504th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on the APC meeting held on April 15th, 2021

I.   **TO BE APPROVED BY SENATE**

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL – *none*

Faculty of Arts
At a meeting on April 15th, 2021, APC reviewed and approved a proposal from the Faculty of Arts to create four new M.A. programs:

- **The M.A. in Digital Humanities; Non-Thesis (45 cr.)** – *appendix A*

This 12-month program will attract candidates with a humanities background wishing to gain skills and knowledge in digital tools and data analysis that will be applicable in both the public and private sectors. This will respond to a growing demand on the job market for graduates with expertise in digital technologies and computational methods. Students will complete 30 credits of coursework and conclude their training with a 15-credit capstone project. As a new degree program, the M.A. in Digital Humanities; Non-Thesis will require external approval from the BCI and MES.

- **The M.A. in International Development; Non-Thesis (45 cr.)** – *appendix B*

Offered by the Institute for the Study of International Development (ISID), this 12-month program has been designed to address the significant changes which have shaped the discipline these past few years. Students will gain a solid knowledge in both quantitative and qualitative methods. They will also be able to select courses from a large set of offerings in many different disciplines, and complete their training by either completing an internship or undertaking a research project. ISID currently offers a Development Studies option, but as the strong interest for its undergraduate program in International Development (one of the largest at McGill University) demonstrates, there is a significant demand for a full-fledged graduate level degree program in this field. As a new degree program, the M.A. in International Development; Non-Thesis will require external approval from the BCI and MES.

- **The M.A. in Gender, Sexuality, Feminist and Social Justice Studies (45 cr.) and the M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Non-Thesis (45 cr.)** – *appendix C and D*

The development of these two programs aligns with the general academic trend across North America to offer standalone programs in Gender Studies at the graduate level. It also comes as the enrolments in both the Gender, Sexuality, Feminist and Social Justice undergraduate program and the Graduate Option in Gender and Women's Studies offered at McGill University have been steadily increasing. These two programs (Thesis and Non-Thesis), unique in Quebec, will allow students to develop skills and abilities in transnational and intersectional approaches to Gender, Sexuality, Feminist and Social Justice Studies, and be well-equipped to either pursue doctoral studies or enter the professional world. As new degree programs, both the Thesis and Non-Thesis options of the M.A. in Gender, Sexuality, Feminist and Social Justice Studies will require external approval from the BCI and the MES.

Be it resolved that Senate approve the creation of the proposed M.A. in Digital Humanities; Non-Thesis (45 cr.); the M.A. in International Development; Non-Thesis (45 cr.), the M.A. in Gender, Sexuality, Feminist and Social Justice Studies (45 cr.) and the M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Non-Thesis (45 cr.).

Desautels Faculty of Management
B.Com.; Major in Business Analytics (69 cr.) – *appendix E*

At a meeting on April 15th, 2021, APC reviewed and approved a proposal from the Desautels Faculty of Management to create a new Major in Business Analytics (69 cr.*)* within the existing Bachelor of Commerce. Experts who have the necessary skills to navigate a large amount of data and understand the managerial world are sought after on the job market. This new Major will cover a diverse set of methods in analytics and equip its graduates with the tools to conduct analysis in a wide variety of managerial disciplines. The MES will be consulted following internal approval.

Be it resolved that Senate approve the creation of the proposed B.Com.; Major in Business Analytics (69 cr.).

B.Com.; Major in Retail Management (69 cr.) – *appendix F*

At a meeting on April 15th, 2021, APC reviewed and approved a proposal from the Desautels Faculty of Management to create a new Major in Retail Management (69 cr.*)* within the existing Bachelor of Commerce. Graduates of this new Major will be well-equipped to face the constant changes brought the retail field by emerging technologies such as Artificial Intelligence and Automation. Students will have the opportunity to take advantage of the state-of-the-art McGill Retail Innovation Lab to conduct a research project. The MES will be consulted following internal approval.

Be it resolved that Senate approve the creation of the proposed B.Com.; Major in Retail Management (69 cr.).

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Office of the Provost and Vice-Principal (Academic)
Revisions to the definitions of non-degree credit programs – *appendix G*

At a meeting on April 15th, 2021, APC reviewed and approved the proposed revisions to the definitions of the following programs: Certificate, Diploma, Graduate Certificate and Graduate Diploma. These definitions were last updated in 1993-1994. The current definitions sometimes lead to confusion, and the goal of the revisions is to clarify the wording and provide units developing non-degree credit programs with a framework. Updated definitions will also be necessary as the University is exploring different and more flexible ways of offerings its programs.

Be it resolved that Senate approve the proposed revisions to the definitions of a Certificate, a Diploma, a Graduate Certificate and a Graduate Diploma.

(C) C**REATION OF** **N****EW** **U****NITS** **/ N****AME** **C****HANGES** **/ R****EPORTING** **C****HANGES** **-** *none*

(D) C**HANGES IN** **D****EGREE** **D****ESIGNATION** **–** *none*

(E) I**NTER-UNIVERSITY PARTNERSHIPS** **–** *none*

(F) O**THER** **-** *none*

II. **TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION** *– none*

III. **APPROVED** **BY** **APC IN THE NAME OF SENATE**

(A) D**EFINITIONS** *– none*

(B) S**TUDENT** **E****XCHANGE** **P****ARTNERSHIPS** **/ C****ONTRACTS** **/ I****NTERUNIVERSITY PARTNERSHIPS** **-** *none*

(C) O**THER** **–** *none*

IV. **FOR THE INFORMATION OF SENATE**

A) A**CADEMIC** **U****NIT** **R****EVIEWS** **-** *none*

B) A**PPROVAL OF** **C****OURSES AND** **T****EACHING** **P****ROGRAMS**

1. Programs

    a) APC Approvals (new options/concentrations and major revisions to existing programs)

       i. New Programs
          Graduate and Postdoctoral Studies
          <u>Faculty of Arts</u>
          M.A. in Linguistics (45 cr.)
          At a meeting on April 15th, 2021, APC reviewed and approved a proposal to create a Thesis option within the existing M.A. in Linguistics.

          <u>Faculty of Medicine and Health Sciences</u>
          M.Sc. in Experimental Surgery; Surgical Outcomes Research (45 cr.)
          At a meeting on April 15th, 2021, APC reviewed and approved a proposal to create this new concentration within the existing M.Sc. in Experimental Surgery.

      ii. Major Revisions of Existing Programs - *none*

    b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
       (Summary Reports: http://www.mcgill.ca/sctp/documents/)

      i. Moderate and Minor Program Revisions
         Approved by SCTP on February 11th, 2021 and reported to APC on April 15th, 2021
         School of Continuing Studies
         Certificate in Computers and Information Technology (30 cr.)

Graduate and Postdoctoral Studies
Faculty of Education
M.A. in Educational Leadership; Non-Thesis – Coursework (45 cr.)
M.A. in Educational Leadership; Non-Thesis – Project (45 cr.)
M.A. in Educational Leadership; Non-Thesis - Gender and Women's Studies (45 cr.)
Desautels Faculty of Management
M.M. in Manufacturing Management; Non-Thesis (56 cr.)
Graduate Certificate in Healthcare Management (15 cr.)
Schulich School of Music
M.A. in Music; Music Education (45 cr.)
M.A. in Music; Musicology (45 cr.)
M.A. in Music; Music in Technology (45 cr.)
M.A. in Music; Theory (45 cr.)
Ph.D. in Music (Composition, Music Education, Musicology, Music Technology, Sound Recording, Theory, Interdisciplinary Studies) (0 cr.)
Ph.D. in Music; Gender and Women's Studies (0 cr.)

Approved by SCTP on February 25th, 2021 and reported to APC on April 15th, 2021
Faculty of Arts
B.A.; Minor Concentration in Indigenous Studies (18 cr.)
B.A. & Sc.; Minor Concentration in Indigenous Studies (18 cr.)
B.A.; Joint Honours – Russian Component (36 cr.)
B.A.; Joint Honours – Religious Studies Component (36 cr.)
B.A.; Honours in Religious Studies (60 cr.)
B.A.; Major Concentration in Religious Studies (36 cr.)
B.A.; Minor Concentration in Religious Studies (18 cr.)
B.Th. (120 cr.)

Approved by SCTP on March 11th, 2021 and reported to APC on April 15th, 2021
School of Continuing Studies
Professional Development Certificate in Digital Marketing and Advertising (29-30 CEUs)
Professional Development Certificate in Parliamentary Governance (13 CEUs)
Professional Development Certificate in Parliamentary Management (15 CEUs)
Graduate and Postdoctoral Studies
Faculty of Arts
Ph.D. in Political Science (0 cr.)
Ph.D. in Political Science; Gender and Women's Studies (0 cr.)

Faculty of Medicine and Health Sciences
M.Sc. in Experimental Surgery (45 cr.)
M.Sc. in Experimental Surgery; Global Surgery (45 cr.)
M.Sc. in Experimental Surgery; Non-Thesis (45 cr.)
Ph.D. in Experimental Surgery (0 cr.)

Faculty of Science
B.Sc.; Honours in Physics (78 cr.)
B.Sc.; Honours in Mathematics and Physics (81 cr.)
B.Sc.; Honours in Physics and Chemistry (80 cr.)
B.Sc.; Honours in Physics and Computer Science (81 cr.)
B.Sc.; Major in Physics and Geophysics (69 cr.)
B.Sc.; Minor in GIS & Remote Sensing (18 cr.)

Approved by SCTP on March 25th, 2021 and reported to APC on April 15th, 2021
Graduate and Postdoctoral Studies
Faculty of Arts
M.P.P.; Non-Thesis (45 cr.)

Faculty of Science
B.Sc.; Minor in Chemical Engineering (24 cr.)

ii.   Program Retirements
Approved by SCTP on February 11th, 2021 and reported to APC on April 15th, 2021
Graduate and Postdoctoral Studies
Faculty of Education
M.A. in Kinesiology and Physical Education; Non-Thesis (45 cr.)
M.Sc. in Kinesiology and Physical Education; Non-Thesis (45 r.)
Schulich School of Music
Ph.D. in Music (Composition, Music Education, Musicology, Music Technology, Sound Recording, Theory) (0 cr.)

Approved by SCTP on February 25th, 2021 and reported to APC on April 15th, 2021
Faculty of Arts
B.A.; Joint Honours – Religious Studies – Asian Religions Component (36 cr.)
B.A.; Joint Honours – Religious Studies – Western Religions Component (36 cr.)
B.A.; Minor Concentration in Religion and Globalization (18 cr.)

Approved by SCTP on March 11th, 2021 and reported to APC on April 15th, 2021
School of Continuing Studies
Professional Development Certificate in Digital Content and Community Management (22.5 CEUs)

Graduate and Postdoctoral Studies
Faculty of Arts
M.A. in History of Medicine; Non-Thesis (45 cr.)

2. **Courses**

  a) **New Courses**
    Reported as having been approved by SCTP on February 11th, 2021:60
    Faculty of Arts: 35
    Faculty of Arts and Faculty of Science: 8
    School of Continuing Studies: 4
    Desautels Faculty of Management: 13

    Reported as having been approved by SCTP on February 25th, 2021: 11
    Faculty of Arts: 11

    Reported as having been approved by SCTP on March 11th, 2021:29
    Faculty of Arts: 1
    School of Continuing Studies: 8
    Faculty of Engineering: 1
    Faculty of Law: 7
    Faculty of Medicine and Health Sciences: 2
    Faculty of Science: 10

Reported as having been approved by SCTP on March 25th, 2021:10
Faculty of Arts: 2
Desautels Faculty of Management: 8

b) Course Revisions

Reported as having been approved by SCTP on February 11th, 2021:22
Faculty of Arts: 12
School of Continuing Studies: 4
Desautels Faculty of Management: 6

Reported as having been approved by SCTP on February 25th, 2021:14
Faculty of Arts: 14

Reported as having been approved by SCTP on March11th, 2021:30
School of Continuing Studies: 4
Faculty of Engineering: 11
Faculty of Law: 1
Faculty of Medicine and Health Sciences: 1
Faculty of Science: 13

Reported as having been approved by SCTP on March 25th, 2021:4
Faculty of Engineering: 4

c) Course Retirements

Reported as having been approved by SCTP on February 11th, 2021:6
Faculty of Arts: 6

Reported as having been approved by SCTP on February 25th, 2021:14
Faculty of Arts: 14

Reported as having been approved by SCTP on March11th, 2021: 14
Faculty of Arts: 4
School of Continuing Studies: 4
Faculty of Science: 6

Reported as having been approved by SCTP on March 25th, 2021: 6
Faculty of Engineering: 5
Desautels Faculty of Management: 1

McGill

New Program/Concentration Proposal Form

(2020)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Master of Arts (M.A.)

2.0 Administering Faculty or GPS

> Graduate & Postdoctoral Studies

1.1 Major (Subject/Discipline) (30-char. max.)

> Digital Humanities

Offering Faculty & Department

> Arts/Languages, Literatures, and Cultures

1.2 Concentration (Option) (30 char. max.)

> Non-Thesis

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

> 202309

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

> M.A. in Digital Humanities; Non-Thesis

4.0 Rationale and Admission Requirements for New Program/Concentration

The 12-month, non-thesis M.A. in Digital Humanities is a concentrated, project-based graduate program that will offer students with varying backgrounds an entry-point into using digital tools and data analysis on humanistic research questions. This non-thesis MA program emphasizes supervised, hands-on, collaborative training in a lab setting where students develop knowledge that is then applied to a summer capstone project. The project-based MA in Digital Humanities (non-thesis) will benefit students who aspire to work outside of academia in the private and public sector, where proficiencies in computational methods and digital technologies are increasingly in demand. Applicants must have a Bachelor's degree in a related field with a minimum CGPA of 3.3 out of 4.0, or equivalent, i.e., B+ (75%). Prior programming experience is required.

