



SENATE

NOTICE OF MEETING

May 11, 2018

Please be advised that the next regular meeting of Senate will be held on Friday, May 18, 2018, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

Please note that Closed Session documents and discussions are confidential.

A copy of the Graduation List will be available for consultation in the meeting room from 1:30 p.m. and 2:00 p.m. on the meeting day.

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

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

Danielle Tessier
Secretary of Senate



AGENDA OF THE OPEN SESSION OF THE MEETING OF SENATE

Held on Friday, May 18, 2018
immediately following the Closed Session
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus

Item	Presenter/s	Action
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of April 20, 2018 Minutes	A. Shepard	Approval
2. Business arising from the Minutes not included on the Agenda	A. Shepard	
3. President's remarks	A. Shepard	Information
4. Academic update (<i>Document US-2018-4-D5</i>)	G. Carr	Information
5. Report of Standing Committees:	A. Shepard	Information
5.1 Academic Planning and Priorities (<i>Document US-2018-4-D6</i>)		
5.2 Finance (<i>Document US-2018-4-D7</i>)		
5.3 Research (<i>Document US-2018-4-D8</i>)		
CONSENT AGENDA	A. Shepard	
6. Committee appointments (<i>Document US-2018-4-D9</i>)		Approval
7. Academic Programs Committee: Report and recommendations (<i>Document US-2018-4-D10</i>)		Approval

- 7.1 Undergraduate curriculum changes – Faculty of Arts and Science
 - 7.1.1 Department of Applied Human Science (*Document US-2018-4-D11*)
 - 7.1.2 Department of Classics, Modern Languages and Linguistics (*Document US-2018-4-D12*)
 - 7.1.3 Department of Sociology and Anthropology (*Document US-2018-4-D13*)
- 7.2 Undergraduate curriculum changes - John Molson School of Business – Bachelor of/Baccalaureate in Commerce (*Document US-2018-4-D14*)

REGULAR AGENDA

- | | | | |
|-----|--|-------------------------------|-------------|
| 8. | New undergraduate program – John Molson School of Business – BComm Honours in Management (<i>Document US-2018-4-D15</i>) | A.-M. Croteau | Approval |
| 9. | Name change of the Department of Exercise Science to the Department of Health, Kinesiology, and Applied Physiology (<i>Document US-2018-4-D16</i>) | A. Roy/
R. Courtemanche | Approval |
| 10. | Presentation on elearning at eConcordia | R. Beauchemin/
S. Gabriele | Information |
| 11. | Question period (<i>maximum - 15 minutes</i>) | | |
| 12. | Other business | A. Shepard | |
| 13. | Adjournment | A. Shepard | |

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, April 20, 2018,
following the meeting of the Closed Session
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus

PRESENT

Voting members: Alan Shepard (*Chair*); Amir Asif; Reena Atanasiadis; Guylaine Beaudry; Pascale Biron; Patrice Blais; Rory Blaisdell; Stephen Brown; Saul Carliner; Graham Carr; Mikaela Clark-Gardner; Frank Crooks; Anne-Marie Croteau; Christine DeWolf; Jill Didur; Charles Draimin; Rebecca Duclos; Marcie Frank; Vince Graziano; Christophe Guy; Brigitte Jaumard; Lorraine Oades; Virginia Penhune; Harald Proppe; Martin Pugh; Omar Riaz; Daniel Salée; Yousef Shayan; Ali Sherra; Robert Soroka; Shaumia Suntharalingam; Julia Sutera Sardo; Leyla Sutherland; Sofiène Tahar; Paula Wood-Adams; Sharon Yonan Renold

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Isabel Dunnigan; Bram Freedman; Emmet Henchey; Tom Hughes; Daniel Therrien

ABSENT

Voting members: Paul Allen; Ricardo Dal Farra; Tevfik Karatop; Chiranjeevi Koduri; David Morris; Mahesh Natarajan; John Potvin; André Roy; Francesca Scala; Thufile Sirajudeen; Matt Soar; Marc Steinberg; Christopher Trueman; Jean-Philippe Warren

Non-voting members: Denis Cossette; Roger Côté; Lisa Ostiguy

1. Call to order

The President called the meeting to order at 2:38 p.m.

1.1 Approval of Agenda

R-2018-3-5 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Approval of the Minutes of the Open Session meeting of March 16, 2018

R-2018-3-6 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 16, 2018 be approved.*

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

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

3. President's remarks

The President's remarks are summarized as follows:

- He welcomed Marie-Claude Lavoie who began her mandate as Associate Vice-President, Facilities Management on April 16.
- He thanked Daniel Therrien who will be leaving the University in early May to assume the role of University Registrar at École de technologie supérieure (ÉTS).
- He congratulated:
 - ⇒ The Faculty of Fine Arts for teaming up with Denmark's The Alternative to offer the University's first-ever political party-in-residence.
 - ⇒ The four students from the Department of Mathematics and Statistics who recently won \$20,000 in the fourth annual Munich Re Cup
 - ⇒ Francine Pelletier, an adjunct professor in the Department of Journalism, on receiving the 2018 Hyman Solomon Award for Excellence in Public Policy Journalism.
- Concordia advanced six spots to 10th place among Canada's engineering schools in the Maclean's 2018 Program Rankings, while computer science advanced three spots into 11th position this year.
- At the President's request, Dr. Guy informed Senate that Concordia has had a higher rate of success in terms of acceptance of applications for funding from the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC).
- He updated Senate on some gifts and pledges in connection with the ongoing comprehensive campaign.

4. Academic update (Document US-2018-3-D3)

In reference to the Maclean's rankings and in the context of the academic report, the Provost noted the University's growing visibility and enhanced reputation as a next-generation university. He made the point that this can be attributable to the activities which are undertaken at the University, the success of students and the achievements by faculty members.

5. Report of Standing Committees

5.1 **Finance** (Document US-2018-3-D4)

5.2 **Library** (Document US-2018-3-D5)

No questions were asked in connection with these reports.

CONSENT

6. Committee appointments (Document US-2018-3-D6)

R-2018-3-7 *That the committee appointments, outlined in Document US-2018-3-D6, be approved*

7. Academic Programs Committee: Report and recommendations (Document US-2018-3-D7)

7.1 Undergraduate curriculum changes - Faculty of Arts and Science

7.1.1 **Department of Chemistry and Biochemistry** (Document US-2018-3-D8)

7.1.2 **Department of Classics, Modern Languages and Linguistics** (Documents US-2018-3-D9 and D10)

7.1.3 **Department of Geography, Planning and Environment** (Document US-2018-3-D11)

7.1.4 **School of Political Science** (Document US-2018-3-D12)

7.1.5 **Department of Psychology** (Document US-2018-3-D13)

R-2018-3-8 *That the undergraduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2018-3-D8 to D13 be approved, as recommended by the Academic Programs Committee in Document US-2018-3-D7.*

7.2 Graduate curriculum changes - Faculty of Fine Arts - Department of Design and Computation Arts (Document US-2018-3-D14)

R-2018-3-9 *That the graduate curriculum changes in the Faculty of Fine Arts, outlined in Document US-2018-3-D14 be approved, as recommended by the Academic Programs Committee in Document US-2018-3-D7.*

7.3 Graduate curriculum changes - Faculty of Arts and Science

7.3.1 **Department of Education** (Document US-2018-3-D15)

7.3.2 **Department of Geography, Planning and Environment** (Document US-2018-3-D16)

7.3.3 **Department of Psychology** (Document US-2018-3-D17)

R-2018-3-10 *That the graduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2018-3-D15 to D17 be approved, as recommended by the Academic Programs Committee in Document US-2018-3-D7.*

7.4 Graduate curriculum changes - Faculty of Fine Arts - Department of Art History (Document US-2018-3-D18)

R-2018-3-11 *That the graduate curriculum changes in the Faculty of Fine Arts, outlined in Document US-2018-3-D18 be approved, as recommended by the Academic Programs Committee in Document US-2018-3-D7.*

REGULAR

8. New graduate program - John Molson School of Business - Graduate Certificate in Quantitative Business Studies (Document US-2018-3-D19)

Dean Wood-Adams and Croteau presented the highlights of this new certificate, which is designed for graduates from any discipline wishing to learn about quantitative aspects of business administration. This new certificate has no resource implications, since it will be comprised of five courses already offered as part of the Graduate Diploma in Business Administration.

R-2018-3-12 *Upon motion duly moved and seconded, it was unanimously resolved that the new graduate program in the John Molson School of Business, outlined in Document US-2018-3-D19 be approved, as recommended by the Academic Programs Committee in Document US-2018-3-D7.*

9. CSU motion regarding internships (Document US-2018-3-D20 - revised)

Ms. Sutherland and Mr. Sherra presented the background which led to the proposal.

The benefits of internships include:

- experiential learning;
- hands on experience;
- head start in the job market;
- opportunity to try out their field;
- networking opportunities; and
- building valuable skill sets;

while the challenges are as follows:

- no standard of learning, evaluation or feedback;
- inconsistencies in remuneration and criteria; and
- financial precarity and the potential for exploitation.

They conveyed the undergraduate student perspective obtained following two referendum questions posed in the Fall 2017, which show that 83% are in favor of removing unpaid internships and 81% are in favor of establishing an equal and equitable standardized system and placement protocol for all student internships.

In light of the above, Ms. Sutherland and Mr. Sherra presented a motion on behalf of the CSU to Steering Committee with respect to a review of internships, and following discussion it was agreed that the Academic Planning and Priorities Committee should be

tasked with the review. They made the point that the proposed mandate would be in support of the strategic directions and in line with where Concordia is heading.

Following their presentation, they responded to questions, further to which the following motion was approved:

R-2018-3-13 Upon motion duly moved and seconded, it was unanimously resolved:

Whereas internships represent an invaluable hands-on learning experience for students;

Whereas internships exemplify Concordia University's direction towards broader engagement with students' respective fields as well as more global and experiential learning opportunities;

Whereas there exists a large disparity in the criteria, objectives, learning outcomes and evaluation methods of internships, as well as a significant imbalance in remuneration for students' labour; and

Whereas internship courses should have the same standards of learning, evaluation and support as other academic courses;

BE IT RESOLVED:

That the Academic Planning and Priorities Committee be mandated to:

- 1. Evaluate internships at Concordia;*
- 2. Make recommendations to standardize internships;*
- 3. Review internal policies; and*
- 4. Produce regular reports to Senate on its progress; and*

That these objectives be met within two years.

10. Digital strategy consultation

Dr. Beaudry updated Senators on the activities in connection with the digital strategy, including the President's speaker series on digital futures, an environmental scan, the preliminary results of the survey sent to all students in March as well as the consultation process, which includes student, faculty and staff focus groups as well as individual interviews, today's Senate workshop and two creative workshops. It is expected that the report will be presented in mid-June.

Dr. Beaudry defined the possible priorities as follows:

1. Collaboration: encourage in-person and online collaboration by providing a platform to help people connect.
2. Coordination: make everything accessible from one single place.
3. Mobility: allow people to work and access what they need anywhere at any time.

4. Flexibility: give more freedom to individuals and/or departments to choose their technology and manage their web presence.
5. Feedback: collect feedback from the community on a regular basis to see what they want and need.
6. Information dissemination: make sure that the community can easily find out what is going on at Concordia.
7. Support: provide technical support available at all times to help with technology.
8. Physical spaces and equipment: make physical spaces and quality equipment available to the whole community.
9. Digital skills: offer more resources and workshops to help members of the community develop digital skills.
10. Personal information: increase security in the digital environment and provide assistance with legal issues related to personal information as needed.

Based on the above definitions, she asked that during the breakout session each table identify the top three priorities for students, faculty and staff. Following this exercise, she asked each table to define what a next-generation digital university will be and what it will not be. This will guide the digital strategy working group in defining its roadmap. She noted that the sheets from each table will be compiled. In the Fall, she will present the preliminary roadmap.

11. Question period

Referring to an article published in *The Link* on April 7 regarding potential tuition fee increases for international students in deregulated programs, Mr. Sherra asked if student representatives would be consulted. Dr. Carr replied that if there is a conversation about tuition hikes going forward, then there could be some broader conversations about that.

Ms. Clark-Gardner stated the importance of consulting students which are the University's *raison-d'être* and reiterated the question to the President. The latter acknowledged her concern but could not commit to such consultation.

12. Other business

There was no other business to bring before Senate.

13. Adjournment

The meeting adjourned at 4:04 p.m.



Danielle Tessier
Secretary of Senate



Internal Memorandum

To: Members of Senate
From: Graham Carr, Provost and Vice-President, Academic Affairs
Date: May 10, 2018
Re: Academic Update

Last month the Faculty of Fine Arts hosted their first political party in residence, Denmark's The Alternative. Throughout its April residency, the party met with students, faculty members, community leaders and city executives, to address the issues of building vacancies and underutilized spaces and to look at design models and design ethics. The group along with the Faculty's Institute for Urban Futures toured the abandoned Victoria Hospital, *Projet Young* for temporary habitation, *Temps Libre*, and the Darling Foundry run by the *Quartier Éphémères*. The Alternative will return to resume its residency at Concordia in September and in November.

Another case competition season is over and students in JMSB's undergraduate and graduate programs excelled once again. Teams fielded by JMSB reached the podium over 45 times this year, winning a number of high-profile competition including the Jeux du commerce, the largest academic competition in Eastern Canada.

