work and then submit it as his/her own.
- Hand in the same assignment in more than one class without permission.
- Have unauthorized material in an exam, such as cheat sheets, or crib notes. **YOU DON'T HAVE TO BE CAUGHT USING THEM - JUST HAVING THEM WILL GET YOU INTO TROUBLE!**
- Copy from someone else's exam.
- Communicate with another student during an exam by talking or using some form of signals.
- Add or remove pages from an examination booklet or take the booklet out of an exam room.
- Get hold of or steal an exam or assignment answers or questions.
- Write a test or exam for someone else or have someone write it for you.
- Hand in false documents such as medical notes, transcript or record.
- Falsify data or research results.

**PLAGIARISM:** The most common offense under the Academic Code of Conduct (see link below) is plagiarism, which the Code defines as "**the presentation of the work of another person as one's own or without proper acknowledgement.**"

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, such as an answer on a quiz, data for a lab report, or a paper or assignment completed by another student. It could be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone. It can also refer to copying images, graphs, tables, and ideas. Plagiarism is not limited to written work. It also applies to oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism. In simple words: **DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!**

Take care to inform yourself of the rules, regulations and expectations for academic integrity.



<b>List of Student Services</b>	
Academic Code of Conduct	<a href="http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html">http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html</a>
Academic Integrity	<a href="http://www.concordia.ca/students/academic-integrity">http://www.concordia.ca/students/academic-integrity</a>
Access Centre for Students with Disabilities (ACSD)	<a href="https://www.concordia.ca/offices/acsd">https://www.concordia.ca/offices/acsd</a>
Advocacy and Support Services	<a href="http://www.concordia.ca/offices/advocacy">http://www.concordia.ca/offices/advocacy</a>
Campus Services	<a href="http://www.concordia.ca/students/campus-services">http://www.concordia.ca/students/campus-services</a>
Conduct on Campus	<a href="http://www.concordia.ca/students/campus-services/conduct">http://www.concordia.ca/students/campus-services/conduct</a>
Counselling and Psychological Services	<a href="http://www.concordia.ca/offices/counselling-psychological-services">http://www.concordia.ca/offices/counselling-psychological-services</a>
Dean of Students' Office	<a href="http://www.concordia.ca/offices/dean-students">http://www.concordia.ca/offices/dean-students</a>
Financial Aid & Awards Office	<a href="http://www.concordia.ca/offices/faao">http://www.concordia.ca/offices/faao</a>
Student Health Services	<a href="http://www.concordia.ca/students/health">http://www.concordia.ca/students/health</a>
HOJO (Off Campus Housing and Job Bank)	<a href="https://www.concordia.ca/students/housing/off-campus.html">https://www.concordia.ca/students/housing/off-campus.html</a>
International Students' Office	<a href="http://www.concordia.ca/offices/iso">http://www.concordia.ca/offices/iso</a>
Library Services	<a href="http://library.concordia.ca/">http://library.concordia.ca/</a>
Library Citation and Style Guides	<a href="http://library.concordia.ca/help/citing/">http://library.concordia.ca/help/citing/</a>
Safety and Security	<a href="http://www.concordia.ca/students/campus-services/safety-emergency">http://www.concordia.ca/students/campus-services/safety-emergency</a>
Sexual Assault Resource Centre	<a href="http://www.concordia.ca/students/sexual-assault">http://www.concordia.ca/students/sexual-assault</a>
Student Hub	<a href="http://concordia.ca/students">http://concordia.ca/students</a>
Student Success Center	<a href="http://www.concordia.ca/students/success">http://www.concordia.ca/students/success</a>
Aboriginal Students Resource Centre	<a href="https://www.concordia.ca/students/aboriginal/resources-services.html">https://www.concordia.ca/students/aboriginal/resources-services.html</a>

Outline version: September 3, 2021

**SCHOOL OF GRADUATE STUDIES**

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

**FROM:** Rachel Berger, Associate Dean, Academic Programs and Development  
School of Graduate Studies

**DATE:** March 29, 2022

**SUBJECT: GRADUATE CURRICULUM CHANGES (GEOG-51)  
(CALENDAR – 2022/2023)  
DEPARTMENT OF GEOGRAPHY, PLANNING AND ENVIRONMENT  
FACULTY OF ARTS AND SCIENCE**

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

Subsequent to the revision of tuition billing at the graduate level, the Department of Geography, Planning and Environment is proposing course and program modifications to their MEnv in Environmental Assessment program. The changes include the division of the existing ENVS 696 *Internship and Report in EA* (18 credits) component into two smaller segments (ENVS 697 *Internship in EA* (9 credits) and ENVS 698 *Internship Report* (9 credits)).

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

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

**INTERNAL MEMORANDUM**

**TO:** Dr. Rachel Berger  
Associate Dean, School of Graduate Studies  
Chair, Graduate Curriculum Committee

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

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

**DATE:** March 11, 2022

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Geography, Planning and Environment (GEOG-51)

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The following proposal was presented under ASFC-2022-2M-D and approved at the Arts and Science Faculty Council meeting of March 11, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

## INTERNAL MEMORANDUM

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

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

**DATE:** February 24, 2022

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Geography, Planning and Environment  
**GEOG-51**  
Billing structure Masters in Environment (MEnv); Admission  
requirement change

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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.

In compliance with the billing reform being implemented by the School of Graduate Studies, the **Department of Geography, Planning and Environment** is proposing the replacement of one 18-credit course: ENVS 696 *Internship and Report in EA* with two 9-credit courses: ENVS 697 *Internship in EA* and ENVS 698 *Internship Report* in their Master of Environment (MEnv). Students would lose their full-time status if registered for fewer than 9-credits per term, excluding summer. Implementing this change would allow students to keep their full-time status.

The Faculty of Arts and Science has been informed that all modifications contained in this dossier will apply retroactively to students admitted from May 2022 onwards.

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

# Department of Geography, Planning and Environment

## GEOG-51

### **Memo from Chair**

### **Program changes**

MEnv Masters of Environment

### **Course deletion**

ENVS 696 Internship and Report in EA (18 credits)

### **New courses**

ENVS 697 Internship in EA (9 credits)

ENVS 698 Internship Report (9 credits)

## INTERNAL MEMORANDUM

**TO:** Dr. Richard Courtemanche  
Chair of the Faculty Curriculum Committee  
Associate Dean, Academic Programs, Faculty of Arts and Science

**FROM:** Craig Townsend  
Chair of the Department of Geography, Planning and Environment

**DATE:** 15 December 2021

**SUBJECT:** Graduate curriculum changes

Based on a recommendation of the Department of Geography, Planning and Environment Curriculum Committee, on 26 November 2021 our department assembly voted unanimously to support changes to the Masters of Environment Internship course(s), and to the “Additional Admission Requirements” for the Masters of Environment program.

The overall purpose of the proposed change (to replace one 18 credit course with two 9 credit courses) is to comply with the billing reform imposed by the School of Graduate Studies. According to this new billing reform, graduate students in professional programs such as the MEnv program should now be billed per credit and will lose their full-time status if they take fewer than 9-credits per term (except during the summer term). Since it is very important for many of our students to keep their full-time status throughout the program (including to secure and/or extend their internship), we have decided to break down ENVS 696 Internship and Report in EA (18 credits) into two courses of 9 credits each (ENVS 697 Internship in EA (9 credits) and ENVS 698 Internship Report (9 credits)). This change will give students enough time and flexibility to complete their report and will better reflect the amount of work required for each of these two phases of the internship experience (i.e. the actual internship and the report writing activity).

The other change is to alter the admission requirements to remove the course BIOL 205 Introduction to Sustainability and replace it with GEOG 355 Resource Analysis and Management. The reason is that BIOL 205 is a large enrollment, general introductory course that does not cover concepts integral to meeting the needs of Environmental Assessment graduate students. To make the change consistent we had to change some other wording in the section on “Additional Admission Requirements”.

There are no resource implications of these curriculum changes.

**PROGRAM CHANGE:** addition of courses

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2022/2023  
**Implementation Month/Year:** Winter 2023

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** MEnv Environmental Assessment  
**Degree:** MENV  
**Calendar Section/Graduate Page Number:** Fall 2021

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree in an appropriate discipline in Arts or Science from a recognized university with a minimum GPA of 3.30 <del>on</del> 4.30.</li> <li>• Strong language skills in English and/or French.</li> <li>• Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</li> </ul> <p><b>Additional Admission Requirements</b></p> <p>Applicants are selected on the basis of a sound undergraduate academic record and strong language skills in English and/or French <del>which</del> allows them to secure an internship, which is a requirement of the program.</p> <p>Students who lack appropriate preparation in <del>Ecology</del> or Geographic Information Systems, Physical Geography or Statistics are required to take preparatory courses such as <del>BIOL 205, Introduction to Sustainability</del>; a 300-level physical geography course; GEOG 362; Statistical Methods; or GEOG 363; Geographic Information Systems.</p> <p><del>Those lacking a social science background may be required to take GEOG 355, Resource Analysis and Management, or a similar course.</del></p> <p>Students admitted to the Diploma in Environmental Assessment (DEA) may subsequently apply, in a future admission cycle, to the Master of Environment (MEnv), if they have maintained a minimum <del>C</del>GPA of 3.30. A new application is required, with three letters of reference from current or recent professors. Courses taken in the Diploma with a grade of B+ or better may be transferred to the MEnv degree after admission. The Graduate Committee assesses the new applications with the other applications for the cycle.</p> <p><b>Degree Requirements</b></p>	<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree in an appropriate discipline in Arts or Science from a recognized university with a minimum GPA of 3.30 <u>out of</u> 4.30.</li> <li>• Strong language skills in English and/or French.</li> <li>• Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</li> </ul> <p><b>Additional Admission Requirements</b></p> <p>Applicants are selected on the basis of a sound undergraduate academic record and strong language skills in English and/or French <u>that</u> allow them to secure an internship, which is a program requirement.</p> <p>Students who lack appropriate preparation in <u>Social Sciences</u>, Geographic Information Systems, Physical Geography or Statistics are required to take preparatory courses such as <u>GEOG 355 Resource Analysis and Management</u>, a 300-level physical geography course; GEOG 362 Statistical Methods; or GEOG 363 Geographic Information Systems.</p> <p>Students admitted to the Diploma in Environmental Assessment (DEA) may subsequently apply, in a future admission cycle, to the Master of Environment (MEnv), if they have maintained a minimum <u>cumulative</u> GPA of 3.30. A new application is required, with three letters of reference from current or recent professors. Courses taken in the Diploma with a grade of B+ or better may be transferred to the MEnv degree after admission. The Graduate Committee assesses the new applications with the other applications for the cycle.</p> <p><b>Degree Requirements</b></p> <p>Fully-qualified candidates are required to complete a minimum of 45 credits.</p>

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the Geography, Planning and Environment Courses page for course descriptions.

### **Environmental Assessment MEnv (45 credits)**

21 credits of Compulsory Courses:

- ENVS 601 EA: Concepts, Principles and Practice (6.00)
- ENVS 608 Getting Ready for the EA Internship (3.00)
- ENVS 652 Data Collection and Analysis for EA (3.00)
- ENVS 653 Geographical Information Systems for EA (3.00)
- ENVS 664 Field Course in EA (3.00)
- ENVS 668 Indigenous Peoples and Environmental Assessment (3.00)

6 credits of Elective Courses:

- ENVS 604 Environmental Law and Policy (3.00)
- ENVS 605 Environmental Standards (3.00)
- ENVS 620 Advanced Topics in Environmental Assessment (3.00)
- GEOG 620 Special Topics in Geography (3.00)
- HENV 610 Advanced Quantitative Research Methods (3.00)
- HENV 625 Sustainable Resource Management (3.00)
- HENV 655 Environmental Modelling (3.00)
- HENV 660 Climate Change and Sustainability (3.00)
- HENV 670 Environmental Governance (3.00)
- HENV 675 Community-Based Conservation (3.00)
- HENV 680 Advanced Seminar in Environmental Science (3.00)

~~18 credits:~~

~~• ENVS 696 Internship and Report in EA (18.00)~~

To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host.

Please see the Geography, Planning and Environment Courses page for course descriptions.

### **Environmental Assessment MEnv (45 credits)**

21 credits of Compulsory Courses:

- ENVS 601 EA: Concepts, Principles and Practice (6.00)
- ENVS 608 Getting Ready for the EA Internship (3.00)
- ENVS 652 Data Collection and Analysis for EA (3.00)
- ENVS 653 Geographical Information Systems for EA (3.00)
- ENVS 664 Field Course in EA (3.00)
- ENVS 668 Indigenous Peoples and Environmental Assessment (3.00)

6 credits of Elective Courses:

- ENVS 604 Environmental Law and Policy (3.00)
- ENVS 605 Environmental Standards (3.00)
- ENVS 620 Advanced Topics in Environmental Assessment (3.00)
- GEOG 620 Special Topics in Geography (3.00)
- HENV 610 Advanced Quantitative Research Methods (3.00)
- HENV 625 Sustainable Resource Management (3.00)
- HENV 655 Environmental Modelling (3.00)
- HENV 660 Climate Change and Sustainability (3.00)
- HENV 670 Environmental Governance (3.00)
- HENV 675 Community-Based Conservation (3.00)
- HENV 680 Advanced Seminar in Environmental Science (3.00)

18 credits of Internship and Report courses:

- [ENVS 697 Internship in Environmental Assessment \(9.00\)](#)
- [ENVS 698 Internship Report \(9.00\)](#)

To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host.

Rationale:

The overall purpose of the proposed changes is to comply with the billing reform imposed by the School of Graduate Studies.

According to this new billing reform, graduate students in professional programs such as the MEnv program should now be billed per credit and will lose their full-time status if they enrol in fewer than 9-credits per term (except during the summer term). Since it is very important for many of our students to keep their full-time status throughout the program (including to secure and/or extend their internship), we have opted to break down ENVS 696 **Internship and Report in EA** (18-credits) into two courses of 9-credits each (ENVS 697 and ENVS 698). This change gives students enough time and flexibility to complete their report and will better reflect the amount of work required for each of these two phases of the internship experience (i.e. the internship per se and the report writing activity).

Additionally we are removing BIOL 205, Introduction to Sustainability as a prerequisite, as we have come to realise that it is a large 200-level course that is not really appropriate to the needs of the MEnv program. Since 2019 we have stopped using it as a Qualifying Program (QP) course, which is why we propose to remove it.

Resource Implications:

None. There are no net new course sections.



**COURSE CHANGE:** ENVS 696      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2022/2023  
**Implementation Month/Year:** Winter 2023

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** MEnv Environmental Assessment  
**Degree:** MEnv  
**Calendar Section/Graduate Page Number:** Fall 2021

**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 2021/2022) calendar	Proposed Text
<p><del><b>ENVS 696 Internship and Report in EA (18 credits)</b></del></p> <p><del><b>Prerequisite/Corequisite:</b> Students must have completed all course work (27 credits) prior to enrolling. A minimum GPA of 3.30 and permission of the EA Graduate Program Director is required.</del></p> <p><del><b>Description:</b> This internship is a 4-month placement in industry, government, and non-government where EA work is being undertaken. It is intended to maximize the educational experience and bridge the gap between what employers consider necessary job skills and what the university considers essential knowledge. Students prepare an internship report and present it orally.</del></p> <p><del><b>Component(s):</b> Practicum/Internship/Work Term</del></p> <p><del><b>Notes:</b></del></p> <ul style="list-style-type: none"> <li><del>Students are assisted in their efforts to obtain a relevant placement by the Internship Coordinator. Placements must be approved by the EA Graduate Program Director</del></li> </ul>	

**Rationale:**  
 The overall purpose of the proposed change (to replace one 18-credit course with two 9-credit courses) is to comply with the billing reform imposed by the School of Graduate Studies. Deletion of ENVS 696 is being replaced by ENVS 697 (9-credits) and ENVS 698 (9-credits).

Resource Implications:

None.

Other Programs within which course is listed:

None.

**COURSE CHANGE:** ENVS 697      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2022/2023  
**Implementation Month/Year:** Winter 2023

**Faculty/School:** Arts and Science  
**Department:** Geography  
**Program:** MEnv Environmental Assessment  
**Degree:** MENV  
**Calendar Section/Graduate Page Number:**

**Type of Change:**

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><b><u><a href="#">ENVS 697 Internship in Environmental Assessment (9 credits)</a></u></b></p> <p><b><u><a href="#">Prerequisite/Corequisite:</a></u></b>  <u><a href="#">Students must have completed all course work (27 credits) prior to enrolling. A minimum GPA of 3.30 and permission of the department are required.</a></u></p> <p><b><u><a href="#">Description:</a></u></b> <u><a href="#">This internship consists of a four-month placement in sectors such as industry, government, or non-government organizations (NGOs), where Environmental Assessment (EA) work is being undertaken. This course provides experiential learning and the development of professional skills and enhances understanding of academic and theoretical knowledge.</a></u></p> <p><b><u><a href="#">Component(s):</a></u></b> <u><a href="#">Practicum/Internship/Work Term</a></u></p> <p><b><u><a href="#">Notes:</a></u></b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Students work with the Internship Coordinator to obtain a placement and all placements are subject to approval by the Graduate Program Director.</a></u></li> <li>• <u><a href="#">The Graduate Program Director attribute the credits earned for this course dependent on the internship contract dates and the corresponding academic term dates.</a></u></li> <li>• <u><a href="#">This course is graded on a pass/fail basis.</a></u></li> </ul>

**Rationale:**  
 The overall purpose of the proposed changes is to comply with the billing reform imposed by the School of Graduate Studies.

According to this new billing reform, graduate students in professional programs such as the MEnv program should now be billed per credit and will lose their full-time status if they take fewer than 9-credits per term (except during the summer term). Since it is very important for many of our students to keep their full-time status throughout the program (including to secure and/or extend their internship), we have opted to break down ENVS 696 Internship and Report in EA (18-credits) into two courses of 9 credits each (ENVS 697 and ENVS 698). This change will give students enough time and flexibility to complete their report and will better reflect the amount of work required for each of these two phases of the internship experience (i.e. the internship per se and the report-writing activity).

**Resource Implications:**

There are no new net course sections as the 18-credit course ENVS 696 is replaced by two courses ENVS 697 and ENVS 698 for the equivalent credit value.

**Other Programs within which course is listed:**

None.

**COURSE CHANGE:** ENVS 698      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2022/2023  
**Implementation Month/Year:** Winter 2023

**Faculty/School:** Arts and Science  
**Department:** Geography  
**Program:** MEnv Environmental Assessment  
**Degree:** MENV  
**Calendar Section/Graduate Page Number:**

**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><a href="#"><u>ENVS 698 Internship Report (9 credits)</u></a></p> <p><b>Prerequisite/Corequisite:</b>  <a href="#"><u>Permission of the department is required.</u></a></p> <p><b>Description:</b> <a href="#"><u>The internship report is the equivalent of a graduate seminar paper. It is theoretically grounded, and includes a critical analysis of or reflection on some feature(s), or case study emerging from the internship activities. Students are required to present their topic orally, in addition to submitting a written report.</u></a></p> <p><b>Component(s):</b> <a href="#"><u>Practicum/Internship/Work Term</u></a></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Students who do not successfully complete ENVS 698 may request to graduate with a Diploma in Environmental Assessment.</u></a></li> <li>• <a href="#"><u>This course is graded on a pass/fail basis.</u></a></li> </ul>

**Rationale:**  
 The overall purpose of the proposed changes is to comply with the billing reform imposed by the School of Graduate Studies. According to this new billing reform, graduate students in professional programs such as the MEnv program should now be billed per credit and will lose their full-time status if they take less than 9-credits per term (except during the summer term). Since it is very important for many of our students to keep their full-time status throughout the program (including to secure and/or extend their internship), we have opted to break down ENVS 696 Internship and Report in EA (18-credits) into two courses of 9-credits each (ENVS 697 and ENVS 698). This change will give students enough time and flexibility to complete their report and will better reflect the amount of work required for each of these two phases of the internship experience (i.e. the internship per se and the report writing activity).

**Resource Implications:**

There are no new net course sections as the 18-credit course ENVS 696 is replaced by two courses ENVS 697 and ENVS 698 for the equivalent credit value.

Other Programs within which course is listed:

None.

## Concordia University

<https://www.concordia.ca/content/concordia/en/artsci/geography-planning-environment/programs/graduate/environmental-assessment-menv/internships.html>

# Internships

## Introduction

Students in the Master of Environment program must complete an 18-credit internship (ENVS 696). To be eligible to start an internship, students must have completed the prescribed 27 credits of course work; must have achieved an overall GPA of 3.30 or higher; and must have demonstrated language proficiency as required by the internship host. Students who do not meet the requirements for internship may transfer to, and continue in the Diploma in EA.

## Objectives

The objective of the internship is to provide students with an opportunity to gain practical, hands-on experience under professional supervision in a field related to environmental assessment.

## Procedures and Conditions

### When

- The internship is completed at the end of the residency requirement (minimum two terms). Under exceptional circumstances, it may be completed earlier, but only with the approval of the EA Graduate Program Director.
- The internship may be undertaken at any time in a calendar year, and can span academic years (e.g. August-October, July-November).
- The duration of the internship should be a minimum of 4 months (i.e. 525 to 600 hours).
- The University accepts requests for renewals **only from the same employer**, as our program requires one internship, but facilitates **up to two**, should the employer wish to keep the student on staff.

### Where

- Internships may be held at any of the following:
  - Government of Canada
  - Provincial agencies
  - Consulting or engineering firms
  - Non-governmental agencies
- There is no restriction on location.
- This may be paid or volunteer work. Remuneration for the work done is negotiated between the intern and employer. For the purposes of the course remuneration is not mandatory.

### Who

- Students registered in the internship must have full-time status and be in good standing with a GPA of 3.3 or higher.
- For every intern, there must be a person at the place of the internship who is willing to supervise them. This person is known as the 'Work Supervisor.'

### What

- The work undertaken by the intern may be part of an ongoing project, where the intern works as part of a team, and is responsible for a portion of a report or an individual research project on a specific research topic.

- The work will contribute to a 10,000-12,000 word report written by the intern following the completion of the job placement, and an oral presentation will be scheduled in the Department of Geography, Planning and Environment
- In all cases, the internship must be directly relevant to environmental assessment and/or the environmental field.
- Review information about the [internship timeline and report guidelines](#) .

## How

- All students should communicate their interest to go on an internship with the Internship Coordinator. This must be done at the beginning of the term before they hope to go on an internship (i.e. in January for internships starting in the summer; May for internships in the fall and September for internships in the winter).
- Students are ultimately responsible for securing their own internships. The internship Coordinator will assist by posting relevant internship opportunities as they arise from the department's extensive employers list. In either case, the student must keep the Internship Coordinator apprised of their status and progress.

### **When the Internship Coordinator has an available internship, the procedure is as follows:**

- Internship Coordinator will share postings with students;
- Interested students should apply by the deadline on the posting;
- The student will be chosen by the employer after a selection process.

When the student has found an internship on their own, submit to the IC a completed [Proposed Placement Outline](#) . This should include:

- the name and objectives of the organization
- a description of the project(s) the intern will be working on
- a detailed list of the specific activities involved and the expected end result
- an explanation of how the "job" will relate to the EA process
- the name, contact information (including email) and position of the proposed on-site supervisor
- the duration (beginning and end date, estimated total number of hours, whether full or part-time, paid or unpaid) of the internship.

**NOTE:** Although the department will actively seek internship placements from which the intern may apply for, the department does not guarantee placements. It is the responsibility of the student to seek and secure a relevant internship placement.

## Completion of ENVS 696

A pass/fail grade will be submitted on behalf of the student when the internship report and its oral presentation are successfully completed.

**NOTE:** It is recognized that there can be some fluidity as the internship evolves. If the internship project(s) vary significantly from the original proposal, the EA Director and the Internship Coordinator must be informed immediately, in writing, by the student. It is expected that the Work Supervisor will also be aware, or will be made aware by the intern, of any change. A decision will then be made as to the applicability of the new work to the success of the internship.

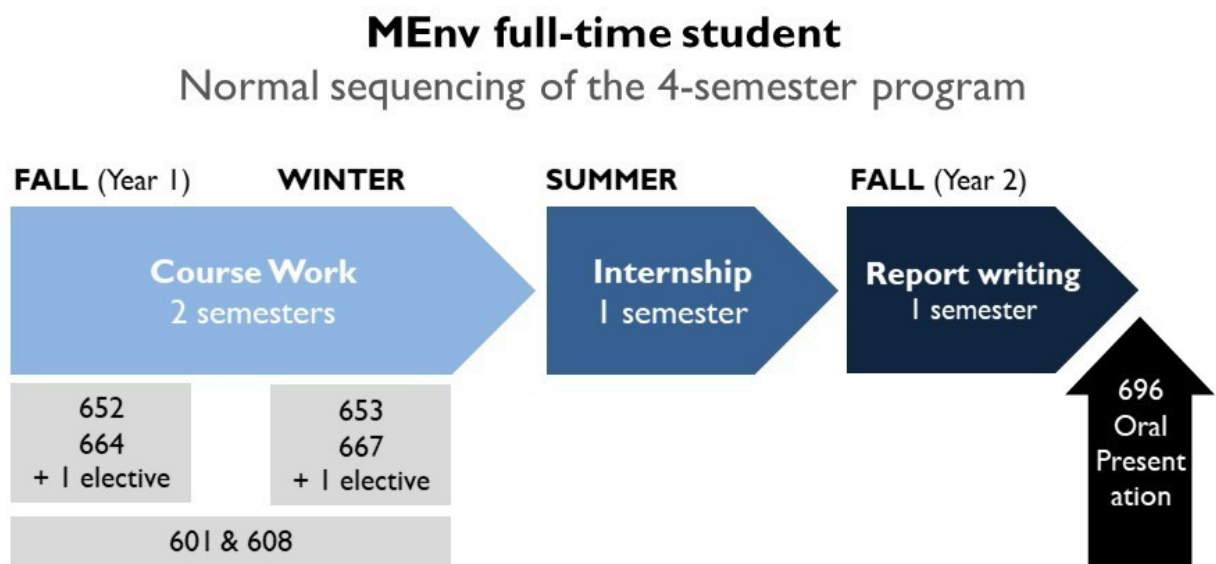
**For more information on internships please contact the Internship Coordinator: [menv.internship@concordia.ca](mailto:menv.internship@concordia.ca)**



## Internship Reports

The internship report is intended to document and reflect upon the internship experience and to demonstrate the student's ability to analyse and/or critically reflect on an aspect or several aspects of the practical internship experience in light of concepts and theories acquired in their Master of Environmental Assessment program courses. As such, it is not merely a simple description of internship activities, nor is it intended for governmental or industry purposes. The Internship report is the equivalent of a graduate seminar paper. It is theoretically grounded and includes a critical analysis or reflection of some aspect or case study derived from the internship activities.

For all details related to the Internship, see the following PDF: [internship timeline and report guidelines](#)



For more information on internships please contact the Internship Coordinator:  
[menv.internship@concordia.ca](mailto:menv.internship@concordia.ca)

DEPARTMENT OF  
GEOGRAPHY, PLANNING AND ENVIRONMENT  
CONCORDIA UNIVERSITY

*May 2021*



Master of Environment in Environmental Assessment

**MEnv**

Guidelines for Internship Requirements

ENVS 608 Getting Ready for the EA Internship (3 credits)

ENVS 696 Internship and Report in EA (18 credits)

## Consultation

**Graduate Program Director:** Dr. Sebastien Caquard 848-2424 ext 2052  
[sebastien.caquard@concordia.ca](mailto:sebastien.caquard@concordia.ca)

The Graduate Program Director (GPD) is responsible and makes decisions for all academic and administrative matters affecting graduate students. The GPD mentors and assists students who require academic advice. Students may meet with the Graduate Program Director to discuss any matter relating to the MEnv program and their academic progress. The GPD offers guidance to the student in articulating the internship report proposal objectives and provides suggestions and comments, as well as assessment of their final report and oral presentation. Please bring your questions or concerns to the Graduate Program Assistant first. After this discussion, they will then make an appointment for you to speak with the Graduate Program Director, if necessary.

**Graduate Program Assistant:** Jennifer Srey 848-2424 ext 2051  
[jennifer.srey@concordia.ca](mailto:jennifer.srey@concordia.ca)

The Graduate Program Assistant (GPA) performs all administrative and admission duties for the department's graduate students. The GPA follows the student's progress throughout their residency, maintains and updates all graduate student files, and notifies the GPD of any potential problems. The GPA advises students regarding academic deadlines and procedures, awards, as well as prepares student requests on behalf of graduate students. The GPA answers general questions students might have about the programs. Please bring your questions or concerns to the Graduate Program Assistant first. After this discussion, they will then make an appointment for you to speak with the Graduate Program Director, if necessary.

**Internship Coordinator:** Niem Huynh 848-2424 ext 2048  
[menv.internship@concordia.ca](mailto:menv.internship@concordia.ca)

The Internship Coordinator (IC) assists students with all requirements related to their internship and ensure effective liaison with employers, students and faculty. The IC designs and delivers a professional development seminar (ENVS 608) on resume writing, cover letters, interview techniques, project management and job market sectors. The IC facilitates the student's internship placement, develops networking opportunity and promotes the program. The IC assists students in articulating the internship proposal objectives and provides guidance, suggestions and comments, as well as assessment of their final report and oral presentation.

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## 1. ENVS 608 Getting Ready for the EA Internship (3 credits)

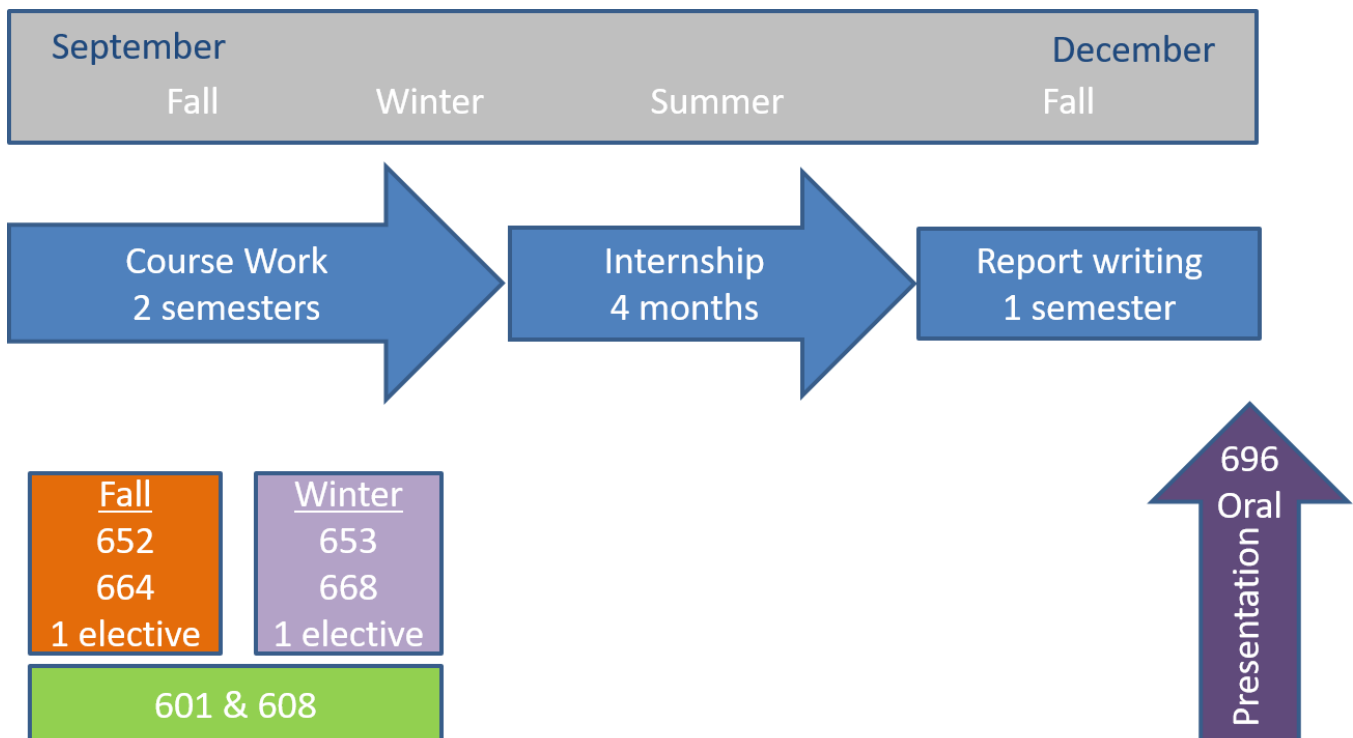
The Environmental Assessment (EA) Internship preparation seminar will offer a broad overview of the internship process and give the necessary information to prepare, search for and secure an internship. The workshops will cover professional development as well as cover the requirements of report writing and oral presentation. The course comprises of the following workshops:

1. internship requirement and timeline
2. technical writing of final report and preparation for oral presentation
3. resume and cover letter writing as well as interview practice
4. basic concepts of project management.

To prepare for the report and oral presentation, students are required to evaluate the written and oral components of **3 internship reports** from students in the completion phase of their degree. This will be an excellent way for ENVS 608 students to become familiar with hands-on EA cases, develop the ability to review reports, and to better understand what is expected from their own internship report. The Internship Coordinator (IC) will notify current students of ENVS 608 of upcoming final report presentations. Sign-up for a spot to evaluate as these are offered on a first-come-first-serve basis, with limited availabilities per presentation.

ENVS 608 is a 3-credit graduate activity, graded on a Pass/Fail basis. This figure is a program timeline for a student who is enrolled fulltime:

### Typical timeline of a Full Time MEnv Student



## **2. ENVS 696 Internship and Report in EA (18 credits)**

ENVS 696 is the course number given to the 18-credit Internship/Report/Oral presentation component of the Master in Environmental Assessment.

To receive credit for ENVS 696, students are required to complete a 4-month job-placement (internship) in industry, government, or a non-governmental organization where EA work is carried out. The internship is intended to maximize the educational experience and bridge the gap between what employers consider necessary job skills and what the university considers essential knowledge.

As part of the graduate activity, students are required to prepare an internship report and present it orally. The evaluators will include the Graduate Program Director (GPD), IC, and current ENVS 608 students. The IC will compile assessments for each final report and oral presentation (including assessment of the GPD and students) and provide a summary of feedback to the presenting student.

Past final reports are available for your perusal. Ask the Reading room attendant in Hall-1254 for copies and read the [titles and abstracts online](#). Or, you may email [menv.internship@concordia.ca](mailto:menv.internship@concordia.ca) to request a digital copy. Be sure to include the full title and name of student for each report for which you wish to receive a copy.

### **2.1 Internship process and timeline**

#### ***2.1.1 Internship prerequisites***

To be eligible for an internship, students must:

1. complete all course work (27 credits)
2. have a minimum GPA of 3.30
3. obtain permission from the IC and MEnv GPD.

The figure below outlines the activities within the internship process.

## Master of Environment – Internship Program Timeline

Timeline	Step/Activity	Requirement/Paperwork	Who's responsible
4 months before internship	Getting to know you	Email /questionnaire	Internship Coordinator (IC) & students
	Open Internship file	All course work completed GPA 3.3 No "F", maximum one "C"	IC
2-3 months before	Toolkit	resume, cover letter, writing sample, mock interview, CAPS services, coop form, websites, paperwork	IC & students
	Internship searching	Review Postings/Applications/Interviews	Students-supported by IC
1-2 months before	Student-Employer match	Good standing letter Letter/Email of offer	IC Employer Student
1 month before	Proposed Placement outline	If no proper and detailed job description, student should filled out template	Discussed with GPD Approved by IC
	Agreement	Contract between Employer and Department	Prepared by IC signed by employer, student, GPD and IC



### **2.1.2 Internship placements**

An internship must be a 4-month full-time, relevant, supervised work placement (normally paid) or the equivalent (minimum between 525-600 hours) in part-time work. The University accepts requests for renewals **only from the same employer**, as our program requires one internship, but facilitates **up to two**, should the employer wish to keep the student on staff.

Students are assisted in their efforts to obtain a relevant placement by the IC. They can either participate in paid job competitions provided by the program's IC or find a relevant internship on their own. Most internships take place in Canada (about a third in Ottawa) but students can also intern in a relevant organization outside of Canada.

Students should begin preparation for their internship in the term preceding the intended start of their work placement. In all cases this involves checking in with the IC at the beginning of the term (January for internships commencing in the summer, May for internships commencing in the fall and September for internships commencing in the winter).

The GPD and the IC must approve the relevancy of any internship identified and/or attained by a student. All students should be working on a specific project (or projects) involving environmental assessment and/or broader environmental topics.

When the student has found an internship on their own, submit to the IC a completed Placement Outline (Appendix 1). This should include:

1. the name and objectives of the organization
2. a description of the project(s) the intern will be working on
3. a detailed list of the specific activities involved and the expected end result
4. an explanation of how the "job" will relate to the EA process
5. the name, contact information (including email) and position of the proposed on-site supervisor
6. the duration (beginning and end date, estimated total number of hours, whether full or part-time, paid or unpaid) of the internship.

Once the IC receives the completed internship Placement Outline, an internship agreement between the organization, the student and the Department of Geography, Planning & Environment department, must be signed.

### **2.1.3 Internship supervision**

During the internship, the student is subject to the guidance of the employer's designated work place supervisor, referred to as the Work Supervisor.

The Internship Coordinator will visit the student on site wherever it is feasible (or contact by phone or email) during the work term, to discuss the work assignment, to evaluate the placement with the intern and the employer, and to resolve any problems that may exist. At the end of the internship, the Work Supervisor will submit a signed copy of the performance evaluation of the student intern. The figure below outlines the activities and responsibilities during and following the end of the internship.

Timeline	Step/Activity	Requirement/Paperwork	Who's responsible
<b>Start of Internship</b>			
2 months into internship	Site visit/phone interview	Questionnaire conducted by IC with employer and student	IC
	Internship Report proposal	1,200 to 1,500 words proposal written by student (electronic copy)	<ul style="list-style-type: none"> <li>Submitted to and reviewed by IC to establish that requirements are met</li> <li>Approved by GPD</li> </ul>
4 <sup>th</sup> month	End of internship	Performance evaluation of student	Employer & IC
	Internship Extension*	Letter to employer	IC
Within 2 months of the end of the internship (5-6 <sup>th</sup> month)	Final draft of Internship Report	10,000 to 12,000 words Report written by student (electronic copy) <i>Minimum 6 weeks prior to the desired date of graduation (full completion)</i>	<ul style="list-style-type: none"> <li>Submitted to and reviewed by IC to establish that requirements are met</li> <li>Review by GPD and MEnv students (Assessment form)</li> </ul>
Within 3-4 months after the end of the internship (7 <sup>th</sup> month)	Oral Presentation	20 minute presentation and brief summary, question period  Examiner's evaluation form	<ul style="list-style-type: none"> <li>Scheduled and invites sent by IC (4 weeks)</li> <li>Attendance: GPD, IC and MEnv students (from ENVS 608)</li> <li>Submit evaluation forms to IC</li> </ul>
within 4 months of the end of the internship (8 <sup>th</sup> month)	Completion of 18 credits Internship requirements	ENVS 696 is evaluated on a Pass/Fail basis  IC (Presentation + PDF + 1 bound copy) including revision from compiled feedback	<ul style="list-style-type: none"> <li>IC processes grade</li> <li>Report available in reading room</li> </ul>

\* In cases of an Internship extension is offered and accepted, the Internship Report timeline can be extended to the end of the second internship. Students have to be aware that for bridging into a Federal government job they need to have completed all the Master program requirements before being offered a permanent position.

## **2.2 Internship Proposal and Report**

### ***2.2.1 Report purpose and writing timeline***

The report is intended to accomplish two things. First, it serves to document the student's reflection of the internship experience. Second, the write-up should highlight their ability to analyze and/or critically assess an aspect or several aspects of the practical internship experience in light of concepts and theories acquired in the Master in Environmental Assessment program courses. The report is more than a description of internship activities and summary of the literature that pertains to the internship. The internship report is the equivalent of a graduate seminar paper, theoretically grounded and includes a critical analysis or reflection of some aspect or case derived from the internship activities.

The purpose of the internship report and oral presentation is for students to demonstrate that they:

- write well (expression, structure and organisation, logical flow/story line, etc.)
- organize concepts and arguments from the literature and link them to the internship experience
- correctly apply concepts related to EA to a particular case or to their general internship experience
- demonstrate how the literature review relates to the internship experience
- analyse and/or critically reflect on their internship experience, for example the identification of strengths and weaknesses of work processes or different policies or regulations, and identify room for improvement
- present efficiently their work in front of an audience.

The Internship Report submission and timeline involves 4 stages:

<b>Stage</b>	<b>Deadlines</b>	<b>To be submitted to:</b>
Internship Report Proposal	Within 2 months of starting the internship	IC & GPD (electronic format)
Submit Internship Final Report <sup>1</sup>	Within 2 months of the end of the internship at least 6 weeks prior to the desired date of graduation*	IC & GPD (electronic format)
Oral Presentation <sup>2</sup>	Within 3-4 months after the end of the internship	In Attendance: GPD, IC and MEnv students (from ENVS 608)
Completed Internship Report requirements	Maximum within 4 months of the end of the internship	IC (PDF + 1 bound copy) including revision from compiled feedback

## **2.2.2 Internship report proposal**

**Within two months** of starting the 4-month internship, the student must submit a 1,200 to 1,500 words report proposal outlining in detail:

1. Working title
2. Short paragraph on internship context (job title, when, where and focus of work)
3. Theoretical framework and brief literature review (emanating from MEnv program courses, as well as from an overview of the current literature in the particular domain of interest) explaining why your project might be relevant within the existing body of knowledge
4. Research question(s) or study objective(s) or hypothesis/-es that you are planning to address (how does it relate to the theoretical framework chosen? what is the time frame of the study? what qualifies as empirical evidence? how is empirical evidence observed/collected? how will the data be analyzed? or in what way(s) will these observations be reflected?). Try to focus on one (or two) main research question(s) that may be broken down into a couple of smaller research questions
5. Presentation of the case study you propose to address and how you propose to address it (i.e. methodology). This case study could be directly related to your internship experience or could have been inspired during this experience. This case study can take different forms such as an in-depth

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<sup>1</sup> Submit the final report a minimum of **6 weeks** before the targeted date of graduation (full completion). Students who wish to graduate in the Spring convocation must submit their final report by **mid-March** and for Fall convocation, submit by **mid-July**. If you submit the final report during the summer months (May 1 to August 31), you will receive feedback within 5 weeks, compared to 2 weeks at other times of the year.

<sup>2</sup> Presentations will not be scheduled between June to August, unless an exceptional circumstance exists.

analysis of data collected (e.g. questionnaire survey, interviews, or measurement of some pollutant); a critical reflection on a specific policy; a comparative analysis of different topics, different contexts, or differences between case studies (e.g., their strengths and weaknesses). Whatever the approach you propose, make sure to explain as clearly as possible how you plan to collect and analyze the data / material

6. Bibliography (note that the proposal text must be referenced like a term paper). Follow MLA, Chicago, Turabian, or some other standard style manual. Websites need to be referenced appropriately as well (author, title, access date, etc.). See the library resource: <https://library.concordia.ca/help/citing/>

A proposal TEMPLATE has been created for your use, under “Key documents”, [here](#).

Follow this template to outline your proposal:

1. Title page
2. Internship context
3. Theoretical framework and literature review
4. Study objectives/ research questions
5. Case study
6. List of keywords and databases
7. Bibliography

Once completed, the student should email their proposal to the GPD and IC. The receipt of the proposal will be acknowledged, and the student will receive comments/guidance within about 2 weeks in order to start the writing of their internship final report. In the case where there are many comments or if need be, the GPD will set an appointment (remote or face-to-face) to discuss in detail. The student will then submit a revised proposal following this verbal review.

### **2.2.3 Internship report structure**

The internship report should be between 10,000 and 12,000 words (MAXIMUM) from cover page to the end of the bibliography (not including appendices), double-spaced, typed and appropriately referenced.

The Report should contain the following:

1. *Title page* – Title of your report, your name, the date, the organization you worked for, the period of the internship, your Work Supervisor’s name and the word count.
2. *Abstract* – This short abstract (max. 250 words) should clearly present the issue addressed in the report, the research question, the way it has been addressed (i.e. case study and methodology) and the main conclusion(s) of the study.
3. *Description of the Internship* – This **relatively brief** section (Max. 500 words) should include some background to the organization, the department and the projects on which you worked on. For example: What type of organization is it? What is the purpose or mission of the organization and/or department? What are its major activities? What were your tasks? Also, describe the project(s) you worked on and situate them within the larger organizational structure. What were your tasks? What

was the main goal of your project? What groups and organizations did you interact with during your internship?

4. *Body of the Report* – This section must represent the **substantive** part of the report (at least 8,000 words) and should link some aspect (or several aspects) of a project you worked on with some element (or several elements) of what you learned in the Master's courses in terms of EA or environment issues at large. Although the structure could be somehow flexible, this usually comprises of Introduction; Theory/Literature Review; Case Study/Analysis; Conclusion; References/Bibliography; Appendix (if appropriate).
  - a. *Introduction* – **What** precisely is the purpose of the internship report (objectives / research questions)? **Why** is the topic relevant (e.g. controversy in the academic literature, new government policy, and relations to Canadian or other state's Environmental Assessment Act)? **How** is the analysis or critical reflection organized (i.e. the roadmap –section 1, section 2, etc...)?
  - b. *Theory* – A **comprehensive review** of the relevant literature emanating from different reliable sources such as academic journals and government reports. This section should provide a comprehensive review of the relevant literature.
  - c. *Case Study / Analysis* – The case study(ies) could be directly related to your internship experience or could have been inspired by this experience. Examples include:
    - Case – Typically, the internship provides the student with a particular case, or several cases, i.e., the internship is the case to be studied. The student provides an examination/analysis of the case, or a comparison of several cases (e.g., assessment of their strengths and weaknesses using a list of assessment criteria), in light of the theories drawn from the literature.
    - Policy issue – A critical perspective/reflection of a policy issue. For example, the student critically discusses their internship experience based on the literature and knowledge from other provinces or other countries (identification of strengths and weaknesses; how the studied policy could be improved by learning from other provinces or countries or other cases or from the literature).
    - Investigation – A detailed description and analysis of an investigation conducted by the student as part of their internship. Sometimes, students apply methods in their internship (e.g., they conduct a questionnaire survey, or interviews, or measure).
  - a. *Conclusion* – Brief review of the report's argument(s) and findings, and presentation of the theoretical, practical and/or political implications of the **report's findings** (i.e. so what?)
5. *Full Bibliography* – In alphabetical order of the author's last name. Follow MLA, Chicago, Turabian, or some other standard style manual. All entries must have been cited in the paper. The usual range is between 20 and 50 sources (other than websites). Websites need to be referenced appropriately as well (author, title, access date, etc.). See the library resource: <https://library.concordia.ca/help/citing/>

*Although other types of situations may be conceivable<sup>3</sup>, the topic should be discussed and approved by the GPD*

## **2.2.4 Internship report format**

Your report should be of a professional style and should include:

1. Title page
2. Abstract
3. Acknowledgments or dedication (if desired)
4. Table of contents with headings and/or a numerical hierarchy to organize your report
5. List of Figures, Tables, Illustrations, Appendices, Symbols or Abbreviations (where applicable) that are properly labeled and cited
6. Text of Report (including brief Internship Description)
7. Bibliography or References
8. Appendices (where applicable)

An internship report completed in an improper format will not be accepted and necessary corrections may delay the awarding of a grade or degree. Please follow these specific format details for the report:

1. The report must be type written on only one side of letter-size paper. It must be double-spaced in standard typeface (Times New Roman 12 or Arial 11) and text should be aligned to both the left and the right margins (i.e. fully justified).
2. The report must be free from typographical errors. All copies must be clear and dark, of good quality and maintain straight margins (normal 2.54 cm).
3. Pages must be numbered consecutively and consistently throughout the report, including appendices, in accordance with above-mentioned manuals. Page numbering should begin with the first page of the text of the paper. Pages before this section may be shown in small Roman numerals. The title page must never be numbered.
4. All charts, tables, figures, appendices, references must conform to the above specifications. They should also be labelled and cited in the text.
5. Title page: A standard title page is required. Include the total word count here (from cover page to the end of the bibliography)
6. Abstract: The report must contain an abstract typed on a separate single sheet headed not exceeding 250 words.
7. Length – The report should be between 10,000 and 12,000 words (MAXIMUM) from cover page to the end of the bibliography (not including appendices), double-spaced, typed and appropriately referenced. Compute the total word count on the title page.
8. Any one of the following reference styles may be used in the preparation of the paper. Information on these can be found on the library webpage <https://library.concordia.ca/help/citing/>

A final report TEMPLATE has been created for your use, under “Key documents”, [here](#).

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<sup>3</sup> Examples: Gathering the most recent scientific literature for major annual review (e.g. research new technologies and methods on renewable energy); updates on countries' biodiversity profiles (e.g. strategies to conserve and enhance biodiversity in Green Infrastructure); development of an app for collecting aboriginal traditional knowledge, etc.

### 2.2.5 Evaluation criteria

The report should be well written (e.g., clarity), well thought through, well argued (e.g., is there a logical flow/structure?), present knowledge from the literature clearly and relate it to their internship, correctly apply concepts related to EA to a particular case or to their general internship experience, analyse and/or critically reflect on the internship experience (e.g., resulting in the identification of strengths and weaknesses and room for improvement). The Examiner's Evaluation looks for these elements in the report:

1. Understanding of the subject (theoretical background, relation to EIA, depth, clarity, logical structure)
2. Thoroughness of the analysis (relevancy of the topic, methods, logical flow, arguments, clarity)
3. Literature review (review of previous work, relevancy, quantity)
4. Presentation (organization, tables, figures, style).

A number of services on campus offer support with writing, whether it be writing assistance and Graduate writing drop-in or using citation software. Find out more information from:

**Student Success Centre** (<https://www.concordia.ca/students/success/learning-support/writing-assistance.html>)

**Library** (<https://www.concordia.ca/students/gradproskills/workshops/partners/glib.html>)

**GradProSkills** (<https://www.concordia.ca/students/gradproskills.html>)

**Note:** It is the task of the student to revise their report and bring it to a level that is satisfactory. If the report is poorly written, it is *not* the responsibility of the IC or the GPD to bring the report to a satisfactory level.

### 2.3 Evaluation procedure of ENVS 696

1. The student must submit a final copy of the internship report **within 4 months** of the end of the internship. Submit an electronic version to the GPD and the IC. **Failure to submit the report on time may result in a Fail.**

The student must submit the final report a minimum of **6 weeks** before the targeted date of graduation (full completion). If you submit the final report during the summer months (May 1 to Aug. 31), you will receive feedback within 5 weeks, compared to 2 weeks at other times of the year.

Presentations will not be scheduled between June and August, unless an exceptional circumstance exists. There will be a maximum of 6 student's oral presentation per month, booked on a first come-first-serve basis.

2. Students who wish to graduate in the Spring convocation must submit their final report by **mid-March** and for Fall convocation, submit by **mid-July**. The IC will schedule an oral presentation within **4 weeks** of receiving the final report (If this is over the summer, the normal 6 weeks submission timeline may be longer).



3. The IC will send an invitation to students in the ENVS 608 class and will forward the internship report to those who have indicated their attendance to the oral presentation.
4. The student will be asked to prepare a 15 to 20 minute oral presentation. In addition to a brief summary of the internship experience, the presentation should address:
  - a) The internship context in which the report topic arose
  - b) Whether the findings were in any way surprising or confirmed what was to be expected
  - c) The theoretical and/or practical implications and recommendations that follow from the report.

**Presentation slides** should be emailed to the IC no later than the morning of the oral presentation.

5. The Examination Committee, will normally consist of two people, the GPD and IC.

If a third reader is required that reader will also be on the committee, and the GPD will only cast a vote in the event of a disagreement. After the oral presentation, the Examination Committee will deliberate in private. Attending ENVS 608 students will be asked to complete Evaluation forms for the written final report and the oral presentation. Comments will be compiled by the IC and shared with the defending candidate. See Appendices 2 and 3 for the report and oral presentation evaluation templates and the table below for the preparation timeline.

<b>Final Report submission + Oral Presentation steps (6 week minimum)</b>	
1 – Submit final report to IC and GPD	2 weeks
2 – GPD confirm acceptability of report *	(5 weeks during the summer)
3 – Comments from GPD and IC	
4 – Book date and room for the oral presentation	2 weeks
5 – Send invite to ENVS 608 students	
6 – Booking mandatory attendance for ENVS 608 students (limited spots)	
7 – Email report + assessment forms to attending students	
8 – Returned filled out report evaluation form	2 weeks
9 – Attend oral presentation- Submit presentation evaluation form	
10 – IC compile comments of 2 forms	
11 – MEnv candidate revised final report	
12 – Final submission: 1 bound copy + PDF + Presentation slides	

\*In the case a final report submission is rejected, the MEnv candidate will receive comments and meet with the GPD for an in-depth review of their report.

6. If the Committee **passes** the report they can nonetheless require the student to revise the report before a Pass grade is submitted. Revisions may be subject to the approval of the IC alone or both the GPD and the IC. The student will be informed of the decision immediately after the deliberations following the oral presentation. It is the responsibility of the GPD to see that a Graduate Activity Grade

report is prepared before the Committee adjourns and is forwarded to the Office of Registrar by the IC for completion of the activity related to ENVS 696.

7. A decision to **Fail** the student on the written internship report or the oral presentation requires the two examiners to agree. If the Examination Committee rejects the report, the student can revise and resubmit the internship report once after an interval of at least 2 months, but not more than 3 months after the original oral presentation. Formal resubmission follows the same procedure as an initial submission. A second failure will mean that the student will not graduate with a Master degree.
8. After the last revisions are made and approved, the student must submit to the IC:
  - a. **1 bound copy (Printed one side, spiral spine, transparency on top cover and black back cover)**, to be placed in the EA library for other MEnv students to read
  - b. **1 electronic PDF version of the final report.**

## **2.4 Completion of ENVS 696**

Once the internship has been completed, students must write and present orally the final internship report before the examination committee within 4 months. In cases of an internship extension, the timeline can be extended to the end of the second 4-month internship.

ENVS 696 is evaluated on a Pass/Fail basis and requires the successful completion of all four components:

1. 4-month (or equivalent part-time) internship placement
2. internship report (written)
3. internship report presentation (oral)
4. final submission of internship report (after revisions are made and approved).

