SENATE

NOTICE OF MEETING

January 30, 2026

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, February 6, 2026, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

The Agenda and documents for the Open Session meeting are now posted on the Senate webpage.

Please note that there is no Closed Session for this meeting. The Senate meeting will start with the Open Session at 2 p.m. and all members of the University community who wish to view the Open Session meeting will be admitted at this time.

Karan Singh
Secretary of Senate

AGENDA OF THE OPEN SESSION
OF THE MEETING OF SENATE

Friday, February 6, 2026 at 2:00 p.m.
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom video conferencing

Item		Presenter(s)	Action
1.	Call to order	G. Carr	
	1.1 Approval of the Agenda	G. Carr	**Approval**
	1.2 Adoption of Minutes from the Open Session meeting of December 12, 2025	G. Carr	**Approval**
CONSENT AGENDA			
2.	Committee reports (Document US-2026-1-D1)		**Information**
3.	APC recommendation: FA-FA-5891 – Regulation Change – (Readmitted students have the same two options as conditional standing students) (Document US-2026-1-D2)		**Approval**
4.	Approval of *Policy on Research Entities* (VPRII-8) (Document US-2026-1-D3)		**Approval**
REGULAR AGENDA			
5.	Business arising from the Minutes not included on the Agenda		
6.	President's remarks	G. Carr	**Information**
7.	Academic update (Document US-2026-1-D4)	E. Diamantoudi	**Information**

8.	Annual report from the Office of Rights of Responsibilities (Document US-2026-1-D5)	A. Topsakal	**Information**
9.	APC recommendations:		
9.1	New program - JMSB-SCBTM-5777 - New Undergraduate Program: BCom in Business Analytics (Document US-2026-1-D6)	E. Diamantoudi/ A-M. Croteau	**Approval**
9.2	Program change – AS-FRAN-5833 – Création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire) (Document US-2026-1-D7)	E. Diamantoudi/ P. Sicotte	**Approval**
9.3	New graduate program – AS-HKAP-3301 – Master's in Science degree (Athletic Therapy) (Document US-2026-1-D8)	E. Diamantoudi/ P. Sicotte/ G. Dover	**Approval**
9.4	Regulation change – JMSB-MSCM-5876 – dual-option model: (1) a research thesis option and (2) a supervised project option within the Master of Supply Chain Management (Document US-2026-1-D9)	E. Diamantoudi/ A-M. Croteau	**Approval**
10.	Question period (*maximum 15 minutes*)		
11.	Other business		
12.	Adjournment	G. Carr	

US-2025-6

MINUTES OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, December 12, 2025
Immediately following the Closed Session
in the Applied Science Hub Amphitheatre, 7141 Sherbrooke Street West
(Room HU-125) on the Loyola Campus
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Geoffrey Dover	Véronique Pepin (zoom)
Leslie Barker	Tim Evans	Isabella Providenti (zoom)
Saraluz Barton-Gomez (zoom)	Ariela Freedman	Sina Queyras (zoom)
Seif Bedair	Annie Gérin (zoom)	Isabelle Ranger
Sandra Betton (attended as delegate for A.-M. Croteau) (zoom)	Michael Gillis (zoom)	Rosemary Reilly (zoom)
Onur Bodur (zoom)	Eléanore Handsone	Aphrodite Salas
Amy Buckland	Andrea Harland	Ramin Sedaghati (zoom)
Robin Chemtov	Bonnie Harnden	Adam Semergian
Roy Cross	Steven Henle	Anna Sheftel (zoom)
Fabienne Cyrius (zoom)	Vanessa Massot	Pascale Sicotte
Alexandra Dawson	Maggie McDonnell	Kamila Sobol (zoom)
Mourad Debbabi	Christopher Moore (zoom)	Reza Soleymani (zoom)
Effrosyni Diamantoudi	Peter Morden	Ahmed Soliman
	Catherine Mulligan (zoom)	Preethi Srikanth (zoom)
	Sanaz Naghdi (zoom)	Huu Thien Tran
	Xavier Ottenwaelder	Roberto Viereck-Salinas

Non-voting members: Philippe Beauregard, Paul Chesser, Stéphanie de Celles, Michael Di Grappa, Isabel Dunnigan (zoom), Tom Hughes (zoom), Frederica Martin, Brad Nelson, Olivia Ward (zoom)

Also attending: Christiana Abraham (zoom), Rachel Berger, William Cheaib, Richard Courtemanche, Amy Fish, Julie Fortier (zoom), Melodie Sullivan (attended as delegate for F. Jacobs) (zoom), Rustam Vahidov (zoom)

ABSENT

Voting members:

Theresa Bianco	Lina El-Bakaye	Muhammad Ilyas Nadeem
Narmine Boubasla	Zoe Erika-Okoye	Mireille Paquet
	Moshe Lander	Radu Zmeureanu

Non-voting member: Denis Cossette

1. Call to order

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

1.1 **Approval of the Agenda**

R-2025-6-5 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 **Adoption of November 7, 2025 Minutes**

R-2025-6-6 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of November 7, 2025 adopted.

CONSENT

2. Committee report (Document US-2025-6-D3)

The report was provided for information only.

3. Committee appointment (Document US-2025-6-D4)

R-2025-6-7 Upon motion duly moved and seconded, it was unanimously resolved that the Committee appointment be approved.

4. APC recommendations (Document US-2025-6-D5)

4.1. **OOR-OOR-5890** : Regulation changes in the Département d'études françaises

R-2025-6-8 Upon motion duly moved and seconded, it was unanimously resolved that the regulation changes in the Département d'études françaises (OOR-OOR-5890) be approved.

4.2. **AS-ARTSCI-5816:** Regulation changes with regard to the credit changes

R-2025-6-9 Upon motion duly moved and seconded, it was unanimously resolved that the

regulation changes with regard to the credit changes (AS-ARTSCI-5816) be approved.

4.3. **AS-ARTSCI-5863:** Program changes clarifying the credits related to Complementary University Credits

R-2025-6-10 Upon motion duly moved and seconded, it was unanimously resolved that Program changes clarifying the credits related to Complementary University Credits (AS-ARTSCI-5863) be approved.

4.4. **JMSB-JMSB-5872:** Regulation changes in relation to readmitted students

R-2025-6-11 Upon motion duly moved and seconded, it was unanimously resolved that the regulation changes in relation to readmitted students (JMSB-JMSB-5872) be approved.

4.5. **JMSB-JMSB-5871:** Program changes clarifying the credits related to Complementary University Credits

R-2025-6-12 Upon motion duly moved and seconded, it was unanimously resolved that the program changes clarifying the credits related to Complementary University Credits (JMSB-JMSB-5871) be approved.

4.6. **GCS-GCS-5825**: Regulation changes in relation to conditional standing, failed standing

R-2025-6-13 Upon motion duly moved and seconded, it was unanimously resolved that the regulation changes in relation to conditional standing, failed standing (GCS-GCS-5825) be approved.

4.7. **GCS-GCS-5910**: Regulation changes in relation to readmitted students

R-2025-6-14 Upon motion duly moved and seconded, it was unanimously resolved that the regulation changes in relation to readmitted students (GCS-GCS-5910) be approved.

4.8. **GCS-GCS-5873**: Program changes clarifying the credits related to Complementary University Credits

R-2025-6-15 Upon motion duly moved and seconded, it was unanimously resolved that the Program changes clarifying the credits related to Complementary University Credits (GCS-GCS-5873) be approved.

4.9. **FA-DART-5781**: Regulation changes in relation to renaming the program Specialization in Computation Arts, to Major in Computation Arts

*R-2025-6-16 Upon motion duly moved and seconded, it was unanimously resolved that the Regulation changes in relation to renaming the program Specialization in Computation Arts, to Major in Computation Arts (*FA-DART-5781*) be approved.*

REGULAR

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

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

6. President's remarks

- Dr. Carr began by noting that the semester is winding down and so he extended best to the students for any remaining exams and assignments. He announced that this year's holiday break will begin early, as the University will now be closed on December 22nd and 23rd.
- He extended congratulations to the Minister Marc Miller, MP for Ville-Marie-Le Sud Ouest-Île des-Soeurs (which encompasses Concordia's downtown campus) on his appointment as Minister of Canadian Identity and Culture and Minister responsible for Official Languages.
- Some faculty achievements shared included:
    - Jason Lewis, Faculty member in Design and Computation Arts became the first Concordian to win the prestigious Partnership Impact Award from the Social Science and Humanities Research Council of Canada. Jason had received a $23M New Frontiers in Research Grant the previous year. His work focused on digital games development for Indigenous youth with a view to supporting them to imagine what a bold new future could look like for Indigenous communities.
    - Nadia Myre, faculty member, renowned visual artist and of Algonquin heritage, won the Prix Paul-Émile Borduas - the highest prize in Québec for visual arts - becoming the fifth Concordia faculty member or alumnus to win the award since 2017.
- These achievements only underscore the University's contribution to Québec's cultural identity.
- The previous day, the University celebrated a $5M investment by CFI (Canada Foundation for Innovation) and MEIE (*Ministère d'économie, innovation et énergie*) in the Genomic Foundry (opened in 2011; initial funding in 2016). With this, Loyola is home to a state-of-the-art digital and robotic research platform in genomics and synthetic biology, unrivalled in Canada. It is a world class facility that supports graduate students and serves as an incubator for undergraduate students (IGEM).

- Dr. Carr congratulated HackConcordia for organizing HackDécouverte, a bilingual hackathon that assembled high school students from francophone institutions. This is a great initiative that supports recruiting students from francophone institutions.
- Dr. Carr reported on Tuesday's announcement by Minister Mélanie Joly of a $1.12B investment over twelve years to recruit 100 exceptional international researchers and early career researchers in eight priority areas. The University was allocated $5M, while medical and health programs were advantaged (UofT ($35M), McGill and UBC ($25M)), this brings focus back to support the University's School of Health. The Vice-President Research, Innovation, and Impact, T. Evans, and his team will be meeting with Deans to review focus areas.
- Two weeks ago, the provincial government announced the investment of $10M over five years to recruit ten research chairs, specifically targeting researchers based in the United States with a preference for francophones or researchers from the Francophonie. Dr. Carr extended thanks to Ministers Girard and Biron, as well as Rémi Quirion for their efforts to secure this funding. He noted that it is great to see public investments in research, which is one area where university advocacy has been effective.
- With this funding alignment, the federal government, while reducing international students, will prioritize PhD students who will be fast-tracked. A website is being created to promote graduate research opportunities. This is an important step, as the majority of Concordia's international students are graduate students, and it is important for messaging that Canada and Québec are still welcoming global talent.
- Unfortunately, the provincial government has ignored unanimous recommendations from universities and the business community to review decisions around international students as part of its multi-year immigration strategy consultations.
- Dr. Carr reminded Senators that the *Programme d'experience québecoise* has been eliminated by the provincial government. This program had offered fast-track permanent residency to graduates of Québec universities.
- Dr. Carr went on to provide some information on two bills before the Québec National Assembly:
    - Bill 1 is the proposed constitution for Québec, which threatens university autonomy, while also undermining the ability to challenge government decisions that impact universities in a negative way. Groups, including BCI have spoken against this, as the Bill also fails to protect the historic status of English-language institutions and limits the ability of universities, as publicly funded entities, to take legal action against the government, as the University did last year.

- Bill 1 also expands government powers to dictate contracts between Québec entities, including universities, which could impact research funding agreements. The University has about $35M in funding from federal agencies that are tied up as the government of Québec is reviewing the contracts and hasn't released them. Other universities are in a similar bind.

- Finally, Bill 1 makes no reference to academic freedom and asserts that multiculturalism doesn't apply to Québec. These elements have implications for the University.

- Bill 9 on *laïcité* was tabled two weeks ago and public consultations are expected to start when the National Assembly meets again in February. The Bill is wide ranging and parts of it are difficult to interpret, particularly around the status of the Loyola Chapel, spaces rented to businesses, differentiation between the University's use of space and the use of University space by others who are not part of the University community who access the University's campuses. For academic activities, the Bill is being reviewed for its provisions and impact on internships in education, particularly as it applies to accommodations on religious grounds (for example, the observance of Jewish and other religious holidays).

- However, it is clear that prayer spaces, such as the one in the Hall Building, would not be permitted on campuses if this law is adopted. The ban on prayer spaces is going to be particularly concerning for Muslim students who use the space. Other student groups with a religious affiliation and who do activities on campus also have questions on the Bill's implications.

- The University is still gathering information, owing to the lack of clarity of various provisions. The law still needs to go through a process before its adoption.

- Dr. Carr reiterated that the University was committed to equity and diversity and the University would continue to do whatever is possible to support students and other members of our community as we work together with other institutions to understand better the implications of the proposed Bill.

- Interim Provost Faye Diamantoudi has begun a campus tour of departments and faculties to discuss the University's budget situation. The team is using these meetings to explore development of new programs, make tweaks to existing programs, and devise other strategies to enhance recruitment and retention and generate additional revenue going forward. The meetings are necessary for two reasons: to ensure that a maximum number of people in the University community have a common and <u>accurate</u> understanding of the financial situation and to encourage units to have agency in identifying and designing potential customized routes to solutions to increase revenue.

- The final goal is to generate data-informed and data-driven strategies to grow recruitment going forward, but also to examine admission and accompaniment processes for students.
- Dr. Carr and the CFO, Denis Cossette, will be meeting non-academic units in the subsequent week to discuss the budget situation. Various measures like the voluntary retirement program and other cost cutting measures are afoot, and the University team continues to review the structural deficit and its masse salariale, to come up with sustainable changes and a path forward.

There was a question from a Senator about activities scheduled on the two additional days that the University will be closed. Dr. Carr responded that faculty and staff are not expected to report to work on the two days when the University is closed, but any planned activities can go on as usual. The only requirement is to coordinate security.

7. **Academic update** (Document US-2025-6-D6)

There were no additional updates to the report that was provided.

8. **Annual report from the Ombudsperson** (Document US-2025-6-D7)

The Ombudsperson presented the Ombuds Office's annual report for 2024-25.

The Ombuds Office received 565 files this year, and approximately 300 emails and calls about campus climate. The Ombudsperson offered to personally speak to all callers and returned every phone call received.

Most of the files were related to grades and communication with professors. There were also complaints from students about not being able to attend classes due to campus climate.

The Ombudsperson offered the following recommendations:

- The review of the use of the Mezzanine space in the Hall building and the recommendation to convert the same to align with the University's prime mission. This recommendation was not accepted due to budget constraints;
- That Québec residency requirements be clearly posted on the various program websites, so that students are properly informed on the same. This recommendation was accepted;
- That certain graduate programs should be more transparent on how competitive they are, as a lack of transparency leads to disappointment for applicants; and
- That the profile of the position of Dean of Students be reviewed. This recommendation was being reviewed.

The Ombudsperson thanked the University community for their support. They have a strong role to play in the University and are happy to serve the community.

There was a question about the nature of the complaints received and whether there were any complaints related to student protests being stifled.

The Ombudsperson clarified that they can only speak to the complaints that come to their office and they do not conduct outreach, as that was not part of their mandate. On the question of number of complaints about protests and campus climate, their written report will contain detailed information.

A Senator asked about campus climate, noting that there are ongoing concerns around the University's ability to deal with antisemitism on campus. Dr. Carr responded that the STRIVE Task Force's report on antisemitism is being finalized, and once the report is made public, the University can begin working on the recommendations.

Another Senator asked about the recommendation to review the role of the Dean of Students. The Ombudsperson responded that the recommendation was general in nature.

To another question on whether there had been complaints about students having to miss classes because of reduced shuttle bus service or not being able to graduate on time because of budget cuts to departments, the Ombudsperson noted that they would have to check the Ombuds Office's statistics to get details on this question. The Ombudsperson invited the Senator to communicate with them directly about this matter.

A question was raised about the multiple initiatives dealing with campus climate. The Ombudsperson clarified that the Ombuds Office is only mandated to respond to people and complaints that are received by the office.

9. APC recommendations:

9.1. **New Program - AS-INTE-5926: New undergraduate program: Certificate in Black and African Diaspora Studies in the Canadian Context**
(Document US-2025-6-D8)

Dean Sicotte introduced this certificate and noted that this will allow people who are not registered with the University to be able to enroll in the program. The certificate is structured like the existing minor in Black and African Diaspora Studies. Christina Abraham noted that there were quite a number of applications for the minor and there were people who were in graduate program or from outside the University. Given the considerable interest from the community and that's why it was proposed to start this new 30 credit program. There has been considerable interest in the minor, with continued demand.

R-2025-6-17 Upon motion duly moved and seconded, it was unanimously resolved that upon

recommendation of the Academic Programs Committee, Senate approve the new undergraduate program: Certificate in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5926).

9.2. **Program/course change – GCS-CIISE-5898: Changes to program requirements and courses for the BSc and BEng in Cybersecurity: recommendations by the *Commission d'évaluation des projets de programmes*** (Document US-2025-6-D9)

Dean Debbabi introduced the item and summarized the revisions to the two programs which follow from the *avis favorable* from the *Commission d'évaluation des projets de programmes* following their visit and evaluation. The programs were approved by Senate and submitted to BCI and the *Commission d'évaluation des projets de programmes.*

They articulated five conditions which were outlined in the documentation that was circulated to Senators. There was particular emphasis on updating the courses in AI and AI training. There was a new core course added for cybersecurity management and governance. The dossier fully addressed the conditions of the *Commission d'évaluation des projets de programmes* and will be better equipped to respond to the demands in the province and around Canada.

Following the approval, the programs can be offered in the fall 2026.

R-2025-6-18 *Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve changes to program requirements and courses for the BSc and BEng in Cybersecurity: recommendations by the Commission d'évaluation des projets de programmes (GCS-CIISE-5898).*

9.3. **Program/course change – JMSB-SCBTM-5784: Changes to the title of the Minor in Data Intelligence to Minor in Business Analytics** (Document US-2025-6-D10)

Sandra Betton presented this dossier and explained the changes in the course, which includes a title change. The change updates the title to modern terminology. The Department will also change the prefixes and refreshing and updating the content and titles. This will lay a foundation for a major in business analytics, building on the minor.

R-2025-6-19 *Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the proposed program changes - from the Minor in Data Intelligence to the Minor in Business Analytics (JMSB-SCBTM-5784).*

10. Question period

There was a question around layoffs and the increasing urgency to respond to the budget situation.

Some comments were shared about how layoffs would impact existing and new programs and concerns were raised about how these offerings would continue.

Dr. Carr noted that the University was reviewing all initiatives around the budget and the results of the voluntary retirement program as part of the ongoing budget analysis. The questions at hand are how much change will be needed and when these changes will need to be made. The University is committed to doing everything possible to avoid major disruptions.

He also noted that, at this stage of the budget analysis, the focus is on determining next steps. No work has been undertaken on establishing where and when layoffs would need to be made.

There was a question about some job positions that have been posted, and the need to provide clarification to the community around ongoing recruitment. Dr. Carr explained that, as mentioned at the November 2025 Senate meeting, mission-critical positions in the University will have to be maintained.

For the Provost's report, in addition to outlining accolades and celebration of successes, a Senator requested that it include more reporting on other work that was happening in the Provost's office, such as the ongoing meetings with departments. Dr. Carr and F. Diamantoudi took note of the suggestion regarding the report. It was also clarified that developing the invitation lists for the Interim Provost's meetings with the departments had been led by the Deans' offices. Information on the Interim Provost's meetings with the departments will be made available once the visits and meetings have concluded.

A Senator asked when the report on Concordia's Colonial Past would be released. Dr. Carr noted that he didn't have the information at hand and would seek necessary confirmation.

There was a question about consultations specifically regarding the changes that can be made. Dr. Carr responded that the purpose of the Interim Provost's visits to the departments was to review and respond to the realities of each department. The visits will continue over the next months.

11. Other business

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

12. Adjournment

The meeting was adjourned 3:26 p.m.

K. Singh
Karan Singh
Secretary of Senate

ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS
Rachel Berger, PhD
January 15, 2026

The Academic Programs Committee has approved the following changes for the Undergraduate Calendar.

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

1. **Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)**

Faculty of Arts and Science
Department of Education
- AS-EDUC-5936; **APC-2025-8-D1**
- Program changes

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-5320; **APC-2025-8-D2**
- Program changes

Department of Mathematics and Statistics
AS-MATH-5888; **APC-2025-8-D3**
- Program changes
- Course changes

Simone de Beauvoir Institute and Women's Studies
AS-WSDB-5955; **APC-2025-8-D4**
- Program changes
- Regulation changes
- Course changes

John Molson School of Business
JMSB-JMSB-5943; **APC-2025-8-D5**
- Course changes

Department of Management
JMSB-MANA-5947; **APC-2025-8-D6**
- Program changes

Gina Cody School of Engineering and Computer Science
GCS-GCS-5912; **APC-2025-8-D8**
- Program changes

Department of Building, Civil and Environmental Engineering
GCS-BCEE-5785; **APC-2025-8-D9**

- Program changes
- Course changes

Department of Computer Science and Software Engineering
GCS-COMP-5830; **APC-2025-8-D10**

- Program changes
- Course changes

Department of Electrical and Computer Engineering
GCS-ELEC-4541; **APC-2025-8-D11**

- Program changes
- Course changes

Department of Mechanical, Industrial and Aerospace Engineering
GCS-MIAE-5821; **APC-2025-8-D12**

- Program changes
- Course changes

GCS-MIAE-5944; **APC-2025-8-D13**

- Program changes
- Course changes

Faculty of Fine Arts
Department of Studio Arts
FA-STUDART-5846; **APC-2025-8-D15**

- Program changes
- Course changes

Mel Hoppenheim School of Cinema
FA-CINE-5868; **APC-2025-8-D16**

- Course changes

2. **Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)**

Faculty of Arts and Science
Department of Communication Studies
AS-COMS-5900; **APC-2025-8-D17**

- Course changes

Department of Education
AS-EDUC-5850; **APC-2025-8-D18**

- Program changes
- Regulation changes
- Course changes

Faculty of Fine Arts
Department of Art History
FA-ARTH-5836; **APC-2025-8-D21**

- Course changes

Department of Art Education
FA-ARTE-5740; **APC-2025-8-D22**

- Program changes
- Regulation changes
- Course changes

Gina Cody School of Engineering and Computer Science
Computer Science and Software Engineering
GCS-COMP-5831; **APC-2025-8-D23**

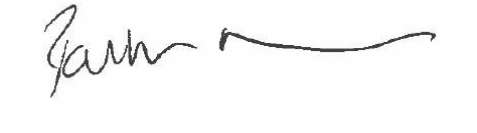
- Program changes

GCS-COMP-5818; **APC-2025-8-D24**

- Course changes

John Molson School of Business
Business Analytics and Technology Management
JMSB-MSCA-5877; **APC-2025-8-D26**

- Program changes
- Course changes



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)
REPORT TO SENATE
Dr. Effrosyni (Faye) Diamantoudi
February 6, 2026

APPC meeting of December 10, 2025

The APPC met on December 10, 2025. Dr. Diamantoudi welcomed committee members and reviewed the APPC's mandate and membership. The committee discussed the APPC's work plan for 2025-26. It was agreed that this year, the APPC will be reviewing and providing feedback on the executive summary that will be developed following the Interim Provost's meetings with all faculties and departments that are currently underway. The APPC will also be reviewing its mandate and membership with the objective of making recommendations to implement in 2026-27.

US-2026-1-D2
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Regulation Chage - Readmitted students have the same two options as conditional standing students

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed regulation change for approval.

BACKGROUND:

FA-FA-5891 – Regulation Change

Summary: This change provides clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the proposed undergraduate curriculum regulation change:

- FA-FA-5891 – Regulation Change (Readmitted students have the same two options as conditional standing students)

As the above change is detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 27, 2026

ACADEMIC PROGRAMS COMMITTEE
Rachel Berger, PhD
January 15, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-SCBTM-5777; **APC-2025-8-D7**

- New Undergraduate Program: BComm in Business Analytics

Faculty of Fine Arts
FA-FA-5891; **APC-2025-8-D14**

- Regulation change
- Summary: Clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)

Faculty of Arts and Science
Département d'études françaises
AS-FRAN-5833 ; **APC-2025-8-D19**

- Program changes
- Regulation changes
- Course changes
- Summary: création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-3301; **APC-2025-8-D20**

- New graduate program: Master's in Science degree (Athletic Therapy)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-MSCM-5876; **APC-2025-8-D25**

- Regulation changes
- Program changes
- Course changes
- Summary: The dossier proposes implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option within the Master of Supply Chain Management.



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

Summary and Rationale for Changes

The current graduation requirements under section 81.20 do not clearly define what readmitted students from failed standing need to do to graduate when they have only a few credits remaining for their graduation. Through the proposed edits, we clarify that the readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

The changes being made have been coordinated across the faculties to ensure that the requirements and wording are standardized in each of the faculty's relevant calendar sections.

Resource Implications

There are no resource implications.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Rachel Berger, Vice Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 10 Dec 2025

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 14 Nov 2025

The Fine Arts Faculty Council reviewed and approved the changes proposed in this dossier on November 14, 2025 and hereby submit for the consideration of the APC at their meeting on December 10, 2025.

There are no resource implications.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 14 Nov 2025

Approved by:

Dr. Shauna Janssen, Associate Dean, Academic Programs and Pedagogy,
Faculty Curriculum Committee, 08 Oct 2025

The Faculty of Fine Arts Curriculum Committee reviewed and approved with some small edits this dossier on October 8, 2025.

We hereby submit for the consideration of the FOFA Faculty Council at their meeting on November 14, 2025.

There are no resource implications.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Graduation Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Change to Graduation Requirements

Calendar Section Name: Graduation Requirements
Calendar Section Type: Regulation
Description of Change: Graduation Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Faculty of Fine Arts

Calendar publication date: 2026/2027/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.20 Degree Requirements > Section 81.20.4 Academic Performance Requirements

Present Text calendar	Proposed Text
Graduation Requirements	Graduation Requirements
Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. ~~Potential graduates~~ who fail to meet ~~the requirements of~~ acceptable ~~standing,~~ but meet ~~the requirements of~~ conditional standing, will have the following options:	Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. Students who fail to meet acceptable standing but meet conditional standing, or those who are readmitted from failed standing, will have the following options:
a) register for ~~an additional~~ 12 credits ~~and, at the next assessment,~~ meet the requirements for acceptable standing;	a) register for 12 credits and meet the requirements for acceptable standing;
or	or
b) register for fewer than 12 ~~additional credits.~~ In this case, standing will be determined ~~on~~ the ~~basis that~~ these ~~extra~~ credits ~~constitute an extension~~ of the last assessment period.	b) register for fewer than 12 credits and meet the criteria for acceptable standing. In this case, the student's standing will be determined after adding the grade points obtained for these credits to those included in the calculation of the GPA of the last assessment period.
For both option a) and option b), the additional courses taken must be selected in consultation with the student's department.	For both option a) and option b), the additional courses taken must be selected in consultation with the student's department.
Graduation Requirements for Microprograms	**Graduation Requirements for Microprograms**
Students will be considered eligible to graduate from a microprogram if they have passed all of the required courses.	Students will be considered eligible to graduate from a microprogram if they have passed all of the required courses.

Rationale:

The current graduation requirements under section 81.20 do not clearly define what readmitted students from failed standing need to do to graduate when they have only a few credits remaining for their graduation. Through the proposed edits, we clarify that the readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

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Resource Implications:

There are no resource implications.

Impact Report

Section 81.20 Degree Requirements

Students preparing for the BFA degree require a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours of work spread across lectures, conferences, tutorials, studios, rehearsals or practice periods, tests, examinations, and personal work.

Section 81.20.1 BFA Degree Requirements

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see Section 16.2.4 Concentration Requirements under Section 16.2 Curriculum Regulations) or major (see Section 16.2.4) program in the Faculty of Fine Arts. A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.
2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 382; COMS 301, COMS 304, COMS 416, COMS 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.
3. A candidate for graduation must have successfully completed the courses FFAR 248 and FFAR 249.
4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.
5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.
6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Section 81.20.2 Residence Requirements

Residence Requirements

Students are subject to the university residence requirement (see Section 16.2.2 Residence Requirements which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University. To fulfill the residence requirements for a BFA degree with a concentration in:

1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.
2. Art Education – Visual Arts, Art History, Art History and Film Studies, Computation Arts, Design, Film and Moving Image Studies, Film Animation, Film Production, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia.
3. Art History and Studio Art: at least half of the concentration requirements must be completed at Concordia, including a minimum of 15 credits in Art History and 15 credits in Studio Arts.
4. Performance Creation, Acting for the Theatre, or Scenography: a minimum of 30 credits from the Section 81.120 Department of Theatre must be completed at Concordia.
5. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Section 81.100 Department of Music must be completed at Concordia.

6. Minor programs: at least half of the required credits must be completed at Concordia.

Section 81.20.3 Course Load

The normal course load for students enrolled in the Faculty of Fine Arts is 30 credits per year for all full-time students, and a maximum of 18 credits per year for part-time students.
i) Full-time students may not register for more than 18 credits of their maximum 30 credits in any studio area in any given academic year. Part-time students may not register for more than 12 credits.
ii) Students may register for a maximum of six credits in which films are produced as a course requirement during any given academic year. See Filmmaking Courses under Section 81.60 Mel Hoppenheim School of Cinema for list of courses. Also, students are limited, during their degree program, to 18 credits in Film Production or 24 credits in Film Animation courses in which films are produced as a course requirement (see Filmmaking Courses).
iii) Students may register for a maximum of six credits in Theatre Production in any given academic year, up to a maximum of 18 credits in all.
iv) Students may register for a maximum of six credits in Music Private Study in any given academic year, up to a maximum of 12 credits in the Major in Music degree program, and 18 credits in a specialization in music degree program.
v) Students may register for a maximum of nine credits in Independent Study courses in their degree program. In the case of disciplines not offering three-credit Independent Study courses, students may register for a maximum of two six-credit Independent Study courses in their degree program.

Section 81.20.4 Academic Performance Requirements

Academic Performance Requirements

The system used by the Faculty of Fine Arts to assess academic performance at the undergraduate level is based on the assessment grade point average (AGPA). See Section 16.3.10 Academic Performance for definition of AGPA.

Acceptable standing requires that a student obtain an AGPA of at least 2.00.

Note: Although a “C-” grade (1.70 grade points) is designated as satisfactory for an individual course in Section 16.1.11 Grading System, an AGPA of 2.00 is required to remain in acceptable standing.

Conditional standing results when a student obtains an AGPA of less than 2.00, but at least 1.50. A student is not permitted to obtain two consecutive conditional standing assessments.

Students in conditional standing may not write supplemental examinations and will not be permitted to register for further study until their program has been approved by the appropriate advisor in their Faculty or department. They must obtain acceptable standing at the time of their next assessment.

Failed standing results when a student obtains an AGPA of less than 1.50, or conditional standing in two consecutive periods of assessment. Failed students may not write supplemental examinations. In order to continue in their program, failed students must apply for readmission through Student Academic Services. If readmitted, failed students will be placed on academic probation. In addition, there may be other conditions determined by the Faculty at the time of readmission. Decisions of the relevant authority in the Faculty are final. Failed students wishing to be admitted to another Faculty must apply through the Dean’s Office of the Faculty to which they wish to be admitted. Credits achieved at another institution while on failed standing may not be transferred to a program at Concordia University. These credits, however, may be used to determine a student’s potential for readmission. If 24 or more credits are successfully completed at another institution while on failed standing at Concordia, students will be required to submit a new application for program admission and not an application for readmission.

The Academic Performance Requirements for acceptable standing, conditional standing and failed standing do not apply to students enrolled in microprograms.

Graduation Requirements

Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. Students who fail to meet acceptable standing but meet conditional standing, or those who are readmitted from failed standing, will have the following options:

a) register for 12 credits and meet the requirements for acceptable standing;

or

b) register for fewer than 12 credits and meet the criteria for acceptable standing. In this case, the student's standing will be determined after adding the grade points obtained for these credits to those included in the calculation of the GPA of the last assessment period.

For both option a) and option b), the additional courses taken must be selected in consultation with the student’s department.

Graduation Requirements for Microprograms

Students will be considered eligible to graduate from a microprogram if they have passed all of the required courses.

Section 81.20.5 Lapsed Program

Lapsed Program

Students enrolled in a specialization or major program in the Faculty of Fine Arts who have been absent from their program for six consecutive terms or more will be withdrawn from their program and have a lapsed notation entered on their student record. Students enrolled in a microprogram who have been absent for four consecutive terms or more will be withdrawn from their program and have a lapsed notation entered on their student record.

Lapsed students must meet with the appropriate advisor in order to resume their program and be made aware of possible program modifications. In some cases, students might be required to submit a new application.

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US-2026-1-D3
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Senate Research Committee recommendation: *Policy on Research Units and Infrastructure Platforms (VPRGS-8*), revised and being renamed *Policy on Research Entities (VPRII-8)* (the "Policy")

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed revisions to the Policy.

BACKGROUND:

The Policy is being revised and a detailed memo from the Senate Research Committee explaining the revisions is attached herewith. The revised version of the Policy is also attached for ease of reference.

DRAFT MOTION:

That, upon recommendation of the Senate Research Committee, Senate approve revisions to the *Policy on Research Units and Infrastructure Platforms (VPRGS-8),* now being renamed as *Policy on Research Entities (VPRII-8)* as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 29, 2026

OFFICE OF THE VICE-PRESIDENT,
RESEARCH, INNOVATION, AND IMPACT

INTERNAL MEMORANDUM

TO: Karan Singh, Associate Secretary-General, University Secretariat

FROM: Tim Evans, Vice-President, Research, Innovation, and Impact, and Chair, Senate Research Committee

DATE: January 7, 2026

SUBJECT: VPRGS-8 - Policy on Research Units and Infrastructure Platforms – *for Senate approval*

This memo outlines the context and process conducted by the Office of the Vice-President, Research, Innovation, and Impact to update the Concordia University policy on Research Units and Infrastructure Platforms (VPRGS-8), now to be called the policy on Research Entities (VPRII-8).

Context: The Policy on Research Units and Infrastructure Platforms (VPRGS-8) came into effect in early 2014, replacing the former Policy on Research Units adopted in 2010. At the time of its adoption, the policy provided an appropriate framework for recognizing and supporting Concordia's research centres and shared research infrastructure. However, over the past decade, Concordia's research ecosystem has evolved substantially, shaped by rapid growth in interdisciplinary activity, the emergence of large-scale, multi-faculty initiatives in the form of Research Institutes, and significant changes in external funding programs and expectations for research governance and impact.

In recognition of these shifts, and following sustained feedback from the research community, the Senate Research Committee approved a moratorium on the policy in September 2023 to allow for a comprehensive review. The Policy on Research Units and Infrastructure Platforms (OVPRGS-8), together with its associated Procedures, was formally suspended in September 2023 and again in April 2025 to enable a full revision and modernization. The version last updated in 2014 no longer adequately reflected the scope, scale, or diversity of Concordia's contemporary research environment.

As part of the revision process, the University undertook extensive benchmarking of research centre and platform policies across a range of Canadian universities to identify best practices in governance, recognition, review processes, and institutional support. This external analysis was complemented by an internal consultation conducted in Summer 2024 with Concordia's Research Centres and Infrastructure Platforms. Together, these activities highlighted key

strengths of the existing framework, as well as structural limitations and gaps that required attention, and informed the development of a more coherent, transparent, and strategically aligned policy.