Amir Hooshir, a third-year PhD candidate (MIAE) and a Concordia Public Scholar, has been awarded the Natural Sciences and Engineering Research Council of Canada (NSERC) Gilles Brassard Doctoral Prize for Interdisciplinary Research. The \$10,000 award is given to an outstanding recipient of a Vanier Canada Graduate Scholarship who best exemplifies interdisciplinary research, and Amir is the first Concordian to receive it. The award was presented by Her Excellency the Right Honourable Julie Payette, Governor General of Canada, during the NSERC Awards Ceremony at Rideau Hall in Ottawa on May 2. Amir's research focuses on developing technology to make robot-assisted cardiac interventions safer and more reliable. He is working under the supervision of Javad Dargahi (MIAE).

Concordia graduate students have also done very well in receiving graduate funding from the federal granting councils. At the PhD level, 7 students received NSERC awards, 23 Social Sciences and Humanities Research Council (SSHRC) awards and 1 Canadian Institutes of Health Research (CIHR) award. Concordia students also received 5 SSHRC Vanier awards.

At the Master's level – which is distributed to the university based on the institutional levels of research funding received – Concordia received 2 CIHR awards, 12 NSERC and 34 SSHRC.

The Milieux Institute for Arts, Culture and Technology has had an active month:

- As part of CHI 2018, Milieux co-hosted a workshop called "The Secret Lives of Data Publics: Mixed Reality Smart City Interfaces." It was organized by Beth Coleman (Waterloo), Matt

Ratto (Toronto) and Bart Simon (Sociology and Anthropology, Concordia), and co-sponsored by Microsoft Research.

- On May 2-3 Milieux co-hosted [Uncommon Senses II: Art, Technology, Education, Law, Society - and Sensorial Diversity](#), a symposium featuring speakers from numerous international universities. The keynote was given by MIT's Caroline Jones.
- On May 4-5, Milieux's Participatory Media Cluster hosted a symposium for critical disability studies scholars and members of the public called "[Inviting Movements: Emerging Critical Disability and Deaf Perspectives and Practices](#)."
- On May 12 MilieuxMake, the Institute's Maker Space, will host a show and tell as part of the internationally held [Arduino Day](#) – this day is a world-wide celebration of Arduino, the open-source electronics platform based on easy-to-use hardware and software. MilieuxMake will be the only place in Montreal for makers to learn about Arduino on Arduino day.
- In mid-May a large delegation of virtual and augmented reality researchers from Bavaria will be touring Milieux including researchers from the University of Würzburg and from TUM (Technical University of Munich). The delegation are participating in a trade mission organized by the office of the State of Bavaria in Quebec.

Younes Medkour (PhD candidate, Biology), received second place in NSERC's Science, Action! video competition. The award showcases short videos about science and engineering research. In total, 16 finalists, chosen by a panel of judges, won prizes. Their films will be featured as part of museum exhibits and science fairs, and during [Science Odyssey](#) and [Science Literacy Week](#).

The Quebec English-speaking Communities Research Network (QUESCREN) has been awarded a \$950,000 grant through the *Secrétariat aux relations avec les Québécois d'expression anglaise* (Secretariat for relations with English-speaking Quebecers). The grant will support QUESCREN as well as research and outreach activities by its community partners.

Concordia has received funding for three new Canada Research Chairs and one renewal, a total investment of \$2.4 million dollars over five years. Biologist Michael Hallett, artist Nadia Myre and management expert Alex Bitektine are joining the ranks of the country's more than 1,600 chairholders, while psychology professor Jean-Philippe Gouin is receiving a second mandate. Concordia currently has 23 active Canada Research Chair holders: nine funded through SSHRC, 11 through NSERC and three through CIHR.

On May 2, the 14th edition of the *Ignition* exhibition opened at the Leonard and Bina Ellen Art Gallery. The exhibition runs until June 2 and features new work by students currently enrolled in the Studio Arts or Humanities graduate programs at Concordia. It provides an up-and-coming generation of artists with a unique opportunity to present ambitious, interdisciplinary works in the professional context of a gallery with a national and international profile.

At a ceremony held at the Leonard and Bina Ellen Art Gallery on May 3, MFA student Frédérique Laliberté was awarded a Claudine and Stephen Bronfman Fellowship in Contemporary Art.

The Course ReBoot camp launched May 9 with 14 dedicated faculty from both our full-time and part-time ranks. It is the first of our initiatives in the Next Gen Learning project. Over the course of four days faculty will revise their courses from top to bottom. Additionally, they have committed

to working with the Center for Teaching and Learning staff over the course of the next academic year to monitor and study the outcomes of these changes. With a focus on student success and learning, we look forward to seeing the outcome of their hard work.

Since May 14, *Of all the hearers*, a project by Steve Bates, has been featured in the SIGHTINGS cube in the Hall Building. Bates holds an MFA from Concordia, where he was awarded the inaugural Claudine and Stephen Bronfman Fellowship in Contemporary Art. Current projects include ongoing collaborations with Douglas Moffat as Field Sound, including Okta, a multi-channel, permanent, outdoor sound installation commissioned by the City of Toronto, Lanterner, a music duo with Marc-Alexandre Reinhardt, and solo exhibitions. Bates continues to release music, both solo and collaboratively. His work has been exhibited in Canada, the United States and Europe.

Mohamed Ahmed, (PhD student, BCEE) and Francisco Gonzalez-Rosas, (Master's student, Studio Arts) have received Mitacs Globalink Research Awards to conduct research projects abroad at the Université de Lyon, France and Ca' Foscari University of Venice, Italy respectively.

Concordia International has awarded 61 graduate students \$106,900 in Graduate Student Mobility Awards to conduct research projects in 21 countries for Summer and Fall 2018.

JMSB honorary doctorate recipient Lise Watier (Founder and Co-Chair of the Board, Lise Watier Cosmetics; President, Lise Watier Foundation) was awarded the [Beta Gamma Sigma Entrepreneurial achievement award](#) given by AACSB. The Award recognizes outstanding individuals who combine innovative business achievement with service to humanity. Watier will be presented with the award at JMSB's annual Beta Gamma Sigma induction ceremony this June.

Amir Asif's first term as the dean of Concordia's Faculty of Engineering and Computer Science ends on July 31, 2019. He has confirmed that he will seek a second term. When a dean seeks renewal of his or her term, Concordia's president establishes the Dean's Evaluation Committee. Members of the university community are invited to make brief written submissions to the committee to assist it in its work, using the evaluation themes and criteria to guide their preparation of submissions. Submissions are requested before May 24 – for more information click [here](#).

Spring Convocation is taking place June 11, 12 and 13, and I encourage all Senators to sign up for the platform parties if you have not done so already. This is an important day in our students' academic lives, and a great way to show our pride in their achievements. The deadline to sign up for the platform party is May 24 and you can do so online using this [online registration form](#).



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
REPORT TO SENATE
Dr. Graham Carr
May 18, 2018**

The Academic Planning and Priorities Committee met on April 9, 2018.

The Academic Planning and Priorities committee met on April 9, 2018. Dr. Nadia Bhuyian, Vice-Provost, Partnerships and Experiential Learning, Mr. Prem Sooriyakumar, Ms. Christine Swintak and Mr. Douglas Moffat gave a presentation on the 4th Space. Located in the Webster Library building where the bookstore used to be, the 4th Space is a high-traffic, high-visibility space that will showcase the latest in Concordia research and create activity. The unique research production and dissemination environment will connect the university's talent, creativity and know-how with the public. The committee gave their feedback on the space and were impressed with the initiative.



**SENATE FINANCE COMMITTEE
REPORT TO SENATE
May 18, 2018**

The Senate Finance Committee (SFC) met on April 13, 2018. The item on the Agenda was Graduate tuition remissions. Dr. Paula Wood-Adams, Dean, School of Graduate Studies, tabled a report on the two forms of graduate fee remissions: international and out of province. SFC has a particular interest in following the Graduate tuition remissions because SFC had conceived of and recommended their implementation.

Concordia's International Tuition remissions were established in 2011 and first offered in 2012-2013. In addition to the academic benefits of having international students in our graduate programs, SFC saw a financial benefit in leveraging the international tuition awards that Concordia received from Quebec, which was based on the number of our international doctoral students enrolled at the University. International fee remissions cover 8 terms of study mainly at the doctoral level; they are now called Awards of Excellence and now cover the fee differential between Quebec students and the international rate. Dr. Wood-Adams reported that the quota of awards (these awards cover 3 terms out of the 8 within minimum residence terms for an international PhD student) assigned by the Quebec government has risen from 159 in 2012 to 299 in 2017. Approximately

In 2013-14, SFC recommended the creation of the Out-of-Province Fee Remission with the idea of having more out-of-province students come here for their Masters and stay for their doctorate (out-of-province students pay a fee differential at the Masters level but pay the same as Quebec students at the doctoral level). As these awards were originally established for Masters-level graduate programs that lead to a doctoral program at Concordia, SFC was particularly interested in that outcome. Although there is not a large enough sample to draw any definitive conclusions, based on two years of graduates with the tuition remission from the masters programs, only 4 of 33 recipients who entered in 2014 and 5 of 36 recipients who entered in 2015 went on to doctoral studies at Concordia. Dr. Wood-Adams argued that having these students in masters programs has academic benefits, but that determination is beyond the mandate of the SFC.

In her report, Dr. Wood-Adams provided information on the country of origin of the international doctoral students as well as the recipients by program. The SFC asked for some additional information, which Dr. Wood-Adams agreed to provide in the Fall.

**RESEARCH COMMITTEE
REPORT TO SENATE
Dr. Christophe GUY (Chair)
May 18, 2018**

Meeting of April 20, 2018

1. Research Unit Renewals

The Committee reviewed the renewal dossiers received from:

- Centre for Research in Human Development (CRDH)- *Established Research Centre – Renewal for 6 years*
- Centre for NanoScience Research (CeNSR) - *Established Research Centre – with an Emerging Research Platform – Renewal for 6 years*
- Centre for Biological Applications of Mass Spectrometry (CBAMS) – *Established Infrastructure Platform – Renewal for 6 years*

Committee members agreed that the three above-mentioned units 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 six years.

2. Strategic Research Plan

An overview of the draft of the new Strategic Research Plan (2018-2023) was presented to committee members. The draft will be circulated to the SRC for comments/suggestions and another meeting set up to review the final draft before circulating to Faculty Councils and the Council of the School of Graduate Studies.

3. University Research Awards (URA)

Committee members approved the URA nominations for 2018.



COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Research	Jill Didur (Faculty Senator)	2018/2019
	Brigitte Jaumard (Faculty Senator)	2018/2019
Special Graduation Awards	Ali Akgunduz (Faculty Senator)	2018/2019
	Virginia Penhune (Faculty Senator)	2018/2019
Steering	Frank Crooks (JMSB)	2018/2019
	Christine DeWolf (A&S)	2018/2019
	John Potvin (FA)	2018/2019
	Daniel Salée (A&S)	2018/2019
	Robert Soroka (Part-time faculty)	2018/2019
	Christopher Trueman (ENCS)	2018/2019
<u>Appointments requiring Senate ratification</u>		
Faculty Tribunal Pool	Jeremy Clark (ENCS)	2018/2020
	Biao Li (ENCS)	2018/2020
	Mazdak Nik-Bakht (ENCS)	2018/2020
	Emad Shihab (ENCS)	2018/2020
	Brian Vermeire (ENCS)	2018/2020
Honorary Degree and Convocation <i>(joint Board/Senate Committee)</i>	Amir Asif (Faculty Dean - Senator)	2018/2019
	Jill Didur (Senator)	2018/2019
	Robert Soroka (Senator)	2018/2019

April 30, 2018

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
May 18, 2018**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2019-20 Undergraduate Calendar:

Following approval of Faculty Councils, on **April 26, 2018** APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science and the John Molson School of Business. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Applied Human Science (For May 2019 Implementation) **(US-2018-4-D11)**

[The proposal involves reducing the required university credits of nine courses' prerequisites.]

- Courses
- Course Offerings

Department of Classics, Modern Languages and Linguistics (For May 2019 Implementation) **(US-2018-4-D12)**

[The proposal involves updating the Spanish program titles to more accurately reflect the content of the programs.]

- BA Honours in Spanish, Hispanic Cultures and Literatures – New Program name
- BA Specialization in Spanish, Hispanic Cultures and Literatures – New Program Name
- BA Major in Spanish, Hispanic Cultures and Literatures – New Program Name
- Minor in Spanish, Hispanic Cultures and Literatures – New Program Name

Department of Sociology and Anthropology (For May 2019 Implementation) **(US-2018-4-D13)**

[The proposal involves clarifying the 21 elective credit requirement of the program; updating course descriptions and a course title; and converting a slot course to a permanent offering.]

- BA Joint Specialization in Anthropology and Sociology
- Course Offerings
- Requirements

John Molson School of Business

(For September 2018 Implementation) **(US-2018-4-D14)**

[The proposal involves adding a section about honours program regulations to the Faculty section of the Calendar; and updating course descriptions, prerequisites and a course title.]

- Bachelor of/Baccalaureate in Commerce
- Courses
- Course Offerings
- Regulations

(For September 2018 Implementation) (US-2018-4-D15)

[The proposal involves introducing a new program.]

- BComm Honours in Management – **New Program**



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
2 May 2018

INTERNAL MEMORANDUM

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

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

DATE: April 6th, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Applied Human Science
AHSC-29
Prerequisite change to AHSC 311, 312, 323, 333, 335, 360, 380, 382,
385

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

The **Department of Applied Human Sciences** is modifying the number of required prerequisite credits in nine 300-level courses (AHSC 311, 312, 323, 333, 335, 360, 380, 382, 385). In reducing the requirement from 30 to 24 credits, the Department is ensuring that students who have completed a full year of study but who may not have completed 30 credits are not restricted from progressing in their program.