5.0 Program Information
Indicate an "x" as appropriate

5.1 Program Type
- Bachelor's Program
- ✓ Master's
- M.Sc.(Applied) Program
- Dual Degree/Concurrent Program
- Certificate
- Diploma
- Graduate Certificate
- Graduate Diploma
- Professional Development Cert
- Ph.D. Program
- Doctorate Program
- (Other than Ph.D.)
- Self-Funded/Private Program
- Off-Campus Program
- Distance Education Program
- Other (Please specify)

5.2 Category
- Faculty Program (FP)
- Major
- Joint Major
- Major Concentration (CON)
- Minor
- Minor Concentration (CON)
- Honours (HON)
- Joint Honours Component (HC)
- Internship/Co-op
- Thesis (T)
- ✓ Non-Thesis (N)
- Other
- Please specify

5.3 Level
- Undergraduate
- Dentistry/Law/Medicine
- Continuing Studies (Non-Credit)
- Collegial
- ✓ Masters & Grad Dips & Certs
- Doctorate
- Post-Graduate Medicine/Dentistry
- Graduate Qualifying

5.4 Requires Centrally-Funded Resources
X Yes   No ___

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)

> 45 credits

7.0 Consultation with
Related Units   X Yes   No
Financial Consult   X Yes   No

8.0 Program Description (Maximum 150 words)

> The M.A. in Digital Humanities; Non-Thesis is grounded in the computational study of topics in the humanities, such as literature, visual arts, music, cinema, media, architectural spaces, and historical documents, as well as critical reflection on the effects that computing has on scholarship. The program considers the theoretical and practical foundations for working in digital humanities, which brings different fields of inquiry together under a broader methodological domain for the digital study of cultural phenomena. It provides supervised training in requisite skills, such as coding, data and text mining, visual mapping, web analytics, and critical data analysis. The program culminates in a personalized capstone project.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program
layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight
under the headings of: Required Courses, Complementary Courses, Elective Courses)

> **M.A. in Digital Humanities; Non-Thesis (45 credits)**
>
> **Required Courses (30 credits)**
> DHUM 620 Digital Humanities Laboratory 1 (6 credits)
> DHUM 621 Digital Humanities Laboratory 2 (6 credits)
> DHUM 690 Digital Humanities Capstone Project (15 credits)
> LLCU 602 The Digital Humanities (3 credits)
>
> **Complementary Courses (15 credits)**
> 15 credits from the following; no more than 9 credits from one of the following four areas.
>
> Cultural Theories
> ENGL 585 Cultural Studies: Film (3 credits)
> ENGL 586 Cultural Studies: Other Media (3 credits)
> ENGL 587 Theoretical Approaches to Cultural Studies (3 credits)
> ENGL 661 Seminar of Special Studies (3 credits)
> ENGL 662 Seminar of Special Studies (3 credits)
> ENGL 670 Topics in Cultural Studies (3 credits)
> ENGL 690 Seminar of Special Studies (3 credits)
> GERM 619 Topics in Literary Theory (3 credits)
> GERM 655 Literary Theory and Criticism 1 (3 credits)
> GERM 658 Literary Theory and Criticism 4 (3 credits)
> HISP 605 Culture and Literature (3 credits)
> HISP 606 Literature of Ideas (3 credits)
> LLCU 603 Visual Culture (3 credits)
> LLCU 606 Topics in Literature (3 credits)
> LLCU 607 Topics in Thought (3 credits)
> LLCU 609 Literary Theory (3 credits)
>
> Data and Text Mining
> GLIS 633 Digital Media (3 credits)
> GLIS 649 Digital Curation (3 credits)
> GLIS 655 Language and Information (3 credits)
> GLIS 657 Database Design & Development (3 credits)
>
> *(continued on next page)*

Attach extra page(s) as needed

Complementary courses
Data and Text Mining *(continued)*
GLIS 661 Knowledge Management (3 credits)
GLIS 663 Knowledge Taxonomies (3 credits)
GLIS 664 Knowledge Networks (3 credits)
GLIS 679 Information Literacy (3 credits)
LLCU 612 Literary Text Mining (3 credits)
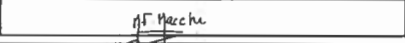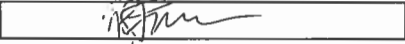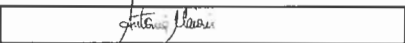LLCU 614 Cultural Analytics (3 credits)

Quantitative and Computational Methods
COMP 527 Logic and Computation (3 credits)
COMP 533 Model-Driven Software Development (3 credits)
COMP 535 Computer Networks 1 (4 credits)
COMP 550 Natural Language Processing (3 credits)
COMP 551 Applied Machine Learning (4 credits)
COMP 553 Algorithmic Game Theory (4 credits)
COMP 554 Approximation Algorithms (4 credits)
COMP 557 Fundamentals of Computer Graphics (4 credits)
EDPE 640 Emerging Technologies for Educational Change (3 credits)
EDPE 663 Learning Environments (3 credits)
GEOG 506 Advanced Geographic Information Science (3 credits)
GEOG 601 Advanced Environmental Systems Modelling (3 credits)
LING 620 Experimental Linguistics: Methods (3 credits)
SOCI 504 Quantitative Methods 1 (3 credits)
SOCI 620 Quantitative Methods 2 (3 credits)
SOCI 621 Fixed and Random Effects (3 credits)
SOCI 622 Event History Analysis (3 credits)
SOCI 623 Latent Variable Models (3 credits)

Sound and Music
MUMT 501 Digital Audio Signal Processing (3 credits)
MUMT 502 Senior Project: Music Technology (3 credits)
MUMT 605 Digital Sound Synthesis and Audio Process (3 credits)
MUMT 609 Music, Media and Technology Project (3 credits)
MUMT 610 Music Technology Seminar 1 (3 credits)
MUMT 616 Timbre Form-Bearing Dimension in Music (3 credits)
MUMT 617 Cognitive Dynamics of Music Listening (3 credits)
MUMT 618 Computational Modeling of Musical Acoustics (3 credits)
MUMT 619 Input Devices for Musical Expression (3 credits)
MUMT 620 Gestural Control of Sound Synthesis (3 credits)
MUMT 621 Music Information, Retrieval, Acquisition, Preservation (3 credits)
MUMT 622 Time-Frequency and Parametric Representations of Sounds (3 credits)

Students may take other 500- and 600-level courses if they are deemed appropriate by the academic adviser or supervisor and approved by the offering unit.

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Fernanda Macchi (Chair. LLC)	*[signature]*	2020-10-29
Curric/Acad Committee	Michael Fronda. Associate Dean (Academic)	*[signature]*	2020-10-26
Faculty 1	Antonia Maioni, Dean	*[signature]*	2020-11-12
Faculty 2			
Faculty 3			
CGPS		CGPS APPROVAL	November 16, 2020
SCTP		Cindy Smith, SCTP	Dec. 3, 2020
APC			
Senate			

Submitted by

		To be completed by ES:
Name	Cecily Raynor	
Phone		CIP Code
Email	cecily.raynor@mcgill.ca	
Submission Date	September 2020	

REMINDERS:
*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at: https://www.mcgill.ca/sctp/guidelines.
**All new program proposals must be accompanied by a 2-3 page support document.

M.A. in Digital Humanities (Non-Thesis) – Support Document

We respectfully dedicate the following proposal to our late colleague, Prof. Stéfan Sinclair.
We hope to continue his valiant efforts in establishing these programs and initiatives at McGill.

Preface

Digital Humanities (DH) is a rapidly growing field that seizes on advances in computation and digital technology in order to bring new perspectives to the studies of topics in the humanities. As society's relationship with the digital landscape continues to evolve, DH researchers at McGill are pioneering methodologies, developing digital tools, and setting the pace for DH scholarship.

Since 2016, the Department of Languages, Literatures, and Cultures has offered an Ad Hoc, thesis-based M.A. in Digital Humanities. As we enter the program's second decade, we can identify a crucial need to adapt by offering a 12-month, non-thesis graduate program.

Rationale

A 12-month option will be attractive to students who are looking to pivot from a background in humanities fields, such as literature, history, arts, classics, media studies, music, and philosophy, towards a solid competence in digital methods and critical data studies, which can be applied to projects in the public and private sectors. A non-thesis degree tailors to students who are motivated to enter into industry sectors like creative tech and gaming, data science, entry-level programming, user-experience design, and critical data analysis (to provide a few examples). The ability to offer an option for a non-thesis degree that is streamlined for project-based learning will attract a different student demographic, one that wishes to extend their work beyond the academy and into the public and private sectors. Instead of a thesis, students will complete a 15-credit capstone project, working actively with a faculty member during the summer after their year of courses. We believe this is not only more sustainable for supervising faculty but also more desirable to prospective students.

We also believe this will be appealing to students who are ready to take on the rigor of a 12-month program and see this as an investment in their academic or professional future. Two-year master's programs in Digital Humanities are less clearly positioned in the academic track, and an M.A. thesis is not always useful for those looking to move forward in a non-academic field and/or in the private sector. While we plan to keep the current Ad Hoc, thesis-based program, which currently admits 2-3 students per year, our primary efforts going forward will be directed at approving this new, non-thesis and 12-month program, and streamlining our faculty efforts into it.

Finally, on a geopolitical level, there are clearly potential benefits. In 2020 and in the midst of a global pandemic that has forced nearly every economic sector in Canada to adapt digitally, the need for humanists who read, write, and communicate effectively is crucial. Moreover, prepared humanists who have proficiencies in digital tools and critical understandings of technologies that reflect our humanness is

ever vital, as options for post-graduate internships and other employment opportunities appear to only be on the rise.

Program Description & Structure

This 12-month, non-thesis M.A. program in Digital Humanities is a concentrated, project-based graduate program that will offer students with varying backgrounds an entry-point into using digital tools and data analysis on humanistic research questions. The M.A. in Digital Humanities is grounded in the computational study of topics in the humanities, such as literature, visual arts, music, cinema, media, architectural spaces, and historical documents. Digital Humanities brings different fields of inquiry together under a larger methodological domain for the digital study of cultural phenomena as well as to reflect critically on the effects that computing has on scholarship.

Students in this 12-month, non-thesis MA program will complete 30 credits of required coursework, beginning with a seminar on the theoretical and practical foundations for working in digital humanities (LLCU 602, 3 cr.). Students will also take a two-semester lab course (DHUM 620 and DHUM 621, 12 cr.), where they will discuss core research and receive supervised, hands-on, collaborative training in requisite skills, such as coding, text mining, visual mapping, web analytics, and critical data analysis. This will culminate in a personalized capstone project (DHUM 690, 15 cr.), allowing students to apply the knowledge that they developed in both their courses and the lab setting. Over the course of the degree program, students will also complete 15 credits of complementary coursework from four areas: cultural theories, data and text mining, quantitative and computational methods, and sound & music.

With an emphasis on project-based learning, the non-thesis Masters in DH will become a stepping stone towards preparation in digital skills and pedagogies through 12 credits of DH Lab that will be concurrent with their coursework during the first two semesters. The lab will consist of workshops, tutorials, thinktanks, and collaborative practice with DH faculty at McGill and adjacent institutions to help students develop the skills and research questions to address in their final semester that will be fully dedicated to their master's Capstone project.

Target Audience

This program is intended for students who have a Bachelor's degree in a humanities field. It does not require prior background in programming and computational techniques, though those will be considered an asset. After 12-months of interdisciplinary coursework, training labs, and a guided capstone project, graduates will be prepared to enter data-driven job sectors that demand processing and handling of digital information. Some examples include that of a Digital Curator, who works with metadata, tags, and online exhibitions of digital content. Localization Specialists and Cultural Designers are further examples that demand knowledge that lie at the intersection of technology and culture as they are counseling businesses on how to adjust their digital services to the changing needs of social climate and related infrastructures. Around the world, Data Scientists are in high demand, and a DH graduate with a strong

coding background would be able to analyze, collect, and interpret data to improve operations of businesses and governments. A Metadata Analyst leans more on a humanities-based critical engagement of data repositories by tracking questions, comments and controlled vocabulary that has driven a lineage of governed data. For students working with sound and language questions, the Artificial Intelligence sector seeks researchers and technicians who are competent in computational linguistics and computational design based on humanistic inferences and logics. We believe that providing a capstone project rather than a Master's thesis will be attractive to prospective students of Digital Humanities who are motivated to pivot from their humanities backgrounds into a digitally-inflected job sector that would benefit from these same critical capacities.

Comparable Programs

There are very few *1-year, non-thesis* MA programs in Digital Humanities; ours would be the first in Canada. The University of Alberta offers a 2-year MA in Digital Humanities, notably founded by the late Stéfan Sinclair together with Geoffrey Rockwell, that has both a non-thesis (course-based) and a thesis option. In the US, there are only two non-thesis programs; both the MA in Digital Studies of Language, Culture, and History at the University of Chicago and the MA in Digital Humanities at the City University of New York are entirely course-based. Outside North America, the University of Barcelona offers an MA program that lasts one year. McGill has an opportunity to stand out and attract prospective DH scholars to a one-year, project-based program located in Montréal whose creative tech sector, multilingualism and multiculturalism provides a unique and energized environment for trained graduates with formations in both humanities and technological skillsets.

Personnel and Academic Environment

We have garnished commitment from all three core DH faculty—Andrew Piper, Vanessa Ceia, and Cecily Raynor—to lead the DH Lab courses on a semester-long rotational basis. Given the long-standing existence and success of Prof. Piper's .txtLAB, a laboratory for cultural analytics, students will have access to a space for knowledge creation, experimentation, and skills-based training for humanities projects that rely on computational methods. Profs. Raynor and Ceia have worked closely with students on developing digital methods through their own courses and grant-funded projects and scholarship. Thus, it is clear that the infrastructure exists in the Department of Languages, Literatures, and Cultures for the running of a successful lab experience for students. Digitally inflected graduate research cuts across the Department, with students in Italian, Russian, Spanish, and German frequently choosing to pursue topics and methods that form part of what would be considered the digital humanities toolbox. One of the advantages of housing a digital humanities program in a department that gathers students from many language-homes and geographies, is that multidisciplinary and inter-cultural research are part of its core mandate.