In order to meet the yearly graduation convocation deadline, all 4 components should be successfully completed by early **April for Spring Graduation** OR by early **September for Fall Graduation**<sup>4</sup>. See the table and figure below that outlines the timing of report submission and graduation.

Example of timeline from internship search to submission of final report and oral presentation:

<i><b>Preparation</b></i>	<i><b>Internship</b></i>	<i><b>Completion of ENVS 696 (report/oral presentation)</b></i>
September	January to April	August
January	May to August	December
May	September to December	April

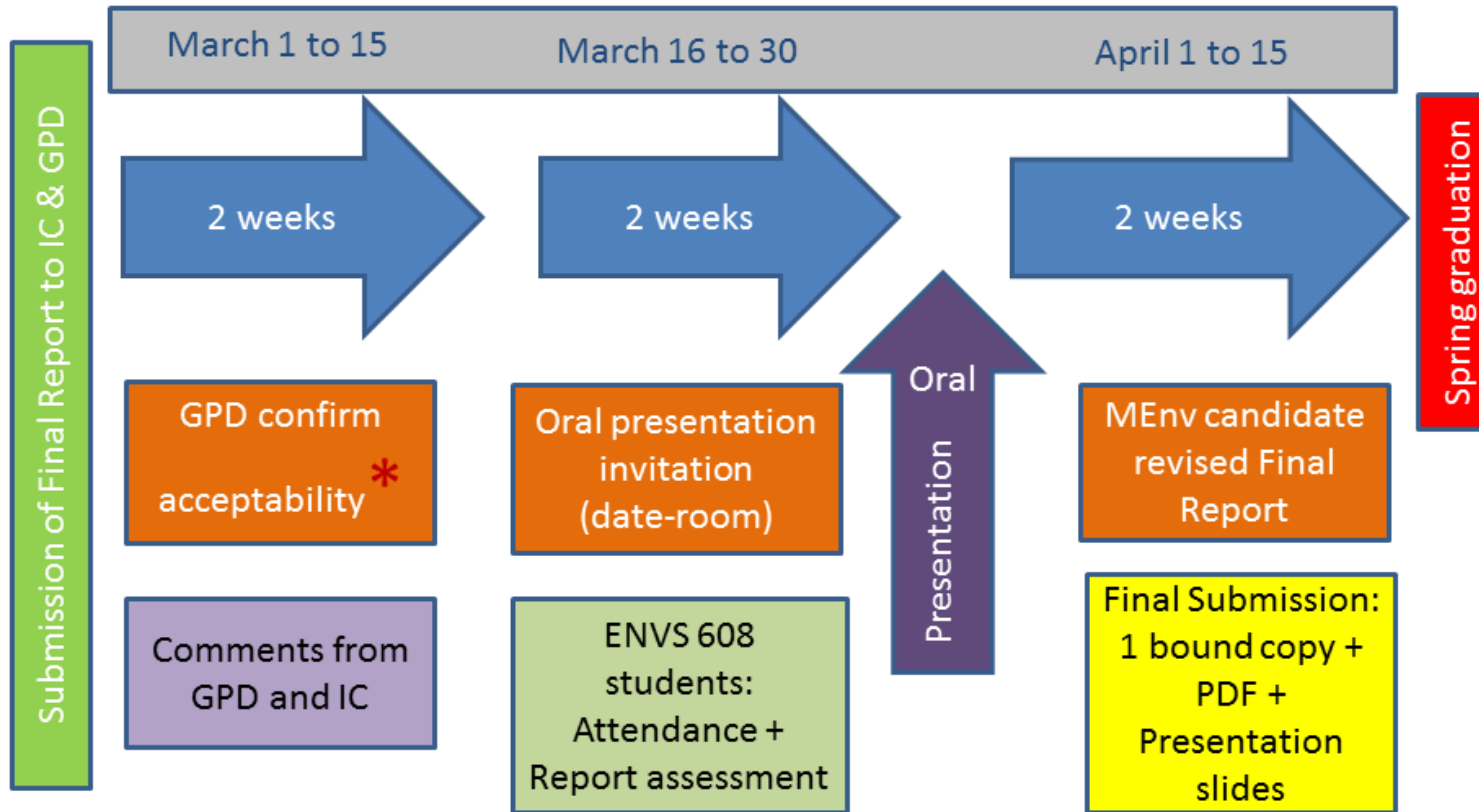
<sup>4</sup> The exact dates change from year-to-year. Please be sure to confirm for your intended year of graduation.

The grade for ENVS 696 is entered into the student's transcript by the Office of the Registrar. **The Department does not register the student for ENVS 696.** The student will only see ENVS 696 appear on their transcript in two instances:

1. If a student applies to graduate for either spring or fall convocation, ENVS 696 will appear as ENVS 696 - CONT. This will remain on the student record until the Department submits the final grade.
2. If a student completes all the requirements, including completing the internship, writing the report and giving the presentation, the Department will submit the grade, which will be included in the student's record.

The figure below shows the timeline from the stage of report through to final report submission.

## Final Report submission + Oral Presentation steps (6 week minimum timeline)



\* In the case of a Final report submission being rejected; the MEnv candidate will receive comments and meet with the GPD for an in-depth review of their Report

## **3. Appendices**

### **Appendix 1: Proposed placement outline**

**1. YOUR (student) email:**

**2. HOST ORGANIZATION:**

**3. POSITION title**

**3. OBJECTIVES**

*General objectives of host organization:*

*Objectives of tasks or projects in which intern will participate:*

**4. JOB TASKS AND RESPONSIBILITIES**

Specific tasks, projects that the intern will be involved in or responsibilities that the intern will hold during their internship

**5. EXPECTED RESULTS**

**6. RELEVANCE TO THE EA FIELD**

**7. SUPERVISION:**

Name:

Position:

Address:

Email:

Telephone:

**8. DURATION:**

Beginning and end dates:

Estimate of total number of hours: 525-600 hours (minimum requirement)

Full-time/part-time:

Paid/unpaid:

## Appendix 2: Examiner's evaluation of an internship final report

Name of student: \_\_\_\_\_

Internship Report Title: \_\_\_\_\_

Category	Rating*					Comment
	E	VG	G	S	U	
Understanding of the subject (theoretical background, relation to EIA, depth, clarity, logical structure)						
Research and analysis (relevancy of case study, methods, logical flow, arguments, clarity)						
Literature review (review of previous work, relevancy, quantity)						
Presentation (organization, tables, figures, style)						

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Rating : E=Excellent VG=Very good G=Good S=Satisfactory U=Unsatisfactory

## **Criteria for evaluating Internship Final Report in the course ENVS 608** (additional information)

The questions listed below are not exhaustive, and their weights can differ depending on the type of case study (e.g., some may not be applicable to certain types of report).

### **CONTENT:**

- Is the problem addressed by the report clearly laid out at the beginning, and are the objectives of the study logically connected to it?
- Are there precisely formulated research questions or hypotheses that the report aims to address?
- Is the existing knowledge (literature, experience) included and adequately presented?
- Are knowledge gaps pointed out, based on the literature review?
- Have ideas been included that are specifically related to EIA?
- How relevant are the methods used to address the issue under study?
- Were the possibilities and limitations of the applied methods recognized?
- Are facts distinguished clearly (by the language used) from hypotheses and speculations?
- Are the theory and critical analysis presented in a clear and logical sequence?
- Are open, un-addressed questions mentioned?
- Are suggestions given for potential future work that would lead further?

### **FORMAT:**

- Are the formal requirements regarding citation of literature met?
- Are data always presented with their units (also in tables and diagrams)?
- Is there a complete and informative abstract?
- Is the text scientifically flawless, comprehensible, and correct in language (grammar and spelling)?
- Is the layout reader-friendly?

### Appendix 3: Examiner's evaluation of an internship oral presentation

Name of student: \_\_\_\_\_

Category		Rating*					Comment
		E	VG	G	S	U	
Presentation	Effective use of allotted time or space						
	Visual aids						
	Diction (enunciation, volume, clarity)						
	General style, liveliness, and stage presence						
Content	Were the arguments and the logic of the presentation clear?						
	Was the structure of the presentation well balanced?						
	Did the presenter(s) clearly state the objectives and questions that their study is supposed to address?						
	Satisfaction with the answers given to the questions from the audience?						

Other comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Rating : E=Excellent VG=Very good G=Good S=Satisfactory U=Unsatisfactory





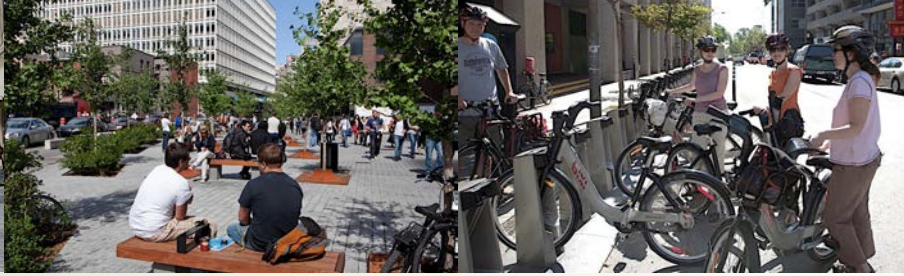
Concordia University

**Arts and Science**

Department of Geography, Planning & Environment



ENVIRONMENTAL  
ASSESSMENT  
INTERNSHIP  
PROGRAM



## ABOUT US

The Department of Geography, Planning and Environment, Concordia University, offers a Masters Program in Environmental Assessment (EA) which integrates the human and biogeophysical aspects of environmental assessment in a multidisciplinary academic and real world setting.

Established in 2009, the MEnv offers a one and half to two year multidisciplinary curriculum that draws upon the expertise and resources of specialists in Biology, Chemistry, Ecology, Economics, Engineering, Geography, Geology, and Political Science, to provide students with knowledge, training and skills in the field of environmental assessment and environmental management.

The MEnv program offers students an opportunity to develop a sound and critical understanding of environmental assessment processes and methodologies. It exposes them to the range of public policy and social science considerations involved in environmental planning, sustainable development and provides a thorough understanding of how to apply geographic information systems (GIS) to environmental decision-making.

## INTERNSHIP

An important requirement of the MEnv program is an internship during which students gain hands-on experience under professional and professorial supervision. This practicum allows them to relate environmental assessment theory to hone their job skills.

An internship must be a minimum 4-month full-time, relevant, supervised work placement (normally paid) or the equivalent (600 hours) in part-time work. Our interns are available every semester: summer (May-Aug), fall (Sep-Dec), or winter (Jan-Apr). The University accepts requests for renewals from the same employer, as our program requires one internship but can facilitate up to two, should the employer wish to keep the student on staff.

Program students can potentially intern with environmental consulting firms, federal, provincial and municipal government agencies/departments, environmental agencies, and non-governmental organisations (NGOs).



## **BENEFITS TO EMPLOYERS**

The needs of today's employers in the environmental sector are complex and ever changing. They require personnel who are skilled, motivated, adaptable and committed to their work. In the area of environmental assessment, and environmental management in general, there is a huge shortage of qualified personnel. To satisfy this need employers are turning to professional training programs such as Concordia University's Master of Environmental Assessment (MEnv).

### **A typical MENV student intern profile:**

- Strong Research skills
- Background in Federal, Provincial and Municipal EA legislation
- Environmental assessment and management analytical skills
- Background in biophysical processes, environmental and adaptive management as well as social and economic impact assessment and community participation
- Good report writing style
- Strong interpersonal – communication skills
- Well developed computer and statistical analysis skills – including GIS
- Community minded – from involvement in Sustainable Concordia to community environmental organizations
- Respect for diversity and multiculturalism
- Bi- and multi-lingual

Interns from the Environmental Assessment program at Concordia University in Montreal make unique contributions to the workplace. They combine their high enthusiasm, intellectual energy, and rigorous methodological training to meet whatever challenges are put before them.

### **There are many tangible benefits to participating employers:**

- Access to quality candidates from diverse talents and backgrounds
- Stimulate workplace with new energy, ideas and the latest strategies in the field
- Evaluate the student for potential full time employment
- Cost effective
- Exposure for your company, opportunities to network, and partnership within Concordia University



## HIRING PROCESS

- The employer provides a job description to the Internship Coordinator
- The job is posted
- After the posting deadline, the employer can review intern's applications
- The employer identifies candidates of interest for interviews according to their availability
- An offer is made to the preferred candidate
- The employer and intern sign an agreement drafted by the Internship Coordinator
- Internship coordinator lightly monitors placement to ensure satisfaction of both parties

## CONTACT INFO

If your organization is interested in the Environmental Assessment Internship Program, please contact me for further information:

### Maude Lecourt

Internship Coordinator  
m.lecourt@concordia.ca  
(514) 848-2424 # 2048

"During my internship in a renewable energy consultants firm, I was amazed at the relevancy of Concordia's Master in Environment (Environmental Assessment). The program provided me with the solid theoretical and practical knowledge for the tasks I was asked to perform. This realization was confirmed by the employer who offered me a permanent position when the internship came to an end.

Doing environmental assessments for wind energy development was just the beginning. Among other activities, I get to participate in public consultation activities, learn the intricacies of dealing with regulatory agencies and collaborate with professionals from many different disciplines during environmental studies. As an added benefit, my professional network is constantly growing; opening new opportunities I had not considered when I chose to study Environmental Assessment. The work is motivating, challenging and dynamic. After more than a year working as an environmental specialist, I can honestly congratulate myself for choosing Concordia's program."

### Frédéric Gagnon, Environmental Specialist





## Department of Geography, Planning and Environment Master of Environment (Environmental Assessment) Internship Program

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### FREQUENTLY ASKED QUESTIONS

#### **What is an internship exactly?**

- An internship is a 18 credit academic course conducted in the workplace, ENVS 696: An experiential learning exercise enabling the intern to learn first-hand about their chosen profession.

#### **DEFINITION – Canadian Association for Cooperative Education (CAFCE):**

*An internship = 4 month minimum, paid, full-time, relevant, supervised work*

#### **Where are the jobs?**

- Most internships are located in Ottawa. Internships in Environmental Assessment can be found at all levels of government (Federal, Provincial and Municipal) as well as in many International Agencies (UN/NAFTA/EU), non-governmental organizations (ENGOS) and private corporations.

#### **Who finds the job?**

- Student interns are encouraged to look for relevant work on their own. Once they have identified a position that meets program requirements and have secured an offer, they are required to bring it to the Coordinator.

**Who hires?** Some of the employers who have hired our interns in the last 48 months are

Canadian Environmental Assessment Agency  
Environment Canada  
Transport Canada  
Office of the Auditor General of Canada  
Canadian Nuclear Safety Commission  
National Capital Commission (NCC)  
Ontario Ministry of the Environment  
Ericsson Canada  
David Suzuki Foundation

UNEP/SCBD Convention on Biological Diversity  
Commission for Environmental Cooperation  
Quebecor Media  
Energy Mines and Resources, Lands & Resources, Yukon  
D & G Enviro-Group Inc.  
Bombardier Aerospace  
Northwest Territories, Environment and Natural Resources  
Pollution Probe

**and more...**

#### **Do Interns get paid?**

- For most of the internship, students get paid or will receive an honorarium; with the exception of nonprofit and nongovernmental organizations.

#### **Are there Co-op fees to pay in order to participate?**

- Unlike other universities with similar programs, we do **not** charge co-op fees.

#### **Must I be Canadian to qualify?**

- Positions posted through our program in the Federal and Provincial government are classified as *reserved for Canadian Citizens* or (in some cases) *Permanent Residents*. International students may be eligible for internships with IGOs, NGOs, and Private Corps; and they are eligible to work in relevant positions available in their home country.

### **What if I want to work abroad?**

- Students interested in an international option should discuss this early in the program with the Coordinator and begin their own search efforts as soon as possible. It is important to note that the job application process normally occurs the semester before the internship begins. This leaves little time for an employer or a student to organize an internship overseas.

### **Can I look for a job on my own?**

- Students are asked to check with the coordinator before looking for work within the Federal government on their own. Student interns are to work through the Coordinator for access to any Federal (including Crown Corps) positions/depts. Students interested in pursuing positions with an NGO or an IGO, and Private sector are free to initiate an independent search.

### **What is the work like?**

- Students secure positions that enable them to further develop their skills in research and analysis. Some typical titles/positions define the work as *Junior Environmental Assessment Officer* or *Audit and Evaluation Intern*. All internship positions are reviewed by the program to ensure that they are relevant and at the appropriate academic level to promote learning and development. An academic agreement is drawn-up to ensure that all parties (University, Employer, Student) understand the parameters of the position and the expectations necessary to complete the internship.

### **Am I guaranteed a job?**

- Although we do not guarantee a placement, we have witnessed a high success rate in our placements over the years. The market fluctuates depending on the economy. The availability and competition for internships play a key role in defining placement success every semester.

### **Am I competing against other students?**

- You will be competing for positions with other students in your program as well as from other universities. The Concordia MEnv advantage is that with the internship being at the end of your studies, there is a stronger possibility of continued employment!

### **How do you measure a successful internship?**

- Graduation – successful completion of internship Report and defense
- Internship renewal offered and Bridging-in offered (full-time position secured) if the economic climate permits it

### **What is expected of me academically while I am completing my internship?**

- To receive credit for ENVS 696, students are required to complete a 4 month internship placement and write an Internship Report.

The final grade will be comprised of the following components:

- Successful completion of 4-month internship placement
- Approval of Internship Report
- Approval of Internship Oral Presentation



Please make an appointment to meet with our Internship Coordinator  
Maude Lecourt • H-1255.14 • (514) 848-2424 ext. 2048  
[m.lecourt@concordia.ca](mailto:m.lecourt@concordia.ca)  
Tuesday to Friday

## Graduate Program Regular Curriculum Change - GCS-GCS-2901 - VERSION : 5

**Summary and Rationale for Changes**

The Co-op Institute has already decoupled ENCS 6931 Industrial Stage and Training from the co-op program. Students in the co-op program are now required to take the co-op work term courses instead of ENCS 6931. After consulting with the departments, it was agreed to keep the course which will be supervised and coordinated within the GCS. In addition, its academic credits will be reduced from 9 to 4 and the project will be evaluated by the Department Co-op Program Director or Graduate Program Director.

There are no additional resources required.

**Summary of Committee Discussion: Editorial review**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D4). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 5 D1). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

## **Summary of Committee Discussion: Faculty Council Approval**

### **For Submission to:**

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,  
The Graduate Curriculum Committee (GCC), 21 Mar 2022

### **Approved by:**

M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 11 Mar 2022

At its virtual meeting on March 11, 2022, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, as presented, the following curriculum proposal. Namely, the decoupling of ENCS 6931 Industrial Stage and Training from the Co-op program. The course will be managed within GCS departments and its credits will be reduced from nine (9) to four (4).

No additional resources are required.

Details of this curriculum item are indicated and explained in the dossier GCS-GCS-2901

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

Thank you for your consideration of this proposal.

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Dr. M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 11 Mar 2022

### **Approved by:**

Dr. Amir G. Aghdam, Associate Dean, Graduate Studies,  
Graduate Studies Committee of the Gina Cody School, 04 Feb 2022

At its virtual meeting on February 4, 2022, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with minor modifications, the proposed curriculum changes to its Co-op program for Course-Based Master's Programs.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the attached dossier GCS-GCS-2901.

We kindly request that this dossier be placed on the next agenda of the Council of the Gina Cody School of Engineering and Computer Science for approval.

Thank you for your consideration of this proposal.

**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
CIVI 7901 Environmental Engineering Research Project Change										
COMP 6971 Project and Report I Change										
COMP 6981 Project and Report II Change										
ENCS 6921 Industrial Stage and Training New	X	X	X	X	X	X	X	X	X	X
ENCS 6931 Industrial Stage and Training Delete	X	X	X	X	X	X	X	X	X	
SOEN 6981 Project and Report II Change										

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Mechanical Engineering MEng Change				X			

**Defined Group Changes:****Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Applied Computer Science MAPCompSc Electives Change		X	
C14 - Industrial Experience, Seminar, Project, Report and Thesis Change		X	
E63 - Project, Report And Industrial Training Change		X	
Software Engineering MEng Electives Change		X	

**Regulation Changes:**

- Additional Degree Requirements Change
- Graduate Co-op Option in the Master of Engineering Change

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** Additional Degree Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Additional Degree Requirements Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Master/Magisteriate > Applied Computer Science MApCompSc

### Present Text (from 2021) calendar

Additional Degree Requirements

#### Co-op Option

The Graduate Co-op Option is a structured Internship program offered through the Institute for Co-operative Education. Students registered in the Master of Applied Computer Science (MApCompSc) program with the Gina Cody School (GCS) are eligible to apply to the Co-op Option. For the general guidelines, please refer to the Institute of Co-operative Education.

**Admission Criteria.** In addition to the general requirements for entrance into the Institute for Co-operative Education, the GCS has these additional requirements:

- Students apply to the Graduate Co-op Option in the first year of their academic program.
- Students must maintain a cumulative GPA of 3.00 or better throughout their studies.
- This academic program may have a higher GPA requirement and/or additional admission requirements.

~~Internship Credits. To earn academic credits for their Co-op work term, students must be registered in ENCS 6931 and successfully complete all the academic requirements for this course.~~

#### Rationale:

Decoupling of ENCS 6931 Industrial Stage and Training from the co-op program and deletion of any reference to the co-op program. ENCS 6931 is replaced by ENCS 6921 which will be coordinated within the GCS.

### Proposed Text

Additional Degree Requirements

#### Co-op Option

The Graduate Co-op Option is a structured Internship program offered through the Institute for Co-operative Education. Students registered in the Master of Applied Computer Science (MApCompSc) program with the Gina Cody School (GCS) are eligible to apply to the Co-op Option. For the general guidelines, please refer to the Institute of Co-operative Education.

**Admission Criteria.** In addition to the general requirements for entrance into the Institute for Co-operative Education, the GCS has these additional requirements:

- Students apply to the Graduate Co-op Option in the first year of their academic program.
- Students must maintain a cumulative GPA of 3.00 or better throughout their studies.
- This academic program may have a higher GPA requirement and/or additional admission requirements.
- [Registration for ENCS 6921](#) must be approved by the [Department Co-op Program Academic Director](#) or [Graduate Program Director](#).

**Resource Implications:**

None.

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** Graduate Co-op Option in the Master of Engineering

**Calendar Section Type:** Regulation

**Description of Change:** Graduate Co-op Option in the Master of Engineering Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > General Requirements for all Engineering and Computer Science Programs > Master of/Magisteriate in Engineering (MEng)

### Present Text (from 2021) calendar

Graduate Co-op Option in the Master of Engineering

The Graduate Co-op Option is a structured Internship program offered through the Institute for Co-operative Education. Students registered in the Master of Engineering (MEng) program with the Gina Cody School (GCS) are eligible to apply to the Co-op Option. For the general guidelines, please refer to the Institute of Co-operative Education.

### Admission Criteria

In addition to the general requirements for entrance into the Institute for Co-operative Education, the GCS has these additional requirements:

- Students apply to the Graduate Co-op Option in the first year of their academic program.
- Students must maintain a cumulative GPA of 3.00 or better throughout their studies.
- Some academic programs may have a higher GPA requirement and/or additional admission requirements.

### Proposed Text

Graduate Co-op Option in the Master of Engineering

The Graduate Co-op Option is a structured Internship program offered through the Institute for Co-operative Education. Students registered in the Master of Engineering (MEng) program with the Gina Cody School (GCS) are eligible to apply to the Co-op Option. For the general guidelines, please refer to the Institute of Co-operative Education.

### Admission Criteria

In addition to the general requirements for entrance into the Institute for Co-operative Education, the GCS has these additional requirements:

- Students apply to the Graduate Co-op Option in the first year of their academic program.
- Students must maintain a cumulative GPA of 3.00 or better throughout their studies.
- Some academic programs may have a higher GPA requirement and/or additional admission requirements.
- [Registration for ENCS 6921](#) must be [approved by the Department Co-op Program Academic Director or Graduate Program Director](#).

### ~~Internship Credits~~

~~To earn academic credits for their Co-op work term, students must be registered in ENCS 6931 – Industrial Stage and Training, and successfully complete all the academic requirements for this course.~~

**Rationale:**



Decoupling of ENCS 6931 Industrial Stage and Training from the co-op program and deletion of any reference to the co-op program. ENCS 6931 is replaced by ENCS 6921 which will be coordinated within the GCS.

**Resource Implications:**

None.

**PROGRAM CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** Mechanical Engineering MEng

**Calendar Section Type:** Program

**Description of Change:** Mechanical Engineering MEng Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Program Name:** Mechanical Engineering MEng

**Program Type:** Course-based

**Degree:** MEng

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jun 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Mechanical Engineering MEng > Degree Requirements

**Type of Change:** Program Change

<b>Present Text (from 2021) calendar</b>	<b>Proposed Text</b>
<p><b>45</b> Mechanical Engineering MEng <b>credits</b></p> <p>16.0 credits minimum chosen from courses listed in one of the following specialization areas: Industrial Control Systems</p> <p>Materials and Composites</p> <p>Mechanical Systems Thermofluids Engineering</p> <p>20.0 credits minimum chosen from the following Topic Areas: E01 - Mathematical Methods</p> <p>E03 - Systems and Control</p> <p>E04 - Fluid Mechanics</p> <p>E05 - Dynamics and Vibrations of Mechanical and Biomechanical Systems</p> <p>E06 - Structural Mechanics</p> <p>E10 - Robotics</p> <p>E11 - Aeronautics and Astronautics</p> <p>E12 - Industrial Engineering</p>	<p><b>45</b> Mechanical Engineering MEng <b>credits</b></p> <p>16.0 credits minimum chosen from courses listed in one of the following specialization areas: Industrial Control Systems</p> <p>Materials and Composites</p> <p>Mechanical Systems Thermofluids Engineering</p> <p>20.0 credits minimum chosen from the following Topic Areas: E01 - Mathematical Methods</p> <p>E03 - Systems and Control</p> <p>E04 - Fluid Mechanics</p> <p>E05 - Dynamics and Vibrations of Mechanical and Biomechanical Systems</p> <p>E06 - Structural Mechanics</p> <p>E10 - Robotics</p> <p>E11 - Aeronautics and Astronautics</p> <p>E12 - Industrial Engineering</p>

**Present Text (from 2021) calendar**

E51 - Industrial Control and Automation

E52 - Thermodynamics and Heat Transfer

E53 - Machine Design and Production

E54 - Materials Engineering and Processing

E56 - Ground Vehicle Dynamics

E57 - Composite Materials

E58 - Chemical Process Engineering

MECH courses in E02 - Developments In Engineering

E63 - Project, Report And Industrial Training ( ENCS ~~6931~~  
or any of ENGR 6971 , ENGR 6981 and ENGR 6991 ).

Students must obtain approval from the Aerospace Program Director for all the courses listed in topic area E11 - Aeronautics and Astronautics .

9.0 credits maximum of remaining credits chosen from:  
ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)

or courses chosen from other Topic Areas in the Engineering Courses section. (The student must obtain written approval from the Department that offers the course).

**Proposed Text**

E51 - Industrial Control and Automation

E52 - Thermodynamics and Heat Transfer

E53 - Machine Design and Production

E54 - Materials Engineering and Processing

E56 - Ground Vehicle Dynamics

E57 - Composite Materials

E58 - Chemical Process Engineering

MECH courses in E02 - Developments In Engineering

E63 - Project, Report And Industrial Training ( ENCS 6921  
or any of ENGR 6971 , ENGR 6981 and ENGR 6991 ).

Students must obtain approval from the Aerospace Program Director for all the courses listed in topic area E11 - Aeronautics and Astronautics .

9.0 credits maximum of remaining credits chosen from:  
ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)

or courses chosen from other Topic Areas in the Engineering Courses section. (The student must obtain written approval from the Department that offers the course).

**Rationale:**

The change reflects replacement of ENCS 6931 with ENCS 6921

**Resource Implications:**

None

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** Applied Computer Science MAPCompSc Electives

**Calendar Section Type:** Defined group

**Description of Change:** Applied Computer Science MAPCompSc Electives Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Master/Magisteriate > Applied Computer Science MAPCompSc > Degree Requirements > Applied Computer Science MAPCompSc

**Type of Change:** Defined Group Change

<b>Present Text (from 2021) calendar</b>	<b>Proposed Text</b>
<p><b>29</b> Applied Computer Science MAPCompSc Electives</p> <p>20.0 credits minimum chosen from the following Topic Areas:</p> <p>C01 - Developments in Computer Science</p> <p>C02 - Parallel and Distributed Systems</p> <p>C03 - Image Processing/Pattern Recognition and Graphics</p> <p>C04 - Software Systems and Languages</p> <p>C05 - Information Processing and Management</p> <p>C06 - Scientific Computation and Algorithms</p> <p>C07 - Artificial Intelligence and Human-Machine Communication</p> <p>8.0 credits maximum chosen from the following computer science courses at the 6000 level:</p> <p>COMP 6281 Parallel Programming (4)</p> <p>COMP 6311 Animation for Computer Games (4)</p> <p>COMP 6331 Advanced Game Development (4)</p> <p>COMP 6341 Computer Vision (4)</p> <p>COMP 6371 Immersive Technologies (4)</p> <p>COMP 6421 Compiler Design (4)</p> <p>COMP 6721 Applied Artificial Intelligence (4)</p> <p>COMP 6731 Pattern Recognition (4)</p>	<p><b>29 credits</b> Applied Computer Science MAPCompSc Electives</p> <p>20.0 credits minimum chosen from the following Topic Areas:</p> <p>C01 - Developments in Computer Science</p> <p>C02 - Parallel and Distributed Systems</p> <p>C03 - Image Processing/Pattern Recognition and Graphics</p> <p>C04 - Software Systems and Languages</p> <p>C05 - Information Processing and Management</p> <p>C06 - Scientific Computation and Algorithms</p> <p>C07 - Artificial Intelligence and Human-Machine Communication</p> <p>8.0 credits maximum chosen from the following computer science courses at the 6000 level:</p> <p>COMP 6281 Parallel Programming (4)</p> <p>COMP 6311 Animation for Computer Games (4)</p> <p>COMP 6331 Advanced Game Development (4)</p> <p>COMP 6341 Computer Vision (4)</p> <p>COMP 6371 Immersive Technologies (4)</p> <p>COMP 6421 Compiler Design (4)</p> <p>COMP 6721 Applied Artificial Intelligence (4)</p> <p>COMP 6731 Pattern Recognition (4)</p>

**Present Text (from 2021) calendar**

COMP 6741 Intelligent Systems (4)  
COMP 6771 Image Processing (4)  
COMP 6791 Information Retrieval and Web Search (4)

Remaining credits may chosen from the topic areas and courses listed below:

C08 - Developments in Software Engineering C09 - Software Development

C10 - Software Architecture and Design

C11 - Software Maintenance and Quality

C13 - Software Engineering

C16 - Cognate Disciplines

~~ENCS 6931 Industrial Stage and Training (9)~~

~~COMP 6971 Project and Report I (4)~~

COMP 6981 Project and Report II (4)

COMP 6961 Graduate Seminar in Computer Science (1)

**Proposed Text**

COMP 6741 Intelligent Systems (4)  
COMP 6771 Image Processing (4)  
COMP 6791 Information Retrieval and Web Search (4)

Remaining credits may chosen from the topic areas and courses listed below:

C08 - Developments in Software Engineering C09 - Software Development

C10 - Software Architecture and Design

C11 - Software Maintenance and Quality

C13 - Software Engineering

C16 - Cognate Disciplines

COMP 6971 Project and Report I (4)

COMP 6981 Project and Report II (4)

COMP 6961 Graduate Seminar in Computer Science (1)

ENCS 6921 Industrial Stage and Training (4)

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** C14 - Industrial Experience, Seminar, Project, Report and Thesis

**Calendar Section Type:** Defined group

**Description of Change:** C14 - Industrial Experience, Seminar, Project, Report and Thesis Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > List of Computer Science Courses by Topic Areas

**Type of Change:** Defined Group Change

**Present Text (from 2021) calendar**

**Proposed Text**

C14 - Industrial Experience, Seminar, Project, Report and Thesis

**credits** C14 - Industrial Experience, Seminar, Project, Report and Thesis

COMP 6961 Graduate Seminar in Computer Science (1)

COMP 6961 Graduate Seminar in Computer Science (1)

COMP 6971 Project and Report I (4)

COMP 6971 Project and Report I (4)

COMP 6981 Project and Report II (4)

COMP 6981 Project and Report II (4)

SOEN 6971 Project and Report I (4)

SOEN 6971 Project and Report I (4)

COMP 7941 Master’s Research and Thesis (29)

COMP 7941 Master’s Research and Thesis (29)

ENCS ~~6931~~ Industrial Stage and Training ~~(9)~~

ENCS 6921 Industrial Stage and Training (4)

SOEN 7941 Master’s Research and Thesis (29)

SOEN 7941 Master’s Research and Thesis (29)

SOEN 6501 Programming Competency Test (0)

SOEN 6501 Programming Competency Test (0)

SOEN 6981 Project and Report II (4)

SOEN 6981 Project and Report II (4)

**Rationale:**

The change reflects the replaced of ENCS 6931 with ENCS 6921

**Resource Implications:**

None.

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** E63 - Project, Report And Industrial Training

**Calendar Section Type:** Defined group

**Description of Change:** E63 - Project, Report And Industrial Training Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

**Type of Change:** Defined Group Change

**Present Text (from 2021) calendar**

E63 - Project, Report And Industrial Training  
 BCEE 6001 Graduate Seminar in Building and Civil Engineering (1)  
 CIVI 7901 Environmental Engineering Research Project (8)  
 ENCS 6201 Ethics and Professionalism (1)  
 ENCS ~~6931~~ Industrial Stage and Training ~~(9)~~  
 INSE 6961 Graduate Seminar in Information and Systems Engineering (1)  
 ENGR 692 Case Study and Report (1)  
 ENGR 6971 Project and Report I (4)  
 ENGR 6981 Project and Report II (4)  
 ENGR 6991 Project and Report III (5)  
 INDU 6990 Industrial Engineering Capstone (9)  
 INDU 6991 Engineering Management Industrial Stage I (8)  
 INDU 6992 Engineering Management Industrial Stage II (8)

**Proposed Text**

**credits** E63 - Project, Report And Industrial Training  
 BCEE 6001 Graduate Seminar in Building and Civil Engineering (1)  
 CIVI 7901 Environmental Engineering Research Project (8)  
 ENCS 6201 Ethics and Professionalism (1)  
 ENCS 6921 Industrial Stage and Training (4)  
 INSE 6961 Graduate Seminar in Information and Systems Engineering (1)  
 ENGR 692 Case Study and Report (1)  
 ENGR 6971 Project and Report I (4)  
 ENGR 6981 Project and Report II (4)  
 ENGR 6991 Project and Report III (5)  
 INDU 6990 Industrial Engineering Capstone (9)  
 INDU 6991 Engineering Management Industrial Stage I (8)  
 INDU 6992 Engineering Management Industrial Stage II (8)

**Rationale:**

The change reflects the replacement of ENCS 6931 with ENCS 6921.

**Resource Implications:**

None.

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** Software Engineering MEng Electives

**Calendar Section Type:** Defined group

**Description of Change:** Software Engineering MEng Electives Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Master/Magisteriate > Software Engineering MEng > Degree Requirements > Software Engineering MEng

**Type of Change:** Defined Group Change

<b>Present Text (from 2021) calendar</b>	<b>Proposed Text</b>
<p><b>29</b></p> <p>Software Engineering MEng Electives</p> <p>20.0 credits minimum chosen from the following Topic Areas:</p> <p>C08 - Developments in Software Engineering</p> <p>C09 - Software Development</p> <p>C10 - Software Architecture and Design</p> <p>C11 - Software Maintenance and Quality</p> <p>C12 - Software Development Processes and Management</p> <p>C13 - Software Engineering</p> <p>Remaining credits may be chosen from the topic areas and courses listed below:</p> <p>C01 - Developments in Computer Science</p> <p>C02 - Parallel and Distributed Systems</p> <p>C03 - Image Processing/Pattern Recognition and Graphics C04 - Software Systems and Languages</p> <p>C06 - Scientific Computation and Algorithms</p> <p>C07 - Artificial Intelligence and Human-Machine Communication C08 - Developments in Software Engineering</p>	<p><b>29 credits</b></p> <p>Software Engineering MEng Electives</p> <p>20.0 credits minimum chosen from the following Topic Areas:</p> <p>C08 - Developments in Software Engineering</p> <p>C09 - Software Development</p> <p>C10 - Software Architecture and Design</p> <p>C11 - Software Maintenance and Quality</p> <p>C12 - Software Development Processes and Management</p> <p>C13 - Software Engineering</p> <p>Remaining credits may be chosen from the topic areas and courses listed below:</p> <p>C01 - Developments in Computer Science</p> <p>C02 - Parallel and Distributed Systems</p> <p>C03 - Image Processing/Pattern Recognition and Graphics C04 - Software Systems and Languages</p> <p>C06 - Scientific Computation and Algorithms</p> <p>C07 - Artificial Intelligence and Human-Machine Communication C08 - Developments in Software Engineering</p>



**Present Text (from 2021) calendar**

C09 - Software Development  
C10 - Software Architecture and Design  
C11 - Software Maintenance and Quality  
  
C12 - Software Development Processes and Management  
  
C13 - Software Engineering  
  
C16 - Cognate Disciplines  
  
SOEN 6971 Project and Report I (4)  
COMP 6961 Graduate Seminar in Computer Science (1)  
ENCS ~~6931~~ Industrial Stage and Training ~~(9)~~

**Proposed Text**

C09 - Software Development  
C10 - Software Architecture and Design  
C11 - Software Maintenance and Quality  
  
C12 - Software Development Processes and Management  
  
C13 - Software Engineering  
  
C16 - Cognate Disciplines  
  
SOEN 6971 Project and Report I (4)  
COMP 6961 Graduate Seminar in Computer Science (1)  
ENCS 6921 Industrial Stage and Training (4)

**Rationale:**

The change reflects the substitution of ENCS 6931 with ENCS 6921.

**Resource Implications:**

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** CIVI 7901

**Calendar Section Type:** Course

**Description of Change:** CIVI 7901 Environmental Engineering  
Research Project Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 01 May 2022

**Effective/Push to SIS date:** 01 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Civil Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

CIVI 7901 Environmental Engineering Research Project (8 credits)

*Prerequisites:*

Students must have completed at least 20 credits in the Environmental Engineering program prior to enrolling.

Permission of the Department Graduate Program Director is required.

*Description :*

This is a research project to be completed under the supervision of a full-time faculty member from the Department. The research topic must be in the field of environmental engineering, and should be selected in consultation and with the approval of a faculty supervisor. The course is graded on the basis of the student's performance during the work period, which includes a technical report that is assessed by two faculty members in the area.

*Component(s):*

Lecture

*Notes :*

This course is offered over two terms (Fall and Winter). This course cannot be taken for credit if the student has completed any of the following courses: ENCS 6931, ENGR ~~6971~~, ENGR 6981, ENGR ~~6991~~.

### Proposed Text

CIVI 7901 Environmental Engineering Research Project (8 credits)

*Prerequisites:*

*Description :*

This course is offered over two terms (Fall and Winter). This course cannot be taken for credit if the student has completed any of the following courses: ENCS 6931, ENGR 6971 , ENGR 6981, ENGR 6991 .

**Rationale:**

The change reflects the replacement of ENCS 6931 with ENCS 6921.

**Resource Implications:**

None.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** COMP 6971

**Calendar Section Type:** Course

**Description of Change:** COMP 6971 Project and Report I Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 31 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COMP 6971 Project and Report I (4 credits)

*Prerequisites:*

Students must have completed 16 credits in the Master's in Applied Computer Science (MApCompSc) program prior to enrolling. A CGPA of 3.40 or greater and permission of the Department is required. Before registration for a project course, students must obtain written consent of a faculty member who acts as advisor for the report. A form for this consent is available in the Department of Computer Science and Software Engineering.

*Description :*

The purpose of the project report is to provide students in the Master's in Applied Computer Science (MApCompSc) program with an opportunity to carry out independent project work and to present it in an acceptable form. A four-credit report is due on the last day of classes of the term (fall, winter, summer) in which students are registered. Students are expected to have a preliminary version of their report approved by their advisor before its final submission. On or before the submission deadline, students must submit three copies of the report to their advisor, who grades the report. One copy of the report is returned to the student, one retained by the advisor, and one by the Department. The report, including an abstract, must be suitably documented and illustrated, should be at least 5000 words in length, must be typewritten on one side of 21.5 cm by 28 cm white paper of quality, and must be enclosed in binding. Students are referred to the latest edition of Form and Style: Thesis, Report, Term Papers by Campbell, Ballou and Slade, published by Houghton Mifflin (Academic).

*Component(s):*

Lecture

*Notes :*

### Proposed Text

COMP 6971 Project and Report I (4 credits)

*Prerequisites:*

*Description :*

*Component(s):*

Lecture

*Notes :*

**Present Text (from 2021) calendar**

Students who have received credit for SOEN 6951 , SOEN 6971 , or ENCS 6931 may not take this course for credit.

**Proposed Text**

Students who have received credit for SOEN 6951 , SOEN 6971 , [ENCS 6921](#) , or ENCS 6931 may not take this course for credit.

**Rationale:**

The change reflects the replacement of ENCS 6931 with ENCS 6921.

**Resource Implications:**

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** COMP 6981

**Calendar Section Type:** Course

**Description of Change:** COMP 6981 Project and Report II Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COMP 6981 Project and Report II (4 credits)

*Prerequisites:*

The following course must be completed previously: COMP 6971 .

*Description :*

The purpose of the project report is to provide students in the Master's in Applied Computer Science (MApCompSc) program with an opportunity to carry out a second independent project and to present it in an acceptable form. Project 8 hours per week.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SOEN 6951 , SOEN 6971 , or ENCS 6931 may not take this course for credit.

### Proposed Text

COMP 6981 Project and Report II (4 credits)

*Prerequisites:*

*Description :*

*Component(s):*

Lecture

*Notes :*

Students who have received credit for SOEN 6951 , SOEN 6971 , [ENCS 6921](#) , or ENCS 6931 may not take this course for credit.

**Rationale:**

The change reflects the replacement of ENCS 6931 with ENCS 6921.

**Resource Implications:**

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** ENCS 6921

**Calendar Section Type:** Course

**Description of Change:** ENCS 6921 Industrial Stage and Training  
New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Engineering and Computer Science Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

### Proposed Text

ENCS 6921 Industrial Stage and Training (4 credits)

*Prerequisites:*

Students must have completed at least twenty credits in the program prior to enrolling and must have an internship placement offer. Permission of the Department Co-op Program Academic Director or Graduate Program Director is required.

*Description :*

This course must be completed under the supervision of the Department Co-op Program Academic Director or Graduate Program Director. Each student receives an assessment from the Departmental Co-op Program Academic Director or Graduate Program Director in consultation with the industry supervisor and the faculty advisor.

*Component(s):*

Workshop ; Practicum/Internship/Work Term

*Notes :*

Students who have received credit for ENCS 6931 Industrial Stage and Training may not take this course for credit.

### Rationale:

ENCS 6931 was deleted and its content was transferred to ENCS 6921 with some revisions.

### Resource Implications:

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** ENCS 6931

**Calendar Section Type:** Course

**Description of Change:** ENCS 6931 Industrial Stage and Training

Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 26 Mar 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Engineering and Computer Science Courses

**Type of Change:** Course Deletion

### Present Text (from 2021) calendar

### Proposed Text

~~ENCS 6931 Industrial Stage and Training (9 credits)~~

*Prerequisites:*

~~Students must have completed at least twenty credits in the program prior to enrolling and must have an internship placement offer. Permission of the Department Co-op Program Academic Director is required.~~

*Description :*

~~This course must be completed under the supervision of an experienced engineer/computer scientist in the facilities of a participating company. Each student receives an assessment from the Departmental Co-op Program Academic Director in consultation with the industry supervisor and the faculty advisor.~~

*Component(s):*

~~Lecture~~

*Notes :*

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Rationale:**

**Resource Implications:**



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ENCS 6931 Industrial Stage and Training

**Calendar Section Name:** SOEN 6981

**Calendar Section Type:** Course

**Description of Change:** SOEN 6981 Project and Report II Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

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

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

SOEN 6981 Project and Report II (4 credits)

*Prerequisites:*

The following course must be completed previously: SOEN 6971 .

*Description :*

Same course description as SOEN 6971.

*Component(s):*

*Notes :*

Students who have received credit for ENCS 6931 may not take this course for credit.

### Proposed Text

SOEN 6981 Project and Report II (4 credits)

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

Students who have received credit for ENCS 6921 or ENCS 6931 may not take this course for credit.

### Rationale:

The change reflects replacement of ENCS 6931 with ENCS 6921

### Resource Implications:

None.

## Impact Report

### Programs

#### Applied Computer Science MApCompSc

Source of Impact

- Applied Computer Science MAPCompSc Electives

#### Electrical and Computer Engineering MEng

Source of Impact

- ENCS 6931

#### Information Systems Security MEng

Source of Impact

- ENCS 6931

#### Mechanical Engineering MEng

Source of Impact

- E63 - Project, Report And Industrial Training
- ENCS 6931

#### Quality Systems Engineering MEng

Source of Impact

- ENCS 6931

#### Software Engineering MEng

Source of Impact

- Software Engineering MEng Electives

### Defined Groups

#### Applied Computer Science MAPCompSc Electives

Source of Impact

- COMP 6971
- COMP 6981
- ENCS 6931

#### C14 - Industrial Experience, Seminar, Project, Report and Thesis

Source of Impact

- COMP 6971
- COMP 6981
- ENCS 6931
- SOEN 6981

#### E63 - Project, Report And Industrial Training

Source of Impact

- CIVI 7901

- ENCS 6931

Software Engineering MEng Electives

Source of Impact

- ENCS 6931

**Courses**

CIVI 7901

Source of Impact

- ENCS 6931

COMP 6971

Source of Impact

- ENCS 6931

COMP 6981

Source of Impact

- COMP 6971
- ENCS 6931

ENCS 6921 Industrial Stage and Training New

Source of Impact

- ENCS 6931

SOEN 6951

Source of Impact

- COMP 6971

SOEN 6971

Source of Impact

- COMP 6971

SOEN 6981

Source of Impact

- ENCS 6931

**Regulations**

Academic Regulations

Source of Impact

- COMP 6971
- COMP 6981

Additional Degree Requirements

Source of Impact

- ENCS 6931

Graduate Co-op Option in the Master of Engineering

Source of Impact

- ENCS 6931

## Other Units

Addition of ENCS 6921 to Applied Computer Science MAPCompSc Electives requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENCS 6921 to Software Engineering MEng Electives requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENCS 6921 to SOEN 6981 requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENCS 6921 to C14 - Industrial Experience, Seminar, Project, Report and Thesis requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENCS 6921 to COMP 6981 requirement

Source of other unit Impact

- Course is housed in Engineering Courses

## Graduate Program Regular Curriculum Change - GCS-ELEC-1642 - VERSION : 10

**Summary and Rationale for Changes**

Please find enclosed the dossier GCS-ELEC-1642 that proposes to change the course description and the course title of the graduate course ELEC 6631 Video processing and compression. *The course content is revised to mainly include deep-learning video processing concepts and video recognition (tracking, segmentation, 3D shapes); the change of the course title aims to emphasis video recognition, a more active research topic than video compression; a recent textbook is adopted.* The course has been approved by the Department of Electrical and Computer Engineering.

**Summary of Committee Discussion: Editorial review**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D2). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D2). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

## **Summary of Committee Discussion: Faculty Council Approval**

### **For Submission to:**

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,  
The Graduate Curriculum Committee (GCC), 21 Mar 2022

### **Approved by:**

M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 11 Mar 2022

At its virtual meeting on March 11 2022, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, as presented, the following curriculum item from the Department of Electrical and Computer Engineering. Namely, a calendar revision of ELEC 6631 to reflect an update of the course content.

No additional resources are required.

Details of the curriculum item are indicated and explained in the dossier GCS-ELEC-1642.

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

Thank you for your consideration of this proposal.



## **Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval**

### **For Submission to:**

Dr. M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 11 Mar 2022

### **Approved by:**

Dr. Amir G. Aghdam, Associate Dean, Graduate Studies,  
Graduate Curriculum Studies of the Gina Cody School, 04 Feb 2022

At its virtual meeting on February 4, 2022, the Graduate Studies Committee of the Gina Cody School reviewed and approved with minor editorial corrections, the course proposal from the Department of Electrical and Computer Engineering (ECE). Namely, the ECE Department wants to update the course title and description of *ELEC 6631 Video Processing and Compression* to reflect current teaching content and practice.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-ELEC-1642.

We kindly request that this curriculum proposal be placed on the next agenda of the Council of the Gina Cody School of Engineering and Computer Science for approval.

Thank you for your consideration of this proposal.

## **Summary of Committee Discussion: Department approval**

### **For Submission to:**

Dr. Emad Shihab, Associate Dean, Research and Graduate Studies,  
Gina Cody School Graduate Studies Committee, 04 Feb 2022

### **Approved by:**

Dr. Yousef Shayan, The Chair,  
Department Council, 26 Nov 2021

Please find enclosed the dossier GCS-ELEC-1642 that proposes to change the course description and the course title of the graduate course ELEC 6631 Video processing and compression. *The course content is revised to mainly include deep-learning video processing concepts and video recognition (tracking, segmentation, 3D shapes); the change of the course title aims to emphasis video recognition, a more active research topic than video compression; a recent textbook is adopted.* The course has been approved at the Department Council on January 28th, 2022.

**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ELEC 6631			X	X						X

**Defined Group Changes:**

**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
E47 - Signal Processing Change		X	

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ELEC 6631: Title change and add as a cross-listed course

**Calendar Section Name:** E47 - Signal Processing

**Calendar Section Type:** Defined group

**Description of Change:** E47 - Signal Processing Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

**Type of Change:** Defined Group Change

**Present Text (from 2021) calendar**

**Proposed Text**

E47 - Signal Processing

**credits** E47 - Signal Processing

ELEC 6601 Digital Signal Processing (4)

ELEC 6601 Digital Signal Processing (4)

ELEC 6611 Digital Filters (4)

ELEC 6611 Digital Filters (4)

ELEC 6621 Digital Waveform Compression (4)

ELEC 6621 Digital Waveform Compression (4)

ELEC 6631 Video Processing and Compression (4)

ELEC 6631 Video Processing and Compression (4)

ELEC 6641 Two-dimensional Signal and Image Processing (4)

ELEC 6641 Two-dimensional Signal and Image Processing (4)

ELEC 6651 Adaptive Signal Processing (4)

ELEC 6651 Adaptive Signal Processing (4)

ELEC 6661 Medical Image Processing (4)

ELEC 6661 Medical Image Processing (4)

ELEC 6671 Biological Signal Processing (4)

ELEC 6671 Biological Signal Processing (4)

Note: The following courses are cross-listed:

Note: The following courses are cross-listed:

ELEC 6661 ~~and~~ ELEC 444; ELEC 6671 ~~and~~

[ELEC 6631 is cross-listed with ELEC 447 ;](#)

ELEC 445 ~~Biological Signal Processing-~~

[ELEC 6661 is cross-listed with ELEC 444 ;](#)

[ELEC 6671 is cross-listed with ELEC 445 .](#)

**Rationale:**

The department wants to cross-list the course with the undergraduate course ELEC 447.

**Resource Implications:**

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** ELEC 6631: Title change and add as a cross-listed course

**Calendar Section Name:** ELEC 6631

**Calendar Section Type:** Course

**Description of Change:** ELEC 6631

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ELEC 6631 Video Processing and ~~Compression~~ (4 credits)

*Prerequisites:*

The following course must be completed previously: ELEC 6601 .

*Description :*

~~Topics include frequency analysis-video signals, colour video models; TV and video capture and display, spatial-temporal basic operations, elementary visual features; vector matrix-video notation; frequency response of human vision; theory of video sampling, video quality assessment; motion modelling and estimation; temporal-frame prediction, video filtering, high dynamic range video; fundamentals of video compression, transform coding, predictive coding, recent video compression standards, digital TV, advanced topics.~~ A project is required.

*Component(s):*

Lecture

*Notes :*

### Proposed Text

ELEC 6631 Video Processing and **Recognition** (4 credits)

*Prerequisites:*

The following course must be completed previously: ELEC 6601 .

*Description :*

**This course focuses on theoretical foundations of video processing: human vision, colour models, visual frequencies, convolution, frequency analysis, sampling, video capture and display, and video models. Motion characterizes a video and the course covers object transformations, motion models, motion and homography estimation. A video consisting of images and basics of image processing will be presented: filtering, multi-scale analysis, histogram and feature extraction. The course covers video applications: video enhancement including quality assessment, frame prediction, denoising; video compression including statistics of signal source, transform coding, predictive coding; and video recognition including object segmentation, object tracking, and 3D shapes from 2D images. The course introduces deep-learning video processing with a case study, machine-learning basics (regression, classification), deep neural networks, and convolutional neural networks. A project is required.**

*Component(s):*

Lecture

*Notes :*

**This course is cross-listed with ELEC 447. Students who have received credit for ELEC 447 may not enrol in this course.**

### Rationale:

The course content is revised to mainly include deep-learning video processing concepts and video recognition (tracking, segmentation, 3D shapes); the change of the course title aims to emphasize video recognition, a more active research topic than

video compression; a recent textbook is adopted.

**Resource Implications:**

None. No extra software or hardware are required.

## Impact Report

### Programs

Electrical and Computer Engineering MEng

Source of Impact

- E47 - Signal Processing

### Defined Groups

Concentrations for the Electrical and Computer Engineering MEng

Source of Impact

- E47 - Signal Processing

E47 - Signal Processing

Source of Impact

- ELEC 6631

Topic Areas for the Electrical and Computer Engineering MEng

Source of Impact

- E47 - Signal Processing

### Other Units

Addition of **ELEC 444** to **E47 - Signal Processing** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **ELEC 445** to **E47 - Signal Processing** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

## ELEC 6631 Video Processing and Recognition

### Tentative Course Outline

**Introduction:** There are many reasons why we process video signals: to prepare for display or printing, facilitate storage and transmission, enhance and restore, extract and recognize information, hide details, and much more. Video processing (VP) is ubiquitous, especially with mobile computing platforms. This course will introduce fundamentals, concepts, and methodologies to develop and demonstrate video processing and analysis solutions.