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

Department of Applied Human Sciences

AHSC-29

Memo from Chair

Prerequisite change

AHSC 311	<i>Respecting Diversity in Human Relations</i>
AHSC 312	<i>Sexuality in Human Relations</i>
AHSC 323	<i>Gender and Leisure</i>
AHSC 333	<i>Leisure and the Environment</i>
AHSC 335	<i>Power and Conflict Resolution in Human Systems</i>
AHSC 360	<i>Play, Adult Learning and Development</i>
AHSC 380	<i>Quantitative Research Methods for Practitioners</i>
AHSC 382	<i>Qualitative Research Methods for Practitioners</i>
AHSC 385	<i>Social Psychology of Leisure</i>

INTERNAL MEMORANDUM

TO: Paul Joyce, Associate Dean, Academic Programs, L-AD306-2
FROM: Peter Morden, Chair, Applied Human Sciences, L-VE223-01
DATE: February 21, 2018
SUBJECT: Curriculum Proposal AHSC-29



The Department of Applied Human Sciences is submitting the following undergraduate curriculum proposal for your consideration:

Change of prerequisites (from 30 credits to 24 credits) required for the following undergraduate courses in Applied Human Sciences: AHSC 311, 312, 323, 333, 335, 360, 380, 382, 385.

The 30-credit prerequisite serves to ensure that students have some 'maturity' when entering the class, with an expectation that 30-credits is a typical number of credits that students will accumulate in one year of study. The reality of AHSC students is that very few complete 15 credits in each semester, so most will enter their second year unable to take many of their second-tier classes, some of which are required. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.

This undergraduate curriculum change is being proposed following recommendations from the AHSC Department Curriculum Committee and approved by the Full-time Faculty Committee at its meeting on December 7, 2017.

DOSSIER TITLE: AHSC-29

COURSE NUMBER: AHSC 311

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major, Minor in Human Relations; Specialization, Major in Leisure Sciences; Certificate in Community Service; Certificate in Family Life Education

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike-out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>AHSC 311 Respecting Diversity in Human Relations (3 credits) Prerequisite: 30 university credits including AHSC 230. This course examines the role of interconnected identity-related differences, such as age, culture, disability, ethnicity, gender, geographical location, health status, history, language, power, race, religion, sexual orientation, social class, and privilege in human relationships and human systems. Students learn about histories of oppression and marginalization in Canada, theories of diversity and difference, as well as the impact of social justice movements and being and becoming an ally. Students are given opportunities to develop critical thinking and analytic skills and respect for difference and diversity. <i>NOTE: Students who have received credit for AHSC 245 may not take this course for credit.</i></p>	<p>AHSC 311 Respecting Diversity in Human Relations (3 credits) Prerequisite: <u>24</u> university credits including AHSC 230. This course examines the role of interconnected identity-related differences, such as age, culture, disability, ethnicity, gender, geographical location, health status, history, language, power, race, religion, sexual orientation, social class, and privilege in human relationships and human systems. Students learn about histories of oppression and marginalization in Canada, theories of diversity and difference, as well as the impact of social justice movements and being and becoming an ally. Students are given opportunities to develop critical thinking and analytic skills and respect for difference and diversity. <i>NOTE: Students who have received credit for AHSC 245 may not take this course for credit.</i></p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: AHSC-29

COURSE NUMBER: AHSC 312

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major, Minor in Human Relations; Certificate in Family Life Education

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>AHSC 312 <i>Sexuality in Human Relations</i> (3 credits) Prerequisite: 30 university credits including AHSC 220, 230. This course provides students with knowledge of physical and psychosocial aspects of sexuality in relationships through life and examines values, attitudes, and issues related to the development and expression of sexuality. Topics include gender, family, cultural and media influences; historically and culturally based attitudes; prevention and sexually transmitted diseases; self-perception and identity in sexuality; and emotion and sexuality. The course aims to foster respect for persons and diversity. <i>NOTE: Students who have received credit for AHSC 253 may not take this course for credit.</i></p>	<p>AHSC 312 <i>Sexuality in Human Relations</i> (3 credits) Prerequisite: <u>24</u> university credits including AHSC 220, 230. This course provides students with knowledge of physical and psychosocial aspects of sexuality in relationships through life and examines values, attitudes, and issues related to the development and expression of sexuality. Topics include gender, family, cultural and media influences; historically and culturally based attitudes; prevention and sexually transmitted diseases; self-perception and identity in sexuality; and emotion and sexuality. The course aims to foster respect for persons and diversity. <i>NOTE: Students who have received credit for AHSC 253 may not take this course for credit.</i></p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: AHSC-29

COURSE NUMBER: AHSC 323

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major in Leisure Sciences

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
AHSC 323 Gender and Leisure (3 credits) Prerequisite: 30 university credits including AHSC 241 or 242. This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.	AHSC 323 Gender and Leisure (3 credits) Prerequisite: <u>24</u> university credits including AHSC 241 or 242. This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.
Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

DOSSIER TITLE: AHSC-29

COURSE NUMBER: AHSC 333

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major in Leisure Sciences

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (underline additions and changes proposed). Attach a separate sheet if necessary.</small>	
<p>AHSC 333 <i>Leisure and the Environment</i> (3 credits) Prerequisite: 30 university credits including AHSC 241 or 242. This course examines the state of the natural environment, and explains how leisure service providers play a crucial leadership role in fulfilling the needs of both the public and the environment.</p>	<p>AHSC 333 <i>Leisure and the Environment</i> (3 credits) Prerequisite: <u>24</u> university credits including AHSC 241 or 242. This course examines the state of the natural environment, and explains how leisure service providers play a crucial leadership role in fulfilling the needs of both the public and the environment.</p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

COURSE NUMBER: AHSC 335

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major, Minor in Human Relations; Certificate in Community Service; Certificate in Family Life Education

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</small>	
<p>AHSC 335 Power and Conflict Resolution in Human Systems (3 credits) Prerequisite: 30 university credits. This course gives students a theoretical and practical overview of the role of power and conflict in human relationships and human systems — groups, organizations, and communities. The concept of power is explored in depth since the use of power is central in both the creation and the resolution of conflict. The course focuses on the development of analytical tools that serve to identify the different elements leading to, maintaining or escalating conflicts. Particular attention is given to ethics associated with the use of power and management of conflict.</p>	<p>AHSC 335 Power and Conflict Resolution in Human Systems (3 credits) Prerequisite: <u>24</u> university credits. This course gives students a theoretical and practical overview of the role of power and conflict in human relationships and human systems — groups, organizations, and communities. The concept of power is explored in depth since the use of power is central in both the creation and the resolution of conflict. The course focuses on the development of analytical tools that serve to identify the different elements leading to, maintaining or escalating conflicts. Particular attention is given to ethics associated with the use of power and management of conflict.</p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

COURSE NUMBER: AHSC 360

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major in Leisure Sciences; Specialization in Therapeutic Recreation; Certificate in Family Life Education

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</small>	
AHSC 360 Play, Adult Learning and Development (3 credits) Prerequisite: 30 university credits including AHSC 220. This course examines the concept of play in adult learning and development. Gender, age, ethnic and social class diversity are explored as they relate to adult play behaviour.	AHSC 360 Play, Adult Learning and Development (3 credits) Prerequisite: <u>24</u> university credits including AHSC 220. This course examines the concept of play in adult learning and development. Gender, age, ethnic and social class diversity are explored as they relate to adult play behaviour.
Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

COURSE NUMBER: AHSC 380

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization in Human Relations; Specialization in Leisure Sciences; Specialization in Therapeutic Recreation

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</small>	
<p>AHSC 380 Quantitative Research Methods for Practitioners (3 credits) Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of data collection and analysis strategies which are relevant to collaborative and participative intervention practice. It examines practical considerations for selecting specific quantitative approaches and prepares students to formulate and administer intervention- related questionnaires, to conduct basic quantitative analyses, and to present data results to interested individuals and groups. The course also examines basic ethical requirements in conducting applied social research.</p>	<p>AHSC 380 Quantitative Research Methods for Practitioners (3 credits) Prerequisite: <u>24</u> university credits including AHSC 260. This course gives an overview of a range of data collection and analysis strategies which are relevant to collaborative and participative intervention practice. It examines practical considerations for selecting specific quantitative approaches and prepares students to formulate and administer intervention- related questionnaires, to conduct basic quantitative analyses, and to present data results to interested individuals and groups. The course also examines basic ethical requirements in conducting applied social research.</p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

COURSE NUMBER: AHSC 382

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization in Human Relations, Specialization in Leisure Sciences; Specialization in Therapeutic Recreation;

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</small>	
AHSC 382 Qualitative Research Methods for Practitioners (3 credits) Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of qualitative approaches to practical projects and interventions. It prepares students to design and conduct interviews (including making decisions about respondent selection) with individuals and in focus groups, as well as participant observation. It also enables students to analyze qualitative data from these sources as well as documentary sources in light of practical project purposes. The course highlights special ethical considerations in conducting qualitative forms of applied social research.	AHSC 382 Qualitative Research Methods for Practitioners (3 credits) Prerequisite: <u>24</u> university credits including AHSC 260. This course gives an overview of a range of qualitative approaches to practical projects and interventions. It prepares students to design and conduct interviews (including making decisions about respondent selection) with individuals and in focus groups, as well as participant observation. It also enables students to analyze qualitative data from these sources as well as documentary sources in light of practical project purposes. The course highlights special ethical considerations in conducting qualitative forms of applied social research.
Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

COURSE NUMBER: AHSC 385

NEW COURSE NUMBER:

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

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2019/2020

Implementation Month/Year: May 2019

Faculty: Arts and Science

Department: Applied Human Science

Program: Specialization, Major in Leisure Sciences; Specialization in Therapeutic Recreation

Degree: BA

Section Title: 31.010

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

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

Present Text (Text from 2018 – 2019 Calendar)	Proposed Text
<small>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</small>	
<p>AHSC 385 Social Psychology of Leisure (3 credits) Prerequisite: 30 university credits including AHSC 241. This course deepens students' understanding of how personal and social factors shape individuals' perceptions and experiences of recreation and leisure. Students engage in a critical review of current theory and research focusing on the relationship between leisure and individual functioning, and applications to human problems associated with leisure. <i>NOTE: Students who have received credit for AHSC 285, PSYC 286 or for this topic under an AHSC 298 number may not take this course for credit.</i></p>	<p>AHSC 385 Social Psychology of Leisure (3 credits) Prerequisite: <u>24</u> university credits including AHSC 241. This course deepens students' understanding of how personal and social factors shape individuals' perceptions and experiences of recreation and leisure. Students engage in a critical review of current theory and research focusing on the relationship between leisure and individual functioning, and applications to human problems associated with leisure. <i>NOTE: Students who have received credit for AHSC 285, PSYC 286 or for this topic under an AHSC 298 number may not take this course for credit.</i></p>
<p>Rationale: Given that most students do not complete 30 credits in their first year, the prerequisite for this course (typically taken in the second year of study) is changed to 24 credits. A 24-credit requirement would capture the 'intent' of the 30-credit prerequisite, without the potential penalty for students who have been full-time for one year, but are still unable to take those classes.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

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

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

DATE: April 6th, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-78
Program title changes to Honours, Specialization, Major and Minor in Spanish

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

The **Department of Classics, Modern Languages and Linguistics** proposes updating the titles of the Honours, Specialization, Major and Minor in Spanish to Honours, Specialization, Major and Minor in Spanish, Hispanic Cultures and Literatures. This change reflects the “broad coverage and learning objectives that are currently in place for these programs”.

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

Department of Classics, Modern Languages and Linguistics

CMLL-78

Memo from Chair

Program title change

Honours in Spanish, Hispanic Cultures and Literatures

Specialization in Spanish, Hispanic Cultures and Literatures

Major in Spanish, Hispanic Cultures and Literatures

Minor in Spanish, Hispanic Cultures and Literatures

INTERNAL MEMORANDUM

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

FROM: Dr. Mark Hale, Chair, CMLL

DATE: December 5, 2017

SUBJECT: Curriculum Proposals for Spanish

The Curriculum Committee of CMLL reviewed and approved the following changes to the Spanish curriculum. The changes were subsequently approved by CMLL's Department Council on September 22, 2017.

The changes to the Spanish consist solely of an amendment to all program titles (with the exception of the Minor in Spanish Translation, whose title remains unchanged) adding the phrase 'Hispanic Cultures and Literatures.' It was judged that this addition made the titles a better reflection of the broad coverage and learning objectives of the programs.