Outside of the Department, we have a host of affiliated faculty at McGill whose expertise contributes to the interdisciplinary nature of Digital Humanities. We have commitments from faculty including Prof.

Richard Jean So, who has provided dedicated spots in his Literary Text Mining Course (ENGL 661) for DH graduate students, are further evidence for potential interdepartmental collaboration and support for this new program. In the Department of Music, Prof. Ichiro Fujinaga runs the Centre for Interdisciplinary Research in Music Media and Technology (CRIC), and has historically collaborated with our DH program to host students. Prof. Benjamin Fung of Library and Information Science is also an affiliated faculty member, and his courses in Data Mining could be paramount for DH scholars at McGill to learn this skill firsthand from Canada's Research Chair in Data mining for Cybersecurity. Also of interest are McGill's Centre for Data Science, run by Professor Derek Ruths, as well as Bits, Bots, and Bytes, a research group that gathers scholars and students engaged in digital projects from across Montreal, run by Prof. Gabriella Coleman (AHCS). In Geography, Prof. Renee Sieber, who is committed to computer modeling, GIS technology, and e-commerce tools, would be another potential faculty collaboration for students engaged with mapping projects in the humanities.

As we continue to build the program and recruit DH Master's students into the 12-month, non-thesis program, it is our hope to build more relationships across faculties and disciplines for guidance and supervision while maintaining a core culture of Digital Humanities in-house for cohorts of 15-20 students annually over the next 5 years. As we optimistically build our program, we recognize that the demand for digitally-equipped humanists will grow around the world, and students will be motivated to meet that need in their graduate education. In order to accommodate larger cohorts and supervise those individuals closely in a range of digital humanities topics, the 12-month, non-thesis program would need to address the loss of our late colleague and renowned DH pioneer, Prof. Stefán Sinclair. In memory of Stefan's groundbreaking initiatives in Digital Humanities, including starting the first-ever Master's program in DH in Canada at the University of Alberta, his legacy will be carried onward here at McGill by growing a research culture that fosters the knowledges and projects of future DH scholars. We anticipate growing our cohort to 15-20 students in the next five years. Given the recent death of Professor Stefan Sinclair, the Department of Language, Literatures, and Cultures request a faculty hire in DH to sustain the Digital Humanities initiatives already in place and the growing needs that the new MA will entail to the Department. We also see the potential for a new hire who could be split between LLC and another department, for example, to further nourish McGill's initiatives for interdisciplinary master's programs like the Masters in Arts and Sciences with whom we welcome collaboration.

There are two other resources that are vital to supporting our DH faculty and larger cohort sizes within the Department. The first is a dedicated position (20 hours a week) for a Project Manager for Digital Humanities. This PM would communicate closely with graduate students, faculty from across departments at McGill, and with likeminded networks around the Montréal area to increase visibility and expand opportunities for future collaborations between DH at McGill and the private sector. The second is a part-time coordinator who can handle the increased administrative workload associated with this new program.

Conclusion

Given the dearth of 1-year, non-thesis MAs in Digital Humanities, McGill and the greater Montreal area is in a unique position to offer this new degree program. Long considered a tech hub, with industries like gaming and Artificial Intelligence gaining prominence, Montreal is a forward-thinking and bilingual scholarly environment for digital culture and the creative tech industry. In 2017, Montreal hosted the International Conference of Digital Humanities (DH2017). At the inter-university level, there are a number of important ongoing initiatives, including the Centre de recherche interuniversitaire sur les humanités numériques (CRIHN), directed by Prof. Michael Sinatra. UdeM is also home to scholars including Prof. Dominic Forest and Marcello Vitali-Rosati, additional important contributors to their fields in Francophone digital literature and digital humanities methodologie who could strengthen multicultural and multilingual collaborations between DH graduate students and faculty at UdeM and McGill. We also envision potential alliances and collaborations with the Laboratoire Ntdeux at UQAM which hosts graduate students who study hypermedia and digital cultural works, and their affiliated lab of digital media and texts, Figura-Nt2 at Concordia University. We are excited to tap into possibilities for collaboration, shared advising, and funding opportunities across the university landscape of Montreal as we build this new, one-year program.

McGill
New Program/Concentration Proposal Form

(2019)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Master of Arts (M.A.)

1.1 Major (Subject/Discipline) (30-char. max.)

> International Development

1.2 Concentration (Option) (30 char. max.)

> Non-Thesis

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

> Master of Arts (M.A.) in International Development; Non-Thesis

2.0 Administering Faculty or GPS

> Graduate & Postdoctoral Studies

Offering Faculty & Department

> Arts/Institute for the Study of International Development (ISID)

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

> 202309

4.0 Rationale and Admission Requirements for New Program/Concentration

Over the last two decades, the field of international development has experienced dramatic changes. Based on this consideration and the limitations of the existing program offering, the proposed program is built around three pillars. First, strong training in both qualitative and quantitative methods. Second, possibility of choosing from a large set of courses in different disciplines. Third, the possibility of choosing whether to engage with hands-on professional internship experience or take up the challenge of international development research, which makes the program flexible and capable of serving different career purposes.

5.0 Program Information
Indicate an "x" as appropriate

5.1 Program Type
Bachelor's Program
X Master's
M.Sc.(Applied) Program
Dual Degree/Concurrent Program
Certificate
Diploma
Graduate Certificate
Graduate Diploma
Professional Development Cert
Ph.D. Program
Doctorate Program
(Other than Ph.D.)
Self-Funded/Private Program
Off-Campus Program
Distance Education Program
Other (Please specify)

5.2 Category
Faculty Program (FP)
Major
Joint Major
Major Concentration (CON)
Minor
Minor Concentration (CON)
Honours (HON)
Joint Honours Component (HC)
Internship/Co-op
Thesis (T)
X Non-Thesis (N)
Other
Please specify

5.3 Level
Undergraduate
Dentistry/Law/Medicine
Continuing Studies (Non-Credit)
Collegial
X Masters & Gra Dips & Certs
Doctorate
Post-Graduate Medicine/Dentistry
Graduate Qualifying

5.4 Requires Centrally-Funded Resources
X Yes   No ___

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)

> 45

7.0 Consultation with
Related Units   **X** Yes   No
Financial Consult   **X** Yes   No
Attach list of consultations.

8.0 Program Description (Maximum 150 words)

The M.A. in International Development; Non-Thesis aims to train the new generation of development practitioners and scholars by endowing them with a large set of tools needed to both understanding and practicing development. From careful descriptive work to rigorous impact evaluation, this program puts methods of inquiry at the core of its curriculum. Above and beyond the focus on methods, the interdisciplinary nature of this program also speaks to the multiple skills and multi-faceted knowledge that characterizes contemporary international development research and practice.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

M.A. in International Development; Non-Thesis (45 credits)

Required Courses (18 credits)
INTD 656 Approaches to International Development (3 credits)
INTD 658 Quantitative Methods for International Development (3 credits)
INTD 659 Qualitative Methods for International Development (3 credits)
INTD 660D1/D2 International Development Colloquium (6 credits)
INTD 690 Internship/Research Paper Proposal (3 credits)

Complementary Courses (27 credits)
15 credits from the following:
INTD 691 Internship: International Development (15 credits)
INTD 693 M.A. Research Paper (15 credits)

12 credits from the following; no more than 6 credits from any one course code.
ANTH 510 Advanced Problems in the Anthropology of Religion (3 credits)
ANTH 512 Political Ecology (3 credits)
ANTH 634 Anthropology of Development 1 (3 credits)
ANTH 635 Anthropology of Development 2 (3 credits)
ANTH 640 Psychological Anthropology 1 (3 credits)
CMPL 500 Aboriginal Peoples and the Law (3 credits)
CMPL 516 International Development Law (3 credits)
ECON 511 Energy, Economy and Environment (3 credits)
ECON 634 Economic Development 3 (3 credits)
GEOG 511 Advanced Political Geography (3 credits)
GEOG 515 Contemporary Dilemmas of Development (3 credits)
GEOG 525 Asian Cities in the 21st Century (3 credits)
GEOG 530 Global Land and Water Resources (3 credits)
INTD 657 Development Studies Seminar (3 credits)
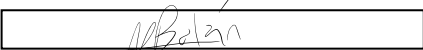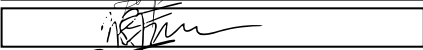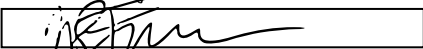
(*continued*)

Attach extra page(s) as needed

Complementary Courses (continued)
POLI 628 Comparative Politics (3 credits)
POLI 633 Southeast Asian Politics (3 credits)
POLI 640 Middle East Politics (3 credits)
POLI 641 Seminar: Political Change in South Asia (3 credits)
POLI 642 African Politics (3 credits)
POLI 646 Politics of Developing Areas 1 (3 credits)
POLI 648 Latin American Politics (3 credits)
POLI 671 International Relations Theory (3 credits)
POLI 672 International Political Economy (3 credits)
POLI 679 International Security: Conflict and Co-operation (3 credits)
PPHS 511 Fundamentals of Global Health (3 credits)
PUB2 551 Immigration and Refugee Law (3 credits)
SOCI 502 Sociology of Fertility (3 credits)
SOCI 520 Migration and Immigrant Groups (3 credits)
SOCI 525 Health Care Systems in Comparative Perspective (3 credits)
SOCI 526 Indigenous Women's Health and Healthcare (3 credits)
SOCI 545 Sociology of Population (3 credits)
SOCI 550 Developing Societies (3 credits)
SOCI 590 Social Conflict and Violence (3 credits)
SOCI 595 Immigration Control and The State (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Manuel Balán		Nov. 12. 2020
Curric/Acad Committee	Michael Fronda, Associate Dean (Academic)		Nov. 30, 2020
Faculty 1	Michael Fronda, Associate Dean (Academic)		Jan 19, 2021
Faculty 2			
Faculty 3			
CGPS		CGPS APPROVAL	January 25, 2021
SCTP		Cindy Smith, SCTP	February 11, 2021
APC			
Senate			

Submitted by

		To be completed by ES:
Name	Manuel Balan (Acting Director, ISID)	
Phone	514-398-2363	CIP Code
Email	manuel.balan@mcgill.ca	
Submission Date	Dec 7.. 2020	

REMINDERS:
*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at:
https://www.mcgill.ca/sctp/guidelines.
**All new program proposals must be accompanied by a 2-3 page support document.

Master of Arts in International Development; Non-Thesis –
Support Document *Institute for the Study of International
Development (ISID)*

1. Introduction

Offered by the Institute for the Study of International Development, the Master of Arts (MA) in International Development; Non-Thesis aims to train the new generation of development practitioners and scholars by endowing them with a large set of tools needed to both understand and practice development.

From careful descriptive work to rigorous impact evaluation, this program puts methods of inquiry at the core of its curriculum. Above and beyond the focus on a set of diverse methods, a large number of complementary courses from several different departments defines the interdisciplinary nature of this program, matching the multiple skills and multi-faceted knowledge that characterizes contemporary international development practice. The possibility of choosing between hands-on professional internship experience or additional research training gives this one-year program the potential of serving different career purposes.

Main features:
- One-year long
- To be completed in three terms (Fall, Winter, Summer)
- Non-Thesis (45 credits)
- 18 required credits from INTD courses
- 27 complementary credits:
  - 12 credits from courses across various Departments and units in the Faculty of Arts, Science, Law, and Medicine and Health Sciences
  - 15 credits from Internship or Research paper

2. Rationale

2.1 Academic Significance

Over the last two decades, the field of international development has experienced dramatic changes. These changes reflect the new nature of jobs at multilateral organizations, government, NGOs, etc. working in this field. We have identified three main drivers of change. First, there is a renewed focus on plainly understanding the context where development interventions take place, acknowledging that a deep awareness of the specificities of each setting is essential for successful program implementation and effectiveness. Second, and relatedly, international development practice now puts data at the core of its mission. Qualitative, descriptive work that gathers information on context has become tremendously important. This is true also for rigorous quantitative evaluation of program effectiveness and its mechanisms, i.e. impact evaluation. Finally, the work of international development practitioners requires a multi-faceted approach and therefore transcends traditional boundaries between professions and skills.

Based on these considerations and trends, the proposed program is built over three main pillars. First, the program puts methods at the core of its curriculum, with two required courses in qualitative and quantitative methods respectively. Second, the possibility of choosing from a large set of

courses in several different Departments and units ensures that students are exposed to development issues from a range of disciplinary perspectives and skill sets. Finally, the possibility of choosing whether to engage with hands-on professional internship experience or take up the challenge of international development research makes the program flexible and capable of serving different career purposes.

We expect the program to attract recent undergraduates who are willing to continue their studies and specialize in international development as well as early career professionals who are seeking to reorient their careers for future work in this field. In this respect, the one-year duration of the program – which is rather unique among the offerings of graduate level programs in this field – makes the program particularly attractive. Graduates from this program will develop a unique set of skills which will allow them to be more effective in whatever endeavor they choose to pursue upon graduation, whether it is working with development organizations or government agencies or pursuing either a disciplinary-based or multi-disciplinary doctoral degree.