The revised policy responds directly to the significant expansion and diversification of Concordia's research ecosystem over the past decade. In particular, it recognizes the emergence of large-scale, interdisciplinary initiatives whose scope and impact extend beyond the traditional definition of research units. To address this, the updated framework—now titled the *Policy on Research Entities (VPRII-8)*—introduces a new category of Research Institutes to formally recognize and support high-impact, strategically aligned research entities that coordinate multiple programs or themes, engage extensively with external partners, and address complex societal challenges.

The revision further aligns the University's governance framework with Concordia's Strategic Research Plan and its commitments under the Declaration on Research Assessment (DORA). It clarifies criteria for University recognition, leadership roles, review cycles, and accountability, and introduces strengthened expectations around governance structures, reporting, and director and co-director roles. Finally, the policy differentiates institutional support based on the scale, complexity, and strategic value of research entities, ensuring a more consistent, equitable, and future-oriented approach to supporting research excellence at Concordia.

Process: The revised draft of Policy VPRII-8 and revised procedures were approved for consultation by the Senate Research Committee on 25 April 2025. A formal consultation period began between May and August 2025, with the document being circulated to the Faculties, as well as with existing Research Institutes, Centres, and Infrastructure Platforms. This consultation gathered feedback on the revised policy and its accompanying procedures to ensure they are clear, comprehensive, and responsive to the needs of Concordia's research community. Based on the feedback received, a revised version of the policy of the policy was created.

The Senate Research Committee met on December 12, 2025 to review and approve the final draft of the VPRII-8. After a discussion and upon motion duly made and seconded (C. Poullis, M. Paquet) committee members unanimously approved and recommended VPRII-8 to Senate for final approval.

POLICY ON RESEARCH ENTITIES

Effective Date: [insert date] **Approval Authority:** Senate

Supersedes / Amends: January 17, 2014 **Policy Number:** VPRII-8

PREAMBLE

Research Entities (as defined below) are recognized by Concordia University (the "University") to support externally-funded groups of University faculty members in expanding their research and/or research-creation activities through collaboration and shared resources. They significantly contribute to the academic life of the University and provide a stimulating and dynamic research environment that strengthens research capacity, increases impacts and enhances the University's visibility, while offering enriched training opportunities for students.

Research Entities are expected to align with the current and emerging strategic research priorities outlined in the University's *Strategic Research Plan* to ensure coherence, relevance, and impact. Such alignment enables the effective mobilization of institutional resources, fosters interdisciplinary collaboration, and positions the University to address complex societal challenges and compete successfully for external funding.

Research Entities must also reflect the University's commitment to responsible and transparent research evaluation - valuing quality, rigor, and impact beyond journal-based metrics, and recognizing diverse contributions such as collaborative research, open data practices, and societal engagement. In doing so, they help foster an inclusive and equitable research environment consistent with the University's values and priorities.

SCOPE

This Policy applies to any group of University researchers seeking formal recognition as a Research Entity under this Policy and its associated *Procedures*. It covers all Research Entities - whether recognized by Senate or by one or more Faculties - whose primary mandate is research and graduate students training. It applies regardless of their names (e.g. Centre, Institute, Group, Platform) or their relationship with external sponsors.

PURPOSE

The Policy and related *Procedures* define University-wide principles for the establishment, recognition, renewal, discontinuation, governance and support of Research Entities, and set expectations for periodic reporting.

This Policy ensures a coherent and transparent recognition process across the University and alignment between institutional priorities and each Research Entity's development stage, maturity, type and complexity.

DEFINITIONS

For the purposes of this Policy, the following definitions shall apply:

A "Research Entity" means a formally recognized organizational structure within the University that may take the form of one of three categories: a Research Institute, a Research Unit, or an Infrastructure Platform. They operate with formal governance structures (e.g., Director, Advisory Committee), often include dedicated infrastructure and administrative support, and are expected to lead major funding initiatives (e.g., CFREF, CFI, SSHRC Partnership Grants, FRQ Strategic Cluster and Research Team Support Program).

A "Director" or "Co-Director" means the faculty member appointed to provide academic and strategic leadership for a Research Entity.

A "Research Institute" means a large-scale, interdisciplinary, and high-impact Research Entity established within the University and aligned to the *Strategic Research Plan* priorities, often addressing complex societal challenges that require sustained, multi-disciplinary and multi-Faculty collaboration. Institutes differ from Research Units by virtue of their broader scope and strategic positioning to provide institutional leadership in areas of national or international importance.

A "Research Unit" means a non-departmental Research Entity established within the University to advance its research-related goals through the collaborative efforts of a team of researchers. These Research Units are focused on developing clear, integrated research programs that leverage collective expertise and are strategically aligned with the University's *Strategic Research Plan* and external funding priorities.

An "Infrastructure Platform" means a Research Entity that typically manages a dedicated space or facility housing a coherently organized and integrated pool of resources – such as laboratories, workshops, and equipment – maintained to support and enable research and/or research-creation.

POLICY

Establishment, Recognition and Renewal

1. A Research Entity is established, recognized, renewed, and discontinued under the authority of:
    - Senate for Senate-recognized Research Entities; or
    - One or more Faculty(ies) for Faculty-recognized Research Entities.

2. A Research Entity is usually initiated by a group of University faculty members who must apply for Senate or Faculty recognition in accordance with the *Procedures*.

3. Each category of Research Entity may have different configurations, with specific criteria and expectations to meet, as listed in the *Procedures*.

4. A Research Entity seeking recognition by Senate or a Faculty must:
    - be led by a Director or Co-Directors appointed for a time-limited term;
    - have a formal governance structure, including an Advisory Committee;
    - have designated resources such as space, administrative and technical staff, shared equipment and infrastructure;
    - be financially secure, with core operational funding and significant ongoing external funding to support its development and projects (e.g. external grants, contracts, donations, fee-for service);
    - demonstrate a high level and diversity of research impact;
    - foster the training of graduate students, postdoctoral fellows, and other highly qualified personnel;
    - enable cooperation with scholars at other universities and/or institutions, and collaborations with industry partners and/or community groups;
    - be supported by at least two Faculties, in the case of Senate-recognition.

5. Details on the duration of the Senate or Faculty recognition and the conditions for renewal are outlined in the *Procedures*.

Registry, Communication and Branding Standards

6. Each Faculty must annually report their Research Entities to the Office of the Vice-President, Research, Innovation and Impact ("OVPRII"), which maintains an official registry.

7. The University promotes all Research Entities through its official communication channels (e.g. website, annual reports). Senate-recognized Research Entities must indicate their affiliation with the University, and Faculty-recognized Research Entities with their Faculty(ies), in all official communications.

8. Use of the University's name and logo must be in accordance with the *Policy on the Use of Concordia University's Name, and the Governance of its Visual Character and Digital Presence* (SG-4)**.** Senate-recognized Research Entities must pair their name and logo with the University's, and Faculty-recognized Research Entities with the host Faculty(ies)'.

Resource Allocation

9. Space equipped with basic furniture for offices, laboratories, studios, and similar facilities is usually provided to the Research Entity by the Faculty(ies) that recognized it or that supported its Senate-recognition, as applicable. Senate-recognized Research Entities shall, in coordination with the OVPRII, be responsible for the acquisition, operation, and maintenance of physical research resources, including, but not limited to, specialized research equipment and databases. Faculty-recognized Research Entities shall assume the same responsibilities in coordination with their host Faculty.

10. Each Research Entity is responsible for managing its human, financial, and physical resources.

11. Senate-recognized Research Entities may access institutional funding through the Infrastructure Support for Research Entities program managed by the OVPRII, as outlined in the *Procedures*.

Compliance, Governance and Accountability

12. All Research Entities must comply with University policies and procedures pertaining to research, including, but not limited to: health and safety in laboratories, compliance certification, recovery of indirect costs, conflict of interest, and approval for formal partnerships. Compliance also extends to EDI requirements, responsible conduct of research, and the effective management of research infrastructure and resources. Failure to comply with any University policies and procedures may result in loss of recognition.

13. Before recognition, a Director (or Co-Directors) must be identified as the head of the Research Entity. The directorship is responsible for articulating the Research Entity's vision, ensuring alignment with the University's *Strategic Research Plan*, and advancing its research programs, partnerships, and external profile. It holds administrative responsibility and overseas operations. Additional information on the role and responsibilities of the directorship is provided in the *Procedures*.

14. The process for appointing a Director (or Co-Directors) of a Research Entity, as well as the term, conditions and renewability of the appointment, is detailed in the *Procedures*.

15. The Director (or Co-Directors) of a Research Entity must hold a full-time tenured Faculty appointment in an academic department at the University for the duration of their term. A Faculty member without tenure or not considered to be working full-time (i.e., retired, gradual retirement, reduced time) is not eligible to serve as Director (or Co-Director), except in very exceptional circumstances, as detailed in the *Procedures*.

16. Regardless of category, configuration, objectives, size or funding, all Research Entities must have an Advisory Committee to provide oversight and general guidance on activities and operations. Additional information on the role and responsibilities of the Advisory Committee is provided in the *Procedures*.

17. Senate-recognized Research Entities are accountable to the OVPRII and must align with the University's research priorities and submit reports on governance, operations, activities, finances, and impact, as set out in the *Procedures*. Similarly, Faculty-recognized Research Entities are accountable to the Dean(s) of their host Faculty(ies) and must align with the Faculty(ies)' research priorities, comply with Faculty policies and procedures, and submit reports as required.

Discontinuation of Recognition and Closure

18. If a Research Entity's recognition is not renewed, it will expire at the end of its current term, and a phase-out plan will be implemented by the Vice-President, Research, Innovation and Impact ("VPRII") or the relevant Faculty Dean, as applicable. The same applies if a Research Entity fails to submit the required documentation for a review or a report, or fails to meet the compliance or accountability requirements. If deemed necessary, the VPRII or Faculty Dean, as applicable, may appoint an external reviewer to assess the Research Entity's prospects and recommend on the disposition of assets and liabilities.

19. A Research Entity may choose to end its recognized status at any time. The directorship of the Research Entity must inform the OVPRII or the relevant Faculty without delay of its decision to cease activities. The termination process is outlined in the *Procedures*.

20. A Research Entity may be phased out or immediately terminated at any time for financial exigency or other reasons, with due regard to human resources policies, contractual obligations, and employment standards legislation, as set out in the *Procedures*.

Policy Responsibility and Review

21. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Vice-President, Research, Innovation, and Impact.

Approved by Senate on January 17, 2014, and amended on [insert date].
The Policy was temporarily suspended before the approval of the amendments on [insert date].

POLICY ON RESEARCH ENTITITESUNITS AND INFRASTRUCTURE PLATFORMS

Effective Date: January 17, 2014 **Originating Office:** Office of the [insert date] **Approval Authority:** SenateVice President, Research and Graduate Studies

Supersedes / Amends: April 6, 2010 January 17, 2014 **Policy Number:** VPRGSVPRII-8

PREAMBLE

Research Units and Infrastructure PlatformsEntities (as defined below) are recognized and funded in orderby Concordia University (the "University") to support externally-funded groups of ConcordiaUniversity faculty members in expanding their research and/or research-creation activities by connectingthrough collaboration and collaborating using shared resources. By providing a stimulating and collaborative research environment, Research Units and Infrastructure Platforms contribute They significantly contribute to the academic life of the University in terms of buildingand provide a stimulating and dynamic research environment that strengthens research capacity, increasing research output, and securing increased visibility for Concordia and its researchers. Research Units and Infrastructure Platforms operate in complementarity with the increases impacts and enhances the University's academic department and Faculty structures, and provide uniquevisibility, while offering enriched training opportunities for students.

The previous *Policy on Research Units* (2010) superseded the *Research Centers at Concordia University: Policies and Procedures (US-97-1-D6)*, and led to the recognition of 18 University Research Units. This Policy and the related continue to recognize that the University has formal processes for the establishment and review of Research Units but introduces more precise definitions to differentiate categories and configurations of Research Units and Infrastructure Platforms, as well as membership/usership and criteria for University recognition.

It is also recognized that the activities and resources of a Research Unit and/or an Infrastructure Platform change over time depending upon opportunities, membership/usership and circumstances. While successes must be encouraged and nurtured while building capacity within Research Units and/or Infrastructure Platforms, there may be, as well, a need for transforming, scaling down or phasing out activities.

This Policy, which is administered on behalf of the Senate Research Committee (SRC) by the Office of the Vice-President, Research and Graduate Studies (OVPRGS), is intended to ensure

~~that the process for recognizing Research Units and Infrastructure Platforms is coherent and transparent across the University and that institutional support appropriately reflects the development phase, maturity, type and complexity of the Research Unit and/or Infrastructure Platform.~~

Research Entities are expected to align with the current and emerging strategic research priorities outlined in the University's *Strategic Research Plan* to ensure coherence, relevance, and impact. Such alignment enables the effective mobilization of institutional resources, fosters interdisciplinary collaboration, and positions the University to address complex societal challenges and compete successfully for external funding.

Research Entities must also reflect the University's commitment to responsible and transparent research evaluation - valuing quality, rigor, and impact beyond journal-based metrics, and recognizing diverse contributions such as collaborative research, open data practices, and societal engagement. In doing so, they help foster an inclusive and equitable research environment consistent with the University's values and priorities.

SCOPE

This Policy applies to any group of University researchers seeking formal recognition as a Research Entity under this Policy and its associated *Procedures*. It covers all Research Entities - whether recognized by Senate or by one or more Faculties - whose primary mandate is research and graduate students training. It applies regardless of their names (e.g. Centre, Institute, Group, Platform) or their relationship with external sponsors.

PURPOSE

The ~~purpose of this~~ Policy and ~~the~~ related *Procedures* ~~is to provide definitions and specify~~define University-wide principles for the establishment, recognition, renewal, discontinuation, governance and support of Research ~~Units and Infrastructure Platforms at the University, as~~

~~well as setting out their reporting requirements and~~Entities, and set expectations for periodic ~~review~~reporting.

This Policy ensures a coherent and transparent recognition process across the University and alignment between institutional priorities and each Research Entity's development stage, maturity, type and complexity.

~~SCOPE~~

~~This Policy defines the internal principles that govern Research Units and Infrastructure Platforms at the University whose primary mandate is research and the training of graduate students. It addresses all types of Research Units and Infrastructure Platforms, independent of their names (e.g. Centre, Institute, Group, etc.) or of their relationship to, or support by, external sponsors.~~

~~The related to this Policy address:~~

- ~~University Recognition of Research Units and Infrastructure Platforms~~
- ~~Categories and Configurations of University-recognized Research Units and Infrastructure Platforms~~
- ~~Directorship of University-recognized Research Units and Infrastructure Platforms~~
- ~~Review of University-recognized Research Units and Infrastructure Platforms, and Renewal of Recognition~~
- ~~Discontinuation of Recognition and Closure of Research Units and Infrastructure Platforms~~

~~Any amendments to the are subject to the approval of all Faculty Deans.~~

~~It is recognized that there are Research Units and/or Infrastructure Platforms that are less formal in structure, or in an early phase, which might not meet the definitions and criteria for University recognition. In order to reflect the principles enshrined in this Policy, each Faculty will have a written set of procedures that will define and recognize these Research Units and/or Infrastructure Platforms while allowing flexibility. Overall, the Faculties are expected to inform the OVPRGS on all matters related to Research Units and Infrastructure Platforms.~~

DEFINITIONS

For the purposes of this Policy, the following definitions shall apply:

A "Research Entity" means a formally recognized organizational structure within the University that may take the form of one of three categories: a Research Institute, a Research Unit, or an Infrastructure Platform. They operate with formal governance structures (e.g., Director, Advisory Committee), often include dedicated infrastructure and administrative support, and are expected to lead major funding initiatives (e.g., CFREF, CFI, SSHRC Partnership Grants, FRQ Strategic Cluster and Research Team Support Program).

A "Director" or "Co-Director" means the faculty member appointed to provide academic and strategic leadership for a Research Entity.

A "Research Institute" means a large-scale, interdisciplinary, and high-impact Research Entity established within the University and aligned to the *Strategic Research Plan* priorities, often addressing complex societal challenges that require sustained, multi-disciplinary and multi-Faculty collaboration. Institutes differ from Research Units by virtue of their broader scope and strategic positioning to provide institutional leadership in areas of national or international importance.

A "Research Unit" means~~is~~ a non-departmental Research Entity~~unit,~~ established within the University~~, with specific objectives~~ to advance ~~the~~its research-related goals ~~of~~through the ~~University.~~collaborative efforts of a team of researchers. These Research Units ~~have a focus~~are focused on ~~the development of~~developing clear, integrated research programs~~, building on strong~~ that leverage collective expertise and are strategically aligned with the University's *Strategic Research Plan*~~, which is tailored to~~ and external funding ~~criteria, all in relation to Concordia University's Strategic Research Plan~~priorities.

~~Research Units will have regular (primary affiliation) and associate (secondary affiliation) **members**. Mirroring a criterion in FRQ-funded *Regroupements stratégiques* and *Groupes de recherche*, a Concordia faculty member can be a regular member in only one University~~

~~recognized Research Unit, usually the one to which he or she contributes the most, but can be an associate member in any number of other Research Units.~~

~~Research Units can be either configured as a **Research Centre** or as a **Research Unit with** a **Community Development/Outreach/Advocacy Focus**.~~

~~Research **Centres** are typically interdisciplinary groups with well-defined research and/or research-creation axes under which the individual researchers and trainees work in teams. Research Centres have access to significant external funding through public and/or private sources.~~

~~**Research Units with a Community Development/Outreach/Advocacy Focus** are interdisciplinary groups of researchers, creators and trainees whose scholarly work has a primary orientation targeted towards community development and/or knowledge mobilization in society at large. They will have developed a sustainable outreach program with diverse projects that involve strong elements of public/community engagement, policy development, intervention in communities and in society at large and/or knowledge mobilization and dissemination activities. Usually, external partners and communities will play an important role in the activities of the Research Unit with a Community Development/Outreach/Advocacy Focus.~~

An "Infrastructure Platform" means a Research Entity that~~is~~ typically manages a dedicated space or facility housing~~hosting~~ a coherently organized and ~~logically~~ integrated pool of ~~research and/or research-creation~~ resources – such as~~,~~ laboratories, workshops, and equipment – maintained to~~managed as a whole in a dedicated way to enable and~~ support and enable research and/or research-creation. ~~activities. It is not simply a collection of such research resources; the whole must exceed the sum of the parts.~~

~~Infrastructure Platforms have **users**. Users do not necessarily collaborate together other than by using similar or common equipment and infrastructure. Concordia faculty members may~~

~~become users of any number of Infrastructure Platforms. Major and minor users will be distinguished on the basis of frequency and intensity of use of the Infrastructure Platform.~~

~~Some entities may qualify for both the Research Unit and the Infrastructure Platform categories.~~

~~Normally, a University-recognized Research Unit or Infrastructure Platform is expected to draw regular members and/or major users from more than one Faculty. However, it is possible in exceptional circumstances for a University-recognized Research Unit or Infrastructure Platform to consist of regular members and/or major users from a single Faculty (or Department) if the size and/or strategic importance to the University justifies it, and if there is enough interdisciplinarity and team/group external funding to support such recognition.~~

~~A Research Unit and/or Infrastructure Platform, recognized by the University:~~

- ~~is led by a Director appointed for a time-limited term~~
- ~~is supported by at least one Faculty Dean~~
- ~~has a formal governance structure with an Advisory Committee~~
- ~~has designated resources such as space, administrative and technical staff, shared equipment and infrastructure~~
- ~~is financially secure with core funding for its operations, and attracting significant external funding on a continuous basis to support its activities (e.g. through grants, contracts, donations or fee-for-service)~~
- ~~maintains a high level of research productivity~~
- ~~fosters the training of graduate students, postdoctoral fellows and others~~
- ~~allows for cooperation with scholars at other universities and/or institutions, and collaborations with industry partners and/or community groups~~

~~In addition, each category of Research Units and Infrastructure Platforms may have different configurations, with specific criteria and expectations to meet, as listed in the *Procedures*.~~

~~A Research Unit or an Infrastructure Platform that does not meet the criteria identified above may be recognized by one or more Faculty(ies). Each Faculty will have a written administrative framework defining the criteria for obtaining Faculty-recognition status.~~

POLICY

Establishment, Recognition and Renewal

~~1. The creation of a Research Unit or Infrastructure Platform is usually initiated by a group of Concordia faculty members who wish to formalize the organization of the entity under the umbrella of a recognized unit or infrastructure platform. By obtaining recognition from the Faculty and/or the University, the establishment of the Research Unit or Infrastructure Platform becomes official.~~

~~2. A Research Unit or Infrastructure Platform is established, recognized and renewed under the authority of:~~

- ~~Senate, through the Senate Research Committee, for University-recognized Research Units and Infrastructure Platforms; or~~
- ~~One or more Faculty(ies) for Faculty-recognized Research Units and Infrastructure Platforms~~

1. A Research Entity is established, recognized, renewed, and discontinued under the authority of:
   - Senate for Senate-recognized Research Entities; or
   - One or more Faculty(ies) for Faculty-recognized Research Entities.

2. A Research Entity is usually initiated by a group of University faculty members who must apply for Senate or Faculty recognition in accordance with the *Procedures*.

3. Each category of Research Entity may have different configurations, with specific criteria and expectations to meet, as listed in the *Procedures*.

4. A Research Entity seeking recognition by Senate or a Faculty must:
   - be led by a Director or Co-Directors appointed for a time-limited term;
   - have a formal governance structure, including an Advisory Committee;
   - have designated resources such as space, administrative and technical staff, shared equipment and infrastructure;
   - be financially secure, with core operational funding and significant ongoing external funding to support its development and projects (e.g. external grants, contracts, donations, fee-for service);
   - demonstrate a high level and diversity of research impact;
   - foster the training of graduate students, postdoctoral fellows, and other highly qualified personnel;

- enable cooperation with scholars at other universities and/or institutions, and collaborations with industry partners and/or community groups;
- be supported by at least two Faculties, in the case of Senate-recognition.

~~3. To obtain University recognition, the potential Research Unit or Infrastructure Platform must apply for recognition in accordance with the process outlined in the Procedures. Any proposal for University recognition must be supported by at least one Faculty Dean.~~

~~4. Details on the duration of the University recognition and its renewability are presented in the *Procedures*~~

5. Details on the duration of the Senate or Faculty recognition and the conditions for renewal are outlined in the *Procedures*.

Registry, Communication and Branding Standards

~~5. Each Faculty must inform the OVPRGS annually of Research Units and Infrastructure Platforms that are recognized by the Faculty. A University-wide registry of Research Units and Infrastructure Platforms will be kept by the OVPRGS. The University will include and present all recognized Research Units and Infrastructure Platforms through its official communication channels (e.g. web site, annual reports, etc). All University-recognized Research Units and Infrastructure Platforms must declare their affiliation to Concordia University through their official communication channels.~~

6. Each Faculty must annually report their Research Entities to the Office of the Vice-President, Research, Innovation and Impact ("OVPRII"), which maintains an official registry.

7. The University promotes all Research Entities through its official communication channels (e.g. website, annual reports). Senate-recognized Research Entities must indicate their affiliation with the University, and Faculty-recognized Research Entities with their Faculty(ies), in all official communications.

~~6. Use of the University's name and logo must be in accordance with the Policy on the Use of *Concordia University's Name, Logo and Related Insignia, and the Governance of its Visual Character* (SG-4). University-recognized Research Units and Infrastructure Platforms are~~

~~expected to use the University's name and logo in combination with their Research Unit or Infrastructure Platform name and/or logo. Only University-recognized Research Units and Infrastructure Platforms may use the University's name and/or logo in combination with their Research Unit or Infrastructure Platform name and/or logo. Faculty-recognized Research Units and Infrastructure Platforms may use the Faculty's name and/or logo in combination with their Research Unit or Infrastructure Platform name and/or logo.~~

8. Use of the University's name and logo must be in accordance with the *Policy on the Use of Concordia University's Name, and the Governance of its Visual Character and Digital Presence* (SG-4). Senate-recognized Research Entities must pair their name and logo with the University's, and Faculty-recognized Research Entities with the host Faculty(ies)'.

Resource Allocation ~~and Accountability~~

~~7. Space for offices, laboratories, studios, etc. with basic furniture is usually provided to the Research Unit or Infrastructure Platform by the hosting Faculty(ies). Each Research Unit and/or Infrastructure Platform will be responsible for acquiring, operating and maintaining physical resources such as specialized research equipment and databases.~~

9. Space equipped with basic furniture for offices, laboratories, studios, and similar facilities is usually provided to the Research Entity by the Faculty(ies) that recognized it or that supported its Senate-recognition, as applicable. Senate-recognized Research Entities shall, in coordination with the OVPRII, be responsible for the acquisition, operation, and maintenance of physical research resources, including, but not limited to, specialized research equipment and databases. Faculty-recognized Research Entities shall assume the same responsibilities in coordination with their host Faculty.

~~8. Each Research Unit and/or Infrastructure Platform will be responsible for human, financial, and physical resources that are under its responsibility.~~

10. Each Research Entity is responsible for managing its human, financial, and physical resources.

~~9. University-recognized Research Units and Infrastructure Platforms are accountable to the VPRGS while the Faculty-recognized Research Units and Infrastructure Platforms are accountable to the Faculty Dean(s).~~

~~10. University-recognized Research Units and Infrastructure Platforms may access institutional funding through the **Infrastructure Support for Research Units and Infrastructure Platforms Program** managed by the OVPRGS as outlined in the *Procedures*.~~

11. Senate-recognized Research Entities may access institutional funding through the Infrastructure Support for Research Entities program managed by the OVPRII, as outlined in the *Procedures*.

~~12. All Research Units and Infrastructure Platforms must conform to University policies and procedures pertaining to research including but not limited to: health and safety of staff working in research laboratories, compliance certification for research, recovery of indirect costs on research grants and contracts, conflict of interest guidelines, and University approval to engage in formal partnerships with other universities, industry or other organizations.~~

Compliance, Governance and Accountability

12. All Research Entities must comply with University policies and procedures pertaining to research, including, but not limited to: health and safety in laboratories, compliance certification, recovery of indirect costs, conflict of interest, and approval for formal partnerships. Compliance also extends to EDI requirements, responsible conduct of research, and the effective management of research infrastructure and resources. Failure to comply with any University policies and procedures may result in loss of recognition.

~~13. When a Research Unit and/or Infrastructure Platform is recognized by the University, a Director (or Co-Directors) must be identified as the head of the Research Unit and/or Infrastructure Platforms. Accountable to the VPRGS on matters pertaining to the activities of the Research Unit and/or Infrastructure Platform, and working closely with the appropriate Associate Dean(s) Research, the Director is administratively responsible for the Research Unit and/or Infrastructure Platform and exercises general supervision over its operations.~~

13. Before recognition, a Director (or Co-Directors) must be identified as the head of the Research Entity. The directorship is responsible for articulating the Research Entity's vision, ensuring alignment with the University's *Strategic Research Plan*, and advancing its research programs, partnerships, and external profile. It holds administrative

responsibility and overseas operations. Additional information on the role and responsibilities of the directorship is provided in the *Procedures*.

~~14. The process to appoint a Director (or Co-Directors), as well as the duration and renewability of the appointment, is detailed in the *Procedures*.~~

14. The process for appointing a Director (or Co-Directors) of a Research Entity, as well as the term, conditions and renewability of the appointment, is detailed in the *Procedures*.

~~15. The Director (or one of the Co-Directors) of a University-recognized Research Unit and/or Infrastructure Platforms must hold a full-time faculty appointment in an academic department at the University.~~

15. The Director (or Co-Directors) of a Research Entity must hold a full-time tenured Faculty appointment in an academic department at the University for the duration of their term. A Faculty member without tenure or not considered to be working full-time (i.e., retired, gradual retirement, reduced time) is not eligible to serve as Director (or Co-Director), except in very exceptional circumstances, as detailed in the *Procedures*.

~~16. A University-recognized Research Unit and/or Infrastructure Platform directorship comes with a one-course remission per year. The cost of the course release is assumed by the Director's Faculty.~~

~~17. While the organizational and administrative structures of Research Units and Infrastructure Platforms vary as a function of their objectives, size and funding arrangements, all Research Units and Infrastructure Platforms must have an Advisory Committee. The general purpose of the Advisory Committee is to oversee and provide general guidance on the Research Unit and/or Infrastructure Platform activities and operations.~~

16. Regardless of category, configuration, objectives, size or funding, all Research Entities must have an Advisory Committee to provide oversight and general guidance on activities and operations. Additional information on the role and responsibilities of the Advisory Committee is provided in the *Procedures*.

17. Senate-recognized Research Entities are accountable to the OVPRII and must align with the University's research priorities and submit reports on governance, operations, activities, finances, and impact, as set out in the *Procedures*. Similarly, Faculty-recognized Research Entities are accountable to the Dean(s) of their host Faculty(ies) and must align

with the Faculty(ies)' research priorities, comply with Faculty policies and procedures, and submit reports as required.

~~Reporting~~

~~18. University-recognized Research Units and Infrastructure Platforms are required to submit an annual report describing their operations and financial status to the VPRGS as set out in the *Procedures*.~~

Discontinuation of Recognition and Closure

~~19. In the event that the renewal of the University recognition of a Research Unit and/or Infrastructure Platform is not recommended by the SRC following a review, its University recognition will expire upon completion of the current term and the VPRGS may propose a phase out plan. The same applies should the Research Unit and/or Infrastructure Platform fail to submit the required documentation for a review. If deemed necessary, the VPRGS may appoint an external reviewer to review the current and future prospects of the Research Unit and/or Infrastructure Platform and to make recommendations on the disposition of assets and liabilities.~~

18. If a Research Entity's recognition is not renewed, it will expire at the end of its current term, and a phase-out plan will be implemented by the Vice-President, Research, Innovation and Impact ("VPRII") or the relevant Faculty Dean, as applicable. The same applies if a Research Entity fails to submit the required documentation for a review or a report, or fails to meet the compliance or accountability requirements. If deemed necessary, the VPRII or Faculty Dean, as applicable, may appoint an external reviewer to assess the Research Entity's prospects and recommend on the disposition of assets and liabilities.

~~20. A University-recognized Research Unit and/or Infrastructure Platform may choose to end its recognized status at any time. The Director of the Research Unit and/or Infrastructure Platform must inform the OVPRGS without delay if it is no longer active. The process for the termination is detailed in the *Procedures*.~~

19. A Research Entity may choose to end its recognized status at any time. The directorship of the Research Entity must inform the OVPRII or the relevant Faculty without delay of its decision to cease activities. The termination process is outlined in the *Procedures*.

~~21. The University reserves the right to phase out or immediately terminate a Research Unit and/or Infrastructure Platform at any time for financial exigency or other reasons, with due regard to human resources policies, contractual obligations and employment standards legislation.~~

20. A Research Entity may be phased out or immediately terminated at any time for financial exigency or other reasons, with due regard to human resources policies, contractual obligations, and employment standards legislation, as set out in the *Procedures*.

Policy Responsibility and Review

21. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Vice-President, Research, Innovation, and Impact.

Approved~~Adopted~~ by Senate ~~at its meeting of~~on January 17, 2014, and amended on [insert date].
The Policy was temporarily suspended before the approval of the amendments on [insert date].

Internal Memorandum

To: Members of Senate
From: Effrosyni (Faye) Diamantoudi, Interim Provost and Vice-President, Academic
Date: January 30, 2026
Re: Academic Update

Announcements and Key Items

On February 21, Concordia will host its Open House, an important opportunity to connect with prospective students and families who will be attending. The event spans both campuses and includes information tables, sessions, and interactive experiences led by our faculty, staff, and student community. I hope to see many of you there.

Martha Langford, Professor Emerita, and Reesa Greenberg, also a former Art History professor, have been named as Members of the Order of Canada, one of the country's highest civilian honours. The Order of Canada recognizes individuals whose outstanding achievements, dedication to community, and service to the nation have made a lasting impact on Canadian society.

Accolades

John and Pina Sicard have made a $1 million gift to the Gina Cody School of Engineering and Computer Science to support neurodiverse students and strengthen innovation across engineering and computer science. The gift establishes the John and Pina Sicard Endowment for Students in Engineering and Computer Science with Autism Spectrum Disorder, along with scholarships and fellowships that support student success, research and interdisciplinary student teams.

The Faculty of Arts and Science (FAS) announced the winners of the 2025 Graduate Research Photo Contest. The five winning images offer a visual window into graduate research at Concordia, from environmental change to neuroscience and social history.

Tse-Hsun (Peter) Chen (Computer Science and Software Engineering) has received the 2024 Outstanding Early Career Computer Science Researcher Award from CS-CAN-INFO-CAN.

FAS honoured 17 exceptional members with the 2024–2025 FAS Dean's Awards for Excellence. These awards celebrate individuals who, through research, teaching, mentorship, service, and outreach, embody the core values of the Concordia community.

Jeanne Potvinm a second-year creative writing student, won Infinitheatre's Write-On-Q competition, with her script for *Playing Against the House*, a piece turning Greek mythology into a high-stakes casino game.

Anne Laurie, postdoctoral researcher in the Department of Education (Child Studies) received a Mitacs Innovation Award — Inclusive Innovator of the Year for her novel work to develop a first-of-its-kind equitable Developmental Language Disorder assessment tool that is filling a gap in the speech-language and educational technology markets.

Bianca Shonee Arroyo-Kreimes, MFA student in Intermedia, has been awarded a six-month digital artist residency at the Insectarium de Montréal, jointly supported by the Insectarium and the Conseil des arts de Montréal. Her project *Terra Forms* explores insect mimicry and camouflage as metaphors for adaptation in the Anthropocene, speculating on how insects might evolve to survive in human-made environments. The residency will culminate in a public presentation as part of the Insectarium's *Celebrating entomophilia* program.

Jessica Lee Gagné, alumna of Mel Hoppenheim School of Cinema (BFA, Film Production, 12), was nominated at the American Society of Cinematographers (ASC) Annual Awards. She is recognized in the category Episode of a One-Hour Regular Series (sponsored by Panavision) for her cinematography work on *Severance*, episode *"Hello, Ms. Cobel."* This international recognition reflects the strength of Concordia's Mel Hoppenheim School of Cinema and the impact of its graduates within the global screen-based industries.

The animated short film, *The Girl Who Cried Pearls*, directed by Chris Lavis and Maciek Szczerbowski (BFA Theatre 94), has been shortlisted for the Academy Awards. The film features significant contributions from several Concordia alumni and faculty, including animation by Laura Stewart, Laura Venditti, and Peggy Arel; mould-making and casting by Erik Goulet (also an instructor at Concordia); and compositing and visual effects by Melissa Rousseau and Kamil Chajder. This international recognition highlights the impact of Concordia's training in animation and performance-based arts and the continued success of its graduates on the global stage.

Two Concordia alumni have received international recognition for their work in film. Jérémy Comte (BFA 13) and Zoé Pelchat (BA 12) have both had their films selected for the prestigious Berlin International Film Festival (Berlinale). The films in the official competition at the 76th Berlinale, which will take place from February 12 to 22, will be announced on January 20.

The John Molson School of Business (JMSB) undergraduate student delegation earned 3rd place overall in academics at the Jeux de Commerce Central case competition, which occurred from January 16-18.