**Course description:** This course focuses on theoretical foundations of video processing: human vision, colour models, visual frequencies, convolution, frequency analysis, sampling, video capture and display, and video models. Motion characterizes a video and the course covers object transformations, motion models, motion and homography estimation. A video consists of images and basics of image processing will be presented: filtering, multi-scale analysis, histogram and feature extraction. The course covers video applications: video enhancement including quality assessment, frame prediction, denoising; video compression including statistics of signal source, transform coding, predictive coding; video recognition including object segmentation, object tracking, 3D shapes from 2D images. The course introduces deep-learned video processing with a case study, machine-learning basics (regression, classification), deep neural networks, and convolutional neural networks. A project is required.

**Prerequisite:** ELEC6601.

- A.M. Tekalp, "Digital Video Processing", 2nd Edition, Prentice Hall, 624 pages, June 2015, ISBN-13: 978-0133991000. The book is out of print but available as e-book.
- "Deep Convolutional Neural Networks", lecture notes by R. Gonzalez, IEEE Signal Processing Magazine, Vol. 35, No. 6, 2018

#### Grading:

- 15% for the homework.
- 10% for midterm presentations.
- 25% for the final project.
- 15% for midterm exam.
- 35% for final exam.

Homework is coding and theory problems with the objective to experiment with learnt theories in their context.

Midterm presentation is an oral presentation of a VP recent research journal paper of your choice. The objective is to present the theory behind the proposed solution.

Final project (individual or group of two) involves studying and implementing a VP problem of your choice. To complete your project, you need to 1) Select and implement a recent (last 5 years) research journal paper(s); 2) Present and demo (real-time) your project; 3) Submit a project report and the source code.

Midterm and final exam: There will be one midterm and one final exam. If you do not write the midterm exam for a valid reason, its weight will be added to the final exam. Permitted during the exam are a faculty-approved calculator and 2-pages of formulas.

**Learning outcomes include**



- Interpret spatial and temporal frequencies from video signals.
- Apply space-time Fourier transform to analyse video signals.
- Differentiate multi-scale and multi-resolution video processing.
- Apply elementary image operations (convolution and histogram).
- Interpret the multidimensional sampling theorem on video signals.
- Apply foundations of filtering to reduced video noise.
- Show the use of motion estimation and frame prediction.
- Demonstrate how to track video objects.
- Apply fundamentals of video coding.
- Demonstrate CNN in video applications.

**Expectation of originality forms:** Students must abide by the items listed on the Expectation of Originality form. Each student should submit a signed copy of the Expectations of Originality Form at the beginning of the semester on the Moodle page of the course. The form can be found here <https://www.concordia.ca/content/dam/ginacody/docs/Expectations-of-Originality-Feb14-2012.pdf>

**Academic Integrity:** All submitted work is expected to be original. Any incident of academic misconduct will be dealt with (reported) according to the Academic Calendar. No exceptions. Refer to the calendar section 17.10. for further details. A quick summary of what constitutes plagiarism and what are the consequences can be found at: <http://www.concordia.ca/info/currentstudents/academicintegrity> ; these consequences include failing a course or dismissal from the university.

**Urkund:** In this course, we will be using the software *Urkund*. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Urkund is integrated into Moodle. For the assignments set up to use Urkund, the software will review your paper when you upload it to Moodle. To learn more about Urkund's privacy policy please review its [Privacy Policy](#).

**Tentative course schedule:**

Week	Topic	Book sections & refs	Due
Week 1	MD signals& systems: signals; systems; transforms; visual frequencies; convolution; sampling.	1.1-1.4	
Week 2	Video perception and representation: video signals; color models; human visual system; video capture & display.	2.1-2.3	
Week 3	Single image processing: histogram operations; filtering; multi-scale image representations; denoising; feature detection	3.1- 3.5	
Week 4	Video processing models: Vector-Matrix operations; Ill-posed problems; optimization techniques; noise models.	A.1-A.2; B.1-B.4; D.1; E.1-E.4 2.6; 3.5.1; 3.6.1.	Homework 1
Week 5 & 6	Motion estimation: object transformations, Motion models, Motion and Homography estimation.	4.1-4.5	

Week 7	Video enhancement: Quality assessment, Frame prediction, Denoising.  Midterm presentations	6.1; 6.3  During lecture	Final project proposal: max 3 pages including problem statement, summary of selected research paper, references.
Week 8	Midterm exam	During lecture	
Week 9	Video analysis: Object segmentation, object tracking, 3D shapes from 2D images.	5.1-5.4 4.8.	Homework 2
Week 10	Video compression: Statistics of signal sources, Quantization, Transform coding, Predictive coding.	7.1; 7.3; 8.1-8.2	
Week 11 & 12	Deep-learned video processing: Machine learning basics (Regression, Classification), Deep neural networks, Convolutional neural networks.	- "Deep Convolutional Neural Networks", R. Gonzalez, IEEE Signal Processing Magazine, 2018. - "Deep learning," Y. LeCun, Y. Bengio, G. Hinton, Nature, 2015.	
Week 13	Final project demos. Review to the final exam.	During lecture time	Project demos Project report

## Graduate Program Regular Curriculum Change - JMSB-ADMI-321 - VERSION : 11

**Summary and Rationale for Changes**

In 2017, the Program Appraisal Committee – PAC – prepared a report about the PhD in Business Administration program at John Molson School of Business and recommended a curriculum revision, pointing out significant weaknesses of the current program including a long time to completion, a non-innovative curriculum, an ineffective course sequencing, limited course offerings, and inconsistent examination (comprehensive examination and thesis proposal) practices. This analysis is congruent with the findings obtained from a survey conducted in 2019 with the PhD Alumni.

Following these recommendations, we have decided to proceed with a comprehensive curriculum revision as 1) no major revision has happened since the creation of the PhD program in 1976, and 2) our major competitors in Montréal - McGill and HEC – have both implemented major changes in their curriculum over the last 7 years. This course curriculum revision is a key component of a broader strategic action plan that is addressing several other dimensions of the PhD in Business Administration (restructuring of the PhD Office, increased student funding, changes in the admission process, changes in supervision practices).

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 25 Mar 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Feb 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 5 D1). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

## **Summary of Committee Discussion: Faculty Council Approval**

### **For Submission to:**

Rachel Berger, Chair, Graduate Curriculum Committee,  
Graduate Curriculum Committee, 21 Feb 2022

### **Approved by:**

Anne-Marie Croteau, Dean, John Molson School of Business,  
Faculty Council, 04 Feb 2022

The PhD Program Committee completed a full review of the program and proposes:

- 1) A structured course offer: a new common course Foundations of Business research (3 credits) required for all students from the same cohort, a required pedagogical course (3 credits), a structured course track for each of the 5 specializations, with 4 required courses (total 12 credits) and 3 electives (total: 9 credits) for students enrolled in the specialization.
- 2) Harmonizing examination practices for a shorter Comprehensive examination (now 3 credits, instead of 6 credits), and for a new Thesis Proposal course (0 credit).
- 3) Creating a new Doctoral Professional Development course (0 credits) to formalize and encourage non course activities already available in the Departments and/or SGS. The JMSB Faculty Council approved these changes on February 4, 2022.

There are no net resource implications. New courses offerings are offset by the deletion of old course offerings.

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Anne-Marie Croteau, Dean, John Molson School of Business,  
Faculty Council, 04 Feb 2022

### **Approved by:**

Sandra Betton, Chair of the Faculty Academic Programs Committee,  
FAPC, 14 Jan 2022

The PhD Program Committee completed a full review of the program and proposes:

- 1) A structured course offer: a new common course Foundations of Business research (3 credits) required for all students from the same cohort, a required pedagogical course (3 credits), a structured course track for each of the 5 specializations, with 4 required courses (total 12 credits) and 3 electives (total: 9 credits) for students enrolled in the specialization.
- 2) Harmonizing examination practices for a shorter Comprehensive examination (now 3 credits, instead of 6 credits), and for a new Thesis Proposal course (0 credit).
- 3) Creating a new Doctoral Professional Development course (0 credits) to formalize and encourage non course activities already available in the Departments and/or SGS.

The JMSB Faculty Academic Programs Committee approved these changes unanimously on January 14, 2022.

**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ADMI 800 Delete	X	X	X	X			X	X	X	
ADMI 810 Delete	X	X	X	X			X	X	X	
ADMI 811 Delete	X	X	X	X			X	X	X	
ADMI 812 Change			X	X						
ADMI 813 Delete	X	X	X	X			X	X	X	
ADMI 814 Delete	X	X	X	X			X	X	X	
ADMI 815 Delete	X	X	X	X			X	X	X	
ADMI 820 Delete	X	X	X	X			X	X	X	
ADMI 8201 New	X	X	X	X			X	X	X	
ADMI 8202 New	X	X	X	X			X	X	X	
ADMI 8203 New	X	X	X	X			X	X	X	
ADMI 821 Change			X	X						
ADMI 822 Delete	X	X	X	X			X	X	X	
ADMI 830 Delete	X	X	X	X			X	X	X	
ADMI 8301 New	X	X	X	X			X	X	X	
ADMI 8302 New	X	X	X	X			X	X	X	
ADMI 8303 New	X	X	X	X			X	X	X	

ADMI 8304 New	X	X	X	X			X	X	X	
ADMI 831 Delete	X	X	X	X			X	X	X	
ADMI 832 Delete	X	X	X	X			X	X	X	
ADMI 840 Change			X	X						
ADMI 8401 New	X	X	X	X			X	X	X	
ADMI 8402 New	X	X	X	X			X	X	X	
ADMI 8403 New	X	X	X	X			X	X	X	
ADMI 841 Delete	X	X	X	X			X	X	X	
ADMI 850 Delete	X	X	X	X			X	X	X	
ADMI 8501 New	X	X	X	X			X	X	X	
ADMI 8502 New	X	X	X	X			X	X	X	
ADMI 851 Delete	X	X	X	X			X	X	X	
ADMI 852 Change			X	X						
ADMI 855 Delete	X	X	X	X			X	X	X	
ADMI 858 Delete	X	X	X	X			X	X	X	
ADMI 860 Change			X	X						
ADMI 8601 New	X	X	X	X			X	X	X	
ADMI 8602 New	X	X	X	X			X	X	X	
ADMI 861 Change			X	X						
ADMI 870 Change			X	X						
ADMI 871 New	X	X	X	X			X	X	X	
ADMI 872 New	X	X	X	X			X	X	X	
ADMI 873 New	X	X	X	X			X	X	X	
ADMI 880			X	X						



Change										
ADMI 889 Comprehensive Examinations Delete	X	X	X				X	X	X	
ADMI 8890 Comprehensive Examination New	X	X	X	X			X	X	X	X
ADMI 890 Change				X						
ADMI 8902 New	X	X	X	X		X	X	X	X	

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Business Administration PhD Change				X			

**Defined Group Changes:**

**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
PhD in Business Administration Qualifying Courses Delete	X	X	X
PhD Seminars in Business Economics Delete	X	X	
PhD Seminars in Organizational Behaviour Delete	X	X	
PhD Seminars in Decision Sciences and Management Information Systems Delete	X	X	
PhD Seminars in Marketing Delete	X	X	
PhD Seminars in Finance Delete	X	X	
PhD Seminars in Business Policy and Strategy Delete	X	X	
PhD Seminars in Accountancy and Control Delete	X	X	
Business Administration PhD Elective Courses Change		X	X
Accountancy Specialization: Business Administration PhD New	X	X	X
Finance Specialization: Business	X	X	X

Administration PhD New			
Management Specialization: Business Administration PhD New	X	X	X
Marketing Specialization: Business Administration PhD New	X	X	X
Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD New	X	X	X
Course Phase New	X	X	X
Thesis Phase New	X	X	X
Qualifying Phase New	X	X	

**Regulation Changes:**

- Admission Requirements Change
- Degree Requirements Change
- **Qualifying Phase Delete**
- Course Phase and Thesis Phase Change
- Academic Regulations Change
- Additional Degree Requirements Change
- Additional Admission Requirements Change

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Admission Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Admission Requirements Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD

### Present Text (from 2021) calendar

Admission Requirements

- Master's degree or equivalent with high academic ~~standing~~.

- Applicants must submit proof of satisfactory performance on the Graduate Management Admissions Test (GMAT) within the previous five years.

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

~~- **Concordia Comprehensive ESL Placement Test (ConCEPT).** Applicants who have been admitted by a program and whose test results fall within the range requiring a language placement test must write the Concordia Comprehensive ESL Placement Test (ConCEPT).~~

~~- **Language Requirement.** The language of instruction at Concordia University is English. However, students who also have capacity in French will be able to best profit from the joint nature of the program. In particular, the ability to read technical material and to follow lectures and discussions in both languages is an asset. Students may write reports, examinations and the thesis in English or in French as they choose.~~

### Proposed Text

Admission Requirements

- Master's degree [in business administration](#) or equivalent with high academic [standing, from a recognized university](#).

- [Applicants with a Master's degree in a field related to the proposed area of research may be admitted subject to satisfactory completion of qualifying requirements, if necessary, by taking up to five prerequisite courses in addition to the required coursework in the graduate program. The specific courses to be taken are determined by the Program Director depending on the student's background and area of specialization.](#)

- Applicants must submit proof of satisfactory performance on the Graduate Management Admissions Test (GMAT) [or the Graduate Record Examination \(GRE\)](#) within the previous five years.

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

### Rationale:

- The Concordia Comprehensive ESL Placement Test is no longer in use.
- The requirement for applicants with insufficient training has been removed from the Degree Requirement section and rephrased to be consistent with the equivalent requirement in the MSc programs.

### Resource Implications:

None

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Degree Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Degree Requirements Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD

### Present Text (from 2021) calendar

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.

Please see the Business Administration PhD Courses for course descriptions.

### Proposed Text

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.

Please see the Business Administration PhD Courses for course descriptions.

The program consists of three consecutive phases: the Qualifying Phase , the Course Phase , and the Thesis Phase .

### Rationale:

- To provide more clarity about the nature of the 3 phases
- Qualifying Phase: Addition of the required formal communication by the GPD to increase the transparency of the process for the student.

### Resource Implications:

None

**REGULATIONS CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Qualifying Phase

**Calendar Section Type:** Regulation

**Description of Change:** Qualifying Phase Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Deletion

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements

**Present Text (from 2021) calendar**

**Proposed Text**

~~Qualifying Phase~~

**Rationale:**

This is a structural/editorial change. The Qualifying Courses are set up as a defined group instead of a regulation so that it can be tagged. So, the regulation node is deleted here.

**Resource Implications:**

None.

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Course Phase and Thesis Phase

**Calendar Section Type:** Regulation

**Description of Change:** Course Phase and Thesis Phase Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements

### Present Text (from 2021) calendar

Course Phase and Thesis Phase

The ~~program of study is determined by the student's Phase II supervisory committee. The minimum course~~ requirement of this phase is 30 credits as outlined below.

### Proposed Text

Course Phase and Thesis Phase

The ~~minimum course~~ requirement of this phase is 30 credits, corresponding to a minimum of 27 credits for courses and 3 credits for the Comprehensive Examination, as outlined below.

### Rationale:

- To provide more clarity about the nature of the 3 phases.
- Qualifying Phase: Addition of the required formal communication by the GPD to increase the transparency of the process for the student.

### Resource Implications:

None

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Academic Regulations

**Calendar Section Type:** Regulation

**Description of Change:** Academic Regulations Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD

### Present Text (from 2021) calendar

Academic Regulations

~~- **Credit Load.** The normal course load for PhD students during Phase I and Phase II of the program is 9 credits in each of the fall and winter terms. In exceptional circumstances, a student in good standing may be granted permission to reduce their credit load.~~

~~-**Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.~~

~~-**Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits. Students will have a maximum of three years (nine semesters) in which to complete Phase I and Phase II requirements from the date of original registration in the program. Students with significant pre-requisite requirements may be granted a one-term extension. The Written and Oral Comprehensive Examinations must be completed within one term (four months) following completion of course work.~~

~~-**Graduation Requirement.** In order to graduate, students must have a minimum cumulative GPA of 3.00.~~

### Proposed Text

Academic Regulations

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

- **Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits.

- **Graduation Requirement.** In order to graduate, students must have a minimum cumulative GPA of 3.00.

### Rationale:

- Written and Oral examinations: the timeline of the program is now part of the PhD Guidebook.
- Credit Load: to better fit with the actual course load of the course curriculum now indicated in the Additional Degree Requirement section.
- Phases: To improve clarity
- Time limit for the Comprehensive Examination: to improve transparency as this time limit already exists in the PhD Guidebook.

### Resource Implications:

None



## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Additional Degree Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Additional Degree Requirements Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD

### Present Text (from 2021) calendar

Additional Degree Requirements

~~Credits. A fully qualified candidate entering the program with a Master of Business Administration or a Master of Science degree is required to complete a minimum of 90 credits. Candidates admitted with a Master's degree in other disciplines will, in general, be required to complete more than the minimum number of credits. The program consists of three consecutive phases: qualification, specialization, and thesis.~~

### Proposed Text

Additional Degree Requirements

- **Credit Load.** The normal course load for PhD students during the Qualifying and the Course Phase is between 12 to 18 credits for each academic year. In exceptional circumstances, a student in good standing may be granted permission to reduce their credit load.

### Rationale:

Credit Load: to better fit with the actual course load of the course curriculum (27 course credits to be taken over 2 academic years).

### Resource Implications:

none

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Additional Admission Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Additional Admission Requirements Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD

### Present Text (from 2021) calendar

Additional Admission Requirements

Students are accepted only for full-time study.

~~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.

Requests to transfer to another specialization are treated within the normal application process in the new area of specialization.

### Rationale:

Fast Track students: to maintain consistency with the equivalent paragraph in the MSc program.

### Resource Implications:

none

### Proposed Text

Additional Admission Requirements

Students are accepted only for full-time study.

**Fast-Track to PhD in Business Administration:** Students enrolled in a John Molson School of Business **Master of Science program and** 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. **In all such cases, the decision of the PhD Admissions Committee shall be final.**

**Area of specialization:** Applicants must select their area of specialization from the departments of Accountancy, **Finance, Management, Marketing or Supply Chain and Business Technology Management,** 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.

Requests to transfer to another specialization are treated within the normal application process in the new area of specialization.

**PROGRAM CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Business Administration PhD

**Calendar Section Type:** Program

**Description of Change:** Business Administration PhD Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Program Name:** Business Administration PhD

**Program Type:** Thesis

**Degree:** PhD

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase

**Type of Change:** Program Change

Present Text (from 2021) calendar	Proposed Text
<p><b>90</b> Business Administration PhD <b>credits</b></p> <p><b>Phase II</b></p> <p>.</p> <p>.</p> <p><del>12.0 credits of Required Courses-</del>  <del>ADMI 870 Research Methodology in Management (3)-</del>  <del>ADMI 880 Seminar in Pedagogical Methods (3)-</del>  <del>ADMI 889 Comprehensive Examinations (6)-</del></p> <p>.</p> <p><del>18.0 credits of Elective Courses with a minimum of 4 courses (12 credits) chosen from one of the following areas of specialization, plus a minimum of 1 additional course (3 credits)-</del>  <del>The area of specialization can be organizational behaviour, decision sciences, management information, systems marketing-</del></p> <p>.</p> <p><del>finance, business policy and strategy, and accountancy and control. Students may also choose a related interdisciplinary field such as international business, or a significant subfield such as consumer behaviour.-</del></p> <p>.</p> <p><del>A minimum of one additional course (3 credits) may be chosen from the student's area of specialization or in another area as determined by their supervisor.-</del>  <del>Directed Reading Courses may not be taken for credit.-</del></p> <p>.</p>	<p><b>90</b> Business Administration PhD <b>credits</b></p> <p>30.0 credits: Course Phase</p> <p>60.0 credits: Thesis Phase</p>

~~Phase III~~

60.0 credits:

~~ADMI 890 Thesis (60)~~

**Rationale:**

Phases II and III are renamed Course Phase and Thesis Phase and are entered as defined groups and tagged in the PhD program requirements. The course requirements are indicated on the change request forms for the newly created defined groups.

**Resource Implications:**

None

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD in Business Administration Qualifying Courses

**Calendar Section Type:** Defined group

**Description of Change:** PhD in Business Administration Qualifying Courses Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Qualifying Phase

**Type of Change:** Defined Group Deletion

### Present Text (from 2021) calendar

### Proposed Text

~~6 PhD in Business Administration Qualifying Courses~~

~~6.0 credits:-~~

~~MSCA 602 Applied Linear Statistical Models (3)~~

~~MSCA 683 Applied Multivariate Data Analysis~~

~~(3)~~

~~.~~

~~Note:-~~

~~MSCA 602 and MSCA 683 may not be required depending on previous studies.-~~

~~.~~

~~The minimum number of credits is to be~~

~~determined upon acceptance to the program.~~

~~Students without a formal academic background in~~

~~business administration will be required to take up~~

~~to five (5) 3-credit courses, usually at the MBA, or~~

~~MSc level, from among the following disciplines:~~

~~business economics, organizational behaviour,~~

~~decision sciences and management information~~

~~systems, marketing, finance, business policy and~~

~~strategy, accountancy and control. Up to two (2) of~~

~~these courses may be in the student's intended area~~

~~of PhD specialization. Students may also be~~

~~required to take Applied Linear Statistical Models~~

~~and Multivariate Data Analysis depending on~~

~~previous studies. Additional fees per credit will~~

~~apply.-~~

~~.~~

**Rationale:**

**Resource Implications:**



**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Business Economics

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Business Economics Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Business Economics~~

~~ADMI 800 Seminar in Business Economics (3)~~

⋮

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Organizational Behaviour

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Organizational Behaviour  
Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Organizational Behaviour~~

~~ADMI 810 Seminar in Organizational Behaviour~~

~~(3)~~

~~ADMI 811 Seminar in Organizational Behaviour~~

~~(3)~~

~~ADMI 812 Seminar in Organizational Behaviour~~

~~(3)~~

~~ADMI 813 Seminar in Organizational Behaviour~~

~~(3)~~

~~ADMI 814 Seminar in Organizational Behaviour~~

~~(3)~~

~~ADMI 815 Seminar in Organizational Behaviour~~

~~(3)~~

~~.~~

~~.~~

**Rationale:**

**Resource Implications:**



**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Decision Sciences and Management Information Systems

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Decision Sciences and Management Information Systems Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Decision Sciences and Management Information Systems~~

~~ADMI 820 Seminar in Decision Sciences and Management Information Systems (3)-~~

~~ADMI 821 Seminar in Decision Sciences and Management Information Systems (3)-~~

~~ADMI 822 Seminar in Decision Sciences and Management Information Systems (3)-~~

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Marketing

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Marketing Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Marketing~~

~~ADMI 830 Seminar in Marketing (3)~~

~~ADMI 831 Seminar in Marketing (3)~~

~~ADMI 832 Seminar in Marketing (3)~~

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Finance

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Finance Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Finance~~

~~ADMI 840 Seminar in Finance (3)~~

~~ADMI 841 Seminar in Finance (3)~~

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Business Policy and Strategy

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Business Policy and Strategy Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Business Policy and Strategy~~

~~ADMI 850 Seminar in Business Policy and Strategy (3)-~~

~~ADMI 851 Seminar in Business Policy and Strategy (3)-~~

~~ADMI 852 Seminar in Business Policy and Strategy (3)-~~

~~ADMI 855 Seminar in Business Policy and Strategy (3)-~~

~~ADMI 858 Seminar in Business Policy and Strategy (3)-~~

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** PhD Seminars in Accountancy and Control

**Calendar Section Type:** Defined group

**Description of Change:** PhD Seminars in Accountancy and Control  
Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~PhD Seminars in Accountancy and Control~~

~~ADMI 860 Seminar in Accountancy and Control~~

~~(3)~~

~~ADMI 861 Seminar in Accountancy and Control~~

~~(3)~~

·  
·

**Rationale:**

**Resource Implications:**

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Business Administration PhD Elective Courses

**Calendar Section Type:** Defined group

**Description of Change:** Business Administration PhD Elective Courses Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** Defined Group Change

### Present Text (from 2021) calendar

Business Administration PhD Elective Courses

~~Elective courses offered in the following disciplines vary in content from term to term and from year to year.~~

~~PhD Seminars in Business Economics~~

.

~~PhD Seminars in Organizational Behaviour~~

.

~~PhD Seminars in Decision Sciences and Management Information Systems~~

.

~~PhD Seminars in Marketing~~

.

~~PhD Seminars in Finance~~

.

~~PhD Seminars in Business Policy and Strategy~~

.

~~PhD Seminars in Accountancy and Control~~

### Proposed Text

**9 credits** Business Administration PhD Elective Courses

9.0 credits of elective courses chosen from the following:

ADMI 873 Teaching and Learning with the Case Method (3)

ADMI 8502 Advanced Topics in Management (3)

Students may also choose from courses offered by their Department, another Department or Faculty at Concordia University, or by a University affiliated through the Joint Program. The course selection depends on the candidates research interests and background, subject to Faculty approval. A limit of 6 credits may be taken from MSc level courses with prior approval of the Graduate Program Director.

### Rationale:

Two new elective courses, covering topics not already covered by the required general and specialization courses.

### Resource Implications:

None: expertise already available at JMSB.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Accountancy Specialization: Business Administration PhD

**Calendar Section Type:** Defined group

**Description of Change:** Accountancy Specialization: Business Administration PhD New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

### Present Text (from 2021) calendar

### Proposed Text

12

credits

Accountancy Specialization: Business Administration PhD

12.0 credits of Required Accountancy

Specialization Courses:

ADMI 860 ADMI 861 ADMI 8601 ADMI 8602

### Rationale:

- 4 Required Specialization Courses: to provide a backbone to the program. Most courses have already been offered and were often taken by students when the courses were able to open. Making them mandatory and offering them on a rotating 2-year basis will ensure a relevant and consistent training for students.
- New structure to address several significant weaknesses of the current program identified by the PAC 2017 report, amongst which a non-innovative curriculum, an ineffective course sequencing, and limited course offerings. It will also align our requirements with our close competitors, in terms of mandatory and of elective courses.

### Resource Implications:

none

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Finance Specialization: Business Administration PhD

**Calendar Section Type:** Defined group

**Description of Change:** Finance Specialization: Business Administration PhD New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

**Present Text (from 2021) calendar**

**Proposed Text**

**12**

**credits**

Finance Specialization: Business Administration PhD

12.0 credits of Finance Specialization Courses:

ADMI 840 Seminar in Finance (3)

ADMI 8401 ADMI 8402 ADMI 8403

**Rationale:**

**Resource Implications:**



### DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Management Specialization: Business Administration PhD

**Calendar Section Type:** Defined group

**Description of Change:** Management Specialization: Business Administration PhD New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

#### Present Text (from 2021) calendar

#### Proposed Text

12

credits

Management Specialization: Business Administration PhD

12.0 credits of Required Management

Specialization Courses:

ADMI 812 Seminar in Organizational Behaviour

(3)

ADMI 852 Seminar in Business Policy and

Strategy (3)

ADMI 870 Research Methodology in

Management (3)

ADMI 8501

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Marketing Specialization: Business Administration PhD

**Calendar Section Type:** Defined group

**Description of Change:** Marketing Specialization: Business Administration PhD New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

**Present Text (from 2021) calendar**

**Proposed Text**

**12  
credits**

Marketing Specialization: Business Administration PhD

12.0 credits of Required Marketing Specialization

Courses:

ADMI 8301 ADMI 8302 ADMI 8303 ADMI 8304

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD

**Calendar Section Type:** Defined group

**Description of Change:** Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD  
New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

**Present Text (from 2021) calendar**

**Proposed Text**

**12 credits** [Supply Chain and Business Technology Management \(SCBTM\) Specialization: Business Administration PhD](#)

[12.0 credits of Required Supply Chain and Business Technology Management Specialization Courses:](#)  
[ADMI 821 Seminar in Decision Sciences and Management Information Systems \(3\)](#)  
[ADMI 8201](#) [ADMI 8202](#) [ADMI 8203](#)

**Rationale:**

**Resource Implications:**

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Course Phase

**Calendar Section Type:** Defined group

**Description of Change:** Course Phase New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

### Present Text (from 2021) calendar

### Proposed Text

**30  
credits**

Course Phase

6.0 credits of Required General Courses:

These courses are required for all PhD Business Administration students:

ADMI 871 Foundations of Business Research (3)

ADMI 880 Seminar in Pedagogical Methods (3)

12.0 credits of Required Specialization Courses chosen from the following:

Accountancy Specialization: Business

Administration PhD

Finance Specialization: Business Administration PhD

Management Specialization: Business

Administration PhD

Marketing Specialization: Business

Administration PhD

Supply Chain and Business Technology

Management (SCBTM) Specialization: Business Administration PhD

9.0 credits of Business Administration PhD

Elective Courses

Students may choose from scheduled graduate courses offered by their Department, another Department or Faculty at Concordia University, or by a University affiliated through the Joint Program. The course selection depends on the

## Present Text (from 2021) calendar

## Proposed Text

candidates research interests and background, subject to Faculty approval. A limit of 6 credits may be taken from MSc level courses with prior approval of the Graduate Program Director

3.0 credits Comprehensive Examinations:  
ADMI 8890 Comprehensive Examination (3)

credits Professional Development:  
ADMI 872 Doctoral Professional Development (0)

### Rationale:

- New structure to address several significant weaknesses of the current program identified by the PAC 2017 report, amongst which a noninnovative curriculum, an ineffective course sequencing, and limited course offerings. It will also align our requirements with our close competitors, in terms of mandatory and of elective courses.
- ADMI 870 Research Methodology in Management is replaced by ADMI 871 Foundations in Business Research as the method course required for all students to 1) introduce all students to all existing research paradigms in Business and 2) to facilitate the networking between the students and generate a cohort spirit.
- 4 Required Specialization Courses: to provide a backbone to the program. Most courses have already been offered and were often taken by students when the courses were able to open. Making them mandatory and offering them on a rotating 2-year basis will ensure a relevant and consistent training for students.
- 3 elective courses: to enable the student to keep benefiting from the diverse course offer available through the Joint Program course portfolio identified as a strength of the program (PAC report 2017, and PhD Alumni Survey 2019).
- Comp Examination: Decrease in the number of credits (from 6 to 3): to reflect the decrease in the workload due to a more precise and updated description corresponding to current common practice.
- ADMI 872 Doctoral Professional Development (0 credits): In addition to the proposed coursework, students can benefit from acquiring additional skills that do not require the time commitment of a full 3-credit course but are nevertheless extremely useful for their professional success. These needs can best be accommodated through mandatory workshops, activities organized in their department, etc. The Graduate Program Director ensures that this requirement has been met before thesis defence.

### Resource Implications:

- ADMI 872: none: The proposed workshops are already offered by GradProSkills or by the departments, and its monitoring will fall under the GPD's mandate.
- Courses: None. The required specialization courses will be offered on a 2-year rotating basis. Hence, for a 2-year period, the number of courses offered by the program will be 28 courses (2 general required courses offered each year (=4 courses) + 4 specialization courses \* 5 specializations (=20 courses) + 2 new electives potentially opened every year (=4 courses)), below the 40 courses offered or the 30 courses opened, as observed over the last 2-year periods. No need of new expertise or resources.

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Thesis Phase

**Calendar Section Type:** Defined group

**Description of Change:** Thesis Phase New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements > Course Phase and Thesis Phase > Business Administration PhD

**Type of Change:** New Defined Group

**Present Text (from 2021) calendar**

**Proposed Text**

**60** Thesis Phase  
**credits**

60.0 credits:  
ADMI 890 Thesis (60)  
2 ADMI 890 Thesis (60)

**Rationale:**

**Resource Implications:**

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** Qualifying Phase

**Calendar Section Type:** Defined group

**Description of Change:** Qualifying Phase New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Doctor/Doctorate > Business Administration PhD > Degree Requirements

**Type of Change:** New Defined Group

**Present Text (from 2021) calendar**

**Proposed Text**

**credits** [Qualifying Phase](#)

[Given their academic background, some students may be required to take up to five 3-credit courses, usually at the MBA, or MSc level before qualifying for the program. The minimum number of credits will be determined upon acceptance to the program and is formally communicated to the student by the PhD Office before entry in the program.](#)

**Rationale:**

**Resource Implications:**

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 800

**Calendar Section Type:** Course

**Description of Change:** ADMI 800 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 800 Seminar in Business Economics (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2013

**Resource Implications:**

Reduction of one section



### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 810

**Calendar Section Type:** Course

**Description of Change:** ADMI 810 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 810 Seminar in Organizational Behaviour (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2004

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 811

**Calendar Section Type:** Course

**Description of Change:** ADMI 811 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 811 Seminar in Organizational Behaviour (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2012

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 812

**Calendar Section Type:** Course

**Description of Change:** ADMI 812 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Management

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 812 ~~Seminar~~ in Organizational Behaviour (3 credits)

*Prerequisites:*

*Description :*

This ~~elective~~ course ~~varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section. Provision of a precise course description.

**Resource Implications:**

None: at least 10 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 812 **Foundations and Current Topics** in Organizational Behaviour (3 credits)

*Prerequisites:*

*Description :*

This course **provides students with a broad overview of the field of Organizational Behaviour (OB). It aims to help students acquire deep knowledge about diverse topics in OB by familiarizing them with foundational concepts and theories, emerging theoretical perspectives, and current empirical findings. Throughout the course, students will develop an original research idea with the goal of advancing knowledge on a specific topic in the field OB. The course format is designed to expose students to different scholarly perspectives on OB issues.**

*Component(s):*

Seminar

*Notes :*

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 813

**Calendar Section Type:** Course

**Description of Change:** ADMI 813 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 813 Seminar in Organizational Behaviour (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 814

**Calendar Section Type:** Course

**Description of Change:** ADMI 814 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 814 Seminar in Organizational Behaviour (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 815

**Calendar Section Type:** Course

**Description of Change:** ADMI 815 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 815 Seminar in Organizational Behaviour (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course never given

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 820

**Calendar Section Type:** Course

**Description of Change:** ADMI 820 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 820 Seminar in Decision Sciences and Management Information Systems (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2015

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8201

**Calendar Section Type:** Course

**Description of Change:** ADMI 8201 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Supply Chain and Business Technology Management

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8201 Digital Innovations: Conceptualization and Impacts (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This research seminar is offered in three modules. The conceptual aspects of digital innovation, digitalization, and digital transformation are covered in Module I. Module II focuses on digital entrepreneurship and innovation. Individual and societal impacts of digital technologies and innovation are discussed in Module III. The main goals of this seminar are to: i) understand the research and managerial issues related to digital innovation, digital entrepreneurship, and individual and societal impacts of new technologies and innovations, ii) review the underlying theories in different disciplines such as management information systems, strategic management, entrepreneurship, and marketing, and iii) synthesize academic articles in order to identify major research and management themes within and across topics. The integrative coverage of topics provides students in various disciplines such as management information systems, management, marketing, and finance with the necessary knowledge to conduct conceptual and empirical research on interdisciplinary topics in digital innovation.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

**Rationale:**

New course to cover current topics in digital Business.

**Resource Implications:**

None. At least 4 faculty members available to teach this course.





## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8202

**Calendar Section Type:** Course

**Description of Change:** ADMI 8202 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Supply Chain and Business Technology Management

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8202 Emerging Technologies and Supply Chain Management  
(3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The course provides an overview of how diffusion and adoption of emerging hard and soft technologies shape modern supply chain management. Adoption of these technologies results in a shift from the traditional linear and sequential supply chain operations towards interconnected, open system supply networks. How these advances impact the tenets of modern supply chain management are discussed in terms of operations planning, risk management, sourcing, and logistics, among others. Hybrid learning mediums involving lectures, research article presentations, cases, games and/or guest lecturers are used for course delivery.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

**Rationale:**

New course to cover current topics in Supply Chain Management.

**Resource Implications:**

None. At least 4 faculty members available to teach this course.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8203

**Calendar Section Type:** Course

**Description of Change:** ADMI 8203 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Supply Chain and Business Technology Management

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8203 Special Topics in Supply Chain Management, Business Technology Management, and Business Analytics (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

Special topics in supply chain management, business technology management and/or business analytics are covered. The specific course description is made available prior to the registration period.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

**Rationale:**

To increase the course offer on Business Analytics and related topics.

**Resource Implications:**

None, at least 12 Faculty members available to teach that course. New Section.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 821

**Calendar Section Type:** Course

**Description of Change:** ADMI 821 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:**

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 821 ~~Seminar in Decision Sciences and Management Information Systems~~ (3 credits)

*Prerequisites:*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

**Resource Implications:**

None: at least 4 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 821 **Artificial Intelligence for Business: Methods and Applications** (3 credits)

*Prerequisites:*

*Description :*

Students in this course explore big data, artificial intelligence concepts and algorithms with a major focus on business applications. Among others, the topics covered are search methods, knowledge representation and reasoning, decision making under uncertainty, and machine learning. Through hands-on projects in different functional areas of business, students are exposed to genetic algorithms, particle swarm optimization, artificial neural networks, ensemble learning, and deep learning including performance evaluation, error reduction and empirical validation. For a managerial problem identified, students conduct a review of relevant literature and implement an intelligent system using specialized software.

*Component(s):*

Seminar

*Notes :*

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 822

**Calendar Section Type:** Course

**Description of Change:** ADMI 822 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 822 Seminar in Decision Sciences and Management Information Systems (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2013

**Resource Implications:**

Reduction of one section

**COURSE CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 830

**Calendar Section Type:** Course

**Description of Change:** ADMI 830 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~ADMI 830 Seminar in Marketing (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8301

**Calendar Section Type:** Course

**Description of Change:** ADMI 8301 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Marketing

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8301 Managerial Marketing: Issues and Impacts](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course offers a review of relevant managerial marketing issues and their repercussions on society and stakeholders. Students will learn how to develop an innovative approach to view complex business and societal problems into potential research programs considering ethical and societal welfare and understanding the complexities of business/organizational contexts. Topics covered in this course may vary.

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

#### **Rationale:**

A new course offering in Marketing is created for the PhD as all previous courses were cross listed with the MSc in Marketing. Now these courses are offered only in the MSc only, and PhD Marketing courses is needed.

#### **Resource Implications:**

None: at least 4 Faculty members available to teach this course, which consists mostly in a reorganization of sections previously offered in cross-listed courses with the MSc. New Section.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8302

**Calendar Section Type:** Course

**Description of Change:** ADMI 8302 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Marketing

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8302 Fundamentals of Behavioural Marketing](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

[Understanding human behaviour is at the heart of the marketing function. This course examines behavioural approaches in understanding marketing phenomena rooted in several cognate disciplines \(e.g., psychology, sociology, anthropology, biology, economics, neuroscience\). Students will learn how to develop research programs within the broad field of behavioural marketing across many real-world contexts \(e.g., consumer behaviour, advertising, branding, retailing\). Topics covered in this course may vary.](#)

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

#### **Rationale:**

A new course offering in Marketing is created for the PhD as all previous courses were cross listed with the MSc in Marketing. Now these courses are offered only in the MSc only, and PhD Marketing courses is needed.

#### **Resource Implications:**

None: At least 5 Faculty members available to teach this course, which consists mostly in a reorganization of sections previously offered in cross-listed courses with the MSc. New Section.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8303

**Calendar Section Type:** Course

**Description of Change:** ADMI 8303 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Marketing

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8303 Research Methods in Marketing: Survey and Experimental Approaches](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course examines a broad range of data collection procedures and data analytic approaches used in marketing research and introduces students to the basics of empirical research, with an emphasis on survey and experimental approaches. It familiarizes students with the core assumptions underlying methodological approaches and the inferential value of different data and analytical results and allows students to develop skills to match research questions with appropriate methodological approaches. Students will have hands-on experience with data analysis software. The course also exposes students to key tenets of research ethics and integrity relevant to each approach. Topics covered in this course may vary.

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

#### **Rationale:**

A new course offering in Marketing is created for the PhD as all previous courses were cross listed with the MSc in Marketing. Now these courses are offered only in the MSc only, and PhD Marketing courses is needed.

#### **Resource Implications:**

None: at least 5 Faculty members available to teach this course, which consists mostly in a reorganization of sections previously offered in cross-listed courses with the MSc. New section.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8304

**Calendar Section Type:** Course

**Description of Change:** ADMI 8304 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Marketing

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8304 Research Methods in Marketing: Qualitative and Quantitative Approaches (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The course offers a review of quantitative models and qualitative research methods relevant to marketing research in various substantive domains. This course familiarizes students with the application and interpretation of quantitative empirical models and emphasizes their use in and implications for theory testing and managerial practice. It also introduces students to qualitative research methods and highlights their use in theory development. Topics covered in this course may vary.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

#### **Rationale:**

A new course offering in Marketing is created for the PhD as all previous courses were cross listed with the MSc in Marketing. Now these courses are offered only in the MSc only, and PhD Marketing courses is needed.

#### **Resource Implications:**

None: at least 4 Faculty members available to teach this course, which consists mostly in a reorganization of sections previously offered in cross-listed courses with the MSc. New Section.

**COURSE CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 831

**Calendar Section Type:** Course

**Description of Change:** ADMI 831 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~ADMI 831 Seminar in Marketing (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2012

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 832

**Calendar Section Type:** Course

**Description of Change:** ADMI 832 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 832 Seminar in Marketing (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 840

**Calendar Section Type:** Course

**Description of Change:** ADMI 840 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Finance

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 840 ~~Seminar in~~ Finance (3 credits)

*Prerequisites:*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

### **Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

### **Resource Implications:**

None: at least 6 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 840 **Corporate** Finance (3 credits)

*Prerequisites:*

*Description :*

The course reviews several topics in corporate finance and closely related topics that are increasingly incorporated into corporate finance research. It focuses primarily on managers of real and, to lesser extent, financial assets. As such, the course deals with the recent work on the four aspects of the firm's budget equation (profitability, external financing, optimal investment and payouts); capital structure; firm focus and diversification; corporate governance, social responsibility and compensation; and the effect on other firm stakeholders and of exogenous shocks.

*Component(s):*

Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8401

**Calendar Section Type:** Course

**Description of Change:** ADMI 8401 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Finance

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8401 Derivatives Pricing (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course provides an advanced coverage of the general theory of derivatives pricing, and an examination of special topics on option pricing and financial engineering. It covers and contrasts basic models in option pricing by two different paradigms, absence of arbitrage and absence of stochastic dominance in terms of their theoretical contributions and empirical implications. It then proceeds to cases, where the basic model fails because of violations of its fundamental assumptions of market completeness and frictionless trading. Frictionless derivatives pricing models in the presence of market incompleteness include stochastic volatility, GARCH and jump processes. The attempts to deal with the presence of market frictions such as transaction costs are also briefly covered.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

#### **Rationale:**

Replacement of the generic title by the specific subtitle of the course section, with a new course number as the generic course number was already in use. Provision of a precise course description.

#### **Resource Implications:**

None: at least 5 Faculty members available to teach this course. Counted as a new section because of a change in the course number. New Section.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8402

**Calendar Section Type:** Course

**Description of Change:** ADMI 8402 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Finance

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8402 Asset Pricing and Investments](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course focuses on theoretical and empirical tools and results in asset pricing and portfolio choice. The course introduces continuous time finance and broadly covers cross-sectional and time-series models in asset pricing, consumption-based models, as well as intermediary asset pricing including the role of capital constraints. Topics covered include utility and risk aversion, portfolio choice, stochastic discount factors, equilibrium and efficiency, mean-variance analysis and spanning tests, factor models, heterogeneous beliefs, learning, rational expectations equilibria, information/strategic trading/liquidity, and tests of asset pricing models and anomalies.

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

**Rationale:**

New course to cover a significant topic in Finance.

**Resource Implications:**

None: at least 3 Faculty members available to teach this course. New Section.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8403

**Calendar Section Type:** Course

**Description of Change:** ADMI 8403 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Finance

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8403 Research Methodology in Finance and Accounting (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The course presents approaches used in conducting research in finance and accounting. A discussion of general problems in research is followed by a review of relevant statistical concepts, general problems of financial model building, and the linear regression model. The problems of unit roots, time series approaches for testing the stability of financial variables, and co-integration are also discussed. The issue of stochastic volatility is also considered as are other techniques such as qualitative choice methods, regime switching models, market-timing tests for performance appraisal, instrumental variables simultaneous equation estimation, generalized method of moments (GMM), quantile regression, regression discontinuities, as well as bootstrapping and Monte Carlo estimation.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

**Rationale:**

New course to cover methods in Finance and Financial Accounting, which is absent from the current course offerings.

**Resource Implications:**

None: at least 6 Faculty members available to teach this course. New Section.

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 841

**Calendar Section Type:** Course

**Description of Change:** ADMI 841 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 841 Seminar in Finance (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2012

**Resource Implications:**

Reduction of one section

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 850

**Calendar Section Type:** Course

**Description of Change:** ADMI 850 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 850 Seminar in Business Policy and Strategy (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2013

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8501

**Calendar Section Type:** Course

**Description of Change:** ADMI 8501 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Management

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8501 Research Methods in Management: Applying Qualitative and Quantitative Research Methods (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course is designed to provide students with an overview of traditional and advanced methods used in the field of management. It aims to help students acquire knowledge of diverse methods, understand the relationship between theory and method, and learn how to make appropriate choices in their research. Traditional methods such as grounded theory, case study research, common regression models for diverse dependent variables, and panel data analysis are covered, as well as a selection of more advanced techniques. Throughout the course, students are exposed to different methodological approaches (both qualitative and quantitative) and will work on their own research projects.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

#### **Rationale:**

New method course specific to Management specialization, absent from the current offerings.

#### **Resource Implications:**

None: at least 4 Faculty members available to teach this course. New Section.

**COURSE CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8502

**Calendar Section Type:** Course

**Description of Change:** ADMI 8502 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** New Course

**Present Text (from 2021) calendar**

**Proposed Text**

[ADMI 8502 Advanced Topics in Management \(3 credits\)](#)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

[Advanced topics in Management are covered. The specific course description is made available prior to the registration period.](#)

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

**Rationale:**

New elective course to cover hot topics in Management, absent from the current course offerings.

**Resource Implications:**

None: at least 12 Faculty members available to teach this course. New Section.

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 851

**Calendar Section Type:** Course

**Description of Change:** ADMI 851 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 851 Seminar in Business Policy and Strategy (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Course not given since 2004

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 852

**Calendar Section Type:** Course

**Description of Change:** ADMI 852 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:**

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 852 ~~Seminar in Business Policy and Strategy~~ (3 credits)

*Prerequisites:*

*Description :*

This ~~elective~~ course ~~varies in content from term to term~~ and from ~~year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

**Resource Implications:**

None: at least 5 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 852 ~~Debating Strategic Management~~ (3 credits)

*Prerequisites:*

*Description :*

This course ~~examines and contrasts debates within Strategic Management. Readings are included from both established and emerging debates, engaging in both retrospective and forward views of strategy. Debates include divergent interpretations of scientific groundings of strategic management, foundations of strategic management, history of strategic management, resource theories, theories of competition, theories of top management team leadership and theories of the organization-external environment interface.~~

*Component(s):*

Seminar

*Notes :*

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 855

**Calendar Section Type:** Course

**Description of Change:** ADMI 855 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

#### Present Text (from 2021) calendar

#### Proposed Text

~~ADMI 855 Seminar in Business Policy and Strategy (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section



**COURSE CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 858

**Calendar Section Type:** Course

**Description of Change:** ADMI 858 Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** Course Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~ADMI 858 Seminar in Business Policy and Strategy (3 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

*Component(s):*

~~Seminar~~

*Notes :*

*Notes :*

**Rationale:**

Part of curriculum redesign

**Resource Implications:**

Reduction of one section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 860

**Calendar Section Type:** Course

**Description of Change:** ADMI 860 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:**

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 860 ~~Seminar in Accountancy and Control~~ (3 credits)

*Prerequisites:*

*Description :*

This ~~elective~~ course ~~varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

**Resource Implications:**

None: at least 6 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 860 **Financial Reporting and Disclosure** (3 credits)

*Prerequisites:*

*Description :*

This course **develops students' understanding of the core themes in financial reporting and disclosure research. It adopts a broad user perspective with a focus on capital markets participants. Changes in financial reporting standards and regulations are transversal themes throughout the course. The course exposes students to a diversity of theoretical paradigms and methodological tools. It allows students to synthesize and analyze research on fundamental questions about financial reporting and disclosure so that they can identify and evaluate new research questions.**

*Component(s):*

Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8601

**Calendar Section Type:** Course

**Description of Change:** ADMI 8601 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Accountancy

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 8601 Management Control Systems and Risk Management (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The performance of an organization ultimately rests on the effectiveness of its management control systems, which ensure a successful implementation of an organization's strategy and risks assessment. Accordingly, this course provides a comprehensive review of foundational and current research in management control, offers an overview of the various theories used to investigate research questions focusing on management control and risk management, and presents and discusses the key methodologies adopted by researchers in the area. By the end of the seminar, participants have a comprehensive understanding of the multi-dimensional nature of research in the areas of management control and risk management.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

#### **Rationale:**

Replacement of the generic title by the specific subtitle of the course section, with a new course number as the generic course number was already in use. Provision of a precise course description.

#### **Resource Implications:**

None: at least 4 Faculty members available to teach this course. Counted as a new section because of a change in the Course number. New Section.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8602

**Calendar Section Type:** Course

**Description of Change:** ADMI 8602 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required Specialization Courses > Accountancy

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8602 Emerging Topics in Accounting Research](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

In this course, students are exposed to research on emerging topics within accounting. Students explore these topics using various theoretical paradigms and methodological approaches, which jointly offer an understanding of the diversity of accounting research. By emphasizing cutting-edge topics and research methods, this course adopts a forward-looking stance with respect to accounting research so that students can better identify relevant and promising research themes.

*Component(s):*

*Component(s):*

Seminar

*Notes :*

*Notes :*

**Rationale:**

New course to cover hot topics in Accounting, absent from the current course offerings.

**Resource Implications:**

None. At least 12 Faculty members available to teach this course. New Section

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 861

**Calendar Section Type:** Course

**Description of Change:** ADMI 861 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:**

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 861 ~~Seminar in Accountancy and Control~~ (3 credits)

*Prerequisites:*

*Description :*

~~This elective course varies in content from term to term and from year to year. Please see the course schedule for the specific topics offered each year.~~

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

**Resource Implications:**

None: at least 5 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 861 **Research in Auditing** (3 credits)

*Prerequisites:*

*Description :*

In this course, students develop a foundation for reading, evaluating, and producing scholarly research in the domain of auditing and assurance. It provides a comprehensive review of foundational and current research in auditing, an overview of the various theories used to investigate research questions focusing on auditing, and presents and discusses the key methodologies adopted by researchers in the area. By the end of the seminar, participants have a comprehensive understanding of the multi-dimensional nature of research in the areas of auditing and are able to develop a viable research proposal on a related topic.

*Component(s):*

Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 870

**Calendar Section Type:** Course

**Description of Change:** ADMI 870 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 870 Research ~~Methodology in Management~~ (3 credits)

*Prerequisites:*

Enrolment in the PhD in Business Administration is required.

*Description :*

*Component(s):*

Seminar

*Notes :*

**Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

**Resource Implications:**

None: at least 10 Faculty members available to teach this course. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 870 Research **Methods in Management: Core and Advanced Issues in Quantitative Studies** (3 credits)

*Prerequisites:*

Enrolment in the PhD in Business Administration is required.

*Description :*

This course provides students with knowledge of foundational and advanced topics related to the design of quantitative studies in management. It aims to help students acquire the skills to evaluate quantitative research and design rigorous quantitative studies. Major themes include: latent constructs and their measurement, reliability and validity in measurement, quantitative study designs, types of relations among variables, statistical significance, power, effect size, and meta-analysis. Throughout the course, students will critique published studies and learn about methodological choices they will face in their own research.

*Component(s):*

Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 871

**Calendar Section Type:** Course

**Description of Change:** ADMI 871 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required General Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 871 Foundations of Business Research \(3 credits\)](#)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course provides students with the epistemological and methodological foundations needed to specialize in their own field of inquiry while being aware of existing alternative research paradigms and methodologies. First, it offers an introduction to methods of inquiry in business research and a review of its foundation. Second, it aims to provide a research framework applicable to business research by explaining the whole research process. An overview of the main research methods (quantitative and qualitative) is provided. Lastly, students are introduced to the writing and critiquing of a research paper and ethical issues related to the research process.

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

#### **Rationale:**

ADMI 871 Foundations of Business Research replaces ADMI 870 Research Methodology in Management as the method course required for all students to 1) introduce all students to all existing research paradigms in Business and 2) to facilitate the networking between the students and generate a cohort spirit.

#### **Resource Implications:**

None, at least 20 professors able to teach that course

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 872

**Calendar Section Type:** Course

**Description of Change:** ADMI 872 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

ADMI 872 Doctoral Professional Development (0 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The Faculty holds a series of workshops, events and activities that complement students' academic training and provide them with skills that help them succeed professionally and academically. The course is organized by the Faculty in anticipation both of key milestones during the PhD program and the future professional life of the doctoral candidate. Students are required to complete various activities (such as attending professional development workshops offered in collaboration with different partners, e.g.: GradProSkills, Career Management Services, academic departments) approved by the PhD Committee. This course must be completed before the thesis defense.

*Component(s):*

*Component(s):*

Workshop

*Notes :*

*Notes :*

**Non-standard assessment note :**

**Non-standard assessment note :** The course is graded on a pass/fail basis.

### Rationale:

In addition to the proposed coursework, students can benefit from acquiring additional skills that do not require the time commitment of a full 3-credit course but are nevertheless extremely useful for their professional success. These needs can best be accommodated through mandatory workshops, activities organized in their department or through other units at Concordia. The Graduate Program Director ensures that this requirement has been met before the thesis defence.

### Resource Implications:

Expertise: The proposed workshops are already offered by GradProSkills or by the departments, and its monitoring will fall under the GPD's mandate.





## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 873

**Calendar Section Type:** Course

**Description of Change:** ADMI 873 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 873 Teaching and Learning with the Case Method \(3 credits\)](#)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course provides future college and university instructors an overview of university teaching and learning pedagogy primarily through the lens of the case method - a dominant teaching approach used in business education. Participants will use the process of researching and writing a contemporaneous teaching case and case notes to explore broader teaching and classroom management topics including lesson planning, classroom management, assessments, etc. While the primary focus is on developing students' teaching skills, a strong secondary goal is the creation of new teaching cases and case notes for use in the classroom and potential publication.

*Component(s):*

*Component(s):*

[Seminar](#)

*Notes :*

*Notes :*

#### **Rationale:**

This new course will be a Pedagogy Course in the Joint Program Course Portfolio and fills a gap in the joint program offer, as no Pedagogy course currently focuses on Case Method. This course can be taken as an elective by all PhD students, or as the required Pedagogical course if the student demonstrates having a strong experience in teaching in higher education institutions. It may not open every year.