PROGRAM CHANGE: Honours in Spanish

Proposed Undergraduate or Graduate Curriculum Changes

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

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Honours in Spanish 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 12 Credits chosen from SPAN 310³, 311³, 320³, 321³, 362³, 363³, 365³ 30 Credits chosen from all other courses above SPAN 303, of which at least 21 credits must be at the 400 level 3 SPAN 490³ <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i> <i>NOTE: Students registered in an Honours in Spanish program may not take SPAN 308 for program credit.</i></p>	<p>60 BA Honours in Spanish, Hispanic Cultures and Literatures 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 12 Credits chosen from SPAN 310³, 311³, 320³, 321³, 362³, 363³, 365³ 30 Credits chosen from all other courses above SPAN 303, of which at least 21 credits must be at the 400 level 3 SPAN 490³ <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i> <i>NOTE: Students registered in an Honours in Spanish program may not take SPAN 308 for program credit.</i></p>
<p>Rationale: This title is a better reflection of the broad coverage and learning objectives in required or program elective courses that are currently in place for this program (e.g., SPAN 303 <i>Critical Reading of Hispanic Texts</i>, SPAN 310 <i>Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries</i>, SPAN 362 <i>Cultures of Mexico, the Central American Region, and the Spanish Caribbean</i> and SPAN 365 <i>The History of Spanish Culture</i>).</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Specialization in Spanish

Proposed Undergraduate or Graduate Curriculum Changes

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

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Specialization in Spanish 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 12 Credits chosen from SPAN 310³, 311³, 320³, 321³, 362³, 363³, 365³ 33 Credits chosen from all other courses above SPAN 303, of which at least 21 credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>	<p>60 BA Specialization in Spanish, <u>Hispanic Cultures and Literatures</u> 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 12 Credits chosen from SPAN 310³, 311³, 320³, 321³, 362³, 363³, 365³ 33 Credits chosen from all other courses above SPAN 303, of which at least 21 credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>
<p>Rationale: This title is a better reflection of the broad coverage and learning objectives in required or program elective courses that are currently in place for this program (e.g., SPAN 303 <i>Critical Reading of Hispanic Texts</i>, SPAN 310 <i>Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries</i>, SPAN 362 <i>Cultures of Mexico, the Central American Region, and the Spanish Caribbean</i> and SPAN 365 <i>The History of Spanish Culture</i>).</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Major in Spanish

Proposed Undergraduate or Graduate Curriculum Changes

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

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>42 BA Major in Spanish 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 6 Credits chosen from SPAN 310³, 311³, 320³, 321³ 3 Credits chosen from SPAN 362³, 363³, 365³ 18 Credits chosen from all other courses above SPAN 303, of which at least 12 credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>	<p>42 BA Major in Spanish, Hispanic Cultures and Literatures 15 SPAN 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 6 Credits chosen from SPAN 310³, 311³, 320³, 321³ 3 Credits chosen from SPAN 362³, 363³, 365³ 18 Credits chosen from all other courses above SPAN 303, of which at least 12 credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>
<p>Rationale: This title is a better reflection of the broad coverage and learning objectives in required or program elective courses that are currently in place for this program (e.g., SPAN 303 <i>Critical Reading of Hispanic Texts</i>, SPAN 310 <i>Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries</i>, SPAN 362 <i>Cultures of Mexico, the Central American Region, and the Spanish Caribbean</i> and SPAN 365 <i>The History of Spanish Culture</i>).</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Minor in Spanish

Proposed Undergraduate or Graduate Curriculum Changes

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

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>30 Minor in Spanish 21 SPAN 200⁶ (or 201³ and 202³), 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 9 Credits chosen from courses above SPAN 303, of which at least three credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>	<p>30 Minor in Spanish, Hispanic Cultures and Literatures 21 SPAN 200⁶ (or 201³ and 202³), 240⁶ (or 241³ and 242³), 301³, 302³, 303³ 9 Credits chosen from courses above SPAN 303, of which at least three credits must be at the 400 level <i>NOTE: Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</i></p>
<p>Rationale: This title is a better reflection of the broad coverage and learning objectives in required or program elective courses that are currently in place for this program (e.g., SPAN 303 <i>Critical Reading of Hispanic Texts</i>, SPAN 310 <i>Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries</i>, SPAN 362 <i>Cultures of Mexico, the Central American Region, and the Spanish Caribbean</i> and SPAN 365 <i>The History of Spanish Culture</i>).</p>	
<p>Resource Implications: None.</p>	

INTERNAL MEMORANDUM

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

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

DATE: April 6th, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Sociology and Anthropology
SOAN-10
Joint Specialization in Anthropology and Sociology; course title and
description changes; new course SOCI 453

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

The **Department of Sociology and Anthropology** is clarifying the 21-credit elective requirement under the Joint Specialization in Anthropology and Sociology and is updating course descriptions to ANTH/SOCI 363 *Law and Society*, SOCI 262 *Social Deviance*, and SOCI 263 to reflect more accurately what is taught in these courses. In addition, the title of SOCI 263 is modified to *Youth Crime and Deviance* to reflect more current terminology in the field of youth work. A new course, SOCI 453 *Media Sociology and Journalism* is proposed as part of a stream in media sociology. This course was successfully offered as a slot course and will be offered in rotation with other courses in the present allotment. The Department of Journalism supports Sociology and Anthropology in this new course offering.

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

Department of Sociology and Anthropology

SOAN-10

Memo from Undergraduate Program Director

Program change

Joint Specialization in Anthropology and Sociology

Course description change

ANTH 363 *(also listed as SOCI 363)*
Law and Society

SOCI 262 *Social Deviance*

SOCI 363 *(also listed as ANTH 363)*
Law and Society

Course title and description change

SOCI 263 *Youth Crime and Deviance*

New course

SOCI 453 *Media Sociology and Journalism*

INTERNAL MEMORANDUM

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

FROM: Aaron Brauer, Undergraduate Programs Director, Department of
Sociology and Anthropology

DATE: January 30, 2018

SUBJECT: Minor undergraduate curriculum changes for the Sociology and
Anthropology programs - 2019-2020

The Department of Sociology and Anthropology is requesting minor curriculum changes to its undergraduate programs. These changes were recommended by the Department Curriculum Committee on September 26, 2017 and were then unanimously approved at the October 16, 2017 and December 11, 2017 Department Assemblies. We are submitting these curriculum changes for your and the Faculty Curriculum Committee's consideration. There are no resources implications for any of the proposed changes; the one new course will replace a slot course in our current course section allocation.

The **first** set of changes pertains to permanent courses for which we are proposing modifications to the course title and/or course description. The changes to the course titles and descriptions more accurately reflect the course content and the way in which the courses are taught. The following table summarizes these changes.

Course	Type of Change	
	Title	Description
SOCI 262 – Social Deviance		✓
SOCI 263 – Juvenile Crime and Delinquency (C) SOCI 263 – Youth Crime and Deviance (P)	✓	✓
SOCI/ANTH 363 – Law and Society		✓

(C) Current

(P) Proposed

The **second** proposed change clarifies the 21 elective credit requirement in our Joint Specialization in Anthropology and Sociology, which reads as follows:

21 credits of ANTH and SOCI courses (15 credits chosen from crosslisted courses at any level; maximum of six credits at the 200 level chosen from either crosslisted or non-crosslisted courses)

The “at any level” in the requirement has been a source of confusion and contradiction for our students and for the Office of the Registrar, which has had difficulty interpreting this when auditing student transcripts. We propose simplifying the requirement by removing “at any level”, so that it would read as follows:

21 credits of ANTH and SOCI courses (15 credits chosen from crosslisted courses; maximum of six credits at the 200 level chosen from either crosslisted or non-crosslisted courses)

The **third** proposed change is to convert a course that has been offered as a slot course to a permanent course in the undergraduate calendar. This inter-disciplinary course, titled SOCI 498 - ***Media Sociology and Journalism*** has been successfully offered three times and has appealed to our students as well as to third year Journalism students, who have been permitted to enroll in the course. We currently offer a stream of popular courses in media sociology that include SOCI 221 *Digital Culture*, SOCI 225 *Sociology Through Film*, SOCI 341 *Sociology of the Media*, and SOCI/ANTH 343 *Media Ethnographies*. The proposed course is the first 400 level course that would be part of this stream and will provide students with an opportunity to engage with the research in media sociology and journalism at an advanced level. Our media stream courses also complement a subset of the curriculum in Journalism, which has attracted Journalism students to take the course and we would continue to permit third year Journalism students to do so.

The details for all of the above proposed changes are documented in the attached Provostrack forms.



PROGRAM CHANGE: Joint Specialization in Anthropology and Sociology

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Joint Specialization in Anthropology and Sociology
Degree: BA
Calendar Section/Graduate Page Number:31.310

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Joint Specialization in Anthropology and Sociology</p> <p>3 ANTH 202^{3*} 3 SOCI 203^{3**} 6 SOCI 212^{3***}, 213³ 3 ANTH 301³ 6 SOCI 300⁶ 6 ANTH 315⁶ 6 400-level ANTH credits 6 400-level SOCI credits 21 credits of ANTH and SOCI courses (15 credits chosen from crosslisted courses at any level; maximum of six credits at the 200 level chosen from either crosslisted or non-crosslisted courses)</p>	<p>60 BA Joint Specialization in Anthropology and Sociology</p> <p>3 ANTH 202^{3*} 3 SOCI 203^{3**} 6 SOCI 212^{3***}, 213³ 3 ANTH 301³ 6 SOCI 300⁶ 6 ANTH 315⁶ 6 400-level ANTH credits 6 400-level SOCI credits 21 credits of ANTH and SOCI courses (15 credits chosen from crosslisted courses; maximum of six credits at the 200 level chosen from either crosslisted or non-crosslisted courses)</p>
<p>Rationale: This change clarifies the 21-credit elective requirement. The “at any level” in the requirement has been a source of confusion and contradiction for our students and for the Office of the Registrar, which has had difficulty interpreting this when auditing student transcripts. We propose simplifying the requirement by removing “at any level”.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: SOCI 363 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program:
Degree: 31.310
Calendar Section/Graduate Page Number:BA

Type of Change:

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

Present Text (from 2018/2019) calendar	Proposed Text
<p>SOCI 363 (also listed as ANTH 363) Law and Society (3 credits) Prerequisite: See N.B. numbers (1) and (3). This course situates the study of law in cross-cultural perspective. It involves an examination of the kinds of institutions found in place of courts in non-Western societies. This course also explores numerous issues of relevance to the legitimacy of contemporary Western legal systems, such as the relationship between law and morality, the idea of right prior to good, and the nature of legal reasoning. <i>NOTE: Students who have received credit for ANTH 363 may not take this course for credit.</i></p>	<p>SOCI 363 (also listed as ANTH 363) Law and Society (3 credits) Prerequisite: See N.B. numbers (1) and (3). This course situates the study of law in a historical, philosophical, and cross-cultural perspective. It explores numerous issues of relevance to the legitimacy of contemporary Western legal systems, such as the relationship between law and morality, the idea of right prior to good, and the nature of legal reasoning. It may also involve an examination of the kinds of institutions found in place of courts in non-Western societies. <i>NOTE: Students who have received credit for ANTH 363 may not take this course for credit.</i></p>
<p>Rationale: This revised description more accurately reflects the course content and the way in which the course is taught. The previous description highlighted the cross-cultural perspective and the focus on non-Western societies. This did not accurately reflect the course content every year since scholars from various disciplines teach it and not all use a cross-cultural approach. We thought this broader wording more accurately captured the nature of the course.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Minor in Law and Society</p>	

COURSE CHANGE: SOCI 453 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program:
Degree: 31.310
Calendar Section/Graduate Page Number:BA

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>SOCI 453 <i>Media Sociology and Journalism</i> (3 credits) Prerequisites: See N.B. number (2). This course invites students to participate in developing a media sociology that situates journalism in broad social-historical contexts. In addition to an introduction to media sociologies, the course explores current changes in journalism practices and the impact of digital culture on information, news and public life. <i>NOTE: Students who have received credit for this topic under a SOCI 498 number may not take this course for credit.</i></p>
<p>Rationale: This course has been successfully offered three times and has had broad appeal to our students and to Journalism students. The course is the first 400-level course that would be part of a stream of media sociology courses that we offer and will provide students with an opportunity to engage with the research in media sociology and journalism at an advanced level.</p> <p>Enrolments: 2015-2016 = 25/25 2016-2017 = 17/25 2017-2018 = 16/25</p>	
<p>Resource Implications: None. This course will replace a slot course in our current course section allocation.</p>	
<p>Other Programs within which course is listed: None.</p>	

Nicole Freeman

From: Aaron H. Brauer
Sent: March-09-18 3:11 PM
To: Paul Joyce
Cc: Nicole Freeman
Subject: FW: SOCI 453 Media Sociology and Journalism - new permanent course

Follow Up Flag: Follow up
Flag Status: Completed

Paul,

FYI.

Best,

Aaron

From: David Secko [mailto:david.secko@concordia.ca]
Sent: Friday, March 09, 2018 3:07 PM
To: Aaron H. Brauer <Aaron.Brauer@concordia.ca>
Cc: Andrea Hunter <andrea.hunter@concordia.ca>
Subject: Re: SOCI 453 Media Sociology and Journalism - new permanent course

Thank you for the information, Aaron. I am very happy to hear this and hope the course will continue to be a great success!

Andrea and I have had a few conversations about this course and will continue to do so as we plan for the future. Collaboration with Sociology and Anthropology is very important to us.

Have a great weekend.

Best,

Dave.

David M. Secko, Ph.D.
Chair of Journalism | Associate Professor

Department of Journalism & Centre for Structural and Functional Genomics | Concordia University
7141 Sherbrooke St. West | CJ-3.247 | Montréal, Québec | H4B 1R6
Tel: (514) 848-2424 ext 5175 | Fax: (514) 848-2473 | E-mail: david.secko@concordia.ca
CSJP | Concordia Journalism | CSFG



On 09/03/2018 3:02 PM, Aaron H. Brauer wrote:

Dear David,

I am writing to inform you that the Department of Sociology and Anthropology has proposed to convert the topics course that we have been offering as Media Sociology and Journalism to a permanent course, as SOCI 453. This new course (once approved by Arts & Science Faculty Council and Senate) will take effect in the 2019-20 Undergraduate Calendar. As you are probably aware, we have been allowing third year Journalism students who lack the Sociology pre-requisites to register for the topics course, and we will continue to allow them to do so with the permanent course.