In December the Concordia University Press (CUP) released *Diffracting the North: Contemporary Latinx Canadian Experiences and Practices in Film, New Media, and Visual Arts*, edited by Gabriela Aceves Sepúlveda, Analays Álvarez Hernández, and Zaira Zarza. The first book to collect and share the experiences and material realities of Latinx Canadian artists, it brings together scholars, filmmakers, curators, and artists from a range of Latin American backgrounds. This publication is a forthright and practitioner-driven reflection on the circumstances of producing and disseminating work in a country of predominantly anglophone and francophone environments and shares strategies of allyship, from learning with Indigenous artists to fostering hemispheric solidarity across feminist and migrant collectives.

In late November, the CUP released *The House Is (Not) a Prison: On the Queerness of Architecture*. The author, Colin Ripley, a Princeton-educated architect and chair of the School of Interior Design at Toronto Metropolitan University, studies the blurring lines between prison architecture and domestic

architecture from the Age of Enlightenment to the postwar North American suburbs. Studying examples including Guillaume-Abel Blouet's Mettray penal colony, Fontevrault prison, Le Corbusier's Villa Savoye, and Philip Johnson's Glass House, he shows how spaces simultaneously regulate and facilitate sexuality. A foreword contributed by the eminent philosopher and public intellectual Slavoj Žižek praises the work, stating that this "book is more than just worth reading: if seriously read, it is destined to change radically our basic experience of who we are."

New Initiatives

The Concordia Institute of Aerospace Design and Innovation (CIADI) is launching its first international engineering field school, a two-week, credit-bearing experience that connects aerospace learning with industry and global perspectives, with a focus on system safety. It runs from May 16-31 and is offered through MECH 498 (XAI in System Safety), counting toward technical elective credits.

Wear Concordia is a new monthly initiative that encourages students, staff and faculty to wear Concordia colours or branded apparel, creating a simple and visible way to strengthen shared identity and community spirit across both campuses. With small incentives such as free coffee, apparel discounts and complimentary access to athletics events, the initiative has drawn strong participation and is quietly contributing to a more connected and spirited campus environment. Upcoming dates include February 10, March 12, and April 1, and all Concordians are invited to join.

The Student Hub Services and Resources page has been updated to improve how students discover and navigate support services. Led by University Communications Services in consultation with Student Services and informed by student feedback, the redesign reflects how students scan and explore information online. Services are now organized by student-facing topics and described in plain language to help students more easily find the right support and discover services they didn't know about.

FutureBound (Student Success Centre) is relaunching three SkillXchange cohorts—public speaking, facilitation and entrepreneurship—updated based on feedback from last year's pilot. These peer-driven experiences feature expert coaching, structured peer feedback and a public showcase where students present their projects and learning.

This winter, FutureBound is adding new ways for students to build real-world skills. Highlights include a new Financial Literacy Bootcamp, expanded workshops on investing, taxes and financial planning for self-employed students, and new Communication sessions on active listening, writing that resonates and body language in public speaking. The Entrepreneurship module also brings back the annual Entrepreneurship Mixer, connecting students with entrepreneurial-minded alumni and partners.

During the first week of winter classes, First Stop had 1,380 interactions with new students. In 72% of cases, students' questions were resolved on the spot, while the remaining 28% were referred and connected to appropriate campus services.

Events – upcoming

On February 26, in partnership with the McGill University Department of Family Medicine, the Black Perspectives Office (BPO) will host From Stigma to Support: Changing the Conversation on Black Mental Health, an engaged discussion with Dr. Myrna Lashley, a clinical, teaching and research authority.

The Centre for Teaching and Learning is pleased to announce the theme for the Winterfest 2026 teaching and learning festival: "From classroom to online: Designing meaningful learning experiences." Winterfest 2026 will run from February 5-27 and will explore practical and innovative approaches to designing on-line learning experiences. Participants will discover strategies for engaging students online, providing effective feedback, converting courses from in-person to online, exploring new educational technologies, and more. Highlights of this year's festival include:

- An interactive poster-style showcase highlighting online course strategies by Concordia faculty from across disciplines on February 19 at 4TH SPACE.
- An opening panel discussion on lessons learned from the pandemic, featuring faculty perspectives, moderated by Rachel Berger, Vice-Provost, Innovation in Teaching and Learning on February 5 at 4TH SPACE.

From January 12 to February 20, the annual Undergraduate Student Exhibition (USE) is currently on at the Faculty of Fine Arts (FOFA) Gallery and showcases the work of undergraduate students across visual arts, writing, design, and contemporary dance. This year's exhibition features twelve student artists and explores themes of transformation, dreaming, and grieving, providing a platform for students to present their creative processes and work.

From January 26 to February 5, The Département d'études françaises will be hosting their Student for a day initiative / *Étudiante ou étudiant d'un jour*, inviting current and prospective students to discover its courses and experience university life from the inside. Participants can attend classes in translation, literature, linguistics or French language, and engage directly with students and professors to get a firsthand sense of what it feels like to pursue French studies at Concordia.

In celebration of Black History Month, the BPO will host In Conversation with Civil Rights Activist Fred Anderson on February 9 at 4TH SPACE, featuring reflections on his journey from the Civil Rights Movement in Mississippi to decades of social advocacy in Montreal.

From Studio Arts, Professor Hannah Claus (Kenhtè:ke Kanien'kehá:ka, Tyendinaga Mohawks of the Bay of Quinte) presents her solo exhibition *tsi iotnekahtentiónhatie (Tiohtià:ke)* at the Leonard and Bina Ellen Art Gallery, on view until February 7. Combining sculpture, video, and two-dimensional works, the exhibition invites viewers to see Montreal as a living territory shaped by enduring relationships to land, water, and sky. Claus, who is also co-director of the Indigenous Futures Research Centre, draws on Kanien'kehá:ka ways of knowing and her lived experience to foreground the natural and cultural histories of the island, using delicate, interactive installations that engage audiences in reflection and care.

During the winter term, the BPO continues to offer workshops as part of its 2025-26 series PhD Connect for Black Students, a monthly social gathering designed to support Black doctoral students through intentional community-building and shared dialogue.

The Multi-Faith and Spirituality Centre (MfSC) released its winter semester programming schedule, inviting students and other community members to participate in Community Meals, Sacred Site Visits,

contemplative practices, group volunteering and other initiatives designed to foster meaningful connection across diverse beliefs and worldviews.

Events – past

First Year Experience (Student Success Centre) welcomed the winter 2026 cohort of new students through more than 30 orientation sessions, resulting in over 650 instances of student participation. The final orientation initiative of the winter cycle was the EXPLORE Services Fair on January 28. For the first time, this event was co-hosted by First Year Experience and the Concordia Student Union, consolidating what were previously two separate services fairs.

On January 22, in collaboration with 4TH SPACE, the JMSB Marketing Department launched a live podcast series featuring conversations between academics and industry on a variety of topics. The first edition, *Talking Shop: Innovating in the Age of AI*, welcomed David Usher, Nectarios Economakis and Ben Rodier to chat with Richard Sejean, marketing department lecturer, on how AI is sparking creativity, boosting productivity, and reshaping the human side of work.

On January 16, as part of 4TH SPACE's ongoing collaboration with the Concordia Public Scholars, Emma Chen, (PhD candidate, Health, Kinesiology and Applied Physiology), was hosted at the space for a talk and a series of exercise-based workshops geared toward older adults. Emma and her colleagues study the effects of blood-flow restriction training, exploring how the use of specialized bands applied to the arms and legs during exercise can help older adults more easily build strength and fitness.

The CUP started off 2026 by showcasing their publications at the Modern Language Association conference and book exhibit in Toronto from January 9-11, where they enjoyed strong sales, complimented on the CUP book design, and enthusiastic admiration for their open-access program.

The JMSB hosted the 44th edition of the John Molson MBA International Case Competition from January 4 to 9. Thirty teams competed from around the world. Congratulations to Lund University for earning first place.

From December 16-17, working with Natasha Blanchett Cohen from Applied Human Sciences and her team as part of the *Chaire-réseau de recherche sur la jeunesse du Québec: volet jeunes autochtones,* 4TH SPACE and SHIFT hosted groups of Indigenous youth from across Québec over two days. The events centred the projects and methods of developing youth and their awareness of leadership in future governance. Among the examples discussed was a self-determination simulation organized by the Qarjuit Youth Council to support youth and elders in navigating negotiations with provincial and federal governments.

On December 12, Dr. Kristine Dizon, a Banting scholar and postdoctoral fellow in English, convened a group of practicing artists and comedians to share their experiences with the power and utility of comedy in building creative lives at Arts for Laughs—a one-of-a-kind celebration where comedy meets creativity at 4TH SPACE. This full-day event brought together multidisciplinary comedian-artists for workshops, visual art, and a stand-up showcase, all in one immersive experience.

On December 11, "Wild Kin: A Queer Ecologies Symposium" brought together a series of presentations and talks by PhD and MFA researchers engaging with the idea of ecology from an LGBTQ+ perspective.

As part of Associate Professor Aaron McIntosh's concurrent exhibition at the FOFA gallery, researchers presented work that reframed the idea of "the pansy" and "bitter fruit" to become part of an emerging queer ecology.

On December 11, the Gina Cody School welcomed a delegation from CONSAD, the National Council of Secretaries of State for Administration in Brazil, to discuss blockchain technologies. Thank you to Jeremy Clark, Jun Yan and Associate Deans Mazdak Nik-Bakht and Brian Vermeire for supporting this visit.

On December 11, the Office of Community Engagement (OCE) hosted the final public conversation of the fall 2025 season of University of the Streets Café. This event looked at the ways in which theatre can serve as a mode of activism and featured speakers from two engaged theatre companies: Ondinnok and the Black Theatre Workshop.

On December 10, the STEMSquad outreach initiative wrapped up the term with the Côte-des-Neiges Black Community Association. This program delivers after school coding and robotics workshops to children from underserved areas of Montreal.

SHIFT hosted a Lunch & Learn on December 2 that explored frontline perspectives on the housing crisis. Featuring speakers from Logifem, *Comité d'Action Parc- Extension* (CAPE), Li-Ber-T House, and Concordia's Housing & Job Resource Centre (HOJO), this discussion highlighted a range of responses from community-led housing alternatives to tenant defense, to crisis-driven transitional shelters.

On November 29, HackConcordia hosted *HackDecouverte*, an event for highschool and cégep students, which hosted over 100 students. HackConcordia is a student-run organization that aims to foster innovation and collaboration among students.

The CIADI co-organized the first annual Advanced Air Mobility Institute forum with Polytechnique Montréal on November 27 in Mirabel. There were speakers from the International Civil Aviation Organization, NAV Canada, Jaunt Air Mobility, Laflamme Aero, EXO Tactik and Hydro Quebec. They discussed how drones and electric aviation technologies will be integrated into society.

On November 22, Women in Engineering held a conference for cégep students who are part of their cégep mentorship program. The students shadow current undergraduates to learn more about the Gina Cody School programs, societies and campus life.

On November 18, the Engineering and Computer Science Association (ECA) and the Institute of Electrical and Electronics Engineers (IEEE) Concordia held a Student Society Fair in 4TH SPACE. The event was very well attended and allowed for strong collaboration between societies.

Concordia performed a mandatory upgrade of its payroll and finance applications (UNITY) into the cloud, which went live in November. This initiative ensured that Concordia, as a payroll operator, remained compliant with federal and provincial regulations. Human Resources, the Office of the Provost, Finance, Payroll, Procurement and IITS worked together to ensure that the project was delivered without any major issues, and under budget.

US-2026-1-D5
FOR INFORMATION

SENATE
Open Session
Meeting of February 6, 2026

AGENDA ITEM: Annual report from the Office of Rights and Responsibilities

ACTION REQUIRED: For information

SUMMARY: The *Code of Rights and Responsibilities* (BD-3) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received to Senate for information purposes. The highlights of the report will be presented by the Director, Aisha Topsakal.

PREPARED BY:

Name: Secretary of Senate
Date: January 29, 2026

SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Undergraduate Program: BCom in Business Analytics (JMSB-SCBTM-5777)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new Undergraduate Program: BCom in Business Analytics.

BACKGROUND:

The proposed Major is Business Analytics (BA), to be offered at the undergraduate level at the department of Supply Chain and Business Technology Management. The major is envisaged as an integrated program to the management of big data applicable to all business areas.

The major will aim to expose students to Business Intelligence concepts and Data Analytics theory, methods, tools and techniques, providing them with the skills and abilities to become effective business analysts and managers. Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.

The proposed major will be a 90-credit program, involving 18 core courses (48 Credits) common to all business majors, eight core courses (24 credits) devoted to BA (four of the eight courses already exist in the department), and 18 elective credits which may include a business minor of 12 credits. The program duration will be 36 months for a full-time student.

Students will be required to fulfill the same admission requirements applicable to admissions at the John Molson School of Business. The students will be guided throughout the program by an academic advisor. One of the newly proposed courses within the major, BANA 440 (Business Analytics Programming), has already been approved as part of the recent suggested revisions to the Minor in Business Analytics. As such, this addition does not represent a major new change but rather a continuation and integration of already approved curriculum developments. The inclusion of BANA 440 within the major ensures consistency across related programs and reinforces the practical, hands-on component of analytics

programs at JMSB. The Academic Programs Committee recommended the approval of the program at its meeting of January 15, 2026.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Program: BCom in Business Analytics (JMSB-SCBTM-5777), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 23, 2026

ACADEMIC PROGRAMS COMMITTEE
Rachel Berger, PhD
January 15, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-SCBTM-5777; **APC-2025-8-D7**

- New Undergraduate Program: BComm in Business Analytics

Faculty of Fine Arts
FA-FA-5891; **APC-2025-8-D14**

- Regulation change
- Summary: Clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)

Faculty of Arts and Science
Département d'études françaises
AS-FRAN-5833 ; **APC-2025-8-D19**

- Program changes
- Regulation changes
- Course changes
- Summary: création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-3301; **APC-2025-8-D20**

- New graduate program: Master's in Science degree (Athletic Therapy)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-MSCM-5876; **APC-2025-8-D25**

- Regulation changes
- Program changes
- Course changes
- Summary: The dossier proposes implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option within the Master of Supply Chain Management.



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

Summary and Rationale for Changes

The proposed Major is Business Analytics (BA), to be offered at the undergraduate level at the department of Supply Chain and Business Technology Management. The major is envisaged as an integrated program to the management of big data applicable to all business areas. The major will aim at exposing students to Business Intelligence concepts and Data Analytics theory, methods, tools and techniques providing them with the skills and abilities to become effective business analysts and managers. Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of: educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.

The proposed major will be a 90-credit program, involving 18 core courses (48 Credits) common to all business majors, eight core courses (24 credits) devoted to BA (four of the eight courses already exist in the department), and 18 elective credits which may include a business minor of 12 credits. The program duration will be 36-months for a full time student.
Students will be required to fulfill the same admission requirements applicable to admissions at JMSB. The students will be guided throughout the program by an academic advisor.

One of the newly proposed courses within the major, BANA 440 (Business Analytics Programming), has already been approved as part of the recent suggested revisions to the Minor in Business Analytics. As such, this addition does not represent a major new change but rather a continuation and integration of already approved curriculum developments. The inclusion of BANA 440 within the major ensures consistency across related programs and reinforces the practical, hands-on component of analytics programs at John Molson School of Business.

Resource Implications

Please see proposal for further details.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 10 Dec 2025

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 07 Nov 2025

Please find attached the proposal for the New Major in Business Analytics. The JMSB Faculty Council Committee approved these changes on November 7, 2025. I kindly request that the proposed changes be presented for consideration at the December 10, 2025 meeting of the Academic Programs Committee.

Summary of Committee Discussion: Faculty Curriculum Approval (FCC/FAPC)

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 07 Nov 2025

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 17 Oct 2025

Please find attached the proposal for the New Major in Business Analytics. The JMSB Faculty Academic Programs Committee approved these changes on October 17, 2025. I kindly request that the proposed changes be presented for consideration at the November 7, 2025 meeting of the Faculty Council of the John Molson School of Business.

NEW PROGRAM PROPOSAL

BACHELOR OF COMMERCE MAJOR IN BUSINESS ANALYTICS

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1. EXECUTIVE SUMMARY

John Molson School of Business at Concordia University offers a 90 credit Bachelor of Commerce undergraduate program. Students must choose one or two Majors (concentrations) of 24 to 30 credits as part of the degree. The proposed Major is Business Analytics (BA) would be one of the many options offered to students. It will be housed in the department of Supply Chain and Business Technology Management.

The proposed Major in Business Analytics is made of eight courses for a total of 24 credits. The Bachelor of Commerce program with the Major in Business Analytics, can be completed in three years on a full-time basis.

The major is envisaged as an integrated program to the management of big data applicable to all business areas. The major will aim at exposing students to Business Intelligence concepts and Data Analytics theory, methods, tools and techniques providing them with the skills and abilities to become effective data analysts and managers. Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of: educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.

The enrolment in the Major in Business Analytics is expected to be based on admissions of 30 students the first year and increase exponentially to 150 students by year 3 – a pattern that was experienced with the Minor in Data Analytics. In terms of human resource implications, three new part-time contracts will be needed at the beginning of year two. This new Major requires the creation of only three new courses, since it will build on the existing Minor in Data Analytics. Current classroom, computer laboratory and library facilities are adequate at this time.

2. PROGRAM IDENTIFICATION

2.1 Degree awarded

Bachelor of Commerce

2.2 Discipline

Business Analytics is housed in the Supply Chain and Business Technology Management department.

2.3 Program Title

Bachelor of Commerce, Major in Business Analytics

2.4 Administrative location

The Department of Supply Chain and Business Technology Management at the John Molson School of Business is responsible for the Major in Business Analytics.

3. FIELD OF STUDY AND RELEVANCE

3.1 Field of study

Globalization and advances in information technologies led to an extensive array of new business perspectives and applications. The proliferation of information technology systems, ecommerce platforms, social media, engineering advances, and digitization of records and documents has created a veritable data deluge, whereby the size of the data is growing at an exponential rate while at the same time increasing in terms of complexity.

These expansions in both the size and scope of data, discussions of petabytes have become more common, thereby rendering the traditional data analytics and statistics tool underpowered to service the needs of businesses. Further exacerbating the problem is the interconnectivity of the data and its spread across multiple servers across the world necessitates new specialized software and techniques for research, aggregation, treatment and visualization.

There is already a shortage of professionals capable of addressing the challenges listed above and this gap is expected to continue to grow considerably in the coming years, thereby creating a need in the industry for BA skills and competencies for future professionals.

3.2 Areas(s) of expertise

The area of specialization will be 'Business Analytics' (BA). BA is envisaged as a business areas integrated approach to the management of data and information; involving the areas of information technology/systems management, supply chain and business analytics. The major will apply and serve all business areas especially supply chain, marketing, accounting and finance and will be applicable to any domain expertise and industry sector. Below we examine frameworks from two sources for providing guidance in determining business analytics skills and competencies.

The Institute of Analytics (IoA) is a professional body dedicated to promoting greater awareness, understanding, and innovation in analytics and data science. As a not-for-profit organization, IoA supports professionals in UK by providing networking opportunities, career development resources, knowledge sharing

platforms, and continuous professional development programs[1]. The framework includes the following competencies: Knowledge and Analytics, Governance and Professionalism, Communication, and Leadership.

DataCamp is an online learning platform that focuses on data analytics and Artificial Intelligence knowledge and skills. It offers various courses on these and related topics and provides resources such as assessments and projects in these fields. Their framework provides a structured approach to developing data literacy and advanced analytics capabilities, ensuring alignment with current industry demands. The framework includes such major aspects of data analytics as Communicating with data and AI, Working with data and AI, Reasoning with data and AI and Reading with data. These framework helps developing the learning objectives of the program and the proposed courses[2].

4. PROGRAM RATIONALE

4.1 Socio-economic and socio-cultural opportunities

- **Societal need**

The U.S. Bureau of Labor Statistics (BLS) projects that employment for management analysts, including business analysts, will grow by 11% from 2021 to 2031, outpacing the average for all occupations[3]. About 95,700 openings for management analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

This Program will address the growing need for a Major in Business Analytics that is interdisciplinary and offers the much-needed skills for data management, mining, and visualization. The program could also be a feeder to our Master of Science (MSc) in Business Analytics and Technology Management (BATM), hence not only contributing to applied work within the Department during the course of the program, but also extending such initiatives into the MSc phase. The demand for the BATM program has been strong, with 35 students admitted in Fall of 2024. The program will go a long way in serving the industry's search for students in applied business analytics, as well as fulfilling the promise made to the faculty members, as they were joining the Department, about the existence of a master program in our department.

The potential sources of students for the proposed program are: i) Current students wishing to add a second major to their Bachelor of Commerce program at JMSB, ii) New students interested in studying at Concordia, iii) Exchange and visiting students, iv) and young professionals and managers who would like to strengthen their career positioning by building expertise in data analytics.

The undergraduate Data Analytics Minor was launched in 2013. Since then, the number of students minoring in the field had increased dramatically in pre-pandemic years (Table 1), indicating the demand for the skillsets that will be offered in the new major. This minor has increased from 25 to around 170 students in 5 years, and in 2019 there were over 230 enrolled in the minor. We have observed a drop in 2020-2024 which could be attributed to the pandemic, with the recent data signalling trend toward stabilization.

Table 1: JMSB enrollments in Data Intelligence minor

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Enrollment in Minor in Data Intelligence	26	31	52	124	165	215	230	173	176	134	116	96

[1] https://ioaglobal.org/analyst-competency-framework/

[2] https://www.datacamp.com/blog/data-competency-framework-templates-and-key-skills

[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Management Analysts, at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm

Figure 2 shows the result of polynomial curve fitting to the enrollment data for the period from 2013-2024. here is a clear drop in 2020 (from 230 to 173). This aligns with the impact of the COVID-19 pandemic, which disrupted university enrollments worldwide. Even post-pandemic (2021–2024), the enrollment did not recover to pre-pandemic levels, suggesting other factors may be at play. Notably, "Data Intelligence" might not be as attractive to the prospective students student interest as terms like "Data Analytics" or "Business Analytics". Many universities and companies now emphasize "Business Analytics" or "Data Science", making "Data Intelligence" seem outdated. Furthermore, a natural saturation point could have been reached, with students shifting to other emerging areas such as AI, Machine Learning, and Business Analytics. The proposed major in Business Analytics will trigger the changes to the minor as well and help refocus on current industry trends. Refocusing and rebranding the program from "Data Intelligence" to "Business Analytics" may help attract students who seek career-oriented programs. Lastly, the enrolment in minors is usually more volatile than in majors, as minors constitute extra additions to the major programs required to fulfil the requirements of the bachelor programs and they highly depend on current economic factors.

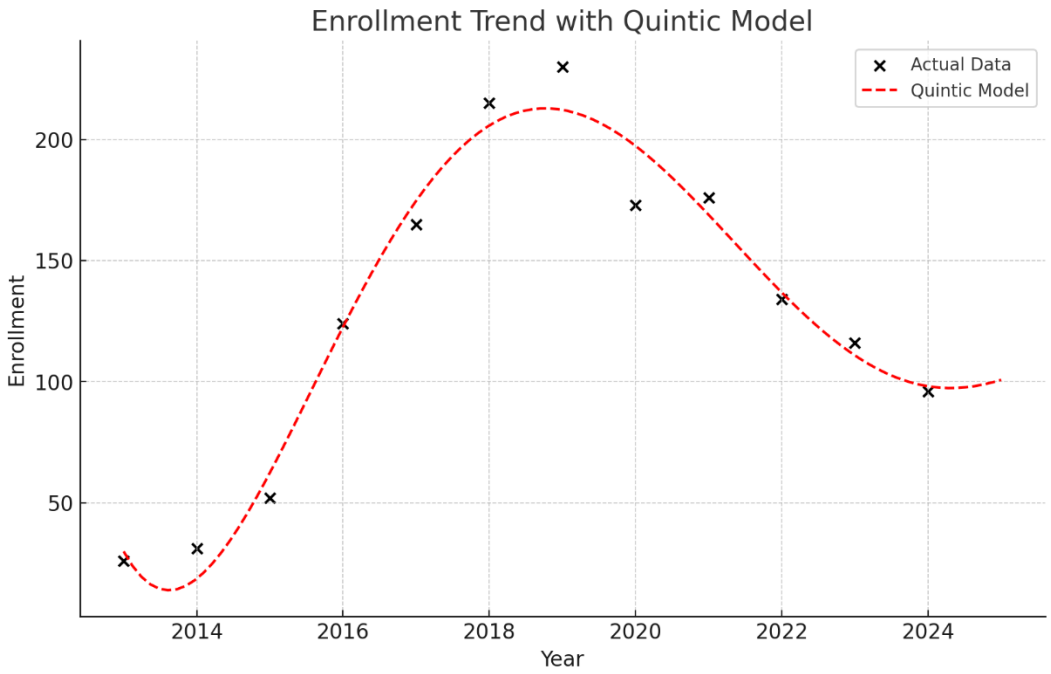


Figure 2. Curve-fitted enrollment data for DI minor 2013-2024

In order to analyze different possible forecasts for the enrolment in the proposed major, we consider the pessimistic, realistic, and optimistic scenarios. In all scenarios, the admission in the first year is assumed to be 30. This is a cautious estimate, as we saw when we launched the minor in DI, which started with 26 students in the first year. New admissions and total enrollment figures by year (assuming a 10% attrition rate) for the scenarios are given in Table 2. The pessimistic scenario assumes that the admissions will stay at the same level throughout the period. The optimistic scenario assumes an increase each year by 30 new admissions. The realistic scenario is in between the two, and it assumes initial slower growth, gradually accelerating. Figure 3 shows the graphical representation of the enrollment scenarios.

Table 2: Projected scenarios for admissions and enrollment in Business Analytics Major by year (new admissions/total enrollment)

Year	1	2	3	4	5
Pessimistic	30/30	30/57	30/81	30/81	30/81
Realistic	30/30	40/67	60/120	80/126	110/231
Optimistic	30/30	60/87	90/168	120/250	150/331

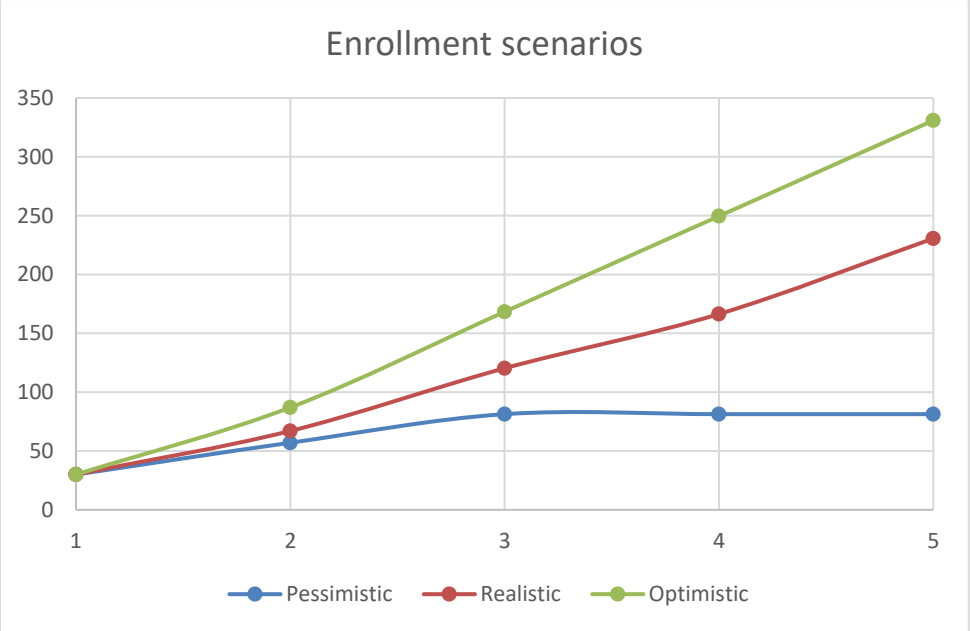


Figure 3. Projected enrollment scenarios

- **Future prospects for graduates**

Evolution of training requirements: For the past few years, traditional business intelligence methods have come under fire as new technologies and tools have emerged. These technologies have shifted the playing field from intelligence to analytics, whereby new information is designed to be generated automatically via advanced predictive analytics platforms rather than statistical approaches. Since 2014, that speculation has materialized in the form of massive adoptions in the industry for analytical tools and dashboards meant to help drive the organization forward.[4]

Business analytics continues to be one of the fastest growing sectors in North America. Reports show that 90% of all companies have some form of business analytics component, with many of them initiating plans to adopt.

- **Main employment prospects for graduate**

First and foremost, the theoretical and practical knowledge to be acquired during the program would motivate and prepare students for an entry into a career in business analytics. For those graduates, the career opportunities are varied and vast. The following positions are just some of the examples for the Program's graduates to join[5]:

- Business Intelligence Analyst, project manager, modeling, administrator, etc.
- Analytics specialist: forecasting, mining, visualization, decision making, etc.
- Data processing manager
- Data science professional
- Data modeling specialist

Opportunities also exist for joining consulting companies, both as a junior consultant in the field or as a systems analyst in developing models and solutions.

[4] http://www.itprotoday.com/business-intelligence/business-intelligence-market-shifts
[5] http://www.sixsigmadaily.com/career-opportunities-in-business-intelligence-bi/

4.2 Systemic Relevance and Opportunity

- **Similar programs at Concordia University**

The Departments of Mathematics and Statistics and Computer Science have recently renamed their joint BA/BSc program to *Data Science*. We have studied the BA/BSc program in Data Science and conclude that the proposed Bachelor of Commerce with Major in Business Analytics is completely different in terms of courses and clientele.

The core of the Data Science program integrates two main components. The first offers foundational training in mathematics and statistics along with more hands-on exposure to data science applications through data science labs and machine learning courses. The second component provides exposure to traditional computer science topics such as programming, databases and algorithms, plus the opportunity to learn cutting-edge topics in artificial intelligence. The Joint program in Data Science is a 72 credits program composed of 33 credits in Mathematics and Statistics course and 39 credits in Computer Science.

The proposed Bachelor of Commerce with Major is Business Analytics is composed of 24 credits of Business Analytics courses and 48 credits of Business courses, including Marketing, Accounting, Finance and Management. The courses are very different, the clientele and objectives for the two programs are also very different as elaborated below.

First, the Business Analytics program is designed to equip students with the ability to interpret and apply data insights in a business context. It emphasizes data-driven decision-making, business intelligence, and the application of analytics tools to solve practical business problems. The program integrates core business domains like marketing, finance, supply chain management, and operations with analytical techniques to optimize business strategies. On the other hand, Data Science program is more technical and mathematical. It focuses on data engineering, machine learning, and statistical modeling, preparing students to build complex algorithms and handle large-scale data processing.

Second, Business Analytics curriculum typically includes data visualization, business intelligence tools, predictive modeling, statistical analysis, and business problem solving. Students work with structured data and commonly use tools like SQL, Python, R, and Excel, but the focus is on applying these tools to solve real-world business problems rather than developing new algorithms. In contrast, the Data Science curriculum delves deep into mathematical foundations, machine learning algorithms, data engineering, and software development.

Third, graduates from the Business Analytics program typically pursue roles such as business analyst, data analyst, marketing analyst, financial analyst, or business intelligence consultant. They work in industries like consulting, banking, retail, healthcare, and supply chain management, where data is used for improving business performance, customer engagement, and strategic decision-making. Data Science graduates, however, often become data scientists, machine learning engineers, AI specialists, or big data engineers. They are more likely to work in tech companies, research labs, software firms, and industries requiring heavy computational data analysis.

Forth, while Business Analytics students learn how to apply data science techniques in a business setting, they do not typically engage in deep algorithmic development or advanced mathematical modeling. Instead, they focus on translating data insights into business strategies. Data Science students, in contrast, must master complex mathematical and statistical concepts.

Furthermore, from the practical perspective, the courses offered in the Data Science by the Computer Science department are for Mathematics and Computer Science students not for Business Students. It makes it almost impossible for Business students to take those courses without several prerequisites. The proposed program focuses exclusively on business data analytics and is very much applied in nature.

- **Similar programs in Quebec**

Programs in Analytics have been offered in some Quebec universities, with different program durations, instructional languages, contents and targeting levels. Our proposed program will differ from the other programs offered by other universities in terms of its integrated nature and its focus and well known and adopted tools and techniques. The proposed program offers a strong business foundation and is the only one that offers students the ability to obtain the SAS certification as part of curriculum. At the undergraduate level, in the province of Quebec we find:

- **HEC**
  - It offers: a Bachelor degree in Business Administration with a 36 credit specialization in Business Analytics: : Baccalauréat en administration des affaires (B.A.A.) Spécialisation en analytique d'affaires. All options must include French; students cannot choose to follow English
  - Undergraduate Certificate in Business Analytics of 30 credits
  - A 15 credit undergraduate short program called: Microprogramme en exploitation de données.
- **Laval University**
  - It offers a microprogram in Business Analytics. The program is in French only.
- **McGill University**
  - It offers the Business Analytics Major for the BCom degree. The major requires 30 credits selected from a curated list of advanced courses in fields such as deep learning, data mining, social media analytics, and optimization.
  - It also offers the Business Analytics Concentration for the BCom degree, requiring 15 credits of courses in analytics.
- **ESG UQAM**
  - No undergraduate program in Business Analytics
- **Université de Sherbrooke**
  - No undergraduate program in Business Analytics
- **Bishops University**
  - As part of their B.B.A. program, it offers a 24 credit Minor in Business Technology and Analytics
  - It plans to offer in the Fall 2023, as part of their B.B.A. program, a concentration in Business Technology and Analytics.

The proposed Business Analytics program is uniquely positioned to stand out by offering a more diverse, application-oriented, and industry-aligned curriculum. Concordia's program goes further by integrating a broad range of courses that emphasize real-world applications and hands-on learning using widely adopted tools. A key differentiator is the opportunity for students to earn a SAS certification directly through the program, making it the only undergraduate offering in the province with this advantage. This credential not only enhances students' technical credibility but also aligns the curriculum with industry standards. Concordia is well-positioned to fill a growing demand for accessible, English-language, practice-oriented business analytics education. Given that both McGill and HEC already have established majors in analytics, launching this program is essential for Concordia to remain competitive in preparing graduates for emerging roles where analytical skills are increasingly in demand.

- **Similar programs internationally and in Canada**

Programs in Analytics are offered in several institutions across Canada and internationally. A sample of those are in Appendix 1 and 2. Our proposed Major in Business Analytics will differentiate itself from other BA

programs in Canada and in the world in terms of its practical combination of theoretical / technical learning and business foundation. It is this very feature that will distinguish it from other programs.

- **Partnerships and collaborations**

JMSB professors have long-established collaboration in both research and teaching with several universities. In particular, four universities in Montreal (Concordia, McGill, HEC, and UQAM) have long been engaged in a joint PhD in Administration program, where doctoral students can enroll in classes across the four institutes. Therefore, there are many opportunities for the proposed program to collaborate with other academic institutions in Montreal as well.