2.2 Strategic position of the program at McGill

The Institute for the Study of International Development is uniquely suited to offer this program for several reasons. First, there is a clear match in terms of discipline. The Institute is already responsible for one of the largest undergraduate programs on campus – International Development Studies. The program currently enrolls around 1,200 students. Despite this reveled interest in development studies, though, McGill currently does not offer a fully-fledged graduate program in this field. The Institute is currently responsible for the Development Studies Option (DSO), which combines a regular master's degree from one of six participating departments (anthropology, economics, geography, history, political science, sociology) with a graduate seminar course for students from all six disciplines. This experience is an important asset for the elaboration and success of the proposed program. Second, the Institute has a clear mandate of fostering interdisciplinarity in development studies, which is one of the key elements identified above. Third, despite having only five Faculty members, all holding joint appointments with other units, the Institute counts on a number of Associate Members across different units on campus. Moreover, the Institute can also count of a number of Professors of Practice. These are distinguished professionals from a variety of disciplines and professional expertise backgrounds who support and strengthen the Institute's mission and purpose by mobilizing resources and working with McGill scholars to enhance connections between academia and policy making. All this means that there is a large pool of talent and connections from which the Institute can draw from to ensure successful training of students and their future career orientation.

2.3 Strategic position of the program within Quebec/Canadian/International contexts

Prior to designing this program, we have gathered extensive information on programs in international development and related fields that are currently offered in Quebec, Canada, the US and Europe.

In Quebec, the only relevant programs are the Economic Development specialization of the master's in Economics at UQAM and a LL.M. degree in Environmental Law, Sustainable Development and Food Security at University of Laval. The two are only tangentially related to international development, highly specialized in terms of disciplines, and weaker in methods. The University of Montreal has several graduate programs related to Environment and Sustainable

Development, but only a Specialized Graduate Diploma in this field. At least in Quebec, our program would be the only one of its kind.

In Canada, the programs that are most comparable to the one we proposed are the ones offered at University of Guelph, Queen's University, Dalhousie University and York University. But, these programs are all two-years long, and while being interdisciplinary they focus mostly on qualitative methods. University of British Columbia and University of Toronto offer MA programs in Global Affairs, housed at their Schools of Public Policy. Simon Fraser and Carleton have programs in international studies. All these programs are typically longer than one year and do not focus specifically on international development. Given this, we conclude that our program would be uniquely positioned in the Canadian context because of its length and its focus on both qualitative and quantitative methods as core required courses.

Upon examining another 30 graduate programs in the US and Europe (from Boston University, Cornell, and Stanford to LSE, Oxford and University of Amsterdam), we concluded that the same considerations hold if we place our program proposal in the international context. Existing programs tend to adopt a single approach when it comes to disciplines and/or methods. When they don't, they are typically longer than one year and do not have the joint focus on both qualitative and quantitative methods that characterizes our program proposal.

2.4 Market study for the initiative

Our program proposal builds upon a careful assessment of the changing nature of jobs in the field of international development. The rigorous training in methods coupled with a solid interdisciplinary background will make our graduates stand out in the labor market and in job searches for positions at several different types of organizations, from multilateral institutions to governments, research centers, academia, NGOs, etc. Indeed, the set of tools mastered by our graduates are applicable to both research-oriented and practice-oriented careers in international development, expanding the set of stakeholders that would benefit from this program.

3. Program Overview

3.1 Structure and Admissions

<u>Required Courses and Seminars (18 credits)</u>

- INTD 656 Approaches to International Development (3 credits) – An introduction to foundational topics in International Development research and practice from an interdisciplinary perspective.

- INTD 658 Quantitative Methods for International Development (3 credits) – Teaching of advanced quantitative methods for data analysis, description, and rigorous impact evaluation.

- INTD 659 Qualitative Methods for International Development (3 credits) – Teaching of advanced qualitative methods for data analysis, description, and impact assessment.

- INTD 660D1/D2 International Development Colloquium (6 credits) – An overview of frontier topics and contemporary issues in International Development research and practice from an

interdisciplinary perspective. Includes attendance of talks from the ISID Speaker Series, Professionalization Workshops organized in collaboration with ISID Professors of Practice, and a series of presentations by ISID faculty and associate members. The colloquium is coordinated and supervised by a Faculty member. Assessment for this course will include participation in approximately 15 seminars by visiting speakers, ISID faculty members, and Professors of Practice (40%), 3 critical responses to the work of visiting speakers in the Fall (30%), and 3 critical responses in the Winter (30%).

- INTD 690 Internship/Research Paper Proposal (3 credits) – This proposal course will be geared lay the foundation for the internship or research paper that will constitute the final project for the MA. In the case of the internship, the proposal will consist in: finding a suitable internship, securing a supervisor, and starting to work with the preparatory work to maximize the internship experience for all involved. In the case of the Research paper, students will work on designing the study to be carried out, and securing a supervisor. Students should begin to plan the MA research paper in January. In many cases a paper written for a course will lay the groundwork for the research paper.

Complementary Courses (27 credits)

- 12 credits to choose from a list of graduate level courses in International Development offered by the Faculties of Arts, Science, Law, and Medicine and Health Sciences. See Appendix A for an example of thematic clusters. _Note_: Students may not take more than 6 credits from any one course code.
- 15 credits from either
  - o INTD 691 Internship: International Development – A short-term (12-15 weeks), hands-on, supervised work experience with a professional international development organization (government agencies, NGOs, private organizations, community organizations). It provides the student with the opportunity to apply the skills and knowledge acquired in the classroom to real world problems and enables the student to broaden his or her understanding of the field. The internship project includes the work carried out during the internship itself, where the Institute's Professors of Practice will act as mentors, as well as the final report, which will detail the activities carried out in the internship and the insights gained through the experience. The MA Advisor will act as the supervisor for this final report. The Institute's Professors of Practice represent a great asset as they can bridge students to internship opportunities and provide mentorship throughout.
  - o INTD 693 M.A. Research Paper – Aimed to demonstrate the candidate's ability to do independent work at the graduate level in a particular field of international development. Length varies with the subject, but papers usually do not exceed 50 pages. Each student must find his/her own supervisor and may consult with an MA advisor for guidance.

Timeline

This is a one-year long, non-thesis program. Students are expected to complete it in three terms (Fall, Winter, Summer). That is, students are expected to complete the MA course and Internship or Research Paper requirements in one calendar year.

The first introductory INTD course will be offered in the Fall. As for the two core INTD methods courses, one of them will be offered in the Fall and the other in the Winter, alternating between the two (qualitative and quantitative methods).

<u>Admissions</u>

The program is open to recent undergraduates who are willing to continue their studies and specialize in international development as well as early career professionals who are seeking to reorient their careers for future work in this domain. As such, the program will be open both to those who have an undergraduate academic degree in a field related to international development (e.g. economics, political science, history, philosophy for prospective political theorists, etc.) but also to other fields. In that case, a minor in such fields is preferred.

4 Budget Summary

4.1 Foreseen Enrollment

Over the next 10 years, we expect to maintain enrolment at 15-20 students per year. We expect them to be split as follows: 30% Quebec, 40% Canadian, 30% International. We expect attrition rates of about 15% or less considering that this is a one-year program.

4.2 Staffing Plan

ISID is a very small unit that currently has only five Faculty members, all holding joint appointments with other units. The unit is also already responsible for a large undergraduate program that currently enrolls around 1,200 students per year. The creation of a new MA program implies considerable additional strain to our already limited resources. For this reason, the implementation of this program depends on the following:

- Formally establishment of the role of Academic Program Director, that will be held by one Faculty member. This person would act as program director of both the undergraduate and the graduate program. This position would come with one course release;

- Add one (1) new staff member to our current staff, who will be specifically allocated to all MA administrative needs, from program promotion and admissions to daily administration and coordination of activities;

- The new MA will have three core courses offered by ISID itself, as well as the year-long Colloquium. One of the courses would replace an existing graduate seminar course, but the other two (qualitative and quantitative methods courses) will be completely new. They also require specific expertise in methods and special teaching skills. Coordinating the Colloquium will also involve teaching resources, as the year-long colloquium will count as a course for an ISID instructor. For this reason, we envision the hire of at least two (2) newly jointly appointed tenure-track Faculty members. Given the teaching needs of the new program and the number of complementary courses in those units, and also the teaching needs of the undergraduate program, we consider that a joint appointment with the Department of Sociology in the Faculty of Arts is absolutely essential to the success of the proposed program. For the second joint appointment, the preference would be to proceed with a joint position with the Faculty of Law, but there are other potential options that could also fulfill the needs of the program, including with other units in the Faculty of Arts such as History, Economics, Anthropology, or Political Science.

Appendix A –Examples of Thematic Clusters (from Complementary Courses)

a) Conflict and Displacement

POLI 679 International Security: Conflict and Co-operation (3 credits)
PUB2 551 Immigration and Refugee Law (3 credits)
SOCI 590 Social Conflict and Violence (3 credits)

b) Population and Sustainability

ECON 511 Energy, Economy and Environment (3 credits)
ECON 634 Economic Development 3 (3 credits)
GEOG 515 Contemporary Dilemmas of Development (3 credits)
GEOG 530 Global Land and Water Resources (3 credits)
SOCI 502 Sociology of Fertility (3 credits)
SOCI 545 Sociology of Population (3 credits)
SOCI 550 Developing Societies (3 credits)

c) Migration, Displacement and Human Rights

PUB2 551 Immigration and Refugee Law (3 credits)
SOCI 520 Migration and Immigrant Groups (3 credits)
SOCI 595 Immigration Control and The State (3 credits)

d) Aboriginal People and Health

CMPL 500 Aboriginal Peoples and the Law (3 credits)

SOCI 525 Health Care Systems in Comparative Perspective (3 credits)
SOCI 526 Indigenous Women's Health and Healthcare (3 credits)

McGill

(2019)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Master of Arts (M.A.)

2.0 Administering Faculty or GPS

> Graduate & Postdoctoral Studies

1.1 Major (Subject/Discipline) (30-char. max.)

> Gender, Sexuality, Feminist and Social Justice Studies

Offering Faculty & Department

> Arts/Institute for Gender, Sexuality and Feminist Studies

1.2 Concentration (Option) (30 char. max.)

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

> 202309

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

> M.A. in Gender, Sexuality, Feminist and Social Justice Studies (Thesis)

4.0 Rationale and Admission Requirements for New Program/Concentration
There is a growing demand for graduate programs in Gender and Sexuality Studies across North America. McGill is the only top Canadian university without a MA program in this area. There is no university in Quebec that currently offers a Gender and Sexuality Studies MA degree. Excellent students in our undergraduate program in Gender, Sexuality, Feminist and Social Justice Studies (GSFS) express significant interest in pursuing a graduate program but inevitably leave McGill for their graduate work. GSFS is a growing field encompassing feminist and sexuality studies, critical race theory, indigenous feminisms and feminist disability studies. It is increasingly recognized as a standalone discipline. The current Gender and Women's Studies Option, which would be maintained alongside this new MA, offers limited access to courses and training in GSFS. The new MA will share resources effectively and efficiently with the Option while providing a distinct degree. Students will gain skills and build professional and academic capacity in high demand areas. The MA centralizes interdisciplinary research already being done at McGill and supported by the IGSF, and makes this available for advanced and specialized graduate students. It also expands access to graduate training for recent tenure-track hires in the IGSF. Admission requirements: BA with a minimum CGPA of 3.3.

5.0 Program Information
Indicate an "x" as appropriate

5.1 **Program Type**	5.2 **Category**	5.3 **Level**
Bachelor's Program	Faculty Program (FP)	Undergraduate
X Master's	Major	Dentistry/Law/Medicine
M.Sc.(Applied) Program	Joint Major	Continuing Studies (Non-Credit)
Dual Degree/Concurrent Program	Major Concentration (CON)	Collegial
Certificate	Minor	**X** Masters & Grad Dips & Certs
Diploma	Minor Concentration (CON)	Doctorate
Graduate Certificate	Honours (HON)	Post-Graduate Medicine/Dentistry
Graduate Diploma	Joint Honours Component (HC)	Graduate Qualifying
Professional Development Cert	Internship/Co-op	
Ph.D. Program	**X** Thesis (T)	**5.4 Requires Centrally-Funded Resources**
Doctorate Program	Non-Thesis (N)	**X** Yes No ___
(Other than Ph.D.)	Other	
Self-Funded/Private Program	Please specify	
Off-Campus Program		
Distance Education Program		
Other (Please specify)		

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)

> 45

7.0 Consultation with

Related Units	X **Yes**	No
Financial Consult	X **Yes**	No

Attach list of consultations.

8.0 Program Description (Maximum 150 words)

The M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Thesis focuses on cutting edge, transnational and intersectional approaches to gender, sexuality and feminism, including critical race studies, postcolonial studies, disability studies, and Indigenous studies.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program
layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight
 under the headings of: Required Courses, Complementary Courses, Elective Courses)

M.A. in Gender, Sexuality, Feminist and Social Justice Studies (45 credits)

Required Courses (33 credits)
GSFS 630D1/D2 GSFS Colloquium (3 credits)
GSFS 690 M.A. Thesis Research 1 (6 credits)
GSFS 691 M.A. Thesis Research 2 (6 credits)
GSFS 692 M.A. Thesis Proposal (6 credits)
GSFS 693 M.A. Thesis Submission (6 credits)
WMST 601 Feminist Theories and Methods (3 credits)
WMST 602 Feminist Research Symposium (3 credits)
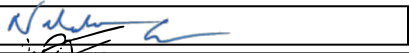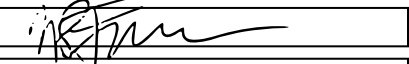
Complementary Courses (12 credits)
6 credits from the following:
GSFS 611 Advanced Topics in Queer Theory (3 credits)
GSFS 621 Independent Reading Course (3 credits)
WMST 610 Current Topics 1 (3 credits)
WMST 620 Current Topics 2 (3 credits)

6 credits from the following:
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COMS 633 Feminist Media Studies (3 credits)
EAST 657 Women's Writings in Traditional China (3 credits)
EDER 643 Women, Education and Development (3 credits)
EDPC 503 Intersectional Relationships and Sexuality (3 credits)
EDPE 515 Gender Identity Development (3 credits)
HIST 525 Women, Work and Family in Global History (3 credits)
HIST 526 Women and War (3 credits)
ISLA 585 Arab Women's Literature (3 credits)
ISLA 613 Women in Middle Eastern/Islamic Society (3 credits)
PHIL 642 Seminar: Feminist Theory (3 credits)
POLI 615 Gender and Politics (3 credits)
SOCI 519 Gender and Globalization (3 credits)
SOCI 530 Sex and Gender (3 credits)
SWRK 628 Violence Against Women (3 credits)

Students may also choose other courses at the 500 or 600 level in gender, sexuality and feminist studies topics in consultation with the supervisor and program director.