Best regards,

Aaron

Aaron Brauer, Senior Lecturer & Undergraduate Programs Director | Department of Sociology and Anthropology, H1125-63 | Concordia University | 1455 boul. de Maisonneuve O. | Montréal, QC, Canada | H3G 1M8 | P: 514.848.2424 x. 7333 | F: 514.848.4539



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

Cc: Olivia Ward, University Curriculum Advisor

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

Date: March 19th, 2018

Subject: Proposed Changes to Undergraduate Programs

A handwritten signature in blue ink, likely belonging to Anne-Marie Croteau.

Please find attached the proposal for changes to the curriculum of the undergraduate programs. The attached document provides a summary of the proposed changes.

The document was unanimously approved at the JMSB Faculty Council meeting on March 16th, 2018.

I respectfully request that the proposed changes be presented to the next Academic Programs Committee meeting for consideration.

Thank you.



Internal Memorandum

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

Cc: Barbara Henchey, Director, Office of the Dean, JMSB

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

Date: March 6th, 2018

Subject: Proposed changes to Undergraduate Programs

Please find attached the proposal for changes to the curriculum of the undergraduate programs. The attached document provides a summary of the proposed changes.

The document was unanimously approved at the JMSB Faculty Academic Programs Committee meeting on March 1st, 2018.

Attached you will find the combined proposal together with the departmental cover memo and summaries of changes.

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



INTERNAL MEMORANDUM

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

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

Date: February 26, 2018

Subject: Proposed Changes to Undergraduate Programs

Please find attached proposed changes to the curriculum of the undergraduate programs. The attached document provides a summary of the proposed changes.

The proposed changes were approved by the Departments of Management and Marketing, and the Undergraduate Curriculum Committee on various dates.

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

Thank you.

**John Molson School of Business
Concordia University**

**UNDERGRADUATE PROGRAMS
Proposed Calendar Changes
February 26, 2018**

The proposed calendar changes consist of the following:

1. Addition of Faculty Regulations – Honours Programs

The John Molson School of Business started offering an Honours in Finance program in 2004. This was followed in 2017 by the Honours in Accountancy program. While both Honours programs have requirements that are consistent with the matters governing honours programs at Concordia, as set out in §16.2.4 of the Undergraduate Calendar, the proposed Faculty regulations are intended to provide guidance for development of additional honours programs within the John Molson School of Business.

2. Change in the prerequisite for COMM 205 – Business Communication

Newly admitted students to JMSB programs are required to complete BTM 200 – Fundamentals of Information Technology if they have not completed an equivalent course prior to admission. In many cases, JMSB students register for INTE 290 instead of BTM 200 simply because INTE 290 is listed as a prerequisite for COMM 205, which is the first core course in the business program. Each term, many new JMSB students who register for INTE 290 are reminded that they are required to register for BTM 200. To avoid such recurring situations, it is proposed that the course INTE 290 be removed as a prerequisite for COMM 205.

3. Calendar Changes Proposed by the Department of Management

a. MANA 201 – Introduction to Business and Management

The course description has been revised to better describe the evolving content of the course, including the addition of topics related to operations and marketing management. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with the content of MANA 201. Hence, students who may have received credit for either ADMI 201 or 202 may not take MANA 201 for credit.

b. MANA 202 – Human Behaviour in Organizations

The course description has been revised to better describe the evolving content of the course.

c. MANA 300 – Entrepreneurship: Launching Your Business

Instructors of this course have experienced difficulty in including all the necessary information to build a successful business plan in 13 weeks. Since key concepts that are relevant for this course are covered in MANA 201 or either of the courses ADMI 201 or ADMI 202, these courses have been added as prerequisites for MANA 300.

d. MANA 343 – Negotiation and Conflict Resolution

In recent years, a significant portion of this course has focused on communication. We propose that the title be changed to “Communication and Negotiation.” The new title and description recognize previous

changes and add new content that is essential to aspects of the proposed Honours in Management program. With the change in content, the course is now viable as a co-requisite of COMM 222 – Organizational Behaviour and Theory.

e. MANA 481 – Introduction to Management Consulting

At present, the capstone course COMM 401 (Strategy and Competition) is a prerequisite to this course. As a result, MANA 481 is generally completed in the student’s final term. Both the coordinator of COMM 401 and the instructor of MANA 481 agree that MANA 481 can be completed concurrently with COMM 401. The change in the title is an acknowledgment that the course coverage goes beyond an introduction to this field.

Resource Implications

There are no resource implications related to these changes which consist of changes to course descriptions, prerequisites and/or course titles.

Approval of Proposed Changes:

Department of Management

October 22nd, 2017 and January 19th, 2018

Undergraduate Curriculum Committee

February 19th, 2018

Summary of the Proposed Changes

Present	Proposed	Type of Change
	Faculty regulations – Honours programs	Addition of Faculty regulations related to honours programs offered within the JMSB
COMM 205 – Business Communication	COMM 205 – Business Communication	Change in prerequisite
MANA 201 – Introduction to Business and Management	MANA 201 – Introduction to Business and Management	Revision of course description and note
MANA 202 – Human Behaviour in Organizations	MANA 202 – Human Behaviour in Organizations	Revision of course description
MANA 300 – Entrepreneurship: Launching Your Business	MANA 300 – Entrepreneurship: Launching Your Business	Change of prerequisite and revision of course description
MANA 343 – Negotiation and Conflict Resolution	MANA 343 – Communication and Negotiation	Change of course title, revision of description and change of prerequisite
MANA 481 – Introduction to Management Consulting	MANA 481 – Management Consulting	Change of course title and prerequisite

PROGRAM CHANGE:Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Departments: John Molson School of Business
Program: Honours program
Degree: Bachelor of Commerce

Calendar Section/Graduate Page Number: 61.90

Type of Change:
 Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>61.21.2 The Bachelor of/Baccalaureate in Commerce</p> <p>The program provides the student with an education for careers in business. This is accomplished through an interdisciplinary curriculum that is intellectually challenging. The first year of the program provides knowledge of fundamental business concepts and operational skills that form the base for the core curriculum. The second year of the program builds on this foundation to provide a broad experience in all phases of business. The interdisciplinary nature of the program allows students to analyze, formulate, judge, and solve challenging business problems. The last year of the program provides students with an opportunity for in-depth study of a specific business discipline.</p> <p>More specifically, by the end of their BComm studies, students will:</p> <ol style="list-style-type: none"> 1. apply the core concepts appropriately within each business discipline; 2. analyze business situations and demonstrate critical and analytical thinking to solve problems and make decisions; 3. demonstrate an understanding of global business issues and practices; 4. communicate effectively, both orally and in writing; 5. work effectively in teams; 6. understand ethical issues involving business situations. 	<p>61.21.2 The Bachelor of/Baccalaureate in Commerce</p> <p>The program provides the student with an education for careers in business. This is accomplished through an interdisciplinary curriculum that is intellectually challenging. The first year of the program provides knowledge of fundamental business concepts and operational skills that form the base for the core curriculum. The second year of the program builds on this foundation to provide a broad experience in all phases of business. The interdisciplinary nature of the program allows students to analyze, formulate, judge, and solve challenging business problems. The last year of the program provides students with an opportunity for in-depth study of a specific business discipline.</p> <p>More specifically, by the end of their BComm studies, students will:</p> <ol style="list-style-type: none"> 1. apply the core concepts appropriately within each business discipline; 2. analyze business situations and demonstrate critical and analytical thinking to solve problems and make decisions; 3. demonstrate an understanding of global business issues and practices; 4. communicate effectively, both orally and in writing; 5. work effectively in teams; 6. understand ethical issues involving business situations.

As part of the Bachelor of/Baccalaureate in Commerce program, students will select 12 credits of elective courses outside the offerings of the School. Those credits, which will meet the School's General Education requirement, should be chosen in areas that complement the students' overall university education.

Degree Requirements:

- 42 credits from the core
- 12 elective credits outside the School of Business
- 24 credits to apply towards the major (see Note 1)
- 12 elective credits chosen by the student (see Note 1)

NOTES:

1. All students are required to declare a major. The Major in Human Resource Management requires completion of 30 credits. Consequently, the elective credits chosen by the student are reduced from 12 to 6 credits.
2. Students may add a second major in another business field. A double major requires completion of 102 credits as follows: 42 credits from the core, 12 elective credits outside the School of Business, 24 credits to apply towards the first major, and 24 credits to apply towards the second major. A double major including the Major in Human Resource Management requires completion of 108 credits. Minors in the JMSB are not available with a double major.
3. The School may impose quotas on some majors.

As part of the Bachelor of/Baccalaureate in Commerce program, students will select 12 credits of elective courses outside the offerings of the School. Those credits, which will meet the School's General Education requirement, should be chosen in areas that complement the students' overall university education.

Degree Requirements:

- 42 credits from the core
- 12 elective credits outside the School of Business
- 24 credits to apply towards the major (see Note 1)
- 12 elective credits chosen by the student (see Note 1)

NOTES:

1. All students are required to declare a major. The Major in Human Resource Management requires completion of 30 credits. Consequently, the elective credits chosen by the student are reduced from 12 to 6 credits.
2. Students may add a second major in another business field. A double major requires completion of 102 credits as follows: 42 credits from the core, 12 elective credits outside the School of Business, 24 credits to apply towards the first major, and 24 credits to apply towards the second major. A double major including the Major in Human Resource Management requires completion of 108 credits. Minors in the JMSB are not available with a double major.
3. The School may impose quotas on some majors.

Honours Programs

The John Molson School of Business has programs leading to an honours concentration in selected fields. The honours program consists of a minimum of 30 credits taken in a specified field, in addition to the core program of 42 credits. Refer to §16.2.4 for matters governing honours programs at Concordia. An honours degree, because it testifies to a student's comprehensive education in a particular field, intellectual commitment to that field, and achievement of a high level of academic performance, has traditionally been required of entrants to postgraduate programs.

To enter an honours program, students already admitted to a program in the John Molson School of Business must apply to the Department that offers the program. The Department will notify the Office of the Associate Dean, Academic and Student Affairs, of the acceptance.

Honours Regulations (Faculty Regulations)

In order to qualify for an honours program, a student must comply with the regulations set forth below.

1. An honours student must meet the general program requirements, as well as the specific requirements for an honours program. Departments may impose additional requirements. A student must complete a minimum of 15 credits in the courses from the honours component of the program at this University to receive a degree with honours. In certain cases, these 15 credits may include specific courses for which transfer credit may not be awarded.
2. Students already admitted to a program at Concordia University may apply for entry into an honours program with a minimum cumulative GPA of 3.30 (B+). Students must have completed a minimum of 30 credits in their program before applying for admission to the honours program. Averages are calculated on Concordia courses only.
3. All students must maintain a minimum cumulative GPA of 3.30 as well as a minimum assessment GPA of 3.30 within the honours program. The minimum acceptable grade in any course is normally "C."
4. Students who are withdrawn from the honours program may proceed in the corresponding major program. Reinstatement in the honours program is possible only by appeal to the Faculty Honours Committee.
5. A student is allowed to qualify for only one honours degree in either a single or combined honours program. A student may qualify for a minor or major program in addition to an honours program.

Students may appeal the determination of their status or interpretation of requirements in the honours program. Such appeals should be addressed to the Associate Dean, Academic and Student Affairs. The John Molson School of Business has an Honours Committee made up as follows: three faculty members; one undergraduate student member; one

[Student Academic Services Advisor \(non-voting\); one representative of the Office of the Registrar \(non-voting\); and the Associate Dean, Academic and Student Affairs, who chairs the Honours Committee. The Faculty Honours Committee considers applications from departments submitted on behalf of the students for exceptions to the honours regulations. It also adjudicates disputes between students and departments concerning honours programs. Since the Faculty Honours Committee cannot hear appeals contesting its own judgments, students and departments who wish to appeal a decision of the Faculty Honours Committee should address this appeal to the Dean of the Faculty.](#)

Rationale:

The John Molson School of Business started offering an Honours in Finance program in 2004. This was followed in 2017 by the Honours in Accountancy program. While both honours programs have requirements that are consistent with the matters governing honours programs at Concordia, as set out in §16.2.4, the proposed faculty regulations are intended to provide guidance for development of additional honours programs within the John Molson School of Business.