#### **Resource Implications:**

None. At least 3 faculty members available to teach this course. New Section.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 880

**Calendar Section Type:** Course

**Description of Change:** ADMI 880 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Required General Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 880 ~~Seminar in~~ Pedagogical Methods (3 credits)

*Prerequisites:*

*Description :*

*Component(s):*

Seminar

*Notes :*

### **Rationale:**

Replacement of the generic title by the specific subtitle of the course section, and provision of a precise course description.

### **Resource Implications:**

None. Conversion of a successful generically titled course to a more specific title.

### Proposed Text

ADMI 880 Pedagogical Methods (3 credits)

*Prerequisites:*

*Description :*

This course is for graduate students who wish to become skillful, thoughtful, and confident instructors in a university classroom. The goal is to enable them to design and deliver courses that are interesting and effective, and to help their students become engaged and inspired learners. In-class activities emphasize collaboration and idea exchange, teaching practice, and reflection.

*Component(s):*

Seminar

*Notes :*

**COURSE CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 889

**Calendar Section Type:** Course

**Description of Change:** ADMI 889 Comprehensive Examinations

Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Business Administration PhD Thesis and Comprehensive Examination Courses

**Type of Change:** Course Deletion

**Present Text (from 2021) calendar**

**Proposed Text**

~~ADMI 889 Comprehensive Examinations (6 credits)~~

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

*Component(s):*

*Component(s):*

~~Thesis Research~~

*Notes :*

*Notes :*

**Rationale:**

This course changed credit value and thus, we had to create a new course number in order to do that.

**Resource Implications:**

none

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8890

**Calendar Section Type:** Course

**Description of Change:** ADMI 8890 Comprehensive Examination  
New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Business Administration PhD Thesis and Comprehensive Examination Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[ADMI 8890 Comprehensive Examination \(3 credits\)](#)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The main objective of the Comprehensive Examination is to assess the mastery of core knowledge in the field of study. A secondary objective is to assess the knowledge in the specific areas in which the thesis topic is structured. The examination takes the format of a written take-home exam and is written by the end of the second year of the program. After successful completion, the student is admitted to candidacy for the degree.

*Component(s):*

*Component(s):*

[Thesis Research](#)

*Notes :*

*Notes :*

**Non-standard assessment note :**

**Non-standard assessment note :** [The course is graded on a pass/fail basis.](#)

### Rationale:

Provision of a course description serving as a basic guideline to standardize the practices by aligning them to current common standards in the field. Reduction of the workload for the student by making the process more efficient.

### Resource Implications:

none

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 890

**Calendar Section Type:** Course

**Description of Change:** ADMI 890 Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Business Administration PhD Thesis and Comprehensive Examination Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ADMI 890 Thesis (60 credits)

*Prerequisites:*

*Description :*

~~As each student enters Phase III of the program, the School's PhD committee approves a Phase III committee. The Phase III committee supervises all stages of the thesis from the initial proposal through to the final defence.~~

*Component(s):*

Thesis Research

*Notes :*

**Other note :** For details of doctoral thesis examinations, see the Thesis Regulations section of the graduate calendar.

**Rationale:**

Provision of a course description consistent with the Thesis Examination guidelines.

**Resource Implications:**

None

### Proposed Text

ADMI 890 Thesis (60 credits)

*Prerequisites:*

*Description :*

The PhD thesis typically entails a major empirical research project conducted under the direction of a thesis supervisor. The thesis is the final written report on a comprehensive research project and is the central component to completing the degree requirements. To accomplish this, all parts of the thesis must be organized and presented in a cohesive structure that follows a logical progression, and then orally presented before the Examining Committee and public audience.

*Component(s):*

Thesis Research

*Notes :*

**Other note :** For details of doctoral thesis examinations, see the Thesis Regulations section of the graduate calendar.

### COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** PhD Business Administration Program Revision

**Calendar Section Name:** ADMI 8902

**Calendar Section Type:** Course

**Description of Change:** ADMI 8902 New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** PhD in Business Administration

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > John Molson School of Business Courses > Business Administration PhD Courses > Business Administration PhD Thesis and Comprehensive Examination Courses

**Type of Change:** New Course

#### Present Text (from 2021) calendar

#### Proposed Text

ADMI 8902 Thesis Proposal (0 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The thesis proposal provides the Supervisory Committee with an overview of the research project to be undertaken by the student. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, ethical considerations, proposed methodology and completion timeline. The proposal is orally presented before the Supervisory Committee and public audience.

*Component(s):*

*Component(s):*

Thesis Research

*Notes :*

*Notes :*

**Other note :**

**Other note :** The thesis proposal is based on a Pass/Fail basis.

**Rationale:**

To formalize current practice (required by the Joint Program) .and outline the significance of the thesis proposal. Course description provided to standardize practices.

**Resource Implications:**

None

## Impact Report

### Programs

#### Business Administration PhD

Source of Impact

- ADMI 870
- ADMI 880
- ADMI 889
- ADMI 890
- PhD Seminars in Accountancy and Control
- PhD Seminars in Business Economics
- PhD Seminars in Business Policy and Strategy
- PhD Seminars in Decision Sciences and Management Information Systems
- PhD Seminars in Finance
- PhD Seminars in Marketing
- PhD Seminars in Organizational Behaviour

#### Finance MSc

Source of Impact

- PhD Seminars in Finance

#### Management MSc

Source of Impact

- PhD Seminars in Business Policy and Strategy
- PhD Seminars in Organizational Behaviour

#### Marketing MSc

Source of Impact

- PhD Seminars in Marketing

### Defined Groups

#### Accountancy Specialization: Business Administration PhD New

Source of Impact

#### Business Administration PhD Elective Courses

Source of Impact

- PhD Seminars in Accountancy and Control
- PhD Seminars in Business Economics
- PhD Seminars in Business Policy and Strategy
- PhD Seminars in Decision Sciences and Management Information Systems
- PhD Seminars in Finance
- PhD Seminars in Marketing
- PhD Seminars in Organizational Behaviour

#### Course Phase New

Source of Impact

- ADMI 880



- Business Administration PhD Elective Courses

Finance Specialization: Business Administration PhD New

Source of Impact

- ADMI 840

Management Specialization: Business Administration PhD New

Source of Impact

- ADMI 812
- ADMI 852
- ADMI 870

Marketing Specialization: Business Administration PhD New

Source of Impact

PhD Seminars in Accountancy and Control

Source of Impact

- ADMI 860
- ADMI 861

PhD Seminars in Business Economics

Source of Impact

- ADMI 800

PhD Seminars in Business Policy and Strategy

Source of Impact

- ADMI 850
- ADMI 851
- ADMI 852
- ADMI 855
- ADMI 858

PhD Seminars in Decision Sciences and Management Information Systems

Source of Impact

- ADMI 820
- ADMI 821
- ADMI 822

PhD Seminars in Finance

Source of Impact

- ADMI 840
- ADMI 841

PhD Seminars in Marketing

Source of Impact

- ADMI 830
- ADMI 831
- ADMI 832

PhD Seminars in Organizational Behaviour

Source of Impact

- ADMI 810
- ADMI 811
- ADMI 812
- ADMI 813
- ADMI 814
- ADMI 815

Qualifying Phase New

Source of Impact

Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD New

Source of Impact

- ADMI 821

Thesis Phase New

Source of Impact

- ADMI 890

**Courses**

ADMI 8201 New

Source of Impact

ADMI 8202 New

Source of Impact

ADMI 8203 New

Source of Impact

ADMI 8301 New

Source of Impact

ADMI 8302 New

Source of Impact

ADMI 8303 New

Source of Impact

ADMI 8304 New

Source of Impact

ADMI 8401 New

Source of Impact

ADMI 8402 New

Source of Impact

ADMI 8403 New

Source of Impact

ADMI 8501 New

Source of Impact

ADMI 8502 New

Source of Impact

ADMI 871 New

Source of Impact

ADMI 872 New

Source of Impact

ADMI 873 New

Source of Impact

ADMI 8890 Comprehensive Examination New

Source of Impact

ADMI 8902 New

Source of Impact

## Other Units

Addition of **ADMI 873 to Business Administration PhD Elective Courses** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8502 to Business Administration PhD Elective Courses** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 840 to Finance Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8402 to Finance Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8403 to Finance Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8401 to Finance Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 870 to Management Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 812 to Management Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 852 to Management Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8501** to **Management Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8302** to **Marketing Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8303** to **Marketing Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8301** to **Marketing Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8304** to **Marketing Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 821** to **Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8201** to **Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8202** to **Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8203** to **Supply Chain and Business Technology Management (SCBTM) Specialization: Business Administration PhD** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 880** to **Course Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 871** to **Course Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 872** to **Course Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8890** to **Course Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 890** to **Thesis Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

Addition of **ADMI 8902** to **Thesis Phase** requirement

Source of other unit Impact

- Course is housed in Business Administration PhD Courses

## INTERNAL MEMORANDUM

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

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

**Date:** March 17, 2022

**Subject:** editorial changes to JMSB MSC programs

---

The recent revision to the PhD in Business Administration has resulted in the removal of any cross-listing of MSC and PhD courses as well as the general possibility for MSC students to take Phd courses as an elective in their MSC course.

We, therefore, need to remove the reference to “PhD courses” in the program requirements section for the following MSC programs:

- Finance
- Management
- Marketing

There are no resource implications for the MSC programs as they have already planned for this change.

Attached you will find emails from the three program directors indicating their understanding of the change.

Thank you.

**Summary and Rationale for Changes**

**Summary of Changes (Graduate Program Minor Editorial Change)**

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Management MSc Change				X			



## PROGRAM CHANGE FORM

**Dossier Type:** Graduate Program Minor Editorial Change

**Dossier Title:** MSc Management\_PhD elective deletion

**Calendar Section Name:** Management MSc

**Calendar Section Type:** Program

**Description of Change:** Management MSc Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Master of Science Administration

**Program Name:** Management MSc

**Program Type:** Thesis

**Degree:** MSc

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Master of Science (MSc) > Management MSc > Degree Requirements

**Type of Change:** Program Change

### Present Text (from 2021) calendar

**45** Management MSc  
**credits**

~~15.0~~ credits of Core Courses:

MSCA 603 Applied Data Analysis (3)

MSCA 616 Research Methodology - Management (3)

MSCA ~~654 Consulting (3)~~

~~MSCA 655 Professional Development (0)~~

~~MSCA 656 Individual and Group Behaviour in Organizations (3)~~

MSCA 657 Organizations and Strategy (3)

.

~~9.0~~ credits of Elective Management MSc Seminars

Upon approval of the Graduate Program Director and the instructor, up to six credits of electives may include the following:

.

~~Seminars in any other John Molson School of Business Master of Science (MSc) program; PhD Seminars in Organizational Behaviour and PhD Seminars in Business Policy and Strategy ;~~

Cognate graduate seminars offered by other departments within the university.

.

~~3.0 credits:-~~

~~MSCA 694 Thesis Proposal (3)~~

.

~~18.0 credits:-~~

~~MSCA 695 Research Thesis (18)~~

### Proposed Text

**45** Management MSc  
**credits**

12.0 credits of Core Courses:

MSCA 603 Applied Data Analysis (3)

MSCA 616 Research Methodology - Management (3)

MSCA 656 Individual and Group Behaviour in Organizations (3)

MSCA 657 Organizations and Strategy (3)

MSCA 655 Professional Development (0)

21.0 credits:

MSCA 699

12.0 credits of Elective Management MSc Seminars

Upon approval of the Graduate Program Director and the instructor, up to six credits of electives may include the following:

Cognate graduate seminars offered by other departments within the university.

**Rationale:**

This minor editorial change, consisting of the removing the mention of the PhD courses as possible electives in the MSc Programs, will align better with the current programs practices. It will also keep every program as a standalone, making future curriculum changes easier.

**Resource Implications:**

None.

## Impact Report

### Regulations

MSc

Source of Impact

- Management MSc

**From:** [Linda Dyer](#)  
**To:** [Kathleen Boies](#)  
**Cc:** [Faculty Academic Programs Committee JMSB](#)  
**Subject:** RE: Request for Approval for Editorial Change  
**Date:** March 15, 2022 10:54:55 PM

---

Dear Kathleen,

I am satisfied to remove the reference to PhD courses as electives for the MSc. The phrase “Cognate graduate seminars offered by other departments within the university” matches well with current practice in the MSc in Management program.

In brief, I agree with the change.

Linda

Linda Dyer, PhD | Professor of Management  
Interim Department Chair  
Graduate Program Director, MSc in Management  
John Molson School of Business | Concordia University

Linda Dyer, PhD | Professor of Management  
Interim Department Chair  
Graduate Program Director, MSc in Management  
John Molson School of Business | Concordia University

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**From:** Kathleen Boies <kathleen.boies@concordia.ca>  
**Sent:** March 15, 2022 10:51 PM  
**To:** Linda Dyer <linda.dyer@concordia.ca>  
**Cc:** Faculty Academic Programs Committee JMSB <facjmsb@concordia.ca>  
**Subject:** Request for Approval for Editorial Change

Dear Linda,

As explained previously, I would like to request permission to remove mention of the PhD courses as possible electives in our MSc programs. This will align with, and better reflect, our current practices, in addition to keeping every program as a standalone, making future curriculum changes easier.

For MSc Management, therefore, the following sentence would be removed (see strikethrough sentence):

12 credits of [Elective Management MSc Seminars](#)

Upon approval of the Graduate Program Director and the instructor, up to six credits of electives may include the following:

~~Seminars in any other John Molson School of Business~~ [Master of Science \(MSc\)](#)  
program, [PhD Seminars in Organizational Behaviour](#) and [PhD Seminars in Business](#)

~~Policy and Strategy;~~

Cognate graduate seminars offered by other departments within the university.

**Do you agree with this change?**

Thank you in advance,  
Kathleen

Kathleen Boies, Ph.D., CHRP  
Associate Dean, Research and Research Programs  
Concordia University Research Chair in Leadership Development  
Professor, Department of Management  
John Molson School of Business, Concordia University

**Summary and Rationale for Changes**

**Summary of Changes (Graduate Program Minor Editorial Change)**

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Marketing MSc Change				X			

**PROGRAM CHANGE FORM**

**Dossier Type:** Graduate Program Minor Editorial Change

**Dossier Title:** MSc Marketing\_PhD elective deletion

**Calendar Section Name:** Marketing MSc

**Calendar Section Type:** Program

**Description of Change:** Marketing MSc Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Master of Science Administration

**Program Name:** Marketing MSc

**Program Type:** Thesis

**Degree:** MSc

**Calendar publication date:** 2023/2024/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 0001

**Path:** Graduate > See Summer 2022 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Master of Science (MSc) > Marketing MSc > Degree Requirements

**Type of Change:** Program Change

**Present Text (from 2021) calendar**

**45** Marketing MSc  
**credits**

~~12.0~~ credits of ~~Core~~ Courses:  
 MSCA 602 Applied Linear Statistical Models (3)  
 MSCA ~~618~~ Research ~~Methods~~ (3)  
~~MSCA 655 Professional Development (0)~~  
~~MSCA 678 Marketing Research Foundations (3)~~  
~~MSCA 679 Marketing Theory (3)~~  
 .  
~~12.0~~ credits of ~~Elective~~ Marketing Seminars .  
~~A rotating set of electives will be offered by the department.~~  
~~Additionally, students can take electives from the PhD~~  
~~program or other MSc programs with prior approval of the~~  
~~Graduate Program Director.~~  
 .  
~~3.0~~ credits:  
~~MSCA 694 Thesis Proposal (3)~~  
 .  
~~18.0~~ credits:  
 MSCA ~~695~~ Research Thesis (18)

**Proposed Text**

**45** Marketing MSc  
**credits**

6.0 credits of **Required** Courses:  
 MSCA 602 Applied Linear Statistical Models (3)  
 MSCA 615 Research **Methodology - Administrative**  
**Sciences** (3)  
 .  
 18.0 credits of Marketing Seminars  
 Upon approval of the Department MSc Marketing Advisor  
 and the instructor, up to nine credits may include the  
 following:  
 - Seminars in any other JMSB Master of Science (MSc)  
 program;  
 - Cognate graduate seminars offered by other departments  
 within the university.  
 .  
 21.0 credits:  
 MSCA 699

**Rationale:**

This minor editorial change, consisting of the removing the mention of the PhD courses as possible electives in the MSc Programs, will align better with the current programs practices. It will also keep every program as a standalone, making future curriculum changes easier.

**Resource Implications:**

None



## Impact Report

### Regulations

MSc

Source of Impact

- Marketing MSc

**From:** [Onur Bodur](#)  
**To:** [Kathleen Boies](#)  
**Cc:** [Faculty Academic Programs Committee JMSB](#)  
**Subject:** Re: Request for Approval of Editorial Change  
**Date:** March 16, 2022 1:10:58 PM

---

Hi Kathleen,

I agree with this change.

Onur

---

**From:** Kathleen Boies <kathleen.boies@concordia.ca>  
**Date:** Tuesday, March 15, 2022 at 10:52 PM  
**To:** Onur Bodur <onur.bodur@concordia.ca>  
**Cc:** Faculty Academic Programs Committee JMSB <facpjmsb@concordia.ca>  
**Subject:** Request for Approval of Editorial Change

Dear Onur,

As explained previously, I would like to request permission to remove mention of the PhD courses as possible electives in our MSc programs. This will align with, and better reflect, our current practices, in addition to keeping every program as a standalone, making future curriculum changes easier.

For MSc Marketing, therefore, the following sentence would be removed (see strikethrough sentence):

Upon approval of the Department MSc Marketing Advisor and the instructor, up to nine credits may include the following:

- Seminars in any other JMSB [Master of Science \(MSc\)](#) program;
- ~~- [PhD Seminars in Marketing](#);~~
- Cognate graduate seminars offered by other departments within the university.

**Do you agree with this change?**

Thank you in advance,  
Kathleen

Kathleen Boies, Ph.D., CHRP  
Associate Dean, Research and Research Programs  
Concordia University Research Chair in Leadership Development  
Professor, Department of Management  
John Molson School of Business, Concordia University

## INTERNAL MEMORANDUM

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**To:** Rachel Berger, Associate Dean, Academic Programs and Development  
Chair, Graduate Curriculum Committee

**Cc:** Gina Beltran, Developer, Graduate Academic Programs

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

**Date:** February 4, 2022

**Subject:** Proposed changes to the PhD in Business Administration

---

The PhD Program Committee completed a full review of the program and proposes:

- 1) A structured course offer: a new common course Foundations of Business research (3 credits) required for all students from the same cohort, a required pedagogical course (3 credits), a structured course track for each of the 5 specializations, with 4 required courses (total 12 credits) and 3 electives (total: 9 credits) for students enrolled in the specialization.
- 2) Harmonizing examination practices for a shorter Comprehensive examination (now 3 credits, instead of 6 credits), and for a new Thesis Proposal course (0 credit).
- 3) Creating a new Doctoral Professional Development course (0 credits) to formalize and encourage non course activities already available in the Departments and/or SGS.

The JMSB Faculty Council approved these changes on February 4, 2022.

There are no net resource implications. New courses offerings are offset by the deletion of old course offerings.

I kindly request to submit this dossier to the Graduate Curriculum Committee meeting.

Thank you.

**INTERNAL MEMORANDUM**

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

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

**Date:** January 20, 2022

**Subject:** Proposed changes to the PhD in Business Administration

---

The PhD Program Committee completed a full review of the program and proposes:

- 1) A structured course offer: a new common course Foundations of Business research (3 credits) required for all students from the same cohort, a required pedagogical course (3 credits), a structured course track for each of the 5 specializations, with 4 required courses (total 12 credits) and 3 electives (total: 9 credits) for students enrolled in the specialization.
- 2) Harmonizing examination practices for a shorter Comprehensive examination (now 3 credits, instead of 6 credits), and for a new Thesis Proposal course (0 credit).
- 3) Creating a new Doctoral Professional Development course (0 credits) to formalize and encourage non course activities already available in the Departments and/or SGS.

The JMSB Faculty Academic Programs Committee approved these changes unanimously on January 14, 2022.

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

Thank you.

**Office of the Associate Dean  
Research & Research Programs**

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

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**To:** Sandra Betton, Associate Dean Professional Graduate Programs  
**From:** Kathleen Boies, Associate Dean Research & Research Programs  
**Date:** January 13, 2022  
**Re:** **Proposed changes to the PhD in Business Administration**

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Dear Sandra,

In Fall 2019, a curriculum revision committee was created. The mandate of the revision committee included the creation of goals and objectives, learning experiences and assessment plans for the PhD in Business Administration. The revisions were developed in the context of a) the market for our graduates, b) the offerings of other universities and the context of the joint program, c) the specific areas of expertise residing in each department, and d) input from our alumni.

The attached document provides a summary of the proposed changes.

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

## Internal Memorandum

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**To:** Dr. Kathleen Boies, Associate Dean, Research and Research Programs

**From:** Dr Cédric Lesage, PhD Graduate Program Director

**Date:** December 10, 2021

**Subject:** **PhD Committee approval on the PhD Curriculum Revision Proposal**

---

The PhD Program Committee met to review the proposed curriculum changes to the PhD Program as detailed in the attached proposal, which mainly consists in creating a structured course offer, harmonizing examinations practices, and formalizing non course activities, as follows:

- 1) A structured course offer: a new common course Foundations of Business research (3 credits) required for all students from the same cohort, a required pedagogical course (3 credits), a structured course track for each of the 5 specializations, with 4 required courses (total 12 credits) and 3 electives (total: 9 credits) for students enrolled in the specialization.
- 2) Harmonizing examination practices for a shorter Comprehensive examination (now 3 credits, instead of 6 credits), and for a new Thesis Proposal course (0 credit).
- 3) Creating a new Doctoral Professional Development course (0 credits) to formalize and encourage non course activities already available in the Departments and/or SGS.

This proposal meets the minimal requirements required by the Joint Program, and each Department has previously voted for the changes involving their specialization.

The proposal was approved by the PhD Program Committee on November 23<sup>rd</sup>, 2021 with: six (6) in favor, zero (0) against, and zero (0) abstention.

Cédric Lesage, PhD Director



## Internal Memorandum

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**To:** Dr. Sandra Betton, Associate Dean, Graduate Professional Programs

**From:** Dr Cédric Lesage, PhD Graduate Program Director

**Date:** December 23, 2021

**Subject:** **PhD Committee approval on the PhD Curriculum Revision Proposal**

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The attached PhD Course Curriculum Review proposal has been approved by the five Departments for the proposed changes that affect courses that are part of their respective specialization, as follows:

- Department of Accountancy: The proposed changes (4 specialization courses) were approved by a majority of votes on March 10, 2021 and on May 4, 2021.
- Department of Finance: The proposed changes (4 specialization courses) were approved by a majority of votes on February 26, 2021.
- Department of Management: The proposed changes (4 specialization courses and one elective course) were approved by a majority of votes on Oct. 15, 2021.
- Department of Marketing: The proposed changes (4 specialization courses) were approved by a majority of votes on Nov. 5, 2021.
- Department of SCBTM: The proposed changes (4 specialization courses) were approved by a majority of votes on Feb. 23, 2021.

Then, the PhD Committee met on November 23, 2021 to review the proposed curriculum changes to the whole PhD Program structure and content as detailed in the attached proposal. The proposal was unanimously approved.

Cédric Lesage



## Internal Memorandum

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**To:** Cédric Lesage, PhD Graduate Program Director

**From:** Matthäus Tekathen, Chair of Department of Accountancy

**Date:** December 8, 2021

**Subject:** **Departmental Approval on the PhD Curriculum Revision Proposal**

---

The Department of Accountancy met two times to review the proposed curriculum changes to the PhD Program involving the Department of Accountancy.

At the Department meeting of March 10, 2021, two courses (Emerging Topics in Accounting Research and Financial Reporting and Disclosure) were approved by a majority of votes.

At the Department meeting of May 4, 2021, two courses (Research in Auditing and Management Control Systems and Risk Management) were approved by a majority of votes.

These four courses are required for the PhD students enrolled in the Accounting Specialization and are given on a rotating 2-year basis.

In addition, the Department confirms the availability of Faculty members to teach the 4 required courses as follows:

Departments and Required Courses	Credits	Department resources to teach
ADMI 860 – Financial Reporting and Disclosure	3	At least 6
ADMI 8601 – Management Control Systems and Risk Management	3	At least 4
ADMI 861 – Research in Auditing	3	At least 5
ADMI 8602 – Emerging Topics in Accounting Research	3	At least 12



Matthäus Tekathen



## Internal Memorandum

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**To:** Cédric Lesage, PhD Graduate Program Director  
**From:** Thomas Walker, Chair of Department of Finance  
**Date:** December 8, 2021  
**Subject:** **Departmental Approval of the PhD Curriculum Revision Proposal**

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The Department of Finance met to review the proposed curriculum changes to the PhD Program involving the Department of Finance.

At its department meeting on February 26, 2021, the following four courses were presented:

- ADMI 840 Corporate Finance;
- ADMI 8401 Derivative Pricing;
- ADMI 8402 Asset Pricing and Investments, and
- ADMI 8403 Research Methodology in Finance and Accounting.

These four courses are required for the PhD students enrolled in the Finance Specialization and are given on a rotating 2-year basis.

The proposal was approved by a majority of votes.

In addition, the department confirms the availability of faculty members to teach the 4 required courses as follows:

Required Courses	Credits	Department resources to teach
ADMI 840 – Corporate Finance	3	At least 6
ADMI 8401 – Derivative Pricing	3	At least 5
ADMI 8402 – Asset Pricing and Investments	3	At least 3
ADMI 8403 – Research Methodology in Finance and Accounting	3	At least 6

Please let me know if you require any additional information.

Sincerely,



Thomas Walker, Ph.D.

Interim Chair, Department of Finance

## Internal Memorandum

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**To:** Cédric Lesage, PhD Graduate Program Director

**From:** Kamal Argheyd, Chair of Department of Management

**Date:** December 8, 2021

**Subject:** **Departmental Approval on the PhD Curriculum Revision Proposal**

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The Department of Management met to review the proposed curriculum changes to the PhD Program involving the Department of Management.

At its Department meeting of October 15, 2021, the five following courses were presented:

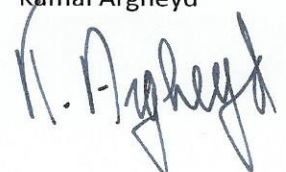
- ADMI 812 Foundations and Current Topics in Organizational Behaviour; ADMI 8501 Research Methods in Management: Applying Qualitative and Quantitative Research Methods, ADMI 852 Debating Strategic Management; ADMI 870 Research Methods in Management: Core and Advanced Issues in Quantitative Studies. These four courses are required for the PhD students enrolled in the Management Specialization and are given on a rotating 2-year basis.
- ADMI 8502 Advanced Topics in Management, as a new elective course.

The proposal was approved by a majority of votes.

In addition, the Department confirms the availability of Faculty members to teach the 4 required courses as follows:

Required Courses	Credits	Department resources to teach
ADMI 812 – Foundations and Current Topics in Organizational Behaviour	3	At least 10
ADMI 8501 – Research Methods in Management: Applying Qualitative and Quantitative Research Methods	3	At least 4
ADMI 852 – Debating Strategic Management	3	At least 5
ADMI 870 – Research Methods in Management: Core and Advanced Issues in Quantitative Studies	3	At least 10

Kamal Argheyd



## Internal Memorandum

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**To:** Cédric Lesage, PhD Graduate Program Director

**From:** Rustam Vahidov, Chair of Department of SCBTM

**Date:** December 8, 2021

**Subject:** **Departmental Approval on the PhD Curriculum Revision Proposal**

---

The Department of SCBTM met to review the proposed curriculum changes to the PhD Program involving the Department of SCBTM.

At its Department meeting of November 5 2021, the four following courses were presented:

- ADMI 8201 Digital Innovations: Conceptualization and Impacts; ADMI 8202 Emerging Technologies and Supply Chain Management; ADMI 8203 Special Topics in Supply Chain Management/Business Technology Management/Business Analytics; ADMI 821 Artificial Intelligence for Business: Methods and Applications.

These four courses are required for the PhD students enrolled in the SCBTM Specialization and are given on a rotating 2-year basis.

The proposal was approved with by a majority of votes.

In addition, the Department confirms the availability of Faculty members to teach the 4 required courses as follows:

Departments and Required Courses	Credits	Department resources to teach
ADMI 8201 Digital Innovations: Conceptualization and Impacts	3	At least 4
ADMI 8202 Emerging Technologies and Supply Chain Management	3	At least 4
ADMI 8203 Special Topics in Supply Chain Management/Business Technology Management/Business Analytics	3	At least 12
ADMI 821 Artificial Intelligence for Business: Methods and Applications	3	At least 4



Internal Memorandum

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To: Dr. Cédric Lesage, PhD Graduate Program Director  
From: Dr. Darlene Walsh, Chair and Associate Professor of Marketing  
Date: December 13, 2021  
Subject: Departmental Approval on the PhD Curriculum Revision Proposal

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Dear Dr. Lesage,

During our November 5, 2021 department meeting, members of the PhD Program Committee proposed the following four PhD courses to members of the Marketing Department:

- 1) PHDA 8401: Managerial Marketing: Issues and Impacts
- 2) PHDA 8402: Fundamentals of Behavioral Marketing
- 3) PHDA 8403: Research Methods: Survey and Experimental
- 4) PHDA 8404: Research Methods: Qualitative and Quantitative

The four proposed courses will be required for the PhD students enrolled in the Marketing Specialization and will be offered every two years.

Following a discussion, Dr. Grohmann proposed a motion to approve the four proposed courses above, seconded by Dr. Lea Katsanis. The outcome of the vote was seventeen (17) in favor, zero (0) opposed and two (2) abstentions. Accordingly, the motion passed.

In addition, the Department confirms the number of faculty members qualified to teach each of these proposed courses as follows:

- 1) PHDA 8401: Managerial Marketing: Issues and Impacts – at least 4 faculty members
- 2) PHDA 8402: Fundamentals of Behavioral Marketing – at least 5 faculty members
- 3) PHDA 8403: Research Methods: Survey and Experimental – at least 5 faculty members
- 4) PHDA 8404: Research Methods: Qualitative and Quantitative – at least 4 faculty members

Please let me know if you have any questions.

# Proposal Course Curriculum Revision

## Ph.D. in Business Administration

John Molson School of Business, Concordia University

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## 1 – Executive Summary

The John Molson School of Business offers a Ph.D. in Business Administration in collaboration with McGill University, l'École des Hautes Études Commerciales de Montréal, and l'Université du Québec à Montréal. The joint nature of the program gives the student access to a large number of highly qualified scholars with a wide range of expertise. The Ph.D. in Business Administration is a research-intensive program. Its main objective is to train students in developing a research project and following it through all stages usually associated with high-level research in an academic or professional setting. Students are also expected to gain sufficient experience in teaching courses at the university level, both in their own area of research and in broader fields of inquiry. This is a full-time program only.

In 2017, the Program Appraisal Committee – PAC – prepared a report about the PhD in Business Administration program at John Molson School of Business and recommended a curriculum revision, pointing out significant weaknesses of the current program including a long time to completion, a non-innovative curriculum, an ineffective course sequencing, limited course offerings, and inconsistent examination (comprehensive examination and thesis proposal) practices. This analysis is congruent with the findings obtained from a survey conducted in 2019 with the PhD Alumni.

Following these recommendations, we have decided to proceed with a comprehensive curriculum revision as 1) no major revision has happened since the creation of the PhD program in 1976, and 2) two of our Joint Program partners - McGill and HEC – have both implemented major changes in their curriculum over the last 7 years.

This course curriculum revision is a key component of a broader strategic action plan that is addressing several other dimensions of the PhD in Business Administration (restructuring of the PhD Office, increased student funding, changes in the admission process, changes in supervision practices).

## Summary of changes

<i>Deletion of Courses</i>		
	Title	Comments
ADMI 800	Seminar in Business Economics	Course not given since 2013
ADMI 810	Seminar in Organizational Behaviour	Course not given since 2004
ADMI 811	Seminar in Organizational Behaviour	Course not given since 2012
ADMI 813	Seminar in Organizational Behaviour	Part of curriculum redesign
ADMI 814	Seminar in Organizational Behaviour	Part of curriculum redesign
ADMI 815	Seminar in Organizational Behaviour	Course never given
ADMI 820	Seminar in Decision Sciences and Management Information Systems	Course not given since 2015
ADMI 822	Seminar in Decision Sciences and Management Information Systems	Course not given since 2013
ADMI 830	Seminar in Marketing	Part of curriculum redesign
ADMI 831	Seminar in Marketing	Course not given since 2012
ADMI 832	Seminar in Marketing	Part of curriculum redesign
ADMI 841	Seminar in Finance	Course not given since 2012
ADMI 850	Seminar in Business Policy and Strategy	Course not given since 2013
ADMI 851	Seminar in Business Policy and Strategy	Course not given since 2005
ADMI 855	Seminar in Business Policy and Strategy	Part of curriculum redesign
ADMI 858	Seminar in Business Policy and Strategy	Part of curriculum redesign

<i>Addition of Course Description to Existing Course</i>		
	Title	
ADMI 890	Thesis	

<i>Change of Credit Value, change of number and Addition of Course Description</i>				
Original Number	New Number	Title	Original credit value	New credit value
ADMI 889	ADMI 8890	Comprehensive Examination	6 credits	3 credits

<i>Change of Course Title and Addition of Course Description</i>			
Original Number	Original Title	New Title	Comments
ADMI 812	Seminar in Organizational Behavior	Foundations and Current Topics in Organizational Behaviour	Replacement of the generic title by the specific subtitle of the course section
ADMI 821	Seminar in Decision Sciences and Management Information Systems	Artificial Intelligence for Business: Methods and Applications	Replacement of the generic title by the specific subtitle of the course section
ADMI 840	Seminar in Finance	Corporate Finance	Replacement of the generic title by the specific subtitle of the course section
ADMI 852	Seminar in Business Policy and Strategy	Debating Strategic Management	Replacement of the generic title by the specific subtitle of the course section
ADMI 860	Seminar in Accountancy and Control	Financial Reporting and Disclosure	Replacement of the generic title by the specific subtitle of the course section
ADMI 861	Seminar in Accountancy and Control	Research in Auditing	Replacement of the generic title by the specific subtitle of the course section
ADMI 870	Research Methodology in Management	Research Methods in Management: Core and Advanced Issues in Quantitative Studies	Replacement of the generic title by the specific subtitle of the course section
ADMI 880	Seminar in Pedagogical Methods	Pedagogical Methods	Replacement of the generic title by the specific subtitle of the course section

<i>New Courses</i>	
Number	Title
ADMI 8201	Digital Innovations: Conceptualization and Impacts
ADMI 8202	Emerging Technologies and Supply Chain Management
ADMI 8203	Special Topics in Supply Chain Management/Business Technology Management/Business Analytics
ADMI 8301	Managerial Marketing: Issues and Impacts
ADMI 8302	Fundamentals of Behavioural Marketing



<i>New Courses</i>	
ADMI 8303	Research Methods in Marketing: Survey and Experimental Approaches
ADMI 8304	Research Methods in Marketing: Quantitative Models and Qualitative Approaches
ADMI 8401	Derivatives Pricing
ADMI 8402	Asset Pricing and Investments
ADMI 8403	Research Methodology in Finance and Accounting
ADMI 8501	Research Methods in Management: Applying Qualitative and Quantitative Research Methods
ADMI 8502	Advanced Topics in Management
ADMI 8601	Management Control Systems and Risk Management
ADMI 8602	Emerging Topics in Accounting Research
ADMI 871	Foundations of Business Research
ADMI 872	Doctoral Professional Development
ADMI 873	Teaching and Learning with the Case Method
ADMI 8902	Thesis Proposal

## 2 – Process

### 1. The Committee

In December 2019, a PhD Curriculum Committee was created. The PhD Committee is composed of 6 members: the GPD PhD Program (Cédric Lesage, Chair) and one PhD representative for each Department: Michel Magnan until September 2020, then Rucsandra Moldovan for Accountancy, Ravi Mateti for Finance, Tracy Hecht for Management, Zeynep Arsel until June 2021, then Michèle Paulin for Marketing, and Ahmet Satir for Supply Chain & Business Technology.

This Committee met 19 times. Malcom McPhail (Head Educational Technologist) and/or Frédérica Martin (Senior Advisor, Academic Programs and Development), as supporting internal consultants attended all meetings.

Meetings dates: 4-Dec-19, 10-Jan-20, 24-Jan-20, 21-Feb-20, 7-Feb-20, 13-Mar-20, 7-May-20, 14-May-20, 21-May-20, 28-May-20, 4-Jun-20, 11-Jun-20, 21-Jan-21, 11-Feb-21, 25-Feb-21, 25-Feb-21, 18-Mar-21, 1-Apr-21, 13-May-21

In addition to these meetings, several additional meetings occurred between the GPD and the local Department PhD representatives and Department Chairs.

The changes to the curriculum were approved by the PhD Committee on November 23, 2021.

### 2. The Sub-Committees

In addition to the main PhD Curriculum Committee, departmental PhD Curriculum sub-committees also met. The members and meeting dates of the sub-committees are the following:

#### Accounting

- Members of the committee: Rucsandra Moldovan (Chair), Sophie Audousset-Coulier, Chiraz Ben Ali, Emilio Boulianne, Kelly Gheyara, Ahmad Hammami, Luo He, Alex Lyubimov, George Kanaan, Michel Magnan, Claudine Mangan, Elisabeth Peltier, Matthaeus Tekathen, and Li Yao.
- Meetings: The committee met three times, on November 3, 2020, February 19, 2021, and February 26, 2021. The committee also communicated via emails and Qualtrics surveys when these could replace meetings.

The proposed changes were approved by the department on March 10, 2021 and on May 4, 2021.

#### Finance

- Members: Imants Paeglis, Lorne Switzer, Stylianos Perrakis, Ravi Mateti (Chair)
- Meetings: Email correspondence.

The proposed changes were approved by the department on February 26, 2021.

## Management

- Members of the sub-committee: Tracy Hecht (Chair), Ingrid Chadwick, Rick Molz, and Alex Bitektine.
- Meetings were held on: Nov 19, 2019, June 15, 2020, June 22, 2020, Feb 5, 2021, Feb 15, 2021, March 11, 2021, March 25, 2021, Sept. 10, 2021.

Additionally, the curriculum revision was discussed by the department in April 2021 during a Department meeting where department members were asked to give feedback on some provisional ideas on Management area core courses and comprehensive exams. The proposed changes were approved by the department on Oct. 15, 2021.

## Marketing

- Members of the committee: Zeynep Arsel (Chair), Onur Bodur, Gad Saad, then Michèle Paulin (Chair), Zeynep Arsel, Bianca Grohman
- Local PhD Committee Meeting Dates: Feb 10, 2021, March 17, 2021, May 6, 2021, Sept 27 2021, Oct 15 2021.

Additionally, the curriculum revision was discussed by the department in March 26, 2021 in a Department meeting and in a special Department meeting in Oct. 20, 2021 where department members were asked to give feedback on some provisional ideas on Marketing area core courses and comprehensive exams. Department members were also encouraged to give feedback via email.

The proposed changes were approved by the department on November 5, 2021.

## SCBTM

- Members of sub-committee: Mahdi Mirhoseini, Mohsen Farhadloo, Anton Shevchenko, Ahmet Satir (Chair)
- Meetings: Meetings were held on February 22, 2021, February 25, 2021 and March 25, 2021.

The proposed changes were approved by the department on February 23, 2021.

## 3. The curriculum revision approach

An outcomes-based, student-centered curriculum re-design approach (where programme learning outcomes are considered first), was chosen, emphasizing:

- The needs of students vs. the needs of specific instructors or departments
- The end goals to determine how to measure success and how to best help students get there
- Program goals, moving on to specific objectives, and finally instruction and assessment
- A behaviourist approach, focusing on observable and quantifiable elements

To help the committee members make informed decisions, the following sources of information were used:

- Program Appraisal Committee (PAC) report
- PhD Alumni Survey – see Appendix 2
- Joint Program Doctoral Program in Administration Requirements – see Appendix 3

- Benchmark of Comparative Programs – see Appendix 4
- Accreditation (AACSB & EQUIS) standards
- Assurance of learning reports (AoL)
- SGS career tracking data – see <https://www.concordia.ca/sgs/resources/phd-career-outcomes/phd-career-outcomes-dashboard.html>
- Various reports and articles on emerging trends

Committee members were also asked to take into consideration important contextual elements in their decision-making such as:

- JMSB's mission statement
- JMSB's values
- Current and future accreditation needs
- Essential disciplinary/interdisciplinary content and methods
- Resources
- Needs of the local community and the broader society
- Joint program context

The following curriculum changes reflect the major issues identified in these various sources of information.

### 3 – Program Goals and Objectives

#### 3.1 Current PhD Program Learning Goals and Objectives

Goals	Objectives
1. Develop an expertise in the field of specialization through acquisition of advanced knowledge in the area	1.1 Demonstrates Knowledge of core concepts in the area of specialization 1.2 Demonstrates knowledge and understanding of recent research advances in field of specialization 1.3 Demonstrate the ability to evaluate, assess and critique existing and on-going research
2. Acquire the required skills to become a competent researcher	2.1 Demonstrates an understanding of the research methodologies used in the area of specialization 2.2 Demonstrates the ability to identify the appropriate research methodology for a research problem 2.3 Demonstrates the ability to apply the appropriate research methodology to a research problem
3. Demonstrate effective written and oral communication skills	3.1: Produce high quality business presentations 3.2: Produce high quality business documents
4. Develop the ability to advance knowledge in the field	4.1: Demonstrates the ability to generate original research ideas 4.2: Demonstrates the ability to test original research ideas 4.3: Demonstrates the ability to integrate original research ideas to advance knowledge in the field
5. Acquire an understanding of ethical issues in research and scholarship	5.1: Understanding of plagiarism and its consequences 5.2: Understanding of ethical issues related to human subjects 5.3: Understanding of ethical issues of data collection and analysis

	5.4: Understanding of ethical issues related to reporting of research results
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We have revised the learning goals and objectives to better reflect the mission of the PhD program, in particular its social responsibility and teaching dimensions.

### 3.1. Revised Program Learning Goals and objectives

1. Evaluate relevant knowledge in the area of specialization	1.1 Evaluate core theories in the area of specialization 1.2 Interpret research evidence in the area of specialization 1.3 Critique research evidence in the area of specialization 1.4 Evaluate emerging research in the area of specialization
2. Conduct scholarly research	2.1 Formulate appropriate research methodology 2.2 Apply research methodology effectively 2.3 Conduct data analysis 2.4 Interpret research outcomes 2.5 Explain ethical issues related to conducting research (e.g., human participants, funding, authorship, plagiarism)
3. Advance knowledge in the area of specialization	3.1 Develop original research questions 3.2 Develop relevant research questions 3.3 Extend theoretical frames to research 3.4 Explain the contribution of their research to the advancement of knowledge 3.5 Assess the merits of their research for the field of specialization 3.6 Identify the limitations of their research
4. Disseminate scholarly knowledge in the field of “business administration” to relevant audiences	4.1 Write for an academic audience 4.2 Present orally to an academic audience 4.3 Write and/or present scientific work for non-academic audiences

<p>5. Determine the relevance, and ethical and societal implications of research</p>	<p>5.1 Articulate the potential positive and/or negative implications of research on stakeholders (e.g., social responsibility, social impact, ethical)</p> <p>5.2 Describe how stakeholders (e.g., managers, consumers, employees, broader society) could use research outcomes.</p> <p>5.3 Discuss the extent to which research results may apply to other contexts (e.g.: countries, gender, organization type).</p>
<p>6. Teach competently in higher-education</p>	<p>6.1 Describe current pedagogical issues in higher education</p> <p>6.2 Articulate their teaching approach</p> <p>6.3 Develop a course syllabus</p> <p>6.4 Plan a detailed class outline including learning activities, content and assessment (for one lecture)</p> <p>6.5 Deliver the proposed pedagogical activity</p>

### 3.2. Specific knowledge, expertise, skills that students will acquire

A mapping of the program components to the competency goals and objectives can be found in Section 8 – Curriculum Map for the PhD.

### 3.3. Assessment of Learning Objectives

For existing courses, the acquired knowledge and skills will be assessed through established methods in the respective departments. These include (but are not limited to) individual or group projects, case studies, computational exercises, oral presentations, and written reports. The development of assessment rubrics aligned with course-level objectives will be recommended.

## 4 – Overview of proposed changes

Before discussing the main challenges faced by the PhD program and our suggested solutions, we first briefly present the Joint Program in Business Administration as it provides a framework that our program needs to comply with.

### 4.1 Overview of the Joint Program in Business Administration

Our PhD in Business Administration is part of the “Joint Doctoral Program in Administration”, in collaboration with McGill University, l’École des Hautes Études Commerciales de Montréal, and l’Université du Québec à Montréal. The role of the Joint Program is 1) to provide a common minimal program structure, 2) to govern admission practices with final approval made at the Joint Program level, as well as the student’s choice of courses and the composition of the supervisory committees (named “Phase II” committee for the course phase and “Phase III committee” for the thesis phase); and 3) to give access to the students to any course provided by any Joint affiliate. As regards the Curriculum revision, decisions do not need to be approved by the Joint Program, as long as the minimal program requirements are met; however, each Joint affiliate commits to informing the Joint Program of any significant changes in the curriculum.

As for most PhD programs, the current structure has two phases: Course phase (30 credits) including the courses and the comprehensive examination, and Thesis phase (60 credits) including the thesis proposal and the thesis defence. The current requirements for the course phase (8 courses: one Methodology course, one Pedagogy course, four Specialization courses and two elective course) complies with the Joint Program minimum requirements (7 courses: one Methodology course, one Pedagogy course, four Specialization courses and one elective course, see Appendix 3 – Joint Doctoral Program in Administration Requirements). All these courses are chosen from the Joint Program course portfolio, as all courses offered by any of the Joint Program partner are open to any student from the Joint Program.

### 4.2 Rationale for changes

While this structure theoretically offers a large degree of freedom to the students, in practice several issues have emerged over the last decade, leading the Program Appraisal Committee to point out in 2017 several significant weaknesses of the current program amongst which a non-innovative curriculum, an ineffective course sequencing, limited course offerings, and inconsistent comprehensive examination practices.

First, given the limited course offerings at JMSB and the lack of mandatory courses, some students have completed all course requirements outside of Concordia, graduating with a Concordia degree without having enrolled in a single course at Concordia. In particular, this is the case for SCBTM students – due to the quasi absence of course offering – and for the graduates or the Fast-track students of the MSc Marketing program, who had already completed all available courses while in the MSc, as all PhD courses in Marketing are cross-listed with those of the MSc Marketing.

Second, to provide a more efficient structure for their respective programs, our partners in the Joint Program revised their programs over the last 7 years, resulting in 1) an increase in the number of courses; and 2) a requirement for mandatory courses. For instance, HEC Montréal now requires a total number of courses ranging from 7 to 12, including between 0 to 6 mandatory courses, depending on the specializations. McGill requires a minimum of 10 to 12 courses, with several mandatory courses informally enforced for each specialization (exact number not disclosed).



Third, due to the existence of a JMSB minimum threshold requirement of three (3) enrolled students to open a course, students may register in a course that may eventually be cancelled after the DNE, creating a lot of frustration for students and for the professor. It forces the students to find a replacement course urgently, with no guarantee that this course actually fits their needs, leading to an ineffective course sequencing. Over the last 6 years, approximately 25% of the offered courses have been cancelled.

Fourth, in the absence of any formal guidelines, practices around the Comprehensive Examinations and Thesis Proposals have become highly heterogenous leading to a perception of unfairness and frustration among students.

Fifth, in the absence of any major revision of the PhD program since its creation in 1976, some specializations have become over (under) represented in the JMSB PhD course offering, which mischaracterizes the Faculty expertise and prevents JMSB from benefiting from a dynamic PhD program. In addition, the current calendar course titles are vague and generic and are not accompanied by any course description.

Finally, our current coursework has been developed over time, but never as an integrated body of knowledge. Instead of this piecemeal approach, we hope to develop courses that are designed to work more efficiently as part of an integrated program.

## 4.2 New course phase structure

The table below presents an overview of our proposal. This table also lists the specific joint program minimal requirements, together with the current and the proposed course framework.

	<i>Joint Program Minimal requirements</i>	<i>Current JMSB requirements</i>	<i>Proposed JMSB requirements</i>
<i>Methodology</i>	One Methodology course	ADMI 870 – Research Methodology in Management or equivalent	ADMI 871 – Foundations of Business Research
<i>Pedagogy</i>	One Pedagogy course	ADMI 880 – Seminar in Pedagogical Methods or equivalent	ADMI 880 – Pedagogical Methods or equivalent
<i>Specialization</i>	Four Specialization courses	Four Specialization courses (unspecified)	Four required Specialization courses
<i>Electives</i>	One Elective	Two Electives	Three electives
<i>Professional Development</i>	No requirement	No requirement	ADMI 872 – Doctoral Professional Development

“Equivalent” courses, unspecified specialization courses and elective courses are to be chosen in the Joint Program Course Portfolio.

Our proposal complies with the Joint Program minimum requirements, while better achieving the program goals. Each change and its rationale are detailed below. Please refer to Section 6 for calendar course descriptions and to Appendix 1 for one-page course descriptions.

#### 4.2.1 A new required methodology course

We propose a new methodology course ADMI 871 – Foundations of Business Research. This course is an introduction to research approaches in Business. It will be offered every year in the Fall, and is mandatory for all new PhD students regardless of their specialization. The approach will be multiparadigmatic and multi methodological, and outlines the ethical dimensions of research in Business.

In the current structure, students may take either the course offered by JMSB (ADMI 870 – Research Methodology in Management) or one of the existing methodology courses available in the Joint Program Portfolio. However, these very specialized discipline-based courses are now mostly offered by our joint program partners every second year only, hence potentially letting our new PhD students starting the specialization courses without having previously been exposed to the foundations of research in Business. So far, ADMI 870 has been playing this introduction role, but 1) the focus on one area (Management) sometimes does not meet the students' needs from other specializations, and 2) it has limited the possibility for the teacher(s) and the students in Management to address more sophisticated, discipline-specific issues. In addition, in response to several comments received in the PhD Alumni Survey (see Appendix 2 - 2019 PhD Alumni Survey), by making this course mandatory for all students, we aim at facilitating the networking between them and generating a cohort spirit.

The PhD program admits students from non-business disciplines and from MBA (course based) programs who may have little business research experience. Therefore, this new methodology course ADMI 871 – Foundations of Business Research ensures that the cohort has the opportunity to develop a common language and shared knowledge base.

#### 4.2.2 Pedagogy course

We take the opportunity of the course curriculum revision to provide an updated course title and course description.

#### 4.2.3 Specialization courses

We propose four required courses for each specialisation. Please note that although this looks like a big change, in practice, the difference will be small. Most courses have already been offered and were often taken by our students when the courses were able to open.

The specialization courses will be offered to students from the specialization on a rotating 2-year basis, and will not be cross-listed with the MSc. Programs. All courses listed below remain open to students from other specializations or from the Joint Program.

This proposed change can streamline the student's coursework, provide clarity, and substantially improve the student's experience in the program.

#### *4.2.3.1 Accounting specialization*

Over the last six years, the course offering for the Accountancy specialization has consisted in four non-mandatory courses, offered every year, and on a two-year rotating basis since fall 2021. Over that period, only three courses have opened every year, because of an irregular enrollment in the other course.

The revised course offering consists in the following four courses:

- ADMI 860 – Financial Reporting and Disclosure, updated version of ADMI 860A – Seminar in Accountancy & Control /Accounting Research: an Overview
- ADMI 861 – Research in Auditing, updated version of ADMI 861B Seminar in Accountancy & Control / Research in Auditing
- ADMI 8601 – Management Control Systems and Risk Management, updated version of ADMI 860B – Accountancy & Control /Management Control and Risk Management, considered as new course given the change in the course number
- ADMI 8602 – Emerging Topics in Accounting Research, new course

#### *4.2.3.2 Finance specialization*

Over the last six years, the course offering for the Finance specialization has consisted in two to three non-mandatory courses offered every year. Over that period, only one course has opened every year, because of an irregular enrollment in the other courses.

The revised course offering consists in the following four courses:

- ADMI 840 – Corporate Finance, updated version of ADMI 840A – Seminar in Finance / Investments and Corporate Finance
- ADMI 8401 – Derivatives Pricing, updated version of ADMI-840B – Seminar in Finance / Derivatives Pricing, considered as new course given the change in the course number
- ADMI 8402 – Asset Pricing and Investments, new course
- ADMI 8403– Research Methodology in Finance and Accounting, new course

#### *4.2.3.3 Management specialization*

Over the last six years, the course offering for the Management specialization has consisted of three to seven non-mandatory courses offered every year. Some of them were cross-listed with the MSc in Management. Over that period, only two non-cross listed courses have opened every year, because of an irregular enrollment in the other courses.

The revised course offering consists in the following four courses:

- ADMI 812 – Foundations and Current Topics in Organizational Behaviour, updated version of ADMI 812 – Seminar in Organizational Behavior /Current Topics in Organizational Behavior
- ADMI 852 – Debating Strategic Management, updated version of ADMIN 852A – Seminar in Business Policy and Strategy / Debating Strategic Management
- ADMI 870 – Research Methods in Management: Core and Advanced Issues in Quantitative Studies, updated version of ADMI 870 – Research Methodology in Management
- ADMI 8501 – Research Methods in Management: Applying Qualitative and Quantitative Research Methods, new course

#### *4.2.3.4 Marketing specialization*

Over the last six years, the course offering for the Marketing specialization has consisted in four to nine non-mandatory courses offered every year. All courses are cross-listed with the MSc in Marketing, which has enabled the Department to open all courses almost every year. However, this generalized cross-listing practice has also resulted in no courses being available for MSc Marketing graduates and 'Fast Track' students who therefore take all their courses from the Joint Program partners and complete their course phase without a single PhD level course taken at Concordia University.

Consequently, the revised PhD course offering in Marketing consists in the following four new courses:

- ADMI 8301 – Managerial Marketing: Issues and Impacts, new course
- ADMI 8302 – Fundamentals of Behavioural Marketing, new course
- ADMI 8303 – Research Methods in Marketing: Survey and Experimental Approaches, new course
- ADMI 8304 – Research Methods in Marketing: Qualitative and Quantitative Approaches, new course

#### *4.2.3.5 SCBTM specialization*

Over the last six years, the course offering for the Supply Chain and Business Technologies in Management – SCBTM – specialization has consisted in one to two non-mandatory courses, offered every year, and on a two-year rotating basis since Fall 2021. Over that period, no course has opened every year, because of an irregular enrollment.