Attach extra page(s) as needed

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	Natalie Stoljar		October 2, 2020
Curric/Acad Committee	Michael Fronda, Associate Dean (Academic)		Nov. 30, 2020
Faculty 1	Michael Fronda, Associate Dean (Academic)		Jan 19, 2021
Faculty 2			
Faculty 3			
CGPS		CGPS APPROVAL	January 25, 2021
SCTP		Cindy Smith, SCTP	February 11, 2021
APC			
Senate			

Submitted by

Name

Phone

Email

Submission Date

To be completed by ES:

CIP Code

REMINDERS:
*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at: https://www.mcgill.ca/sctp/guidelines.
**All new program proposals must be accompanied by a 2-3 page support document.

Supporting statement for the proposals for the MA (thesis and non-thesis) in Gender, Sexuality, Feminist and Social Justice Studies

1. Program description

The MA (thesis and non-thesis) in Gender, Sexuality, Feminist and Social Justice Studies will train students in cutting edge, transnational and intersectional approaches to gender, sexuality and feminism. Graduate students will take courses and conduct research incorporating frameworks such as critical race studies, postcolonial studies, disability studies, Indigenous studies and more. Supported by the Institute for Gender, Sexuality and Feminist Studies, a hub of interdisciplinary research, outreach and engagement in gender studies, students will have access to a dynamic a nd interdisciplinary community of researchers to mentor them in research mobilization through their specialized training, professional development programs and dissemination opportunities. Graduates will be highly competitive for admission to PhD programs including the growing number of interdisciplinary PhD programs in Gender Studies, as well as for positions in areas such as consulting, public policy analysis, government and public service, NGOs and non-profit organizations, business, industry and the corporate sector, and creative fields including publishing and editorial work, media, and the digital sector.

2. Rationale for thesis and non-thesis MA programs

2.1 General rationale

In 2018, the Institute for Gender, Sexuality and Feminist Studies struck an Ad Hoc MA Program Committee to explore the possibility of developing a thesis MA. One indication of the enormous interest in a graduate degree in gender studies is the enrolment (currently 60 students) in the Graduate Option in Gender and Women's Studies whose core courses WMST 601 and 602 are offered by the IGSF. Requests for enrolment in the Graduate Option have steadily increased every year. The MA proposal also responds to ongoing inquiries from students in our own growing and popular GSFS undergraduate program and external students wishing to pursue gender studies graduate work at McGill.

The proposal is in line with academic trends across North America to expand access to training in gender studies at the graduate level and increasingly to offer standalone programs. When we benchmark McGill against the other top Canadian universities (University of Toronto, University of British Columbia and University of Alberta), we are the only one without an MA program in Gender Studies. Of the top ten universities in Canada, Université de Montréal (which launched a new undergraduate minor in Feminist Studies in 2018), Waterloo, and Calgary are the only others to not offer dedicated graduate degrees in this area. Notably, no university in Quebec currently offers a graduate degree in gender studies: we would be the first and will set the standard.

The GSFS MA programs (thesis and non-thesis) will centralize much of the interdisciplinary research already being done at McGill and at the IGSF. It will reflect

and synthesize the strengths of the outstanding research faculty specializing in gender studies across the university, including by IGSF affiliated faculty, and anchored by the excellent tenure track IGSF faculty.

Graduates of both the thesis and non-thesis MA programs will gain skills and abilities in transnational and intersectional approaches to gender, sexuality, feminist and social justice studies. This will build professional and academic capacity in areas in high demand. Of 16 "Future Challenges" identified in the SSHRC's current *Imagining Canada's Future* initiative, two directly address the need for specialized knowledge in gender studies ("Building Better Lives Across the Gender Spectrum" and "Shifting Dynamics of Privilege and Marginalization"). These forms of expertise are what PhD programs in gender studies, as well as employers and society at large, are looking for. Establishing an MA in Gender Studies will also allow for growth and new hires in areas that McGill has identified as important and in need of growth, such as Indigenous Feminisms, Critical Race Theory and Anti-Black Racism.

2.2 Rationale for proposing both non-thesis and thesis MA programs

The MA (thesis) and MA (non-thesis) will cater to different cohorts of students. (We conducted a very informal survey of students in one of our undergraduate courses with an enrolment of over 200 students. Among those interested in pursuing an MA, there was about 50% interested in each option.) It is important to note also that both will cater to a different cohort from that of the current Graduate Option.

2.2.1 Thesis MA

The proposal for a **thesis MA (2 years)** aims to attract students who wish to pursue in-depth interdisciplinary research in gender studies. Currently we lose those excellent students–many of whom are outstanding candidates for external funding and could be successfully mentored through applications–to other universities. There are constant inquiries from students outside McGill who recognize the excellence of McGill as an institution and wish to pursue specialized training in gender studies here.

There is also demand for the thesis MA from Arts faculty members (IGSF faculty and associate members) who seek the opportunity to recruit and supervise research students in gender studies. In particular, the thesis MA degree will allow two recently hired tenure track professors – Bobby Benedicto, 2017 and Maria Hwang, 2019 – who are jointly appointed in the IGSF, to offer graduate courses and supervise in this area of their specialization. These professors bring new expertise to McGill and are highly sought after as supervisors, but not all of their potential grad students are good fits for their home departments (AHCS and EAS respectively).

The cohort for the thesis MA degree is therefore expected to be students who want to undertake serious research over 2 years, including a substantial thesis. Such a degree will often be a first step to pursuing doctoral work and an academic career. Gender Studies is a growing field and is increasingly recognized as a standalone discipline. The continual growth of the GSFS integrated undergraduate program is one such indication, and the spate of new related programs across North America, in particular at the graduate level, is

another. Trends in job postings in recent years (where jobs in Gender Studies departments have been on the rise) increasingly call for specialized graduate degrees in this area. All signs point to the need for specialized degrees.

Students completing the thesis MA at McGill would be well-placed to apply to the PhD programs in Gender Studies that are now offered in North America and elsewhere.

2.2.2 Non-thesis MA

The proposal for a **non-thesis MA (12 months)** is part of a suite of non-thesis interdisciplinary MAs being developed in conjunction with GPS. The IGSF believes that there is academic merit to such a degree. It will provide higher-level training in gender studies for students who do not wish to pursue an academic career but would benefit from such training for work in private industry, NGOs or government. The IGSF has a thriving undergraduate major and honours program. We expect that a one-year non-thesis MA will be attractive to some of these students – e.g. those who wish to remain at McGill for an additional year and further their education in gender studies but do not want to commit themselves to a 2-year research MA. The non-thesis MA would of course also be attractive to students from elsewhere in Quebec and Canada.

Graduates of the non-thesis MA will be highly attractive to employers in areas such as consulting, public policy analysis, government, NGOs and non-profit organizations, business, industry and the corporate sector, and creative fields including publishing and editorial work, media, and the digital sector.

2.2.3 Relationship with Graduate Option

Currently, many students wishing to pursue graduate work in gender studies at McGill have access through their home department to an interdisciplinary *Graduate Option in Gender and Women's Studies*, approved in 2007. It offers specialization within existing departments as a complement to their curricular offerings at the graduate level and is based in field-specific criteria. 21 Masters degree programs (thesis and non-thesis) and 11 PhD programs offer the Option across four university faculties: Arts, Education, Music and Science. Students who pursue the Option obtain a graduate degree in a chosen field offered by the coordinating department. A student's PhD dissertation, MA thesis, or MA research project must be on a topic that significantly engages with issues of gender and/or women and/or feminism.

At a senate meeting in February 2020, the Dean of Graduate and Postdoctoral Studies affirmed that new APC guidelines for Graduate Options provide an opportunity "to think about what we should do about existing programs in terms of reinforcing them, strengthening them and making them more appealing to students". At IGSF, we see the growth of the Option and the MA as strengthening two *connected but distinct paths* for students to study GSFS topics at McGill.

We do not expect either the thesis or the non-thesis MA to "cannibalize" students from the Graduate Option. With a current enrolment of 60 across Arts and other faculties, the Option importantly serves a wide community of students at both the MA and PhD level at McGill. However, for students who want to *specialize* in gender studies, the Option is

insufficient in terms of access to courses and training. Students in the Option receive field specific training and a degree in a discipline other than gender studies.

The proposed thesis and non-thesis MAs will have different cohorts of students and serve different ends from the Graduate Option, while sharing resources (course offerings, affiliated faculty and outreach, training and community resources of IGSF) in an effective and cost-efficient manner. We see the Option and the MA programs as being mutually beneficial and reinforcing, accurately reflecting the traditional interdisciplinary roots of gender studies and giving students in both types of programs access to a robust interdisciplinary cohort through shared courses, that advances their skills in expansive, rigorous, critical thinking and research. For instance, the courses developed in conjunction with the new MA programs will give students in the Graduate Option access to further specialized training in gender studies in cases where their research interests are supported by this, and where there may be lack of courses available in their home department

Supporting both the Option and the MA programs reflects the broad mandate of IGSF: to incorporate the diversity of interdisciplinary research in gender studies, feminist research and sexuality studies, enabling a broader range of researchers, students, and teachers to participate in our unit. The two communities will come together in core courses (such as WMST 601 and 602) and benefit from a richer interdisciplinary training in which students will learn to communicate, work and think across differences.

3. **Further details of MA course requirements**

The new thesis and non-thesis MA programs draw on resources that are already on the books for the Graduate Option, including core courses WMST 601: Feminist Theories and Methods (3 credits) and WMST 602: Feminist Research Symposium (3 credits), as well as new courses added in 2018: WMST 610: Current Topics 1 (3 credits) and WMST 620: Current Topics 2 (3 credits). Topics to date have included 'Technofeminisms,' 'Affective Ecologies,' 'Death and Sexuality: Queer Theory and Beyond,' and 'Arab Women's Literature'.

Complementary courses (500-, 600-, or 700-level) will be be chosen in consultation with the supervisor and program director, sourced and renewed each year from the IGSF network. Because students in the Gender Option are drawn from so many departments, many courses are available that are offered regularly and so there are robust choices for incoming students.

3.1 IGSF Colloquium

All MA students (non-thesis and thesis) will be required to complete a new course, GSFS 630D1/D2 GSFS Colloquium. This will be a 3-credit full year course which meets approximately once every 2 weeks during Fall and Winter terms. The IGSF offers a similar full year 3-credit course for honours undergraduates (GSFS 495 D1 and D2). The coordinator/instructor for the MA students enrolled in the GSFS Colloquium will be the same as the instructor for GSFS 495.

Assessment for this course will include participation in approximately 10 seminars by IGSF visiting speakers, 2 critical responses (e.g. book review) to the work of visiting speakers in the Fall, and 2 critical responses in the Winter. The course will also offer the opportunity for selection of visiting speakers and interaction with visiting speakers at dedicated sessions with MA students to discuss the speaker's work.

Note: this course is similar to one already offered in Art History & Communication Studies (COMS 616 Staff-Student Colloquium) and colloquium courses in the Faculty of Science.

3.2 Non-thesis MA requirements

Required core courses for the non-thesis MA will include those that have already been developed by the IGSF for the Graduate Option (WMST 601 and 602) as well as two new courses (GSFS 630D1/D2 GSFS Colloquium and GSFS 694 Internship/Research Paper Proposal). The complementary courses will be drawn from IGSF courses and graduate courses in other departments. After completing coursework, non-thesis MA students will have the option of undertaking either a MA internship or a MA Research Paper during the summer. They will prepare for either the internship or research paper by completing GSFS 694 Internship/Research Paper Proposal in the Winter term.

The internship option of 15 credits, to be completed over the summer (14 weeks, May to August) will focuses on feminist practice. The requirements for the internship will be as follows. (i) Students will select an academic supervisor and a community organization when they complete the internship proposal in Winter term; (ii) the internship will be completed over an 14 week period from May to August; (iii) internships will be completed with one of the community partners of the IGSF (see below); (iv) students will be evaluated on the basis of their work with the community partner (at least 15 hours per week), 4 monthly reports submitted to the academic supervisor, and a poster including description of internship and explanation of how academic goals identified in the proposal were achieved; (v) presentation of poster at a colloquium for students and faculty of the IGSF at the end of August/beginning of September.

Notes (i) There are precedents for similar internships at McGill; see the 18-credit internship for the MA in Translational Biomedical Engineering. (ii) The IGSF non-thesis MA is a 15-credit internship. The normal contact hours for a course of 3 credits is 3 hours per week per term. The internship will require at least 15 hours/week with the community partner for 14 weeks. (iii) The IGSF already offers a course (GSFS 400 Capstone) that requires that undergraduate students work with community partners in Montreal such as Chez Doris and Centre Bon Courage and provides training in feminist practice. We will build on these contacts to establish internships for non-thesis MA students who choose them.

Since we do not expect all or even most non-thesis MA students to choose an internship option, students will also have a 15-credit MA Research Paper option, to be completed during the summer (May to August). Assessment of the Research Paper will include evaluation of the paper by two members of the IGSF faculty and preparation of a poster

to be presented at a colloquium for students and faculty of the IGSF at the end of August/beginning of September.