Resource Implications: None

COURSE CHANGE: COMM 205 **New Course Number:**
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Marketing
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration

Calendar Section/Graduate Page Number: 61.35

Type of Change:

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

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>COMM 205 Business Communication (3 credits) Prerequisite: BTM 200 or INTE 290 previously or concurrently. This course focuses on the principles and techniques of clear, concise, and effective, written and oral communication, especially as they apply to business. The formal, grammatical, and stylistic elements of written and oral business communication are emphasized. In addition, students are instructed in and experience the use of audiovisual means of communication. <i>NOTE: Students who have received credit for COMM 212 may not take this course for credit.</i> <i>NOTE: It is recommended that part-time students complete this course, along with COMM 210, as early in their program as possible.</i></p>	<p>COMM 205 Business Communication (3 credits) Prerequisite: BTM 200 <u>or equivalent</u> previously or concurrently. This course focuses on the principles and techniques of clear, concise, and effective, written and oral communication, especially as they apply to business. The formal, grammatical, and stylistic elements of written and oral business communication are emphasized. In addition, students are instructed in and experience the use of audiovisual means of communication. <i>NOTE: Students who have received credit for COMM 212 may not take this course for credit.</i> <i>NOTE: It is recommended that part-time students complete this course, along with COMM 210, as early in their program as possible.</i></p>
<p>Rationale: Newly admitted students to JMSB programs are required to complete BTM 200 – Fundamentals of Information Technology if they have not completed an equivalent course prior to admission. In many cases, JMSB students register for INTE 290 instead of BTM 200 simply because INTE 290 is listed as a prerequisite for COMM 205, which is the first core course in the business program. Each term, many new JMSB students who register for INTE 290 are reminded that they are required to register for BTM 200. To avoid such recurring situations, it is proposed that the course INTE 290 be removed as a prerequisite for COMM 205.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: MANA 201 **New Course Number:**
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration

Calendar Section/Graduate Page Number: 61.90

Type of Change:

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

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>MANA 201— Introduction to Business and Management (3 credits) This course introduces students to the basic principles of management within a contemporary business context. The managerial process (e.g. planning, organizing, controlling, motivating) is explored in relation to issues such as ethical behaviour, the environment, global and economic forces as well as political, legal, and cultural changes. In addition to using basic readings in management, the course also relies on contemporary text from the newspaper and business publications to raise students' awareness of contemporary issues in business and develop the business knowledge and skills that will be applicable in their career. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for MANA 266 or COMM 210 may not take this course for credit.</i> <i>NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.</i></p>	<p>MANA 201— Introduction to Business and Management (3 credits) This course introduces students to the basic principles of management within a contemporary business context. The managerial process is explored in relation to issues such as <u>organizational structure and innovation in large and small organizations, strategy formulation and planning, operations and marketing management. Students are exposed to in-depth industry and market analysis methods and do research pertaining to their chosen industry. The course includes</u> basic readings in management <u>and</u> contemporary text from business publications. <u>Particular focus is placed on entrepreneurship and its impact and value on economic and social systems.</u> <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for <u>ADMI 201, ADMI 202, MANA 266,</u> or COMM 210 may not take this course for credit.</i> <i>NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.</i></p>
<p>Rationale: The course description has been revised to better describe the evolving content of the course, including the addition of topics related to operations and marketing management. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian</p>	

Business) revealed that a number of topics covered in each of these courses overlap with the content of MANA 201. Hence, students who may have received credit for either ADMI 201 or 202 may not take MANA 201 for credit.

Resource Implications: None

Other Programs within which course is listed: Section 61.140: Program options for Non-Business Students (including the following programs: Certificate in Foundations for Business, Management Elective Group for Non-Business Students, The Basics of Business Elective Group); ENCS Section 71.110: Complementary Studies for Engineering and Computer Science Students; Section 31.010: Applied Human Sciences (BA Specialization in Leisure Sciences).

COURSE CHANGE: MANA 202 **New Course Number:**

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration

Calendar Section/Graduate Page Number: 61.90

Type of Change:

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

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>MANA 202 Human Behaviour in Organizations (3 credits) This course seeks to give students an understanding of behaviour in the workplace from an individual, group, and organizational perspective. Conceptual frameworks, case discussions, and self-assessment tools complement the course material. Topics include motivation, personality, job satisfaction, group dynamics, leadership skills, power and influence, managing change, diversity, and organizational culture. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for MANA 213 or COMM 222 may not take this course for credit.</i> <i>NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.</i></p>	<p>MANA 202 Human Behaviour in Organizations (3 credits) This course seeks to give students an understanding of behaviour in the workplace, <u>the factors that influence behaviour, and the relationships among these factors.</u> Conceptual frameworks, case discussions, and self-assessment tools complement the course material. Topics include personality <u>and learning, motivation,</u> group dynamics, <u>teamwork and diversity, influence and leadership, and stress management.</u> <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for MANA 213 or COMM 222 may not take this course for credit.</i> <i>NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.</i></p>
<p>Rationale: The course description has been revised to better describe the evolving content of the course.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: Section 61.140: Program options for Non-Business Students (including the following programs: Management Elective Group for Non-Business Students, The Basics of Business Elective Group); Section 71.110: Complementary Studies for Engineering and Computer Science Students; Section 31.010: Applied Human Sciences (BA Specialization in Leisure Studies).</p>	

COURSE CHANGE: MANA 300 **New Course Number:**
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration

Calendar Section/Graduate Page Number: 61.90

Type of Change:

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

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>MANA 300 Entrepreneurship: Launching Your Business (3 credits) Prerequisite: Completion of 60 credits in a non-business program. This final-year course offers students the opportunity to learn how to capitalize on their domain-specific knowledge and recognize opportunities for self-employment or new venture creation. The course assumes no background courses in business, but presumes that students have already developed an interest in entrepreneurial careers within their respective fields of study. The first phase of the course exposes fundamental concepts and issues in entrepreneurship and related business fields. The second phase introduces students to the elements of business planning in the context of entrepreneurial projects, followed by the third phase where students formulate their own business plans. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: This course does not count toward the requirements of the Minor in Business Studies.</i></p>	<p>MANA 300 Entrepreneurship: Launching Your Business (3 credits) Prerequisite: ADMI 201 or ADMI 202 or MANA 201 or permission of the Department; completion of 60 credits in a non-business program. This final-year course offers students the opportunity to learn how to capitalize on their domain-specific knowledge and recognize opportunities for self-employment or new venture creation. The course presumes that students have already developed an interest in entrepreneurial careers within their respective fields of study. The first phase of the course reviews fundamental concepts and issues in entrepreneurship and related business fields. The second phase introduces students to the elements of business planning in the context of entrepreneurial projects, followed by the third phase where students formulate their own business plans. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: This course does not count toward the requirements of the Minor in Business Studies.</i></p>
<p>Rationale: Instructors of this course have experienced difficulty in including all the necessary information to build a successful business plan in 13 weeks. Since key concepts that are relevant for this course are covered in MANA 201 or either of the courses ADMI 201 or ADMI 202, these courses have been added as a prerequisite for MANA 300.</p>	
<p>Resource Implications: None</p>	

Other Programs within which course is listed: Section 61.140: Program options for Non-Business Students (Management Elective Group for Non-Business Students); Section 71.40.2: Mechanical, Industrial and Aerospace Engineering; Section 71.110: Complementary Studies for Engineering and Computer Science Students, BSc Honours in Athletic Therapy, BSc in Athletic Therapy.

COURSE CHANGE: MANA 343 **New Course Number:**
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration


Calendar Section/Graduate Page Number: 61.90

Type of Change:

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

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>MANA 343 Negotiation and Conflict Resolution (3 credits) Prerequisite: COMM 222; or MANA 201 and 202. This course develops an understanding of the art and science of negotiation and conflict resolution. Students learn to analyze conflicts, understand the dynamics between parties, consider alternative approaches and determine the appropriate approach for specific circumstances. The course combines theory and practice and relies on role play and simulations to support students' understanding of their current and preferred approaches to conflict management and negotiation.</p>	<p>MANA 343 <u>Communication and Negotiation</u> (3 credits) Prerequisite: COMM 222 <u>previously or concurrently</u>; or MANA 201 and 202. This course <u>focuses on the communication skills that lead to successful interaction with others in business settings. Topics include designing and delivering effective written and oral messages, communicating with internal and external stakeholders, negotiating, and resolving conflict. Pedagogical methods include in-class exercises, case studies, presentations, and report writing.</u></p>
<p>Rationale: In recent years, a significant portion of this course has focused on communication. We propose that the title be changed to “Communication and Negotiation.” The new title and description recognize previous changes and add new content that is essential to aspects of the proposed Honours in Management program. With the change in content, the course is now viable as a co-requisite of COMM 222 - Organizational Behaviour and Theory.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: Section 61.140: Program options for Non-Business Students (Management Elective Group for Non-Business Students); Section 31.010: Applied Human sciences (BA Specialization in Leisure Sciences).</p>	



To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Cc: Olivia Ward, University Curriculum Advisor
From: Anne-Marie Croteau, Dean, John Molson School of Business 
Date: March 19th, 2018
Subject: Proposed Changes to Undergraduate Programs

Please find attached the proposal for a new Honours in Management program. The attached document provides a summary of the proposed changes. The Faculty will cover the expenses related to the two new courses being offered.

The document was unanimously approved at the JMSB Faculty Council meeting on March 16th, 2018.

I respectfully request that the proposed changes be presented to the next Academic Programs Committee meeting for consideration.

Thank you.

Internal Memorandum

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

Cc: Barbara Henchey, Director, Office of the Dean, JMSB

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

Date: March 6th, 2018

Subject: Proposed changes to Undergraduate Programs

Please find attached the proposal for a new Honours in Management program. The attached document provides a summary of the proposed changes.

The document was unanimously approved at the JMSB Faculty Academic Programs Committee meeting on March 1st, 2018.

Attached you will find the combined proposal together with the departmental cover memo and summaries of changes.

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

INTERNAL MEMORANDUM

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

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

Date: February 26, 2018

Subject: Proposed Changes to Undergraduate Programs

Please find attached a proposal for a new Honours in Management program. The attached document provides a summary of the proposed changes.

The proposed program was approved by the Department of Management and the Undergraduate Curriculum Committee.

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

Thank you.

**John Molson School of Business
Concordia University**

**UNDERGRADUATE PROGRAMS
Proposed Calendar Changes
February 26, 2018**

Proposal for Addition of Honours in Management Program

The proposed program creates an opportunity for the most talented Management students to do research in small-business development, sustainability initiatives or leadership and interpersonal relations in larger firms. The honours designation will enhance the value of their degree and encourage some of these students to pursue graduate work in management.

We propose the addition of two three-credit courses and a reduction in the number of general electives in the BComm program such that the minimum credit requirements for the BComm program remain unchanged.

Summary of the Proposed Changes

Present	Proposed	Type of Change
New Program		
	Honours in Management	New program
New Courses		
	MANA 390 – Honours Seminar in Management I	New course
	MANA 490 – Honours Seminar in Management II	New course

JUSTIFICATION FOR THE HONOURS PROGRAM

A. Introduction and Background

The Major in Management is multi-faceted—students have a great deal of choice of electives. In the past, this has resulted in our graduates feeling unsure of the specific competencies they have developed during their program. Faculty members and students met during the spring of 2017 and reviewed key courses taken by Management majors with the aim of clarifying the skills developed in these courses and the career paths that might result.

Our discussion of skills and their relevance to organizations is structured in terms of the three themes within our major — Entrepreneurship and the management of Small and Medium-sized Enterprises (SMEs); Sustainability; General Management and Consulting.

Entrepreneurship/SME Management: The owner-managers of new or growing SMEs frequently face challenges with organizing, documentation, environment scanning and communication with external stakeholders; busy entrepreneurs often lack the time to give these processes due

attention. Students in the Management major can contribute to the success of these young and growing organizations by performing industry analyses and helping to design organizational structures and communication tools.

Sustainability: An increasing number of firms, large and small, recognize the need to improve the sustainability of their activities, including environmental impact, corporate social performance and social justice. Students in the Management major can review sustainability opportunities and risks, and can assess how the adoption of key tools might improve an organization's sustainability performance.

Management Consulting: The JMSB has a good reputation in our graduate-level programs for providing advisory and consulting services. The ongoing success of the Concordia Small Business Consulting Bureau and the MBA Community Service Initiative suggest that local companies value these services. We believe that these successes may be usefully extended to our undergraduate program. Beyond this, large consulting firms continually seek student recruits. Students in the Management major develop skills in research, proposal writing and the successful delivery of recommendations. The MBA Community Service Initiative (CSI) and the course instructor will assist students in sourcing research sites. Presently, two undergraduate students are conducting research in a CSI site, under the co-supervision of Dr. Linda Dyer and CSI founder and coordinator, Dave McKenzie as a 'trial run' for the program.

While a formal survey on student interest was not conducted, many students in the Major in Management have expressed interest in an experiential learning component of the program. In previous years, a co-op component was considered to address this demand, however it was not approved for this program. The proposed honours program will offer strong students the experiential learning opportunities that they desire.

B. Proposed Honours Courses

As valuable capstone to this learning, we propose two new courses that would significantly enhance the education and skills of our most talented Management majors. As noted above, these skills are in demand in a variety of organizational types, and we wish to prepare students for careers in these organizations. As such, we propose the addition of:

- One new course, MANA 390 – Honours Seminar in Management I, taken in the winter term of Year 2 of the typical three-year program, with a focus on examining current management research findings and applying them to a specific organizational context.
- A second new course, MANA 490 – Honours Seminar in Management II, taken in the winter term of Year 3, for those students who successfully completed MANA 390. Students complete an empirical project with a choice of focus on one of the three themes—Entrepreneurship/SME Management, Sustainability or General Management/Consulting.

Tentative descriptions of both courses are presented in Appendix A.

The 30-credit Honours in Management program consists of the following:

- 18 MANA 341, 343, 362, 390, 420, 490
- 6 Credits chosen from MANA 369, 451, 478, 481
- 6 Additional 300- or 400-level credits offered by the Department.

The suggested prerequisites to MANA 390 and 490, and the recommended sequence of courses are presented in the next section.

C. Suggested Prerequisites to MANA 390 and 490, and Recommended Sequence of Courses

Year 1	<p><i>Courses should include</i></p> <p>MANA 341 – Organization Theory and Design MANA 343 – Negotiation and Conflict Resolution*</p>
Year 2	<p><i>Courses should include</i></p> <p>COMM 315 – Business Law and Ethics COMM 320 – Entrepreneurship MANA 362 – Human Resource Management MANA 390 – Honours Seminar in Management I (Winter term)</p>
Year 3	<p><i>Courses should include</i></p> <p>MANA 420 – Management Research for Decision Making MANA 490 – Honours Seminar in Management II (Winter term)</p> <p><i>as well as any two of the following:</i></p> <p>MANA 369 – Business and Sustainability MANA 451 – Managing a Small Business MANA 478 – Entrepreneurial Company Law MANA 481 – Introduction to Management Consulting*</p>

* Curriculum changes proposed in a second document

** Beyond the MANA courses listed in this table, the student must complete two other courses chosen from the other 300 or 400-level courses offered by the Department.