- **Risks of potential cannibalization of existing programs at John Molson School of Business**

With the introduction of a new major program at John Molson School of Business, there could be concerns raised about the potential cannibalization of other existing majors. In this regard, the following points should be stressed. Business Analytics is a cross-functional discipline, meaning it supports and enhances fields like accounting, finance, management, marketing, supply chain, and BTM rather than replacing them. Each of these majors has domain-specific expertise that analytics alone cannot substitute. Furthermore, Students who choose Business Analytics often have a strong inclination toward data analysis, problem-solving, and quantitative decision-making rather than the broader business management focus of other majors. Traditional business majors (e.g., accounting, finance, management) attract students interested in strategy, leadership, and industry-specific practices rather than deep analytical and data-driven methodologies. Additionally, many students might consider combining their majors with a minor in Business Analytics to enhance their career prospects, or even pursuing double majors. This would be especially valuable option for them as job markets increasingly demand hybrid skills, where professionals in accounting, finance, and marketing use analytics tools but still require their core expertise. The new Business Analytics major may attract students who wouldn't have otherwise enrolled in the school, particularly those considering analytics-related fields but wanting a business orientation. Thus, The Business Analytics major is not a substitute for existing programs but a value-added offering that enhances business education.

4.3 Institutional Relevance and Opportunity

No other department at Concordia University offers a specialization in Business Analytics at the bachelor level. The Faculty of Engineering and Computer Science (ENCS) includes a Data Science Research Centre but no program associated with it. At the graduate level, the SCBTM department offers the Master of Science (MSc) in Business Analytics and Technology Management and participates in the joint PhD program in Business Administration, offered by the four universities in Montreal. Students graduating from the Bachelor of Commerce with a Major in Business Analytics might be interested in pursuing the Master of Science program.

5. PROGRAM OBJECTIVES

5.1 Goals and objectives

The goals and objectives of the program are outlined below. The students completing the program should have the following competencies.

1. Analyze business problems
   1.1. Identify and frame the business problem
   1.2. Explain the processes of applying business analytics methods in business.
   1.3. Explain the benefits and limitations of business analytics tools in achieving business goals

1.4. Demonstrate a systematic approach to problem-solving
1.5. Apply evidence-based approach(es) to decision making
1.6. Develop resolutions for security and/or ethical challenges in a practical business context.

2. Collect and manage data
   2.1. Explain the basics of data management
   2.2. Identify different types of measurements and explain why/when they are appropriate for specific data analysis
   2.3. Explain the process of data mining.
   2.4. Apply data collection for a given problem
   2.5. Explain how to clean and/or prepare data for analysis
3. Analyze and visualize data
   3.1. Explain the advantages and limitations of visualization techniques in business problems
   3.2. Apply visualizations and/or optimization techniques to guide the business analytics process
   3.3. Analyze data using graphical and/or tabular and/or numerical descriptive methods
4. Apply machine learning and predictive analytics to business problems
   4.1. Apply (a) forecasting model(s) for (a) business problem(s)
   4.2. Apply (a) supervised model(s) to (a) business problem(s)
   4.3. Apply (an) unsupervised model(s) to (a) business problem(s)
   4.4. Evaluate the performance of advanced data mining models
5. Communicate data analysis results and business insights to stakeholders effectively
   5.1. Interpret the findings from the data analysis in the context of a business problem
   5.2. Organize the results for oral and/or written communications

Table 3 shows how the learning objectives align with the analytics competency frameworks introduced earlier in the proposal.

The realization of the learning objectives will be assessed through traditional and experiential methods. The former will include examinations, research papers, assignments, group projects, and case studies. The latter will involve live projects and feedback from company partners on the work performed.

Assurance of learning (AOL) will be conducted in accordance with the accreditation bodies and managed in collaboration with the AOL office at the JMSB. Table 4 below provides the curriculum map connecting the program's learning objectives to the proposed courses.

Table 3 Alignment of learning goals with competency frameworks

Learning Goals	**IoA Analyst Competency Framework Alignment**	**DataCamp Data Competency Framework Alignment**
Identify and frame the business problem	Knowledge and Analytics	Reading with data
Explain the processes of applying business analytics methods in business	Knowledge and Analytics	Reading with data
Explain the benefits and limitations of business analytics tools in achieving business goals	Knowledge and Analytics	Communicating with data and AI
Demonstrate a systematic approach to problem-solving	Knowledge and Analytics	Reasoning with data and AI
Apply evidence-based approach(es) to decision making	Knowledge and Analytics	Reasoning with data and AI
Develop resolutions for security and/or ethical challenges in a practical business context	Governance and Professionalism	Working with data and AI

Explain the basics of data management	Knowledge and Analytics	Working with data and AI
Identify different types of measurements and explain why/when they are appropriate for specific data analysis	Knowledge and Analytics	Working with data and AI
Explain the process of data mining	Knowledge and Analytics	Working with data and AI
Apply data collection for a given problem	Knowledge and Analytics	Working with data and AI
Explain how to clean and/or prepare data for analysis	Knowledge and Analytics	Working with data and AI
Explain the advantages and limitations of visualization techniques in business problems	Communication	Communicating with Data and AI
Apply visualizations and/or optimization techniques to guide the business analytics process	Communication	Communicating with Data and AI
Analyze data using graphical and/or tabular and/or numerical descriptive methods	Knowledge and Analytics	Working with data and AI
Apply forecasting model(s) for business problem(s)	Knowledge and Analytics	Reasoning with data and AI
Apply supervised model(s) to business problem(s)	Knowledge and Analytics	Reasoning with data and AI
Apply unsupervised model(s) to business problem(s)	Knowledge and Analytics	Reasoning with data and AI
Evaluate the performance of advanced data mining models	Knowledge and Analytics	Reasoning with data and AI
Interpret the findings from the data analysis in the context of a business problem	Communication	Communicating with Data and AI
Organize the results for oral and/or written communications	Communication	Communicating with Data and AI

Table 4 CURRICULUM MAPPING

Goals / Learning Objectives	BANA 300 Principles of Business Analytics	BTM 382 Database Management	BANA 440 Business Analytics Programming	BANA 450 Statistical Models for Business Analytics	BANA 477 Predictive Modeling and Analysis	BANA 478 Data Mining Techniques	BANA 491 Advanced Business Analytics	BANA 492 Business Analytics Capstone Project
1. Analyze business problems								
1.1. Identify and frame the business problem	I							R
1.2. Explain the processes of applying business analytics methods in business	I							

1.3. Explain the benefits and limitations of business analytics tools in achieving business goals	I							R
1.4. Demonstrate a systematic approach to problem-solving			I					
1.5. Apply evidence-based approach(es) to decision making	I							R
1.6. Develop resolutions for security and/or ethical challenges in a practical business context.	I							
2. Collect and manage data								
2.1. Explain the basics of data management		I						
2.2. Identify different types of measurements and explain why/when they are appropriate for specific data analysis				I				
2.3. Explain the process of data mining.						I		
2.4. Apply data collection for a given problem								I
2.5. Explain how to clean and/or prepare data for analysis								I
3. Analyze and visualize data								
3.1. Explain the advantages and limitations of visualization techniques in business problems	I							
3.2. Apply visualizations and/or optimization techniques to guide the business analytics process	I							
3.3. Analyze data using graphical, tabular, and numerical descriptive methods				I	I			R
4. Apply machine learning and predictive analytics to business problems								
4.1 Apply (a) forecasting model(s) for a business problem(s)					I			R
4.2 Apply (a) supervised model(s) to (a) business problem(s)						I	I	
4.3 Apply (an) unsupervised model(s) to (a) business problem(s)						I	I	
4.5 Evaluate the performance of data mining models						I	I	
5. Communicate data analysis results and business insights to stakeholders effectively								
5.1 Interpret the findings from the data analysis in the context of a business problem				I	R	R	R	R
5.2 Organize the results for oral and/or written communications				I	R	R	R	R

I = Course introduces core goal and objective
R = Course reinforces core goal and objective

5.2 General and specific program objectives

The program will overall, aim at exposing the students to Business Intelligence and Data Analytics theory,

methods, tools and techniques thereby enabling them to master the multi-disciplinary field to becoming more effective analysts and managers. Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of: educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.

Although the course content of the program will focus on 'Business Analytics (BA)', the following disciplines and areas will be incorporated (where feasible) in various course content to make the final offering a graduate program that is loyal to the integrated spirit of BA, in-line with associations (body of knowledge) mentioned above and its various applications:

- supply chain operations management: designing supply networks; global logistics; planning supply and demand; sourcing; contracting; inventory management; coordination; operational risk management
- marketing: demand management; pricing; revenue management; customer relationship management; management of distribution channels
- finance: financial risk management; cash flow management; financing of supply chains
- management: change management; stakeholder management; negotiations
- international business: contract law; international trade law
- industrial engineering: technology management in manufacturing and logistics; manufacturing flexibility; product design
- sustainability: green supply chains; supply chain ethics

6. REGULATORY FRAMEWORK

6.1 Admission Requirements and Processes

- The admission requirements are those of the Bachelor of Commerce program. There are no additional requirements for the Major in Business Analytics.

6.2 Commitment and structure of the program

- The 90 credit Bachelor of Commerce with the Major in Business Analytics will include 24 credits required for the Major in BA. The other 66 credits of the Bachelor of Commerce will include a block of mandatory courses considered to be the Core and elective courses to be taken inside and outside JMSB which could include a business Minor of 12 credits.
- Students can elect to do a double Major. They could complete the Bachelor of Commerce program with a Major in Business Analytics and another Major in another functional area of Business such as Finance, Marketing or Management.
- Students can follow the program, either on a full-time or part-time basis.
- The Bachelor of Commerce with the Major in Business Analytics can be completed in three years for full-time students taking 30 credits per academic year.

6.3 Program oversight

- The Bachelor of Commerce program is under the leadership of the Associate Dean, Undergraduate Programs and the Major in Business Analytics is the responsibility of the department of Supply Chain and Business Technology Management.

7. PROGRAM STRUCTURE

7.1 Activities

The major in Business Analytics is composed of 8 courses (24 credits).

- BANA 300 Principles of Business Analytics (3 credits) (new course)
- BANA 440 Business Analytics Programming (3 credits)
- BANA 450 Statistical Models for Business Analytics (3 credits)
- BANA 477 Predictive Modeling and Analysis (3 credits)
- BANA 478 Data Mining Techniques (3 credits)
- BANA 491 Advanced Business Analytics (3 credits) (new course)
- BANA 492 Business Analytics Capstone Project (3 credits) (new course)
- BTM 382 Database Management (3 credits)

BANA 300, 491 and 492 are new courses, while BANA 440, 450, 477, 478 and BTM 382 are existing courses and have been offered for many years. Course descriptions are found in Appendix 3 and at the request of the undergraduate curriculum committee, a page description of each course is presented in Appendix 4.

7.2 Alignment with data analytics competency frameworks

In section 3.2 (“areas of expertise”), the data competencies framework from the Institute of Analytics and DataCamp is described. The proposed Major in Business Analytics aligns closely with the Institute of Analytics (IoA) Analyst Competency Framework, ensuring graduates develop well-rounded analytics skills. The framework consists of four key competency areas, each of which is reflected in the proposed curriculum, as detailed below.

- Knowledge and Analytics
    - Courses such as BANA 450: Statistical Models for Business Analytics and BANA 478: Data Mining Techniques develop students’ ability to manipulate data, apply machine learning techniques, and produce actionable insights.
    - BANA 477: Predictive Modeling and Analysis and BANA 491: Advanced Business Analytics enhance skills in statistical forecasting, regression analysis, and AI-driven analytics.
- Governance and Professionalism
    - The curriculum emphasizes responsible data management through BTM 382: Database Management and BANA 491, covering topics such as data ethics, regulatory compliance, and AI governance. Students learn about risk identification, data security, and best practices in analytics applications.
- Communication
    - Courses like BANA 300: Principles of Business Analytics and BANA 492: Business Analytics Capstone Project equip students with skills to translate complex data insights into business recommendations.
    - Visualization tools and storytelling techniques are integrated into the curriculum, preparing students to communicate findings effectively to stakeholders.
- Leadership
    - The capstone project (BANA 492) allows students to take ownership of real-world business problems, strengthening decision-making, strategic thinking, and leadership capabilities.
    - The program fosters collaboration through team-based assignments, reinforcing leadership

in data-driven decision-making.

The courses proposed in this Major also fit well within the DataCamp framework as described below.

- Reading with data
    - Identifying and framing problems using data-driven approach is explained in *BANA 300*
- Communicating with data and AI:
    - *BANA 300: Principles of Business Analytics* and *BANA 492: Business Analytics Capstone Project* focus on transforming raw data into actionable business insights.
    - *BANA 440: Business Analytics Programming* and *BANA 478: Data Mining Techniques* incorporate hands-on work with visualization tools, ensuring students can effectively communicate analytical findings.
- Working with data and AI
    - *BANA 450* provides foundational knowledge in regression analysis, hypothesis testing, and experimental design.
    - Advanced statistical methods are explored in *BANA 477* and *BANA 478*, enabling students to master data exploration, clustering, and classification techniques.
    - Data extraction from database and data processing are covered in *BANA 400* and *BTM 382*
- Reasoning with data and AI
    - Supervised and unsupervised models are covered in *BANA 478* and *BANA 491*

7.3 Pedagogical approaches

- The courses listed above are normally offered face-to-face or using an hybrid model.
- Experiential learning is offered through real-life projects and / or using RIIPEN (the experiential learning platform: https://www.riipen.com/). In perspective, once the proposed program is approved, there are plans to integrate it into the Institute for Co-operative Education, thereby enhancing students' experiential learning opportunities.

7.4 Typical student path

- Full-time students can complete the Bachelor of Commerce Program in three years while taking 30 credit per year. Students beginning the Bachelor program will normally take the core courses in their first year and start taking the Major courses in their second year.

8. SUPPORT FOR STUDENT SUCCESS

8.1 Financial support

- The major is not a stand-alone one, it is offered within the larger degree program of Bachelor of Commerce and, thus does not imply a separate financial support plan.

8.2 Student Services

- Students will have access to the same services as other undergraduate students in the JMSB.

8.3 Academic and student life

- The department currently has a student association: John Molson Supply Chain and Business Technology Association (JSBA) and the students from the new major would benefit from joining it.
- Well-performing students could apply to a joint JMSB-SAS certification, which could help them in search for a suitable position.

9. RESOURCES

9.1 Faculty Resources

- The following faculty members indicated their interest and capability to teach in the program:
  - Mohsen Farhadloo: Assistant Professor, tenure-track. Dr. Farhadloo is in the Business Analytics area, and has been teaching courses "Statistical Models for Data Analysis", "Data Mining Techniques", and "Foundations of Data Mining" (graduate course). He is an active researcher and can teach most of the courses in the proposed program.
  - Salim Lahmiri: Associate Professor, tenure-track. Dr. Lahmiri is in the Business Analytics area, with the emphasis on machine learning. He has been teaching various courses in the data intelligence minor, Advanced Data Mining course in the MSc program, and Artificial Intelligence course in the PhD program. He is a prolific researcher and can teach most of the courses in the proposed program.
  - Danielle Morin: Professor. Dr. Morin is in the Business Analytics area, more on the traditional Statistics side. She has been teaching an MBA course in Managerial Analytics. She is an active researcher, and she can teach a few courses in the proposed program, for example, Statistical Models for Business Analytics and Predictive Modeling and Analysis.
  - Dongliang Sheng: Assistant Professor, tenure-track. Professor Sheng is a new faculty member in the area of business analytics, who joined us in the Summer of 2024, and currently working on completing his Ph.D. at McGill. He can teach a variety of courses in business statistics and analytics.
  - Mahdi Mirhosseini: Assistant Professor, tenure-track. Dr. Mirhosseini is from the Business Technology Management area. He has been teaching database management course for a few past years. This course is included as part of the proposed major.
  - Rustam Vahidov: Professor. Dr. Vahidov has mainly taught systems development courses in the Business Technology Management area and did research involving machine learning. He has three decades of experience teaching programming courses and would be willing to teach programming for business analytics.
  - Chaher Alzaman: Assistant Professor, ETA. Dr. Alzaman is from the Supply Chain Operations Mangement area. He has been teaching Demand Management course in the Master's in Supply Chain program. This course mostly covers forecasting, which is close to Predictive Modeling and Analysis course in the proposed program.
  - Raul Valverde: Assistant Professor, ETA. Dr. Valverde's primary area is Business Technology Management. In the past he taught computer programming courses. He could teach Business Analytics Programming course in the proposed program.
  - Krzysztof Dzieciolowski: Part-time faculty. Dr. Dzieciolowski has been teaching various data analytics courses, in particular in the data intelligence minor. He has championed the joint SAS/JMSB certification initiative. He can teach most of the courses in the proposed major.
  - Sara Hossaini : Part-time faculty. Ms. Hossaini has strong skills and experience working with various programming languages and software tools for data analytics. She had taught

- Statistical Models for Data Analysis and Statistical software courses. She could teach Business Analytics Programming course in the program.

- The table below shows tentative assignment of the above faculty members to courses.

Course	**Faculty**
BANA 300 Principles of Business Analytics	Dongliang Sheng, Danielle Morin, Sara Hossaini*
BANA 440 Business Analytics Programming	Rustam Vahidov, Raul Valverde, Sara Hossaini*, Krzysztof Dzieciolowski*
BANA 450 Statistical Models for Business Analytics	Danielle Morin, Mohsen Farhadloo, Salim Lahmiri, Dongliang Sheng
BANA 477 Predictive Modeling and Analysis	Chaher Alzaman, Dongliang Sheng, Danielle Morin
BANA 478 Data Mining Techniques	Mohsen Farhadloo, Salim Lahmiri, Krzysztof Dzieciolowski*
BANA 491 Advanced Business Analytics	Salim Lahmiri, Dongliang Sheng
BANA 492 Business Analytics Capstone Project	Mohsen Farhadloo, Salim Lahmiri, Dongliang Sheng
BTM 382 Database Management	Mahdi Mirhosseini, Raul Valverde

***** Part-time faculty

- As the major implies three new additional courses, this is equivalent to three part-time contracts initially (this number may grow if the enrolment grows in the future years). The department has a good pool of part-time instructors who currently teach traditional business statistics and data mining courses to address this need.

9.2 Administrative and support staff

- The department currently has two staff members: department administrator, and department assistant. No additional staff is required

9.3 Material, technological and library resources

- The department has two computer labs for teaching, one on the 12th floor of the MB building with the capacity of 25 computers, and the other one on the 5th floor with the capacity of 55 seats with computers. These labs can accommodate delivery of new courses as well as the student work.

10. BUDGET ESTIMATES

The enrolment figures are based on the scenarios provided in section 4.1 of this document. The expenses include one new faculty member's salary, part-time faculty contracts, and TA hours based on the projected enrolment. As one can see, even in the worst expected scenario case the program should bring a positive surplus.

Pessimistic scenario

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 78,687	$ 149,505	$ 213,242	$ 213,242	$ 213,242	$ 867,918
Grants							
Teaching Grant (WFTE)		$ 148,264	$ 281,702	$ 401,796	$ 401,796	$ 401,796	$ 1,635,354
Support Grant (FTE)		$ 62,266	$ 118,305	$ 168,741	$ 168,741	$ 168,741	$ 686,793
Total grants		$ 210,530	$ 400,007	$ 570,536	$ 570,536	$ 570,536	$ 2,322,147
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ -**	**$ 289,217**	**$ 549,512**	**$ 783,778**	**$ 783,778**	**$ 783,778**	**$ 3,190,064**

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ 62,500	$ 62,500	$ 62,500	$ 100,000	$ 100,000	$ 387,500
Teacher's Assistants	$ -	$ 4,140	$ 4,140	$ 4,140	$ 6,624	$ 6,624	$ 25,668
Stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll	**$ -**	**$ 66,640**	**$ 66,640**	**$ 66,640**	**$ 106,624**	**$ 106,624**	**$ 413,168**
OTHER EXPENSES							
Total Other Expenses	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Total Expenses	**$ -**	**$ 66,640**	**$ 66,640**	**$ 66,640**	**$ 106,624**	**$ 106,624**	**$ 413,168**
CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	**$ -**	**$ 222,577**	**$ 482,872**	**$ 717,138**	**$ 677,154**	**$ 677,154**	**$ 2,776,896**

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Realistic scenario

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 78,687	$ 175,734	$ 315,535	$ 436,451	$ 604,841	$ 1,611,247
Grants							
Teaching Grant (WFTE)		$ 148,264	$ 331,123	$ 594,539	$ 822,372	$ 1,139,657	$ 3,035,956
Support Grant (FTE)		$ 62,266	$ 139,061	$ 249,686	$ 345,368	$ 478,617	$ 1,274,998
Total grants		$ 210,530	$ 470,184	$ 844,226	$ 1,167,740	$ 1,618,274	$ 4,310,954
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ -**	**$ 289,217**	**$ 645,918**	**$ 1,159,760**	**$ 1,604,191**	**$ 2,223,115**	**$ 5,922,201**

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ 62,500	$ 137,500	$ 237,500	$ 325,000	$ 462,500	$ 1,225,000
Teacher's Assistants	$ -	$ 4,140	$ 9,108	$ 15,732	$ 21,528	$ 30,636	$ 81,144
Stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll	**$ -**	**$ 66,640**	**$ 146,608**	**$ 253,232**	**$ 346,528**	**$ 493,136**	**$ 1,306,144**
OTHER EXPENSES							
Total Other Expenses	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Total Expenses	**$ -**	**$ 66,640**	**$ 146,608**	**$ 253,232**	**$ 346,528**	**$ 493,136**	**$ 1,306,144**
CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	**$ -**	**$ 222,577**	**$ 499,310**	**$ 906,528**	**$ 1,257,663**	**$ 1,729,979**	**$ 4,616,057**

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Optimistic scenario

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 78,687	$ 228,192	$ 441,434	$ 654,676	$ 867,918	$ 2,270,907
Grants							
Teaching Grant (WFTE)		$ 148,264	$ 429,966	$ 831,762	$ 1,233,558	$ 1,635,354	$ 4,278,904
Support Grant (FTE)		$ 62,266	$ 180,571	$ 349,312	$ 518,052	$ 686,793	$ 1,796,994
Total grants		$ 210,530	$ 610,537	$ 1,181,074	$ 1,751,610	$ 2,322,147	$ 6,075,898
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ -**	**$ 289,217**	**$ 838,729**	**$ 1,622,508**	**$ 2,406,286**	**$ 3,190,064**	**$ 8,346,804**

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ 62,500	$ 175,000	$ 337,500	$ 512,500	$ 675,000	$ 1,762,500
Teacher's Assistants	$ -	$ 4,140	$ 11,592	$ 22,356	$ 33,948	$ 44,712	$ 116,748
Stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll	**$ -**	**$ 66,640**	**$ 186,592**	**$ 359,856**	**$ 546,448**	**$ 719,712**	**$ 1,879,248**
OTHER EXPENSES							
Total Other Expenses	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Total Expenses	**$ -**	**$ 66,640**	**$ 186,592**	**$ 359,856**	**$ 546,448**	**$ 719,712**	**$ 1,879,248**
CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	**$ -**	**$ 222,577**	**$ 652,137**	**$ 1,262,652**	**$ 1,859,838**	**$ 2,470,352**	**$ 6,467,556**

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11. CONCLUSION

The aim of this proposal is to use the opportunity to capitalize on the growing interest in the business data analytics profession. The proposed major is expected to attract many prospective students into the program. Business analytics is a major development in the modern world, that is not transient, but represents a strong trend, as the volumes of data collected only keeps growing year after year. At the SCBTM department we have the capacity to offer the highly attractive major to the future students. We do have positive experience with the data intelligence minor, and we expect the same success with the major at a larger scale. We believe we can achieve it at a very minor cost of adding only three new courses to our data intelligence minor.

APPENDICES

Appendix 1: Sample of Canadian Universities Offering Analytics Programs

Appendix 1 SAMPLE OF CANADIAN UNIVERSITIES OFFERING ANALYTICS PROGRAMS			
1.	Business Process Management Certificate in Business Intelligence and Analytics One year specialization Business Analysis, Intelligence and Analytics	**University of Calgary**	Students in the Business Process Management Bachelor program are prepared to answer questions such as: How do you analyze vendor contracts? What materials are required to complete a job order? How do you calculate a project's estimate to completion?
2.	Master of Management Analytics	**Smith School of Business, Queen's University**	This 12-month program is intended to understand not only how to use data for business needs, but how to structure and manage complex projects, and lead high-performance teams. Smart use of data can unleash potential, generate competitive advantage, improve customer experience, identify risk, and much more. But realizing the promise of data analytics requires businesspeople who can find the opportunity in the numbers.
3.	Master of Management in AI	**Smith School of Business, Queen's University**	This 12-month program provides A strong understanding of the technical principles of AI and modern methods for data search and retrieval, and how to practically apply them to real world problems; Command of best practices in identifying opportunities for and applying AI; Expertise in the business practices required to effectively use AI and machine learning; Awareness and engagement in the ethical, economic, and societal impacts of computers exhibiting intelligent behavior; Enhancement of skills for communicating complex problems and AI solutions to wide audiences in an organization; and Training in creating and maintaining high performance work teams.
4.	Master of Financial Innovation	**Smith School of Business, Queen's University**	This 14-month program provides A solution to the fast-growing need in the financial sector for leaders with a solid understanding of both finance and data science and machine learning; The knowledge and tools to move immediately from theory to real-world applications; A solid understanding of the current financial technology climate and market trends; The ability to communicate ideas and information accurately and concisely; Training in creating and maintaining high performance work teams; Personal development workshops and career advancement days; SmithEdge — a set of personal capabilities that will prepare you to thrive in today's business environment; Access to job opportunities through Smith's Career Advancement Centre
5.	Master of Management Analytics	**Rotman, University of Toronto**	The world of data-driven decision-making is moving fast – and with our Master of Management Analytics, you can help to lead and drive change. Master the skills required to succeed in the field of management analytics, with cutting-edge coursework that teaches you the newest techniques in machine learning and artificial intelligence, enabling you to tackle the business challenges of today - and tomorrow (11 months).
6	BComm in Business Analytics	**Telfer School of Management, University of Ottawa**	This program is part of the BComm, and it prepares students to harness the power of data to solve complex business problems and drive strategic decisions. It provides the skills to collect, analyze, and interpret data; apply predictive and optimization techniques;

			and communicate insights effectively. Students gain practical experience with coding, visualization, and business analytics tools, and learn to translate data into actionable strategies that enhance performance, efficiency, and competitiveness across organizations.
7.	Master of Management Analytics	**Ivey Business School, Western University**	A 12-month, while-you-work analytics management program. Starting in September. Strategically designed to accelerate careers of data-driven professionals, Ivey's new Master of Management in Analytics (MMA) allows you to continue working while earning your MMA.
8.	Master of Business Analytics	**UBC Sauder**	The 12-month Master of Business Analytics (MBAN) program gives you the skills to turn big data into actionable insights. Paired with an 8-16-week internship, you'll graduate with real-world experience in one of Canada's thriving tech and digital economies.
9.	Master of Management in AI* Master of Business Analytics** Undergraduate specialisation in Business Analytics**	**Schulich School of Business, York University**	* The MMAI program start date is changing to May beginning in 2023 (subject to Senate approval). The 12-month full-time Master of Management in Artificial Intelligence (MMAI)* is designed to meet the growing need for talented professionals with the skills and advanced applied knowledge to develop, evaluate, refine and implement AI-related applications and technologies. **The Master of Business Analytics (MBAN) is a 12-month full-time program, designed to give you the tools and techniques to become an expert in this evolving, high-demand field. ***The Operations Management and Information Systems Area offers two specializations supported by courses to help organizations improve information, operational, and supply chain processes, focusing on efficiency, effectiveness, and sustainability. Students elect to take (i) problem-driven courses deepening their understanding of problems and challenges facing information, operational, and supply chain processes and/or (ii) quantitative courses strengthening their ability to analyze data and model processes.

Appendix 2: Sample of Universities Outside of Canada Offering Analytics Programs

Appendix 2 SAMPLE OF UNIVERSITIES OUTSIDE OF CANADA OFFERING ANALYTICS PROGRAMS			
	Program Name	**University Name**	**Description**
1	Business Administration - Project Management and Business Analysis (B.A)	Towson University	Project management is becoming one of the most important functions within organizations as they implement projects to respond to market and economic demands. The Bachelor of Science Project Management and Business Analysis(B.A) at Towson University needs of today's globally...
2	Business Analytics	Valparaiso University	The age of Big Data continues to inundate us with extensive amounts of information through phones, computers, televisions, store sensors, airports — just about every aspect of daily life. A major in business analytics can turn Big Data into big opportunity.
3	Business Analytics	Le Moyne College	Business analytics is the discipline of applying quantitative analytical models to convert data into useful information to help make better business decisions.
4	MIS - Business Analyst	University of Central Arkansas	The Business Analysis Concentration is designed for MIS majors who wish to prepare for jobs that pair business requirements and analysis.
5	Systems Analysis and Design	Purdue University	Study how organizations use computer systems and procedures and then design information systems solutions to help them operate more efficiently and effectively.
6	Management Information Systems	Texas A&M University	The Management Information Systems (MIS) major addresses the impact of computer-based information systems in a variety of organizational settings.
7	Business Administration: Business Analytics	The University of Tennessee at Chattanooga	The Bachelor of Science Business Administration: Business Analytics from The University of Tennessee at Chattanooga provides quality educational programs that produce academically-prepared and business-world ready men and women for a competitive global environment.
6	Business Analytics and Intelligence	Bowling Green State University	Students with a degree in business analytics and intelligence typically work as a business analyst/data analyst/business intelligence analyst within a corporation or a consulting firm. The role of a business analyst in a corporation could be supporting a specific business...
9	Intelligence Systems	Robert Morris University	Modern business organizations must leverage vast quantities of information in order to make effective decisions and achieve a strategic competitive advantage.
10	Data Analytics	Miami Dade College	Data Analytics is an emerging, 21st-century technology related to the explosion of “big data.” MDC's Bachelor of Science in Data Analytics addresses the growing demand for skilled professionals who can identify, analyze, interpret and present the volumes of data that are...
11	Data Analytics	Robert Morris University	Modern business organizations must leverage vast quantities of information in order to make effective decisions and achieve a strategic competitive advantage. Data Analytics embodies a systematic and ethical program for gathering, analyzing, and managing external information...
12	Business Analytics and Information Technology	Rutgers University	Business Analytics and Information Technology (BAIT) is Rutgers PALS Business School’s quantitative and computing major. It covers information technology, data analysis and decision support, which are becoming more strongly intertwined and are essential components of the modern...

13	Business Data Analytics	Western Kentucky University	ESLI partners with universities in the U.S. and Canada to offer students premiere language instruction and university preparation in order to achieve full admission to their field of study. ESLI partner universities offer conditional admission to students which means that...
14	Supply Chain Information and Analytics	Purdue University	Supply Chain, Information and Analytics students are problem solvers. Students studying Supply Chain, Information and Analytics study a common management curriculum and choose to specialize in Supply Chain and Operations, Management Information Systems or Business Analytics.
15	Business Intelligence and Analytics	Tennessee Technological University	Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation.
16	Business Analytics	Benedictine University	Demand for employees with analytical skills combined with a foundation in business fundamentals continues to grow rapidly, and Benedictine is helping to fill the gap that exists today and into the future. Now is the right time to pursue a career in business analytics as the...
17	Data Science and Analytics	Marist College	Data Science & Analytics builds on a core of computer science, information technology and systems, mathematics and statistics. Data Science is, in simple terms, the extraction of knowledge from data.
18	Business Data Analytics	Arizona State University	The BS in business data analytics prepares business students with the requisite knowledge, skills and experience to create and manage big data initiatives as well as associated business processes to facilitate large-scale business data analytics in organizations.
19	Business Administration Concentration in Business Analytics	San José State University	Business Analytics is a quantitative approach to business, driven by the intelligent use of data and mathematical models. Practitioners leverage methods from statistics and operations research to form insights and make decisions that improve business performance.
20	Business Intelligence and Analytics	Saint Mary's University of Minnesota	Saint Mary’s business intelligence and analytics major provides knowledge by training students interested in analytically focused careers in business.The emphasis of the business intelligence and analytics major is on applications of data analysis, business forecasting,...
21	Business Analytics	Benedictine University	This program explores the role of economics and business in the social environment of our culture, with focused courses that articulate how the functional areas of business interrelate within organizations.
22	Business Analytics	Widener University	Business analytics appeals to students with an interest in business who enjoy working with technology, from databases to the latest social networking platform. This rapidly growing area combines business strategy and information technology and is crucial for the success of a...
23	Information Systems	University of Arkansas at Little Rock	The Bachelor of Business Administration Information Systems at University of Arkansas at Little Rock program (formerly Management Information Systems) provides you with technical, business, and interpersonal competencies necessary for success in the information technology...
24	Applied Analytics	Bryant University	The Applied Analytics Program is an 18-credit interdisciplinary concentration that provides students with a solid foundation in integrating technology and analytical methods to acquire, analyze and apply information for research, decision making and organizational effectiveness....

Appendix 3: Course outlines and descriptions

BANA 300 Principles of Business Analytics (3 credits) (new course)

Prerequisite: COMM 213 and COMM 214 or COMM 215.

This course provides a comprehensive foundation for business analytics. The course covers a broad range of topics such as major processes in artificial intelligence and data mining, optimization techniques for business analytics, visualization tools/techniques, information systems security, and cyber ethics. The course uses a combination of theory and applied learning through intensive cases, and the students are motivated using real-world problems and applications in business analytics.

BANA 440 Business Analytics Programming (3 credits)

Prerequisite: COMM 213 and COMM 214 or COMM 215

Programming knowledge is an essential skill for Business Analytics in that executives and managers should be conversant with programming. This course covers basic programming concepts (such as data types, data input/output), basic control flow, including conditionals and loops, functions, program design, basic algorithms and data structures in popular programming languages in analytics domain such as Python and R. The course gives students the opportunity to learn about and use programming to implement their ideas and provides them with the fundamental knowledge and practice needed to appreciate the challenges and opportunities related to developing robust programs that are at the core of business analytics.

BANA 450 Statistical Models for Business Analytics (3 credits)

Prerequisite: COMM 214.

This course introduces and examines the role of contemporary statistical methods in improving business and making business decisions. The methodologies selected for discussion represent those that are most extensively used in business studies and analyses. The topics covered include statistical thinking, regression analysis, logistic regression, discriminant analysis, experimental methods, and A/B testing in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.

NOTE: Students who have received credit for BSTA 378 or BSTA 450 may not take this course for credit.

BANA 477 Predictive Modeling and Analysis (3 credits)

Prerequisite: BANA 450 previously, concurrently or equivalent.

This course focuses on the theory and applications of the most widely used models, ETS and ARIMA, to represents the underlying relationships in historical time series data in order to explain the data and make predictions, forecasts or classifications about future events. The models are assessed for predictor variable impact, goodness-of-fit and forecast accuracy, and subject to validations with new or split data. A wide range of databases from various areas are considered for analysis and prediction using software packages in homework and project assignments.

NOTE: Students who have received credit for BSTA 477 or DESC 477 may not take this course for credit.

BANA 478 Data Mining for Business Analytics.

(3 credits)

Prerequisite: BANA 450.

The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods, and covers topics such as dimension reduction, classification and regression trees, K-nearest neighbors, neural networks, association rules and collaborative filtering, cluster analysis, ensemble methods, boosting and bagging. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.

NOTE: Students who have received credit for BSTA 478 may not take this course for credit.

BANA 491 Advanced Business Analytics (3 credits) (new course)

Prerequisite: BANA 300, BANA 478.

The landscape of technology-enabled businesses and career opportunities are changing rapidly. This course introduces students to emerging technologies with their evolving implications for future business models and business processes. The central goal of this course is to provide an opportunity to understand the pros and cons of recent technologies in different business domains. This course covers topics such as: deep learning, artificial intelligence, quantum computing, evolutionary algorithms, hybrid intelligent systems, and social media analytics. Students apply advanced analytic tools to various real-world problems.