The revised course offering consists in the following four courses:

- ADMI 821 – Artificial Intelligence for Business: Methods and Applications, updated version of ADMI 821A – Seminar in Decision Sciences and Management Information Systems – Artificial Intel for Business
- ADMI 8201 – Digital Innovations: Conceptualization and Impacts, new course
- ADMI 8202 – Emerging Technologies and Supply Chain Management, new course
- ADMI 8203 – Special Topics in Supply Chain Management/Business Technology Management/Business Analytics, new course

#### *4.2.4 Electives*

We increase the elective course requirement from 2 courses to 3 courses. The goal for these courses continues to be to provide options for students to explore specialized topics in their area of interest and to help them develop necessary skills for their chosen thesis topic. The course selection depends on the candidate's research interests and background, subject to Faculty approval. The student's opportunity to benefit from the diverse courses offered through the Joint Program course portfolio is clearly a strength of the program (see Program Appraisal Committee Report and Appendix 2 – 2019 PhD Alumni Survey).

This change is needed because requiring mandatory courses, while providing a better structure to the program (see above), tends also to restrict the ability of students to customize their choice of

courses to better fit their specific needs. By raising the minimum course elective requirement, we aim at restoring this flexibility. In addition, this change also aligns us with recent changes implemented by our Joint Program partners, who now require from 2 to 7 electives, depending on the specialization.

In addition, since the creation of the Joint PhD Program, JMSB has offered and will continue to offer electives to our students and to the other Joint Program students.

The proposed electives are:

- ADMI 873 – Teaching and Learning with the Case Method, new course  
This new course will be a Pedagogy Course in the Joint Program Course Portfolio and fills a gap in the joint program offer, as no Pedagogy course currently focuses on Case Method. This course can be taken as an elective by all PhD students, or as the required Pedagogical course if the student demonstrates having a strong experience in teaching in higher education institutions. It may not open every year.
- ADMI 8502 – Advanced Topics in Management, new course  
This course is a slot course and addresses hot topics in Management, and will be recommended to Management PhD students. It may not open every year.

#### 4.2.5 A new professional development course

We propose the creation of a new professional development course:

- ADMI 872 – Doctoral Professional Development

In addition to the proposed coursework, students may benefit from acquiring additional skills by participating in workshops, events, and other activities, which complement students' academic training and helps them succeed professionally and academically.

While these activities are already held by the Faculty, the students' current level of attendance is very heterogeneous. We propose that students be required to complete a total of 40 hours over a maximum of 15 terms of various activities offered in collaboration with different partners (e.g.: GradProSkills, CMS, Departments, Research Unit)) approved by the PhD Committee and disclosed in the PhD Handbook. This course is credited 0 credit and must be completed before thesis defence. The course is graded on a pass/fail basis.

### 4.3 ADMI 8890 – Comprehensive Examination

The PAC report has outlined inconsistent practices around the comprehensive examination. An internal survey has also highlighted this issue, calling attention to differences in the duration of the examinations (8 hours to 3 weeks), the length of the reading lists (ranging from 80 to 250 articles), and the format of the examination (take home or in class examination, and written only or written + oral format). We believe that the confusion comes from:

- The absence of any course description in the current course calendar;
- An indirect mention of the content of the Comprehensive exam in the Calendar Academic Regulations only; and

- A confusing and outdated description of the Comprehensive exam in the PhD Handbook.

We conclude that the course description should provide a basic guideline to standardize the practices by aligning them to current common standards in the field. We also aim at reducing the workload for the student, making the process more efficient. We therefore propose:

- A new course description for ADMI – 889 as follows:  
“The main objective of the Comprehensive Examination is to assess the mastery of core knowledge in the field of study. A secondary objective is to assess the knowledge in the specific areas in which the thesis topic is structured. The examination takes the format of a written take-home exam and is written by the end of the second year of the program. The course is graded on a pass/fail basis. After successful completion, the student is admitted to candidacy for the degree.”
- Additional guidelines provided in the revised PhD Handbook, including maximum duration of the examination, and maximum size of the reading list.
- A decrease in the number of credits assigned to ADMI – 889: from 6 to 3 credits.

This description is aligned with common practices in our field, as shared by our Joint Program Affiliated partners.

#### 4.4 ADMI 8902 – Thesis Proposal

The thesis proposal is a milestone mentioned in the calendar, but not related to a course number. To recognize the importance of the proposal in the thesis process, to formalize it, and to address the inconsistent practices outlined by the PAC report, we propose:

- A new course, with 0 credit: ADMI 8902 – Thesis Proposal, with the course description serving as a basic guideline to standardize the practices, as follows:  
“The thesis proposal provides the Supervisory committee with an overview of the research project to be undertaken by the student. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, ethical considerations, proposed methodology and completion timeline. The proposal is orally presented before the Supervisory Committee and public audience.”
- Additional guidelines about the format provided in the revised PhD Handbook.

## 5 – Revised Program Description and Requirements

### 5.1 Admission Requirements

- Master's degree in business administration or equivalent with high academic standing, from a recognized university.
- Applicants with a Master's degree in a field not related to the proposed area of research may be admitted subject to satisfactory completion of qualifying requirements, if necessary, by taking up to five prerequisite courses in addition to the required coursework in the graduate program. The specific courses to be taken are determined by the Program Director depending upon the student's background and area of specialization.
- Applicants must submit proof of satisfactory performance on the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) within the previous five years.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [Graduate Admission page](#) for further information on the Language Proficiency requirements and exemptions.
- **Additional Admission Requirements**
  - Students are accepted only for full-time study.
  - **Fast-Track to PhD in Business Administration:** Students enrolled in a JMSB Master of Science program and who have completed all degree 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. In all such cases, the decision of the PhD Admissions Committee shall be final.
  - **Area of specialization:** Applicants must select their area of specialization from the departments of Accountancy, Finance, Management, Marketing or Supply Chain and Business Technology Management, 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.
  - Requests to transfer to another specialization are treated within the normal application process in the new area of specialization.

### 5.2 Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.

Please see the Business Administration PhD Courses for course descriptions.

The program consists of three consecutive phases: Qualifying phase, Course phase, and the Thesis Phase.

## **Business Administration PhD (90 credits)**

### Qualifying Phase

Given their academic background, some students may be required to take up to five 3-credit courses, usually at the MBA or MSc level before qualifying for the program. The minimum number of credits will be determined upon acceptance to the program and is formally communicated to the student by the PhD Office before the entry in the program. Additional fees per credit will apply.

### Course Phase

- 6 credits – 2 Required General Courses  
These courses are required for all PhD Business Administration students:
  - ADMI 871 Foundations of Business Research (3 credits)
  - ADMI 880 Pedagogical Methods (3 credits), or equivalent
  
- 12 credits – 4 Required Specialization Courses
  - Accountancy
    - ADMI 860 Financial Reporting and Disclosure (3 credits)
    - ADMI 861 Research in Auditing (3 credits)
    - ADMI 8601 Management Control Systems and Risk Management (3 credits)
    - ADMI 8602 Emerging Topics in Accounting Research (3 credits)

OR
  - Finance
    - ADMI 840 Corporate Finance (3 credits)
    - ADMI 8402 Asset Pricing and Investments (3 credits)
    - ADMI 8401 Derivatives Pricing (3 credits)
    - ADMI 8403 Research Methodology in Finance and Accounting (3 credits)

OR
  - Management
    - ADMI 812 Foundations and Current Topics in Organizational Behaviour (3 credits)
    - ADMI 852 Debating Strategic Management (3 credits)
    - ADMI 870 Research Methods in Management: Core and Advanced Issues in Quantitative Studies (3 credits)
    - ADMI 8501 Research Methods in Management: Applying Qualitative and Quantitative Research Methods (3 credits)

OR



- Marketing
  - ADMI 8301 Managerial Marketing: Issues and Impacts (3 credits)
  - ADMI 8302 Fundamentals of Behavioural Marketing (3 credits)
  - ADMI 8303 Research Methods in Marketing: Survey and Experimental Approaches (3 credits)
  - ADMI 8304 Research Methods in Marketing: Qualitative and Quantitative Approaches (3 credits)

OR

- Supply Chain and Business Technology Management (SCBTM)
  - ADMI 821 Artificial Intelligence for Business: Methods and Applications (3 credits)
  - ADMI 8201 Digital Innovations: Conceptualization and Impacts (3 credits)
  - ADMI 8202 Emerging Technologies and Supply Chain Management (3 credits)
  - ADMI 8203 Special Topics in Supply Chain Management/Business Technology Management/Business Analytics (3 credits)

- 9 credits – 3 Elective courses

Students can take elective courses from scheduled graduate courses offered by their Department, another Department or Faculty at Concordia University, or by a University affiliated through the Joint Program. The course selection depends on the candidate's research interests and background, subject to Faculty approval. A limit of 6 credits may be taken from MSc level courses with prior approval of the Graduate Program Director.

- 3 credits – Comprehensive Examination
  - ADMI 8890 Comprehensive Examination (3 credits)
- 0 credits - Professional Development
  - ADMI 872 Doctoral Professional Development

#### Thesis Phase

- ADMI 8902 Thesis Proposal (0 credit)
- ADMI 890 Thesis (60 credits)

### 5.3 Academic Regulations

- **Credit Load.** The normal course load for PhD students during the Qualifying and the Course Phase is between 12 to 18 credits for each academic year. - Credit Load. The normal course load for PhD students during the Qualifying and the Course Phase is between 12 to 18 credits for each academic year. In exceptional circumstances, a student in good standing may be granted permission to reduce their credit load.
- **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

- **Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits.
- **Graduation Requirement.** In order to graduate, students must have a minimum cumulative GPA of 3.00.

## 6 – Proposed Calendar Course Descriptions

### 6.1 General Courses

#### ADMI 871 – Foundations of Business Research (3 credits)

This course provides students with the epistemological and methodological foundations needed to specialize in their own field of inquiry while being aware of existing alternative research paradigms and methodologies. First, it offers an introduction to methods of inquiry in business research and a review of its foundation. Second, it aims to provide a framework applicable to business research by explaining the whole research process. An overview of the main research methods (quantitative and qualitative) is provided. Lastly, students are introduced to the writing and critiquing of a research paper and ethical issues related to the research process.

#### ADMI 872 – Doctoral Professional Development (0 credits)

The Faculty holds a series of workshops, events and activities that complement students' academic training and provide them with skills that help them succeed professionally and academically. The course is organized by the Faculty in anticipation both of key milestones during the PhD program and the future professional life of the doctoral candidate. Students are required to complete various activities (such as attending professional development workshops offered in collaboration with different partners, e.g.: GradProSkills, CMS, Departments) approved by the PhD Committee. This course must be completed before the thesis defence. The course is graded on a pass/fail basis.

#### ADMI 873 – Teaching and Learning with the Case Method (3 credits)

This course provides future college and university instructors an overview of university teaching and learning pedagogy primarily through the lens of the case method - a dominant teaching approach used in business education. Participants will use the process of researching and writing a contemporaneous teaching case and case note to explore broader teaching and classroom management topics including lesson planning, classroom management, assessments, etc. While the primary focus is on developing one's teaching skills, a strong secondary goal is the creation of new teaching cases and case notes for use in the classroom and potential publication.

#### ADMI 880 – Pedagogical Methods (3 credits)

This course is for graduate students who wish to become skillful, thoughtful, and confident instructors in a university classroom. The goal is to enable them to design and deliver courses that are interesting and effective, and to help their students become engaged and inspired learners. In-class activities emphasize collaboration and idea exchange, teaching practice, and reflection.

## 6.2 Topics in Accounting

### ADMI 8602 – Emerging Topics in Accounting Research (3 credits)

In this course, students are exposed to research on emerging topics within accounting. Students explore these topics using various theoretical paradigms and methodological approaches, which jointly offer an understanding of the diversity of accounting research. By emphasizing cutting edge topics and research methods, this course adopts a forward-looking stance with respect to accounting research so that students can better identify relevant and promising research themes.

### ADMI 860 – Financial Reporting and Disclosure (3 credits)

This course develops students' understanding of the core themes in financial reporting and disclosure research. It adopts a broad user perspective with a focus on capital markets participants. Changes in financial reporting standards and regulations are transversal themes throughout the course. The course exposes students to a diversity of theoretical paradigms and methodological tools. It allows students to synthesize and analyze research on fundamental questions about financial reporting and disclosure so that they can identify and evaluate new research questions.

### ADMI 8601 – Management Control Systems and Risk Management (3 credits)

The performance of an organization ultimately rests on the effectiveness of its management control systems, which ensure a successful implementation of an organization's strategy and risks assessment. Accordingly, this course provides a comprehensive review of foundational and current research in management control, offers an overview of the various theories used to investigate research questions focusing on management control and risk management, and presents and discusses the key methodologies adopted by researchers in the area. By the end of the seminar, participants have a comprehensive understanding of the multi-dimensional nature of research in the areas of management control and risk management.

### ADMI 861 – Research in Auditing (3 credits)

In this course, students develop a foundation for reading, evaluating, and producing scholarly research in the domain of auditing and assurance. It provides a comprehensive review of foundational and current research in auditing, an overview of the various theories used to investigate research questions focusing on auditing, and presents and discusses the key methodologies adopted by researchers in the area. By the end of the seminar, participants have a comprehensive understanding of the multi-dimensional nature of research in the areas of auditing and are able to develop a viable research proposal on a related topic.

## 6.3 Topics in Finance

### ADMI 8403 – Research Methodology in Finance and Accounting (3 credits)

The course presents approaches used in conducting research in finance and accounting. A discussion of general problems in research is followed by a review of relevant statistical concepts, general problems of financial model building, and the linear regression model. The problems of unit roots, time series approaches for testing the stability of financial variables, and co-integration are also discussed. The issue of stochastic volatility is also considered as are other techniques such as qualitative choice methods, regime switching models, market-timing tests for performance appraisal, instrumental variables simultaneous equation estimation, generalized method of moments (GMM), quantile regression, regression discontinuities, as well as bootstrapping and Monte Carlo estimation.

### ADMI 8402 – Asset Pricing and Investments (3 credits)

This course focuses on theoretical and empirical tools and results in asset pricing and portfolio choice. The course introduces continuous time finance and broadly covers cross-sectional and time-series models in asset pricing, consumption-based models, as well as intermediary asset pricing including the role of capital constraints. Topics covered include utility and risk aversion, portfolio choice, stochastic discount factors, equilibrium and efficiency, mean-variance analysis and spanning tests, factor models, heterogeneous beliefs, learning, rational expectations equilibria, information/strategic trading/liquidity, and tests of asset pricing models and anomalies.

### ADMI 8401 – Derivatives Pricing (3 credits)

This course provides an advanced coverage of the general theory of derivatives pricing, and an examination of special topics on option pricing and financial engineering. It covers and contrasts basic models in option pricing by two different paradigms, absence of arbitrage and absence of stochastic dominance in terms of their theoretical contributions and empirical implications. It then proceeds to cases where the basic model fails because of violations of its fundamental assumptions of market completeness and frictionless trading. Frictionless derivatives pricing models in the presence of market incompleteness include stochastic volatility, GARCH and jump processes. The attempts to deal with the presence of market frictions such as transaction costs are also briefly covered.

### ADMI 840 – Corporate Finance (3 credits)

The course reviews several topics in corporate finance and closely related topics that are increasingly incorporated into corporate finance research. It focuses primarily on managers of real and, to lesser extent, financial assets. As such, the course deals with the recent work on the four aspects of the firm's budget equation (profitability, external financing, optimal investment and payouts); capital structure; firm focus and diversification; corporate governance, social responsibility and compensation; and the effect on other firm stakeholders and of exogenous shocks.

## 6.4 Topics in Management

### ADMI 852 – Debating Strategic Management (3 credits)

This course examines and contrasts debates within Strategic Management. Readings are included from both established and emerging debates, engaging in both retrospective and forward views of strategy. Debates include divergent interpretations of scientific groundings of strategic management, foundations of strategic management, history of strategic management, resource theories, theories of competition, theories of top management team leadership and theories of the organization-external environment interface.

### ADMI 812 – Foundations and Current Topics in Organizational Behaviour (3 credits)

This course provides students with a broad overview of the field of Organizational Behaviour. It aims to help students acquire deep knowledge about diverse topics in Organizational Behaviour by familiarizing them with foundational concepts and theories, emerging theoretical perspectives, and current empirical findings. Throughout the course, students will develop an original research idea with the goal of advancing knowledge on a specific topic in the field OB. The course format is designed to expose students to different scholarly perspectives on OB issues.

### ADMI 8501 – Research Methods in Management: Applying Qualitative and Quantitative Research Methods (3 credits)

This course is designed to provide students with an overview of traditional and advanced methods used in the field of management. It aims to help students acquire knowledge of diverse methods, understand the relationship between theory and method, and learn how to make appropriate choices in their research. Traditional methods such as grounded theory, case study research, common regression models for diverse dependent variables, and panel data analysis are covered, as well as a selection of more advanced techniques. Throughout the course, students are exposed to different methodological approaches (both qualitative and quantitative) and will work on their own research projects

### ADMI 8502 – Advanced Topics in Management (3 credits)

Advanced topics in Management are covered. The specific course description is made available prior to the registration period.

### ADMI 870 – Research Methods in Management: Core and Advanced Issues in Quantitative Studies (3 credits)

This course provides students with knowledge of foundational and advanced topics related to the design of quantitative studies in management. It aims to help students acquire the skills to evaluate quantitative research and design rigorous quantitative studies. Major themes include: latent

constructs and their measurement, reliability and validity in measurement, quantitative study designs, types of relations among variables, statistical significance, power, effect size, and meta-analysis. Throughout the course, students will critique published studies and learn about methodological choices they will face in their own research.

## 6.5 Topics in Marketing

### ADMI 8301 – Managerial Marketing: Issues and Impacts (3 credits)

This course offers a review of relevant managerial marketing issues and their repercussions on society and stakeholders. Students will learn how to develop an innovative approach to view complex business and societal problems into potential research programs considering ethical and societal welfare and understanding the complexities of business/organizational contexts. Topics covered in this course may vary.

### ADMI 8302 – Fundamentals of Behavioural Marketing (3 credits)

Understanding human behaviour is at the heart of the marketing function. This course examines behavioural approaches in understanding marketing phenomena rooted in several cognate disciplines (e.g., psychology, sociology, anthropology, biology, economics, neuroscience). Students will learn how to develop research programs within the broad field of behavioural marketing across many real-world contexts (e.g., consumer behaviour, advertising, branding, retailing). Topics covered in this course may vary.

### ADMI 8303 – Research Methods in Marketing: Survey and Experimental Approaches (3 credits)

This course examines a broad range of data collection procedures and data analytic approaches used in marketing research and introduces students to the basics of empirical research, with an emphasis on survey and experimental approaches. It familiarizes students with the core assumptions underlying methodological approaches and the inferential value of different data and analytical results and allows students to develop skills to match research questions with appropriate methodological approaches. Students will have hands on experience with data analysis software. The course also exposes students to key tenets of research ethics and integrity relevant to each approach. Topics covered in this course may vary.

### ADMI 8304 – Research Methods in Marketing: Qualitative and Quantitative Approaches (3 credits)

The course offers a review of quantitative models and qualitative research methods relevant to marketing research in various substantive domains. This course familiarizes students with the application and interpretation of quantitative empirical models and emphasizes their use in and implications for theory testing and managerial practice; it also introduces students to qualitative

research methods and highlights their use in theory development. Topics covered in this course may vary.

## 6.6 Topics in Supply Chain Management, Business Technology Management, and Business Analytics

### ADMI 8201 – Digital Innovations: Conceptualization and Impacts (3 credits)

This research seminar is offered in three modules. The conceptual aspects of digital innovation, digitalization, and digital transformation are covered in Module I. Module II focuses on digital entrepreneurship and innovation. Individual and societal impacts of digital technologies and innovation are discussed in Module III. The main goals of this seminar are to: i) understand the research and managerial issues related to digital innovation, digital entrepreneurship, and individual and societal impacts of new technologies and innovations, ii) review the underlying theories in different disciplines such as management information systems, strategic management, entrepreneurship, and marketing, and iii) synthesize academic articles in order to identify major research and management themes within and across topics. The integrative coverage of topics provides students in various disciplines such as management information systems, management, marketing, and finance with the necessary knowledge to conduct conceptual and empirical research on inter-disciplinary topics in digital innovation.

### ADMI 821 – Artificial Intelligence for Business: Methods and Applications (3 credits)

Students in this course explore big data, artificial intelligence concepts and algorithms with a major focus on business applications. Among others, the topics covered are search methods, knowledge representation and reasoning, decision making under uncertainty, and machine learning. Through hands-on projects in different functional areas of business, students are exposed to genetic algorithms, particle swarm optimization, artificial neural networks, ensemble learning, and deep learning including performance evaluation, error reduction and empirical validation. For a managerial problem identified, students conduct a review of relevant literature and implement an intelligent system using specialized software.

### ADMI 8202 – Emerging Technologies and Supply Chain Management (3 credits)

The course provides an overview of how diffusion and adoption of emerging hard and soft technologies shape modern supply chain management. Adoption of these technologies results in a shift from the traditional linear and sequential supply chain operations towards interconnected, open system supply networks. How these advances impact the tenets of modern supply chain management are discussed in terms of, among others, operations planning, risk management, sourcing, and logistics. Hybrid learning mediums involving lectures, research article presentations, cases, games and / or guest lecturers are used for course delivery.



ADMI 8203 – Special Topics in Supply Chain Management / Business Technology Management / Business Analytics

Special topics in supply chain management, business technology management and / or business analytics are covered. The specific course description is made available prior to the registration period.

## 6.7 Examination and Thesis Work

ADMI 8890 – Comprehensive Examination (3 credits)

The main objective of the Comprehensive Examination is to assess the mastery of core knowledge in the field of study. A secondary objective is to assess the knowledge in the specific areas in which the thesis topic is structured. The examination takes the format of a written take-home exam and is written by the end of the second year of the program. The course is graded on a pass/fail basis. After successful completion, the student is admitted to candidacy for the degree.

ADMI 8902 – Thesis Proposal (0 credits)

The thesis proposal provides the Supervisory committee with an overview of the research project to be undertaken by the student. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, ethical considerations, proposed methodology and completion timeline. The proposal is orally presented before the Supervisory Committee and public audience.

ADMI 890 – Thesis (60 credits)

The PhD thesis typically entails a major empirical research project conducted under the direction of a thesis supervisor. The thesis is the final written report on a comprehensive research project and is the central component to completing the degree requirements. To accomplish this, all parts of the thesis must be organized and presented in a cohesive structure that follows a logical progression, and then orally presented before the Examining Committee and public audience.

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## 7 – Program Schedule (Full-time student)

Year 1	Term 1 Courses	Term 2 Courses	Term 3 Courses
	Milestones: Identify Thesis Supervisor and Supervisory Committee (“Phase II Committee” – Joint Program denomination) by the end of Term 3.		
Year 2	Term 4 Courses	Term 5 Courses	Term 6 ADMI 8890 Comprehensive Examination (3 credits)
	Milestones: Complete course requirements by Term 5 (except for ADMI 872 Doctoral Professional Development), and complete ADMI 8890 and identify Supervisory Committee (“Phase III Committee” – Joint Program denomination) by Term 6.		
Year 3	Term 7 Proposal Work	Term 8 Proposal work	Term 9 ADMI 8902 Research Proposal Defense
	Milestones: Complete ADMI 8902 Thesis Proposal by Term 9		
Year 4	Term 10 Research	Term 11 Research	Term 12 Research
	Milestones: Teach Reserve Course between Term 10 and Term 15		
Year 5	Term 13 Research	Term 14 Research	Term 15 Thesis Defense
	Milestones: Complete ADMI 872 and complete ADMI 890 Thesis by Term 15		

## 8 – Curriculum Mapping for the PhD

Competencies	ADMI 871 Foundations of Business Research	ADMI 872 Doctoral Professional Development	ADMI 880 Pedagogical Methods	Specialization Courses	Electives	ADMI 8890 Comprehensive Examination	ADMI 8902 Thesis Proposal	ADMI 890 Thesis
<b>1. Evaluate relevant knowledge in the area of specialization</b>								
• 1.1 Evaluate core theories in the area of specialization	I			R	R	M		
• 1.2 Interpret research evidence in the area of specialization				I/R	R	M		
• 1.3 Critique research evidence in the area of specialization				I/R	R	M		
• 1.4 Evaluate emerging research in the area of research				I/R	R	R	R	M
<b>2. Conduct scholarly research</b>								
• 2.2. Formulate appropriate research methodology	I			R	R	R	R	M
• 2.3 Apply research methodology effectively	I			R	R			M
• 2.4 Conduct data analysis				I/R	R			M
• 2.4 Interpret research outcomes				I/R	R			M
• 2.5 Explain ethical issues related to conducting research	I			R	R		R	M
<b>3. Advance knowledge in the area of specialization</b>								
• 3.1 Develop original research questions	I			R	R		R	M

<b>Competencies</b>	ADMI 871 Foundations of Business Research	ADMI 872 Doctoral Professional Development	ADMI 880 Pedagogical Methods	Specialization Courses	Electives	ADMI 8890 Comprehensive Examination	ADMI 8902 Thesis Proposal	ADMI 890 Thesis
• 3.2 Develop relevant research questions	I			R	R		R	M
• 3.3 Extend theoretical frames to research	I			R	R		R	M
• 3.4 Explain the contribution of their research to the advancement of knowledge				I/R	R		R	M
• 3.5 Assess the merits of their research for the field of specialization				I/R	R		R	M
• 3.6 Identify the limitations of their research				I/R	R		R	M
<b>4. Disseminate scholarly knowledge in the field of “business administration” to relevant audiences</b>								
• 4.1 Write for an academic audience	I			R	R	R	R	M
• 4.2 Present orally for an academic audience	I			R	R		R	M
• 4.3 Write and/or present scientific work for non-academic audiences	I	R/M						
<b>5. Determine the relevance, and ethical and societal implications of research</b>								
• 5.1 Articulate the potential positive and/or negative implications of research on stakeholders (e.g. social responsibility, social impact, ethical)	I			R	R	R	R	M
• 5.2 Describe how stakeholders (e.g. managers, consumers, employees, broader society) could use the research outcomes.				I/R	R		R	M
• 5.3 Discuss the extent to which research results may apply to other contexts (e.g.: countries, gender, organization type).				I/R	R		R	M

Competencies	ADMI 871 Foundations of Business Research	ADMI 872 Doctoral Professional Development	ADMI 880 Pedagogical Methods	Specialization Courses	Electives	ADMI 8890 Comprehensive Examination	ADMI 8902 Thesis Proposal	ADMI 890 Thesis
<b>6. Teach competently in higher-education</b>								
• 6.1 Describe current pedagogical issues in higher education		I/R	M					
• 6.2 Articulate one's teaching approach		I/R	M					
• 6.3 Develop a course syllabus		I/R	M					
• 6.4 Plan a detailed class outline including learning activities, content and assessment (for one lecture)		I/R	M					
• 6.5 Deliver a proposed class activity according to the joint established criteria (instructor and student)		I/R	M					

I: Introduced

R: Reinforced

M: Mastered

## 9 – Resource Implications for the Program

There are no overall resource implications for the program, as 1) the total number of credits delivered to the student has not changed; 2) the proposed course offerings are below the past average course offer and 3) changes use pre-existing resources and expertise.

### 9.1 Unchanged number of credits for the student

The total number of credits allocated to each phase (course phase: 30 credits and thesis phase: 60 credits) has not changed. The course phase will include 9 courses totalling 27 credits (instead of 8 totalling 24 credits), the new ADMI 872– Doctoral Professional Development (0 credit) that formalizes student’s participation to various workshops and activities to improve their skills (see course description for more details), the new ADMI 8902 – Thesis Proposal (0 credit) and ADMI 8890 – Comprehensive Examination now 3 credits (instead of 6).

### 9.2 Lower course offering

Our proposal uses less resources than the current calendar, according to various metrics.

*When compared with the calendar offer:*

Our proposal leads to a deletion of 16 sections, which is off set by the creation of 16 new sections. However, as 13 of these new sections are required specialization courses that will be given on a 2-year rotating basis (hence an equivalent of 6.5 section per year), the net impact on the calendar of our proposal is a *saving* of resources of  $16 - (3 + 13/2) = 6.5$  sections.

*When compared with the actual course offer:*

Program course offering has been quite irregular over the last six years: students were offered specialized or general elective courses at JMSB that might or might not have opened, depending on the numbers of students enrolled. Over this period of time, the PhD program offered 121 course sections, out of which only 91 opened, hence representing an average over two years of 40 course sections offered and 30 actually opened.

Our proposal makes the course offering much more efficient and sustainable as we adopt the following principles: required courses are opened every year only if offered to the full cohort while other required courses – mandatory for specialization-students only - are offered every second year, as follows:

- 2 courses given to the full cohort every year:
  - o ADMI 871 – Foundations of Business Research (3 credits)
  - o ADMI 880 – Pedagogical Methods (3 credits)
- 20 specialization courses mandatory for PhD students in their specialization (4 courses for each of the 5 specialisations), given on a rotating 2-year basis
- 2 elective courses potentially offered every year
  - o ADMI 873 – Teaching and Learning with the Case Method (3 credits)
  - o ADMI 8502 – Advanced Topics in Management (3 credits)

- 1 course spread over the curriculum:
  - o ADMI 872– Doctoral Professional Development given to the full cohort: This course does not require any teaching resources and does not generate any additional costs, as it covers current practices and activities already organized by the Departments, JMSB or SGS (attendance to workshops offered by Grad Pro Skills, such as grant application seminars, brownbag presentations, etc.).

Consequently, over two years, our proposal amounts to *28 courses over 2 years* using teaching resources (assuming that the electives will open every year), *below the 40 courses offered or the 30 courses opened, as observed over the last 2-year periods.*

Please, note that the additional required electives will be chosen among the already existing offer by the Joint Portfolio Course. Both new courses added (ADMI 872– Doctoral Professional Development, and ADMI 8902 – Thesis Proposal) use pre-existing resources and activities, such as GradPro skills workshops.

*To conclude, whatever the metrics used, **no extra resources are required overall: on the contrary, our proposal uses less resources than the current course offer.***

### 9.3. Summary of teaching resources

However, it will need reorganization of resources committed to the program, as each Department will offer up to 4 specialization courses over 2 years, while the existing program shows a vast heterogeneity in terms of course offerings and course openings.

There is sufficient expertise at John Molson School of Business to cover all required courses proposed, as most of the newly required courses were previously offered as electives. The table below lists the proposed courses, along with the minimum number of faculty members qualified to teach it.

Departments and Required Courses	Credits	Department resources to teach
<i>John Molson Business School</i>		
ADMI 871 – Foundations of Business Research	3	At least 20
ADMI 880 – Pedagogical Methods	3	At least 15
<i>Department of Accountancy</i>		
ADMI 860 – Financial Reporting and Disclosure	3	At least 6
ADMI 8601 – Management Control Systems and Risk Management	3	At least 4
ADMI 861 – Research in Auditing	3	At least 5
ADMI 8602 – Emerging Topics in Accounting Research	3	At least 12

Departments and Required Courses	Credits	Department resources to teach
<i>Department of Finance</i>		
ADMI 840 – Corporate Finance	3	At least 6
ADMI 8401 – Derivatives Pricing	3	At least 5
ADMI 8402 – Asset Pricing and Investments	3	At least 3
ADMI 8403 – Research Methodology in Finance and Accounting	3	At least 6
<i>Department of Management</i>		
ADMI 812 – Foundations and Current Topics in Organizational Behaviour	3	At least 10
ADMI 8501 – Research Methods in Management: Applying Qualitative and Quantitative Research Methods	3	At least 4
ADMI 852 – Debating Strategic Management	3	At least 5
ADMI 870 – Research Methods in Management: Core and Advanced Issues in Quantitative Studies	3	At least 10
<i>Department of Marketing</i>		
ADMI 8301 – Managerial Marketing: Issues and Impacts	3	At least 4
ADMI 8302 – Fundamentals of Behavioural Marketing	3	At least 5
ADMI 8303 – Research Methods in Marketing: Survey and Experimental Approaches	3	At least 5
ADMI 8304 – Research Methods in Marketing: Qualitative and Quantitative Approaches	3	At least 4
<i>Department of SCBTM</i>		
ADMI 8201 Digital Innovations: Conceptualization and Impacts	3	At least 4
ADMI 8202 Emerging Technologies and Supply Chain Management	3	At least 4
ADMI 8203 Special Topics in Supply Chain Management/Business Technology Management/Business Analytics	3	At least 12
ADMI 821 Artificial Intelligence for Business: Methods and Applications	3	At least 4

## 9.5 Implementation Timetable for the Program

The earliest possible implementation of the program is in Fall 2023 if the proposal is passed at all levels prior to summer 2022.

Transitory phase: students who will not have completed the program requirements at the time of implementation of the new program will remain under the old program requirements until they graduate or withdraw from the program. In particular the new courses implemented under the new program will be opened as electives to the students of the old program.



## 10 - Appendices

Appendix 1 – One-page Course Outlines

Appendix 2 – 2019 PhD Alumni Survey

Appendix 3 – Joint Doctoral Program in Administration Course Requirements

Appendix 4 – Comparative Table – Similar Programs in Canada

Appendix 1 – One-page course outlines of new courses

## ADMI 8201 - Digital Innovations: Conceptualization and Impacts

Number of credits: 3

### Course description

This seminar is offered as a PhD research seminar in three modules. Module I will cover the conceptual aspects of digital innovation, digitalization, and digital transformation. Module II will cover digital entrepreneurship and innovation. Module III will cover individual and societal impacts of digital technologies and innovation. During the semester, each module investigates unique aspects of digital innovation, digital entrepreneurship, and individual and societal impacts of new technologies and innovation. The integrative understanding of these topics will provide PhD students in disciplines such as management information systems, management, marketing, and finance with the necessary knowledge and equip them to conduct conceptual and empirical research on exciting topics with potential for robust future publications in high-quality research outlets. The seminar focuses on key literature, research questions, research methodologies, and opportunities for future research, as well as challenges associated with this emergent research area. The seminar will utilize both leading academic journals and leading practitioner journals to provide comprehensive coverage of topics and expose students to contemporary and emergent issues.

### Course Objectives and Goals

- Understand the research and managerial issues related to digital innovation, digital entrepreneurship, and individual and societal impacts of new technologies and innovations
- Review the underlying theories in different disciplines such as management information systems, strategic management, entrepreneurship, and marketing
- Synthesize journal articles in order to identify major research and management themes, within and across topics.

### Topics to be covered include

- Digital Innovation in Theory and Practice
- Digital Platforms, Ecosystems, and Value Creation
- Digital Transformation of Organizations and Society
- Digital Materiality
- Affordance Perspective on Digital Innovation & Entrepreneurship
- Foundations of Digital Entrepreneurship
- Future of Digital Entrepreneurship
- Dark side of Information Technology
- Technology mediated interruptions and technostress
- Misinformation and disinformation on social media

Examples of assessment tools include: Class participation and discussion, Weekly papers, Term paper and presentation.

## ADMI 8202 - Emerging Technologies and Supply Chain Management

Number of credits: 3

### Course description

This course provides an overview of how diffusion and adoption of emerging hard and soft technologies shape modern supply chain management. Adoption of these technologies results in a shift from the traditional linear and sequential supply chain operations towards interconnected, open system supply networks. How these advances impact the tenets of modern supply chain management are discussed in terms of, among others, operations planning, risk management, sourcing, and logistics. Hybrid learning mediums involving lectures, research article presentations, cases, games and/or guest lecturers are used for course delivery.

### Course objectives and goals

- Provide students with a comprehensive review of foundational and current research on the role of emerging technologies in shaping supply chain management
- Provide an overview of theories used to understand the shift towards interconnected, open system supply networks
- Present and evaluate the key research methods used in understanding emerging technologies and their impact on supply chain management

### Topics to be covered include

- A trend towards open system supply networks
- Internet-of-Things
- Cybersecurity and supply chain risk management
- Machine learning in supply chain management
- The impact of smart factories on manufacturing
- Cognitive robotics and the future of supply chain management
- The impact of 3-D printing technology on supply chain management
- The role of blockchain in supply chain management

### Examples of assessment tools include

- Class participation and discussions
- Case study reports
- Research article presentation
- Research article proposal and report

ADMI 8203 – Special Topics in Supply Chain Management / Business Technology Management / Business Analytics

Number of credits: 3

Course description

Special topics in supply chain management, business technology management and / or business analytics are covered. The specific course description is made available prior to the registration period.

## ADMI 8301 – Managerial Marketing: Issues and Impacts

Number of credits: 3

### Course description

This course offers a review of relevant managerial marketing issues and their repercussions on society and stakeholders. Students will learn how to develop an innovative approach to view complex business and societal problems into potential research programs considering ethical and societal welfare and understanding the complexities of business/organizational contexts. Topics covered in this course may vary.

### Course Goals and Objectives

- Grasp strategic marketing issues complex business and societal problems and translate them into potential research programs
- Write and present for academic and non-academic audiences
- Articulate potential positive and/or negative implications on stakeholders (e.g., social responsibility, social impact, ethics)
- Describe how multiple stakeholders (e.g., managers, customers, employees, governments, broader society) may be impacted by research outcomes
- Link marketing management to other marketing phenomena rooted in several disciplines (consumer behavior, advertising, branding, retailing) and real-world contexts (culture, sustainability, individual/society welfare).

### List of potential topics

- Market orientation & governance
- Inter-organizational collaboration
- Resource based views of organizations
- Goods and service dominant logic theories
- Ecosystem theories
- Value co-creation
- Ecological/circular economy
- Design thinking
- Storytelling/narratives
- Stakeholder theory

### Main pedagogical approaches

This course is seminar with weekly assigned material (academic readings, and other pertinent material). Course assessment is based on a combination of evaluative exercises (critical thinking and analysis, written and oral presentations), and a term project in which students develop a research project on a topic of managerial relevance while acknowledging the ethical/moral and societal issues as well as complexities of business/organizational contexts.

## ADMI 8302 – Fundamentals of Behavioural Marketing

Number of credits: 3

### Course description

Understanding human behavior is at the heart of the marketing function. This course examines behavioural approaches in understanding marketing phenomena rooted in several cognate disciplines (e.g., psychology, sociology, anthropology, biology, economics, neuroscience). Students will learn how to develop research programs within the broad field of behavioural marketing across many real-world contexts (e.g., consumer behavior, advertising, branding, retailing). Topics covered in this course may vary.

### Learning outcomes

- Learn about the various cognate disciplines that are relevant for a full understanding of marketing-related behavior
- Recognize the interdisciplinary nature of behavioural marketing research
- Learn how to apply insights from behavioural marketing research to real-world problems

### List of potential topics

- Judgment, decision making, information search & processing
- Attitude formation, advertising, and persuasion
- Hedonic and aesthetic consumption
- Behavioural pricing
- Sensory marketing & personality effects in consumer behavior
- Cross-cultural & ethnographic consumer behavior
- Goals, motivation, self-regulation, and self-control
- Emotions & preference formation
- Socially responsible consumption & social influences
- Evolutionary psychology

### Pedagogical approaches

This course is a seminar with weekly assigned readings (academic articles and possibly books), student presentations, and lively in-class discussions of the assigned materials. Course assessment is based on a combination of evaluative exercises that ensure that the students have mastered the learned material (e.g., tests, presentations), as well as a research project that applies theoretical and substantive knowledge to a behavioural marketing phenomenon.

## ADMI 8303 – Research Methods in Marketing: Survey and Experimental Approaches

Number of credits: 3

### Course description

This course examines a broad range of data collection procedures and data analytic approaches used in marketing research and introduces students to the basics of empirical research, with an emphasis on survey and experimental approaches. It familiarizes students with the core assumptions underlying methodological approaches and the inferential value of different data and analytical results and allows students to develop skills to match research questions with appropriate methodological approaches. Students will have hands on experience with data analysis software. The course also exposes students to key tenets of research ethics and integrity relevant to each approach. Topics covered in this course may vary.

### Learning outcomes

- Demonstrate knowledge of key data collection methods in marketing
- Understand key analytical approaches in marketing
- Understand how to choose or combine different research methods
- Understand key tenets of research ethics and integrity
- Develop inference skills for interpreting data analytic results

### List of potential topics

- Lab experiments
- Field experiments
- Surveys
- ANOVA
- Regression
- Sampling
- Factor analysis
- Discriminant analysis
- Logistic regression

### Main pedagogical approach

The course is conducted as a mixture of lecture and seminar style discussions. Course assessment incorporates hands on data collection and analysis.



## ADMI 8304 – Research Methods in Marketing: Qualitative and Quantitative Approaches

Number of credits: 3

### Course description

The course offers a review of quantitative models and qualitative research methods relevant to marketing research in various substantive domains. This course familiarizes students with the application and interpretation of quantitative empirical models and emphasizes their use in and implications for theory testing and managerial practice; it also introduces students to qualitative research methods and highlights their use in theory development. Topics covered in this course may vary.

### Learning outcomes

- Understand the theoretical and managerial implications of quantitative models and qualitative research approaches used in various substantive marketing domains
- Identify and apply of empirical/analytical modeling techniques to address marketing problems
- Demonstrate inference skills to interpret quantitative marketing models
- Demonstrate fundamental skills required to develop and apply quantitative marketing models
- Identify and mitigate challenges to causal inferences posed by non-experimental data

### List of potential topics

- Quantitative Marketing Models
  - Economic impact of firm's marketing decisions
  - Economic impact of marketing policy or market disruption on market demand and firm's strategy
  - Analytical models
  - Empirical models
- Qualitative research in marketing
  - Qualitative research design
  - Interviews
  - Coding and theory building
  - Ethnography and participant observation
  - Online methods (netnography and walkthrough methods)
  - Research ethics and integrity

### Main pedagogical approach

This course is a seminar with weekly readings of academic articles, student presentations, and in-class discussion. This course also involves exercises and integrative assignments, such as a research proposal.

## ADMI 8401 Derivatives Pricing

Number of credits: 3

### Course description

This course provides an advanced coverage of the general theory of derivatives pricing, and an examination of special topics on option pricing and financial engineering. It covers and contrasts basic models in option pricing by two different paradigms, absence of arbitrage and absence of stochastic dominance in terms of their theoretical contributions and empirical implications. It then proceeds to cases where the basic model fails because of violations of its fundamental assumptions of market completeness and frictionless trading. Frictionless derivatives pricing models in the presence of market incompleteness include stochastic volatility, GARCH and jump processes. The attempts to deal with the presence of market frictions such as transaction costs are also briefly covered.

### List of topics

1. Introduction to the course. Arbitrage relations and robust properties of option prices. Discrete or continuous time models. The basic models: binomial and Black-Scholes option models derived with an elementary approach.
2. Complete and incomplete markets. The pricing kernel and the Black-Scholes-Merton model as an equilibrium and a stochastic dominance model.
3. Introduction to continuous time finance. Stochastic processes, random walks, Ito's lemma and the lognormal distribution. Rare events, jump processes and the Poisson distribution. Applications to option pricing in complete markets.
4. Early empirical evidence. Extensions of the basic model, the P- and Q-distributions, and option pricing in incomplete markets I: jump processes.
5. Extensions of the basic model II: GARCH and stochastic volatility. The pricing kernel and its properties. VIX and Variance Swaps.
6. Extensions of the basic model III: frictionless stochastic dominance applied to jump-diffusion, stochastic volatility and GARCH.
7. The basic model under transaction costs. Option replication in the Black-Scholes and binomial models. Portfolio selection and the no-trade zone. Option bounds under transaction costs.
8. Empirical applications of the frictionless equilibrium model. The volatility smile. Implied Q-distributions and alternative explanations of the smile. Extracting the P- and Q-distributions from the underlying and the option markets.
9. Empirical applications of index option pricing under SD in markets with frictions. Violations of the Constantinides-Perrakis bounds and out-of-sample tests. The pricing kernel and the bid-ask spread.
10. Stock options under equilibrium and stochastic dominance: theory and empirical evidence
11. The Option Model, the Valuation of Corporate Securities and Credit Derivatives.

Performance evaluation: Article presentations: 25%, Exam: 35%, Project: 40%

## ADMI 8402 Asset Pricing and Investments

Number of credits: 3

### Course Description

This course focuses on theoretical and empirical tools and results in asset pricing and portfolio choice. The course introduces continuous time finance and broadly covers cross-sectional and time-series models in asset pricing, consumption-based models, as well as intermediary asset pricing including the role of capital constraints. Topics covered include utility and risk aversion, portfolio choice, stochastic discount factors, equilibrium and efficiency, mean-variance analysis and spanning tests, factor models, heterogeneous beliefs, learning, rational expectations equilibria, information/strategic trading/liquidity, and tests of asset pricing models and anomalies.

### Marking Allocation

- Student Presentations: 30%
- Research Paper 35%
- Exam 35%

### Recommended Texts

- J. Cochrane, 2005, *Asset Pricing*, Revised Edition, Princeton University Press.
- (See especially chapters 1-9, 17-21)
- K. Back, 2017, *Asset Pricing and Portfolio Choice Theory* (2nd edition), Oxford University Press.
- J. Campbell, 2017, *Financial Decisions and Markets: A Course in Asset Pricing*, Princeton University Press.
- J. Campbell, A. Lo, A. MacKinlay, 1996, *The Econometrics of Financial Markets*, Princeton University Press. (See especially chapters 5-11)
- Z. Bodie, A. Kane, A.J. Marcus, L.N. Switzer et al, *Investments*, 10th Canadian Edition, McGraw Hill, forthcoming 2021 (BKMS).

### Optional Text:

- Duffie, Darrell, *Dynamic Asset Pricing Theory* (3rd edition), 2001, 3rd edition, Princeton University Press. (See especially chapters 1-4)

## ADMI 8403 Research Methodology in Finance and Accounting

Number of credits: 3

### Course Description

The course presents approaches used in conducting research in finance and accounting. A discussion of general problems in research is followed by a review of relevant statistical concepts, general problems of financial model building, and the linear regression model. The problems of unit roots, time series approaches for testing the stability of financial variables, and cointegration are also discussed. The issue of stochastic volatility is also considered as are other techniques such as qualitative choice methods, regime switching models, market-timing tests for performance appraisal, instrumental variables simultaneous equation estimation, generalized method of moments (GMM), quantile regression, regression discontinuities, as well as bootstrapping and Monte Carlo estimation.

### Topics

- The problems of unit roots, time series approaches for testing the stability of financial variables, and cointegration are discussed. The issue of stochastic volatility is also considered, with an introduction to the autoregressive conditional heteroscedastic (ARCH) and generalized autoregressive conditional heteroscedastic (GARCH) techniques. Other topics covered include simultaneous equation estimation, generalized method of moments (GMM), and regime switching models.

### Required Texts

- C. Brooks, *Introductory Econometrics For Finance*, 4th ed., Cambridge, UK: Cambridge University Press, 2014 (BR)
- Z. Bodie, A. Kane, A.J. Marcus, L.N. Switzer et al, *Investments*, 9th Canadian Edition, McGraw Hill, 2019 (BKMS)
- Supplementary Readings and Class Notes: On Moodle
- Recommended Course Software alternatives/complements: SAS, EViews, STATA, RATS, MATLAB

### Marking Allocation

Mid Term Exam (30%), Class Participation and presentations (30%), Research paper (40%).

## ADMI 8501 – Research Methods in Management: Applying Qualitative and Quantitative Research Methods

Number of credits: 3

### Course description

This course is designed to provide students with an overview of traditional and advanced methods used in the field of management. It aims to help students acquire knowledge of diverse methods, understand the relationship between theory and method, and learn how to make appropriate choices in their research. Traditional methods such as grounded theory, case study research, common regression models for diverse dependent variables, and panel data analysis will be covered, as well as a selection of more advanced techniques. Throughout the course, students will be exposed to different methodological approaches (both qualitative and quantitative) and will work on their own research projects.

Learning objectives: At the end of this course, students should be able to:

- Describe diverse methodological approaches used in management research
- Interpret results of published studies that use diverse methods
- Select an appropriate combination of research question, method, and data
- Design an empirical study that contributes to the advancement of theory and/or practice in their chosen field
- Communicate research in a scholarly manner, both orally and in writing.

### Topics

A selection of traditional and advanced methodology-related topics will be included in the course. Specific advanced topics may change from year to year.

- The social construction of research – research actors, research cultures, publishing process
- Traditional qualitative approaches
  - Grounded theory
  - Case study research
  - Ethnography/observation
- Traditional quantitative approaches
  - Common regression models for binary outcomes, count-based outcomes, and continuous outcomes
  - Panel Data Analyses (including for different kinds of outcomes)
- Advanced techniques and approaches
  - Textual/discourse analysis
  - Basic machine learning techniques/big data analyses
  - Social network analyses
  - Qualitative comparative analysis (QCA)

The course will also address the common problems in management research, such as level (mis)specification; terminological slippage; endogeneity; multicollinearity issues, common method bias, and robustness checks.

### Assessment

Students will present about the various methods covered in the course. Students will write about one of their own research projects to make it presentable at the AoM, EGOS or another major Management conference, and eventually prepare it for publication.

ADMI 8502 – Advanced Topics in Management

Number of credits: 3

Course description

Advanced topics in Management are covered. The specific course description is made available prior to the registration period.

## ADMI 8601 – Management Control Systems and Risk Management

Number of credits: 3

### Course Description

The performance of an organization ultimately rests on the effectiveness of its management control systems, which ensure a successful implementation of an organization's strategy and risks assessment. Accordingly, this course provides a comprehensive review of foundational and current research in management control, offers an overview of the various theories used to investigate research questions focusing on management control and risk management, and presents and discusses the key methodologies adopted by researchers in the area. By the end of the seminar, participants have a comprehensive understanding of the multi-dimensional nature of research in the areas of management control and risk management.

### Course Objectives and Goals

- Provide students with a comprehensive review of foundational and current research in management control
- Provide an overview of theories used in management control and risk management literature
- Present and evaluate the key research methods used in management control and risk management literature

### Topics to be covered include

- Conceptual frameworks in management control and risk management
- Management control (determinants, approaches, impact)
- Budgeting
- Performance management
- Risk management (determinants, approaches, impact)
- Governance
- Role of accountants and of the accounting profession
- Emergence and impact of new technologies
- Sustainability accounting
- Societal impact of management control and risk management practices

### Examples of assessment tools include:

- Class participation and discussions
- Research proposal and presentation
- Active involvement in research workshops and presentations



## ADMI 8602 – Emerging Topics in Accounting Research

Number of credits: 3

### Course Description

In this course, students are exposed to research on emerging topics within accounting. Students explore these topics using various theoretical paradigms and methodological approaches, which jointly offer an understanding of the diversity of accounting research. By emphasizing cutting edge topics and research methods, this course adopts a forward-looking stance with respect to accounting research so that students can better identify relevant and promising research themes

### Course Objectives and Goals

The purpose of this course is threefold:

- provide students with theoretical and methodological (e.g., qualitative, quantitative methods) perspectives relevant for a diverse spectrum of emerging topics in accounting research;
- introduce students to a variety of data sources;
- develop students' critical thinking skills with respect to emerging topics in accounting research.

Hence, by the end of the course, students should be able to:

- Demonstrate an understanding of the emerging topics in accounting research and different theoretical and methodological paradigms
- Summarize and analyze a research paper, identifying its novelty, strengths, and weaknesses
- Identify and develop a research question that may eventually develop into a full-fledged research project in an emerging area

### Potential topics

- Data sources
- Corporate governance
- Disclosure
- Auditing
- Sustainability accounting
- Ethics
- Accounting profession
- Management accounting
- Standard setting
- Tax
- Information systems

Examples of assessment tools include:

- Class discussion and critique of academic research papers and/or research presentations
- Term paper (written research proposal and oral presentation)

## ADMI 871 - Foundations of Business Research

Number of credits: 3

### Course description

This course aims to provide the students with the epistemological and methodological foundations needed to specialize into their own field of inquiry while being aware of the existing alternative research paradigms and methodologies. First, it offers an introduction to methods of inquiry in business research and a review of its foundation (foundational disciplines, history of the field, main assumptions, past and current contributions to society). Second, it aims to provide a research framework applicable to business research by explaining the whole research process (excluding data analysis), beginning with how initial ideas get converted into research ideas and finishing with the publication cycle. We will overview the main research methods (quantitative and qualitative) that are covered in depth in other joint PhD program courses. Third, it introduces the students to the writing and the critiquing of a research paper and discusses ethical issues related to the research process.

Course goals and objectives: At this end of this course, you should be able to:

- Explain foundational concepts in business research.
- Describe research paradigms and research designs, and their respective strengths and weaknesses.
- Articulate research question, theory and methodology.
- Conduct ethical research and be aware of ethical issues in research design and reporting.
- Assess the quality of published and unpublished research and communicate your assessment to an academic audience.

### Topics

- Ontology/Epistemology/Paradigm
- Origins and contributions of business research
- Paradigms and research design
- Converting Topics into research ideas
- Converting Research Ideas into a Research Design
- Data Sources
- Concepts, Variables and Measures
- Writing an Introduction
- Research Ethics and social responsibility
- Publication and Review Practices
- Measuring impact of business research

## ADMI 872–Doctoral Professional Development

Number of credits: 0

### Course description

The Faculty holds a series of workshops, events and activities that complement students' academic training and provide them with skills that help them succeed professionally and academically. The course is organized by the Faculty in anticipation both of key milestones during the PhD program and the future professional life of the doctoral candidate. Students are required to complete various activities (such as attending professional development workshops offered in collaboration with different partners, e.g.: GradProSkills, CMS, Departments) approved by the Graduate Program Director. This course is credited 3 credits and must be completed before thesis defence. The course is graded on a pass/fail basis.

Activities are grouped under headings. Examples include (but are not limited to):

- Advancing knowledge in one's area of specialization
- Grant writing and application
- Career management
- Managing the research pipeline
- Giving effective feedback
- Networking in academic settings
- Writing for academic publication
- Writing for non-academics
- Public speaking
- Presenting to non-academic audiences

The program committee will determine the number, type, and organization of activities that are admissible for the course at the beginning of each academic year, for a maximum of 40 hours. Students will complete all professional development activities by the 15th term of their course of studies and attendance will be monitored by the PhD Office. The pass/fail grade is based on attendance.