D. Criteria for Admission and Retention

Students are eligible for admission to the honours program if they have achieved a minimum cumulative GPA of 3.30. The selection process may include recommendations from faculty members as well as interviews of applicants to this program. The deadline for applications is May 1 for admission the following Fall term.

Students must maintain minimum cumulative and assessment GPAs of 3.30 to remain in the honours program in accordance with the proposed Faculty regulations. Students who are withdrawn from the honours program may proceed in the Major in Management.

A review of the academic records of students who started their BComm program, Major in Management in Fall 2016 indicates that about 20 students are eligible for admission to this program if it were available during the academic year 2017-2018.

E. Resource Implications

This program requires the offering of two new courses (one section each) per academic year.

Approval of Proposed Program:

The proposed program was approved by the Department of Management on October 22nd, 2017 and by the Undergraduate Curriculum Committee on February 16th, 2018.

PROGRAM CHANGE:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019-2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Departments: Management
Program: Honours in Management
Degree: Bachelor of Commerce
Calendar Section/Graduate Page Number: 61.90

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018 Calendar)	Proposed Text
<p>Programs</p> <p>24 Major in Management 6 MANA 341, 420 18 Additional 300- or 400-level credits offered by the Department; IBUS 492</p> <p>12 Minor in Management 6 MANA 341, 420 6 Additional 300- or 400-level credits offered by the Department</p> <p>30 Major in Human Resource Management 30 MANA 341, 362, 366, 420, 443, 444, 445, 446, 463, 479</p> <p>12 Minor in Human Resource Management 3 MANA 362 9 Credits chosen from MANA 443, 444, 446, 463, 498</p> <p>12 Minor in Entrepreneurship 12 Credits chosen from MANA 447, 451, 478, 480, 481, 482</p>	<p>Programs</p> <p><u>30 Honours in Management</u> <u>18 MANA 341, 343, 362, 390, 420, 490</u> <u>6 Credits chosen from MANA 369, 451, 478, 481</u> <u>6 Additional 300- or 400-level credits offered by the Department</u></p> <p><u>Students are eligible for admission to the honours program if they have achieved a minimum cumulative GPA of 3.30. Enrolment in this program is limited. The selection process may include recommendations from faculty members as well as interviews of applicants to this program. The deadline for applications is May 1 for admission the following fall term.</u></p> <p><u>Students must maintain minimum cumulative and assessment GPAs of 3.30 to remain in the honours program in accordance with the Faculty regulations. The minimum acceptable grade in any course is normally "C." Students who are withdrawn from the honours program may proceed in the Major in Management.</u></p> <p>24 Major in Management 6 MANA 341, 420 18 Additional 300- or 400-level credits offered by the Department; IBUS 492</p>

12 Minor in Management

6 MANA 341, 420

6 Additional 300- or 400-level credits offered by the Department

30 Major in Human Resource Management

30 MANA 341, 362, 366, 420, 443, 444, 445, 446, 463, 479

12 Minor in Human Resource Management

3 MANA 362

9 Credits chosen from MANA 443, 444, 446, 463, 498

12 Minor in Entrepreneurship

12 Credits chosen from MANA 447, 451, 478, 480, 481, 482

Rationale:

The proposed program creates an opportunity for the most talented Management students to do field research in small-business development, sustainability initiatives or business support services in larger firms. The honours designation will enhance the value of their degree and encourage some of these students to pursue graduate work in management.

We propose the addition of two three-credit courses and a reduction in the number of general electives in the BComm program such that the minimum credit requirements for the BComm program remain unchanged. This proposal also aligns with the recommendations of the Department Appraisal Committee. Support for the program also exists from the director of the MBA Community Service Initiative, which is a potential source of field projects (see Appendix B).

The Honours program makes use of our currently available courses in the Major in Management (including MANA 341, 343, 362 and 420) in addition to two new courses (MANA 390 and 490), crafted to significantly enhance the education and skills of talented students pursuing a Major in Management. MANA 343 and 362 are not considered 'required' in the Major in Management, as there are different possible streams within the Major in Management (i.e. Sustainable Organizations and Entrepreneurship), and fewer required courses increases flexibility for students with a more 'macro' focus. However, MANA 343 and 362 are required in the Honours in Management program, as students will need to have a deeper knowledge of interpersonal relations in organizations in order to successfully complete the research project in the first honours course (MANA 390).

Resource Implications: Addition of two course sections per year

Other Programs within which course is listed: None

PROGRAM CHANGE:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019-2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Departments: Management
Program: Honours in Management
Degree: Bachelor of Commerce
Calendar Section/Graduate Page Number: 61.22

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018 Calendar)					Proposed Text				
JOHN MOLSON SCHOOL OF BUSINESS					JOHN MOLSON SCHOOL OF BUSINESS				
Program	Honours	Major	Minor	Certificate	Program	Honours	Major	Minor	Certificate
Accountancy	X	X		X	Accountancy	X	X		X
Assurance, Fraud Prevention and Investigative Services			X		Assurance, Fraud Prevention and Investigative Services			X	
Business Studies			X ¹	X ¹	Business Studies			X ¹	X ¹
Business Technology Management		X	X		Business Technology Management		X	X	
Data Intelligence			X		Data Intelligence			X	
Economics		X	X		Economics		X	X	
Entrepreneurship			X		Entrepreneurship			X	
Finance	X	X	X		Finance	X	X	X	
Financial Reporting			X		Financial Reporting			X	
Foundations for Business				X	Foundations for Business				X
Human Resource Management		X	X		Human Resource Management		X	X	
Information Systems Audit and Risk Management			X		Information Systems Audit and Risk Management			X	
International Business		X	X		International Business		X	X	
Management		X	X		Management	X	X	X	
Management Accounting			X		Management Accounting			X	

Marketing	X	X	Marketing	X	X
Real Estate		X	Real Estate		X
Supply Chain Operations Management	X	X	Supply Chain Operations Management	X	X

Rationale:

The proposed program creates an opportunity for the most talented Management students to do field research in small-business development, sustainability initiatives or business support services in larger firms. The honours designation will enhance the value of their degree and encourage some of these students to pursue graduate work in management.

Resource Implications: Addition of two course sections per year

Other Programs within which course is listed: None

COURSE CHANGE: **New Course Number:** MANA 390

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration
Calendar Section/Graduate Page Number: 61.90

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

	Proposed Text
	<p><u>MANA 390 Honours Seminar in Management I (3 credits)</u> <u>Prerequisite: Enrolment in the Honours in Management program; COMM 315; COMM 320 previously or concurrently; MANA 341, 343, 362. This course provides the student with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. Emphasis is placed on the relevance of current management research findings to managers or employees in business organizations, institutions or industries. Students select a topic related to their area of interest and collect interview or archival data in collaboration with faculty supervisors, or managers in local for-profit and non-profit organizations. Students complete an individual report and give an oral presentation at the end of the term.</u></p>
<p>Rationale: This is the first of two new required courses for the proposed Honours in Management program. The two new courses would significantly enhance the education and skills of talented students pursuing the Major in Management. As noted in the proposal, these skills are in demand in a variety of organizational types, and we wish to prepare students for careers in these organizations. This first course focuses on skills learned in the first two years of the program.</p>	
<p>Resource Implications: Addition of one course section per year (Winter term).</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE:**New Course Number:** MANA 490**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2019/2020
Implementation Month/Year: September 2018**Faculty/School:** John Molson School of Business
Department: Management
Program: All undergraduate business programs
Degree: Bachelor of Commerce / Bachelor of Administration
Calendar Section/Graduate Page Number: 61.90**Type of Change:**

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

	Proposed Text
	<p><u>MANA 490 Honours Seminar in Management II (3 credits)</u> <u>Prerequisite: Completion of 60 credits in a business program including MANA 390, 420 and any two of the following: MANA 369, 451, 478, 481. This course provides the student with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, sustainability, family business or related fields. In this applied learning experience, students select a topic related to their area of interest and carry out a research project in collaboration with faculty supervisors, or managers in for-profit and non-profit organizations. The student carries out the project using the appropriate methodology, writes a research report, and gives an oral presentation at the end of the term. The course allows students to develop their skills while providing a useful service to practitioners, deepening their understanding of key areas in management, and building a career-enhancing professional network.</u></p>
<p>Rationale: This is the second of two new required courses for the proposed Honours in Management program. The two new courses would significantly enhance the education and skills of the most talented students pursuing the Major in Management. As noted in the proposal, these skills are in demand in a variety of organizational types, and we wish to prepare students for careers in these organizations. This second course focuses on skills learned throughout the program.</p>	
<p>Resource Implications: Addition of one course section per year (Winter term).</p>	
<p>Other Programs within which course is listed: None</p>	

Appendix A

MANA 390 – Honours Seminar in Management—1

Winter 20xx

DRAFT COURSE OUTLINE

COURSE OBJECTIVE

This course provides the student with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. Emphasis is placed on the relevance of current management research findings to managers or employees in business organizations, institutions or industries. Students select a topic related to their area of interest and collect interview or archival data in collaboration with faculty supervisors, or managers in local for-profit and non-profit organizations. Students complete an individual report and give oral presentation at the end of the term.

Prerequisite: COMM 315; MANA 341, 343, 362; COMM 320 previously or concurrently; enrolment in the Honours in Management program.

LEARNING OUTCOMES

By the end of this course you should have:

- Designed a research project on a specific topic relevant to managers and administrators
- Read and summarized recent literature in your area of study
- Collected interview or archival data in an organizational or institutional setting
- Enhanced your skills and confidence in presenting current management research findings of interest to practitioners

SUGGESTED READINGS & RESEARCH SITES

Text to be determined.

A specialized reading list for each student will be developed in consultation with the course instructor over the first four weeks of term. Selected research topics will normally fall within the broad areas of small business management, or interpersonal relations in organizations. In any given year, the instructor will identify potential research sites, typically a) small, entrepreneurial firms or b) local community organizations. Other research sites may be proposed.

DESCRIPTION OF ASSIGNMENTS

Final written report & presentation [50%]

In your project report, you will summarize current literature related to your research question, make evidence-based recommendations for individual or organizational action, collect relevant interview data from knowledgeable participants or archival sources and present your analysis in terms that are interesting and accessible to practitioners. The report is expected to be about 12-15 pages long. Each student makes a ten-minute presentation of key findings.

Progress reports [35%]

Four progress reports help you to explore components of your project in small, specific steps. Each progress

report is a two- to four-page assignment in which you will a) create an annotated bibliography on a topic of current interest; b) Develop research questions of relevance to a particular organizational context; c) develop measurement tools to collect interview or archival data and ensure the ethical acceptability of your data collection; and d) draft sections of your final report for initial feedback from peers and the instructor. Details about each of these assignments will be available on the **Moodle** course website.

Class participation [15%]

Discussion and feedback to your classmates are essential components of the course. Early in the term, we will set up peer-feedback groups for developing your project, and you will be expected to give feedback to your group members during in-class workshops. At the end of the term, I will ask you to rate the usefulness of the feedback you were provided. These peer ratings will form part of the class participation marks. Beyond this, please be sure to *come prepared to talk* about the assigned topic every class meeting.

ACADEMIC INTEGRITY

The Code of Conduct (Academic) at Concordia University states that “the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavors and relationships with the University,” (Academic Code of Conduct, art. 1). Please take a careful look at the following website:

<https://www.concordia.ca/students/academic-integrity.html>

MOODLE

Assignment sheets, a selection of course notes and other course information will be made available on the course website on Moodle Please check regularly for updates.

SCHEDULE: There are nine in-class sessions. The other four weeks are devoted to individual work, which includes consultations with the instructor, research-site managers and other participants.

Date	<p>1. Orientation to the course</p> <ul style="list-style-type: none"> • Learning goals; Exploration of potential project topics
	<p>2-3. Evidence-based management decisions</p> <ul style="list-style-type: none"> • “Evidence-based” principles and their importance in management • Effective literature searches in management fields • How to read scholarly research • Visit from the Management librarian
	<p>4. Communicating results of current research</p> <ul style="list-style-type: none"> • Describing research findings in a practitioner-oriented, “user-friendly” way • Resolving conflicting research findings and building new research questions
	<p>5. Individual meetings <i>Students have individual meetings with course instructor to finalize their project goals and begin discussion of data sources</i></p>
	<p>6-7. Preparation for data collection</p> <ul style="list-style-type: none"> • Interviewing skills: How to build an interview guide • Practice in conducting interviews; ethical principles in field work • Building an observation schedule for the collection of archival data • Pretest of measurement tools
	<p>8-9. Individual meetings <i>Collection of interview and archival data. At least one individual consultation with course instructor—more as needed</i></p>
	<p>10-11. Reporting your research</p> <ul style="list-style-type: none"> • Preparing written reports • How to provide useful feedback • Peer feedback on initial written drafts
	<p>12. Individual meetings <i>Students complete project work; individual meetings with instructor</i></p>
	<p>13. Presentations and submission of final report</p> <ul style="list-style-type: none"> • Participants and advisors are encouraged to attend and provide input on presentations • Final report is due __ days later, allowing you to build feedback from the presentation into your paper

MANA 490 – Honours Seminar in Management—2

Winter 20xx

DRAFT COURSE OUTLINE

COURSE OBJECTIVE

This course provides the student with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, sustainability, family business or related fields. In this applied learning experience, students select a topic related to their area of interest and carry out a research project in collaboration with faculty supervisors, or managers in for-profit and non-profit organizations. The student carries out the project using appropriate methodology, writes a research report, and gives an oral presentation at the end of term. The course allows students to develop their skills while providing a useful service to practitioners, deepening their understanding of key areas in management, and building a career-enhancing professional network.