BANA 492 Business Analytics Capstone project (3 credits) (new course)

Prerequisite: BANA 477, BANA 478.

This course is a project-based experiential learning in which students apply their learning in the Business Analytics program to develop real-life business and social solutions for a real-word problem. Students, with the guidance of the instructor, propose their own capstone project ideas. By working on real problems, students gain practical experience developing innovative technological solutions. The capstone course demonstrates the skills students have acquired throughout the Business Analytics program in a real-world setting. Students begin planning the capstone project in the beginning of the semester and the rest of the semester is spent building and implementing the proposed system.

BTM 382 Database Management (3 credits)

Prerequisite: COMM 226 or 301.

This course provides a comprehensive foundation for designing, building, and working with databases, enabling students to understand and use commercially available database products effectively. The course examines different models of representing data with emphasis on the relational model. Topics include data modeling, database design, queries, transaction management, implementation issues, and an overview of distributed database management systems, data warehouses, databases in electronic commerce, database administration, and knowledge management. Examples are drawn from various functional and operational areas including enterprise and supply chain operations, management, and planning.

Appendix 4 Detailed course description

BANA 300 – Principles of Business Analytics

- **Number of Credits: 3.0**
- **Course Description**

This course provides a comprehensive foundation for business analytics. The course covers a broad range of topics such as major processes in business analytics and data mining, optimization techniques for business analytics, visualization tools/techniques, information systems security and cyber ethics. The course uses a combination of theory and applied learning through intensive cases and the students are motivated using real-world problems and applications in business analytics.

- **Course Goals and Objectives**

1. Explain the role of business analytics processes in modern business
   1.1. Explain the processes of applying business analytics methods in business.
   1.2. Identify roles and responsibilities in an advanced business analytics organization's structure
   1.3. Explain the benefits and limitations of data analytics tools in achieving business goals
   1.4. Identify and frame the business problem
   1.5. Apply evidence-based approach(es) to decision making
2. Apply visualization and explain optimization tools/techniques to Business Analytics
   2.1. Explain the advantages and limitations of visualization techniques in business problems
   2.2. Explain data analytics optimization methods and their applications
   2.3. Apply visualizations and/or optimization techniques to guide the business analytics process
3. Explain security and ethical issues arising in business analytics
   3.1. Explain methods of business analytics in issues of security and fraud
   3.2. Explain privacy and ethical issues related to business analytics applications
   3.3. Develop resolutions of security and ethical challenges in a practical business context.

- **Topics Covered**

  - Business analytics process
  - Roles and responsibilities in business analytics output
  - Visualization of data techniques
  - Application of optimization techniques in business analytics
  - Common security problems in applications of business analytics
  - Methods of minimizing security risk in business analytics applications
  - Privacy and ethical challenges in global business analytics infrastructure
  - Sources of bias in business analytics
  - Security and ethical issues in current business analytics environments

- **Examples of Assessment Tools** Include: Assignments, Quizzes, projects, mid-term and final exams

BTM 382 – Database Management

- **Number of Credits: 3.0**

- **Course Description**

This course provides a comprehensive foundation for designing, building, and working with databases, enabling students to understand and use commercially available database products effectively. The course examines different models of representing data with emphasis on the relational model. Topics include data modeling, database design, queries, transaction management, implementation issues, and an overview of distributed database management systems, data warehouses, databases in electronic commerce, database administration, and NoSQL technologies. Examples are drawn from various functional and operational areas, including enterprise and supply chain operations, management, and planning.

- **Course Goals and Objectives**

1. Explain fundamental concepts of databases
2. Explain the role and benefits of databases
3. Explain data representation models
4. Explain the key concepts of relational databases
5. Explain the basics of data management
6. Apply database design to business problems
   6.1. Translate business rules into database design
   6.2. Apply Entity-Relational diagraming to model business domains
   6.3. Apply normalization to refine data models
   6.4. Apply structured query language to retrieve business data
   6.5. Use database management software to develop databases
7. Describe use of databases for transactions and decision-making
   7.1. Describe transaction management
   7.2. Describe data warehouses
   7.3. Describe big data and distributed databases
   7.4. Describe principles of business intelligence

- **Topics covered**

  - Introduction to databases
  - Data models
  - Relational data model
  - Entity-relationship diagram
  - Primary and foreign keys
  - Normalization
  - Structured Query Language
  - Database administration
  - Transaction management
  - Data warehouses
  - Big data and NoSQL

- **Examples of Assessment Tools** Include: Assignments, mid-term and final exams, project**.**

BANA 440 – Business Analytics Programming

- **Number of Credits: 3.0**

- **Course Description**

Programming knowledge is an essential skill for Business Analytics in that executives and managers should be conversant with programming. This course covers basic programming concepts (such as data types, data input/output), basic control flow, including conditionals and loops, functions, program design, basic algorithms and data structures in popular programming languages in analytics domain such as Python and R. The course gives students the opportunity to learn about and use programming to implement their ideas and provides them with the fundamental knowledge and practice needed to appreciate the challenges and opportunities related to developing robust programs that are at the core of business analytics.

- **Course Goals and Objectives**

1. Demonstrate basic programming skills
   1.1. Apply programming to basic data processing
   1.2. Apply control structures to solve problems
   1.3. Use appropriate data structures in programming tasks
   1.4. Utilize classes and objects to structure programs
2. Apply programming to solve business problems
   2.1. Demonstrate a systematic approach to problem solving
   2.2. Apply decomposition to break problems into smaller chunks
   2.3. Apply programming to facilitate analysis of data
   2.4. Demonstrate skills of problem structuring
3. Apply best programming practices to solve business problems
   3.1. Develop clean and efficient code
   3.2. Use naming conventions and comments
   3.3. Develop code that is concise and without repetitions
   3.4. Develop code that is readable

- **Topics covered**

  - Variables and data types
  - Arithmetic operations
  - Working with strings
  - Conditional expressions
  - Loops
  - Functions
  - Lists and arrays
  - Dictionaries
  - Working with files
  - Classes and objects

- **Examples of Assessment Tools** Include: Quizzes, assignments, mid-term and final exams.

BANA 450 – Statistical Models for Business Analytics

- **Number of Credits: 3.0**

- **Course Description**

This course introduces and examines the role of contemporary statistical methods in improving business and making business decisions. The methodologies selected for discussion represent those that are most extensively used in business studies and analyses. The topics covered include statistical thinking, regression analysis, logistic regression, discriminant analysis, experimental methods and A/B testing in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.

- **Course Goals and Objectives**

1. Apply descriptive analytics to understand business problems
   1.1. Explain the process of descriptive analytics.
   1.2. Identify different types of measurements and explain why/when they are appropriate for specific data analysis
   1.3. Analyze data using graphical, tabular, and numerical descriptive methods
2. Apply inferential analytics to solve business problems
   2.1. Explain the importance of modeling and analyzing business processes for deciding under uncertainty
   2.2. Apply the components of statistical inference on quantitative data measurement
   2.3. Apply the components of statistical inference on categorical data measurements
   2.4. Analyze the findings of the statistical inference
3. Explain and apply different experimental designs
   3.1. Identify different experiment designs
   3.2. Explain the basic characteristics of different experiment designs
   3.3. Apply the appropriate design to a business problem
   3.4. Analyze the findings of the experiment designs
4. Create and communicate analysis results for business decision making
   4.1. Interpret the findings from the data analysis in the context of the business problems
   4.2. Organize the results for oral and written communications

- **Topics covered**

  - Descriptive analytics and data visualizations
  - Simple linear regression
  - Multiple linear regression
  - Assumptions of the linear regression and residual analysis
  - Fitting curves to the data
  - Indicator and interaction variables
  - Experiment designs
  - Analysis of Variance and Covariance
  - Discriminant analysis
  - Logistic regression

- **Examples of Assessment Tools** Include: Quizzes, projects, assignments, mid-term and final exams.

BANA 477 – Predictive Modeling and Analysis

- **Number of Credits: 3.0**

- **Course Description**

This course focuses on the theory and applications of the most widely used models, smoothing and ARIMA models, to represent the underlying relationships in historical time series data in order to explain the data and make predictions, forecasts or classifications about future events. The models are assessed for predictor variable impact, goodness-of-fit and forecast accuracy, and subject to validations with new or split data. A wide range of databases from business and economics and other areas are considered for analysis and prediction using software packages in homework and project assignments

- **Course Goals and Objectives**

1. Develop and interpret graphs to visualize data and to identify time-dependent patterns
   1.1. Analyze data using graphical, tabular, and numerical descriptive methods
   1.2. Develop time series aggregations at the required time intervals
   1.3. Describe seasonality and trend-cycle time series components
2. Develop appropriate forecasting models for business problems
   2.1. Decompose time series into trend-cycle, seasonal and irregular components
   2.2. Explain advantages and limitations of forecasting techniques
3. Evaluate forecasting accuracy measures to assess quality of models
   3.1. Explain time series forecasting accuracy measures
   3.2. Develop forecasting model-building strategies
   3.3. Apply methods of proper model assessment
   3.4. Identify and justify the best forecasting model selection
4. Interpret forecasting models in the business context
   4.1. Interpret time series components in business setting
   4.2. Explain forecasts and their uncertainty
   4.3. Apply a forecasting model(s) for (a) business problem(s)
   4.4. Organize and communicate forecasting results for the business problem

- **Topics Covered**

  - Time series graphics
  - Smoothing techniques
  - Time series Decompositions
  - Forecasting accuracy measures
  - Proper model assessment
  - Time series regression models
  - Exponential smoothing models
  - Stationary time series
  - ARIMA models
  - Dynamic regression

- **Examples of Assessment Tools** Include: Assignments, quizzes, projects, mid-term and final exams

- **Number of Credits: 3.0**

- **Course Description**

The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods, and covers topics such as dimension reduction, classification and regression trees, K-nearest neighbors, neural networks, association rules and collaborative filtering, cluster analysis, ensemble methods, boosting and bagging. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.

- **Course Goals and Objectives**

1. Explain the concepts and process of data mining
   1.1. Explain the process of data mining.
   1.2. Explain the principles of supervised learning and identify its applications.
   1.3. Explain the principles of unsupervised learning and identify its applications.
2. Apply supervised learning to solve business problems
   2.1. Identify different types of supervised learning and their applications.
   2.2. Explain the objectives of different supervised learning techniques.
   2.3. Apply (a) supervised model(s) to (a) business problem(s).
   2.4. Evaluate the performance of supervised techniques and compare them.
3. Apply unsupervised learning to solve business problems
   3.1. Identify different types of unsupervised learning and their applications.
   3.2. Explain the objectives of different unsupervised learning techniques.
   3.3. Apply (an) unsupervised model(s) to (a) business problem(s).
   3.4. Evaluate the performance of different unsupervised techniques and compare them.
4. Create and communicate analysis results for business decision making
   4.1. Interpret the results of data mining in the context of the business problems.
   4.2. Organize the results for oral and written communications.

- **Topics covered**

  - Multiple linear regression
  - Logistic regression
  - Evaluating predictive performance
  - Dimension reduction
  - K-nearest neighbors
  - Neural networks
  - Ensembles and uplifting modeling
  - Association rule mining
  - Collaborative filtering
  - Cluster analysis
  - Introduction to text mining

- **Examples of Assessment Tools** Include: Quizzes, projects, assignments, mid-term and final exams.

BANA 491 – Advanced Business Analytics

- **Number of Credits: 3.0**
- **Course Description**

The landscape of technology-enabled businesses and career opportunities are changing rapidly. This course introduces students to emerging technologies with their evolving implications for future business models and business processes. The central goal of this course is to provide an opportunity to understand the pros and cons of recent technologies in different business domains. This course covers topics such as: deep learning, artificial intelligence, quantum computing, evolutionary algorithms, hybrid intelligent systems, and social media analytics. Students apply advanced analytic tools to various real-world problems.

- **Course Goals and Objectives**

1. Apply advanced data mining techniques to real business
   1.1. Explain advanced data mining techniques
   1.2. Identify different types of advanced data mining techniques and explain why/when they are appropriate for specific data analysis
   1.3. Apply advanced data mining techniques to data forecasting and classification problems
2. Interpret results for model evaluation
   2.1. Apply key concepts of model implementation to the business problem
   2.2. Describe and apply model performance evaluation
   2.3. Evaluate the performance of advanced data mining models
   2.4. Interpret the data mining results in the context of the business problems
   2.5. Organize the results for oral and written communications

- **Topics covered**
  - Supervised and unsupervised learning for time series forecasting and data classification.
  - Review of statistical learning and nonlinear models
  - Advanced ensemble models
  - Advanced artificial neural networks
  - Deep learning models
  - Methods of features extraction and selection
  - Explainable artificial intelligence (xAI)
  - Ethics of artificial intelligence
- **Examples of Assessment Tools** Include: term project, presentations, exam

BANA 492 – Business Analytics Capstone project

- **Number of Credits: 3.0**
- **Course Description**

This course is a project-based experiential learning in which students apply their learning in the Business Analytics program to develop real-life business and social solutions for a real-word problem. Students with the guidance of the instructor propose their own capstone project ideas. By working on real problems, students gain practical experience developing innovative technological solutions. The capstone course demonstrates the skills students have acquired throughout the Business Analytics program in a real-world setting. Students begin planning the capstone project in the beginning of the semester and the rest of the semester is spent building and implementing the proposed system.

- **Course Goals and Objectives**

1. Identify a business analytics project
  1.1. Identify and frame the business problem
  1.2. Analyze the state of the art
  1.3. Evaluate solution alternatives
  1.4. Explain the criteria used in solution selection

2. Apply a solution to a business problem
  2.1. Explain the benefits and limitations of data analytics tools in achieving business goals
  2.2. Apply data collection for a given problem
  2.3. Explain how to clean and prepare data for analysis
  2.4. Perform descriptive analytics on the given data
  2.5. Identify and compare different models for a given problem
  2.6. Apply evidence-based approach(es) to decision making
  2.7. Apply business analytics models to a given dataset

3. Evaluate a solution to a business problem
  3.1. Evaluate the performance of a given solution
  3.2. Interpret the findings from the data analysis in the context a business problem
  3.3. Propose recommendations for a given model selection and implementation

- **Examples of Assessment Tools Include:** evaluating all project components, including the data, models, implementation, and results.

Appendix 5: Faculty Member CVs

Summary of Changes (New Undergraduate Program (Regular Process))

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
BANA 300 Principles of Business Analytics New	X	X	X	X	X		X	X	X	
BANA 491 Advanced Business Analytics New	X	X	X	X	X		X	X	X	
BANA 492 Business Analytics Capstone New	X	X	X	X	X		X	X	X	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Major in Business Analytics New	X	X	X

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Regular Process)
Dossier Title: New Major in Business Analytics

Calendar Section Name: BComm Major in Business Analytics
Calendar Section Type: Program
Description of Change: BComm Major in Business Analytics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Supply Chain and Business Technology Management
Program Name: BComm Major in Business Analytics
Program Type: Major
Degree: Major

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Programs > Business Analytics > BComm Major in Business Analytics > Program Requirements

Type of Change: New Program

Present Text calendar	**Proposed Text**	
credits	**90 credits**	BComm Major in Business Analytics
0	~~0~~	48 credits from the The JMSB Core
		24 credits from the Major in Business Analytics
		6 credits of electives courses chosen from outside of the John Molson School of Business
		12 credits of elective courses chosen by the student

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Regular Process)
Dossier Title: New Major in Business Analytics

Calendar Section Name: Major in Business Analytics
Calendar Section Type: Defined group
Description of Change: Major in Business Analytics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Supply Chain and Business Technology Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Programs > Business Analytics > BComm Major in Business Analytics > Program Requirements > BComm Major in Business Analytics

Type of Change: New Defined Group

Present Text calendar	Proposed Text
	24 credits Major in Business Analytics
0	~~0~~ 24 credits: BANA 300 Principles of Business Analytics (3) BANA 440 Business Analytics Programming (3) BANA 450 Statistical Models for Business Analytics (3) BANA 477 Predictive Modelling and Analysis (3) BANA 478 Data Mining for Business Analytics (3) BANA 491 Advanced Business Analytics (3) BANA 492 Business Analytics Capstone (3) BTM 382 Database Management (3)

Rationale:

Resource Implications:

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Regular Process)
Dossier Title: New Major in Business Analytics

Calendar Section Name: BANA 300
Calendar Section Type: Course
Description of Change: BANA 300 Principles of Business Analytics
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Supply Chain and Business Technology Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Department of Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	BANA 300 Principles of Business Analytics (3 credits)
Prerequisites:	*Prerequisites:*
	The following courses must be completed previously: COMM 213 , COMM 214 or COMM 215 .
Description :	*Description :*
	This course provides a comprehensive foundation for business analytics which will be built upon throughout the program. The course covers a broad range of topics such as major processes in business analytics and data mining, optimization techniques for business analytics, visualization tools/techniques, information systems security and cyber ethics. The course uses a combination of theory and applied learning through intensive cases and the students are motivated using real-world problems and applications in business analytics.
Component(s):	*Component(s):*
	Lecture ; Laboratory
Notes :	*Notes :*

Rationale:
Preparing the students by providing the principles of the analytics.

Resource Implications:
The course will be offered twice per year in the computer lab.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Regular Process)
Dossier Title: New Major in Business Analytics

Calendar Section Name: BANA 491
Calendar Section Type: Course
Description of Change: BANA 491 Advanced Business Analytics
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Supply Chain and Business Technology Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Department of Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	BANA 491 Advanced Business Analytics (3 credits)
Prerequisites:	*Prerequisites:*
	The following courses must be completed previously: BANA 300 or BANA 478 .
Description :	*Description :*
	The landscape of technology-enabled businesses and career opportunities are changing rapidly. This course introduces students to emerging technologies with their evolving implications for future business models and business processes. The central goal of this course is to provide an opportunity to understand the pros and cons of recent technologies in different business domains. This course covers topics such as: deep learning, artificial intelligence, quantum computing, evolutionary algorithms, hybrid intelligent systems, and social media analytics. Students apply advanced analytic tools to various real-world problems.
Component(s):	*Component(s):*
	Lecture ; Laboratory
Notes :	*Notes :*

Rationale:
Students should be aware of the recent technology trends and be able to assess the business implications if the new analytics based technologies.

Resource Implications:
The course will be offered once per year in the computer lab.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Regular Process)
Dossier Title: New Major in Business Analytics

Calendar Section Name: BANA 492
Calendar Section Type: Course
Description of Change: BANA 492 Business Analytics Capstone
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Supply Chain and Business Technology Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Department of Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	BANA 492 Business Analytics Capstone (3 credits)
Prerequisites:	*Prerequisites:* The following courses must be completed previously: BANA 477 or BSTA 477; BANA 478 or BSTA 478.
Description :	*Description :* This course is a project-based experiential learning in which students apply their learning in the Business Analytics program to develop real-life business and social solutions for a real-word problem. Students, with the guidance of the instructor, propose their own capstone project ideas. By working on real problems, students gain practical experience developing innovative technological solutions. The capstone course demonstrates the skills students have acquired throughout the Business Analytics program in a real-world setting. Students begin planning the capstone project in the beginning of the term and the rest of the term is spent building and implementing the proposed system.
Component(s):	*Component(s):* Workshop
Notes :	*Notes :*

Rationale:
Provides the opportunity to implement the Business Analytics skills in a real-world scenario.

Resource Implications:
The course will be offered once per year.

Impact Report

Defined Groups

Major in Business Analytics New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.50 Department of Supply Chain and Business Technology Management -> Supply Chain and Business Technology Management Programs -> Business Analytics -> BComm Major in Business Analytics -> Program Requirements -> BComm Major in Business Analytics
Source of Impact

Courses

BANA 300 Principles of Business Analytics New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.50 Department of Supply Chain and Business Technology Management -> Department of Supply Chain and Business Technology Management Courses -> Business Statistics Courses
Source of Impact

BANA 491 Advanced Business Analytics New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.50 Department of Supply Chain and Business Technology Management -> Department of Supply Chain and Business Technology Management Courses -> Business Statistics Courses
Source of Impact

BANA 492 Business Analytics Capstone New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.50 Department of Supply Chain and Business Technology Management -> Department of Supply Chain and Business Technology Management Courses -> Business Statistics Courses
Source of Impact

Other Units

Addition of **The JMSB Core** to **BComm Major in Business Analytics** requirement
Source of other unit Impact

- Heading is housed in Section 61.22 The JMSB Core

Addition of **COMM 215** to **BANA 300** requirement
Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 213** to **BANA 300** requirement
Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 214** to **BANA 300** requirement
Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

OFFICE OF THE PROVOST AND
VICE-PRESIDENT, ACADEMIC AFFAIRS

MEMO

DATE: Feb 8, 2022

TO: Dr. Sandra Betton, Associate Dean, Graduate Programs, JMSB

FROM: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning

SUBJECT: Letter of Intent: Undergraduate degree in Business Analytics

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I am writing on behalf of Dr. Anne Whitelaw, Provost, to respond to the submitted Letter of Intent (LOI) for an undergraduate degree in Business Analytics proposed by the Department of Supply Chain & Business Technology Management. The Provost's office was excited to receive this proposal, recognizing the known need in the labour market for such training.

I am pleased to confirm approval for this LOI to proceed to program development. The following comments are designed to offer guidance on specific areas for further development of this nascent program proposal.

Program refinement:
It is unclear if this program is intended to be a Bachelor of Arts, Bachelor of Commerce or Bachelor of Science degree. Given the outcomes, and the shared curriculum, the program could go in a number of directions. We suggest that the labour needs, and the program outcomes, will guide this decision.

Additionally, we will expect to see the results of a comprehensive environmental scan of existing programs in this area. Given the growth of this field in recent years, differentiation for this program will be critical to stand out in an increasingly crowded educational marketplace. We would be pleased to support this work with a Curriculum Developer, if capacity does not exist within the Faculty or Department.

For the environmental scan of the labour market, we would be pleased to support with access to our Burning Glass data, or to assist in whatever way needed to ensure pathways for students upon graduation are clearly laid out in the proposal. These pathways should also be reflected in the program design to ensure students are being trained in the right areas and graduating with the right skills combination. Of particular concern for us is that the right combination of IT know-how and business acumen is captured in the program.

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Tel. 514-848-2424 ext. 4847 concordia.ca

One mechanism for ensuring differentiation could be to consider the pedagogical approaches that will be encouraged and supported within the program. A program of this nature will benefit from an inquiry-based approach that supports the development of higher-order critical and problem-solving thinking skills. Used in an active classroom, of which there are now several across the downtown campus, the opportunity for hands-on, applied learning could lead to an excellent training ground for students and a potential differentiator for Concordia. Combined with the JMSB initiative to support the use cases in the classroom and a truly unique experience could emerge that would produce excellent analytical, critical thinkers who are good collaborators and communicators. The CTL, in collaboration with the JMSB's CIT, could support this effort for interested faculty.

Finally, we wonder if there could be any overlap with the proposed graduate certificate. There are likely very good reasons to keep the two apart; we wish only to raise it as a point to consider.

Consultation: The Provost's office will expect to see consultation with other Departments offering data science and management programs at the University before a full proposal is forwarded with a budget at the next approval stage. The Departments of Mathematics and Statistics and Computer Science have recently renamed their joint BA/BSc program to *Data Science*. It will clearly overlap with some of the objectives outlined for the program, and named career pathways, and thus clear differentiation from this program will be essential to avoid duplication and confusion amongst students.

Resources: It is not clear from this LOI why a new faculty member would be needed with only four new courses. The rationale for the position would need to be considerably strengthened before funding could be discussed with the Provost. Given the existing BA/BSc in *Data Science* programs, consultations should also be seen if any existing courses can serve this program to ensure sustainability of resources and increased profitability of the program.

As mentioned earlier, we are very happy to see this initiative come forward to us. We look forward to receiving a full program proposal and budget in the coming months.

cc: Dr. Anne Whitelaw, Interim Provost & Vice-President, Academic
Dr. Anne-Marie Croteau, Dean, John Molson School of Business
Dr. Rustam Vahidov, Chair, Department of Supply Chain & Business Technology Management
Ms. Julie Johnston, University Curriculum Administrator
Mr. Graham Maisonneuve, Director, Finance & Budgets, Office of the Provost

LETTER OF INTENT

GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Undergraduate major in Business Analytics
Hosting unit(s):	Department of Supply Chain & Business Technology Management
Proposed Start Date:	Fall, 2023
Prepared by:	Mohsen Farhadloo, Rustam Vahidov
Dean Signature(s):	
Date:	September 2, 2021

PROPOSED PROGRAM INFORMATION

1. **Program Description (max 2 pages):**
    a. Provide a brief description of the program and its rationale.
    b. Describe the special, innovative or distinguishing features (for example: ties to future skills development, online/flipped components, experiential learning opportunities, flexibility in design through stacked certificates, etc).
    c. Recognizing that it is early in program design, please identify desired program outcomes.
    d. Describe the target audience of the program (who will be interested in the program).

Brief Summary

The proposed Major is *Business Analytics (BA),* to be offered at the undergraduate level at the department of Supply Chain and Business Technology Management. The major is envisaged as an integrated program to the management of big data applicable to all business areas. The major will aim at *exposing students to Business Intelligence concepts and Data Analytics theory, methods, tools and techniques providing them with the skills and abilities to become effective business analysts and managers.* Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of: *educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.*

The proposed major will be a 90-credit program, involving 14 core courses (42 Credits) common to all business majors, eight core courses (24 credits) devoted to BA (four of the eight courses already exist in the department), and 24 elective credits which may include a

business minor of 12 credits. The program duration will be 36-months for a full time student. Students will be required to fulfill the same admission requirements applicable to admissions at JMSB. The students will be guided throughout the program by an academic advisor.

Program outcomes

The program will overall aim at exposing the students to Business Intelligence and Data Analytics theories, methods, tools and techniques thereby enabling them to master this multi-disciplinary field to becoming more effective analysts and managers. Tools, techniques and approaches in this regard are to be covered throughout the program with the ultimate objective of: educating and challenging the students to be critical thinkers, problem identifiers and problem solvers in BA using scientific approaches, where the solutions proposed bear academic, technical and business merit.

By the end of the program, students will be able to:

i) Understand the integrative, inter-disciplinary nature of Business Analytics (through critical thinking exercises and problem-based/experiential learning),
ii) Design, implement, analyze and interpret data analysis processes, strategies and visualizations using the appropriate quantitative and qualitative tools, techniques and approaches,
iii) Generate solutions to support business decision making,
iv) Manage and scientifically treat data and information problems that have academic and business merit,
v) Demonstrate strong programming skills to manipulate big data,
vi) Apply various statistical/analytical software to integrate data from multiple sources,

The extent to which these learning objectives would be achieved in the BA courses will be provided via a curriculum map.

Assessment of learning (AOL) will be conducted in line with the accreditations bodies and managed in collaboration with the AOL office at the JMSB.

Target audience

The Business Analytics major program is intended to attract committed students who want to develop advanced analytical skills, problem-solving and strategic thinking skills.
The area of specialization will be 'Business Analytics (BA)'. BA is envisaged as a business integrated approach to the management of data and information; involving the areas of information technology, information systems management, business statistical models, and data mining. The major will apply and serve all business areas including supply chain, marketing, accounting, finance and management and will be applicable to any domain and industry sector that needs analytics.

First and foremost, the theoretical and practical knowledge to be acquired during the program would motivate and prepare students for an entry into a career in business analytics. For those graduates, the career opportunities are varied and vast. The following positions are just some of the examples for the program's graduates to join: (http://www.sixsigmadaily.com/career-opportunities-in-business-intelligence-bi/)

1. Business Intelligence Analyst, project manager, modeling, administrator

2. Analytics specialist: forecasting, mining, visualization, decision making
3. Data processing manager
4. Data science professional
5. Data modeling specialist

Opportunities also exist for joining consulting companies, both as a junior consultant in the field or as a systems analyst in developing models and solutions.

2. Institutional Fit (max .5 page):

The proposed major program fits well with the strategic directions of the University:

- Teach for tomorrow: data analytics tools and techniques are growing more important as the volume of business data will only keep increasing in the future;
- Get your hands dirty: the proposed program is of a very much applied nature with datasets for the analysis coming from different real-life sources;
- Mix it up: the program is multi-disciplinary by nature as the methods can be applied to various functions, e.g. marketing, finance, etc.;
- Experiment boldly: with the variety of available and newly developed tools the students will have a chance to explore and learn as per which ones to use in specific contexts;
- Grow smartly: we are building upon our existing minor program, which has been a success incrementally.

Within the John Molson School of Business, one of the strategic imperatives reads "Enrich learning: offer a continuously relevant curriculum", which is exactly what the current program aims at: equipping the students with the critical modern data analytics skills to enhance decision making effectiveness.

No other department at Concordia University offers a specialization in Business Analytics at the bachelor level. (The Faculty of Engineering and Computer Science (ENCS) includes a Data Science Research Centre but no program associated with it. At the graduate level, the department participates in the joint PhD program in Business Administration, offered by the four universities in Montreal. Currently, the department offers a Masters in SCM.)

3. Program Alignment within Unit (max 1.5 page): Please provide a rationale for how the program aligns with your unit. List the existing programs in your unit and indicate how the new program will impact on these programs. Indicate what, if any, programs or courses will be closed in its place, or how programs will be consolidated or re-packaged (for instance, why is a new program necessary, rather than revising an existing program?).

☐ Program Area of Growth (an area of expansion)

☐ Program Area of Strength (capitalizes on existing strengths)

The new program will be housed in the Department of Supply Chain and Business Technology Management at the John Molson School of Business, Concordia University.
Business Technology Management is a relatively new discipline emerging from the traditional field of Management Information Systems. At the undergraduate level, the Department of Supply Chain and Business Technology Management offers majors and minors in SCOM and BTM and a minor in

Data Intelligence. The minor in DI was launched and the enrollment is consistently increasing (Table 1). Unlike the Data Science Research Centre, this program will have the distinguishing features of its content being delivered by integrating materials drawn from business intelligence, business statistics and business technology management. The program intends to provide a broader understanding of the role of business analytics in organizations and their interactions with various business functions. The overlap between the Research Centre and the proposed program is limited.

4. Consultation (max 1 page):

Seeing the rapid-growing interest and demand in SCBTM's DI minor from students enrolled in other departments of the university, the department has consulted with existing designed body of knowledges in business analytics (EDISON project, INFORMS Analytics, and the Information Technology Association of Canada), conducted market research by looking into local and non-local programs in Canada, and is also investigating current BA programs in top business schools around the world.

Concordia is running a fund raising campaign for developing a Big Data Analytics Hub (https://www.concordia.ca/campaign/priorities/big-data-analytics.html) and the proposed major in BA will foster potential collaborations with all other involved disciplines interested in applications in the business analytics domain.

5. Demand and Societal Need (max 1.5 pages)[1]:

Globalization and advances in information technologies led to an extensive array of new business perspectives and applications. The proliferation of information technology systems, ecommerce platforms, social media, engineering advances, and digitization of records and documents has created a veritable data deluge, whereby the size of the data is growing at an exponential rate while at the same time increasing in terms of complexity.

These expansions in both the size and scope of data, discussions of petabytes has become more common, thereby rendering the traditional data analytics and statistics tool underpowered to service the needs of businesses. Further exacerbating the problem is the interconnectivity of the data and its spread across multiple data centers across the world necessitates new specialized software and techniques for research, aggregation, treatment and visualization.

There is already a shortage of professionals capable of addressing the challenges listed above and this gap is expected to continue to grow considerably in the coming years, thereby creating a need in the industry for BA skills and competencies for future professionals.

Student body

The potential sources of students for the proposed program are: i) new students interested in studying at Concordia, ii) engineering students at Concordia, iii) other universities (schools)

[1] The Office of Institutional Planning and Analysis should be consulted. Other possible data points also include: labour market data supplied by the provincial and federal governments, and other reports that reference future job skills that are in demand. The Office of the Vice-Provost, Innovation in Teaching and Learning also may be to also provide more refined data.

in Montreal – McGill, HEC, Ecole Polytechnique and UQAM, iv) international students from all disciplines, v) and young professionals and managers who would like to strengthen their career positioning by building expertise in data analytics.

Demand for the major

Based on a report from McKinsey Global Institute, *The age of analytics: Competing in a data-driven world*, the big data's potential (the range of applications and opportunities) has grown and will continue to expand and companies need to integrate analytics into their strategic visions and decision making. However, there is continuing shortage of analytics talent. The report estimates demand for approximately 2 million to 4 million business analysts in the United States alone by 2025.

This program will address the growing need for a major in BA that is inter-disciplinary and offers the much needed skills for data management, mining and visualization. The program will also be a feeder to the MSc program in administration, hence not only contributing to applied work within the department during the course of the program, but also extending such initiatives into the MSc phase. The program will go a long way in serving the industry's search for students in applied business analytics, as well as fulfilling the promise made to the faculty members, as they were joining the Department, about the existence of a master program in our department.

The undergraduate Data Intelligence minor was launched in 2013. Since then, the number of students minoring in the field has increased exponentially (Table 1), indicating the demand for the skillsets that will be offered in the new major. This minor has increase from 25 to around 170 students in 5 years, and in 2018 there were over 250 enrolled in the minor. We expect a similar pattern to the proposed major such that enrolment will start with 30 students in the first year and increase to 150 students by year 3. Additionally, we expect that many students will enroll in the BA major as part of their double major – a very attractive option.

Table 1: JMSB enrollments in Data Intelligence minor

Year	2013	2014	2015	2016	2017	2018	2019
Enrollment in DI	26	31	52	124	165	215	230

6. Resources and Budget:

The newly proposed program suggests addition of four new core courses to the existing four courses in the Data Intelligence Minor. Therefore, we foresee the need for one additional tenure-track faculty member. The subsequent growth can be initially supported by hiring part-time instructors. Also, the courses would need to be supported by four teaching assistants. There is no need for the additional lab space as the Department has lab facilities on the 5th and 12th floor of the JMSB building. These facilities currently serve the needs of our DI Minor students, as well as data analytics courses in other programs. We can accommodate the needs of the four additional course requirements using our existing labs.

INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS

TO: Dr. Sandra Betton
Chair, Faculty Academic Programs Committee

FROM: Dr. Jooseop Lim, Associate Dean, Undergraduate Programs
Chair, Undergraduate Curriculum Committee

Jooseop Lim

DATE: December 13, 2024

SUBJECT: Proposal for a New B.Comm Major: Business Analytics

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposal for a new B.Comm major in Business Analytics on December 13, 2024.

The Department of Supply Chain and Business Technology Management proposes offering eight courses for a total of 24 credits for the new major in Business Analytics. BANA 300, 440, 490, and 492 are new courses to be developed, whereas BANA 450, 477, and 478 are the existing courses that will be converted from BSTA. In addition, BTM 382, which is also an existing course, will be included in the new major.

The proposal emphasizes the differences between this program and the joint program in Data Science. It also includes support letters from four departments in JMSB: Accountancy, Finance, Management, and Marketing.