3.3 Admission requirements for thesis and non-thesis MA

Undergraduate degree with a minimum GPA of 3.3. A degree in GSFS is not required for admission; however, evidence of specialization in related fields of inquiry is an advantage.

4. Resources

The IGSF itself and others have raised concerns about whether there are sufficient faculty and administrative resources to support both thesis and non-thesis MA programs. Since the accreditation process will take several years, it is difficult to make predictions about where the IGSF will be at the time of rollout of these programs. However, we expect that it will take some time for enrolment in these programs to build. At the moment, we have the resources to provide academic mentorship and supervision for only a very small cohort of students (e.g. maximum of 4-6 students per year). Faculty who could provide supervision and teaching include the IGSF director, 2 tenure-track faculty, a full-time faculty lecturer whose teaching currently includes core graduate-level courses, and if appropriate IGSF associate members in other departments. We would not rely on course lecturers.

We are aware that we will be unable to support an increase in enrolment above a very small cohort without additional administrative support and faculty positions. To that end, we are planning for an expected increase in enrolments once we are able to recruit MA students by requesting administrative support and additional faculty positions in conjunction with GPS and as part of the Provostial Anti-Black Racism Action Plan. We have also in the past requested a position in Indigenous Feminisms, which will continue to be a priority.

McGill

New Program/Concentration Proposal Form

(2019)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Master of Arts (M.A.)

1.1 Major (Subject/Discipline) (30-char. max.)

> Gender, Sexuality, Feminist and Social Justice Studies

1.2 Concentration (Option) (30 char. max.)

> Non-Thesis

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

> M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Non-Thesis

2.0 Administering Faculty or GPS

> Graduate & Postdoctoral Studies

Offering Faculty & Department

> Arts/Institute for Gender, Sexuality and Feminist Studies

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

> 202309

4.0 Rationale and Admission Requirements for New Program/Concentration

There is a growing demand for graduate programs in Gender and Sexuality Studies across North America. McGill is the only top Canadian university without a MA program in this area. There is no university in Quebec that currently offers a Gender and Sexuality Studies MA degree. Excellent students in our undergraduate program in Gender, Sexuality, Feminist and Social Justice Studies (GSFS) express significant interest in pursuing a graduate program but inevitably leave McGill for their graduate work. GSFS is a growing field encompassing feminist and sexuality studies, critical race theory, indigenous feminisms and feminist disability studies. It is increasingly recognized as a standalone discipline. The current Gender and Women's Studies Option, which would be maintained alongside this new MA, offers limited access to courses and training in GSFS. The new MA will share resources effectively and efficiently with the Option while providing a distinct degree. Students will gain skills and build professional and academic capacity in high demand areas. The MA centralizes interdisciplinary research already being done at McGill and supported by the IGSF, and makes this available for advanced and specialized graduate students. It also expands access to graduate training for recent tenure-track hires in the IGSF. Admission requirements: BA with a minimum CGPA of 3.3.

5.0 Program Information
Indicate an "x" as appropriate

5.1 Program Type

- Bachelor's Program
- **X** Master's
- M.Sc.(Applied) Program
- Dual Degree/Concurrent Program
- Certificate
- Diploma
- Graduate Certificate
- Graduate Diploma
- Professional Development Cert
- Ph.D. Program
- Doctorate Program
- (Other than Ph.D.)
- Self-Funded/Private Program
- Off-Campus Program
- Distance Education Program
- Other (Please specify)

5.2 Category

- Faculty Program (FP)
- Major
- Joint Major
- Major Concentration (CON)
- Minor
- Minor Concentration (CON)
- Honours (HON)
- Joint Honours Component (HC)
- Internship/Co-op
- Thesis (T)
- **X** Non-Thesis (N)
- Other
- Please specify

5.3 Level

- Undergraduate
- Dentistry/Law/Medicine
- Continuing Studies (Non-Credit)
- Collegial
- **X** Masters & Grad Dips & Certs
- Doctorate
- Post-Graduate Medicine/Dentistry
- Graduate Qualifying

5.4 Requires Centrally-Funded Resources

X Yes   No ___

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)

> 45

7.0 Consultation with

Related Units	X **Yes**	No
Financial Consult	X **Yes**	No

Attach list of consultations.

8.0 Program Description (Maximum 150 words)

The M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Non-Thesis focuses on cutting edge, transnational and intersectional approaches to gender, sexuality and feminism, including critical race studies, postcolonial studies, disability studies, and Indigenous studies.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program
layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight
under the headings of: Required Courses, Complementary Courses, Elective Courses)

M.A. in Gender, Sexuality, Feminist and Social Justice Studies; Non-Thesis (45 credits)

Required Courses (12 credits)
GSFS 630D1/D2 GSFS Colloquium (3 credits)
GSFS 694 Internship/Research Paper Proposal (3 credits)
WMST 601 Feminist Theories and Methods (3 credits)
WMST 602 Feminist Research Symposium (3 credits)

Complementary Courses (33 credits)
15 credits from the following:
GSFS 695 M.A. Internship (15 credits)
GSFS 696 M.A. Research Paper (15 credits)

18 credits from the following; minimum of 6 credits from each group:
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GSFS 611 Advanced Topics in Queer Theory (3 credits)
GSFS 621 Independent Reading Course (3 credits)
WMST 610 Current Topics 1 (3 credits)
WMST 620 Current Topics 2 (3 credits)
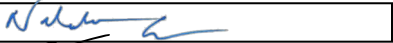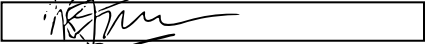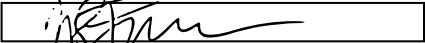
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Graduates of the non-thesis MA will be highly attractive to employers in areas such as consulting, public policy analysis, government, NGOs and non-profit organizations, business, industry and the corporate sector, and creative fields including publishing and editorial work, media, and the digital sector.

2.2.3   Relationship with Graduate Option

Currently, many students wishing to pursue graduate work in gender studies at McGill have access through their home department to an interdisciplinary *Graduate Option in Gender and Women's Studies*, approved in 2007. It offers specialization within existing departments as a complement to their curricular offerings at the graduate level and is based in field-specific criteria. 21 Masters degree programs (thesis and non-thesis) and 11 PhD programs offer the Option across four university faculties: Arts, Education, Music and Science. Students who pursue the Option obtain a graduate degree in a chosen field offered by the coordinating department. A student's PhD dissertation, MA thesis, or MA research project must be on a topic that significantly engages with issues of gender and/or women and/or feminism.

At a senate meeting in February 2020, the Dean of Graduate and Postdoctoral Studies affirmed that new APC guidelines for Graduate Options provide an opportunity "to think about what we should do about existing programs in terms of reinforcing them, strengthening them and making them more appealing to students". At IGSF, we see the growth of the Option and the MA as strengthening two *connected but distinct paths* for students to study GSFS topics at McGill.

We do not expect either the thesis or the non-thesis MA to "cannibalize" students from the Graduate Option. With a current enrolment of 60 across Arts and other faculties, the Option importantly serves a wide community of students at both the MA and PhD level at McGill. However, for students who want to *specialize* in gender studies, the Option is

insufficient in terms of access to courses and training. Students in the Option receive field specific training and a degree in a discipline other than gender studies.

The proposed thesis and non-thesis MAs will have different cohorts of students and serve different ends from the Graduate Option, while sharing resources (course offerings, affiliated faculty and outreach, training and community resources of IGSF) in an effective and cost-efficient manner. We see the Option and the MA programs as being mutually beneficial and reinforcing, accurately reflecting the traditional interdisciplinary roots of gender studies and giving students in both types of programs access to a robust interdisciplinary cohort through shared courses, that advances their skills in expansive, rigorous, critical thinking and research. For instance, the courses developed in conjunction with the new MA programs will give students in the Graduate Option access to further specialized training in gender studies in cases where their research interests are supported by this, and where there may be lack of courses available in their home department

Supporting both the Option and the MA programs reflects the broad mandate of IGSF: to incorporate the diversity of interdisciplinary research in gender studies, feminist research and sexuality studies, enabling a broader range of researchers, students, and teachers to participate in our unit. The two communities will come together in core courses (such as WMST 601 and 602) and benefit from a richer interdisciplinary training in which students will learn to communicate, work and think across differences.

3. **Further details of MA course requirements**

The new thesis and non-thesis MA programs draw on resources that are already on the books for the Graduate Option, including core courses WMST 601: Feminist Theories and Methods (3 credits) and WMST 602: Feminist Research Symposium (3 credits), as well as new courses added in 2018: WMST 610: Current Topics 1 (3 credits) and WMST 620: Current Topics 2 (3 credits). Topics to date have included 'Technofeminisms,' 'Affective Ecologies,' 'Death and Sexuality: Queer Theory and Beyond,' and 'Arab Women's Literature'.

Complementary courses (500-, 600-, or 700-level) will be be chosen in consultation with the supervisor and program director, sourced and renewed each year from the IGSF network. Because students in the Gender Option are drawn from so many departments, many courses are available that are offered regularly and so there are robust choices for incoming students.

3.1 IGSF Colloquium

All MA students (non-thesis and thesis) will be required to complete a new course, GSFS 630D1/D2 GSFS Colloquium. This will be a 3-credit full year course which meets approximately once every 2 weeks during Fall and Winter terms. The IGSF offers a similar full year 3-credit course for honours undergraduates (GSFS 495 D1 and D2). The coordinator/instructor for the MA students enrolled in the GSFS Colloquium will be the same as the instructor for GSFS 495.

Assessment for this course will include participation in approximately 10 seminars by IGSF visiting speakers, 2 critical responses (e.g. book review) to the work of visiting speakers in the Fall, and 2 critical responses in the Winter. The course will also offer the opportunity for selection of visiting speakers and interaction with visiting speakers at dedicated sessions with MA students to discuss the speaker's work.

Note: this course is similar to one already offered in Art History & Communication Studies (COMS 616 Staff-Student Colloquium) and colloquium courses in the Faculty of Science.

3.2 Non-thesis MA requirements

Required core courses for the non-thesis MA will include those that have already been developed by the IGSF for the Graduate Option (WMST 601 and 602) as well as two new courses (GSFS 630D1/D2 GSFS Colloquium and GSFS 694 Internship/Research Paper Proposal). The complementary courses will be drawn from IGSF courses and graduate courses in other departments. After completing coursework, non-thesis MA students will have the option of undertaking either a MA internship or a MA Research Paper during the summer. They will prepare for either the internship or research paper by completing GSFS 694 Internship/Research Paper Proposal in the Winter term.

The internship option of 15 credits, to be completed over the summer (14 weeks, May to August) will focuses on feminist practice. The requirements for the internship will be as follows. (i) Students will select an academic supervisor and a community organization when they complete the internship proposal in Winter term; (ii) the internship will be completed over an 14 week period from May to August; (iii) internships will be completed with one of the community partners of the IGSF (see below); (iv) students will be evaluated on the basis of their work with the community partner (at least 15 hours per week), 4 monthly reports submitted to the academic supervisor, and a poster including description of internship and explanation of how academic goals identified in the proposal were achieved; (v) presentation of poster at a colloquium for students and faculty of the IGSF at the end of August/beginning of September.

Notes (i) There are precedents for similar internships at McGill; see the 18-credit internship for the MA in Translational Biomedical Engineering. (ii) The IGSF non-thesis MA is a 15-credit internship. The normal contact hours for a course of 3 credits is 3 hours per week per term. The internship will require at least 15 hours/week with the community partner for 14 weeks. (iii) The IGSF already offers a course (GSFS 400 Capstone) that requires that undergraduate students work with community partners in Montreal such as Chez Doris and Centre Bon Courage and provides training in feminist practice. We will build on these contacts to establish internships for non-thesis MA students who choose them.

Since we do not expect all or even most non-thesis MA students to choose an internship option, students will also have a 15-credit MA Research Paper option, to be completed during the summer (May to August). Assessment of the Research Paper will include evaluation of the paper by two members of the IGSF faculty and preparation of a poster

to be presented at a colloquium for students and faculty of the IGSF at the end of August/beginning of September.

3.3 Admission requirements for thesis and non-thesis MA

Undergraduate degree with a minimum GPA of 3.3. A degree in GSFS is not required for admission; however, evidence of specialization in related fields of inquiry is an advantage.

4. Resources

The IGSF itself and others have raised concerns about whether there are sufficient faculty and administrative resources to support both thesis and non-thesis MA programs. Since the accreditation process will take several years, it is difficult to make predictions about where the IGSF will be at the time of rollout of these programs. However, we expect that it will take some time for enrolment in these programs to build. At the moment, we have the resources to provide academic mentorship and supervision for only a very small cohort of students (e.g. maximum of 4-6 students per year). Faculty who could provide supervision and teaching include the IGSF director, 2 tenure-track faculty, a full-time faculty lecturer whose teaching currently includes core graduate-level courses, and if appropriate IGSF associate members in other departments. We would not rely on course lecturers.

We are aware that we will be unable to support an increase in enrolment above a very small cohort without additional administrative support and faculty positions. To that end, we are planning for an expected increase in enrolments once we are able to recruit MA students by requesting administrative support and additional faculty positions in conjunction with GPS and as part of the Provostial Anti-Black Racism Action Plan. We have also in the past requested a position in Indigenous Feminisms, which will continue to be a priority.

McGill

D20-48_APPENDIX E
New Program/Concentration Proposal Form

(2019)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

Bachelor of Commerce

1.1 Major (Subject/Discipline) (30-char. max.)

Business Analytics

1.2 Concentration (Option) (30 char. max.)

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

Bachelor of Commerce; Major in Business Analytics

2.0 Administering Faculty or GPS

Desautels Faculty of Management

Offering Faculty & Department

Desautels Faculty of Management

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

Fall 2022

4.0 Rationale and Admission Requirements for New Program/Concentration

Today, business professionals, managers, and entrepreneurs need to be able to leverage the power of data that is collected. The Business Analytics major provides students with a deep understanding of essential skills and knowledge needed to navigate in the world of data. Students in business analytics will have training in a diverse set of methods in analytics and tools to conduct analyses as applied in a variety of managerial disciplines. This major offers courses with a strong practical and applied orientation from a variety of managerial disciplines. It is designed to provide in-depth knowledge of analytics, machine learning and AI theory, experiential learning, knowledge of advanced "big data" concepts, tools and technologies.