Prerequisite: 60 business credits, including MANA 390, 420 and any two of the following: MANA 369, 451, 478, 481.

LEARNING OUTCOMES

By the end of this course you should have:

- Designed a research project on a specific topic relevant to managers and administrators
- Collected and analyzed primary or secondary data relevant to your topic
- Enhanced your skills and confidence in writing useful project reports and making oral presentations of interest to practitioners

SUGGESTED READINGS & RESEARCH SITES

Selected research topics will normally fall within the broad areas of small business management, sustainability, family business, management consulting, or interpersonal relations in organizations. Each student will develop a list of relevant readings from the literature over the first three weeks of term. The course instructor will add pertinent methodological readings to this list. Potential research sites include a) small, entrepreneurial firms developing their growth strategies, and b) community organizations providing support for local residents in need. Other research sites may be proposed.

DESCRIPTION OF ASSIGNMENTS

Final written report [40%]

In your project report, you will describe the usefulness of your research project, summarize current literature related to your research question, interview or survey knowledgeable participants and collect other relevant data, and present your analysis and recommendations in terms that are interesting and accessible to practitioners. The report is expected to be about 15-20 pages long.

Progress reports [25%]

Three progress reports help you to explore components of your project in small, specific steps. Each progress report is a two- to four-page assignment in which you will a) define your research question and create a related annotated bibliography; b) develop measurement tools to collect primary or secondary data and ensure the ethical acceptability of your data collection; c) draft sections of your final report for initial feedback from the instructor. Details about each of these assignments will be available on the **Moodle** course website.

Final presentation [20%]

You will design and present a poster that highlights your major findings. Posters will be presented in a session at the end of the term; invited guests (research participants, practitioners) will be encouraged to provide feedback on your posters.

Class participation [15%]

Discussion and feedback to your classmates are essential components of the course. Early in the term, we will set up peer-feedback groups for developing your project, and you will be expected to give feedback to your group members during in-class workshops. At the end of the term, I will ask you to rate the usefulness of the feedback you were provided. These peer ratings will form part of the class participation marks. Beyond this, please be sure to *come prepared to talk* about the assigned topic every class meeting.

ACADEMIC INTEGRITY

The Code of Conduct (Academic) at Concordia University states that “the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavors and relationships with the University,” (Academic Code of Conduct, art. 1). Please take a careful look at the following website:

<https://www.concordia.ca/students/academic-integrity.html>

MOODLE

Assignment sheets, a selection of course notes and other course information will be made available on the course website on Moodle Please check regularly for updates.

SCHEDULE

There are nine in-class sessions. The four other weeks are devoted to individual work, which includes consultations with the instructor, research-site managers, expert advisors, and other participants.

Date	1. Orientation to the course <ul style="list-style-type: none"> • Learning goals; Exploration of project topics and research sites
	2. Building your project goals <ul style="list-style-type: none"> • Summarize one key reading in your topic area • Effective literature searches • Community-based field work & ethical conduct in the field;
	3. Refining your research project <ul style="list-style-type: none"> • Review of variables and research approaches • Peer feedback and brainstorming
	4. Individual meetings <i>Initial visit to research site or consultation with your content expert. Individual meetings with course instructor to finalize project goals and begin discussion of measurement choices</i>
	5. Key measurement tools <ul style="list-style-type: none"> • Interviewing skills: How to build an interview guide & conduct interviews • Developing surveys; ensuring a good response rate • Building an observation schedule
	6. Preparation for data collection & analysis <ul style="list-style-type: none"> • Review of quantitative and qualitative analytic techniques • Peer feedback and brainstorming; Research ethics review
	7-8. Individual meetings <i>Data collection and analysis. At least one individual consultation with course instructor—more as needed</i>
	10-11. Reporting your research <ul style="list-style-type: none"> • Preparing written reports; Design of visuals and oral presentations • Peer feedback on initial written drafts
	12. Individual meetings <i>Students complete project work; individual meetings with instructor</i>
	13. Presentations and submission of final report <ul style="list-style-type: none"> • Participants and advisors are encouraged to attend and provide input on presentations • Final report is due two days later, on (date), allowing you to build feedback from the presentation into your paper

Letter of Support for Proposal for a new Honours in Management Program

Dear Members of the Academic Programs Committee,

I am delighted to write this letter of support for the proposal for a new Honours in Management program. I have been involved since the idea stage and believe that this program is very much needed and will add value to and greatly enhance the student experience and further help to position the JMSB for the next generation.

This program is especially important given the fact the coop program is no longer placing excellent undergraduate students majoring in management. It provides an alternative for these students to develop core competencies, and moreover, the experiential component of the program allows them to develop expertise while learning. Through Community Service Initiative (CSI) community-engaged research, they can follow on and add to their knowledge, providing the information needed to help implement recommendations outlined in final reports completed by MBA and other graduate students in the completion of the MBA 661 - Community Service Elective.

This semester, I have worked as a content expert with two students completing MANA 499 – Special Topics in Management, a course designed to provide senior management students with an applied learning experience. The students were conducting further research on some recommendations gleaned from the final report of a previously completed MBA 661A – Community Service Elective: Developing a Growth Strategy for Barkley Transport. Barkley Transport is a small transport company started in 2012 by two local entrepreneurs as a For-Profit Social Venture (FPSV). They have a social mission like a non-profit organization, but are also looking to profit from their business activities. They form alliances with community organizations to hire and empower inner city youth. Using the growth strategy report, the undergraduate students conducted further research on the following questions:

- Does awareness of Barkley Transport's social mission create a positive perception of the organization among its various stakeholders?
- Will a stronger social media presence increase awareness about Barkley Transport?
- Will support for Barkley Transport be more likely because of their social mission (compared to competitors with no social mission)?
- Can a strategic alliance work between a for-profit and a non-profit organization?

It was wonderful working with the students as they gathered and analysed information from primary and secondary sources and compiled reports that the entrepreneurs could use. This approach has great potential to flourish within the Honours program.

I am looking forward to working with and supporting Dr. Dyer and the rest of the faculty in the development and implementation of the Honours program. It will be a win for the students, a win for the school and a win for the community.

Sincerely,

Dave McKenzie
Founder and Coordinator, Community Service Initiative (CSI)
John Molson School of Business, Concordia University
Tel.: (514) 848 – 2424 ext. 2790
Email: dave.mckenzie@concordia.ca
Office: 1450 Guy Street, MB 06 - 319



**SENATE
OPEN SESSION
Meeting of May 18, 2018**

AGENDA ITEM: Name change of the Department of Exercise Science to the Department of Health, Kinesiology, and Applied Physiology

ACTION REQUIRED: For approval

SUMMARY: Article 71 d) of the By-Laws stipulates that Senate shall have the power to recommend to the Board of Governors the name change of academic units.

On recommendation of the Arts and Science Faculty Council, Senate is being asked to recommend to the Board that it approve the name change of the Department of Exercise Science to the Department of Health, Kinesiology, and Applied Physiology.

BACKGROUND: Please refer to the attached document which explains the approval process and the rationale for this name change (the appendices referred to in the document are not attached).

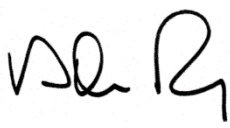
DRAFT MOTION: That, on recommendation of the Arts and Science Faculty Council, Senate recommend to the Board of Governors the approval of the name change of the Department of Exercise Science to the Department of Health, Kinesiology, and Applied Physiology.

PREPARED BY:

Name: Danielle Tessier
Date: May 10, 2018

INTERNAL MEMORANDUM

TO: Danielle Tessier, Associate Secretary-General, University Secretariat

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

DATE: April 24, 2018

SUBJECT: Proposed Unit Name Change
Department name change from Department of Exercise Science to
Department of Health, Kinesiology, and Applied Physiology

Please find attached a request from the Department of Exercise Science proposing that the name of the unit be changed to the Department of Health, Kinesiology, and Applied Physiology. The proposal attached outlines clearly the reasons for the change and was unanimously approved at the April 6th, 2018 meeting of the Arts and Science Faculty Council under document ASFC 2018-3M-A. We request that it be considered at the next meeting of Senate.

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

Encl/



Memorandum

To: Dr. Paul Joyce, Associate Dean, Academic Programs
From: Richard Courtemanche, Chair, Exercise Science
Date: February 25th, 2018 – revised March 10th, 2018
Re: Change of Department name.

Request:

By a majority vote, the full-time faculty members of the Department of Exercise Science have decided to change the current department name to one representing better its research, teaching, and outreach. Following a strategic direction exercise (started in 2014), and in fulfilling the *Dean's Implementation Plan* and the *University Appraisal*, we conducted an extensive consultation and decision process in determining the new name: "**Department of Health, Kinesiology, and Applied Physiology**". This identity represents the department and is key in its strategic directions.

The reason for the change. The Department of Exercise Science has evolved in the past 15 years. Initially an undergraduate-only academic unit, it has transformed since 2005 to combine fundamental and professional training along with graduate research. It has added MSc (in its 13th year in 2018), and PhD curricula (approved by Senate in 2016 and at the BCI in 2017). With student success as a central value, the department has increased its research productivity and permeation into the healthcare sector, and plans to do even more. This has strengthened health-related research and teaching in the Faculty of Arts and Science and in the University as a whole. In a faculty meeting (October 2016), we asked if department members desired a name change. The overwhelming majority voted for a change. The underlying reasons:

1. The expanding role of overall **health** within our programs and research;
2. The need to promote **physiology** and the sciences, in addition to **interventions**;
3. The plurality of interventions in the department (**exercise**, but also **nutrition, sleep, and behaviour** change);
4. The realignment of **health** research within Concordia University.

In the past two decades, the department has hired strong research faculty that have deepened and broadened (1) fundamental physiological sciences and (2) health prevention and interventions. This has been accelerated through the University's support of the PERFORM Centre. In fundamental aspects, we have welcomed researchers in *physiology, neuroscience, nutrition, immunology, and biomechanics*. We have also built a critical mass in health assessment, prevention, and interventions, with expertise in: *rehabilitation* (musculoskeletal, neural, neuromuscular, cardiopulmonary), *behavioural medicine* (health counseling, tobacco & alcohol use, stress management), and *lifestyle* (nutrition, sleep, physical activity) *interventions*. While **exercise interventions** remain an emphasis, **health-related interventions** in the department are broader, including **nutrition, sleep, and the management of life habits and factors**. As with the global and Canadian health landscape, research and curriculum now encompass a larger health perspective. Here is an updated department description:

The Department provides a multidisciplinary environment for learning and knowledge generation, in the sciences of health and physical activity, with an emphasis on fundamental and applied physiology, from mechanism to intervention. Through a functional lens,

research and professional training in health interventions (evaluation, prevention and rehabilitation), fosters scholars in activity, lifestyle, and wellness management.

The process. The new name was determined using criteria and in fitting this new description; the detailed process is provided in **Appendix I**, overseen by the Department Curriculum Committee. Briefly, we worked on: (1) the expertise in the department, (2) its combination into themes (our “pods”), (3) a data-based approach - comparing with North American similarly-programmed departments, internal and external consultations, and criterion-based lists of names. Finally, (4) a voting process for the new name.

The “pods”. By mixing and matching individual expertise collectively, we established three thematic areas or “pods”:

- The interest on mechanisms and **Physiology**.
- Activity centered on assessment, rehabilitation and prevention, so a role in **Interventions**.
- Interest in **Health (factors)**, such as sleep, nutrition, and healthy behaviours.

Database approach. We made multiple database searches and consultations: (1) we quantitatively evaluated the content of our undergraduate and graduate calendar sections. (2) We quantitatively assessed 103 department names and content (with similar programs to ours) across Québec, Canada, and the U.S. for terms/concepts. (4) We analyzed a subset (n=4) of these departments with both a PhD and an Athletic Therapy (AT) program for their domains of expertise, and generated domain profiles vs. department names. (5) We distributed in class a paper questionnaire to our undergraduate students, addressing the current and future department names – receiving 157 responses across all years. (6) We provided the same online questionnaire to our graduate students, staff, FT and PT faculty, and to alumni (receiving 34 responses). (7) We conducted strategic department discussions on the name, one with FAS Strategic Advisor Émilie Champagne. (8) From AT faculty members, a listing from the Commission on Accreditation of Athletic Training Education (CAATE - 374 USA AT programs) of department names was analyzed. (9) Finally, in Fall 2017, we sent a questionnaire to 87 Counsellors/Advisors at CEGEPs, and received 14 responses (11 French CEGEPs, 3 English). Following these consultations, we narrowed down the list of terms/concepts to eight key terms, and formed a list of 10 names; after comments, this became a list of 11 names. These names were submitted to a two-step vote held over three weeks.

We thus submit the name “**Department of Health, Kinesiology, and Applied Physiology**” for your consideration. This name is coherent with naming trends across North America, and is strategic within the Québec/Canada landscape. It will have a positive effect on student and faculty recruitment. On this name, we collected feedback from some neighbour departments (Applied Human Sciences, Biology, Chemistry/Biochemistry, Physics, and Psychology). Their overall response was in agreement with our process and result; their e-mails are attached in **Appendix II**. I know that this request will be met with the appropriate consideration, and am available for any outstanding questions or requests of clarification.



Richard Courtemanche, PhD, Associate Professor & Chair, Department of Exercise Science
SP-165-03, Phone: x3302, E-Mail: richard.courtemanche@concordia.ca