The vote to approve the new major was unanimous, with five (4) in favor, zero (0) opposed, and zero (0) abstention.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

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Tel. 514-848-2424 johnmolson.concordia.ca

Dr. Chaher Alzaman

Info

Citizenship	Canadian
Address	Apt. 1205, 1265 Lambert-Closse, Montreal, H3H-1Z4, Quebec, Canada
E-mail:	chaher.alzaman@concordia.ca
Website:	http://calzaman.wix.com/alzaman
LinkedIn:	www.linkedin.com/in/chaher-alzaman
Telephone:	438-993-8184
Languages:	English and Functional French

Education

Ph.D., 2007	Department of Mechanical and Industrial Engineering, Concordia University
M. Eng., 2003	Department of Mechanical and Industrial Engineering, Concordia University
B.Sc., 2000	Department of Civil and Petroleum Engineering, University of Alberta

Publication Highlights

Deep Learning in Stock Portfolio Selection and Predictions, under 2nd review, *Expert systems with application*.

Extreme Gradient Boosting, Deep Long Short-Term Memory and Rank Networks in Financial Market Predictions: Optimization and Feature Engineering, Submitted to Computers and Operations Research, under review.

Business Analytics in Bike Sharing Systems: Machine Learning Applications, IEEE Access, under 2nd review.

Forecasting and Optimization Stock Predictions: Varying asset profile, time window, and hyper-parameter factors. Knowledge-Based Systems. Under Review.

Modeling and heuristics for production time crashing in supply chain network design. **Annals of Operations Research**, 1-31. **2020.**

Sustainability dimensions and PM 2.5 in supply chain logistics. ***Annals of Operations Research***, 275(2), 339-366. **2019.**

Supply chain network design with direct and indirect production costs: Hybrid gradient and local search based heuristics. ***International Journal of Production Economics***. 203. 203-215. **2018.**

Publications

2020. Modeling and heuristics for production time crashing in supply chain network design. **Annals of Operations Research**, 1-31. **2020.**

2019. Sustainability dimensions and PM 2.5 in supply chain logistics. ***Annals of Operations Research***, 275(2), 339-366. **2019.**

2018. Supply chain network design with direct and indirect production costs: Hybrid gradient and local search based heuristics. ***International Journal of Production Economics***. 203. 203-215. **2018.**

2019. Urban Transportation Activities: Considering the Economic, Social, and Ecological Dimensions. PROLOG: The International Conference on Project & Logistics, IAE Metz School of Management, Université de Lorraine, 19-21 June 2019

2010. Gradient method in solving nonlinear cost of quality functions in supply chain network design, *International Journal of Management Science and Engineering Management*, 5(6): 411-421.
2014. Green supply chain modelling: literature review, *International Journal of Business Performance and Supply Chain Modelling*, Vol.6, No.1, pp.16 – 39.
2016. Agent-based model for urban spatial structures and travel behaviour within the context of the sustainability dimensions. *International Journal of the Built Environment and Asset Management*, 2(1), 1-24,.
2013. Comprehensive Strategy Analysis for a Leading Firm in the UAE Precision Tooling Industry, *Journal of Business and Financial Affairs*, 2:107.
2011. Hybrid Genetic and Gradient Based Solution Procedure in Solving a Supply Chain Model, *Journal of Operations and Logistic*, volume 4, issue 3, pg. 56, 2011.
2010. Quality in Operational Supply Chain Networks: An Aerospace Case Study, *International Journal of Operational Research*, Vol. 9, No. 4, 2010
2008. Incorporating the Cost of Quality in Supply Chain Design, *Journal of Quality in Maintenance Engineering*, volume 14, issue 1, pg. 71-86.
2009. Heuristic Procedures to Solve a Binary Nonlinear Supply Chain Model: A Case Study from the Aerospace Industry, CIE39, International Conference on Computers and Industrial Engineering, IEEE, Troyes, France.
2008. Designing the Supply Chain with a Quality Perspective. ISBN 978-3-639-03135-5, Vdm-Publishing.
2007. Genetic Algorithm Combined with a Gradient Search Method in Solving a Supply Chain Model, *International Conference on Industrial Engineering and Systems Management*, IESM, Beijing, China
2007. Integration of the Cost of Quality in the Supply Chain Design: A strategic Decision Making Tool, *International Strategic Management Conference*.
2007. Supply Chain Network Design: An Aerospace Case Study, *Fifth Annual International Symposium on Supply Chain Management*, Toronto.
2005. Incorporating Cost of Quality (COQ) in Supply Chain Design, *International Conference on Industrial Engineering and Systems Management* - IESM'05, Marrakech, 16-19 May 2005.

Working Papers

Machine Learning for drug response: Prediction Analytics.
Business Analytics in Bike Sharing Systems with Dock-less Stations: Machine Learning Applications, working paper.
Machine Learning in financial stocks.

Work Experience

2014- Supply Chain and Business Technology Management
John Molson School of Business
Concordia University
Assistant Professor

2012-2014 Department of Mechanical and Industrial Engineering
Concordia University
Research Associate

Courses Taught

John Molson School of Business, Concordia University, Canada

- Operations Management
- Demand Management
- Operations Research (Introduction to Management Science)
- Product and Process Design (Process ReEngneering)

Research work

- Big Data
- Machine Learning (Learning Algorithms)
- Business Analytics
- Green Supply Chain Modelling

Technical Skills (Machine Learning)

- Coding in Python
- Worked with Tensor Flow
- Familiar with Python Libraries (Pandas, Numpy, Keras, Matplotlib) import pandas as pd
- Programmed in Matlab
- Over 15 years programming and coding experience (learning algorithms design and code)
- Advanced Excel.
- Significant experience in analysing various sources data
- Experience in business intelligence.
- Comprehensive knowledge and advanced experience in predictive analytics, statistical methods, design of experiment, machine learning, and mathematical models/algorithms.

Technical Projects

- Using Neural Networks for real estate analysis
- Using Neural Networks for Supply Chain demand analytics (Big Data Case study)
- Using LSTM for Time Series predictions
- Using LSTM and Ensemble tree methods for financial market pattern detection
- Applying multiple machine learning algorithms to multiple forecasting problems
- Using Autoencoders to process product images
- Using Generative Adversarial Networks for generating images

Professional & Academic Contributions

- Served on the Department Curriculum Committee, DCC, Department of Supply Chain and Business Technology Management (SCBTM), John Molson School of Business, Concordia University.
- Reviewer of *Simulation Modelling Practice and Theory, The Total Quality Management (TQM) Journal, and International Journal of Business Performance and Supply Chain Modelling, Journal of Manufacturing Systems, and Computers & Industrial Engineering.*

- ISO Internal Auditor
- Project Manager for an ERP (Enterprise Resource Planning) purchase and implementation project
- Constructed a novel course on Lean Concepts with emphasis on JIT
- Concordia University Graduate Students' Association Vice President of Services (2006-2007)

DONGLIANG SHENG

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John Molson School of Business, Concordia University, Montréal, QC H3H 0A1

EDUCATION

McGill University *Expected 2024*
Doctor of Philosophy in Management (Information Systems)

National University of Singapore *2017*
Master of Science in Statistics

Sichuan University *2016*
Bachelor of Engeering in Software Engineering

PAPERS IN PREPARATION FOR SUBMISSION

Standing out or Fitting in? Professionals or Peers? The Impact of Review Inconsistency on Review Helpfulness *Job Market Paper*
In Preparation for Submission to *Information Systems Research*

- We investigated the impact of a reviewer being inconsistent with peer reviewers or professional reviewers on perceived review helpfulness.
- A review with rating and sentiment being consistent with peer reviews but inconsistent with professional reviews is perceived as more helpful. A review whose topics are consistent with those of professional reviews is additionally considered as more helpful.
- The impact of a reviewer discussing topics that have not been addressed in peer reviews and professional reviews differs. Introducing topics that have not been mentioned in peer reviews enhances the helpfulness of the review. Conversely, introducing topics that have not been mentioned in professional reviews diminishes the helpfulness of the review.

Economic Implications of Celebrity Endorsement for Online Shopping
In Preparation for Submission to *Information Systems Research*

- The emergence of influencers on social media platform such as Internet celebrities and traditional celebrities provides brands with another channel for product endorsements. The relative efficacy of endorsements by both types of celebrities in terms of the impact on sales is examined.
- Endorsements by both traditional celebrities and Internet celebrities are found to have a positive effect on product sales, and the endorsements by Internet celebrities have a greater effect on product sales compared with those by traditional celebrities.
- Sales growth attributable to online endorsements cannot entirely offset the shrinkage in sales when online endorsements are lifted.

WORK IN PROGRESS

Separating the Art from the Artist? Evidence from Social Media and Online Reviews as Responses to Transgressions of Artists

- We examined personal and professional consequences that boycotted actors encounter on digital platforms,
- This study delves deeper into the question of whether individuals are capable of separating the art from the artist by analyzing the changes in the number of followers on social media platforms and the online reviews of the works of actors who have transgressed.
- The findings suggest that the rate of follower growth on social media platforms decreases following the sexual misconduct disclosure. Additionally, post-disclosure reviews exhibit a greater degree of unfavorable sentiment and a longer review text.

CONFERENCES AND WORKSHOPS

- Sheng, D., Han, K., and Khern-am-nuai, W. "The Causal Effects of Online Endorsements by Internet Celebrities and Traditional Celebrities on Product Sales" Symposium on Statistical Challenges in Electronic Commerce Research (SCECR), Virtual Conference, Madrid, Spain, June 2022.
- Sheng, D., Han, K., and Khern-am-nuai, W. "The Impact of Online Endorsement by Internet Celebrities and Traditional Celebrities on Product Sales." Pre-ICIS Workshop on e-Business (WeB), Virtual Conference, December 2021.
- Sheng, D., Han, K., and Khern-am-nuai, W. "The Impact of Online Endorsement by Internet Celebrities and Traditional Celebrities on Product Sales." INFORMS Annual Meeting 2021, Virtual Conference, October 2021.
- Sheng, D., Han, K., and Khern-am-nuai, W. "The Impact of Online Endorsement by Internet Celebrities and Traditional Celebrities on Product Sales." Conference on Information Systems and Technology (CIST), Virtual Conference, Newport Beach, CA, October 2021.

TEACHING EXPERIENCE

- INSY 446 Data Mining for Business Analytics (Evaluation: 4.0/5.0) *Winter 2023, McGill University*
- INSY 336 Data Handling and Coding for Analytics (Evaluation: 3.3/5.0) *Fall 2022, McGill University*

AWARDS AND HONORS

- PhD Program Award, McGill University, Canada *Sep 2023*
- PhD Program Award, McGill University, Canada *Sep 2022*
- PhD Program Award, McGill University, Canada *Sep 2021*
- Graduate Excellence Award in Management, McGill University, Canada *Sep 2021*
- PhD Program Award, McGill University, Canada *Sep 2020*
- Graduate Excellence Award in Management, McGill University, Canada *Sep 2020*
- Rathlyn Foundation Entrance Fellowship in Management, McGill University, Canada *Sep 2019*
- Graduate Excellence Award in Management, McGill University, Canada *Sep 2019*

ACADEMIC SERVICES

Conference Reviewer

- International Conference on Information Systems (2024)
- Pacific Asia Conference on Information Systems (2022)
- Conference on Information Systems and Technology (2022)

Mohsen Farhadloo

Assistant professor, Business Analytics, John Molson School of Business, Concordia University

Personal data

Name: Mohsen Farhadloo
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John Molson School of Business
Concordia University
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PROFILE

As a researcher with solid background in statistical learning and data mining, I am focused on how organizations, individuals and society can efficiently utilize the ever-increasing online data in their decision-making processes. In the course of my research I am interested in developing and applying new statistical models to study customer satisfaction, public health and public policy. Currently I am working on social media analytics with the applications in public health, public policy and management.

Academic Experience

Assistant professor in Business Analytics: ..... Jan. 2019 to present
John Molson School of Business
Concordia University, Montreal, Canada.

Assistant professor in Information System: ..... Jul. 2018 to Dec. 2018
School of Business
University of California, Riverside, USA.

Postdoctoral research associate: ..... Jul. 2017 to Jun. 2018
UC Institute for Prediction Technology and Scalable Analytics Institute
University of California, Los Angeles, USA.

▷ Develop methods to predict public health and safety related outcomes

Postdoctoral research associate: ..... Aug. 2016 to Jul. 2017
Annenberg Public Policy Center of the UPenn and University of Illinois, Urbana-Champaign.

Associations of Twitter with Zika attitudes, knowledge and behaviors

- Analyzing the content of online communications.
- Using probabilistic topic models.
- Examining the associations of the online content with some survey measures.

Affects of different sources on knowledge and preventive behaviors related to Zika

- Studying the associations of different sources and media usage on knowledge and behaviors.
- Using ordinal logistic regression.
- Survey data analytics.

Lecturer: ..... Aug. 2015 to July 2016
Dept. of EECS, University of California, Merced, USA.

Graduate research assistant: ..... Jan. 2010 to Aug. 2015
Dept. of EECS, University of California, Merced, USA.

Customer satisfaction prediction

- Study of customer satisfaction from online reviews.
- Customer satisfaction modeling using Bayesian approach.
- Aspect-level sentiment analysis and opinion mining.
- Implementing the text preprocessing steps using StanfordCoreNLP and Python NLTK.
- Designing SVM classifiers and clustering methods in Python.
- Proposing an automatic system for identifying the aspects and sentiments of reviews (ICDM 2013).

Investigating the regularization techniques

- Implementing various regularization and cross validation methods in Matlab. (ICASSP 2012)
- Implementing different optimization methods in Matlab.
- Implementing cross validation methods in Matlab.

Data-driven prediction models

- Implementing prediction models using radial basis function in Matlab. (ICASSP 2012)
- Adaptation of prediction models with and without missing data. (Interspeech 2011)

Graduate research assistant: ..... Sep. 2006 to Dec. 2009
Dept. of EE, Amirkabir University of Technology (Tehran Polytechnic).

- Speech enhancement techniques for speech contaminated in non–stationary noises.
- Noise density estimation and Voice activity detection.

Education

Ph.D. in Electrical Engineering and Computer Science: ..... Jan. 2010 to Aug. 2015
Dept. of EECS, **University of California, Merced**, USA.

M.S. in Electrical Engineering (Communications Systems): ..... Sep. 2006 to Dec. 2009
Dept. of EE, **Amirkabir University of Technology (Tehran Polytechnic)**, Iran.
M.S. project: Speech Enhancement in Non–stationary Noise Conditions.
Award: Exempt from national entrance exam as my honor position for master program.

B.S. in Electrical Engineering (Communications Systems): ..... Sep. 2002 to Aug. 2006
Dept. of EE, **Amirkabir University of Technology (Tehran Polytechnic)**, Iran.
B.S. project: Classification of Digital Modulations via Wavelet Transform.

Selected publications

Working paper, "Quantifying the Economic Values of Open Data Policy".

Working paper, "Vulnerabilities of the Emerging Technologies".

Under review paper, "The effects of Non-Pharmaceutical Interventions on COVID-19 Cases, Hospitalizations and Mortality".

Under review paper, "a Two Dimensional Framework for Sharing Economy".

Under review paper, "Discovering Dynamic Capabilities for Survival nd Success during Crisis".

H. Azarpanah, **M. Farhadloo**, R. Vahidov, "Crisis Communications during Health Crises: The Case of Canadian Officials Social Media Presence during the COVID-19 Pandemic", Proceeding of ECIS, 2022.

H. Azarpanah, **M. Farhadloo**, R. Vahidov, "Crisis Communications on Social Media: Insights from Canadian Officials Twitter Presence during COVID-19 Pandemic", Proceeding of HICSS-55, 2022.

H. Azarpanah, **M. Farhadloo**, R. Vahidov, L. Pilote, "Vaccine hesitancy: evidence from an adverse events following immunization database, and the role of cognitive biases", BMC Public Health, 2021.

H. Azarpanah, **M. Farhadloo**, "Measuring Biases of Word Embeddings: What Similarity Measures and Descriptive Statistics to Use?", Proceeding of TrustNLP, North America's Association of Computational Linguistics, 2021.

M. Rosso, A.B. Nasir, **M. Farhadloo** , "Chilling effects and the stock market response to the Snowden revelations.", Journal of New Media and Society 22.11, 2020.

M. Farhadloo, "Twitter Sentiment on Affordable Care Act using Score Embedding", Archived, 2019.

M.S. Chan, K. Winneg, L. Hawkins, **M. Farhadloo**, K. Winneg, K.H. Jamieson, D. Albarracin, "Legacy and social media respectively influence risk perceptions and protective behaviors during emerging health threats: A multi-wave analysis of communications on Zika virus cases", Journal of Social Science and Medicine, September 2018.

M.S. Chan, **M. Farhadloo**, K. Winneg, K.H. Jamieson, D. Albarracin, "Sources Affecting Knowledge and Behavior Responses to the Zika Virus in U.S. Households with Current Pregnancy, Intended Pregnancy, and a High Probability of Unintended Pregnancy", Journal of Public Health, June 2018.

M. Farhadloo, K. Winneg, M.S. Chan, K.H. Jamieson, D. Albarracin, "Associations of Topics of Discussion on Twitter with Survey Measures of Attitudes, Knowledge, and Behaviors Related to Zika: A Study in the United States ", JMIR Public Health Surveill 2018.

M. S. Chan, A. Morales, **M. Farhadloo**, R. Palmer, D. Albarracin, "Harvesting and Harnessing Social

Media Data for Psychological Research", in Blanton, H. et al. "Social Psychological Research Methods", New York, Taylor and Francis, 2017.

M. Farhadloo, R.A. Patterson, E. Rolland, "Modeling Customer Satisfaction from Unstructured Data using a Bayesian Approach", Decision Support Systems, Vol. 90, pp. 1-11, 2016.

M. Farhadloo, E. Rolland, "Fundamentals of Sentiment Analysis and Its Application", in Pedrycz, Witold, Chen, Shyi-Ming "Sentiment Analysis and Ontology Engineering, An Environment of Computational Intelligence", Springer, 2016.

M. Farhadloo, E. Rolland, "Multi-Class Sentiment Analysis with Clustering and Score Representation", in IEEE International Conference on Data Mining Workshops (ICDMW) 2013.

M. Farhadloo, M.A. Carriera-Perpinan, "Learning/Adaptation a Tongue Shape Model with Missing Data", in ICASSP 2012.

M. Farhadloo, M.A. Carriera-Perpinan, "Regularizing an Adaptation Algorithm for Tongue Shape Model", in ICASSP 2012.

C. Qin, M.A. Carriera-Perpinan, **M. Farhadloo**, "Adaptation of a Tongue Shape Model by Local Feature Transformation", in Interspeech 2010.

M. Farhadloo, A. Sayadian, M. Asgari, A. Mostafavi, "Causal Multi Quantile Noise Spectrum Estimation for Speech Enhancement", ATNAC 2008.

M. Asgari, A. Sayadian, **M. Farhadloo**, E. A. Mehrizi, "Voice Activity Detection Using Entropy in Spectrum Domain", in ATNAC 2008.

Teaching Experience

Concordia University: ..... January 2019 to present
Statistical models for data analysis, Data mining techniques.

University of California, Riverside: ..... July 2018 to Dec. 2019
Information Technology Management.

University of California, Merced: ..... Jan. 2010 to Aug. 2015
Java programming, Data structures in Java/C++, Networks security, Computer Architecture.

Student supervision

- Amir AsadiAra (PhD student, SCBTM, JMSB, Concordia)
- MohammadReza Rejali(PhD student, IISE, Concordia)

Awards

Social Sciences and Humanities Research Council: Principle Investigator ..... 2022.

Concordia OVPRGS Team Research Funding: Principle Investigator ..... 2022.

Department of Deffence MINDS program: co-applicant with Dr. Khorasani (CU EE) ... 2019-2021.

Social Sciences and Humanities Research Council: co-applicant with Dr. Lahmiri (JMSB) .. 2021.

Concordia OVPRGS Research Funding: ..... 2020.

UC Merced Bobcat fellowship, School of engineering: ..... 2014.

UC Merced Bobcat fellowship, School of engineering: ..... 2013.

UCSC machine learning summer school travel award: ..... 2012.

Awarded student: ..... 2006.
Entering M.S. degree without taking the universities entrance exam, Amirkabir University of Technology.

Selected student by Albourz institute as an honor student in Tehran: ..... 2001.

Services

Concordia innagural dean of school of health: JMSB representative in hiring committee ..... 2022.

JMSB faculty council: 2021-2023

Concordia library committee: JMSB representative 2021-2023
SCBTM department PhD committee: 2020-present
SCBTM department curriculum committee: 2021-present
PhD comprehensive exam: Benedikt Kern supervised by Dr. Kazemi Zanjani (MIAE, Concordia) 2022
Undergraduate curriculum revision: Business analytics area representative 2020
MBA/MSc curriculum subcommittee: Business analytics area representative ..... ' 2019

Journal/Conference Reviewer

- European Journal of Information Systems.
- Journal of Information Technology and Management.
- Journal of Management Information Systems.
- National Institute for Health Research.
- Hawaii International Conference on System Sciences.
- International Journal of Production Research.
- Decision Support Systems, Elsevier.
- IEEE Transactions on Audio, Speech and Language Processing.
- Journal of Computer Vision and Image Understanding, Elsevier.
- Program committee of WITS 2014 (24th Workshop on Information Technologies and Systems, 2014).
- IEEE International Conference on Acoustics, Speech and Signal Processing.

Qualifications

- Programming languages: Python, Java, C/C++.
- Scientific computation packages: R, Orange,SAS EG, SAS EM, KNIME, Matlab and Simulink, SPSS.
- Text processors and presentation packages: LaTeX, Microsoft office.
- Other computer skills: MongoDB, Working experience with MySQL databases, Microsoft access, Microsoft Project.
- Operating systems: Mac OS, Windows, Linux.
- Miscellaneous: Excellent mathematical and independent research skills, academic paper writing/presentation.
- Languages: English, Farsi, French (upper intermediate).

Special Courses

Numerical optimization, Advanced topics in machine learning, Machine learning, Stochastic processes, Statistical pattern recognition, Image processing, Automatic speech recognition, Speech processing, Computer networks, Advanced digital communications theory, Information theory and coding, Satellite communications, Digital communications lab, FPGA lab, Antenna, Microwaves, Communications circuits, Industrial electronics, Operations management and IT strategies.

Certifications

"UT Austin Machine Learning Summer School": ..... January 2015
Certified by UT Austin MLSS.

"General Pedagogy: Surviving the Classroom with 1st Generation College Students: .... Spring 2015
Certified by Center for Research on Teaching Excellence, UC Merced.

"General Pedagogy: Developing Teaching Strategies: ..... Spring 2014
Certified by Center for Research on Teaching Excellence, UC Merced.

"General Pedagogy: Improving Teaching: ..... Spring 2014
Certified by Center for Research on Teaching Excellence, UC Merced.

"UCSC Machine Learning Summer School": ..... Summer 2012
Certified by UCSC MLSS.

"GSM Signaling": ..... Fall 2007
Certified by Mobile Communications Corporation of Iran (**MCCI**).

"Primary Bases of GSM" : ..... Summer 2006
Certified by Mobile Communications Corporation of Iran (**MCCI**).

Hossaini, Sara

saradadras@gmail.com, +1 (514) 559 0899, www.linkedin.com/in/sara-hossaini

SUMMARY OF SKILLS AND QUALIFICATIONS

Personal Qualifications |**Canadian Citizen,** Great Communication Skills, Results-driven, metrics-oriented, resourceful mindset, Strong attention to detail, Strong organizational and multi-tasking skills, Leadership experience applying emotional intelligence

Software | MS Office: Word • Advanced Excel • Power Point • Access • MS Project

Other| ERP • Photoshop • Video Editing • Visio • Slack

Data Analytics | Proficient in SAS Enterprise Guide, SAS Enterprise Miner • Tableau (Building & Maintaining Dashboards) • Power BI (building & updating dashboards, QA) • Python • SPSS • Machine Learning • SQL • Big Data • Data Science • SAP WEBI • DOMO • Clarabridge, Statistical Data Modeling

Platforms| Project Management, SAP, E-Commerce, Zendesk, Salesforce
Processes | Quality Assurance, SWOT Analysis, Change Management**,** Agile and Scrum, Incremental Analysis
Languages | English: Spoken & Written • French: Enthusiastic beginner
Certificates| SAS data analytics Certificate, Project Management Certificate from Mitacs, Teaching Certificate from Concordia University

EDUCATION

Master of Business Administration (MBA) **2016- 2019**
Concordia University, Montreal, QC (Member of the Institute for Co-operative Education)
Bachelor of Science, Electrical Engineer (BEng), Telecommunication **1992-1998**
Tehran University, Tehran, Iran

WORK EXPERIENCE

Senior Business Analyst, Business Intelligence **Jan 2022-Ongoing**
Domtar Corporation, Montreal, QC

- Statistical modelling, computations, and data ETL, Cleaning and preparing data for Analysis
- Compiling, analyzing data with advanced data analytics skills using Tableau (Building Dashboards)
- Data warehouse solutions using Snowflake and SQL
- Data and reporting governance using Snowflake and Collibra

Part-time Professor - Concordia University **Jan 2020-ongoing**
Teaching at John Molson School of Business:

- Statistical Models for Data Analysis
- Statistical Software for Data Management and Analysis
- Business Forecasting using Python

Data Analyst, Consumer Excellence **Jan 2021-Dec 2021**
SharkNinja, Home appliance Company, Montreal, QC

- Expertise in text analysis using Clarabridge platform for in dept analysis of consumer feedback and reviews
- Building operational and strategic dashboards
- Effectively using data modeling and development of various business models
- Ownership and collaboration with different teams to identify opportunities to improve processes

Business Intelligence Data Analyst, Product Manager **May 2019-Dec 2020**
Imperial Tobacco, British American Tobacco, Montreal, QC

• Working closely with various stakeholders and teams to design/upgrade and maintain state-of-the-art digital platforms in line with company's strategic initiatives
• Performing analysis to determine the viability of new initiatives, as well as post-implementation success measurement and KPIs on released initiatives.

Data Analyst **Aug 2018 - Apr 2019**
Bombardier Aerospace, Montreal, QC

- Data analysis on customer surveys, Work with large amounts of data on a granular level, from structured and unstructured data sources
- Contributed to team effort by preparing technical reports (Daily, Weekly and so on) by collecting, analyzing and summarizing information and trends on sales and customers

Customer Relationship Manager, Business Data Analytics **2009– 2012**
BASF The Chemical Company, Dubai, UAE

- Customer Relationship Management and customer service, specialty: key customers, Proactive order taking, Order Processing, customer visit and negotiations
- Provided customers with continuous updates regarding their order status (i.e. order acknowledgement, allocation, shipping details and shipping documents)
- Interpret, evaluate, and interrelate data collected from SAP and the market, and develop integrated business analyses and projections for incorporation into strategic decision-making

Agency Relations Manager, Real Estate Analytics-Direct Report **2007– 2009**
Omniyat Properties, Dubai, UAE

- Providing the most recent, accurate and relevant data available to create insights
- Analyzing trends using internal and external data and predict optimized price
- Maintaining relationships with existing clients and creating new leads
- Updating on new projects, generating new demands and maintain customer profile
- Identifying the list of prospects, making regular visits, quantify potential customers and achieving targets
- Managing Diverse multinational team

Sales and Account Manager, Price Analysis-Direct Report **2003- 2005**
Golden Systems Electronics, Dubai, UAE

- Management of Sales team in the regional market especially VGA cards
- Preparation and review Customer Price Lists, Mark-ups and margins

Electrical Design and Project Engineer **2001- 2002**
Sazeh Consultancy Firm, Tehran, Iran

- Consultant Engineer on different Projects:
  - H. D.P.E. Petrochemical Plant, Imam Khomeini Port (Co-consultant: Krupp-Uhde, ThyssenKrupp Group, Germany)
  - Qatar and Iran South Pars Gas Field Phase 4 & 5, Offshore (Co-consultant: Agip-Doris-Ode, Italy)

Project and Site Engineer **1998- 2000**
Technicon Co., Teran, Iran

- Project Engineer in Peugeot 206 model paint shop
- Defining project requirements by identifying project milestones, phases and elements; forming project team; establishing project budge

Reference

- Dr Danielle Morin, Phone: (514) 848-2424 ext: 2346, email: danielle.morin@concordia.ca

Krzysztof Dzieciolowski, PhD

4174 West Hill Ave, Montreal, Quebec, Canada H4B 2S7
Cell: (514) 583-9660
Email: krzysztof.dzieciolowski@concordia.ca

It is my pleasure to apply for teaching the course BSTA 643 – Managerial Analytics offered in the Winter 2023 term. In summary, here is a summary of my main competencies.

- PhD in statistics
- 29 years of teaching experience at SCBTM department
- Taught a wide range of statistics and analytics courses to graduate and undergraduate students
  - Statistics
  - Linear models
  - Data mining
  - Statistical programming
  - Research methods
  - Survey sampling
  - Forecasting
  - Multivariate analysis
- High proficiency in statistical computing and software
- 30+ years in analytics and business leadership roles in the top Canadian telecoms
- Chief Analytics Officer in Montreal AI startup

I'd like to take the opportunity to share few highlights of my career as a Data Science and Business Analytics teacher, researcher, and industry leader. I completed my PhD in Statistics in 1992 at Queen's University in Kingston, Ontario after obtaining MSc in theoretical mathematics at the Warsaw University in Poland.

I have greatly enjoyed teaching at John Molson School of Business since 1993. At the same time, I have served in the analytical, management and executive Data Science roles in the major Canadian telecommunications companies where I have created, trained, and developed business analytics teams to solve fundamental business problems. Throughout my professional career I have enjoyed combining my business and academic experience which, I believe, has greatly enriched students' learning and their future professional careers. As many of them have said "my classes have changed their life".

At JMSB, I have helped develop academic curriculum for classes in business analytics, statistics, and data mining. I have promoted modern, experiential, and inclusive teaching methods that are connected to the real-life business scenarios. My teaching methods have always been based on hands-on approach and included computer lab setting, teamwork, and the state-of-the-art software.

I have introduced innovative teaching methods, brought in SAS suite of statistical software, advanced data mining program and engaged the students with industry presentations, conferences, and seminars.

I have created and developed the Certification in Business Analytics and Predictive Modeling sponsored by JMSB and SAS Institute, awarded to over 300 students. I had transformed the manual Certification process to an automated, online version that now allows students to share it with their peers and potential employers on social media platforms. Students' knowledge and their career opportunities have been greatly expanded with the SAS Certification, both at the undergraduate and MBA levels. The SAS Certification has been inspirational and motivating students to enroll and study towards business analytics at SCBTM.

While at JMSB, I have published research papers, created industry and MITACS internships for students of Concordia and other Montreal universities and presented at many statistical conferences. I received CUPFA Special Award for the research on "Bridging academic and industry expertise for Big Data opportunity in Probabilistic data matching", which has been successfully delivered and presented at the international conferences and at the Dean of JMSB sponsored talk in 2017.

Throughout my academic and business career, I have constantly conducted advanced research in the area of AI and statistics, publishing and presenting at the academic and industry conferences worldwide.

I have served as an industry advisor to Data Science Research Centre in ENCS faculty and mentored my students to present at its annual conferences. I have provided advise and guidance to a Data Intelligence Society of Concordia created by students of JMSB and helped develop their data science agenda and knowledge-popularizing initiatives.

I have continuously supported IITS at Concordia and the students solving SAS software and lab issues. In 2018, I wrote a pamphlet on Data Mining for the JMSB Open House event. The JMSB-SAS certification is a highly coveted award for students who highly interested in getting the certification.

In the telecommunication industry where I worked in, I have established and guided high-performance analytics teams to provide insights and support the key decisions across the organization. I provided vital insights and support to the company's top executives and spearhead transformational improvements to the company business performance.

I designed and put in place analytical architecture for Data Science and Big Data to generate successful business decisions. I am a passionate teacher and innovative professional who creates value for the Students and University and Industry through leadership, actions, and expertise.

I am currently co-supervising PhD student at the department of software engineering at ENCS. I am currently serving as a Chief Analytics Officer in a startup (Daesys.ca) developing an advanced operation, diagnostics and explainability software for production of business AI algorithms.

ACADEMIC EXPERIENCE

29 years as an Instructor at SCBTM, JMSB

- Teaching Data Mining and Statistical Software to MBA and undergraduate students
- Courses taught (multiple times)
    - BSTA 445/645 Statistical Software for Decision Making
    - BSTA 478/678 Data Mining Techniques
    - MSCA 678 – Multivariate Applied Statistics
    - Business Research Methods
    - Forecasting Techniques
    - BSTA 450/679 - Statistical Models for Data Analysis
    - Comm 215 – Business Statistics
- Developed JMSB-SAS Joint Certification in Business Analytics (awarded to 300+ students)
- Industry Advisor to Data Science Research Center at ENCS
- Joint research in statistics with Concordia University, McGill University, and the University of Montreal
- President (past) of the Statistical Society of Montreal , a chapter of the Statistical Society of Canada (SSC)
- Invited talk at the annual Statistical Society of Canada (2014), SAS Global Forum (2017, 2018, 2019)
- Speaker at the refereed International Association for the Development of the Information Society IADIS conferences, 2012-2022

BUSINESS EXPERIENCE

2019-present **DAESYS Inc. (Daesys.ca)**
Chief Analytics Officer

Developing a state-of-the-art software for Machine Learning Operations (MLOps) applications in business, primarily in banking, insurance, telecommunications industries.

2005-2022 **ROGERS TELECOMMUNICATIONS**
Senior Manager –Data Science and Business Analytics

In Rogers I lead the data mining team of managers and senior analysts to create advanced analytical solutions. My team's primary responsibility has been to provide predictive models and advanced analytical solutions to address all aspects of customer lifecycle management: acquisition, revenue generation and retention. I have built an analytical framework to deliver

analytical solutions, business insights and campaign management support designed to drive down churn, increase revenues and improve acquisition of new customers. I provide analytical support and insights across the organization to other departments such as Communication, Product Development, Pricing, Finance and Sales.

I have developed data science based strategic insights, identified new business opportunities, and mitigated competitive risks; I have communicated the analytical insights and solutions across the organization and implemented them in key areas of company's operations to drive churn down and increase revenue in functional areas:

- Data mining and database marketing: predictive modeling for churn, up-sell, new acquisition, product migration; validation and testing of models, clustering/segmentation, profiling, and many other analytical solutions.
- Cost of Retention model, elasticity estimation and pricing simulations/optimization
- Advanced Social Network, Social Influencers', and Text Mining Analytics to improve retention and cross-sell
- Marketing campaigns: design of campaigns, testing, competitive analyses, optimizing targeting and channel spent
- Innovative near real-time marketing: campaign targeting, reporting and automation from new streams of data
- Customer's segmentation, Customer Lifetime Value model, Cost of customer save analytics and models
- Location analysis, geo-marketing applications, mapping; survey design, sampling; experimental design and testing

1989 – 2005 BELL CANADA
Director – Customer Insights and Pricing Analytics

While at Bell Canada, I led a data mining team of managers and senior analysts in developing predictive models and customer insights for marketing campaigns, new product introductions and customer value management. I have conducted advanced customer analytics and created data mining solutions to enable key marketing operations and to advise executives in main areas of the company's operations:

- Development of data mining and advanced analytical solutions: models, segmentations, profiling, forecasting, reporting
- Design and implementation of effective marketing campaigns, control groups, effective campaign testing
- Development of customer databases and Customer Relationship Marketing (CRM) solutions
- Econometric models to identify profit-optimal price in the framework of competitive response scenarios
- Marketing research analytics, sampling design, testing, discrete choice and other models
- Studies of communications technologies: analyzed fundamental shifts emerging in the wireline and wireless markets**.** Created an econometric analysis to provide empirical evidence of dynamic substitution between the telecommunication technologies which supported the deregulation of $10B local telephone access market in Canada.
- Insights for all Segments: consumer, business, government, B2C, B2B
- Lines of business: wireless, cable TV, internet, home phone and media

EDUCATION

- Ph.D. in Statistics, Department of Mathematics and Statistics, Queen's University in Kingston, Ontario, 1992
- M.Sc. in Mathematics, Department of Mathematics, University of Warsaw, Poland, 1980

PUBLICATIONS & CONFERENCES

1. K. Dzieciolowski, Ningsheng Zhao, Jia Yuan Yu (2022), "Classifier Rank – A new Classification Assessment Method", International Association for Development of the Information Society, IADIS, Lisbon, Portugal
2. K. Dzieciolowski, (2019), "Explaining Black-Box Machine Learning Models", International Association for Development of the Information Society, IADIS, Porto, Portugal
3. K. Dzieciolowski (2019), "Generating Sales Insights from Predictive Model, SAS Global Forum, Dallas.
4. K. Dzieciolowski (2018), "Creating a Successful Data Science Program – A Joint Academic and Industry Perspective, SAS Global Forum, Denver.
5. K. Dzieciolowski, (2017), "Assessing Matching Errors in Predictive Models", International Association for Development of the Information Society, IADIS, Lisbon, Portugal
6. K. Dzieciolowski, (2017), "Assessing Matching Bias in Predictive Models", SAS Global Forum, Orlando, Fl.
7. K. Dzieciolowski, (2015), "Predicting Customer Attrition with Markov chain" International Association for Development of the Information Society, IADIS, Las Palmas, Spain.