## ADMI 873 – Teaching & Learning with the Case Method

Number of credits: 3

### Course Description

This course provides future college and university instructors an overview of university teaching and learning pedagogy primary through the lens of the case method - a dominant teaching approach used in business education. Participants will use the process of researching and writing a contemporaneous teaching case and case note to explore broader teaching and classroom management topics including lesson planning, classroom management, assessments, etc. While the primary focus on developing one's teaching skills, a strong secondary goal is the creation of new teaching cases and case notes for use in the classroom and potential publication.

### Course Outcomes

- Assess and refine one's own teaching style in light of current pedagogical theory and their experience during the course
- Research and write a teaching case study for use in the classroom through a combination field-based and secondary research
- Develop an integrated lesson plan of teaching case in the form of a teaching note
- Plan, lead, and reflect on the act of teaching using the case method

### Potential Topics

- Defining a teaching case – case and note as a paired set
- Case teaching method v. using cases to teach
- Preparing for and managing case-based discussions
- Types of Cases and their uses for learning
- Evaluation and assessment
- Developing a case-based syllabus
- Framing an organizational challenge as a teachable opportunity
- Planning, researching, and writing a teaching case
- Planning and writing a teaching note
- Preparing for and running your own case discussion
- Cases and notes as pedagogical research

Examples of assessment tools include:

- Engagement – preparation and participation in classroom and related activities
- Papers - Teaching case and teaching note
- Peer feedback – review and constructive feedback on peers' papers and leading case discussions

## ADMI 8902 – Thesis Proposal

Number of credits: 0

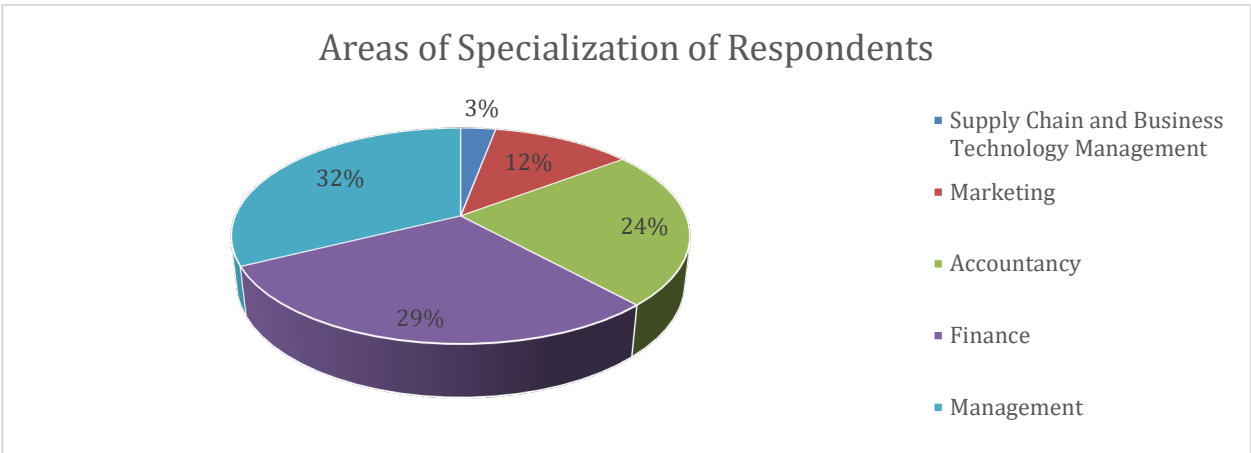
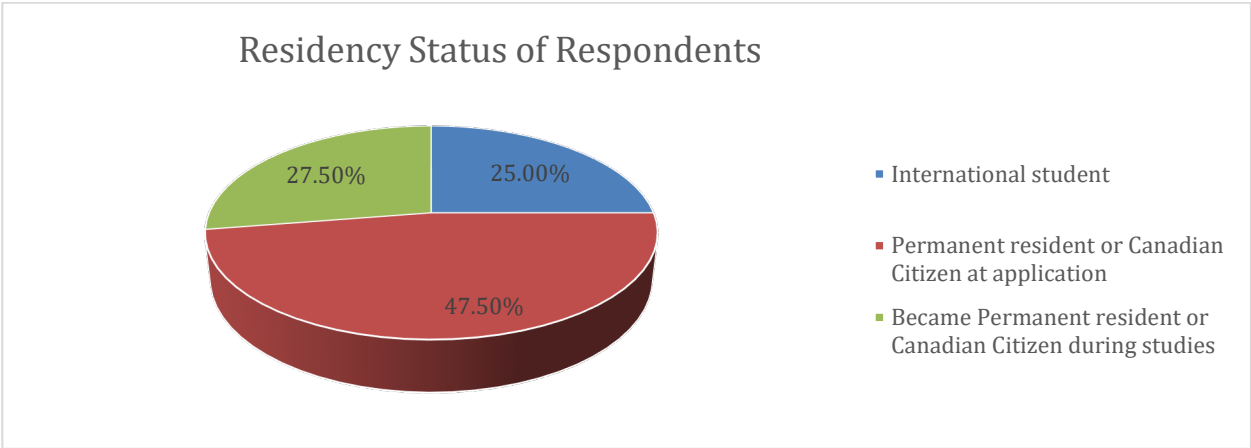
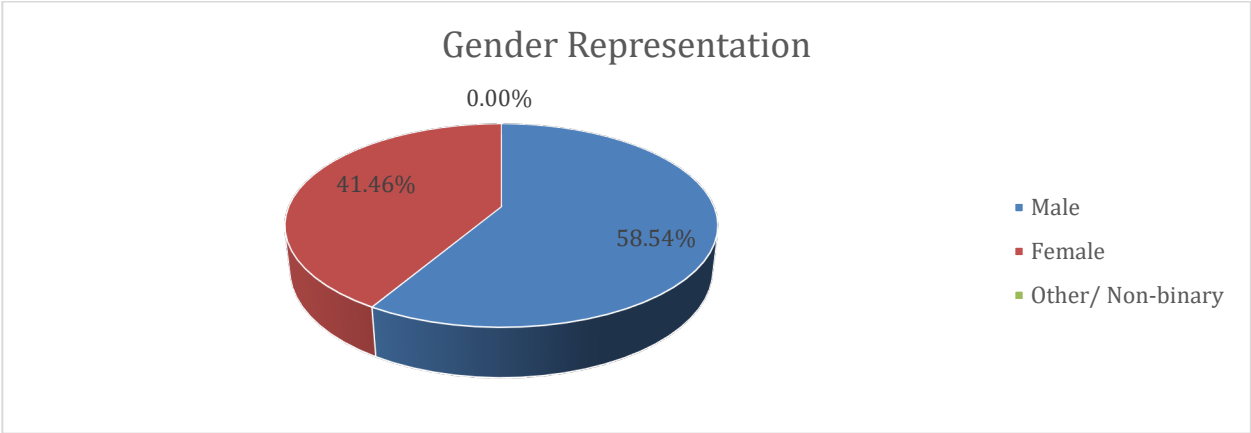
### Course Description

The thesis proposal provides the Supervisory committee with an overview of the research project to be undertaken by the student. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, ethical considerations, proposed methodology and completion timeline. The proposal is orally presented before the Supervisory Committee and public audience.

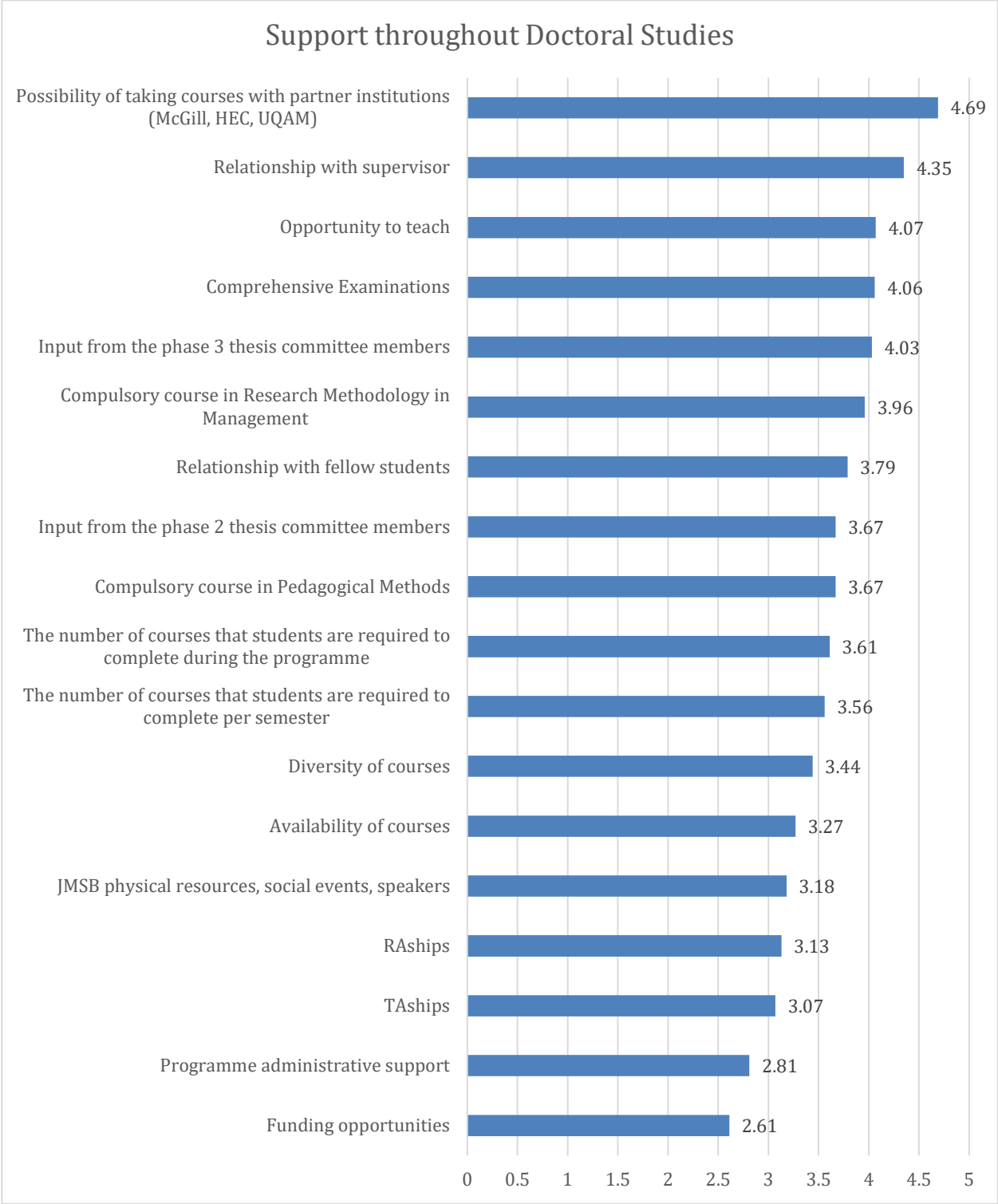
### Appendix 3 – 2019 PhD Alumni Survey

The invitation to participate in the survey was sent out to 100 JMSB PhD alumni from the last 10 years (2009-2019). There were 43 respondents, out of which 34 finished the survey and answered all questions.

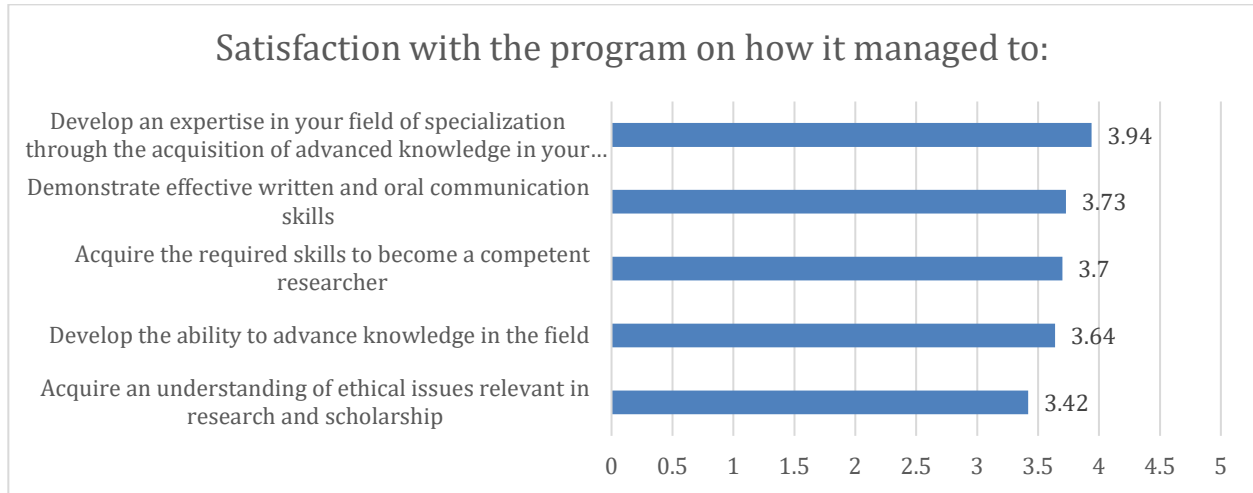
Demographic Data:



To what extent the following aspects supported or impeded your progress through your doctoral studies (from 0 to 5)?



Please indicate your level of satisfaction on how your program enhanced your capacity to: (5-point scale where 1 is dissatisfied and 5 is highly satisfied)



Are there any other types of skills you would have liked to develop during the program and that you feel would have been beneficial to your education?

55% of respondents believe that there were other skills that should have been developed during the PhD studies. Here are the suggestions:

- Academic writing and publication
- Advanced research methods in empirical corporate finance/ corporate finance theory.
- Being exposed to different research paradigms
- Better research skills
- Continuous time finance
- How to develop research ideas
- How to write a successful literature review,
- How to present my research in various short/long formats, and to various audiences
- Mentoring on how to prepare strong funding applications (external funding)
- Operations research methodologies like stochastic programming, dynamic programming,
- Preparing for the job-market.
- Providing more and helpful courses about research methodology
- Research methods and analytics are critical to research. More exposure to applied methods (mixed) would have been quite helpful. The research methods course offered at UQAM back then was quite bad. There were some good courses offered by HEC and HEC/UQAM teams.



- Should take 1-2 from other faculties (outside business school)... sociology, psychology, etc.
- Soft skills, assertiveness, leadership skills
- We worked as individual researchers under our supervisors. Any effort to make us work together would have been great.
- Working with other PhD students

#### PhD Program's Most Notable Strengths

The joint program and flexibility stand out in the list; for full details, see below:

- The joint program and the culture of inclusivity and collaboration are truly unique and extremely valuable.
- Faculty with whom I have worked in Management at JMSB have been supportive and focused on building competencies in their students.
- The community of students in and around my cohort has been phenomenal. We've helped each other through thick and thin and are still friends and coauthors now.
- Advancing research skills;
- Flexibility in time, location, and research area
- Analyze issues.
- Classes in the strategy program across 4 universities was great.
- Giving students opportunity to pick their research interests/ domain.
- I really enjoyed the ability to take courses at the 3 other schools, but I could do this because I speak French.
- Its faculty, resources, and joint program
- Joint program
- Joint Program
- Joint program, supportive supervisor, faculty and staff
- My peers
- My supervisor
- My supervisor
- Partnership with other universities (McGill, HEC, UQAM)
- Persistent and flexible PhD work space

- PhD seminars on Fridays.
- Possibility to take courses in 4 universities
- Quality of course instructors, availability of Profs. Excellent researchers.
- Research ability
- Students
- Supervisor
- The diverse courses available and exposure to different kind of research, the guest speakers and the research seminars.
- The diversity of courses and faculty members at JMSB and the joint program
- The faculty and student community. It takes a village... (at least in my case).
- The possibility to take courses at the other schools (HEC, McGill)
- the possibility to take courses in the all four universities
- The qualitative research methods course given by Ann Langley at HEC

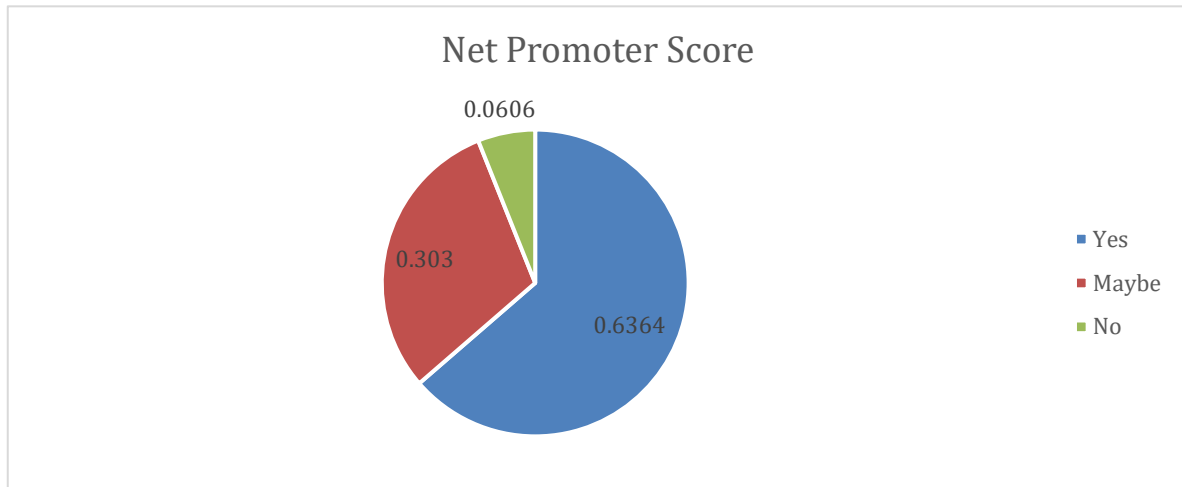
Most notable Weaknesses:

- "Sink or swim" as a philosophy does help build resilience and resourcefulness, however, once on the open market, we might find ourselves under prepared, when competing with candidates who were offered more pointed resources to help them succeed in their career pursuits.
- Lack of strong seminar series,
- Limited exposure of students to ongoing research in the field,
- Disconnect between topics covered in courses and present-day research in the field.
- Availability of courses. We kind of have to take the courses that are offered each semester, there are no real choices available.
- Complete and total lack of support during the job search stage
- Do not know details of the real world operations.
- Extremely limited funding support to international students (PR and Canadian could apply SSHRC)
- Funding
- Funding
- Funding
- Hard to break barriers if the research is stuck; time management

- JMSB PhD program is not very well known outside Montreal/Quebec. The school should do more work promoting the JMSB brand and program outside this region.
- Lack of full-time funding
- Lack of guaranteed funding (I had 12,000 in total for my stay from the university)
- Lack of interaction with industry experts
- Lack of technician who can help students use statistics software. It was first time I use STATA and I needed a technician who can understand my needs and help me implement in Stata
- My advisor left in the middle of my program and I spend time off campus, so I had a few irregularities in my program
- My supervisor was not very involved and my committee was not helpful.
- No focus on publications
- Not much funding support when I studied the Ph.D program
- Poor management of the program through the PhD office for a few years - making it difficult for some students to be successful (I was OK, but I had a lot of empathy for my peers)
- Preparation of students to the job-market. Mock Presentations in a friendly environment would be highly beneficial
- Related to above, the program is not really "joint" for everyone. Speed to completion was a problem. Some students were not finishing and some of that was because of a combination of Faculty not engaging and students procrastinating.
- Resources from the program, and networking opportunities
- Staff of the Business school
- The large number of courses that turned out to be irrelevant to my research
- The statistics courses.
- This program needs to train its PhD students to the same standards that it requires from its new recruits. Anything less is inadequate PhD preparation for the academic job market.
- Too much focus on academic skills and not much on non-academic skills (e.g., leadership, soft skills, resume writing)
- Very weak support on all fronts.

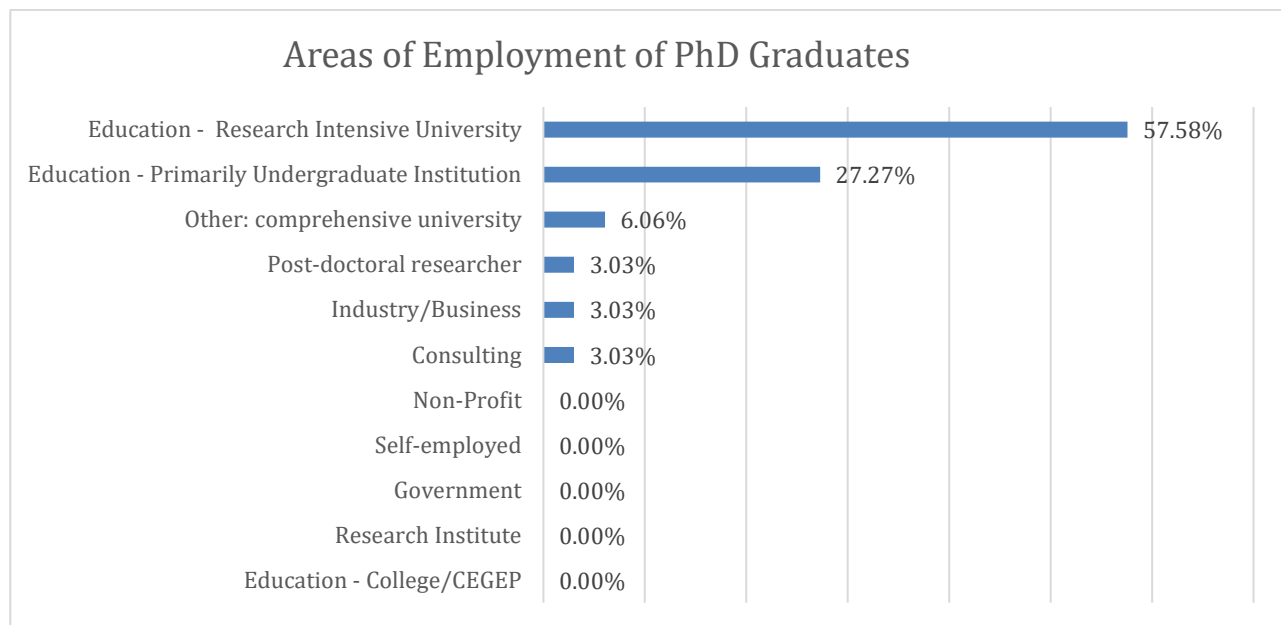
### Net Promoter Score

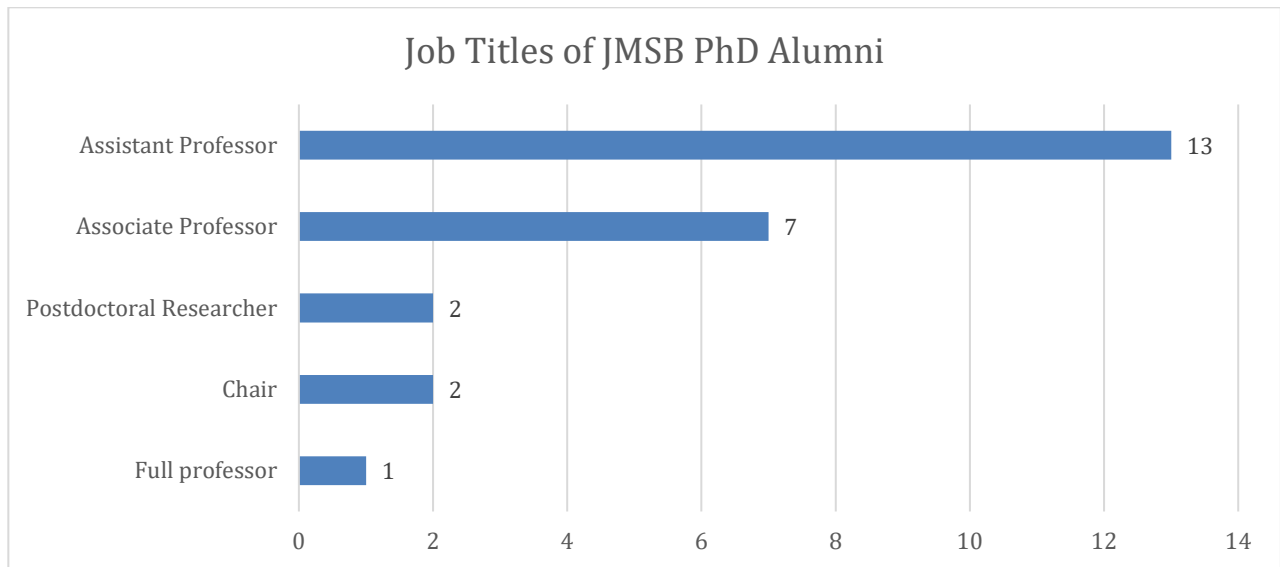
- NPS is +58
- Exact numbers to the question whether the PhD Alumni would recommend the PhD Program at JMSB, in the chart below:



### Demographic Data

- 100% of respondents are working full-time
- 0% of respondents are continuing their studies

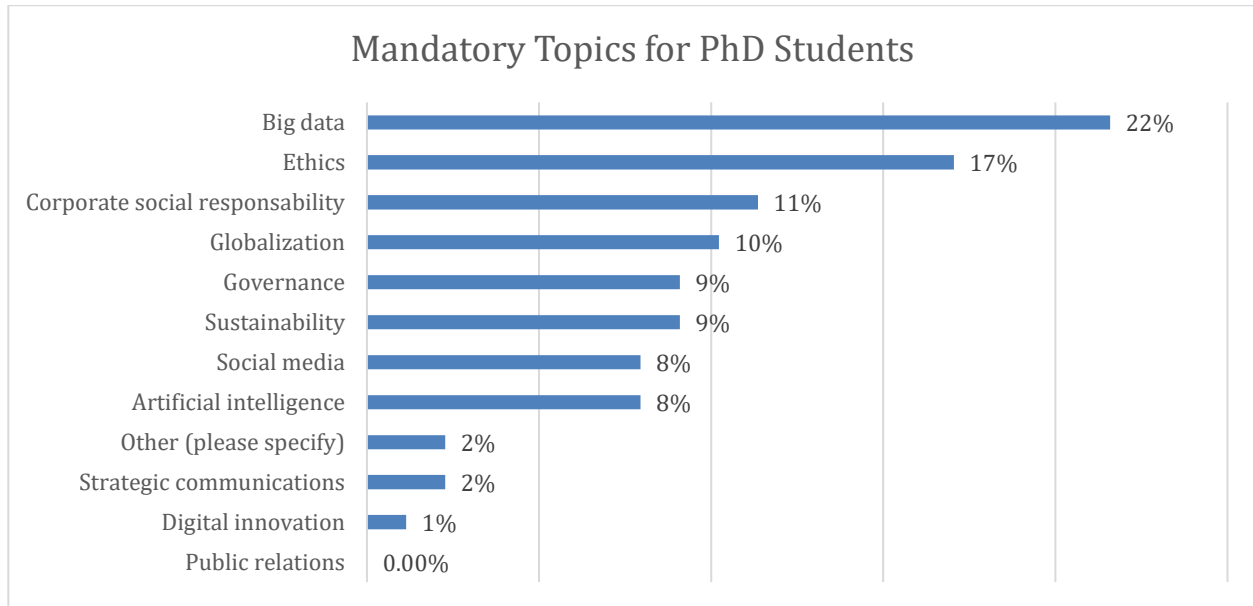




#### Trends emerging in your field of specialization

- applied research close to industry demand
- Automation
- Big data, Data analytics, Cybersecurity
- Different aspects become to merge.
- Diversity is important. More Quantitative practices in MGT/HR means that you can't be quant-phobic if you are in management.
- dysfunctional relationships at work; sexual harassment
- Ethics, ethics, ethics
- Fintech and its variety of applications (almost addressed in the "artificial intelligence" filed). Development of more robust empirical methods. Re-emergence of the political economy of finance. New advances in the theory of the firm. Relational data.
- Human Resources
- in accounting, greater overlap with disciplines from outside the school of business
- Less entrepreneurial young people
- ongoing view that consultants have greater expertise than researchers - research in management seems to lag rather than lead
- Significant changes in research methods/replicability/data analysis
- supply chain sustainability
- the intersection of humans and machines seems to be guiding research on organizations and the workplace to a great degree now.
- This question needs to be narrowed down. Trend in research? Job market?
- Universities are asking of data scientists for assistant professor of marketing jobs. Our program may look into that.
- Mandatory Topics for PhD Students
- Please see the table below for the topics, in the order of importance based on the number of selections by respondents.
- Among other topics suggested by our PhD Alumni are:

- Fintech and its variety of applications (almost addressed in the "artificial intelligence" filed).  
Development of more robust empirical methods.
- Re-emergence of the political economy of finance.
- New advances in the theory of the firm.
- Relational data.



Overall Comments:

- Compared to other fellow PhD institutions, the PhD students at JMSB got very limited resources (financial and research) support. Please give the computers and designated work space back to PhD students. We only need a computer and a desk, and it's sad to see that this is even taken away from them.
- Funding and morale support need to get better. The whole system is geared against international students. I suffered until I got my immigration.
- I am happy to have the opportunity to pursue my doctoral studies at the JMSB. I loved my committee members and my fellow PhD students. My only complain would be too much focus on academic career paths and too little attention to non-academic career paths. As evident, more than half of PhD graduates end up not following academic careers (due to lack of interest or lack of opportunities). Therefore, PhD students should be prepared for both academic and non-academic positions.
- I appreciate being asked for my thoughts on the program, as alumni. I have wonderful memories from the doctoral program at JMSB. As someone who has been involved in the life of the university outside of just courses, or strictly my area of research, I miss the communities and the general "can-do" spirit at JMSB. In general, the program has been enhancing of my career prospects and I've done well since. While the memory of constantly looking for funding is not particularly sweet, there are many reasons why I would do it all again. The world-class faculty, the high-quality events, and the many opportunities to

connect with researchers worldwide – these are all quite unique resources that trump the availability of funds as far as career development goes.

- I can't complain. It led me to where I am now.
- I had good experience in my PhD program because of my supervisor, Michel Magnan, and my classmates, although the study was pretty challenging and difficult. In addition, I truly appreciate that Concordia gave me the chance to study there.
- I had some common problems, but also had a great experience.
- I started with a promise of 12,000 CAD for the first year. I was a PR, so the tuition waiver did not make any difference in my life. With that attitude towards funding, I doubt the program can attract top talents. I never left my part-time job during my PhD.
- I was placed in the wrong group by administrative people for one of my pre-requisites. I discontinued the course and later had to pay for that at the end of my studies. Also, my funding application for thesis data collection took 10 months to approve! Administrators sent emails to a wrong address and never followed up. Bad luck? I was photographed for the webpage in my second year and had my profile uploaded in my 7th year (that also mentioned I am a management major!)
- I believe the administration for this program should have additional support given the PhD program is bigger than that in most research universities in Canada.
- Supervisor support and contacts are key to the adequate preparation of a PhD graduate; supervisors who come and go can be very destabilizing to PhD students. What control do you have on that?
- Formal initiatives to support students, such as academic scholarships, or a dedicated Student Committee, make a significant difference.
- It was an amazing experience for me. I just wish that I could have taken courses that are important in my field instead of a number of irrelevant courses.
- Lacking attractiveness financially and academically
- My PhD experience was positive in JMSB. If there were better RA and funding opportunities during my study, it would greatly help me to develop my competence for academic career. But I still thank JMSB for providing such a good foundation for me. Thanks to the faculties and my supervisors.
- Other than research methodology and research ethics, I don't think there should be any mandatory subjects in the PhD program. If anything, there should be more diversity in course offerings, and more options for students. Even the pedagogy course should be optional.
- Overall, excellent program. Some of the best years of my life.

Appendix 4 Joint Doctoral Program in Administration Course Requirements







Appendix 5 Comparative Table – Similar Programs in Canada (Common Research Design course and Professional Development Course)

Institution	Common Core	Professional Development
Telfer PhD Management	<p>All students (no matter what their specialization) take:</p> <p><b>MGT7101</b> METHODOLOGICAL FOUNDATIONS OF MANAGEMENT RESEARCH (3cr.)</p> <p>Theoretical and methodological foundations of management research and research ethics are explored. Topics include the purpose of social science research; nature and role of theories; relationship between facts and values; theory construction, testing, falsification and inference; "positivist" and "non-positivist" methods; social studies of science and scientists; and research ethics involving human subjects.</p> <p><b>MGT7102</b> THEORETICAL FOUNDATIONS OF MANAGEMENT (3cr.)</p> <p>The foundations of various management disciplines are examined in the context of emerging and sometimes conflicting theoretical paradigms such as rationale exchange process, sustainability, responsible management and need to balance environmental, economic and social outcomes.</p>	<p>Doctoral Leadership Development Program</p> <p>In parallel with seminars, special workshops and activities focused on personal and professional development take place throughout the PhD program. Some of these workshops are delivered through the Doctoral Leadership Development Program and others are offered as part of the <a href="#">Altitude Program</a>, developed by the <a href="#">Office of the Vice-Provost, Graduate and Postdoctoral Studies</a> and the <a href="#">Teaching and Learning Support Service (TLSS)</a>. Doctoral students develop the professional skills that prepare them for a variety of academic and applied research careers.</p> <p>A few examples of our workshops are as follows: project (thesis) management, how to write a lot and overcome writers' block, grant preparation, the publication process, effective networking at conferences, and how to prepare for the job market. Several workshops focus on teaching and pedagogy. Furthermore, we offer activities aimed at improving our students' wellbeing and personal development, such as work-life balance, stress and time management, leadership, effective communication, and interpersonal skills.</p>
HEC Montreal	No	<p>METH 80426A READING, DOING &amp; PUBLISHING RESEARCH IN STRAT._</p> <p>Description</p> <p>This seminar is intended for doctoral students in strategy, management and related fields who are interested in improving their skills in writing, publishing and reviewing for different genres of academic publication.</p> <p>The seminar has three main objectives and components:</p>

		<p>1. Reading: At the end of the seminar, students should be able to competently evaluate research articles that use a wide range of methodological approaches. They will review an article for a real journal in the course of the seminar.</p> <p>2. Doing: At the end of the seminar, participants should have a practical feel for the requirements of preparing and writing different types of intellectual products or genres of writing (theory, literature review, essay, empirical quantitative and qualitative articles, practitioner-oriented articles, teaching cases, books) through participation in mini-exercises and through the preparation of an article for submission to a journal.</p> <p>Publishing: At the end of the seminar, students should have greater awareness of the requirements for publishing articles in various types of outlets in the strategic management field.</p> <p>METH 80745A ELECTIVE FOR ALL EXCEPT FINA AND SCM LITERATURE REVIEWS AND KNOWLEDGE SYNTHESIS....</p> <p>Description This seminar recognizes the centrality of literature reviews in doctoral research preparation and aims at deepening and broadening students' understanding of what literature reviewing entails.</p> <p>This seminar is intended for doctoral students in the fields of management, strategy, human resources, organizational development, marketing, information systems, entrepreneurship,</p>
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		<p>innovation management, international business, and logistics and operations management, who are interested in broadening their knowledge of research synthesis methods and in receiving formal training in how to conduct and evaluate literature reviews. It complements a number of research methods (quantitative and qualitative) and theory building seminars currently offered in the joint doctoral program. Indeed, although literature reviews are important in research methods and theory building courses, they are not their primary object of study, as they are in this seminar.</p> <p>Thèmes couverts</p> <ol style="list-style-type: none"> <li>1. Historical account of literature reviews in scientific research</li> <li>2. Types of literature reviews</li> <li>3. Reviews and other forms of non-empirical articles</li> <li>4. Evaluation of review articles</li> <li>5. Planning the review and searching the extant literature</li> <li>6. Reading, classifying and analyzing prior research</li> <li>7. Writing and publishing a review article</li> <li>8. Reviews for summarization purposes</li> <li>9. Reviews for aggregation and integration purposes</li> <li>10. Interpretive and mixed-methods reviews</li> </ol>
Laval	<p>ACC &amp; FINA</p> <p>ADM-7000 MÉTHODOLOGIE ET ÉTHIQUE</p> <p>Séminaire multidisciplinaire qui vise à former l'étudiant de doctorat à la carrière de chercheur. Le cours développe des assises en méthodologie de la recherche en observant toutes les approches utilisées en sciences de l'administration. La dernière portion du cours porte sur la démarche scientifique et sur la carrière de chercheur dans un cadre éthique.</p>	<p>ELECTIVE FOR ALL MANA &amp; ACCOUNTING</p> <p>ADM-8012 DÉVELOPPEMENT DES HABILITÉS D'ENSEIGNANT-CHERCHEUR : LE MÉTIER DE PROFESSEUR</p> <p>Ce cours aide le doctorant à développer des habiletés personnelles en vue de l'enseignement et de la recherche. Par son approche pratique, il le prépare aux différentes facettes du métier de professeur et à la complexité croissante de son contexte institutionnel.</p>

	<p>MANA &amp; MARK</p> <p>ADM-8005 MÉTHODOLOGIE DE LA RECHERCHE I</p> <p>L'objectif de ce cours est de présenter un modèle général et les méthodologies quantitatives de recherche en management : les stratégies expérimentales, quasi expérimentales et exploratoires avec leurs outils de collecte de données; les méthodes d'analyse des données et l'interprétation des résultats. L'étudiant doit démontrer sa capacité à intégrer une problématique scientifique et une stratégie de recherche.</p> <p>ADM-8006 MÉTHODOLOGIE DE LA RECHERCHE II</p> <p>Cours ayant pour objectif de développer une compréhension approfondie, tant sur le plan conceptuel que pratique, des perspectives (narrative, ethnographique, phénoménologique, théorisation ancrée, postmoderniste) associées à la recherche qualitative, ainsi que sur les méthodes (entretiens, observations, analyse documentaire), les outils informatisés de classement et les habiletés (réflexivité, écoute, empathie) du chercheur qualitatif. Cerner la pertinence et la contribution de la recherche qualitative à l'avancement des connaissances en sciences de l'administration aux diverses étapes d'un processus de recherche.</p>	
Queen's University – Smith PhD Management	Common core – all specializations MGMT 801: Introduction to Research Methodology	Common core – all specializations MGMT-993: Teaching Workshops and Practicum

	<p>The purpose of this course is to introduce students to the context and traditions of knowledge generation in the social sciences in general, and academic business research in a business school context in particular. This course will encourage students to transcend the technical details of their respective research paradigms so as to position themselves as business school researchers capable of contributing meaningful knowledge to broader academic, business, and societal audiences. Guided by what it means to have a mindset of intellectual curiosity in the social sciences and business school context, this course will tackle questions such as, what it means to be driven by a scientific curiosity; how do we define or construct knowledge in academic business research and how does one's individual research contribute; what are the norms and traditions of being a valuable contributor of knowledge in academic business research? The goal of this course is to enable students to situate their current and forthcoming acquisition of in-depth skills in their research discipline into the mindset of researchers driven by intellectual curiosity seeking to contribute meaningful knowledge in the context and traditions of academic business research. This course is graded on a Pass/Fail.</p>	<p>Introduce graduate students to effective teaching techniques. These include traditional classroom-based teaching, case methods, research seminars. Effective job talks and career management issues will be covered. Classes require active participation by all students; in addition, opportunities to teach will be provided, followed by peer and professor feedback.</p>
<p>Simon Fraser – Beedie PhD Business Administration</p>	<p>MANA + MARK  BUS 980 – Theory Development (Year 1) The effective use of empiricism, positivism and interpretive explanations in generating, defending and clarifying logically rigorous arguments is explored. Participants from diverse fields (marketing, international business, management studies, accounting, policy analysis, finance, etc.) within the administrative sciences will look at the processes that have guided theory development and theory testing within their</p>	<p>All specializations  BUS 990 - Research Project (Year 1) Students will be exposed to the broad world of academia, from presenting and providing constructive feedback on papers, to conferences, journal publishing and refereeing, while being exposed to an introduction to a range of research techniques and data analysis. The cornerstone of the course, and the primary vehicle for experiential learning, is that each student will write an original research project. The project that will be graded on a</p>



	<p>field of inquiry. Attention will focus on what criteria are used to assess the adequacy of explanations and useful theories. The seminar seeks to advance participants' interest in putting theory into practice.</p> <p>BUS 982 – Dissertation Development (Year 3) This seminar is intended to support doctoral students in the early stages of the development of their dissertations. Students will explore practical and conceptual issues with respect to the integration of theory, research design and methodology. The seminar will provide a forum for students to share their dissertation work in progress, and learn from each other with respect to theoretical, analytical and methodological problems, successes and trade-offs.</p>	<p>Satisfactory/Unsatisfactory basis. Students who receive Satisfactory will present it in an open research presentation. Questions and answers emerging in this context should assist the student to develop their research and to begin to chart their course in academia.</p>
<p>University of Alberta – Business PhD</p>	<p>Does not seem to have any common core</p>	
<p>Carleton University – Sprott PhD Management</p>	<p>All Specializations</p> <p>BUSI 6902 Research Methodology in Business Research techniques commonly used in research on business and management issues. The development of knowledge of these methodologies and their application, and their possible use in the thesis research of the student.</p> <p>BUSI 6905 Advanced Statistical Methods in Research A practical introduction to advanced statistical methods used in business research, with particular focus on discrete categorical data. Topics include the analysis of two-way and</p>	

	<p>three-way tables; loglinear modeling; logistic regression; generalized linear models. Students will analyze real data using appropriate software packages.</p> <p>Includes: Experiential Learning Activity</p>	
<p>McMaster – DeGroot – PhD Business Admin</p>	<p>Mandatory – all specializations</p> <p>BUSINESS B790 Theory Building in Management</p> <p>The seminar provides a broad overview of the role of theory and theory building in management. The student will engage in systematic scientific inquiry pertaining to different schools of management relevant to business. The underlying theory of management driving each school of thought will be the focus of analysis. An attempt will be made to integrate the diverse schools of thought toward an inclusive theory of management that would serve as the backdrop for future management research and practice.</p>	
<p>Ryerson University – Ted Rogers PhD in Management</p>	<p>Mandatory</p> <p>MG9101 Management and Organization Theory</p> <p>Each week, two theories from a list of 40 will be selected for systematic analysis of their ontological assumptions, knowledge interests and epistemological implications. For each of the two theories two empirical research papers will be reviewed and critically analyzed to enable the students to understand the special challenges of operationalizing the theories in organizational research.</p>	

	<p>MG9102 Advanced Research Methods: Qualitative</p> <p>This course examines qualitative research methods as they apply to business and management studies. Topics will include: historical roots, philosophical assumptions, theoretical framework, and implications of different qualitative approaches; research design; data collection, analysis, and interpretation strategies; critical evaluation of qualitative studies, and research grant writing for a qualitative study. Students will develop their capacity to conduct qualitative research through hands-on projects. This course covers the key concepts and methods of qualitative research.</p> <p>MG9103 Advanced Research Methods: Quantitative</p> <p>This course explores quantitative analytical techniques, allowing students to design research projects and conduct necessary quantitative analysis. During empirical studies, it is important to understand the benefits and drawbacks of various techniques so that students choose appropriate techniques to address research questions tested. The focus will be on gaining an understanding of what the various statistical techniques can do, what is the most effective technique, how to apply them and interpret the results.</p>	
Western, Ivey -	<p>All specializations – common core</p> <p>Statistics boot camp (offered mid-August before the start of Year 1)</p> <p>Bus <u>9702</u> Multivariate Analysis</p>	<p>All specializations</p> <p>Shadow an Ivey professor for an entire graduate, MBA or MSc course or complete at least 20 hours of courses/workshops at <u>Western Teaching Centre</u></p>

	<p>Modern statistical concepts and methods developed in a mathematical framework: statistical inference, point and interval estimation, hypothesis testing, maximum likelihood estimation, large sample theory. This course introduces statistical regression models (ANOVA, linear regression, nonlinear regression) with an applied focus. Students will learn the basic concepts behind linear and nonlinear statistical models, and apply them to the analysis of real data sets from various fields. A significant component in the course will be data analysis in R.</p> <p>Bus <u>9704</u> Research Methods</p> <p>This course will introduce different ways of conducting research. The focus is on methodological and philosophy of science issues – it is not a statistics class. It will help you develop skills to conduct and evaluate research. By the end of the course, you will have some appreciation of the research process. But, this course will not make you an expert and it only marks the beginning of your methodological training.</p> <p>Bus <u>9712</u> Special Topics in Statistics</p> <p>This course will introduce advanced econometric and statistical methods used to analyze applied research questions in management. Topics covered will include instrumental variables, regression discontinuity designs, limited dependent variable models, statistical inference, natural experiments and identification. Students will be introduced to a range of data analysis skills and several software packages.</p> <p>Bus <u>9723</u> Summer Research Paper</p>	
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<p>York – Schulich – PhD in Administration</p>	<p>All students</p> <p>DCAD 7060 3.00 INTRODUCTION TO APPLIED STATISTICS</p> <p>This course focuses on the use of univariate and multivariate statistics as applied to social and behavioural research within the fields of organizational, management, and consumer studies. It covers descriptive statistics, mean difference testing, analysis of variance and covariance, linear and logistic regression, and a priori sample size calculations, as well as power and effect size calculations.</p> <p>DCAD 7100 3.00 LOGICS OF SOCIAL RESEARCH</p> <p>This examines the major philosophical debates in the social sciences and explores the rationale of different approaches to social research. Students learn how to select and develop appropriate research strategies and how to critically examine the use of various research strategies.</p> <p>DCAD 7250 3.00 RESEARCH DESIGN</p> <p>This course introduces students to research design, strengthens their reasoning and theoretical development skills, helps them effectively apply a range of empirical methodologies to their own research and critically review empirical studies done by others. Topics include types of variables, relationships, sampling and measurement, survey and field research designs, experimental designs, and alternative designs, and research design biases and artifacts.</p>	

	<p>DCAD 7400 3.00 QUALITATIVE RESEARCH METHODS</p> <p>These DCAD courses are designed to ensure that all PhD students at Schulich acquire a basic competence in research methods, including quantitative and qualitative research methodologies, and the philosophy and methods used in the social sciences.</p>	
<p>University of British Columbia – Sauder – PhD Business Administration</p>	<p>Cross-divisional course in research methods</p>	<p>Course in teaching methods</p>
<p>University of Toronto – Rotman School of Management</p>	<p>Seems to be no common core</p> <p>PhD in Finance</p> <p>PhD in Marketing....</p>	<p>?</p>
<p>University of Minnesota – Carlson School of Management – PhD Business Administration</p>	<p>Seems to be no common core</p>	<p>?</p>

**Summary and Rationale for Changes**

Computer Engineering is a rapidly changing field. The current course descriptions do not reflect the changes in the material that are being taught presently. It is important for the course descriptions to reflect the current content so that students can make better choices of which courses to select. The proposed course descriptions reflect more accurately what is being currently taught.

**Summary of Committee Discussion: Editorial review**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D2). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D3). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

## **Summary of Committee Discussion: Faculty Council Approval**

### **For Submission to:**

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,  
Graduate Curriculum Committee (GCC), 21 Mar 2022

### **Approved by:**

M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 11 Mar 2022

At its virtual meeting on March 11, 2022, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, as presented, the curriculum changes for some of the courses in the graduate electrical and engineering programs. Namely, the calendar descriptions of COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651) were revised to reflect updated course content.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier CS-ELEC-3601.

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

Thank you for your consideration of this proposal.

**Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval**

**For Submission to:**

Dr. M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science,, 11 Mar 2022

**Approved by:**

Dr. A. Aghdam, Associate Dean, Graduate Studies,  
Graduate Studies Committee of the Gina Cody School, 03 Mar 2022

At its virtual meeting on March 3, 2022, the Graduate Studies Committee of the Gina Cody School reviewed and approved with minor corrections, the curriculum items from the Department of Electrical and Computer Engineering (ECE). Namely, the ECE Department wants to update some of its courses (i.e. COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651) to reflect current teaching content and practice.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier CS-ELEC-3601.

We kindly request that this package be placed on the next agenda of the Council of the Gina Cody School of Engineering and Computer Science for approval.

Thank you for your consideration of this proposal.

**Summary of Committee Discussion: Department approval**

**For Submission to:**

Dr. Aghdam, Associate Dean, Research and Graduate Studies,  
Gina Cody School Graduate Studies Committee, 03 Mar 2022

**Approved by:**

Dr. Shayan, The Chair of the Department Council,  
Department Council, 25 Feb 2022

The course changes of COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651 were approved as presented at the Department Council on February 25th, 2022.

**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
COEN 6501 Digital System Design and Synthesis Change				X						
COEN 6541 Functional Hardware Verification Change				X						
COEN 6551 Formal Hardware Verification Change				X	X					
COEN 6711 Microprocessors and Their Applications Change				X						
COEN 6741 Computer Architecture and Design Change				X						
COEN 7741 Advanced Computer Architecture Delete	X	X	X	X	X		X	X	X	
ELEC 6651 Adaptive Signal Processing Change			X	X						X

**Defined Group Changes:**

**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
E48 - Computing Systems Change		X	

**DEFINED GROUP CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** E48 - Computing Systems

**Calendar Section Type:** Defined group

**Description of Change:** E48 - Computing Systems Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

**Type of Change:** Defined Group Change

**Present Text (from 2021) calendar**

**Proposed Text**

E48 - Computing Systems

**credits** E48 - Computing Systems

COEN 6211 Biological Computing and Synthetic Biology (4)

COEN 6211 Biological Computing and Synthetic Biology (4)

COEN 6311 Software Engineering (4)

COEN 6311 Software Engineering (4)

COEN 6312 Model-Driven Software Engineering (4)

COEN 6312 Model-Driven Software Engineering (4)

COEN 6313 Programming on the Cloud (4)

COEN 6313 Programming on the Cloud (4)

COEN 6321 Applied Evolutionary and Learning Algorithms (4)

COEN 6321 Applied Evolutionary and Learning Algorithms (4)

~~Applied Evolutionary and Learning Algorithms (4)~~

COEN 6331 Neural Networks (4)

COEN 6331 Neural Networks (4)

COEN 6341 Embedded Systems Design (4)

COEN 6341 Embedded Systems Design (4)

COEN 6351 Protocol Design and Validation (4)

COEN 6351 Protocol Design and Validation (4)

COEN 6371 Machine Learning for Cyber-Physical Systems (4)

COEN 6371 Machine Learning for Cyber-Physical Systems (4)

COEN 6611 Real-time Systems (4)

COEN 6611 Real-time Systems (4)

COEN 6711 Microprocessors and Their Applications (4)

COEN 6711 Microprocessors and Their Applications (4)

COEN 6721 Fault-Tolerant Distributed Systems (4)

COEN 6721 Fault-Tolerant Distributed Systems (4)

COEN 6731 Distributed Software Systems (4)

COEN 6731 Distributed Software Systems (4)

COEN 6741 Computer Architecture and Design (4)

COEN 6741 Computer Architecture and Design (4)

COEN 6751 Cyber-Physical Systems Modeling and Design (4)

COEN 6751 Cyber-Physical Systems Modeling and Design (4)

COEN 6761 Software Testing and Validation (4)

COEN 6761 Software Testing and Validation (4)

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

COEN 6761 Software Testing and Validation (4)

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

~~COEN 7741 Advanced Computer Architecture (4)~~

COEN 6761 Software Testing and Validation (4)

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

**Note:** The following courses are cross-listed:

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

COEN 6211 is cross-listed with COEN 433

ENGR 6231 Microfluidic Devices for Synthetic Biology (4)

COEN 6211 is cross-listed with COEN 433

~~Note:~~The following courses are cross-listed:

COEN 6211 is cross-listed with COEN 433

~~COEN 6211 is cross-listed with COEN 433~~

COEN 6211 is cross-listed with COEN 433

COEN 6313 is cross-listed with COEN 424

COEN 6321 is cross-listed with COEN 432

**Present Text (from 2021) calendar**

COEN 6313 is cross-listed with COEN 424  
COEN 6321 ~~Applied Evolutionary and Learning Algorithms (4)~~  
~~Applied Evolutionary and Learning Algorithms (4)~~  
~~is~~ cross-listed with COEN 432  
ENGR 6231 is cross-listed with COEN 434  
COEN 6561 is cross-listed with COEN 422

**Proposed Text**

ENGR 6231 is cross-listed with COEN 434  
COEN 6561 is cross-listed with COEN 422

**Rationale:**

The course was deleted as its content became obsolete.

**Resource Implications:**

None.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 6501

**Calendar Section Type:** Course

**Description of Change:** COEN 6501 Digital System Design and Synthesis Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COEN 6501 Digital System Design and Synthesis (4 credits)

*Prerequisites:*

*Description :*

This course ~~introduces students to VHDL language and modelling digital circuit with VHDL. Topics include: arithmetic and logic circuits. Storage devices. Finite State Machines. Algorithmic State Machines. Timing issues. Asynchronous Design. VHDL and modelling with VHDL. Synthesis and architectural models for synthesis. Project involving system~~ design and modelling. A project is required.

*Component(s):*

Lecture

*Notes :*

### Proposed Text

COEN 6501 Digital System Design and Synthesis (4 credits)

*Prerequisites:*

*Description :*

This course reviews standard VLSI (Very Large Scale Integration) microelectronics design flow and the Digital Design process. It then presents Programmable Logic Devices (PLD) and Field Programmable Gate Arrays (FPGA) technologies. Students are later introduced to VHDL, a Hardware Description Language (HDL), to model, simulate and design combinational as well as sequential circuits. Thereafter, synthesis techniques, timing analysis and design trade-offs are explained. The course then addresses the design and modeling of Finite State Machines (FSM), which relies on both sequential and combinational circuits. The Register Transfer Level (RTL) methodology is then presented and is illustrated using algorithms such as repetitive-addition multiplier and repetitive-subtraction division. Next, the course introduces methods to design large scale circuits; this includes hierarchical design, parametrized design and asynchronous design. A project is required.

*Component(s):*

Lecture

*Notes :*

### Rationale:

The course description has been updated to match the currently taught material.

### Resource Implications:

None. No extra software or hardware are required.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 6541

**Calendar Section Type:** Course

**Description of Change:** COEN 6541 Functional Hardware Verification Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COEN 6541 Functional Hardware Verification (4 credits)

*Prerequisites:*

The following course must be completed previously: COEN 6501 or equivalent.

*Description :*

~~Review~~ of hardware design languages. ~~Definition~~ of functional verification. ~~Design for verification. Writing testbenches, simulation engines,~~ and coverage metrics. ~~Introduction~~ to verification languages. Verification ~~plan: strategies, testcases, testbenches. Modelling verification environments. Modelling input relations, intervals, events. Introduction~~ to formal verification tools. A project is required.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for COEN 413 may not enrol in this course.