5.0 Program Information
Indicate an "x" as appropriate

5.1 **Program Type**	5.2 **Category**	5.3 **Level**
X Bachelor's Program	Faculty Program (FP)	**X** Undergraduate
Master's	**X** Major	Dentistry/Law/Medicine
M.Sc.(Applied) Program	Joint Major	Continuing Studies (Non-Credit)
Dual Degree/Concurrent Program	Major Concentration (CON)	Collegial
Certificate	Minor	Masters & Grad Dips & Certs
Diploma	Minor Concentration (CON)	Doctorate
Graduate Certificate	Honours (HON)	Post-Graduate Medicine/Dentistry
Graduate Diploma	Joint Honours Component (HC)	Graduate Qualifying
Professional Development Cert	Internship/Co-op	
Ph.D. Program	Thesis (T)	**5.4 Requires Centrally-Funded**
Doctorate Program	Non-Thesis (N)	**Resources**
(Other than Ph.D.)	Other	Yes ___ No **X**
Self-Funded/Private Program	Please specify	
Off-Campus Program		
Distance Education Program		
Other (Please specify)		

6.0 Total Credits

69

7.0 Consultation with

| Related Units | **X** Yes | No |
| Financial Consult | **X** Yes | No |

Attach list of consultations.

8.0 Program Description (Maximum 150 words)

The Major in Business Analytics offers an interdisciplinary approach to study the evolving field of management analytics with a strong emphasis on experiential learning. The major is designed to address the growing needs of organizations for business analytics, data science, and artificial intelligence. The emphasis of the program will be on managerial issues and use of state-of-the-art data analytics tools to optimize organizational decisions in a variety of managerial settings.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

BCom; Major in Business Analytics (69 credits)

Required Courses (54 credits)
Management Core
BUSA 250 Expressive Analysis for Management (3 credits)
ECON 295 Macroeconomic Policy (3 credits)
MGCR 211 Introduction to Financial Accounting (3 credits)
MGCR 222 Introduction to Organizational Behaviour (3 credits)
MGCR 271 Business Statistics (3 credits)
MGCR 293 Managerial Economics (3 credits)
MGCR 331 Information Systems (3 credits)
MGCR 341 Introduction to Finance (3 credits)
MGCR 352 Principles of Marketing (3 credits)
MGCR 360 Social Context of Business (3 credits)
MGCR 382 International Business (3 credits)
MGCR 423 Strategic Management (3 credits)
MGCR 472 Operations Management (3 credits)
Major
INSY 336 Data Handling and Coding for Analytics (3 credits)
INSY 446 Data Mining for Business Analytics (3 credits)
MGSC 401 Statistical Foundations of Data Analytics (3 credits)
MGSC 404 Foundations of Decision Analytics (3 credits)
3 credits of experiential learning
MGSC 483 Analytics-Based Community Project (3 credits)
RETL 407 Retail Management Project (3 credits)

Complementary Courses (15 credits)
6 credits of technical component from the following:
INSY 437 Managing Data and Databases (3 credits)
INSY 442 Business Intelligence and Data Analytics (3 credits)
INSY 463 Deep Learning for Business Analytics (3 credits)

9 credits of topics component from the following:
ACCT 451 Data Analytics in Capital Market (3 credits)
BUSA 471 Artificial Intelligence Ethics for Business (3 credits)
FINE 460 Financial Analytics (3 credits)
INSY 448 Text and Social Media Analytics (3 credits)
MRKT 442 Customer Analytics (3 credits)
ORGB 330 People Analytics (3 credits)

Or any related undergraduate topics course (with approvals from the Business Analytics area and the BCom Office).

Attach extra page(s) as needed

EXISTING PROGRAM

B.Com.; Concentration in Business Analytics (15 credits)

Students completing this concentration will have training in a diverse set of methods in analytics and tools to conduct analyses as applied in a variety of managerial disciplines. Today, business professionals, managers, and entrepreneurs need to be able to leverage the power of data that is collected. The Business Analytics concentration provides students with essential skills and knowledge needed to navigate in the world of data. This Concentration offers courses with a strong practical and applied orientation from a variety of managerial disciplines.

Required Courses (6 credits)
INSY 336 Data Handling and Coding for Analytics (3 credits)
MGSC 401 Statistical Foundations of Data Analytics (3 credits)

Complementary Courses (9 credits)
3 credits from the following:
INSY 446 Data Mining for Business Analytics (3 credits)
MGSC 404 Foundations of Decision Analytics (3 credits)

6 credits from the following:
INSY 442 Business Intelligence and Data Analytics (3 credits)
INSY 446 Data Mining for Business Analytics (3 credits)
INSY 448 Text and Social Media Analytics (3 credits)
MGSC 404 Foundations of Decision Analytics (3 credits)
MRKT 440 Marketing Analytics (3 credits)
ORGB 330 People Analytics (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	APPROVAL RECEIVED	Online UPC meeting	April 24, 2020
Curric/Acad Committee	APPROVAL RECEIVED	Online Academic Committee meeting	May 8, 2020
Faculty 1	APPROVAL RECEIVED	Online Faculty Council meeting	May 15, 2020
Faculty 2			
Faculty 3			
CGPS			
SCTP		Cindy Smith, SCTP	March 25, 2021
APC			
Senate			

Submitted by

Name	Juan Serpa / Animesh Animesh	To be completed by ES:	
Phone		CIP Code	
Email	Juan.serpa@mcgill.ca / animesh.animesh@mcgillca		
Submission Date	Friday April 24, 2020		

REMINDERS:
*Box 5.4 – Must be completed; see section 6.5.4 within the New Program Guidelines at:
https://www.mcgill.ca/sctp/guidelines.
**All new program proposals must be accompanied by a 2-3 page support document.

Executive Summary - B.Com.; Major in Business Analytics (69 credits)

With the growth of technology and social media, companies are able to generate a large amount of data. Given this trend, industries are searching for people that can leverage these data, in an integral and ethical way, to promote organizational growth.

To fill this demand, enterprises are increasingly seeking individuals that have the required dexterity to navigate through large amount of data and understand the intricacies of the managerial world. This is where the major in business analytics can fill the talent gap.

Specifically, students in business analytics will receive training in a diverse set of methods in analytics and tools to conduct analyses in a variety of managerial disciplines. The emphasis of the program will be the use of state-of-the-art data analytics tools to optimize organizational decisions and to solve issues in a variety of managerial settings.

Job Prospects

In terms of job prospects, students can aspire to work in companies under the following job titles:

- **Data Scientist:** Responsible for dealing with data mining and analyzing big data.
- **Data Analyst:** Responsible for working on different tools and techniques to understand data models, and create visual representations of the data to inform managers on their decisions.
- **Business Intelligence Analyst:** Responsible for analyzing a company's performance through financial, social media, and accounting data.
- **Operations Analyst:** Responsible for identifying and solving operational problems through quantitative methods and optimizing the organization's service delivery process.
- **Revenue and Pricing Analyst:** Responsible for making data-driven decisions for the company to maximize its revenue by better designing its marketing campaigns and pricing its products and services wisely.

These employment prospects are highly promising in the field. In the U.S., for instance, the Bureau of Labor Statistics reported 16% annual growth over the past decade, and the Harvard Business Review dubbed data science as the "Sexiest job of the 21st century."

Moreover, Montreal and Toronto have become hubs for artificial intelligence and technology. For instance, *Amazon*—one of the largest business analytics recruiters—created 10,000 jobs in Toronto and Montreal in the past couple years, while Toronto created 82,100 tech jobs between 2012 and 2017. At the same time, companies like *Microsoft, Intel, Uber, Google*, and *Instacart* created bases in Toronto and Montreal.

In Canada and the U.S., many universities have Business Analytics as an undergraduate concentration, such as Universities of British Columbia, Ottawa, Calgary, Guelph, George Washington, and Texas A&M. In recent years, we have seen more longer programs such as major or specialization in Business Analytics. Universities such as New York University, Carnegie Mellon, Case Western Reserve, and more. In Quebec, HEC Montreal has Business Analytics as a B.Com. specialization.

Testimonials:

Andrew Guerrand, Joint Honors in Finance and Economics

"Over the course of my four years at McGill, the most interesting classes I have taken always sought to apply theory to real-world cases with data. In retrospect, I feel that most do not address this increasingly-needed ability. Whilst understanding concepts and theory are primordial in any good analytical process, no tangible work can be submitted without coding skills and understanding datasets. If a major in business analytics had existed, I would have saved myself countless nights of trying to learn to code and data-management."

Alix Albright, International Management major, Business Analytics concentration
Data analytics is no longer an added skill students can choose to acquire, it has become a necessary skill to enter the job market. Because of the digital nature of business today, companies require talent well-versed in data analytics and a simple concentration will not allow students to reach that level. This is the new generation of business and it is important for McGill to evolve alongside it.

Dixon Wong, Triple concentration in finance, business analytics, and marketing
A Major in Business Analytics would propel future leaders to learn and use the digital skills necessary for our modern world. Data is everywhere, and we need to know how to extract insightful information and leverage digital capabilities to transform businesses, communities, and the world. Applicable across functions and industries, a business analytics major would prepare Desautels' students to succeed and thrive.

Katrin Maliatski, Triple concentration in Business Analytics, Managing for Sustainability, and Marketing
A major in business analytics will allow McGill students to expand their hard skills and become better equipped for professional work. Many full-time and internship positions now require advanced knowledge of SQL, Python, and other computer programmes. The concentration cannot provide the full breadth required for students to excel in using these programmes in a professional setting, which the major can offer!

McGill

D20-48_APPENDIX F
New Program/Concentration Proposal Form

(2019)

1.0 Degree Title
Please specify the two degrees for concurrent degree programs

> Bachelor of Commerce

1.1 Major (Subject/Discipline) (30-char. max.)

> Retail Management

1.2 Concentration (Option) (30 char. max.)

>

1.3 Complete Program Title (info from boxes 1.0+1.1+1.2+5.2)

> BCom.; Major in Retail Management

2.0 Administering Faculty or GPS

> Desautels Faculty of Management

Offering Faculty & Department

> Desautels Faculty of Management

3.0 Effective Term of Implementation
(Ex. Sept. 2019 or 201909)
Term

> Winter 2022

4.0 Rationale and Admission Requirements for New Program/Concentration

The retail industry is experiencing a period of unparalleled changes where emerging technologies such as artificial intelligence (AI) and automation are transforming every stage of the retail journey. The Retail Management major will arm the students with valuable analytical, reasoning, management and communication skills and place them at the forefront of a fast evolving and innovated retail industry while promoting for sustainability, and long-term social and environmental benefits. Admission requirements: as per other BCom programs offered by the Desautels Faculty of Management.

5.0 Program Information
Indicate an "x" as appropriate

5.1 Program Type

X Bachelor's Program
Master's
M.Sc.(Applied) Program
Dual Degree/Concurrent Program
Certificate
Diploma
Graduate Certificate
Graduate Diploma
Professional Development Cert
Ph.D. Program
Doctorate Program
(Other than Ph.D.)
Self-Funded/Private Program
Off-Campus Program
Distance Education Program
Other (Please specify)

5.2 Category

Faculty Program (FP)
X Major
Joint Major
Major Concentration (CON)
Minor
Minor Concentration (CON)
Honours (HON)
Joint Honours Component (HC)
Internship/Co-op
Thesis (T)
Non-Thesis (N)
Other
Please specify

>

5.3 Level

X Undergraduate
Dentistry/Law/Medicine
Continuing Studies (Non-Credit)
Collegial
Masters & Grad Dips & Certs
Doctorate
Post-Graduate Medicine/Dentistry
Graduate Qualifying

5.4 Requires Centrally-Funded Resources

Yes ___   No **X**

6.0 Total Credits or CEUs (if latter, indicate "CEUs" in box)

> 69

7.0 Consultation with

Related Units	**X** Yes	No
Financial Consult	**X** Yes	No

Attach list of consultations.

8.0 Program Description (Maximum 150 words)

The B.Com.; Major in Retail Management will underline the future of the retail industry with a focus on the newly emerging and disrupting technologies adapted by retailers to enhance the customer shopping experience. The program will discuss the integration of these novel technologies in an omni-channel ecosystem and its impact on operational activities such as workforce management, inventory and sustainability efforts. The program will provide exposure to marketing, organizational leadership, finance and management in addition to conducting a research project in the McGill Retail Innovation Lab, field trips to renowned businesses and networking with keynote business and academic leaders in the field.

9.0 List of proposed new Program/Concentration

If new concentration (option) of existing program, a program layout (list of all courses) of existing program **must** be attached.