8. K. Dzieciolowski, (2014), “Predictive Probabilities in Marketing” International Association for Development of the Information Society, IADIS, Lisbon, Portugal
9. K. Dzieciolowski, (2012), “Why Data Mining is Difficult to Learn? And What Can We Do to Make It Easier?” International Association for Development of the Information Society, IADIS, Lisbon, Portugal
10. K. Dzieciolowski, Y. P. Chaubey, F. Nebebe and D. Sen,(2009), *A Semi-Bayesian Approach for Estimation of Joint Distribution from Marginal Distributions*, International Journal of Statistical Sciences ISSN 1683–5603, Vol. 9;
11. K. Dzieciolowski, D. Kira, (2008), *“Data Mining in Marketing Acquisition Campaigns”* International Association for Development of the Information Society, Amsterdam, Netherlands
12. K. Dzieciolowski, J.K. Galbraith, (2004), *Indicators of Competition in Wireline/Wireless Market for Telecommunication Services*, CIRANO, http://www.cirano.qc.ca/pdf/publication/2004RP-21.pdf
13. K. Dzieciolowski, V. Pascal, Y. Bengio, A. Lukban, *Name Mining for Long Distance Calling Pattern Recognition.* MITACS Quebec Interchange on Data Mining (2003), Montreal
14. K. Dzieciolowski, W.H. Ross, (1990), *Assessing Case Influence on Confidence Intervals in Nonlinear Regression*, Canadian Journal of Statistics, v18, 2, 127-139

SOFTWARE: SAS, R, Python, SQL, Frontline Solver, KXEN, Angoss, SPSS, MINITAB, MATLAB

SYSTEMS: Windows, Oracle, Teradata, Hadoop, Cloud (Azure, AWS)

LANGUAGES: English, French, Polish, Russian

Mahdi Mirhoseini

MB 12.131 - 1450 Guy St– H3H 0A1, Montreal, QC – Canada

+1 (514) 6322274 • mahdi.mirhoseini@concordia.ca

Academic Experience

Assistant Professor of Business Technology Management Montréal *Concordia University - John Molson School of Business 2020–Present*

Postdoctoral Fellow and Instructor at McMaster University Toronto *McMaster Digital Transformation Research Centre (MDTRC) 2018–2020*

Education

HEC Montréal **Montréal**
PhD. Business Administration, Management Information Systems *2012–2018*
Thesis Title: Three Essays on the Use of Cognitive Load in Information Systems Design
Supervisors: Prof. Pierre-Majorique Léger, Prof. Sylvain Sénécal

Sharif University of Technology **Tehran**
M.Sc. Management Science *2010–2012*
Thesis Title: Investigating Users' Resistance to the Implementation of Hospital Information Systems
Supervisors: Prof. MohammadTaghi Isaai

Sharif University of Technology **Tehran**
B.Sc. Electrical Engineering, Control Systems *2005–2010*

Publications

- **Mirhoseni, S.**, Early, S., Hassanein K. (2022) "All eyes on misinformation and social media consumption: A pupil dilation study" Lecture Notes in Information Systems and Organisation.
- **Mirhoseini, M.**, Pagé, S. A., Léger, P. M., & Sénécal, S. (2021). What Deters Online Grocery Shopping? Investigating the Effect of Arithmetic Complexity and Product Type on User Satisfaction. *Journal of Theoretical and Applied Electronic Commerce Research*, *16*(4), 828-845.
- **Mirhoseni, S.**, Early, S., Shamy, N.E., Hassanein K. (2021) "Relying on System 1 Thinking Leaves you Susceptible to the Peril of Misinformation." Lecture Notes in Information Systems and Organisation, vol 32. Springer, Cham
- **Mirhoseni, S.**, Hassanein K., Head M., Watter S. (2020) "User Performance in the Face of IT Interruptions: The Role of Executive Functions." Lecture Notes in Information Systems and Organisation, vol 32. Springer, Cham

- **Mirhoseni, S.**, Hassanein K., Head M., “Exploring How Cognitive Differences Impact Behavior and Performance in The Face of IT Interruptions.” SIGHCI 2019 Proceedings.
- **Mirhoseni, S.**, Leger, P., and Senecal, S., ”Accumulated Cognitive Load as a Criterion for Evaluating IT Artifacts”. Internet Research (Under Review).
- Desrochers, C., Léger, P., Fredette, M., **Mirhoseni, S.**, and Sénécal, S. (2019), ”The arithmetic complexity of online grocery shopping: the moderating role of product pictures”, Industrial Management and Data Systems, Vol. 119 No. 6, pp. 1206-1222. (Impact Factor=3.727)
- **Mirhoseni, S.**, Hassanein, K., ”Cutting Through the Jungle of Deception: Understanding Why Online Users believe Disinformation and Developing Potential Countermeasures”. Information & Management. (Under review)
- **Mirhoseni, S.**, Bakhtiari, S., Shamy, N. E., Calic, C., Hassanein, K., ”Exploring the association between belief in misinformation and neural correlates of System 1: An EEG study” (2019). Neuroscience Meeting Planner. Chicago, IL: Society for Neuroscience, 2019.
- **Mirhoseni, S.**, Leger, P., and Senecal, S., ”Investigating the Effect of Product Sorting and Users’ Goal on Cognitive Load” (2017). SIGHCI 2017 Proceedings.
- **Mirhoseni, S.**, Léger PM., Sénécal S. (2017) The Influence of Task Characteristics on Multiple Objective and Subjective Cognitive Load Measures. Information Systems and Neuroscience. Lecture Notes in Information Systems and Organisation, vol 16. Springer, Cham
- **Mirhoseni, S.**, Leger, P., Senecal, S., ”Investigating the Contingent Effect of Product Sorting and Users’ Goal on Users’ Mental Workload”. AIS Transactions on Human-Computer Interaction (Under Review)
- Desrocher, C., Léger, P. M., Sénécal, S., Pagé, S. A., **Mirhoseini, S.**, ”The influence of product type, mathematical complexity, and visual attention on the attitude toward the website: The case of online grocery shopping.” (2015). SIGHCI 2015 Proceedings.
- **Mirhoseni, S.**, Leger P., Senecal S., Fredette M., Cameron A., Riedl R., Investigating the effect of input device on memory retrieval: Evidence from Theta and Alpha band oscillations, Pre-ICIS Workshop on Human Computer Interaction, 2013, Milan, Italy
- Senecal S., Leger P., Fredette M., Courtemanche F., Cameron A., **Mirhoseni, S.**, Paquet A., Riedl R., Mouse vs. Touch Screen as Input Device: Does it Influence Memory Retrieval?, International Conference of Information Systems, 2013, Milan, Italy
- Senecal S., Leger P., Fredette M., Courtemanche F., Cameron A., **Mirhoseni, S.**, Paquet A., Riedl R., Mouse vs. Finger as Input Device: Does it Influence Information Memorization?, Gmunden Retreat on NeuroIS Conference, 2013, Gmunden, Austria
- Hasanpour A., Kazemi R., Rasouli M., Jalalian M., **Mirhoseni, S.**, Tavazoei M., Privatization; Iran Power Industry As a Case Study, in proceeding of 29-th International System Dynamics Conference, 2011, Washington DC, USA
- **Mirhoseni, S.**, The Examination of Research Trend of Professors in Iran, in proceeding of 28-th International System Dynamics Conference, 2010, Seoul, South Korea

Teaching Experience

Instructor

Database Management — *Concordia University*
Undergraduate level (BBA) course

Business Process Management with SAP — *Fall 2019, McMaster University*
MBA course

Information Technologies in Organizations — *Winter 2018, HEC Montréal*
Undergraduate level (BBA) course

Information Technologies in Organizations — *Fall 2017, HEC Montréal*

Teaching-Related Certificates

SAP S/4 HANA TS410 Cetrified — *Summer 2019, HEC Montréal*

ERPsim Level 2 Cetrified — *Summer 2018, HEC Montréal*
ERPsim Level 1 Cetrified — *Summer 2017, HEC Montréal*

Mentorship and Co-supervision

- Rana Ali-Adeeb (co-superised with Dr. Rustam Vahidov), PhD student
- Spencer Early (co-superised with Dr. Khaled Hassanein), Undergaduate student
- Ryan Lee (co-superised with Dr. Khaled Hassanein), Masters student

Awards and Honors

- FRQSC grant ($44,000) for a project on fake news.

- SSHRC Insight grant ($180,000) for a project on fake news as co-applicant with Dr. Khaled Hassanein as PI.

June 2021

- Mitacs Accelerate grant ($60,000) for a project on measuring users' implicit bias using EEG.

January 2021

Research Skills

- **Experimental Design**
- **Probability and Statistics**: Statistical Modeling and Analysis, Random Process, and Signal and Systems
- **Machine Learning and Data Mining**: Regression, Classification, and Clustering

- **Statistical and Data Analytics Tools**: Stata, SPSS, SAS, LISREL, and SmartPLS
- **Programming**: C, C++, Assembly, Matlab experience: matrix computations, linear algebra, statistics
- **Theory Building**
- **Systematic Literature Review**
- **Eyetracking**: Data Acquisition and Analysis
- **EEG**: Data Acquisition and Analysis (Continuous EEG, Event-Related-Potentials, Cross Frequency Coupling
- **Self-report Scales**: Scale Development and Structural Equation Modeling

Research Presentations

- **Mirhoseini S.**, Cognitive Load Definition and Measurement, Tech3Lab workshop, HEC Montréal, March 2017
- **Mirhoseini S.**, Accumulated load as a criteria for designing more convenient information systems, Tech3Lab Annual Conference, HEC Montréal, August 2016
- **Mirhoseini S.**, The Influence of Task Characteristics on Multiple Objective and Subjective Cognitive Load Measures. Gmundent Retreat on NeuroIS, Austria, June 2016
- **Mirhoseini S.**, Measureing User Cognitive Load in an Online Shopping Task, PhD Workshop, HEC Montréal, March 2016
- **Mirhoseini S.**, Extracting Three Features from Instantaneous Cognitive Load, Tech3Lab Annual Conference, HEC Montréal, August 2015
- **Mirhoseini S.**, User cognitive load in online grocery shopping, Groupe de recherche en systèmes d'information, HEC Montréal, May 2015
- **Mirhoseini S.**, Reproducing Sensory Information of Products with Technology in a Virtual Experience, NeuroIS workshop, HEC Montréal, June 2013

Research Experience

Digital Transformation Center — **McMaster University**
Post Doctoral Fellow — *2018-Present*
- Desiging experiments to study IT interruptions;
- Writing research grants (SSHRC and NSERC)
- Supervising undergatuate graduate students
- Managing multiple research projcts with industry partners

Tech3Lab — **HEC Montréal**
Research assistant — *2012-2018*
- Designed and ran four laboratory experiments using different experimental design softwares: Eprime, SMI, Tobii;
- Collected data using various methods: Questionnair, Observation, Interview, Eyetracking, Computer logs, Electroencephalography (EEG), Sking conductance;

- Conducted data analysis on various types of data: Psychometric data, Neurophysiological data (EEG, Eyetracking, EMG, Skin conductance), Qualitative data;
- Gained experience with statistical analysis softwares: Stata, MATLAB, EEGLAB, SPSS, SAS, LISREL, SmartPLS, AMOS;

GSME **Sharif University of Technology**
Research assistant *2010-2012*

- Conducted a research project on the impact of transformational leadership on creativity and Innovation in organization: case of Kalleh Dairy co;
- Developed a marketing plan for electronic citizenship cards (this plan has been successfully executed by Etic Company in Mashhad, Iran);
- Researched on cultural barriers in implementing clinical information systems: case of Tehran Heart Hospital;

Service

Reviewer for conferences and journals:

- Organization Studies (2 manuscripts)
- Europian Journal of Information Systems (2 manuscripts)
- ICIS 2015 (1 manuscripts)

Other Technical Skills

- **Computer Applications**: ERPsim, Vensim, Microsoft Access, Microsoft Office (for Windows, OS X, and Linux platforms)
- **Operating Systems**: Microsoft Windows family, Mac OS X, Linux

Industry Experience

Hasin Technology **Tehran**
Commercial manager and member of board *2010-2012*

- Managing Director of Mobile-Services website
  - Researched on the area of Online Marketing and E-commence;
- Consultant of Iran Tax organization for Implementing ERP System
  - Researched on and selected Adempier applications for ERP system of Iran Tax organization; ◦ Project Manager of Myket Application
  - Proposed a user friendly payment system for hand held devices on top of the market;
- Project manager of a Pilot Knowledge Management System
  - Implemented a pilot knowledge management system using IT-based knowledge sharing system;
  - Designed special forums with Dotproject software (Dotproject is a linux-based and opensource task manager software) for sharing ideas among employees;
  - Initiated and organized a trust building plan among employees to achieve effective knowledge sharing;

Pars Saman Company Tehran, Iran *Feasibility study expert* *2009-2010*

Feasibility study of all investment projects including a 50M Dollars petroleum project

Languages

Farsi: Native

English: Fluent

Arabic: Intermediate

French: Elementary

Other Experience

- Elected president of RESANA student group. (RESANA is the scientific and cultural group of students, performing all types of extracurricular activities in electrical engineering Department, 2007-2008
- Head of Executive Team of the 1st National Conference Reconstruction in Electrical Industry, Sharif University of Technology, 2007
- Elected member of the Students Union in Electrical Engineering Department, Sharif University of Technology, (Student Union members are responsible for negotiating with the department on behalf of all the students and pursuing their rights and requests.), 2006-2007

Danielle MORIN, PhD

Professor, Supply Chain and Business Technology Management

Department: Supply Chain and Business Technology Management
John Molson School of Business

Address:
1455 de Maisonneuve O. MB 12-325
Montreal, QC, H3G 1M8
Canada

Phone number:
514-848-2424 ext. 2346

Email:
danielle.morin@concordia.ca

Website:
https://www.concordia.ca/jmsb/faculty/danielle-morin.html

BIOGRAPHY

Danielle Morin is Professor of Managerial Analytics at the John Molson School of Business at Concordia University, Montreal, Canada. With several years of experience as senior university administrator and award winner for teaching excellence and leadership, her research focuses on the study of the impact of technology integration and experiential learning activities as part of students' overall learning. Danielle teaches Managerial Analytics and a quantitative preparation course for the MBA program.

RESEARCH INTERESTS

Impact of Technology and Course Delivery Methods on Student's Learning,

TEACHING DOMAINS

Business Statistics / Analytics

EDUCATION

1989	Doctor of Philosophy in Statistics, McGill University, Canada
1981	Master of Science in Statistics, Université de Montréal, Canada
1978	Bachelor of Science in Mathematics, Université de Montréal, Canada

DESIGNATIONS, AFFILIATIONS, AND CERTIFICATIONS

Academic Affiliations

Since 2012	Member, L'Ordre des administrateurs agréés du Québec (OAAQ), Canada

WORK EXPERIENCE

Academic

Since 2012	Professor, Supply Chain and Business Technology Management, John Molson School of Business (JMSB), Canada
1993 - 2012	Associate Professor, Supply Chain and Business Technology Management, John Molson School of Business (JMSB), Canada

2004 - 2008 Vice-Provost, Academic Programs, Concordia University, Canada

2001 - 2004 Associate Dean, Graduate Programs, Research and Program Evaluation, John Molson School of Business (JMSB), Canada

1995 - 2001 Associate Dean, Academic and Students Affairs, Undergraduate Programs, John Molson School of Business (JMSB), Canada

1994 - 1995 Visiting Professor, Department of Mathematics and Statistics, Université du Québec à Montreal (UQAM), Canada

1988 - 1993 Assistant Professor, Supply Chain and Business Technology Management, John Molson School of Business (JMSB), Canada

1987 - 1988 Lecturer, Department of Mathematics and Statistics, McGill University, Canada

1984 - 1988 Lecturer, Department of Mathematics, Concordia University, Canada

1981 - 1983 Lecturer, Department of Mathematics and Statistics, McGill University, Canada

1980 - 1981 Teaching Assistant, Department of Mathematics and Statistics, McGill University, Canada

1980 Lecturer, Department of Mathematics, Rosemont College, Canada

1978 - 1980 Monitor / Tutor, Department of Mathematics, Université de Montréal, Canada

1979 Statistical Analysis of Accounting Data (MSc Thesis), Université de Montréal, Canada

Professional

1977 - 1978 Interviewer, Statistics Canada, Canada

HONOURS, AWARDS, PRIZES, AND DISTINCTIONS

Career Awards/Honours/Prizes

2012 Academic Leadership Award for Outstanding Leadership, Concordia University, Canada

2005 YWCA Women of Excellence Award in Education, The YWCA - Women's Y Foundation, Canada

Teaching Awards/Honours/Prizes

2016 President's Excellence Award in Teaching, Concordia University, Canada

2015 JMSB Dean’s Award for Teaching Excellence, John Molson School of Business (JMSB), Canada

2014 President's Excellence Award in teaching, JMSB nominee, Concordia University, Canada

2013 President' Excellence Award for Teaching, JMBB nominee, Concordia University, Canada

2004 Alumni Recognition Award for Excellence in Teaching, Concordia University, Canada

PUBLICATIONS

Refereed Journal Articles

MORIN, D. (2022). Transition from face-to-face teaching to online teaching in times of pandemic. *International Journal of Information and Education Technology*, *12* (3), 246-251. doi:10.18178/ijiet.2022.12.3.1611.

MORIN, D., HOSSAINI, S. (2022). Evolution of the perceived impact of the pandemic on university students. *International Journal of Information and Education Technology*.

MORIN, D., SAFAEE FARD, H., SAADE, R. (2019). Understanding online learning based on different age categories. *Issues in Informing Science and Information Technology*, *16*, 307-317. doi:10.28945/4313.

MORIN, D., THOMAS, J., SAADE, R., PETRACHI, D. (2018). A survey of online user perspectives and age profile in an undergraduate fundamental business technology course. *International Journal of Educational and Pedagogical Sciences*, *12* (6), 689-694. doi:10.5281/zenodo.1317126.

MORIN, D., THOMAS, J., SAADE, R., PETRACHI, D. (2018). Survey of online user perspectives and gender. *International Journal of Management and Applied Science (IJMAS)*, *4* (8), 86-93.

MORIN, D., SAADE, R., DADRAS, S. (2018). Beliefs and confidence in online learning. *TOJET: The Turkish Online Journal of Educational Technology*, *1*, 244-253.

MORIN, D., THOMAS, J., NAWFAL, W. (2017). Student perspectives on a blended quantitative course. *International Journal of Management and Applied Science*, *3* (7), 6-9.

THOMAS, J., MORIN, D., KIRA, D. (2017). Team-building skills, social media and online course delivery. *Global Journal of Business Pedagogy*, *1* (1), 89-100.

MORIN, D., THOMAS, J. (2017). Personality traits attitudes, motivation and use of social media tools in a blended course. *TOJET: The Turkish Online Journal of Educational Technology* (Special Issue for INTE 2017), 900-906.

LY, S. L. S., SAADE, R., MORIN, D. (2017). Immersive learning: Using a web-based learning tool in a PhD course to enhance the learning experience. *Journal of Information Technology Education: Research*, *16*, 227-246. doi:10.28945/3732.

THOMAS, J., MORIN, D., KIRA, D. (2016). The 3 C's of team-building: Communication, cooperation, coordination. *The Online Journal of New Horizons in Education*, *6* (3), 189-194.

MORIN, D., THOMAS, J. D. E., SAADE, R. (2015). Fostering problem-solving in a virtual environment. *Journal of Information Technology Education: Research*, *14*, 339-362. doi:10.28945/2273.

THOMAS, J. D. E., MORIN, D., LY, S. L. S. (2015). The 3 P's: Persistence , performance , perceptions : Delivery method matters. *International Journal of Excellence in Education*, *7* (2), 1-18. doi:10.12816/0026314.

MORIN, D., THOMAS, J. D. E., KIRA, D. (2015). Pedagogical strategies in online delivery and higher-order learning skills. *International Journal on E-Learning and Education (IJEE)*, *2*.

MORIN, D., THOMAS, J. D. E., LY, S. L. S. (2014). The effect of delivery method on persistence , performance and perceptions. *International Journal of Excellence in Education*, *6* (2), 1-10. doi:10.12816/0010831.

MORIN, D., THOMAS, J. D. E., CASSIDY, R. (2013). Clickers and deep learning: An Oxymoron? *Journal of Computer Technology and Applications*, *4*, 69-78.

MORIN, D., THOMAS, J. D. E., SAADE, R. (2012). Deep learning and virtual environment. *International Journal of Social, Education, Economics and Management*, *6* (11), 3163.

SAADE, R., MORIN, D., THOMAS, J. D. E. (2012). Critical thinking in e-learning environments. *Computers in Human Behavior*, *28* (5), 1608-1617. doi:10.1016/j.chb.2012.03.025.

THOMAS, J. D. E., MORIN, D. (2010). Technological supports for onsite and distance education and students' perceptions of acquisition of thinking and team-building skills. *International Journal of Distance Education Technologies*, *8* (2), 1-13. doi:10.4018/jdet.2010040101.

GOYAL, S., MORIN, D., NEBEBE, F. (1992). The finite horizon trended inventory replenishment problem with shortages. *Journal of the Operational Research Society*, *43* (12), 1173-1178. doi:10.1057/jors.1992.183.

MORIN, D. (1992). On ratios of quadratic forms in normal variables. *Metron*, 59-78.

MORIN, D. (1991). On some properties of the Moran index. *Statistica*, *3*, 423-436.

MORIN, D. (1991). Inverse moments of quadratic forms. *Quaderni di Statistica e Matematica Applicata Alle Scienze Economico-Sociali*, *13*, 107-114.

MORIN, D. (1985). Moments of a ratio of two quadratic forms. *Communications in Statistics: Theory and Methods*, *14* (2), 499-508. doi:10.1080/03610928508828928.

Refereed Conference Proceedings

MORIN, D. (2022). Adapting teaching and learning in times of crisis. International Technology, Education and Development Conference INTED 2022. (pp. 6239). *Proceedings of INTED Conference*. doi:10.21125/inted.2022.

LAHMIRI, S., SAADE, R., MORIN, D., NEBEBE, F. (2020). Learning analytics based on Bayesian optimization of support vector machines with application to student success prediction in mathematics course. (pp. 1-5). *IEEE Conference Proceedings*. doi:10.1109/CloudTech49835.2020.9365915.

LAHMIRI, S., SAADE, R., MORIN, D., NEBEBE, F. (2020). An artificial neural networks based ensemble system to forecast Bitcoin daily trading volume. (pp. 1-4). *IEEE Conference Proceedings*. doi:10.1109/CloudTech49835.2020.9365913.

MORIN, D., SAADE, R. G., DADRAS, S. (2018). Beliefs and Confidence in Online Learning.. (pp. 285-294). *Proceedings of International Conference on New Horizons in Education Conference INTE - ITICAM - IDEC*.

MORIN, D., THOMAS, J. E., SAADE, R. G., PETRACHI, D. (2018). A survey on online user perspectives and age profile in an undergraduate fundamental business technology course. *Proceedings of World Academy of Science, Engineering and Technology (WASET)*.

KIRA, D., MORIN, D., THOMAS, J. D. E. (2016). Social media and communication skills. (pp. 3-9). *Allied Academies Winter Meeting Proceedings*.

MORIN, D., THOMAS, J., SAADE, R. (2016). Web-based learning, higher-order thinking skills and personality traits. (pp. 3303-3311). *IATED*. doi:10.21125/edulearn.2016.1721.

LY, S. L. S., SAADE, R., MORIN, D. (2015). Immersive interactive learning environments (a PhD case study). (pp. 401-415). *Informing Science + IT Education (InSITE) Conference Proceeding*.

MORIN, D., THOMAS, J. D. E., KIRA, D. (2015). The Three C's of team-building – communication, cooperation, coordination (Abstract). (pp. 338). *Proceedings of the International Teacher Education Conference (ITEC)*.

BUYUKKURT, M., MORIN, D., LI, Y., DOREEN, D. D. (2014). Investigating the impact of clicker-facilitated peer instruction pedagogy on students' approaches to learning. *Proceedings of the Hawaii International Conference on System Sciences (HICSS)*.

MORIN, D., SAADE, R., THOMAS, J. D. (2014). Problem-solving and web-based learning. (pp. 243-253). *e-Skills for Knowledge Production and Innovation Conference*.

BUYUKKURT, M., MORIN, D., LI, Y., DOREEN, D. D. (2013). Technology-enhanced engagement: Impact of an in-class engagement activity on out-of-class engagement in learning. *West East Conference Proceedings*.

MORIN, D., THOMAS, J. D., SAADE, R. (2012). Deep learning and virtual environment. (pp. 1240-1246). *Proceedings of the International Conference on Computer Education and Instructional Technology (ICCEIT)*.

MORIN, D., THOMAS, J. D. E., SAADE, R. (2012). Activities and resources in online learning: From a critical thinking view. *Informing Science + IT Education (InSITE) Conference Proceeding*.

THOMAS, J. D. E., MORIN, D., GAGNÉ, M. (2011). Clickers and deep learning in a large undergraduate management course? (pp. 123-127). *Proceedings of the International Conference on Computer Supported Education*.

THOMAS, J. D. E., MORIN, D., CASSIDY, R. (2009). Clickers and critical thinking. *Proceedings of the International Association for Development of the Information Society (IADIS)*.

MORIN, D., BARRINGTON, J., DYER, L. M., BOUTCHKOVA, M., THOMAS, J. D. E. (2008). The "Clicker" project: A scholarly approach to technology integration. *Proceedings of the Annual International Conference on Advances in Business Education and Training (EDiNEB)*.

THOMAS, J. D. E., MORIN, D. (2006). Technological supports and students' perceptions of acquisition of team-building and thinking skills. (pp. 2436-2441). *Proceedings of the International Conference on e-Learning*.

MORIN, D., THOMAS, J. D. E. (2004). The effect of technology integration on students' perceptions of

learning in a graduate introductory business statistics course. *Proceedings of the International Association for Development of the Information Society (IADIS)*.

KIRA, D., MORIN, D. (1993). Prediction of Canadian takeover targets using multiple discriminant analysis and logistic regression models. *Proceedings of International Symposium on Applied Stochastic Models and Data Analysis*.

MORIN, D., WAHHAB, M., ANVARI, M. (1991). The impact of OPEC on oil stock prices; event analysis. *Proceedings of Annual Administrative Sciences Association of Canada (ASAC) Conference*.

MORIN, D. (1989). Computing moments of functions of quadratic forms. (pp. 415-419). *Proceedings of the Symposium on the Interface, Statistical Software and Human Interface*.

Book Chapters

THOMAS, J. D. E., MORIN, D. (2012). The ART (Activities, Resources, Technological supports) in on-site and online learning, and students' perceptions of acquisition of thinking and team-building skills (1 ed.). In Qun Jin (Ed.), *Intelligent learning systems and advancements in computer-aided instruction* (pp. 287-304). IGI Global. doi:10.4018/978-1-61350-483-3.ch017.

MORIN, D., THOMAS, J. D. E., BARRINGTON, J., DYER, L. M., BOUTCHKOVA, M. (2009). The "Clicker" project: A scholarly approach to technology integration (1 ed.). In Peter Daly, David Gijbels (Eds.), *Real learning opportunities at business school and beyond* (pp. 97-107). Springer Netherlands. doi:10.1007/978-90-481-2973-7_7.

MORIN, D. (1994). Les méthodes quantitatives en recherche féministe. *Des mathématiques autrement* (pp. 72-76). Les Editions du Remue-Ménage.

Refereed Business Case Studies

MORIN, D., ARJOON, S. (1997). General industries, Caribbean management decision cases. *Ian Randle Publishers*.

Textbooks

MORIN, D., MIMEAULT, L., BAYNE, C., NEBEBE, F. (1991). *Statistics applied to Canadian Issues*. Ginn Press.

PRESENTATIONS

Refereed Conference Presentations

MORIN, D., HOSSAINI, S. (2022). *Evolution of the Perceived Impact of the Pandemic on University Students*. International Conference on Education and Distance Learning, ICELD2022, Rome, Italy.

MORIN, D., SAFAEE FARD, H., SAADE, R. (2019). *Understanding online learning based on different age categories.* Informing Science + Information Technology Education Conference, Jerusalem.

MORIN, D., SAADE, R., DADRAS, S. (2018). *Beliefs and confidence in online learning*. International Conference on New Horizons in Education (INTE 2018), Paris.

MORIN, D., THOMAS, J. D. E., SAADE, R., PETRACHI, D. (2018). *Survey of online user perspectives and gender*. International Conference on Education and E-Learning (ICEEL), Budapest.

MORIN, D., THOMAS, J. D. E., SAADE, R., PETRARCHI, D. (2018). *A survey of online user perspectives and age profile in an undergraduate fundamental business technology course*. World Academy of Science, Engineering and Technology (WASET) Conference, Vienna.

MORIN, D., THOMAS, J. D. E., NAWFAL, W. (2017). *Student perspectives on a blended quantitative course*. International Conference on E-Education, E-Business, E-Management and E-Learning (IC4E), Lisbon.

MORIN, D., THOMAS, D. E. (2017). *Personality traits attitudes, motivation and use of social media tools in a blended course*. International Conference on New Horizons in Education Conference (INTE), Berlin.

MORIN, D., THOMAS, J. D. E., LY, S. L. S. (2014). *The effect of delivery method on persistence ,*

performance and perceptions. Best Paper Award. 6th Conference on eLearning Excellence in the Middle East: Leadership, Design and Technology for 21st Century Learning, Dubai.

BUYUKKURT, M., MORIN, D., LI, Y., DOREEN, D. D. (2014). *Investigating the impact of clicker-facilitated peer instruction pedagogy on students' approaches to learning*. 14th Hawaii International Conference on Business, Hawaii.

BUYUKKURT, M., MORIN, D., LI, Y., DOREEN, D. D. (2013). *Technology-enhanced engagement: Impact of an in-class engagement activity on out-of-class engagement in learning*. West East Institute International Academic Conference, Istanbul.

MORIN, D., THOMAS, J. D. E., SAADE, R. (2012). *Deep learning and virtual environment*. International Conference on Computer Education and Instructional Technology (ICCEIT).

THOMAS, J. D. E., MORIN, D., GAGNÉ, M. (2011). *Clickers and deep learning in a large undergraduate management course?* International Conference on Computer Supported Education, Noordwijkerhout.

MORIN, D., BARRINGTON, J., DYER, L. M., BOUTCHKOVA, M., THOMAS, J. D. E. (2008). *The "clicker" project: A scholarly approach to technology integration*. 15th Annual International Conference on Advances in Business Education and Training – EDiNEB Conference, Malaga.

MORIN, D., SACCA, E. (2006). *Innovation at interdisciplinarité colloque du capres (consortium d'animation sur la perseverance et la réussite en enseignement supérieur)*. Congrès de l'ACFAS 2006, McGill.

MORIN, D. (1997). *Faire le grand saut*. NACADA Northeast region Conference, Montreal, QC.

DOREEN, D. D., MORIN, D. (1995). *Statistical modeling techniques for small business loan decisions*. INFORMS Annual Meeting.

FOURNIER, B., LARRIBE, F., MORIN, D., DOREEN, D. D., MACGIBBON, B. (1994). *L'Évaluation du biais dans le taux d'erreur apparent d'une régression logistique avec la méthode du Bootstrap*. ACFAS, Conférence du Bureau de la Statistique du Québec, Méthodes et Applications, Montreal, QC.

KIRA, D., MORIN, D. (1993). *Prediction of takeover targets of Canadian firms*. The Sixth International Symposium on Applied Stochastic Models and Data Analysis.

GOYAL, S., MORIN, D., NEBEBE, F. (1991). *Ordering a trended inventory item with shortage – a heuristic approach, optimal replenishment policy for a trended inventory item with shortages*. TIMS XXX-SOBRAPO XXII, Joint International Meeting.

LI, W., NEBEBE, F., MORIN, D. (1991). *A measure of reliability for test batteries and its application*. Statistics 91 Canada, A Third Canadian Conference in Applied Statistics, Montreal, QC.

MORIN, D. (1989). *Moments and distribution of the Moran and the Geary indices*. Western Regional Meeting of I.M.S. and Biometric Society / WNAR, California.

Research Seminars

MORIN, D. (2016). *What works better in a blended learning environment?* e.SCAPE Annual Conference on Digital Learning, Concordia University, Montreal, QC.

MORIN, D. (2016). *Impact: Everything we do has an impact*. The 4th Annual Concordia Teaching and Learning Winter Festival (Winterfest)., Montreal, QC.

MORIN, D. (2013). *Balanced life: Balanced family*. Home Management Essentials seminar, Centre de gestion hôtelière Soulanges (CGHS).

MORIN, D. (1994). *Étude statistique du marché pétrolier*. Seminaire du SCAD, Université du Québec à Montréal, Montreal, QC.

MORIN, D. (1993). *Les méthodes quantitatives en recherche féministe*. Femmes, Recherche et Mathématiques, Université du Québec à Montréal, Montreal, QC.

MORIN, D. (1990). *Le M.B.A. et les femmes*. Les Actes du Colloque "L'Université avec les Femmes", Université de Montréal.

MORIN, D., WANG, S. (1990). *Bootstrap and functions of quadratic forms*. Conference on Bootstrap, Kellogg Center, Ann Arbor, MI.

Workshops

MORIN, D. (2016). *Data analytics essentials: Can we always trust number?* GradProSkills Workshop, Montreal, QC.