### Proposed Text

COEN 6541 Functional Hardware Verification (4 credits)

*Prerequisites:*

*Description :*

This course focuses on functional verification techniques and tools for hardware systems. It starts with a review of hardware design languages and a definition of hardware functional verification, then it introduces basic object-oriented programming notions, such as classes, methods, inheritance, threads, interprocess communications, and virtual methods. Students are later introduced to coverage metrics, functional coverage, and functional verification computer aided design (CAD) tools. They learn the use of the SystemVerilog language to develop class-based verification environments based on the Universal Verification Methodology (UVM). Throughout the course, students are exposed to practical verification case studies. A project is required.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for COEN 413 may not enrol in this course.

**Rationale:**

The course description has been updated to match the currently taught material.

**Resource Implications:**

None. No extra software or hardware are required.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 6551

**Calendar Section Type:** Course

**Description of Change:** COEN 6551 Formal Hardware Verification Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COEN 6551 Formal Hardware Verification (4 credits)

*Prerequisites:*

The following course must be completed previously: COEN 6501 .

*Description :*

~~Design verification technology. Introduction to~~ mathematical logic (propositional, first-order, higher-order). Formal methods. Formal specification and validation. Combinational equivalence checking. Binary decision diagrams: BDD, automata theory, sequential equivalence checking, model theory, temporal logics, model checking, proof theory, predicate logic, theorem proving, formal verification CAD tools. Practical case studies. A project is required.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for COEN 7501 (Hardware Formal Verification) may not take this course for credit.

### Proposed Text

COEN 6551 Formal Hardware Verification (4 credits)

*Prerequisites:*

The following course must be completed previously: COEN 6501 or COEN 6541 .

*Description :*

This course reviews standard Very Large-Scale Integration (VLSI) design flow and existing design verification technologies. It then introduces notions of mathematical logic, such as propositional logic, first-order logic and higher-order logic, which lays the foundation for formal methods. Students are later introduced to several verification theories, including proof theory, model theory and automata theory. Thereafter, formal specification and modeling techniques are explained, including temporal logic, Binary Decision Diagrams (BDD) and finite transition graph systems. The main hardware verification techniques studied in this course are: Combinational Equivalence Checking , Sequential Equivalence Checking , Model Checking and Theorem Proving. For each of these techniques, the students learn the primary technology used, as well as advanced formal verification Computer Aided Design ( CAD ) tools. The students are also exposed to practical case studies . A project is required.

*Component(s):*

Lecture

*Notes :*

Students who have received credit for COEN 7501 (Hardware Formal Verification) may not take this course for credit.

**Rationale:**

The course description has been updated to match the currently taught material.

COEN 6541 has been added as *alternate* prerequisite to streamline access to the course. COEN6541 has a prerequisite of COEN 6501 however some students are allowed into COEN 6541 with instructor's permission. Therefore, either COEN 6501 or COEN 6541 are suitable prerequisites.

**Resource Implications:**

None. No extra software or hardware are required.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 6711

**Calendar Section Type:** Course

**Description of Change:** COEN 6711 Microprocessors and Their Applications Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COEN 6711 Microprocessors and Their Applications (4 credits)

*Prerequisites:*

*Description :*

~~Introduction to microprocessors~~ and their ~~architectures~~. Examples of various ~~microprocessors~~. ~~Bus~~ and I/O ~~Organizations~~. ~~Addressing modes~~. ~~Timing~~. ~~Software related issues~~. ~~Memory~~ and its hierarchy. ~~Static~~ and dynamic memory ~~interfacing~~. ~~Synchronous~~ and ~~asynchronous interfacing~~. ~~Interrupts~~. ~~DMA~~. ~~Use of Co-processors~~. ~~Single chip Micro controllers~~. ~~Examples of microprocessor applications at the system level~~. A project is required.

*Component(s):*

Lecture

*Notes :*

### Rationale:

The course description has been updated.

### Resource Implications:

### Proposed Text

COEN 6711 Microprocessors and Their Applications (4 credits)

*Prerequisites:*

*Description :*

This course focuses on microprocessor systems and their applications in modern information technology. In this course, the basics of microprocessor organization and their applications are reviewed. Examples of various microprocessors and system-level applications are given. Next, microprocessor architectures including Arithmetic Logic Unit (ALU) , bus and input/output ( I/O ) organizations, and addressing modes are briefly discussed. In the next part, the focus is placed on the microprocessor interfacing. This includes using several modules and interfaces such as timers, counters, Pulse-width Modulators (PWM) , memory and its hierarchy. Students are exposed to static and dynamic memory interfacing, Direct Memory Access (DMA), Digital to Analog Converter /Analog to Digital Converter ( DAC/ADC ) , and serial communication protocols. Practical case studies are discussed and demonstrated. Also, some advanced topics are presented including interrupts , types of I/O interfacing, timing and software related issues . A project is required.

*Component(s):*

Lecture

*Notes :*

None. No extra software or hardware are required to match the currently taught material.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 6741

**Calendar Section Type:** Course

**Description of Change:** COEN 6741 Computer Architecture and Design Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

COEN 6741 Computer Architecture and Design (4 credits)

*Prerequisites:*

*Description :*

~~Review of basic computer architecture designs. Fundamentals of computer design and performance. Cost issues. Instruction set design principles. Memory hierarchies: registers, caches and virtual memories. Basic processor implementation issues. High performance computing issues such as pipelining, superscalar and vector processing. Input/output subsystem designs.~~ A project is required.

*Component(s):*

Lecture

*Notes :*

### Proposed Text

COEN 6741 Computer Architecture and Design (4 credits)

*Prerequisites:*

*Description :*

The course focuses on hardware design issues of high-performance computer architectures . The course begins with a review of basic computer architecture design. Students then learn about fundamentals of quantitative design and analysis, instruction set principles, and memory hierarchy, including cache memory, cache optimization and virtual memory. Thereafter, instruction pipelining and advanced notions of instruction-level parallelism such as dynamic scheduling, branch prediction, superscalar and Very Long Instruction Word (VLIW) are discussed. Subsequently, students explore other means of modern day and future high-performance computing technology, including data-level parallelism, Graphics Processing Units (GPU) architectures, Single Instruction Multiple Data (SIMD) architectures, vector processors, thread-level parallelism, multicore processors and multiprocessor systems. Practical cases studies for each of the above techniques are discussed based on commercial processors. A project is required.

*Component(s):*

Lecture

*Notes :*

### Rationale:

The course description has been updated to match the currently taught material.

### Resource Implications:

None. No extra software or hardware are required.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** COEN 7741

**Calendar Section Type:** Course

**Description of Change:** COEN 7741 Advanced Computer Architecture Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2023

**Effective/Push to SIS date:** 31 May 2023

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Deletion

### Present Text (from 2021) calendar

~~COEN 7741 Advanced Computer Architecture (4 credits)~~

*Prerequisites:*

~~The following course must be completed previously: COEN 6741.~~

*Description :*

~~Multiprocessing, Parallel processing, Vector processing, MIMD, SIMD, ILP (Instruction Level Parallelism), Superscalar, VLIW, Multithreading, Systolic processors, etc. A project is required.~~

*Component(s):*

*Notes :*

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

### Rationale:

Course content became obsolete. All of its topics are now covered by COEN6741 (Computer Architecture and Design).

### Resource Implications:

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Course changes: COEN 6501, COEN 6541, COEN 6551, COEN 6711, COEN 6741, COEN 7741, ELEC 6651

**Calendar Section Name:** ELEC 6651

**Calendar Section Type:** Course

**Description of Change:** ELEC 6651 Adaptive Signal Processing Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Electrical and Computer Engineering

**Calendar publication date:** 2022/2023/Winter

**Planning and Promotion:** 31 May 2022

**Effective/Push to SIS date:** 31 May 2022

**Implementation/Start date:** 01 Jan 2023

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Electrical and Computer Engineering Courses

**Type of Change:** Course Change

### Present Text (from 2021) calendar

ELEC 6651 ~~Adaptive~~ Signal Processing (4 credits)

*Prerequisites:*

The following courses must be completed previously: ELEC 6601 ; ENCS 6161 .

*Description :*

~~Optimal filtering; adaptive filter structures; linear prediction; lattice structures; Levinson recursion. The LMS based algorithms; basic LMS and properties; mean square error surface; stability and convergence behavior; normalized LMS; affine projection. Recursive least-square methods; method of least squares; block least squares methods. Frequency domain and sub-band adaptive filters. Kalman filtering. Applications of adaptive filters. A project is required.~~

*Component(s):*

Lecture

*Notes :*

Students who have taken ELEC 7601 may not take this course for credit.

### Proposed Text

ELEC 6651 **Advanced** Signal Processing (4 credits)

*Prerequisites:*

*Description :*

This course focuses on fundamental principles , methods and applications of statistical and adaptive signal processing . It begins with an introduction to random signal processing basics , including random variables and sequences , linear systems with stationary inputs , linear signal models , and power spectral density estimation. It then covers optimum linear filtering and prediction , namely , Wiener filters , constrained Minimum Mean Square Error (MMSE) estimation , array/space-time processing and beamforming , and forward and backward linear prediction. The course also covers adaptive filtering methods including least mean square filters , least-square filters, recursive least square filters , and the Kalman filter. Finally, the course ends with machine learning principles for signal processing including Bayesian learning, support vector machine, and neural network basics. A project is required .

*Component(s):*

Lecture

*Notes :*

Students who have taken ELEC 7601 may not take this course for credit.

Students who have received credit for ELEC 442 may not enrol in this course.

**Rationale:**

The course content is revised to be cross-listed with ELEC 442 with the objective of teaching upper-level undergraduate and graduate students in electrical and computer engineering theoretical concepts, methods and applications of statistical signal processing.

**Resource Implications:**

None. No extra resource including software is required.

# Impact Report

## Programs

### Electrical and Computer Engineering MEng

Source of Impact

- E48 - Computing Systems

## Defined Groups

### Concentrations for the Electrical and Computer Engineering MEng

Source of Impact

- E48 - Computing Systems

### Avionics and Control

Source of Impact

- COEN 6711

### E47 - Signal Processing

Source of Impact

- ELEC 6651

### E48 - Computing Systems

Source of Impact

- COEN 6711
- COEN 6741
- COEN 7741

### F03 - Microelectronic Systems

Source of Impact

- COEN 6501
- COEN 6541
- COEN 6551

### Topic Areas for the Electrical and Computer Engineering MEng

Source of Impact

- E48 - Computing Systems

## Courses

### COEN 6521

Source of Impact

- COEN 6501

### COEN 6541

Source of Impact

- COEN 6501

### COEN 6551

Source of Impact

- COEN 6501

COEN 7741

Source of Impact

- COEN 6741

## **Other Units**

Addition of **ELEC 442** to **ELEC 6651** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

**Concordia University**  
**Department of Electrical and Computer Engineering**  
**COEN 6501 Digital System Design and Synthesis**  
**Course Outline**

**Potential Instructor:**

Dr. Sébastien Le Beux ([slebeux@encs.concordia.ca](mailto:slebeux@encs.concordia.ca))

**Web-page:**

Moodle

**Reference Texts:**

Pong P. Chu. RTL Hardware Design using VHDL, Coding for Efficiency, Portability, and Scalability, John Wiley & Sons, Inc., 2006. ISBN: 978-0-471-78639-9

**Description:**

This course reviews standard VLSI (Very Large Scale Integration) microelectronics design flow and the Digital Design process. It then presents Programmable Logic Devices (PLD) and Field Programmable Gate Arrays (FPGA) technologies. Students are later introduced to VHDL, a Hardware Description Language (HDL), to model, simulate and design combinational as well as sequential circuits. Thereafter, synthesis techniques, timing analysis and design trade-offs are explained. The course then addresses the design and modeling of Finite State Machines (FSM), which relies on both sequential and combinational circuits. The Register Transfer Level (RTL) methodology is then presented and is illustrated using algorithms such as repetitive-addition multiplier and repetitive-subtraction division. Next, the course introduces methods to design large scale circuits; this includes hierarchical design, parametrized design and asynchronous design. A project is required.

**Course Topics:**

1. Review of Digital Design process and standard VLSI design flow (week 1)
2. Introduction to Programmable Logic Devices and Field Programmable Gate Arrays (week 2)
3. Basic Language Construct of VHDL (week 3)
4. Concurrent Signal Assignment Statements of VHDL (weeks 4)
5. Sequential Statements of VHDL and test benches (week 5)
6. Combinational Circuit Design (week 6)
7. Sequential Circuit Design (weeks 7)
8. Finite State Machine (week 8 & 9)
9. Register Transfer Methodology (weeks 10)
10. Asynchronous Design (weeks 11 & 12)



**Concordia University**  
**Department of Electrical and Computer Engineering**  
**COEN6541: Hardware Functional Verification**

**Course Outline**

**Potential Instructor:**

Dr. Otmane Ait Mohamed (otmane.aitmohamed@concordia.ca)

**Web-page:**

Moodle

**Reference Texts:**

Spear, C. and Tumbush, G. *SystemVerilog for Verification: A Guide to Learning the Testbench Language Features, 3<sup>rd</sup> Edition*, Springer, 2012. ISBN 978-0387765297.

**Course Description:**

**Prerequisite/Corequisite:** COEN6501

This course is about functional verification techniques and tools for hardware systems. It starts with a review of hardware design languages and a definition of hardware functional verification, then it introduces basic object-oriented programming notions, such as classes, methods, inheritance, threads, interprocess communications, and virtual methods. Students are later introduced to coverage metrics, functional coverage, and functional verification computer aided design (CAD) tools. They learn the use of the SystemVerilog language to develop class-based verification environments based on the universal verification methodology (UVM). Throughout the course, students are exposed to practical verification case studies. A project is required.

**Course Topics:**

1. Verification guidelines (week 1)
2. SystemVerilog Data Type (week 2)
3. Connecting the Testbench and Design (week 3)
4. Basic OOP (weeks 4 & 5)
5. Randomization (week 6)
6. Thread and Interprocess Communication (weeks 7 & 8)
7. Advanced OOP and Testbench Guidelines (weeks 9 & 10)

8. Functional Coverage (week 11)
9. Advanced Interfaces (week 12)

**Grading Scheme:**

- Midterm Exam: 25%
- Verification Project: 45%
- Final Exam: 30%

**Plagiarism:**

You are subject to Concordia's Academic Code of Conduct. Learn more at

<http://provost.concordia.ca/academicintegrity> All assignments and project reports must comply with the requirements of the "Expectations of Originality" form. This form concerns the issue of academic integrity. The students must read and fill out one copy of the form and submit it to the instructor by the first week of the course. Furthermore, the students are strongly encouraged to visit the following web page:

<http://www.concordia.ca/students/academic-integrity.html>

**Grading Scheme:**

- Midterm Exam: 25%
- Design Project: 45%
- Final Exam: 30%

**Plagiarism:**

You are subject to Concordia's Academic Code of Conduct. Learn more at <http://provost.concordia.ca/academicintegrity> All assignments and project reports must comply with the requirements of the "Expectations of Originality" form. This form concerns the issue of academic integrity. The students must read and fill out one copy of the form and submit it to the instructor by the first week of the course. Furthermore, the students are strongly encouraged to visit the following web page: <http://www.concordia.ca/students/academic-integrity.html>

**Concordia University**  
**Department of Electrical and Computer Engineering**  
**COEN6551: Computer Architecture and Design**

**Course Outline**

**Potential Instructor:**

Dr. Sofiene Tahar ([tahar@ece.concordia.ca](mailto:tahar@ece.concordia.ca))

**Web-page:**

<http://www.ece.concordia.ca/~tahar/coen6551.html>

**Reference Text:**

T. Kropf: Introduction to Formal Hardware Verification, Springer, 1999. ISBN: 3540654453.

**Course Description:**

**Prerequisite/Corequisite:** COEN6501 or COEN6541

This course reviews standard very large-scale integration (VLSI) design flow and existing design verification technologies. It then introduces notions of mathematical logic, such as propositional logic, first-order logic and higher-order logic, which lays the foundation for formal methods. Students are later introduced to several verification theories, including proof theory, model theory and automata theory. Thereafter, formal specification and modeling techniques are explained, including temporal logic, Binary Decision Diagrams and finite transition graph systems. The main hardware verification techniques studied in this course are: Combinational Equivalence Checking, Sequential Equivalence Checking, Model Checking and Theorem Proving. For each of these techniques, the students learn the primary technology used, as well as advanced formal verification computer aided design (CAD) tools. The students are also exposed to practical case studies. A project is required.

**Course Topics:**

1. Review of hardware system design and verification flow (week 1)
2. Formal methods and formal verification techniques (week 2)
3. Formal specification and modeling (week 3)
4. Combinational equivalence checking (weeks 4 & 5)
5. Sequential equivalence checking (week 6)
6. Temporal logic and properties specification (week 7)

7. Verification with model checking (weeks 8 & 9)
8. System modeling with predicate logic (week 10)
9. Verification with theorem proving (weeks 11 & 12)

**Grading Scheme:**

- Survey Report: 10%
- Midterm Exam: 20%
- Verification Project: 40%
- Final Exam: 30%

**Plagiarism:**

You are subject to Concordia's Academic Code of Conduct. Learn more at <http://provost.concordia.ca/academicintegrity> All assignments and project reports must comply with the requirements of the "Expectations of Originality" form. This form concerns the issue of academic integrity. The students must read and fill out one copy of the form and submit it to the instructor by the first week of the course. Furthermore, the students are strongly encouraged to visit the following web page: <http://www.concordia.ca/students/academic-integrity.html>

**Concordia University**  
**Department of Electrical and Computer Engineering**  
**ELEC 442/6651: Advanced Signal Processing**

**Calendar description:**

**Prerequisite/Corequisite:** The following courses must be completed previously: ENCS 6161, ELEC 6601.

This course focuses on fundamental principles, methods and applications of statistical and adaptive signal processing. It begins with an introduction to random signal processing basics, including random variables and sequences, linear systems with stationary inputs, linear signal models, and power spectral density estimation. It then covers optimum linear filtering and prediction, namely, Wiener filters, constrained minimum mean square error (MMSE) estimation, array/space-time processing and beamforming, and forward and backward linear prediction. The course also covers adaptive filtering methods including least mean square filters, least-square filters, recursive least square filters, and the Kalman filter. Finally, the course ends with machine learning principles for signal processing including Bayesian learning, support vector machine, and neural network basics. A project is required.

**Learning objective and outcome:**

Statistical signal processing concerns a wide range of applications in electrical and computer engineering, such as consumer electronics, digital communications, multimedia systems, sonar and radar processing, remote sensing and biomedical engineering etc. The main goal of this course is to provide students with the theory, implementation, and applications of statistical and adaptive signal processing methods as needed by engineers and scientists working in academia and industry. Having completed this course, students shall have a deep understanding of concepts, methods and algorithms of statistical signal processing. They will be able to apply this knowledge to the solution of complex problems and design machine learning approaches for applications related to signal processing and wireless communications.

**Text and references:**

1. D. G. Manolakis, V. K. Ingle and S. M. Kogon, *Statistical and Adaptive Signal Processing: Spectral Estimation, Signal Modeling, Adaptive filtering and Array Processing*, Artech House, 2005. (Required)
2. Michael J. Bianco1, et al., "Machine learning in acoustics: Theory and applications," *The Journal of the Acoustical Society of America*, vol. 146, no. 5, pp. 3590-3628, 2019. (Required). <https://asa.scitation.org/doi/pdf/10.1121/1.5133944>
3. Andriy Burkov, *The Hundred-Page Machine Learning Book Paperback*, Jan. 13, 2019.

### **Grading scheme:**

<b>ELEC 442</b>	
Theoretical problems	15
Programming assignments	25
Midterm	15
Final	30
Literature reading (report and presentation)	15

<b>ELEC 6651</b>	
Theoretical problems	10
Programming assignments	20
Midterm	15
Final	30
Project (report and presentation)	25

### **Contents and teaching schedule:**

1. Course introduction: Administrative aspects and overview of the material and typical statistical signal processing problems. (0.5 lecture)
2. Random signal processing basics: Random variables and vectors; discrete-time stochastic processes; linear systems with stationary inputs. (1.5 lectures)
3. Linear signal models: Autoregressive (AR) all-pole models; moving average (MA) all-zero models; ARMA pole-zero models. (1 lecture)
4. Power spectral density (PSD) estimation: Deterministic approaches; estimation of autocorrelation of stationary random signals; periodogram and related PSD estimation method; statistical properties of the PSD estimate. (1 lecture)
5. Optimum linear filtering: Problem formulation, minimum mean-square error (MMSE) criterion; Wiener filtering, the normal equations, constrained MMSE estimation, array processing, spatial filtering and beamforming. (1.5 lectures)
6. Algorithms and structures for linear prediction: forward and backward prediction, Order recursive structures and algorithms; lattice structures, joint estimation, Levinson-Durbin algorithms. (1.5 lecture)
7. Least-square (LS) filtering and prediction: The principle of least-squares and the normal equation; LS filtering and prediction; QR decomposition and singular value decomposition (SVD) (1 lecture).
8. Adaptive filters: Problem formulation, applications and principles of adaptation; the least mean square (LMS) algorithm and its variants; the recursive least-square (RLS) algorithm; other algorithms, e.g. QR-RLS, fast RLS, Kalman filter. (2 lectures)
9. Machine learning and neural network basics: Fundamentals of machine learning; supervised vs unsupervised learning, Bayesian learning principle, linear regression and classification, support vector machine, regularization, multilayer perceptron, convolutional neural network, recurrent neural network. (2 lectures)

10. Examples of statistical and adaptive signal processing applications in communication and speech/audio processing such as channel equalization, acoustic echo cancellation, multi-talker separation, acoustic data classification. (1 lecture)



**Concordia University**  
**Department of Electrical and Computer Engineering**  
**COEN 6711: Microprocessor-based Systems and Applications**  
**Course Outline**

**Potential Instructor:**

Dr. Rose Gomar ([rose.gomar@concordia.ca](mailto:rose.gomar@concordia.ca))

**Web-page:**

Moodle

**Reference Texts:**

R. Toulson and T. Wilmshurst. Fast and Effective Embedded Systems Design: Applying the ARM mbed. Newnes, 2<sup>nd</sup> edition, 2016. ISBN 978-0081008805.

**Course Description:**

This course is about microprocessor systems and their applications in modern information technology. In this course the basics of microprocessor organization and their applications are reviewed. Examples of various microprocessors and system-level applications are given. Next, microprocessor architectures including Arithmetic Logic Unit (ALU), bus and input/output (I/O) organizations, and addressing modes are briefly discussed. In the next part, the focus is placed on the microprocessor interfacing. This includes using several modules and interfaces such as timers, counters, Pulse-width Modulators (PWM), memory and its hierarchy. Students are exposed to static and dynamic memory interfacing, Direct Memory Access (DMA), Digital to Analog Converter /Analog to Digital Converter (DAC/ADC), and serial communication protocols. Practical case studies are discussed and demonstrated. Also, some advanced topics are presented including interrupts, types of I/O interfacing, timing and software related issues. A project is required.

**Course Topics:**

Introduction to microprocessors and applications (week 1)  
ARM architecture and instruction sets (weeks 2 & 3)  
Memory and its hierarchy and GPIO (General Purpose I/O) (week 4)  
Interrupt and issues (week 5)  
I/O interfacing (Memory mapped vs isolated I/O, interrupt driven I/O) and DMA (weeks 6 & 7)  
Timer/Counter (week 8)  
PWM (week 9)  
Analog input/output (week 10)  
Serial Communications (SPI, IIC, UART, wireless communications) (weeks 11 & 12)

**Grading Scheme:**

- Midterm Exam: 30%
- Project/report: 30%
- Final Exam: 40%

**Sample of project Topics:**

- Smart home
- Data acquisition system for specific application with a case study
- Smoke detection system
- Bio-medical applications
- Avionics
- Robot controller
- Signal processing

**Plagiarism:**

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**Concordia University**  
**Department of Electrical and Computer Engineering**  
**COEN 6741: Computer Architecture and Design**

**Course Outline**

**Potential Instructor:**

Dr. Sofiene Tahar ([tahar@ece.concordia.ca](mailto:tahar@ece.concordia.ca))

**Web-page:**

eConcordia (<https://www.econcordia.com/home/CourseDetails.aspx?id=4152>)

**Reference Text:**

J. Hennessey and D. Patterson, Computer Architecture: A Quantitative Approach (6th edition), Morgan Kaufmann, 2018. ISBN 9780128119051

**Course Description:**

The course is about hardware design issues of high-performance computer architectures. The course begins with a review of basic computer architecture design. Students then learn about fundamentals of quantitative design and analysis, instruction set principles, and memory hierarchy, including cache memory, cache optimization and virtual memory. Thereafter, instruction pipelining and advanced notions of instruction-level parallelism such as dynamic scheduling, branch prediction, superscalar and VLIW are discussed. Subsequently, students explore other means of modern day and future high-performance computing technology, including data-level parallelism, GPU architectures, SIMD architectures, vector processors, thread-level parallelism, multicore processors and multiprocessor systems. Practical cases studies for each of the above techniques are discussed based on commercial processors. A project is required.

**Course Topics:**

1. Introduction and Review of Computer Technology and Trends (week 1)
2. Fundamentals of Quantitative Design & Analysis (week 2)
3. Instruction Set Principles (week 3)
4. Instruction Pipelining (weeks 4 & 5)
5. Memory Hierarchy Design (weeks 6 & 7)
6. Instruction-Level Parallelism (weeks 8 & 9)
7. Data-Level Parallelism (week 10)
8. Thread-Level Parallelism (weeks 11 & 12)

**Grading Scheme:**

- Survey Report: 10%
- Midterm Exam: 20%
- Design Project: 40%
- Final Exam: 30%

**Plagiarism:**

You are subject to Concordia's Academic Code of Conduct. Learn more at <http://provost.concordia.ca/academicintegrity> All assignments and project reports must comply with the requirements of the "Expectations of Originality" form. This form concerns the issue of academic integrity. The students must read and fill out one copy of the form and submit it to the instructor by the first week of the course. Furthermore, the students are strongly encouraged to visit the following web page: <http://www.concordia.ca/students/academic-integrity.html>

### Summary and Rationale for Changes

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies (SGS) is proposing four 1-credit professional development courses. These courses will be open to all Concordia graduate students who wish to develop leadership and professional skills as part of their graduate program and to prepare for the transition to the labour market. The courses will be developed and facilitated by GradProSkills from a student-centred and outcomes-based perspective, and they will be delivered by senior graduate students as part of SGS's reserve course allotment.

The proposed professional development courses are the following:

- **Graduate Academic Fundamentals** (GSPD 601) will focus on the supporting academic skills required to achieve students' degree requirements.
- **Essential Leadership Skills** (GSPD 602) will provide an adapted version of the GradProSkills existing leadership development program which was revised in Winter 2021.
- **Career Exploration** (GSPD 603) will help students prepare for transition to the post-graduation job market.
- **Furthering Your Professional Skills** (GSPD 604) is a professional development self-directed course.

**Summary of Committee Discussion: Editorial review**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,  
Academic Programs Committee, 22 Apr 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 21 Mar 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2122 6 D5). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 31 Jan 2022

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
SGS Ad Hoc Curriculum Committee, 31 Jan 2022

## **Summary of Committee Discussion: Faculty Council Approval**

### **For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 31 Jan 2022

### **Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
SGS Ad Hoc Curriculum Committee, 17 Jan 2022

For GCC's consideration.



**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
GSPD 601 Graduate Academic Fundamentals New	X	X	X	X			X	X	X	
GSPD 602 Essential Leadership Skills New	X	X	X	X			X	X	X	
GSPD 603 Career Exploration New	X	X	X	X			X	X	X	
GSPD 604 Furthering Your Professional Skills New	X	X	X	X			X	X	X	

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** SGS Professional Development Courses

**Calendar Section Name:** GSPD 601

**Calendar Section Type:** Course

**Description of Change:** GSPD 601 Graduate Academic Fundamentals  
New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Planning and Promotion:** 01 May 2022

**Effective/Push to SIS date:** 01 May 2022

**Implementation/Start date:** 01 Aug 2022

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > School of Graduate Studies Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

GSPD 601 Graduate Academic Fundamentals (1 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This seminar provides students with the academic skills to support their successful transition into graduate school. It covers the fundamentals of time management, reading and note taking strategies, critical thinking, researching and writing a literature review.

*Component(s):*

*Component(s):*

Workshop

*Notes :*

*Notes :* This course is assessed on a pass/fail basis.

### Rationale:

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies is proposing four 1-credit professional development courses. This is one of the courses that will be offered in the Fall term. It will be open to all Concordia graduate students and will be developed and facilitated by GradProSkills. Developing academic skills to succeed in graduate school was selected as a topic based on its popularity with graduate students as well as on discussions with faculty members.

### Resource Implications:

This course will be covered by a credit out of the reserve courses allotted to SGS.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** SGS Professional Development Courses

**Calendar Section Name:** GSPD 602

**Calendar Section Type:** Course

**Description of Change:** GSPD 602 Essential Leadership Skills New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Planning and Promotion:** 01 May 2022

**Effective/Push to SIS date:** 01 May 2022

**Implementation/Start date:** 01 Aug 2022

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > School of Graduate Studies Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[GSPD 602 Essential Leadership Skills](#) (1 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This seminar introduces students to the process of leadership and the vast array of skills needed to be a leader in a variety of contexts. It covers the fundamental skills that will shape students' leadership style, including emotional intelligence, team dynamics, negotiation and motivation.

*Component(s):*

*Component(s):*

[Workshop](#)

*Notes :*

*Notes :* [This course is assessed on a pass/fail basis.](#)

### Rationale:

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies is proposing four 1-credit professional development courses. This is one of the courses that will be offered in the Winter term. It will be open to all Concordia graduate students and will be developed and facilitated by GradProSkills. Leadership skills was selected as a topic based on its popularity with graduate students as well as on discussions with faculty members.

### Resource Implications:

This course will be covered by a credit out of the reserve courses allotted to SGS.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** SGS Professional Development Courses

**Calendar Section Name:** GSPD 603

**Calendar Section Type:** Course

**Description of Change:** GSPD 603 Career Exploration New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Planning and Promotion:** 01 May 2022

**Effective/Push to SIS date:** 01 May 2022

**Implementation/Start date:** 01 Aug 2022

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > School of Graduate Studies Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

[GSPD 603 Career Exploration](#) (1 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This seminar begins preparing students for their transition to the job market after graduation. It introduces students to advanced job search techniques, notably networking and informational interviews, and helps them better articulate their skills.

*Component(s):*

*Component(s):*

[Workshop](#)

*Notes :*

*Notes :* This course is assessed on a pass/fail basis.

### Rationale:

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies is proposing four 1-credit professional development courses. This is one of the courses that will be offered in the Fall term. It will be open to all Concordia graduate students and will be developed and facilitated by GradProSkills. Preparing to transition to the job market was selected as a topic based on its popularity with graduate students as well as on discussions with faculty members.

### Resource Implications:

This course will be covered by a credit out of the reserve courses allotted to SGS.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** SGS Professional Development Courses

**Calendar Section Name:** GSPD 604

**Calendar Section Type:** Course

**Description of Change:** GSPD 604 Furthering Your Professional Skills New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Planning and Promotion:** 01 May 2022

**Effective/Push to SIS date:** 01 May 2022

**Implementation/Start date:** 01 Aug 2022

**Path:** Graduate > See Summer 2022 Graduate Calendar > Courses > School of Graduate Studies Courses > Professional Development Courses

**Type of Change:** New Course

### Present Text (from 2021) calendar

### Proposed Text

GSPD 604 Furthering your professional skills (1 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This is a self-directed course, where students must complete five professional development activities in one term. Students are required to submit record(s) of completion.

*Component(s):*

*Component(s):*

Workshop

*Notes :*

*Notes :* This course is assessed on a pass/fail basis.

### Rationale:

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies is proposing four 1-credit professional development courses. This is one of the courses that will be offered in the Winter term. It will be open to all Concordia graduate students and will be developed and facilitated by GradProSkills. It will be a self-directed course to provide students with the greater flexibility to chose the professional development activities that are more relevant to them.

### Resource Implications:

This course will be covered by a credit out of the reserve courses allotted to SGS.

## **Impact Report**

## SGS PROFESSIONAL DEVELOPMENT COURSES

With the intention of helping graduate students succeed in their careers, the School of Graduate Studies (SGS) is proposing four 1-credit professional development courses. These courses will be open to all Concordia graduate students who wish to develop leadership and professional skills as part of their graduate program and to prepare for the transition to the labour market. The courses will be developed and facilitated by GradProSkills from a student-centred and outcomes-based perspective, and they will be delivered by senior graduate students as part of SGS's reserve course allotment.

### Professional development in graduate education

The past academic year, more than 2000 Concordia graduate students attended an average of four professional development workshops offered by GradProSkills. These numbers have been increasing incrementally, signaling the desire and need for graduate students to further their professional development skills alongside their graduate education. Research in higher education confirms this need and universities across Canada have responded with various initiatives.

### Why professional development courses

Several studies have identified the need for professional development skills as part of graduate education and how this skills gap can hinder graduate students' transition to the labour market. The following are some key examples.

[Degrees of Success: The Expert Panel on the Labour Market Transition of PhD Graduates](#), Council of Canadian Academies (2021)

The report highlights the lived experiences of students and recent graduates and their entries into the workforce. It details the challenges faced by PhDs as they begin their careers, key factors contributing to these challenges, and promising practices to address them.

#### **Finding #5**

PhD graduates may not be aware of the skills and abilities they could bring to a future employer, or there may be a mismatch between the capabilities desired by employers and those gained by PhD graduates during their studies.

#### **Recommendation**

Modernize program design and academic culture



[Leveraging the Skills of Social Sciences and Humanities Graduates](#), Skills Next. Public Policy Forum, Diversity Institute at Ryerson University, Future Skills Centre (2020)  
The report reviews existing research on emerging employer needs and employment prospects for university graduates (particularly in social sciences and humanities), before mapping out approaches that aim to support graduates' transition into employment.

[Référentiel des compétences transversales favorisant l'intégration professionnelle des étudiants aux cycles supérieurs](#), Université de Montréal (2019)

This competency framework is a guide for graduate students to identify and develop individual competencies that will be useful in finding employment and maintaining employability. It enables them to identify opportunities within the disciplinary curriculum and extra-disciplinary activities to consolidate these skills.

[Graduate Professional Development: Towards a National Strategy](#), Canadian Association for Graduate Studies and Consortium of Canadian Graduate Student Professional Development Administrators (2017)

This two-phase project was developed with the following goals: 1) to document the current climate of graduate student professional development programs in Canadian universities, and 2) to provide guidance on best practices so universities can create and/or improve activities related to professional development for graduate students.

[Professional Skills Training: An Essential Complement to Research Excellence](#), Mitacs (2016)

Mitacs surveyed over 1,000 graduate students and postdoctoral fellows that participated in their nation-wide Step professional development training workshops. The data from the survey reflect strong demand among graduate students for professional training opportunities and provide insight into the skills that participants prioritize as important for career success.

## Across Canada

In response to a growing body of research, universities across Canada have developed professional development initiatives that support their graduate students in preparation for the labour market. In most cases, these initiatives complement graduate education and are not part of the credited degree requirements. Key examples include:

Concordia University	<a href="#">GradProSkills</a>
McGill University	<a href="#">SKILLSETS</a>
Queen's University	<a href="#">Expanding Horizons</a>
University of British Columbia	<a href="#">Graduate Pathways to Success</a>
University of Calgary	<a href="#">My GradSkills</a>
University of Toronto	<a href="#">Centre for Graduate Professional Development</a>

Representatives of these programs are part of another key initiative, the [Graduate and Postdoctoral Development Network](#), which brings together 150 professionals supporting graduate students and postdoctoral fellows from 39 institutions across Canada.

The progress achieved by these initiatives across Canada has not had significant impact on program design. Most professional development training remains co-curricular or complimentary to program degree requirements. Studies point to the need to incorporate professional development into curriculum, but much work remains to be done. Credited graduate professional development courses remain sparse and are usually created by individual programs and departments.

## **Concordia**

At Concordia, several departments offer professional development courses as part of their graduate programs. Some of these courses rely on GradProSkills to count as part of or for the entire course content, but number of credits and requirements vary widely. Below are some credited and non-credited examples.

### **[POLI 683](#) Special Topics in Public Policy and Administration (3 credits)**

This political science special topics course is offered as POLI 683D, a professional development seminar. Students accumulate 30 hours of GradProSkills workshops to complete the course. This course is assessed on a pass/fail basis.

### **[MSCA 655](#) Professional Development (0 credits)**

This newly created course is part of the degree requirements of JMSB MScs. Students are required to attend a minimum of three professional development workshops approved by the Graduate Program Director and offered in collaboration with different partners (e.g. GradProSkills). These workshops complement students' academic training and provide them with technical skills that help them succeed professionally and academically. This course is assessed on a pass/fail basis.

GradProSkills is actively working with the MScs' GPDs to customize the course content to each program and better suit student needs.

### **[ANTH 660](#) Professional Development Seminar (3 credits)**

This seminar is designed to help students develop the professional skills needed to pursue a career in research, practice or teaching. Students are exposed to a variety of research approaches through presentations by a diversity of faculty researchers. This seminar takes place every two weeks over the course of the Fall and Winter semesters.

### **[ENGL 802](#) Professional Development Workshops (1 credits)**

The Department holds a series of workshops with the aim of introducing doctoral candidates to pertinent research, teaching, and professional expectations and

enhancing career development. In order to graduate, all doctoral candidates must attend these workshops before the end of the sixth term. Master's students are also strongly encouraged to attend the relevant sessions since they are a constitutive component of graduate formation.

Workshops are led by faculty members and organized by the Graduate Program Director on a monthly basis in anticipation both of key dates during the PhD program (e.g. external grant application due dates) and the future professional life of the doctoral candidate (e.g. academic job interviews). The course is graded on a pass/fail basis.

The current proposal is a further step in addressing the graduate skills gap identified by research. It hopes to offer a university-wide and standard credited option so that all graduate students can benefit from professional development training as part of their program of study.

### Proposed professional development courses

#### Approach

The topics to be covered in the proposed professional development courses were selected based on the skills most actively sought by graduate students. This student-centred and outcomes-based approach follows a comprehensive revision of the GradProSkills' skill domains carried out in Summer 2021. This revision was based on an extensive review of graduate professional and transferable skills frameworks across Canada.

The table below shows the top five skill domains chosen by graduate students over the past five academic years.

### Skill Domains

Skill Domain (group)	Total workshops (class #)	Unique enrolment (student ID)	Total enrolment
Success in graduate school	381	3,790	8,741
Career building	213	2,440	6,528
Teaching	133	2,943	4,194
Leadership and management	178	1,550	3,720
Communication	175	1,913	3,306

Based on these, topics for the proposed professional development courses were selected. The table below illustrates how skill domains map onto the proposed courses.

	Graduate Academic Fundamentals (GSPD 601)	Essential Leadership Skills (GSPD 602)	Career Exploration (GSPD 603)	Furthering your Professional Skills (GSPD 604)
Success in graduate school	X			X
Career building			X	X
Leadership and management		X		X
Communication	X	X	X	X

## Proposed courses

Below is a summary the proposed courses. See Appendix 1 for abridged syllabi.

### **GSPD 601 Graduate Academic Fundamentals (1 credit)**

This seminar provides students with the academic skills to support their successful transition into graduate school. It covers the fundamentals of time management, reading and note taking strategies, critical thinking, researching and writing a literature review.

The course content is based on GradProSkills workshops that have been offered and revised over the past years. Two of these, [Writing a Literature Review](#) and [Effective Reading Strategies](#), have been offered more than 20 times and attended by approximately 600 students each over the past five academic years. The content of the proposed course will build on scientific research, Concordia expertise coming from different units such as the Library and Health Services, and industry tools and frameworks.

### **GSPD 602 Essential Leadership Skills (1 credit)**

This seminar introduces students to the process of leadership and the vast array of skills needed to be a leader in a variety of contexts. It covers the fundamental skills that will shape students' leadership style, including emotional intelligence, team dynamics, negotiation and motivation.

This course will be an adapted version of the existing GradProSkills [Graduate Leadership Development Program](#). The program was developed in collaboration with JMSB professors Dr. Kathleen Boies (2016) and Dr. Seth Spain (2021). Its content was informed by a comprehensive needs analysis, which included data from interviews and questionnaires filled out by graduated PhDs and employers of PhDs. The study also took into account requirements indicated in job postings, and published literature on graduate student career outcomes. The development of this program was funded by Québec's ministère de l'Enseignement supérieur, through contributions from the Canada-Québec Agreement on Minority-Language Education and Second-Language Instruction.

Student appreciation for the Graduate Leadership Development Program has been high, including the following two testimonials:

*Leadership skills are essential qualities in today's job environment, both to assume the role of a team leader as well as to empathetically understand one's role as a member of a team. The week we covered the topic of motivation is amazing. Like the other weeks it has very engaging activities and the topic is very important to me.*

MASc student, Gina Cody School of Engineering and Computer Science

*The leadership skills I learned in this seminar have improved my confidence in public speaking, interacting with others, and leading a team. These are all vital skills that will help me in my career as well as life in general.*

PhD student, John Molson School of Business

**GSPD 603 Career Exploration (1 credit)**

This seminar will begin preparing students for their transition to the job market after graduation. It will introduce students to advanced job search techniques, notably networking and informational interviews, and help them better articulate their skills.

The course content is based on GradProSkills workshops that have been offered and revised over the past years. For example, [Job Search Skills](#) has been offered 25 times and attended by more than 1150 students over the past five academic years. The content of the proposed course will build on Concordia expertise coming from different units such as Career Planning, Career Management Services, and the Dean of Students Office as well as on industry tools, practices and frameworks.

**GSPD 604 Furthering your Professional Skills (1 credit)**

This is a self-directed course, where students must complete five professional development activities in one term.

Professional development activities will be determined in consultation with faculty members and may include professional development workshops, professional activities organized by departments, public events and industry conferences, among others.

**Course schedule**

<b>Fall term</b>	Graduate Academic Fundamentals (GSPD 601)	Career Exploration (GSPD 603)
<b>Winter term</b>	Essential Leadership Skills (GSPD 602)	Furthering your Professional Skills (GSPD 604)

## Course delivery

Courses will be taught by senior graduate students who will be trained by GradProSkills and their partners (ex. Centre for Teaching and Learning, Library, Career and Planning Services). Each course will be comprised of five workshops and the total length of the course will be five weeks (one workshop per week). Workshops require two hours of instruction and approximately one hour of asynchronous work. Courses will be supported with a Moodle site managed by the instructors and the grading will be pass/fail.

## Instructor profile and requirements

GradProSkills has a strong track record recruiting and training highly qualified graduate students with teaching experience at the university level and professional experience in industry. Building on its track record, GradProSkills will carry out a rigorous selection process to ensure instructors have a strong profile to teach the proposed graduate professional development courses. The following general requirements, in addition to content-specific ones, must be met:

- Experience in teaching at the university level
- Completion of the [Graduate Seminar in University Teaching](#)
- Academic training and/or industry experience related to course content
- Excellent written and spoken communication skills
- Comfortable teaching or facilitating group discussions with adults in a multicultural setting
- Knowledge of lesson plan development and different teaching methodologies, particularly in an online environment
- Strong organizational skills and time management skills to work independently
- Professional and comfortable giving and receiving feedback from graduate student peers

As part of the selection process, SGS will require approval from the student's Graduate Program Director or graduate program supervisor to confirm they are in good academic standing and that the time commitment of the position will not interfere with their program requirements.

To get a sense of the workshop facilitators hired by GradProSkills, below is a list of some of the experience and accomplishments of graduate students currently leading GradProSkills workshops on topics related to the proposed professional development courses:

- Nine years of experience teaching at the university level in Canada and abroad
- Over eight years of experience as a certified professional coach and IT consultant
- Editor and writer with seven peer-reviewed publications and frequent interview, written and video contributions to print and online sources

- Over a decade of experience in the telecommunications industry in increasing leadership roles
- Experience as a human resources professional certified by the Ordre des conseillers en ressources humaines et en relations Industrielles agréés du Québec
- Founder of community organization to promote Internet of Things (IoT) adoption
- Co-founder of community organization to promote the development of video games by underrepresented makers
- NSERC-CREATE in Biodiversity, Ecosystem Services and Sustainability (BESS) Program scholarship recipient
- Smithsonian Tropical Research Institute internship appointment

In addition, see Appendix 2 for sample GradProSkills workshop facilitator job postings.

Once hired, GradProSkills instructors are provided with the existing workshop materials that have undergone iterative development over the ten years of GradProSkills. When possible, they can shadow previous instructors to help ensure continuity. Before delivering the content to a live class, instructors are required to complete a dry run with GradProSkills staff, fellow students and occasionally faculty members who give them feedback on their delivery and mastery of the content. Dry-runs, which happen on an annual basis, are also an opportunity to review the content for accuracy, modernization, and inclusivity. Last, instructors also attend trainings offered by the Centre for Teaching and Learning.

### SGS oversight

SGS recognizes the potential for conflict when graduate students teach credited courses to other graduate students. For this reason, it will fully make use of its resources to address relevant pedagogical and ethical questions and ensure there are appropriate avenues to resolve any potential conflict that may arise.

With this commitment, SGS is pleased to offer graduate students the opportunity to further their teaching experience through a reserve course. This valuable experience will help them develop their academic and professional skills as graduate students pursuing a career in academia or beyond.

There is precedent in the Faculty of Engineering for Graduate Students to teach their peers (a senior PhD student can class in the MEng, for instance), as well as for senior undergraduates to serve as TAs for other program students. Conflict between instructors and students can be mitigated by following the guidelines set out by the University.

SGS will appoint a Course Supervisor who can serve as a mentor to the Graduate Instructors, and who can either help Graduate Instructors strategize resolution should conflicts arise, or intervene as necessary. The Course Supervisor will also formally approve the final grades for the classes when they are submitted.

## Resource implications

The Office of the Provost has allotted SGS five annual reserve courses (15 credits) that can be broken down into several 1-credit courses. SGS will implement these for the proposed professional development courses GSPD 601, GSPD 602, GSPD 603 and GSPD 604.

Using the Reserve Course model serves to provide new opportunities for graduate students to teach, without contravening the concerns of the Faculty Unions. SGS will post the classes in the late Spring, in line with open hiring for TRAC TAs, FFAR courses and other teaching opportunities for students, and will compose a panel to evaluate applications received in line with the courses set to be offered.

In the first instance, the Course Supervisor will be the Associate Dean of Graduate Programs and Development, and the work will simply fall within the duties assigned to the position.



**GSPD 601 Graduate Academic Fundamentals (1 credit)**  
**Abridged syllabus**

**Course description**

This seminar provides students with the academic skills to support their successful transition into graduate school. It covers the fundamentals of time management, reading and note taking strategies, critical thinking, researching and writing a literature review.

**Topics**

Topics to be covered include:

- Time management and productivity
- Criteria for assessing reading strategies
- Effective note-taking and organizational techniques
- High-quality critical thinking skills
- Research services and resources for graduate students
- Content, purpose and strategies to researching and writing a literature review

**Learning outcomes**

Upon completion of the course, students should be able to:

- Better implement time management skills
- Describe context-appropriate reading strategies for coursework, seminars, and research
- Identify elements of high-quality critical thinking
- Grasp the breadth of resources and services available for graduate research
- Set a strategy for researching, structuring and writing a literature review

**Assessment**

Assessment tools may include:

- Attendance
- Participation in synchronous activities and discussions
- Participation in asynchronous discussions
- Self-reflection exercises

**Grading:** This course is assessed on a pass/fail basis.

**GSPD 602 Essential Leadership Skills (1 credit)  
Abridged syllabus**

**Course description**

This seminar introduces students to the process of leadership and the vast array of skills needed to be a leader in a variety of contexts. It covers the fundamental skills that will shape students' leadership style, including emotional intelligence, team dynamics, negotiation and motivation.

**Topics**

Topics to be covered include:

- Leadership terms and theories
- Basic emotional intelligence skills such as emotion expression, communication, and emotional support
- Negotiation skills and principled negotiations model
- Sources of work motivation
- Effective goal-setting techniques

**Learning outcomes**

Upon completion of the course, students should be able to:

- Explain common leadership terms and theories
- Articulate their strengths and weaknesses as a leader
- Apply leadership skills across different contexts, including the workplace and graduate school
- Plan further leadership development

**Assessment**

Assessment tools may include:

- Attendance
- Participation in synchronous activities and discussions
- Participation in asynchronous discussions
- Self-reflection exercises

**Grading:** This course is assessed on a pass/fail basis.

**GSPD 603 Career Exploration (1 credit)  
Abridged syllabus**

**Course description**

This seminar will begin preparing students for their transition to the job market after graduation. It will introduce students to advanced job search techniques, notably networking and informational interviews, and help them better articulate their skills.

**Topics**

Topics to be covered include:

- The career planning process
- Tools to research the labour market
- Advanced job search strategies such as leveraging professional associations and attending career events
- Effective networking tips such as informational interviews and the elevator pitch
- Transferable skills developed inside and outside the classroom

**Learning outcomes**

Upon completion of the course, students should be able to:

- Identify the steps of the career planning process
- Make use of resources and tools to research visible and hidden job markets
- Implement effective strategies to carry out a job search specific to graduate students
- Effectively network and conduct informational interviews
- Identify and better articulate transferable skills learned during graduate school to peers and potential employers

**Assessment**

Assessment tools may include:

- Attendance
- Participation in synchronous activities and discussions
- Participation in asynchronous discussions
- Self-reflection exercises

**Grading:** This course is assessed on a pass/fail basis.

**GSPD 604 Furthering your Professional Skills (1 credit)**  
**Abridged syllabus**

**Course description**

This is a self-directed course, where students must complete five professional development activities in one term.

**Activities**

Professional development activities may include GradProSkills workshops, Student Success Centre workshops, conferences eligible for the [Conference and Exposition Award](#), event or training related to a professional association of the student's field, or other activities to be priorly approved by the instructor or student's program GPD.

**Assessment**

Assessment will be based on attendance. Students will be required to submit record(s) of completion.

**Grading:** This course is assessed on a pass/fail basis.



Number of positions	1
Contract	August 2020 – June 2021
Approximate hours	Up to 100 hours per term

### Graduate Academic Skills Workshop Facilitator

GradProSkills empowers Concordia graduate students and postdoctoral fellows to engage with community resources, optimize their graduate school experience and equip themselves to realize their professional and academic goals. We are currently seeking a workshop facilitator to develop and deliver our [Success in Graduate School](#) workshops. These workshops teach the best graduate academic practices related to study, research, writing, and presentation skills. If you would like to expand your teaching experience, have a mastery of English and excellent graduate-level academic skills, we encourage you to apply to join the 2020-21 GradProSkills Team.

#### Requirements:

- **MUST** be a graduate student, preferably a PhD student, enrolled in a Concordia graduate program from September 2020 to April 2021.
- Excellent written and spoken communication in English.
- Experience in teaching study, writing and presentation skills at the university level.
- Comfortable teaching or facilitating group discussions with adults in a multicultural setting.
- Comfortable giving and receiving feedback from graduate student peers.
- Knowledge of lesson plan development and different teaching methodologies, particularly in an online environment.
- Completion of the [Graduate Seminar in University Teaching](#) is highly desirable.
- Strong organizational skills and time management skills to work independently from home.
- Flexibility in terms of schedule.
- Working knowledge of Concordia's online training tools, notably Zoom and Moodle.
- Familiarity with Concordia's student services and the GradProSkills program.

#### Application process

- If selected for the position, we will require approval from your Graduate Program Director or graduate program supervisor to confirm you are in good academic standing and that the time commitment of the position will not interfere with your program requirements.



Posted June 17, 2020

### Leadership Workshop Facilitator

Number of positions	1
Contract	August 2020 - June 2021
Approximate hours	Up to 50 hours per term

GradProSkills empowers Concordia graduate students and postdoctoral fellows to engage with community resources, optimize their graduate school experience and equip themselves to realize their professional and academic goals. We are currently seeking a “Leadership Workshop Facilitator” to deliver workshops under our popular [Leadership Essentials workshop series](#). This workshop series provides graduate students with an introduction to key leadership concepts that they can practice in graduate school and the workplace. If you would like to expand your teaching experience and have an expertise in leadership, we encourage you to apply to join the 2020-21 GradProSkills Team.

#### Requirements:

- Have academic studies in leadership and/or industry leadership experience.
- Experience teaching or facilitating group discussions with adults in a multicultural setting.
- Knowledge of different teaching methodologies, particularly in an online environment.
- Completion of the [Graduate Seminar in University Teaching](#) is highly desirable.
- Excellent written and spoken communication in English.
- Strong organizational skills and time management skills to work independently from home.
- Flexibility in terms of schedule.
- Demonstrated ability to perform professionally both independently and in a team environment.
- Working knowledge of Concordia’s online training tools, notably Zoom and Moodle.
- Familiarity with Concordia’s student services and the GradProSkills program.

#### Application process:

- If selected for the position, we will require approval from your Graduate Program Director or graduate program supervisor to confirm you are in good academic standing and that the time commitment of the position will not interfere with your program requirements.

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
REPORT TO SENATE  
Dr. Anne Whitelaw  
May 20, 2022**

***The Academic Planning and Priorities Committee met on April 7, 2022***

The Academic Planning and Priorities committee (APPC) met on April 7, 2022. Dr. Whitelaw welcomed Ms. Lisa White from the Equity Office. Ms. White provided a presentation about the Equity Office and its role within Concordia for establishing equitable practices and programming. She presented examples of recent and ongoing initiatives involving equity, diversity, and inclusion (EDI), such as the launch of an equity census, the creation of EDI courses, and the removal of gender markers on student records. The committee discussed the need for a continuous culture shift in EDI values and the benefits of inclusive curricula and pedagogy.

**LIBRARY****REPORT TO SENATE  
FROM THE  
LIBRARY COMMITTEE**

(Senate Meeting – May 20, 2022)

The last meeting of the LC for the academic year was held on April 20, 2022.

1. Opening of Network Loans for QC University Libraries & New Ill Software – Pat Riva

Two changes are upcoming for loans of library materials beyond the Concordia Library collections. First, on May 5, network loans and requests will become available. Concordia community members will be able to place requests directly within the Sofia Discovery tools for general loan books available from any Quebec university library and receive their holds at the Concordia Library of their choice. These loans will follow the same policies as for Concordia material, 30-day loans automatically renewed unless requested. Next, the interlibrary loans software will be replaced, on June 28, with a new system which is more tightly integrated with Sofia. All loans activity, whether within Concordia, within the Quebec university network, or through interlibrary loan, will be accessed from My Account in Sofia.