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit Weight under the headings of: Required Courses, Complementary Courses, Elective Courses)

B.Com.; Major in Retail Management (69 credits)

Required Courses (57 credits)
Management Core
BUSA 250 Expressive Analysis for Management (3 credits)
ECON 295 Macroeconomic Policy (3 credits)
MGCR 211 Introduction to Financial Accounting (3 credits)
MGCR 222 Introduction to Organizational Behaviour (3 credits)
MGCR 271 Business Statistics (3 credits)
MGCR 293 Managerial Economics (3 credits)
MGCR 331 Information Systems (3 credits)
MGCR 341 Introduction to Finance (3 credits)
MGCR 352 Principles of Marketing (3 credits)
MGCR 360 Social Context of Business (3 credits)
MGCR 382 International Business (3 credits)
MGCR 423 Strategic Management (3 credits)
MGCR 472 Operations Management (3 credits)
Major
MRKT 459 Retail Management (3 credits)
RETL 402 Innovations in Retailing (3 credits)
RETL 407 Retail Management Project (3 credits)
RETL 408 Omni-Channel Retailing (3 credits)
RETL 409 Digitization of Retailing (3 credits)
RETL 410 Business Models in Retail (3 credits)

…/continued

Attach extra page(s) as needed

Proposed B.Com.; Major in Retail Management (69 credits) [continued]

Complementary Courses (12 credits)
12 credits from the following:
BUSA 465 Technological Entrepreneurship (3 credits)
FINE 447 Venture Capital and Entrepreneurial Finance (3 credits)
FINE 477 Fintech for Business and Finance (3 credits)
INDR 294 Introduction to Labour-Management Relations (3 credits)
INSY 440 E-Business (3 credits)
INSY 442 Business Intelligence and Data Analytics (3 credits)
MGPO 440 Strategies for Sustainability (3 credits)
MGSC 403 Introduction to Logistics Management (3 credits)
MGSC 431 Operations and Supply Chain Analysis (3 credits)
MRKT 355 Services Marketing (3 credits)
MRKT 440 Marketing Analytics (3 credits)
MRKT 451 Marketing Research (3 credits)
MRKT 452 Consumer Behaviour (3 credits)
MRKT 453 Advertising and Media (3 credits)
MRKT 455 Sales Management (3 credits)
ORGB 330 People Analytics (3 credits)
ORGB 423 Human Resources Management (3 credits)
RETL 434 Topics in Retail Management (3 credits)

EXISTING PROGRAM

B.Com.; Concentration in Retail Management (15 credits)

The Retail Management concentration will combine business fundamentals together with real-time, experiential learning opportunities recognizing the growing complexity of the retail sector. Through interaction with the state-of the-art Retail Innovation Lab, students will have the opportunity to learn firsthand about managing all levels of a retail operation using the latest technologies. The practical experience will link directly to the study of consumer behaviour, experiential marketing, omni-channel retailing, pricing analytics, efficacy of different payment systems, and global value chain management.

Required Courses (9 credits)
MRKT 459 Retail Management (3 credits)
RETL 402 Innovations in Retailing (3 credits)
RETL 407 Retail Management Project (3 credits)

Complementary Courses (6 credits)
Selected from the following:
INDR 294 Introduction to Labour-Management Relations (3 credits)
INSY 440 E-Business (3 credits)
INSY 442 Business Intelligence and Data Analytics (3 credits)
MGSC 403 Introduction to Logistics Management (3 credits)
MGSC 431 Operations and Supply Chain Analysis (3 credits)
MRKT 355 Services Marketing (3 credits)
MRKT 451 Marketing Research (3 credits)
MRKT 452 Consumer Behaviour (3 credits)
MRKT 455 Sales Management (3 credits)
ORGB 423 Human Resources Management (3 credits)
RETL 434 Topics in Retail Management (3 credits)

10.0 Approvals

Routing Sequence	Name	Signature	Meeting Date
Department	APPROVAL RECEIVED	Online UPC meeting	December 11, 2020
Curric/Acad Committee	APPROVAL RECEIVED	Online Academic Committee meeting	January 15, 2021
Faculty 1	APPROVAL RECEIVED	Online Faculty Council meeting	January 22, 2021
Faculty 2			
Faculty 3			
CGPS			
SCTP		Cindy Smith, SCTP	March 25, 2021
APC			
Senate			

Submitted by

		To be completed by ES:
Name	Saibal Ray / Rony Chamoun	
Phone		CIP Code
Email	saibal.ray@mcgill.ca / rony.chamoun@mcgill.ca	
Submission Date	December 9, 2020	

B.Com.; Major in Retail Management

EXECUTIVE SUMMARY

Positioning of the BSRM Major in Retail Management Program

Retail management is key to successful businesses relying on the optimization of internal processes (i.e. inventory management; warehouse operations; payments and accounting…etc.), improving cohesiveness throughout the company, increasing customer satisfaction, and enhancing the customer experience. Combined, these procedures will enable the growth and success of a business. Currently, the retail sector is facing unparalleled changes where innovation, adaptation, automation, and creativity are the drivers for future success. Facing these challenges and to equip the next generation of workforce with a suitable baggage of knowledge and experience, the Bensadoun School of Retail Management is proposing a Major in Retail Management that will be the first of its kind in Quebec. Though other Retail Management programs do exist in other provinces, the proposed program will be distinguished with its innovative courses combined with hands-on experiences and critical and creative thinking.

Benchmarking of some Major Retail Management Programs

Canada [Ryerson University]	BCom Retail Management

➢ Courses offered in: Marketing, Logistics and supply chain management, Retail strategy, Innovations in retail...etc.

➢ Option for a co-op within a 5-year program

USA [Purdue University]	BSc Retail Management

➢ Courses offered in: Marketing, Retail management, Consumer behaviour, E-commerce & retailing, Merchandising...etc.

➢ Different Experiential Learning Opportunities are available:
   - Internship / Field experience
   - Attending a summer/semester abroad
   - Spending the junior year at the Fashion Institute of Technology (FIT)

Sweden [Stockholm School of Economics]	BSc Retail Management

➢ Courses offered in: Marketing, Data Analyics, Supply chain management, Operations, Merchandising...etc.

➢Applied Retail Track course where theory and practice are combined in an interaction involving students, faculty and companies.

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Montreal, Quebec, Canada H3A 1G5

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F : 514-398-3876
www.mcgill.ca/bensadoun-school

Bensadoun School Retail Management
Student Testimonials

Testimonial #1: Nicole Shum

- ➢ Graduated BCom from McGill Desautels Faculty of Management in Spring 2020 - Information Systems and Retail Management
- ➢ Currently employed as Global Product Marketing Analyst at Equinix in San Francisco, California

School Experience

I chose to pursue a retail management concentration during its first introduction to the BCom program in 2018 because of the exceptional professors of practice and brand-new course curriculum that brought current day trends, innovations, and business challenges into the classroom discussion. Without a strong emphasis on traditional textbook-based learning, our cases were extremely relevant to the present-day struggles of retailers, forcing our small cohort of students to strive for the most unique solutioning when solving cases and approaching problems. Naturally, I constantly began observing the way our shopping patterns evolved especially among my generation and asking questions about why certain retailers failed to adapt.

When it came to lectures, we were greeted by guest speakers every week including the CEO of Aldo and Lightspeed, never seen before in other classes, and presented with opportunities to directly consult companies such as MissFresh and Maison Birks. The constant focus on innovation enabled me to think outside the box, approaching omni-channel retail with experiential brick-and-mortar strategies and strong eCommerce campaigns in mind. Most notably, I had the chance to also leverage learnings from international companies thriving in foreign retail markets when writing up reports on Alibaba, Xiaomi, and Burger King's exceptional marketing strategy in a time of retail revolution.

Retail Research / Career

In my final semester, I was able to couple my passions in technology and retail innovation to pursue an independent research study supervised by Professor Yoo and understand how macro trends in grocery delivery and innovation could be transferred to a localized solution here in Montreal. Through the research opportunity, I was able to personally interview and learn from industry leaders across companies such as

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Loblaw Digital, Postmates, Voila by Sobey's, as well as the head of the Food and Retail Lab at MIT. Shortly after, I leveraged these research insights to directly apply my learnings in the field, gaining a rare opportunity to work at Jupiter.co for the summer, a YCS19 start-up striving to automate groceries in the Bay Area. At Jupiter, I was able to launch four growth channel experiments with the Stanford founding team and watch the day-to-day operations of a seed stage start-up in action. Looking back, it all started when I took a leap of faith to pursue an unconventional path in retail at McGill.

Retail Innovation Challenge

Just prior to my May 2020 graduation, COVID-19 hit North America in a way that would be detrimental to the retail industry and small independent businesses. I found it to be both a rewarding experience and direct way of giving back to my community to participate in the Bensadoun Retail Innovation Challenge as a case writer and judge. Working hand-in-hand with a staff member of the Retail Lab and a master's student, I was able to develop the story around Foodchain's challenges as a small business entering the pandemic, and evaluate solutions pitched by students across Canada. I'm extremely grateful I had the opportunity to work on the case, in hopes that it can bring inspiration to the Foodchain team during its toughest battle in a global pandemic.

Testimonial #2: Odile Barbeau

➢ Graduated BCom from McGill Desautels Faculty of Management in December 2020 - Marketing & Retail Management
➢ Currently employed as Marketing Trainee at L'Oréal Canada for Lancôme's digital team

I choose the retail concentration because of the professors. I knew retail professionals were coming to teach at McGill as part of this concentration. I was eager to learn from the perspective of a professional like Marie-Josee Lamothe or Anwar White. Their teaching style resembles more of the relationship between a mentor and a mentee, and this is something that I was seeking.

I also chose the retail concentration for the possibility to learn through real-life scenarios and projects. I was at the end of my first year and I was at the point where I had to decide my major and concentration when the school announced the Retail Innovation Lab. I was excited about the opportunity to possibly be able to take a class that would allow me to experiment in the Lab. It seemed like an opportunity for more hands-on and interactive learning which is not something I had experienced before. I also joined the concentration because

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of classes like Retail Management Projects or Retailing Beyond 2020 which promised the opportunity to work with companies. I wanted to build my network and get a better idea of real working world projects while still being in a controlled learning environment.

My experience incorporated hands-on learning, more than any of my other classes, and there is an "agile" curriculum. Since most of the core retail classes are projects based or case based, we are always learning about something that is highly relevant to the current business/retail context, which is something that cannot be done in a class with a fixed curriculum and a textbook to follow. Knowing that I was learning about something that was going to be directly relevant to the working world (e.g. helping a small food retailer to turn around its strategy during COVID or helping a fashion retailer to launch its first sustainable clothing line), made me much more interested and invested in my studies. Being in a head space where I learned about things at the right place and right moment, because that is what was relevant in the retail market at the exact moment, made me understand and retain my learnings much better.

The most important skills I've acquired through the retail concentration is critical thinking. Working on cases and projects rather than with textbooks, where there are no right or wrong answers, showed me that every opinion, ideas and perspectives are always more nuanced than I thought. Since there were no "exam solutions", I had to learn the importance of always being ready to explain my ideas and back them with strong reasoning. I learned about the importance of always considering the two sides of a medal before making any decisions or forming any opinions. Understanding this not only allows me to make more reasoned decisions when I am faced with a new project or challenge now that I am in the working world, but it also makes me, as a person, a more avid learner. I seek to understand and balance different or conflicted points of view at the same time, and I am more comfortable with it.

Another skill I learned through the retail concentration is agility. The importance of keeping up with the different trends and plan ahead on how I think those trends will affect the market in the near future. Everything happens fast in the retail business and I understood through the projects I did, as part of the concentration, that the only way to keep up is by being willing to continuously test things to fail fast to learn fast.

The retail concentration regroups students from multiple different majors (finance, marketing, sustainability, accounting, etc.). Unlike in my marketing classes, I had the chance to work in multiple multi-disciplinary teams and I learned how to make the best out of my colleagues' strengths and area of expertise to work towards a common goal despite our different perspectives.

Testimonial #3: Antoine Bernard

➢ Graduated BCom from McGill Desautels Faculty of Management in December 2018
➢ Currently employed as Marketing Campaign & Creative Manager at Amazon, NYC

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The retail program at the Bensadoun School of Retail Management (BSRM) taught me exactly what's needed today to succeed in the world of retail and within my own industry and job. The BSRM is a unique combination of an academic program which is at the edge of today's retail concepts and business models along with practical tools, experiences, and real-world case studies. At the Bensadoun School, I understood the complexity of the never-ending changing world of retail with its strategic, operational, technological, human components, and the role I can personally play in it and within my role at Amazon.

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Revised Non-Degree Credit Program Definitions

Proposed Definitions:

Certificate = an undergraduate-level (1st cycle) non-degree program comprising 30 credits. This type of program introduces students to a new subject/discipline of study and courses in the program are at an introductory level. Students are not required to have prior education in the discipline/field in question. Certificates therefore have no specific University-level academic background requirements for admission.

Diploma = an undergraduate-level (1st cycle) non-degree program comprising 30 credits. This type of program is designed to further students' education in a subject/discipline of study, and courses in the program are usually more advanced than introductory-level courses. An undergraduate degree is required for admission.

Graduate Certificate = a graduate-level (2nd cycle) non-degree program of between 15 and 30 credits. This type of program introduces students to a subject/discipline of study at the graduate level. An undergraduate degree is required for admission.

Graduate Diploma = a graduate-level (2nd cycle) non-degree program comprising 30 credits or more. This type of program furthers students' education in a subject/discipline of study, and courses in the program provide advanced graduate-level education. An undergraduate degree, or a graduate certificate, graduate diploma, or graduate degree, usually in the same subject/discipline, is required for admission.

NOTE: Both Graduate Certificates and Graduate Diplomas require approval by the Council of Graduate and Postdoctoral Studies.

See SCTP Minutes of: November 7, 2019, December 5, 2019, January 9, 2020, February 11, 2021.

Existing Definitions – Approved by Senate 1993-1994

Certificate = 30-credit first cycle program, governed by the teaching faculty.

Diploma = 30-credit second cycle program that has, as a prerequisite for admission, an undergraduate degree or its equivalent, in any discipline, and for which faculty approval is by the teaching faculty.

Graduate Certificate = Second-cycle program of fewer than 30 but no less than 15 credits, which has as a prerequisite an undergraduate degree and it must be approved by Graduate and Postdoctoral Studies.

Graduate Diploma = 30-credit second cycle program which has as a prerequisite for admission an undergraduate degree or graduate degree, or its equivalent, in the same or a related discipline, and it must be approved by Graduate and Postdoctoral Studies.

SCTP Approval: March 30, 2021 [via email]