2. Collection Analysis & Consortial Preservation Strategy for Print Monographs

Meredith Giffin, Acting Associate University Librarian, Collection Services, presented the PBUQ Shared Print Preservation Project.

Quebec university libraries have embarked on a consortial project to collectively assess our collections, with the goals of ensuring preservation of and access to print materials – particularly rare, high-use and Canadian publications – while optimizing the use of library spaces. To assess the print book collections, a tool called GreenGlass has been licensed. GreenGlass analyzes attributes such as subject areas, usage, and whether works are widely or rarely held elsewhere, thus providing a portrait of our collection strengths and overlaps – data which will inform preservation decisions, future collection development, and weeding. Decisions on print book retention commitments by Quebec university libraries are expected to be made in late 2022.



### 3. Digital Preservation

Sarah Lake, Digital Preservation Librarian, provided a short presentation on Digital Preservation

The first half of the presentation gives an overview of the library's digital preservation service project from 2019 to now, including the project goals, milestones accomplished and work currently in progress. The second half introduces the library's new web archiving program and includes some background on web archiving efforts at Concordia and other institutions, as well as the library's vision for the program.

*Respectfully submitted,  
Pat Riva  
Acting University Librarian  
May 5, 2022*

RESEARCH COMMITTEE  
REPORT TO SENATE  
Dr. Paula Wood-Adams (Chair)  
May 20, 2022

Meeting of April 29, 2022

1. **University recognition of research units and infrastructure platforms –**
  - a. **Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art –  
Renewal of recognition – *for approval***

The Committee reviewed the renewal dossier received from the Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art – as an *Established Research Centre (with an Established Infrastructure Platform)* – Renewal for 6 years.

Committee members agreed that the above-mentioned unit met the renewal criteria outlined in the *Policy on Research Units and Infrastructure Platforms* (VPRGS-8) and “under the authority of Senate, through the Senate Research Committee”, unanimously approved the renewal of **University-recognized status** for years indicated above.

- b. **Centre for Research in Molecular Modeling (CERMM) – One year extension –  
*for approval***

The Centre for Research in Molecular Modeling (CERMM) is one of the first units to have received University Recognition back when the *Policy on Research Units and Infrastructure Platforms* came into effect. Due to a recent change in Directorship, as well as COVID-related impacts on research mobilization activities, CERMM requested, and was approved, a one-year extension for its recognition term.

2. **Distinguished Research Professor Proposal – modifications – *for review and approval***

Committee members reviewed the proposed modifications to the Senate-approved Distinguished Research Professor award. The document was approved in principle and will be brought to Senate in Fall 2022.



**SENATE  
OPEN SESSION  
Meeting of May 20, 2022**

**AGENDA ITEM:** Committee appointments

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to approve the following committee appointments:

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Programs	Moshe Lander (FAS)	2022-25
Distinguished Professor Emeriti and Distinguished Librarian Emeriti	Dianne Cmor (Library)	2022-25
	Sudhir Mudur (GCS)	2022-25
	Ted Stathopoulos (GCS)	2022-25
	Peter Van Wyck (FAS)	2022-25
Library	Louis Cuccia (FAS)	2022-25
Research	Adriane MacDonald (JMSB)	2022-25
	Mireille Paquet (Faculty Senator)	2022-23
	Sylvia Santosa (FAS)	2022-25
	Sofiene Tahar (Faculty Senator)	2022-23
Special Graduation Awards	Catherine Bolton (Faculty Senator)	2022-23
	Sally Cooke (Faculty Senator)	2022-23
	Alexander Davidson (Alumni)	2022-23
Steering	Leslie Barker (Part-time)	2022-23
	Selvadurai Dayanandan (FAS)	2022-23
	Mehdi Farashahi (JMSB)	2022-23
	Moshe Lander (FAS)	2022-23
	Sofiene Tahar (GCS)	2022-23

\*The committee appointments from the Gina Cody School of Engineering and Computer Science (GCS) are pending approval of GCS's Faculty Council.

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Sabine Bergler (GCS)	2022-24
	Mairtin Coilfeir (FAS)	2022-24
	Gene Gibbons (FOFA)	2022-23
	M. Zahangir Kabir (GCS)	2022-24

Moshe Lander (FAS)	2022-24
Joonhee Lee (GSC)	2022-24
Benoit Leger (FAS)	2022-24
Truong Nguyen (GCS)	2022-24
Anthony Noce (FAS)	2022-24
Nathalie Rothschild (FAS)	2022-24
Ahmed Soliman (GCS)	2022-24
Kate Sterns (FAS)	2022-24

Honorary Degree	Leslie Barker (Faculty Senator)	2022-23
	Catherine Bolton (Faculty Senator)	2022-23
	Anne-Marie Croteau (Dean)	2022-23

**DRAFT MOTION:**

That the committee appointments be approved.

**PREPARED BY:**

Name: Shelina Houssenaly

Date: May 13, 2022

**SCHOOL OF GRADUATE STUDIES**

**MEMO TO:** Shelina Houssenaly  
Associate Secretary-General, University Secretariat

**FROM:** Faye Diamantoudi  
Interim Dean of Graduate Studies

**DATE:** April 27, 2022

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

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

*CSGS 2122 5 D1 Various changes due to graduate billing reform*

SGS-SGS-3841

*External Program Transfer*

Addition of 'External Program Transfer' section for a generalized approach to external program transfers.

*Internal Program Transfer*

Replacement of 'Internal Transfer' heading with a much more generalized and comprehensive 'Internal Program Transfer' section.

*Student Classification: full/part-time status*

Inclusion of project-based courses to be classified as full-time.

*Time Limits*

Harmonization of time limits for graduate diploma and certificate programs with those of course-based master's programs.

*Financial Credit*

Creation of a sub-section formalizing financial transfer credit processes.

This motion was passed, unopposed at the March 21, 2022 meeting of the Council of the School of Graduate Studies.

**Summary and Rationale for Changes**

Changes made in reference to the new course based Master's billing reform.

**Summary of Committee Discussion: SGS Council**

**For Submission to:**

Graham Carr, President and Vice-Chancellor,  
Senate, 20 May 2022

**Approved by:**

Faye Diamantoudi, Interim Dean of Graduate Studies,  
Council of the School of Graduate Studies, 21 Mar 2022

For Senate's information, please find to follow the following:

*CSGS 2122 5 D1 Various changes due to graduate billing reform*

This motion was passed, unopposed at the March 21, 2022 meeting of the Council of the School of Graduate Studies.

**Summary of Changes (Graduate Regulation Change)**

**Regulation Changes:**

- External Program Transfer New
- Internal Program Transfer Change
- Student classification: full/part-time status Change
- Time limits Change



## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Regulation Change

**Dossier Title:** Program Transfers

**Calendar Section Name:** External Program Transfer

**Calendar Section Type:** Regulation

**Description of Change:** External Program Transfer New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Type of change:** New Regulation

**Path:** Graduate > See Summer 2022 Graduate Calendar > General information > Admissions

### Present Text (from 2021) calendar

### Proposed Text

External Program Transfer

Transfers from one program to another outside of the originating program's discipline and to a program in another Department requires the submission of a new application (e.g., PhD (Biology) to PhD (Chemistry)). External program transfers include transfers from another institution to Concordia University.

External-to-Concordia transferred credits cannot account for more than one third of the total course credit load of the destination program.

### Rationale:

Added 'External Program Transfer' section for a generalized approach to external program transfers.

### Resource Implications:

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Regulation Change

**Dossier Title:** Program Transfers

**Calendar Section Name:** Internal Program Transfer

**Calendar Section Type:** Regulation

**Description of Change:** Internal Program Transfer Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > General information > Admissions

### Present Text (from 2021) calendar

Internal ~~transfer~~

Students ~~currently in a degree program may choose to transfer from one program to another (e.g. from a Master of Arts in Judaic Studies to a Master of Arts in Philosophy, or from a Master of Engineering in Mechanical Engineering to a Master of Applied Science in Mechanical Engineering).~~

~~A request to transfer from one degree program to another is considered to be a new application. Students who wish to transfer degree programs must submit an on-line application, along with the required application fee. Documentation showing professional and educational achievements outside of Concordia must be submitted if they have not already been provided.~~

### Proposed Text

Internal Program Transfer

Students requesting a program transfer within the same discipline and within the same Department are not required to submit a new application. Such students must instead submit a Service Request for internal program transfer along with any supporting documents required by the new graduate program.

### Rationale:

Replace 'Internal Transfer' section with a much more generalized and comprehensive 'Internal Program Transfer' section

### Resource Implications:

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Regulation Change

**Dossier Title:** Program Transfers

**Calendar Section Name:** Student classification: full/part-time status

**Calendar Section Type:** Regulation

**Description of Change:** Student classification: full/part-time status  
Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > General information > Classification of students and registration > Classification of students

### Present Text (from 2021) calendar

Student classification: full/part-time status

#### Graduate Certificate and Diploma Programs

Students in a graduate certificate or diploma program are considered to be full-time students if they register for 9 or more credits in a term.

Students who do not fall in the situations described above are considered to be part-time students.

#### Master's and Doctoral Programs

Students in thesis-based master's or doctoral degree programs are accepted as full or part-time students at the time of admission. These students are considered to be full or part-time according to their status at admission, regardless of the actual amount of credits for which they register. Their classification will change only if they submit a request to change their status.

A student's status in course-based master's program is determined by the number of credits for which they are registered by the DNE deadline. In particular, students are considered full-time if they are enrolled in 9 credits per term in the Fall and Winter terms of a given academic year. Registration in less than 9 credits in the Summer or last term of study, does not impact full-time status. Students enrolled in less than 9 credits in a Fall or Winter term will automatically be classified as part-time for that term unless they are enrolled in an internship ~~component~~.

MBA students enrolled in the Executive MBA program and the Investment Management MBA program are considered full-time students as they have to follow an established schedule of courses per term.

Master of Business Administration (MBA) program students are

### Proposed Text

Student classification: full/part-time status

#### Graduate Certificate and Diploma Programs

Students in a graduate certificate or diploma program are considered to be full-time students if they register for 9 or more credits in a term.

Students who do not fall in the situations described above are considered to be part-time students.

#### Master's and Doctoral Programs

Students in thesis-based master's or doctoral degree programs are accepted as full or part-time students at the time of admission. These students are considered to be full or part-time according to their status at admission, regardless of the actual amount of credits for which they register. Their classification will change only if they submit a request to change their status.

A student's status in course-based master's program is determined by the number of credits for which they are registered by the DNE deadline. In particular, students are considered full-time if they are enrolled in 9 credits per term in the Fall and Winter terms of a given academic year. Registration in less than 9 credits in the Summer or last term of study, does not impact full-time status. Students enrolled in less than 9 credits in a Fall or Winter term will automatically be classified as part-time for that term unless they are enrolled in an internship [component or project course](#).

MBA students enrolled in the Executive MBA program and the Investment Management MBA program are considered full-time students as they have to follow an established schedule of courses per term.

Master of Business Administration (MBA) program students are considered full-time if they register for a minimum of 12 credits in each of the Fall and Winter terms. Part-time MBA students are permitted to register for a maximum of 6 credits in each of the Fall and Winter terms and a minimum of 12 credits in the academic year.

**Present Text (from 2021) calendar**

**Proposed Text**

considered full-time if they register for a minimum of 12 credits in each of the Fall and Winter terms. Part-time MBA students are permitted to register for a maximum of 6 credits in each of the Fall and Winter terms and a minimum of 12 credits in the academic year.

**Independent Graduate and Visiting students** are considered to be part-time students.

**Visiting Exchange students** are considered to be full-time students.

**Independent Graduate and Visiting students** are considered to be part-time students.

**Visiting Exchange students** are considered to be full-time students.

**Rationale:**

**Inclusion of project-based courses to be classified as full-time**

**Resource Implications:**

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Regulation Change

**Dossier Title:** Program Transfers

**Calendar Section Name:** Time limits

**Calendar Section Type:** Regulation

**Description of Change:** Time limits Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2022/2023/Fall

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2022 Graduate Calendar > General information > Academic regulations

### Present Text (from 2021) calendar

Time limits

Students who exceed the time limit as outlined below will be withdrawn from their program. Under exceptional circumstances a time limit may be extended upon the recommendation of the Graduate Program Committee and the approval of the Dean of Graduate Studies.

**Time Limits for Doctoral Degrees.** 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.

**Time Limits for Master's Degrees.** All work for a thesis-based master's degree for full-time students must be completed within 9 terms (3 years) from the time of initial registration in the program; for part-time students the time limit is 15 terms (5 years). In the case of the EMBA, the time limit for full-time students is 6 terms (2 years). The time limit for all other course-based master's programs is 15 terms (5 years).

**Time Limits for Diploma Programs.** All work for a diploma program must be completed within ~~6 terms (2 years)~~ from the time of initial ~~registration in the program for full-time students; for part-time students the time limit is 12 terms (4 years).~~ In the case of the Diploma in Clinical Psychology, the time limit is ~~9 terms (3 years) for full-time students; for part-time students the time limit is 15 terms (5 years).~~

**Time Limits for Graduate Certificate Programs.** All work for a graduate certificate program must be completed within ~~6 terms (2 years) from the time of initial registration in the program for full-time students; for part-time students the time limit is 9 terms (3 years).~~ ~~In the case of UNIT, the time limit for full-time students is 5 terms.~~

**Time Limits if transferring from a PhD to Master's in a**

### Proposed Text

Time limits

Students who exceed the time limit as outlined below will be withdrawn from their program. Under exceptional circumstances a time limit may be extended upon the recommendation of the Graduate Program Committee and the approval of the Dean of Graduate Studies.

**Time Limits for Doctoral Degrees.** 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.

**Time Limits for Master's Degrees.** All work for a thesis-based master's degree for full-time students must be completed within 9 terms (3 years) from the time of initial registration in the program; for part-time students the time limit is 15 terms (5 years). In the case of the EMBA, the time limit for full-time students is 6 terms (2 years). The time limit for all other course-based master's programs is 15 terms (5 years).

**Time Limits for Diploma Programs.** All work for a diploma program must be completed within 12 terms (4 years) from the time of initial registration. In the case of the Diploma in Clinical Psychology, the time limit is 15 terms (5 years).

**Time Limits for Graduate Certificate Programs.** All work for a graduate certificate program must be completed within 9 terms (3 years).

**Time Limits if transferring from a PhD to Master's in a similar area of research would be granted a time limit based on the expected completion (4 years), less the number of years spent in the PhD program, or 2 years, whichever is greater; or the equivalent for part-time study.**

**Time Limit if transferring from a Master's to a Diploma in a similar area of study would be granted a**

**Present Text (from 2021) calendar**

similar area of research would be granted a time limit based on the expected completion (4 years), less the number of years spent in the PhD program, or 2 years, whichever is greater; or the equivalent for part-time study.

**Time Limit if transferring from a Master's to a Diploma** in a similar area of study would be granted a time limit of 2 years, less the number of years in the Master's, or 1 year, whichever is greater; or the equivalent for part-time study.

**Time Limit if transferring from a Diploma to a Master's** in a similar area of study would be granted a time limit of 3 years, less the number of years in the Diploma; or the equivalent for part-time study.

**Rationale:**

Harmonizes time limits for GDIP and CERT programs with those of course-based master's programs (all fixed to the former PT time limit). Also, text regarding UNIT is removed since this is now a defunct program.

**Resource Implications:**

**Proposed Text**

time limit of 2 years, less the number of years in the Master's, or 1 year, whichever is greater; or the equivalent for part-time study.

**Time Limit if transferring from a Diploma to a Master's** in a similar area of study would be granted a time limit of 3 years, less the number of years in the Diploma; or the equivalent for part-time study.

## **Impact Report**

Current Winter 2022 Calendar Text	Proposed Fall 2022 Text
	<p><b><u>Financial credit</u></b></p> <p><u>Internal program transfers between thesis-based programs where research continuity is maintained (i.e., thesis-based master’s to PhD, or PhD to thesis-based master’s) will result in financial credit being applied on a per-term basis.</u></p> <p><u>External program transfers between thesis-based programs (e.g. PhD in Biology to PhD in Chemistry), will typically result in financial credit applied on the course credits transferred.</u></p> <p><u>For internal or external program transfers from thesis-based to course-based programs (i.e., PhD to course-based master’s), students will be financially responsible for the remaining credits of the program following approved academic credit transfers.</u></p> <p><u>For internal or external program transfers from course-based to thesis-based programs (i.e., course-based master’s to PhD), financial credit will be applied on the course credits transferred.</u></p> <p><u>Financial credit following transfers from other institutions to Concordia University will be determined on a per course credit basis relative to the Concordia equivalent.</u></p>
<p><b>Rationale: This sub-section formalizes financial transfer credit processes within the graduate calendar, and aligns with the new billing structure for course-based master’s.</b></p>	





**SENATE  
OPEN SESSION  
Meeting of May 20, 2022**

**AGENDA ITEM:** Membership and Powers of the Faculty and School Councils

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to consider and recommend to the Board of Governors the revisions to the *Membership and Powers of the Faculty Councils and the Council of the School of Graduate Studies*

**BACKGROUND:**

Further to the approval of the new School of Health in the spring of 2021, modifications to the *Membership and Powers of the Faculty Councils and the Council of the School of Graduate Studies* were required to include the School of Health.

Faculty Councils and the Council of the School of Graduate Studies took the opportunity of this review to make additional modifications to ensure alignment with current practices and harmonization of the text.

The title of the document was also revised to *Membership and Powers of the Faculty and School Councils*.

Marked and unmarked versions of the document are appended.

**DRAFT MOTION:**

That Senate recommend to the Board of Governors the approval of the revisions to the *Membership and Powers of the Faculty Councils and the Council of the School of Graduate Studies*

**PREPARED BY:**

Name: Shelina Houssenaly  
Date: May 4, 2022

## MEMBERSHIP AND POWERS OF THE FACULTY AND SCHOOL COUNCILS

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### MEMBERSHIP OF THE COUNCIL OF THE FACULTY OF ARTS AND SCIENCE

#### a) Chair

- Dean of the Faculty of Arts and Science (FAS). The Chair can vote in case of a tie.

#### b) Voting members

##### Ex-officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic or delegate
- Vice-President, Research and Graduate Studies or delegate
- Vice-Dean of the FAS
- Associate Deans of the FAS
- Unit head of each academic unit in the FAS to serve as its representative to Council; if the Unit head cannot attend, a delegate may be appointed with advanced written notice to the Secretary of Council. .

##### Elected or nominated members

- Two part-time faculty members teaching in Arts and Science, nominated by CUPFA and ratified by Council, each appointed for a two-year term.
- Eight FAS undergraduate students nominated by the Arts and Science Federation of Associations (ASFA) (or the Concordia Student Union in such years where ASFA is not active) and ratified by Council, each appointed for a one-year term. Every effort should be made to ensure that the students chosen reflect the diverse constituency of Arts and Science.

- Two FAS graduate students, nominated by the Graduate Student Association (GSA) and ratified by Council, each appointed for a one-year term.

**c) Non-voting members**

- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- One full-time faculty member elected by the Council of the John Molson School of Business
- One full-time faculty member elected by the Council of the Gina Cody School of Engineering and Computer Science
- One full-time faculty member elected by the Council of the Faculty of Fine Arts
- Director of the Institute for Co-operative Education or delegate
- Administrative Directors of the FAS reporting to the Dean
- FAS Senior Communications Advisor
- Faculty Affairs Officer
- Secretary of Council

*As approved by the Board of Governors on June 9, 1977.*

*And amended by the Board of Governors February 8, 1979; October 11, 1979; November 20, 1980; December 18, 1980; February 19, 1981; June 21, 1981; December 15, 1983; October 17, 1985; February 18, 1987; April 19, 1989; December 18, 1996; November 19, 1997; March 17, 1999; June 16, 1999; October 18, 2007; January 12, 2012; [insert date].*

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**MEMBERSHIP OF THE COUNCIL OF THE GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE**

**a) Chair**

- Dean of the Gina Cody School of Engineering and Computer Science (GCS). The Chair can vote in case of a tie.

**b) Voting members**

Ex-officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic or delegate
- Vice-President, Research and Graduate Studies or delegate
- Associate Deans and Special Advisors of the GCS
- Chair/Director of each academic unit within the GCS

### Elected or nominated members

- Four full-time faculty members from each academic unit, with the following exceptions: one each from the Centre for Engineering in Society and the Department of Chemical and Materials Engineering. Representatives are elected according to the GCS Elections Procedures for a two-year term and are ratified by Faculty Council.
- One part-time faculty member elected according to the GCS Elections Procedures, for a two-year term.
- One undergraduate student from each department with an accredited undergraduate program, nominated by the Engineering and Computer Science Students' Association, each for a one-year term.
- The President of the Engineering and Computer Science Students' Association.
- The Vice-President Academic from the Engineering and Computer Science Students' Association.
- Three graduate students nominated by the Engineering and Computer Science Graduate Association according to their By-Laws, for a one-year term.

#### **c) Non-voting members**

- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- Secretary of Council
- Recording Secretary of Council

#### **d) Observers**

- Principal Director of Development, GCS
- Executive Director of Concordia Continuing Education or delegate
- Director of the Institute for Co-operative Education or delegate
- Communications Manager, GCS
- Manager, Students Academic Services, GCS
- Senior Faculty Financial Officer, GCS
- Manager, Planning and Operations, Facilities, GCS
- Director, Academic Information Technology Services
- Senior Advisor, Strategic Initiatives and Special Projects
- Academic Personnel Administrator

*As approved by the Board of Governors on October 11, 1973.*

*And amended by the Board of Governors on December 13, 1973, January 10, 1974, May 8, 1975; January 8, 1976, June 10, 1976, May 12, 1977; May 10, 1979; November 20, 1980; December 18, 1980; January 20, 1983; November 16, 1988, May 15, 1991; May 21, 1997; November 19, 1997; March 17, 1999; December 9, 2015; October 24, 2018; [insert date]*

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## **MEMBERSHIP OF THE COUNCIL OF THE FACULTY OF FINE ARTS**

### **a) Chair**

- Dean of the Faculty of Fine Arts (FOFA). The Chair can vote in case of a tie.

### **b) Voting members**

#### Ex-Officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic or delegate
- Vice-President, Research and Graduate Studies or delegate
- Associate Deans of the FOFA
- Department Chairs of the FOFA

#### Elected or nominated members

- One faculty member elected from each department and ratified by Council with, at minimum, four full-time continuing members (tenure-track or ETA), each appointed for a three-year term. In the event that the elected member from these units cannot attend a Council meeting, a delegate may be appointed with speaking and voting privileges, provided that a written notice is given to the Secretary in advance of the meeting.
- Three part-time faculty members teaching in Fine Arts, nominated by CUPFA and ratified by Council, each appointed for a two-year term. Every effort should be made to ensure that the members chosen reflect the diverse constituency of the FOFA.
- One staff member elected by the staff of the FOFA and ratified by Council, appointed for a three-year term.
- Five undergraduate students nominated by FASA and ratified by Council, each appointed for a one-year term. Every effort should be made to ensure that the students chosen reflect the diverse constituency of the FOFA.
- Two graduate students nominated by the GSA and ratified by Council, each appointed for a one-year term.

**c) Non-voting members**

- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- Communications Advisor, FOFA
- Secretary of Council
- Recording Secretary of Council

*As approved by the Board of Governors on March 13, 1975.*

*And amended by the Board of Governors on February 10, 1977; January 15, 1981; May 21, 1981; January 15, 1987; May 24, 1989; February 15, 1995; December 17, 1997; March 18, 1998; March 17, 1999; November 15, 2000; October 18, 2007; April 16, 2014; [insert date].*

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**MEMBERSHIP OF THE COUNCIL OF THE JOHN MOLSON SCHOOL OF BUSINESS**

**a) Chair**

- Dean of the John Molson School of Business (JMSB). The Chair can vote in case of a tie.

**b) Voting members**

Ex-officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic or delegate
- Vice-President, Research and Graduate Studies or delegate
- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- Associate Deans of the JMSB
- Department Chairs of the JMSB

Elected or nominated members

- Three full-time faculty members from each department, appointed by the department for a two-year term.
- Two full-time staff representatives, appointed in accordance with the faculty elections procedures for a two-year term.
- One part-time faculty representative, appointed by CUPFA for a two-year term.

- Two graduate student representatives appointed by the JMGSAs for a one-year term.
- Eight undergraduate student representatives appointed by the CASA for a one-year term.

**c) Non-voting members**

- Secretary of Council
- Recording Secretary of Council

*As approved by the Board of Governors on October 11, 1973.*

*And amended by the Board of Governors on November 8, 1973; February 12, 1976; October 11, 1979; October 20, 1983; October 18, 1984; May 29, 1985; April 16, 1987; April 19, 1989; February 14, 1990; December 16, 1992; November 17, 1993; March 17, 1999; June 16, 1999; March 15, 2000; November 14, 2001; April 12, 2007; January 23, 2019; [insert date].*

**POWERS OF THE FACULTY COUNCILS**

Each Faculty Council shall have the power to:

1. establish committees and delegate any of its responsibilities to committees; receive, consider and act upon the reports of its committees;
2. consider and recommend to Senate, or in the case of graduate programs, to the Council of the School of Graduate Studies:
  - i. any changes, additions or deletions in the curriculum for degrees, certificates or diplomas offered within the Faculty or the School;
  - ii. any changes, additions or deletions in honours, major or any programs offered within the Faculty or the School;
  - iii. any changes, additions or deletions in course offerings within the Faculty or the School;
3. decide on students' requests for exemption from the academic regulations;
4. recommend to Senate, or in the case of graduate programs, to the Council of the School of Graduate Studies, the list of candidates for the conferment of degrees, certificates and diplomas;
5. grant Faculty awards;
6. recommend to Senate on the granting of other awards when called upon to do so;

7. recommend to Senate on the establishment, consolidation or discontinuance of departments;
8. appoint Faculty representatives to University committees when called upon to do so;
9. appoint full-time Faculty representatives to Senate;
10. appoint full-time Faculty representative to the Board of Governors;
11. make recommendations to Senate concerning the composition of the Faculty Council;
12. make any recommendations it sees fit to Senate or to the appropriate University administrators; and
13. establish procedures for the conduct of its affairs.

*As approved by the Board of Governors on September 6, 1973.*

*And amended by the Board of Governors on November 19, 1981; November 20, 1991; [insert date].*

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## **MEMBERSHIP AND POWERS OF THE COUNCIL OF THE SCHOOL OF HEALTH**

### **MEMBERSHIP**

#### **a) Chair**

- Dean of the School of Health (SoH). The Chair can vote in case of a tie.

#### **b) Voting members**

Ex-officio members (members marked with an asterisk are voting members who do not count for quorum)

- President and Vice-Chancellor\*
- Provost and Vice-President, Academic\*
- Vice-President, Research and Graduate Studies\*
- Scientific Directors of the SoH

Elected or nominated members

1. Three full-time faculty members, other than the Scientific Directors, from each of the SoH hubs, each appointed for a three-year term.
2. One part-time faculty member with health-related expertise, nominated by CUPFA and ratified by Council, each appointed for a two-year term.



3. Three research centre Directors affiliated with the SoH, each appointed for a three-year term and whose nomination is ratified by the SoH Council.
4. Two doctoral students working in a health-related field, each appointed by the Graduate Students' Association for a two-year term.
5. One postdoctoral fellow working in a health-related field, chosen through a process monitored by the School of Graduate Studies for a two-year term.

**c) Non-voting members**

- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- Secretary of Council
- Recording Secretary of Council

**POWERS**

The Council of the School of Health shall have the power to:

1. establish committees and delegate any of its responsibilities to committees; receive, consider and act upon the reports of its committees;
2. consider and recommend to the Council of the School of Graduate Studies:
  - i. any changes, additions or deletions in the curriculum for degrees, certificates or diplomas offered within the School;
  - ii. any changes, additions or deletions in course offerings within the School;
3. recommend to the Council of the School of Graduate Studies the list of candidates for the conferment of degrees, certificates and diplomas;
4. grant School of Health awards;
5. recommend to Senate the granting of other awards when called upon to do so;
6. recommend to Senate the establishment, consolidation or discontinuance of academic units;
7. make recommendations to Senate concerning the composition of the School of Health Council;
8. make any recommendations it sees fit to Senate or to the appropriate University administrators; and

9. establish procedures for the conduct of its affairs.

*As approved by the Board of Governors on [insert date].*

## **MEMBERSHIP AND POWERS OF THE COUNCIL OF THE SCHOOL OF GRADUATE STUDIES**

### **MEMBERSHIP**

#### **a) Chair**

- Dean of Graduate Studies. The Chair can vote in case of a tie.

#### **b) Voting members**

Ex-officio members (members marked with an asterisk are voting members who do not count for quorum)

- President and Vice-Chancellor – Honorary Chair\*
- Provost and Vice-President, Academic\*
- Vice-President, Research and Graduate Studies\*
- Associate Deans of the School of Graduate Studies

Elected or nominated members

- A member of the decanal team involved in graduate studies, from each Faculty and the School of Health, appointed by the relevant Dean
- Three tenured or tenure-track faculty members involved in graduate studies from the Faculty of Arts and Science, representing the sciences, the humanities and the social sciences, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the John Molson School of Business, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the Gina Cody School of Engineering and Computer Science, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the Faculty of Fine Arts, each appointed for a three-year term by Faculty Council.
- Three graduate students, each appointed for a one-year term by the Graduate Students' Association, each from a different Faculty.

- Three graduate Program Directors, each nominated for a two-year term by the School of Graduate Studies and ratified by Council (one must be the Director of the Individualized Program or Humanities Program).
- One Postdoctoral fellow, appointed for a one-year term and elected through a process to be monitored by the School of Graduate Studies.

**c) Non-voting members**

- University Librarian or delegate
- University Registrar or delegate
- Vice-Provost, Innovation in Teaching and Learning
- Secretary of Council
- Recording Secretary of Council

**POWERS**

The Council of the School of Graduate Studies shall have the power to:

10. establish committees and delegate any of its responsibilities to committees; receive, consider and act upon the reports of its committees;
11. consider, approve and recommend to Senate:
  - i. the establishment and implementation of any program of graduate studies by any academic unit;
  - ii. the modification or discontinuance of any program of graduate studies by any academic unit;
  - iii. the awarding of graduate degrees;
12. establish university-wide standards and procedures for admission to graduate programs;
13. establish university-wide standards and procedures for graduation from graduate programs;
14. establish university-wide standards and procedures for the evaluation of all graduate work, including theses, reports, projects and comprehensive examinations;
15. establish university-wide standards and policies which ensure that graduate program directors, graduate supervisors, instructors and tutors for graduate courses have the requisite qualifications and experience;
16. establish any other university-wide standards for graduate programs that the Council deems appropriate;

17. establish policies, procedures and mechanisms for:
  - i. promoting interdisciplinary, multidisciplinary or inter-university graduate programs; and
  - ii. managing those graduate programs of an interdisciplinary, multidisciplinary or inter-university dimension, which are under the supervision of the School of Graduate Studies;
18. establish rules and procedures governing requests for exemption from academic regulations. Such rules and procedures take precedence, with respect to graduate students, over similar rules and procedures established by Faculty Councils;
19. establish procedures for the conduct of its own affairs; and
20. make recommendations to Senate concerning the following matters:
  - i. the composition of the Council of the School of Graduate Studies;
  - ii. the establishment of graduate fellowships and bursaries;
  - iii. the establishment of post-doctoral programs;
  - iv. the conduct of periodic academic appraisals of all graduate Programs;
  - v. priorities and directions for the development of graduate studies at Concordia University.

*As approved by the Board of Governors on September 6, 1973.*

*And amended by the Board of Governors on October 11, 1973, May 8, 1975; June 9, 1977; December 18, 1980; May 24, 1989; November 20, 1991; May 15, 1996; June 18, 1997; June 16, 1999; June 21, 2012; [insert date].*

## MEMBERSHIP AND POWERS OF THE FACULTY ~~AND SCHOOL COUNCILS AND~~ ~~THE COUNCIL OF THE SCHOOL OF GRADUATE STUDIES~~

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### MEMBERSHIP OF THE COUNCIL OF THE FACULTY OF ARTS AND SCIENCE

#### a) Chair

- Dean of the Faculty of Arts and Science (FAS). The Chair can vote in case of a tie.

#### b) Voting members

##### Ex-officio ~~members (with voting privileges)~~

- President and Vice-Chancellor
- Provost and Vice-President, Academic ~~Affairs~~ or delegate
- Vice-President, Research and Graduate Studies or delegate
- Vice-Dean of the FAS
- Associate Deans of the FAS Arts and Science
- Unit head of each aAcademic uUnitDepartment and College in the FAS to serve as its representative to Council; if the Unit head cannot attend in the event that a unit head cannot attend a Council meeting, a delegate may be appointed with speaking and voting privileges, provided that a with advanced written notice is given to the Secretary of Council. in advance of the meeting.

##### Elected or nominated members

#### **Voting members**

~~One full-time faculty member elected from each Department and College in the Faculty to serve as its representative to Council for a three-year term; in the event that the elected member from~~

~~these units cannot attend a Council meeting, a delegate may be appointed with speaking and voting privileges, provided that a written notice is given to the Secretary in advance of the meeting.~~

- Two part-time faculty members, teaching in Arts and Science, nominated by CUPFA and ratified by Council, each appointed for a two-year term.
- Eight FAS undergraduate students nominated by the Arts and Science Federation of Associations (ASFA) (or the Concordia Student Union in such years where ASFA is not active) ~~nominated for a one-year term~~ and ratified by Council, each appointed for a one-year term. Every effort should be made to ensure that the students chosen reflect the diverse constituency of Arts and Science.
- Two FAS graduate students, nominated by the Graduate Student Association (GSA) ~~nominated for a one-year term~~ and ratified by Council, each appointed for a one-year term.

c) **Non-voting members**

- Dean of Graduate Studies or delegate
- University Librarian, or delegate
- University Registrar, or delegate
- ~~Dean of the School of Graduate Studies, or delegate~~
- One full-time faculty member elected by the Council of the John Molson School of Business
- One full-time faculty member elected by the Council of the Gina Cody School Faculty of Engineering and Computer Science
- One full-time faculty member elected by the Council of the Faculty of Fine Arts
- Director of the Institute for Co-operative Education or delegate
- Administrative Directors of the FAS faculty of Arts and Science reporting directly to the Dean
- FAS Senior Communications Advisor
- Faculty Affairs Officer
- Secretary of Council
- ~~Recording Secretary of Council~~

*As approved by the Board of Governors on June 9, 1977.*

*And amended by the Board of Governors February 8, 1979; October 11, 1979; November 20, 1980; December 18, 1980; February 19, 1981; June 21, 1981; December 15, 1983; October 17, 1985; February 18, 1987; April 19, 1989; December 18, 1996; November 19, 1997; March 17, 1999; June 16, 1999; October 18, 2007; January 12, 2012; [insert date].*

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**MEMBERSHIP OF THE COUNCIL OF THE GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE**

a) Chair

- ~~The~~ Dean of the Gina Cody School of Engineering and Computer Science (GCS) shall be the Chair of the Council. The Chair can vote in case of a tie.

b) Voting members

Ex-officio members~~Voting Members~~

- ~~The~~ President and Vice-Chancellor
- ~~The~~ Provost and Vice-President, Academic or delegate
- Vice-President, Research and Graduate Studies or delegate
- ~~The~~ Associate Deans and Special Advisors of the ~~GCS~~ Gina Cody School of Engineering and Computer Science
- ~~The~~ Chair/Director of each academic unit within the GCS School

Elected or nominated members

- Four full-time faculty members from each academic unit, with the following exceptions: one each from the Centre for Engineering in Society, and the Department of Chemical and Materials Engineering. All memberships are for a two-year term. Representatives are elected according to the GCS Elections Procedures for a two-year term and are ratified by Faculty Council.
- One part-time faculty member elected according to the GCS School Elections Procedures, for a two-year term.
- One (1) undergraduate student from each department with an accredited undergraduate program, nominated by the Engineering and Computer Science Students' Association, each for a one-year term.
- The President of the Engineering and Computer Science Students' Association, for a one-year term.
- The Vice-President Academic from the Engineering and Computer Science Students' Association, for a one-year term.
- Three (3) graduate students nominated by the Engineering and Computer Science Graduate Association according to their By-Laws ~~bylaws~~, for a one-year term.

b)c) Non-voting mMembers

- ~~The~~ Dean of Graduate Studies or delegate
- ~~The~~ University Librarian or delegate
- ~~The~~ University Registrar or delegate

- Secretary of Council
- Recording Secretary of Council

e)d) Observers

- Principal Director of Development, ~~of Advancement and Alumni Relations,~~ GCS
- Executive Director of Concordia Continuing Education or delegate ~~of the Center for Continuing Education~~
- Director ~~or delegate for~~ of the Institute ~~for~~ Co-operative Education or delegate
- Communications Manager, GCS ~~Advisor~~
- Manager, Students Academic Services, GCS
- ~~Finance and Planning~~ Senior Faculty Financial Officer, GCS
- Manager, Planning and Operations, Facilities, GCS
- Director, Academic Information Technology Services of AITS
- Senior Advisor, Strategic Initiatives and Special Projects
- Academic Personnel Administrator
- ~~Others at the discretion of the dean~~

*As approved by the Board of Governors on October 11, 1973.*

*And amended by the Board of Governors on December 13, 1973, January 10, 1974, May 8, 1975; January 8, 1976, June 10, 1976, May 12, 1977; May 10, 1979; November 20, 1980; December 18, 1980; January 20, 1983; November 16, 1988, May 15, 1991; May 21, 1997; November 19, 1997; March 17, 1999; December 9, 2015; October 24, 2018; [insert date]*

## MEMBERSHIP OF THE COUNCIL OF THE FACULTY OF FINE ARTS

a) ~~Chair and Secretary~~

- Dean of the Faculty of Fine Arts (FOFA). The Chair can vote in case of a tie. (votes only in the event of a tie)
- ~~Secretary and/or Recording Secretary of Council (non-voting)~~

b) **Voting members**

Ex-Officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic ~~Affairs~~ or delegate
- Vice-~~P~~resident, Research ~~& and~~ Graduate Studies or delegate
- Associate Deans of the FOFA ~~ine Arts~~
- Department Chairs of the FOFA

Elected or ~~n~~ominated members



- One faculty member elected from each department and ratified by Council with, at minimum, four full-time continuing members (tenure-track or ETA), each appointed for a three-year term. In the event that the elected member from these units cannot attend a Council meeting, a delegate may be appointed with speaking and voting privileges, provided that a written notice is given to the Secretary in advance of the meeting.
- Three part-time faculty members teaching in Fine Arts, nominated by CUPFA and ratified by Council, each appointed for a two-year term. Every effort should be made to ensure that the members chosen reflect the diverse constituency of the FOFA Fine Arts.
- One staff member, elected by the staff of the FOFA and ratified by Council, Faculty of Fine Arts appointed for a three-year term.
- Five undergraduate students, nominated by FASA and ratified by Council, each appointed for a one-year term. Every effort should be made to ensure that the students chosen reflect the diverse constituency of the FOFA Fine Arts.
- Two graduate students, nominated by the GSA and ratified by Council, each appointed for a one-year term.

c) **Non-voting members**

- Dean of School of Graduate Studies, or delegate
- ~~Registrar, or delegate~~
- University Librarian, or delegate
- University Registrar or delegate
- ~~Communications Advisor, FOFA, or delegate~~
- ~~Administrative Directors of the Faculty of Fine Arts reporting directly to the Dean~~
- Secretary of Council
- Recording Secretary of Council

*As approved by the Board of Governors on March 13, 1975.*

*And amended by the Board of Governors on February 10, 1977; January 15, 1981; May 21, 1981; January 15, 1987; May 24, 1989; February 15, 1995; December 17, 1997; March 18, 1998; March 17, 1999; November 15, 2000; October 18, 2007; April 16, 2014; [insert date].*

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**MEMBERSHIP OF THE COUNCIL OF THE JOHN MOLSON SCHOOL OF BUSINESS**

a) **Chair ~~and Secretary~~**

- The Dean of the John Molson School of Business (JMSB). The Chair can vote in case of a tie, shall chair the Council and vote in the event of a tie
- ~~Secretary and/or Recording Secretary of Council (non-voting)~~

## b) Voting members

### Ex-officio members

- President and Vice-Chancellor
- Provost and Vice-President, Academic or delegate Affairs
- Vice-President, Research and Graduate Studies or delegate
- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- ~~All~~ Associate Deans of the JMSB
- ~~Director, Assessment and Accreditation~~
- ~~All~~ Department Chairs of the JMSB

### Elected or nominated members

- Three full-time faculty members from each dDepartment ~~(2-year term)~~, appointed by the department for a two-year term.
- Two full-time staff representatives ~~(2-year term)~~, appointed in accordance with the faculty elections procedures for a two-year term.
- One part-time faculty representative, ~~(2-year term)~~ appointed by CUPFA for a two-year term.
- Two graduate student representatives appointed by the ~~(JMGSA for a )~~(one1-year term).
- Eight undergraduate student representatives appointed by the ~~(CASA for a )~~(one1-year term).

## c) Non-voting members

- Secretary of Council
- Recording Secretary of Council

*As approved by the Board of Governors on October 11, 1973.*

*And amended by the Board of Governors on November 8, 1973; February 12, 1976; October 11, 1979; October 20, 1983; October 18, 1984; May 29, 1985; April 16, 1987; April 19, 1989; February 14, 1990; December 16, 1992; November 17, 1993; March 17, 1999; June 16, 1999; March 15, 2000; November 14, 2001; April 12, 2007; January 23, 2019; [insert date].*

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## POWERS OF THE FACULTY COUNCILS

Each Faculty Council shall have the power to:

1. establish committees, and delegate any of its responsibilities to committees; receive, consider, and act upon the reports of its committees;
2. consider and recommend to Senate, or in the case of graduate programs, to the Council of the School of Graduate Studies:
  - i. any changes, additions or deletions in the curriculum for degrees, certificates or diplomas offered within the Faculty or the School;
  - ii. any changes, additions or deletions in honours, major or any ~~p~~Programs offered within the Faculty or the School;
  - iii. any changes, additions or deletions in course offerings within the Faculty or the School;
3. decide on students' requests for exemption from the academic regulations. ~~The Faculty Council shall submit annually to Senate a report on the disposition of students' requests;~~
4. recommend to Senate, or in the case of graduate programs, to the Council of the School of Graduate Studies, the list of candidates for the conferment of degrees, certificates and diplomas;
5. grant Faculty awards;
6. recommend to Senate on the granting of other awards when called upon to do so;
7. recommend to Senate on the establishment, consolidation or discontinuance of departments;
8. appoint Faculty representatives to University committees when called upon to do so;
9. appoint full-time Faculty representatives to Senate;
- ~~9.10. appoint full-time Faculty representative to the Board of Governors;~~
- ~~10.11. make recommendations to Senate concerning the composition of the Faculty Council;~~
- ~~11.12. make any recommendations it sees fit to Senate or to the appropriate University administrators; and~~
- ~~12.13. establish procedures for the conduct of its affairs.~~

*As approved by the Board of Governors on September 6, 1973.*

*And amended by the Board of Governors on November 19, 1981; ~~and~~ November 20, 1991; [insert date].*

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## MEMBERSHIP AND POWERS OF THE COUNCIL OF THE SCHOOL OF HEALTH

### MEMBERSHIP

#### a) Chair

- Dean of the School of Health (SoH). The Chair can vote in case of a tie.

#### b) Voting members

Ex-officio members (members marked with an asterisk are voting members who do not count for quorum)

- President and Vice-Chancellor\*
- Provost and Vice-President, Academic\*
- Vice-President, Research and Graduate Studies\*
- Scientific Directors of the SoH

Elected or nominated members

1. Three full-time faculty members, other than the Scientific Directors, from each of the SoH hubs, each appointed for a three-year term.
2. One part-time faculty member with health-related expertise, nominated by CUPFA and ratified by Council, each appointed for a two-year term.
3. Three research centre Directors affiliated with the SoH, each appointed for a three-year term and whose nomination is ratified by the SoH Council.
4. Two doctoral students working in a health-related field, each appointed by the Graduate Students' Association for a two-year term.
5. One postdoctoral fellow working in a health-related field, chosen through a process monitored by the School of Graduate Studies for a two-year term.

#### c) Non-voting members

- Dean of Graduate Studies or delegate
- University Librarian or delegate
- University Registrar or delegate
- Secretary of Council
- Recording Secretary of Council

### POWERS

The Council of the School of Health shall have the power to:

1. establish committees and delegate any of its responsibilities to committees; receive, consider and act upon the reports of its committees;
2. consider and recommend to the Council of the School of Graduate Studies:
  - i. any changes, additions or deletions in the curriculum for degrees, certificates or diplomas offered within the School;
  - ii. any changes, additions or deletions in course offerings within the School;
3. recommend to the Council of the School of Graduate Studies the list of candidates for the conferment of degrees, certificates and diplomas;
4. grant School of Health awards;
5. recommend to Senate the granting of other awards when called upon to do so;
6. recommend to Senate the establishment, consolidation or discontinuance of academic units;
7. make recommendations to Senate concerning the composition of the School of Health Council;
8. make any recommendations it sees fit to Senate or to the appropriate University administrators; and
9. establish procedures for the conduct of its affairs.

*As approved by the Board of Governors on [insert date].*

## **MEMBERSHIP AND POWERS OF THE COUNCIL OF THE SCHOOL OF GRADUATE STUDIES**

### **MEMBERSHIP**

#### **a) Chair**

- Dean of Graduate Studies. The Chair can vote in case of a tie.

#### **b) Voting members**

Ex-officio members (members marked with an asterisk are voting members who do not count for quorum)

- President and Vice-Chancellor – Honorary Chair\*

- Provost and Vice-President, Academic\*
- Vice-President, Research and Graduate Studies\*
- Associate Deans of the School of Graduate Studies

**a) ~~Non-voting members~~**

- ~~The Dean of Graduate Studies shall be the Chair of the Council~~
- ~~The President and Vice-Chancellor – Honorary Chair~~
- ~~The Vice-President, Research and Graduate Studies~~
- ~~The Provost and Vice-President, Academic Affairs~~
- ~~The University Librarian or delegate~~
- ~~The Council Secretary~~
- ~~The Associate Vice-President, Strategy and Operations~~
- ~~The Associate Vice-President, International~~
- ~~The University Registrar or delegate~~
- ~~The Vice Provost, Teaching and Learning~~

Elected or nominated members

**b) ~~Voting members~~**

- ~~The Associate Deans of the School of Graduate Studies~~
- A member of the decanal team involved in graduate studies, from each Faculty and the School of Health, appointed by the relevant ~~Dean of the Faculty~~
- Three tenured or tenure-track faculty members involved in graduate studies from the Faculty of Arts and Science, representing the sciences, the humanities and the social sciences, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the John Molson School of Business, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the Gina Cody School ~~Faculty~~ of Engineering and Computer Science, each appointed for a three-year term by Faculty Council.
- Three tenured or tenure-track faculty members involved in graduate studies from the Faculty of Fine Arts, each appointed for a three-year term by Faculty Council.
- Three graduate students, each appointed for a one-year term by the Graduate Students' Association, each from a different Faculty.

- Three graduate Program Deirectors, each nominated for a two-year term by the School of Graduate Studies and ratified by Council (one must be the Director of the Individualized Program or Humanities Program).
- One Postdoctoral fellow, appointed for a one-year term and (elected through a process to be monitored by the School of Graduate Studies).

**c) Non-voting members**

- University Librarian or delegate
- University Registrar or delegate
- Vice-Provost, Innovation in Teaching and Learning
- Secretary of Council
- Recording Secretary of Council

**POWERS**

The Council of the School of Graduate Studies shall have the power to:

1.10. establish committees, and delegate any of its responsibilities to committees; receive, consider and act upon the reports of its committees;

2.11. consider, approve and recommend to Senate:

- i. the establishment and implementation of any program of graduate studies by any academic unit;
- ii. the modification or discontinuance of any program of graduate studies by any academic unit;
- iii. the awarding of graduate degrees;

3.12. establish university-wide standards and procedures for admission to graduate programs;

4.13. establish university-wide standards and procedures for graduation from graduate programs;

5.14. establish university-wide standards and procedures for the evaluation of all graduate work, including theses, reports, projects and comprehensive examinations;

6.15. establish university-wide standards and policies which ensure that graduate program directors, graduate supervisors, instructors and tutors for graduate courses have the requisite qualifications and experience;

7.16. establish any other university-wide standards for graduate programs that the Council deems appropriate;

~~8.17.~~ establish policies, procedures and mechanisms for:

- i. promoting interdisciplinary, multidisciplinary or inter-university graduate programs; and
- ii. managing those graduate programs of an interdisciplinary, multidisciplinary or inter-university dimension, which are under the supervision of the School of Graduate Studies;

~~9.18.~~ establish rules and procedures governing requests for exemption from academic regulations. Such rules and procedures take precedence, with respect to graduate students, over similar rules and procedures established by Faculty Councils. ~~The Council and the School shall submit an annual report to Senate on the disposition of exemption requests;~~

~~10.19.~~ establish procedures for the conduct of its own affairs; ~~and~~

~~11.20.~~ make recommendations to Senate concerning the following matters:

- i. the composition of the Council of the School of Graduate Studies;
- ii. the establishment of graduate fellowships and bursaries;
- iii. the establishment of post-doctoral ~~p~~Programs;
- iv. the conduct of periodic academic appraisals of all graduate Programs;
- v. priorities and directions for the development of graduate studies at Concordia University.

*As approved by the Board of Governors on September 6, 1973.*

*And amended by the Board of Governors on October 11, 1973, May 8, 1975; June 9, 1977; December 18, 1980; May 24, 1989; November 20, 1991; May 15, 1996; June 18, 1997; June 16, 1999; June 21, 2012; [insert date].*





**SENATE  
OPEN SESSION  
Meeting of May 20, 2022**

**AGENDA ITEM:** Abolition of the Senate Finance Committee

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to consider the abolition of the Senate Finance Committee

**BACKGROUND:**

At the Senate meeting of May 17, 2019, the Senate Finance Committee (SFC) reported that it had been discussing its mandate over the last few meetings of the Committee and recommended to Senate to reconsider whether there is a need for such a committee.

At the November 2019 Senate meeting, Senate was informed that the SFC was originally established in the mid-1990s as an ad hoc committee in a different context. Over the past years, the primary mission of the SFC had been to assess the costing of new programs. However, the costing review by the SFC was problematic for two reasons. First, the financial information it received was often presented in an inconsistent manner across programs and faculties, and second the reviews carried out by the SFC happened too late in the program approval process, normally after the program had already been approved by departments, Faculty Councils and the Senate Academic Programs Committee. In the last two years, the University has taken steps to achieve a consistent, university-wide approach to program review and costing by piloting a coordinated model involving sign-off from the Faculty budget offices and the Chief Financial Officer. Since 2019, letters of intent (LOI) for new programs include a budget that is overseen jointly by the offices of the Chief Financial and the Provost. This allowed a more systematic budget process with greater financial probity than was previously the case. For these reasons, and as noted in the report of the SFC to the Senate Meeting of May 17, 2019 (appended to the memo), the Senate Finance Committee assessed that its operations appeared to be redundant, and its operations were suspended.

As the new process has proven to be more effective and efficient, Senate is being asked to consider the removal of the SFC.

The membership and mandate of the SFC is available in the document titled [Membership and Functions of Senate Standing Committees](#).

**DRAFT MOTION:**

Whereas the Senate Finance Committee recommended to Senate in 2019 to reconsider whether there is a need for the Senate Finance Committee to exist;

Whereas the Senate Finance Committee's activities have been suspended since 2019;

Whereas a new process for the review and approval of costing related to new programs has been implemented since 2019 and has proven to be effective,

Be it resolved:

That Senate abolish the Senate Finance Committee, effective immediately.

**PREPARED BY:**

Name: Shelina Houssenaly

Date: April 29, 2022



**SENATE FINANCE COMMITTEE  
REPORT TO SENATE  
May 17, 2019**

The Senate Finance Committee (SFC) met on March 8, 2019 and April 12, 2019.

**The B. Sc. in Systems and Information Biology (Biology) and the Bachelor of Computer Science in Health and Life Sciences (HLS)**

On March 8, we examined these two newly submitted programs. Although these two programs come from different Faculties, they are being developed in parallel and share a common core curriculum. SFC had several questions about the initial costing of the programs, which we brought to the attention of both Faculties and APC after our meeting.

On April 12, we received a reply to our questions on the two programs. The cost/revenue projection tables before Senate have now been updated to reflect the new government CAFF funding weights of 2.10 for both Biology and Computer Science. Senate should note that these new programs use a six-year model and in the past new programs have used 5 years; it seems that the departments just wanted to show a minimum of two years at “steady-state”. Because this submission is a joint program and the two contributing department are on different campuses, SFC also expressed concern about the difficulty of course scheduling for the students and the need to coordinate between the campuses. We received the following response to our concern:

*Engineering and Computer Science students already are taking courses on the Loyola Campus and Biology students also take courses on the Sir George Williams campus. Also, mobility between the two campuses was considered in program development. We have added a program progression pathway to the document to show that students will have sufficient time between courses to move from one campus to the other when needed.*

**Graduate Funding**

On April 12, the Dean of Graduate Studies gave us her annual report on graduate funding. It should be noted that overall graduate funding was \$43M in 2017 with 57% coming from our own internal funds, 33% from external sources and 10% from Donors. Total graduate funding has increased by 28% since 2012, while the number of new registrants in thesis programs has remained pretty much the same. We were particularly interested to learn that international fee remissions from the government have also almost doubled (from 159 to 299) over the last five years, which was SFC’s objective when we recommended the introduction of Concordia’s international fee remission in 2011 to increase the graduate international population.

### **Mandate of Senate Finance Committee**

Over the last few meetings SFC has been discussing its mandate, as its main task has devolved into reporting to Senate on the costing of new programs being proposed. We find that this costing review is coming far too late in the process as new programs have already been approved at Faculty Councils and, when relevant, at the Council of the School of Graduate Studies. By the time SFC reviews the costing, it is far too late to recommend any serious alterations. In addition, even when we sound a note of caution or express concern about the enrolment estimates, our report has had little impact. Senate needs to reconsider the role of SFC or even whether there is a need for such a committee.