TEACHING EXPERIENCE

Undergraduate

2013 - 2016 Statistical Models for Data Analysis, John Molson School of Business (JMSB), Canada, Montreal

Graduate

Since 2021 Managerial Analytics, John Molson School of Business (JMSB), Canada, Montreal, QC

2019 Pedagogical Methods, John Molson School of Business (JMSB), Canada, Montreal, QC

Since 2017 Managerial Analytics, John Molson School of Business (JMSB), Canada, Montreal, QC

Since 2017 On Ramp (no credit), John Molson School of Business (JMSB), Canada, Montreal

Executive Education, Certificate and Diploma Programs

2010 - 2015 Business Data Analytics, John Molson School of Business (JMSB), Canada, Montreal

STUDENT SUPERVISION

MSc Theses

1995 Mielcarek, Beata I, Historical perspective, assessment and statistical analysis of Canadian commercial airline accidents, John Molson School of Business (JMSB), Canada

STUDENT COMMITTEE MEMBERSHIP

PhD Dissertations

JMSB

2021 - 2026 Benghiat, Sonia, Phase II, Committee Member, John Molson School of Business (JMSB), Canada

2021 - 2025 Sharifpour, Kiana, Phase II, Committee Member, John Molson School of Business (JMSB), Canada

2019 - 2025 Amirshahi, Bahareh, Phase III, Committee Member, John Molson School of Business (JMSB), Canada

2019 - 2024 Azarpanah, Hossein, Phase III, Committee Member, John Molson School of Business (JMSB), Canada

SERVICE TO UNIVERSITY

John Molson School of Business

Department Level

Since 2022 Department Personal Committee, John Molson School of Business (JMSB), Canada

Since 2017 Designed and developed the new course MBA 640 OnRamp and offered it since its creation, John Molson School of Business (JMSB), Canada

Since 2017 Designed, developed and taught the new course MBA 643 Managerial Analytics, John Molson School of Business (JMSB), Canada

2020 Department Personal Committee, John Molson School of Business (JMSB), Canada

2018 - 2020 Department Hiring Committee, John Molson School of Business (JMSB), Canada

2018 - 2020 Chair of Department Analytics Group, John Molson School of Business (JMSB), Canada

John Molson School of Business

Department Level

2018 - 2020 Deprtment Hiring Committee, John Molson School of Business (JMSB), Canada

2018 Department Personal Committee, John Molson School of Business (JMSB), Canada

Faculty Level

2007 Organizer / Chair of Concordia Conference: “Spirit of Inquiry: Developing Critical Thinking, Creativity and Community” in partnership with McGraw-Hill Ryerson, Concordia University, Canada

2003 - 2004 Chair of JMSB Faculty Annual Campaign, John Molson School of Business (JMSB), Canada

Program Level

Since 2022 GDBA Program Committee, John Molson School of Business (JMSB), Canada

Since 2018 MBA Program Committee, John Molson School of Business (JMSB), Canada

2018 - 2020 Department Curriculum Committee, John Molson School of Business (JMSB), Canada

University Level

2018 - 2019 President Awards Committee, Concordia University, Canada

2002 Member of the Commision des Universités sur les Programmes C.U.P. representing Concordia University and presenter of the final report, Concordia University, Canada

2000 - 2002 Co-Chair of Concordia University Centraide Campaign, Concordia University, Canada

Other Institutions

Faculty Level

2002 Member of the Organization Committee of the CREPUQ conference : La bibliothèque dans l'université: une relation en mutation, Université de Montréal, Canada

SERVICE TO ACADEMIC COMMUNITY

Invited Lectures and Courses

2020 Invited Speaker on a webinar on "Online Experiential Education in the MBA Curriculum", MBA Roundtable

2007 Invited Speaker at the Career Women Interaction workshop on “Women on Boards”

2005 Invited Speaker at the Career Women Interaction workshop on “The Role of Mentoring”

1997 The Future of Education, Business Career Day, Dawson College, Canada

1996 What is production management?, Career days, Marianopolis College, Canada

1996 Existing Careers in Commerce and Administration, Lookout’97 Career Conference, Marianopolis College, Canada

Discussant, Moderator, Panelist at Conferences and Workshops

2018 Invited Panelist at Women in Mathematics Panel, McGill University, Canada

Service to Granting Agencies

2013 Member of the Adjudication Committee of the Prix d'Excellence, Ministre de l'Éducation, Canada

2009 Member of the Adjudication Committee of the Prix d'Excellence, Ministre de l'Éducation, Canada

2004 - 2005 Member of the Adjudication Committee of the Prix d'Excellence, Ministre de l'Éducation, Canada

2002 Évaluateur pour Le concours des Prix d'excellence en Sciences humaines, Association des doyennes et des doyens des études supérieures au Québec (ADESAQ), Canada

Officer of Scholarly Organizations

2007 - 2008 President of the Comité des affaires académiques de CREPUQ, which is the CREPUQ committee of all Vice-Rectors, Academic in Quebec, Canada

Conference or Seminar Organizer

2017 Member of the International Advisory Board, International Academy of Technology, Education and Development (IATED), Spain

1991 - 2001 Member of the Organization Committee of the Conferences: Statistics 1991 and 2001 at Concordia University, Canada

Chair of Conference Sessions

1994 - 1998 Co-organizer and co-animator of the Annual WOMEN & WORK Symposium

SERVICE TO PROFESSIONAL COMMUNITY

Member of Board of Directors

2006 - 2009 Member of the McGraw-Hill Adjudication Scholarship Board

2002 - 2008 Member of the Executive Committee of the Not-for -Profit organization (participation in raising $250,000 for humanitarian needs), Sowers of Hope

Officer of Professional Organizations

2000 - 2001 President, Canadian Caucus of Women in Statistics, Canada

1989 - 1995 President of the Montreal Statistical Society, a local Chapter of the Canadian Statistical Association and the American Statistical Association, Canada

MEDIA

Other Media Interventions

1999 Featured in a special publication entitled: "Ces femmes qui réussissent" (Those women who succeeds), Le Journal des gens d'affaires

PROFESSIONAL DEVELOPMENT

2017 Prepare and offer a new program in Data analytics, Government of Canada, Canada

COMMUNITY INVOLVEMENT

2010 - 2014 President of St Mary’s Parish Fabrique (Board of Directors), appointed by the Bishop (Board of directors of the parish)

2003 - 2010 President of St Mary's Parish Pastoral Orientation Committee, Canada

1997 - 2004 President of the Assemblée annuelle des membres actifs du Café Chrétien Centre-Sud, Café Chrétien Centre-Sud, Canada

2011 Member of the JMSB Ticked Pink Team participated in the CIBC Run for the Cure fundraising event held to raise money for breast cancer research, Canada

Since 2021 Board member of Foundation for Culture and Education, Canada

OTHER

Citizenship

Canada

Languages

English, Highly proficient

French, Highly proficient

Skills

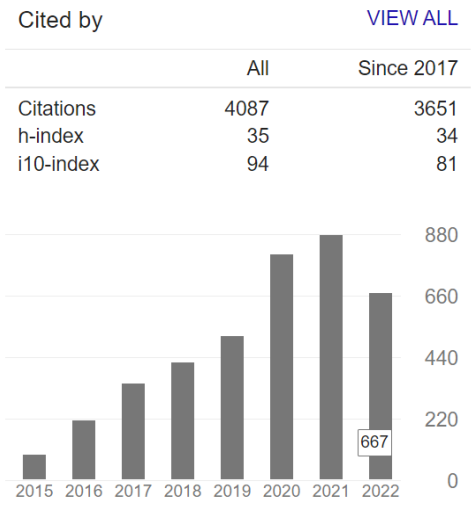
- Pioneer user for the RIIPEN platform at Concordia, give many training presentations in 2019

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RESEARCH INTERESTS

Artificial Intelligence
Data Science
Intelligent Systems
Pattern Recognition
Soft Computing
Statistical Methods and Econometrics
Time Series Nonlinear Analysis and Forecasting
Hybrid and Complex Learning Systems
Applied econometrics

EDUCATION

2016-2019	Post-doc Fellow at The MNI, McGill University, Montreal, Canada.
2014	Doctor of Philosophy (PhD) in Cognitive Informatics, Université du Québec à Montreal (UQAM), Université du Québec, Canada
2011	Master of Engineering (MEng), École de Technologie Supérieure (ÉTS), Canada

WORK EXPERIENCE

Academic

Since 2019	Assistant Professor, John Molson School of Business (JMSB), Canada
2018 - 2019	Visiting Professor at the Department of Administrative Sciences, Université du Québec en Outaouais (UQO), Canada
2018 - 2019	Visiting Researcher, Montreal Neurological Institute and Hospitals (MNI), Canada
2012 - 2019	Professor (AACSB Accredited and Partner of HEC Montreal), ESCA School of Management, Morocco
2016	Visiting Researcher at the Center for Pattern Recognition and Machine Intelligence, Gina

2016	Cody School of Engineering and Computer Science, Canada
2011 - 2016	Researcher in the Department of Electrical Engineering, École de Technologie Supérieure (ÉTS), Canada
2008 - 2015	Researcher in the Department of Computer Science, Université du Québec à Montreal (UQAM), Canada

RESEARCH FUNDING

External

2020 - 2022	The Effect of COVID-19 on Return-Volume, Return-Volatility, and Volatility Connectedness between Gold and Cryptocurrencies: Evidence from 45 Cryptocurrency Markets, Chaire Fintech AMF-Finance Montréal, Autorité des Marchés Financiers (AMF), C$ 20,000, Canada
2020 - 2022	Combining Signal Processing and Deep Learning for Bankruptcy Prediction, Social Sciences & Humanities Research Council Insight Development Grant, Social Sciences and Humanities Research Council (SSHRC), C$ 52,718, Canada

Internal

2020 - 2021	Deep learning for marketing analytics, Office of the Vice-President Research & Graduate Studies Spring 2020 Research Support Fund, Concordia University, Office of the Vice President, Research and Graduate Studies, C$ 6,000, Canada
2020	Research Support Fund, Concordia University, Office of the Vice President, Research and Graduate Studies, C$ 6,000, Canada

PUBLICATIONS

Refereed Journal Articles

LAHMIRI, S., TADJ, C., GARGOUR, C., BEKIROS, S. (2022). Deep learning systems for automatic diagnosis of infant cry signals. *Chaos, Solitons & Fractals*, *154* (C). doi:10.1016/j.chaos.2021.111700.

LAHMIRI, S., BEKIROS, S. (2022). Complexity measures of high oscillations in phonocardiogram as biomarkers to distinguish between normal heart sound and pathological murmur. *Chaos, Solitons & Fractals*, *154* (111610). doi:10.1016/j.chaos.2021.111610.

LAHMIRI, S., BEKIROS, S., BEZZINA, F. (2022). Complexity analysis and forecasting of variations in cryptocurrency trading volume with support vector regression tuned by Bayesian optimization under different kernels: An empirical comparison from a large dataset. *Expert Systems with Applications*, *209*, 118349. doi:10.1016/j.eswa.2022.118349.

LAHMIRI, S., FOROUTAN, P. (2022). The effect of COVID-19 pandemic on return-volume and return-volatility relationships in cryptocurrency markets. *Chaos, Solitons & Fractals*. doi:10.1016/j.chaos.2022.112443.

LAHMIRI, S., TADJ, C., GARGOUR, C. (2022). Nonlinear statistical analysis of normal and pathological infant cry signals in cepstrum domain by multifractal wavelet leaders. *Entropy*, *24* (8), 1166. doi:10.3390/e24081166.

LAHMIRI, S., BEKIROS, S. (2021). The effect of COVID-19 on long memory in returns and volatility of cryptocurrency and stock markets. *Chaos, Solitons & Fractals*, *151* (111221). doi:10.1016/j.chaos.2021.111221.

LAHMIRI, S., GIAKOUMELOU, A., BEKIROS, S. (2021). An adaptive sequential-filtering learning system for credit risk modeling. *Soft Computing - A Fusion of Foundations, Methodologies and Applications*, *25* (13), 8817–8824. doi:10.1007/s00500-021-05833-y.

CHU, Y.-M., BEKIROS, S., ZAMBRANO-SERRANO, E., LAHMIRI, S., OROZCO-LÓPEZ, O., JAHANSHAHI, H., ALY, A. A. (2021). Artificial macro-economics: A chaotic discrete-time fractional-order laboratory model. *Chaos, Solitons & Fractals*, *145* (110776). doi:10.1016/j.chaos.2021.110776.

LAHMIRI, S., BEKIROS, S. (2021). Deep learning forecasting in cryptocurrency high-frequency trading. *Cognitive Computation*, *13* (2), 485–487. doi:10.1007/s12559-021-09841-w.

LAHMIRI, S., TADJ, C., GARGOUR, C. (2021). Biomedical diagnosis of infant cry signal based on analysis of Cepstrum by deep feedforward artificial neural networksal Neural Networks. *IEEE Instrumentation & Measurement Magazine*, *24* (2), 24-29. doi:10.1109/MIM.2021.9400952.

LAHMIRI, S., BEKIROS, S., GIAKOUMELOU, A. (2021). Multi-scale analysis reveals different patterns in technical indicators of blockchain. *Fractals*, *29* (07). doi:10.1142/S0218348X21501851.

LAHMIRI, S., TADJ, C., GARGOUR, C., BEKIROS, S. (2021). Characterization of infant healthy and pathological cry signals in cepstrum domain based on approximate entropy and correlation dimension. *Chaos, Solitons & Fractals*, *143*, 110639. doi:10.1016/j.chaos.2020.110639.

LAHMIRI, S., BEKIROS, S., BEZZINA, F. (2020). Multi-fluctuation nonlinear patterns of European financial markets based on adaptive filtering with application to family business, green, Islamic, common stocks, and comparison with Bitcoin, NASDAQ, and VIX. *Physica A: Statistical Mechanics and its Applications*, *538*, 122858. doi:10.1016/j.physa.2019.122858.

LAHMIRI, S., BEKIROS, S., GIAKOUMELOU, A., BEZZINA, F. (2020). Performance assessment of ensemble learning systems in financial data classification. *Intelligent Systems in Accounting, Finance and Management*, *27* (1), 3-9. doi:10.1002/isaf.1460.

KANG, S. H., LAHMIRI, S., UDDIN, G. S., ARREOLA HERNANDEZ, J., YOON, S.-M. (2020). Inflation cycle synchronization in ASEAN countries. *Physica A: Statistical Mechanics and its Applications*, *545*, 123820. doi:10.1016/j.physa.2019.123820.

LAHMIRI, S., BEKIROS, S. (2020). Intelligent forecasting with machine learning trading systems in chaotic intraday Bitcoin market. *Chaos, Solitons & Fractals*, *133*. doi:10.1016/j.chaos.2020.109641.

LAHMIRI, S., BEKIROS, S. (2020). Nonlinear analysis of Casablanca Stock Exchange, Dow Jones and S&P500 industrial sectors with a comparison. *Physica A: Statistical Mechanics and its Applications*, *539*, 122923. doi:10.1016/j.physa.2019.122923.

LAHMIRI, S., BEKIROS, S. (2020). Big data analytics using multi-fractal wavelet leaders in high-frequency Bitcoin markets. *Chaos, Solitons & Fractals*, *131*. doi:10.1016/j.chaos.2019.109472.

LAHMIRI, S. (2020). Hybrid deep learning convolutional neural networks and optimal nonlinear support vector machine to detect presence of hemorrhage in retina. *Biomedical Signal Processing and Control*, *60*, 101978. doi:10.1016/j.bspc.2020.101978.

LAHMIRI, S., BEKIROS, S. (2020). The impact of COVID-19 pandemic upon stability and sequential irregularity of equity and cryptocurrency markets. *Chaos, Solitons & Fractals*, *138*, 109936. doi:10.1016/j.chaos.2020.109936.

LAHMIRI, S., BEKIROS, S. (2020). Renyi entropy and mutual information measurement of market expectations and investor fear during the COVID-19 pandemic. *Chaos, Solitons & Fractals*, *139*, 110084. doi:10.1016/j.chaos.2020.110084.

LAHMIRI, S., BEKIROS, S. (2020). Randomness, informational entropy, and volatility interdependencies among the major world markets: The role of the COVID-19 pandemic. *Entropy*, *22* (8), 833. doi:10.3390/e22080833.

LAHMIRI, S. (2020). A predictive system integrating intrinsic mode functions, artificial neural networks, and genetic algorithms for forecasting S&P500 intra?day data. *Intelligent Systems in Accounting, Finance and Management*, *27* (2), 55-65. doi:10.1002/isaf.1470.

LAHMIRI, S., BEKIROS, S. (2019). Can machine learning approaches predict corporate bankruptcy? Evidence from a qualitative experimental design. *Quantitative Finance*, *19* (9), 1569-1577. doi:10.1080/14697688.2019.1588468.

LAHMIRI, S. (2019). A look at short- and long-term nonlinear dynamics in family business stock returns listed on Casablanca stock exchange. *Fractals*, *27* (08), 1950140. doi:10.1142/S0218348X19501408.

STAVROYIANNIS, S., BABALOS, V., BEKIROS, S., LAHMIRI, S., UDDIN, G. S. (2019). The high frequency multifractal properties of Bitcoin. *Physica A: Statistical Mechanics and its Applications*, *520*, 62-71. doi:10.1016/j.physa.2018.12.037.

LAHMIRI, S., SHMUEL, A. (2019). Detection of Parkinson's disease based on voice patterns ranking and optimized support vector machine. *Biomedical Signal Processing and Control*, *49*, 427-433. doi:10.1016/j.bspc.2018.08.029.

LAHMIRI, S., BEKIROS, S. (2019). Cryptocurrency forecasting with deep learning chaotic neural networks. *Chaos, Solitons & Fractals*, *118*, 35-40. doi:10.1016/j.chaos.2018.11.014.

LAHMIRI, S., SHMUEL, A. (2019). Performance of machine learning methods applied to structural MRI and ADAS cognitive scores in diagnosing Alzheimer's disease. *Biomedical Signal Processing and Control*, *52*, 414-419. doi:10.1016/j.bspc.2018.08.009.

LAHMIRI, S. (2019). Gait nonlinear patterns related to Parkinson's disease and age. *IEEE Transactions on Instrumentation and Measurement*, *68* (7), 2545-2551. doi:10.1109/TIM.2018.2866316.

STAVROYIANNIS, S., BABALOS, V., BEKIROS, S., LAHMIRI, S. (2019). Is anti-herding behavior spurious? *Finance Research Letters*, *29*, 379-383. doi:10.1016/j.frl.2018.09.003.

LAHMIRI, S., SHMUEL, A. (2019). Accurate classification of seizure and seizure-free intervals of intracranial eeg signals from epileptic patients. *IEEE Transactions on Instrumentation and Measurement*, *68* (3), 791-796. doi:10.1109/TIM.2018.2855518.

LAHMIRI, S., BEKIROS, S. (2019). Decomposing the persistence structure of Islamic and green crypto-currencies with nonlinear stepwise filtering. *Chaos, Solitons & Fractals*, *127*, 334-341. doi:10.1016/j.chaos.2019.07.012.

LAHMIRI, S. (2018). Nonlinear statistical properties of fMRI signals in human visual cortex during resting-state. *Physics Letters, Section A: General, Atomic and Solid State Physics*, *382* (34), 2326-2333. doi:10.1016/j.physleta.2018.05.022.

LAHMIRI, S., BEKIROS, S., AVDOULAS, C. (2018). Time-dependent complexity measurement of causality in international equity markets: A spatial approach. *Chaos, Solitons & Fractals*, *116*, 215-219. doi:10.1016/j.chaos.2018.09.030.

LAHMIRI, S., BEKIROS, S., STAVROYIANNIS, S., BABALOS, V. (2018). Modelling volatility persistence under stochasticity assumptions: Evidence from common and alternative investments. *Chaos, Solitons & Fractals*, *114*, 158-163. doi:10.1016/j.chaos.2018.06.025.

LAHMIRI, S. (2018). Causal influences between spontaneous fluctuations in resting state fMRI of central and peripheral eccentricity representations in the human visual cortex. *Physica A: Statistical Mechanics and its Applications*, *512*, 756-762. doi:10.1016/j.physa.2018.08.041.

LAHMIRI, S., BEKIROS, S. (2018). Time-varying self-similarity in alternative investments. *Chaos, Solitons & Fractals*, *111*, 1-5. doi:10.1016/j.chaos.2018.04.004.

LAHMIRI, S. (2018). A technical analysis information fusion approach for stock price analysis and modeling. *Fluctuation and Noise Letters*, *17* (01), 1850007. doi:10.1142/S0219477518500074.

LAHMIRI, S. (2018). Minute-ahead stock price forecasting based on singular spectrum analysis and support vector regression. *Applied Mathematics and Computation*, *320*, 444-451. doi:10.1016/j.amc.2017.09.049.

LAHMIRI, S., BEKIROS, S., SALVI, A. (2018). Long-range memory, distributional variation and randomness of bitcoin volatility. *Chaos, Solitons & Fractals*, *107*, 43-48. doi:10.1016/j.chaos.2017.12.018.

LAHMIRI, S. (2018). An accurate system to distinguish between normal and abnormal electroencephalogram records with epileptic seizure free intervals. *Biomedical Signal Processing and Control*, *40*, 312-317. doi:10.1016/j.bspc.2017.10.004.

LAHMIRI, S. (2018). Randomness in denoised stock returns: The case of Moroccan family business companies. *Physics Letters, Section A: General, Atomic and Solid State Physics*, *382* (8), 554-560. doi:10.1016/j.physleta.2017.12.020.

LAHMIRI, S., DAWSON, D. A., SHMUEL, A. (2018). Performance of machine learning methods in diagnosing Parkinson's disease based on dysphonia measures. *Biomedical Engineering Letters*, *8* (1), 29-39. doi:10.1007/s13534-017-0051-2.

LAHMIRI, S., BEKIROS, S. (2018). Chaos, randomness and multi-fractality in Bitcoin market. *Chaos, Solitons & Fractals*, *106*, 28-34. doi:10.1016/j.chaos.2017.11.005.

LAHMIRI, S. (2018). Generalized Hurst exponent estimates differentiate EEG signals of healthy and epileptic patients. *Physica A: Statistical Mechanics and its Applications*, *490*, 378-385. doi:10.1016/j.physa.2017.08.084.

LAHMIRI, S., BEKIROS, S. (2017). Disturbances and complexity in volatility time series. *Chaos, Solitons & Fractals*, *105*, 38-42. doi:10.1016/j.chaos.2017.10.006.

LAHMIRI, S., UDDIN, G. S., BEKIROS, S. (2017). Nonlinear dynamics of equity, currency and commodity markets in the aftermath of the global financial crisis. *Chaos, Solitons & Fractals*, *103*, 342-346. doi:10.1016/j.chaos.2017.06.019.

LAHMIRI, S., UDDIN, G. S., BEKIROS, S. (2017). Clustering of short and long-term co-movements in international financial and commodity markets in wavelet domain. *Physica A: Statistical Mechanics and its Applications*, *486*, 947-955. doi:10.1016/j.physa.2017.06.012.

LAHMIRI, S., SHMUEL, A. (2017). Variational mode decomposition based approach for accurate classification of color fundus images with hemorrhages. *Optics and Laser Technology*, *96*, 243-248. doi:10.1016/j.optlastec.2017.05.012.

LAHMIRI, S. (2017). Multifractal analysis of Moroccan family business stock returns. *Physica A: Statistical Mechanics and its Applications*, *486*, 183-191. doi:10.1016/j.physa.2017.05.048.

LAHMIRI, S. (2017). A two-step system for direct bank telemarketing outcome classification. *Intelligent Systems in Accounting, Finance and Management*, *24* (1), 49-55. doi:10.1002/isaf.1403.

LAHMIRI, S. (2017). Multifractal in volatility of family business stocks listed on Casablanca stock exchange. *Fractals*, *25* (02). doi:10.1142/S0218348X17500141.

LAHMIRI, S. (2017). Multifractal in western major stock markets historic volatilities in times of financial crisis. *Fractals*, *25* (01). doi:10.1142/S0218348X17500104.

LAHMIRI, S. (2017). On fractality and chaos in Moroccan family business stock returns and volatility. *Physica A: Statistical Mechanics and its Applications*, *473*, 29-39. doi:10.1016/j.physa.2017.01.033.

LAHMIRI, S. (2017). Modeling and predicting historical volatility in exchange rate markets. *Physica A: Statistical Mechanics and its Applications*, *471*, 387-395. doi:10.1016/j.physa.2016.12.061.

LAHMIRI, S. (2017). Cointegration and causal linkages in fertilizer markets across different regimes. *Physica A: Statistical Mechanics and its Applications*, *471*, 181-189. doi:10.1016/j.physa.2016.12.033.

LAHMIRI, S. (2017). Parkinson's disease detection based on dysphonia measurements. *Physica A: Statistical Mechanics and its Applications*, *471*, 98-105. doi:10.1016/j.physa.2016.12.009.

LAHMIRI, S. (2017). An iterative denoising system based on Wiener filtering with application to biomedical images. *Optics and Laser Technology*, *90*, 128-132. doi:10.1016/j.optlastec.2016.11.015.

LAHMIRI, S. (2017). Denoising techniques in adaptive multi-resolution domains with applications to biomedical images. *Healthcare Technology Letters*, *4* (1), 25-29. doi:10.1049/htl.2016.0021.

LAHMIRI, S. (2017). Investigating existence of chaos in short and long term dynamics of Moroccan exchange rates. *Physica A: Statistical Mechanics and its Applications*, *465*, 655-661. doi:10.1016/j.physa.2016.08.024.

LAHMIRI, S. (2017). A study on chaos in crude oil markets before and after 2008 international financial crisis. *Physica A: Statistical Mechanics and its Applications*, *466*, 389-395. doi:10.1016/j.physa.2016.09.031.

LAHMIRI, S. (2017). Glioma detection based on multi-fractal features of segmented brain MRI by particle swarm optimization techniques. *Biomedical Signal Processing and Control*, *31*, 148-155. doi:10.1016/j.bspc.2016.07.008.

LAHMIRI, S. (2017). Comparing variational and empirical mode decomposition in forecasting day-ahead energy prices. *IEEE Systems Journal*, *11* (3), 1907-1910. doi:10.1109/JSYST.2015.2487339.

LAHMIRI, S. (2016). Features selection, data mining and finacial risk classification: A comparative study. *Intelligent Systems in Accounting, Finance and Management*, *23* (4), 265-275. doi:10.1002/isaf.1395.

LAHMIRI, S., GAGNON, S. (2016). Emerging markets reward risk: Empirical evidence from MENA during 2008 financial crisis. *International Journal of Innovation in the Digital Economy*, *7* (3), 65-76. doi:10.4018/IJIDE.2016070104.

LAHMIRI, S. (2016). Investigating long-range dependence in American treasury bills variations and volatilities during stable and unstable periods. *Fractals*, *24* (02). doi:10.1142/S0218348X16500250.

LAHMIRI, S. (2016). Image characterization by fractal descriptors in variational mode decomposition domain: Application to brain magnetic resonance. *Physica A: Statistical Mechanics and its Applications*, *456*, 235-243. doi:10.1016/j.physa.2016.03.046.

LAHMIRI, S. (2016). Clustering of Casablanca stock market based on Hurst exponent estimates. *Physica A: Statistical Mechanics and its Applications*, *456*, 310-318. doi:10.1016/j.physa.2016.03.069.

LAHMIRI, S. (2016). A variational mode decompoisition approach for analysis and forecasting of economic and financial time series. *Expert Systems with Applications*, *55*, 268-273. doi:10.1016/j.eswa.2016.02.025.

LAHMIRI, S. (2016). Intraday stock price forecasting based on variational mode decomposition. *Journal of Computational Science*, *12*, 23-27. doi:10.1016/j.jocs.2015.11.011.

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LAHMIRI, S., BOUKADOUM, M. (2015). Intelligent ensemble forecasting system of stock market fluctuations based on symetric and asymetric wavelet functions. *Fluctuation and Noise Letters*, *14* (04). doi:10.1142/S0219477515500339.

LAHMIRI, S., BOUKADOUM, M. (2015). A weighted bio-signal denoising approach using empirical mode decomposition. *Biomedical Engineering Letters*, *5* (2), 131-139. doi:10.1007/s13534-015-0182-2.

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LAHMIRI, S., BOUKADOUM, M. (2015). An ensemble system based on hybrid EGARCH-ANN with different distributional assumptions to predict S&P 500 intraday volatility. *Fluctuation and Noise Letters*, *14* (01), 1550001. doi:10.1142/S0219477515500017.

DI IEVA, A., BOUKADOUM, M., LAHMIRI, S., CUSIMANO, M. D. (2015). Computational analyses of arteriovenous malformations in neuroimaging. *Journal of Neuroimaging*, *25* (3), 354-360. doi:10.1111/jon.12200.

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LAHMIRI, S., GAGNON, S. (2016). A sequential probabilistic system for bankruptcy data classification. In Dariusz Jacek Jakóbczak (Ed.), *Analyzing risk through probabilistic modeling in operations research* (pp. 138-147). IGI Global. doi:10.4018/978-1-4666-9458-3.ch006.

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LAHMIRI, S. (2016). Prediction of international stock markets based on hybrid intelligent systems. In J. Martins, & A. Molnar (Eds.), *Handbook of research on innovations in information retrieval, analysis, and management* (pp. 110-124). IGI Global. doi:10.4018/978-1-4666-8833-9.ch004.

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LAHMIRI, S. (2014). Practical machine learning in financial market trend prediction (1 ed.). In Madjid Tavana (Ed.), *Analytical approaches to strategic decision-making* (pp. 206-217). IGI Global. doi:10.4018/978-1-4666-5958-2.ch010.

Non-Refereed Periodical Articles

LAHMIRI, S. (2014). Wavelet low and high frequency components as features for predicting stock prices with backpropagation neural networks. *Journal of King Saud University - Computer and Information Sciences*, *26* (2), 218-227. doi:10.1016/j.jksuci.2013.12.001.

LAHMIRI, S., BOUKADOUM, M., CHARTIER, S. (2013). Information aggregation and investment decision. *Les Cahiers de l'Institut des Sciences Cognitives, UQAM*, *3*, 99-104.

LAHMIRI, S. (2012). Resilient back-propagation algorithm, technical analysis and the predictability of time series in the financial industry. *Decision Science Letters*, *1* (2), 47-52.

LAHMIRI, S. (2011). An entropy-LVQ system for S&P500 downward shifts forecasting. *Management Science Letters*, *2*, 21-28.

LAHMIRI, S. (2011). A comparison of PNN and SVM for stock market trend prediction using economic and technical information. *International Journal of Computer Applications*, *29* (3), 24-30.

LAHMIRI, S. (2011). The effect of mother wavelet and subband choice on clustering of images. *International Journal of Computer Science, Engineering and Applications*, *1* (5), 13-20.

PUBLICATIONS IN PROGRESS

Publications under Review

LAHMIRI, S. An effective and fast approach for characterization of cardiac arrhythmia and congestive heart failure. *Healthcare Technology Letters*.

LAHMIRI, S. Integrating convolutional neural networks, kNN, and Bayesian optimization for detection of Alzheimer’s disease in MRI. *Biomedical Signal Processing and Control*.

LAHMIRI, S., SENSOY, A., AKYILDIRIM, E., BEKIROS, S. Statistical analysis of wavelet leaders reveals differences in multi-fractal characteristics of stock price and return series: Evidence from Turkish high frequency data. *Fractals*.

LAHMIRI, S., GHODOOSI, F., HOSSEINI, M. R., MORIN, D. Optimizing bidding with owner’s reputation and competition: a novel stochastic approach.

LAHMIRI, S., AMIRSHAHI, B. Hybrid deep learning and GARCH-family models for forecasting volatility of cryptocurrencies.

LAHMIRI, S., FOROUTAN, P. Connectedness between cryptocurrency markets and crude oil and gold markets: An analysis of the effect of COVID-19 pandemic.

LAHMIRI, S. Statistical Machine Learning Applied to Monitoring of Electric Drive: Evidence from a Large Dataset with Comparison.

Work-in-Progress

LAHMIRI, S. Short and long oscillations in EEG records as biomarkers of epilepsy.

LAHMIRI, S., AMIRIFAR, T., KAZEMI ZANJANI, M. An NLP-Deep Learning approach for Product Rating Prediction Based on Online Reviews and Product Features.

LAHMIRI, S., JAVVADI, G. R. Bankruptcy risk prediction by using advanced data mining models.

LAHMIRI, S., TADJ, C., GARGOUR, C. Optimal tuning of support vector machines and k-NN algorithm by using Bayesian optimization for newborn cry signal diagnosis based on audio signal processing features.

LAHMIRI, S. Efficiency in oil and natural gas markets in times of crisis.

LAHMIRI, S., SAADE, R. Kerosene price forecasting based on optimal support vector regression.

PRESENTATIONS

Invited Presentations

LAHMIRI, S. (2022). *Applications of AI/ML and Data Science in Finance*. McGill Decision Neuroscience Seminar, Montreal.

LAHMIRI, S. (2017). *On the effect of US subprime crisis on predictability of international stock markets*. CYRUS Institute of Knowledge (CIK) 2017 Conference, Cambridge, MA.

LAHMIRI, S. (2016). *Un modele de prevision du prix de l'electricite et du petrole brut base sur l'analyse multiresolution adaptative et reseaux baysiens*. International Conference Rabat Commodity Conference (RCC'2016), Rabat.

LAHMIRI, S. (2015). *Information flow and neural network accuracy in predicting market volatility*. Collogue en Informatigue Cognitive, Montreal, QC.

LAHMIRI, S., BOUKADOUM, M. (2014). *Tongueprint verification based on the energy of bidimensional intrinsic mode functions*. IEEE World Conference in Complex Systems, Agadir.

LAHMIRI, S. (2014). *A fuzzy intelligent system for bankruptcy data classification*. Collogue en Informatigue Cognitive, Montreal, QC.

LAHMIRI, S. (2013). *A CAD system for Alzheimer detection*. The 2nd World Clinical Diagnosis Online Conference, Bellaire, TX.

LAHMIRI, S. (2012). *Wavelets, features ranking, and automatic detection of cancer in mammograms*. Collogue en Informatique Cognitive, Montreal, QC.

LAHMIRI, S. (2012). *Directional features for automatic medical diagnosis*. Symposium of The Microsystems Strategic Alliance of Quebec, ACFAS, Montreal, QC.

LAHMIRI, S. (2012). *Biomedical image processing and classification*. IEEE Computational Intelligence Society (CIS), Montreal Section, Montreal, QC.

LAHMIRI, S. (2011). *A PCA-PNN based system for mammograms classification*. Institute of Cognitive Science, Conference On Cognitive Informatics, Montreal, QC.

TEACHING EXPERIENCE

Undergraduate

Since 2021	BSTA 477 Managerial Forecasting, John Molson School of Business (JMSB)
2019 - 2022	BSTA 450 Statistical Models for Data Analysis, John Molson School of Business (JMSB)
2019 - 2021	BSTA 478 Data Mining Tools &Techniques, John Molson School of Business (JMSB)
Since 2019	BSTA 445 Statistical Software for Data Management and Analysis, John Molson School of Business (JMSB)

Graduate

Since 2022	ADMIN 821 Artificial Intelligence for Business, John Molson School of Business (JMSB)
Since 2021	BSTA 677 Business Forecasting, John Molson School of Business (JMSB)
2020 - 2021	MBA 643 Managerial Analytics, John Molson School of Business (JMSB)
2019 - 2022	BSTA 678 Data Mining Techniques, John Molson School of Business (JMSB)
2019 - 2022	BSTA 678 Data Mining Techniques, John Molson School of Business (JMSB)
Since 2019	BSTA 645 Statistical Software for Data Management and Analysis, John Molson School of Business (JMSB)

STUDENT SUPERVISION

PhD Dissertations

2022 - 2026	Sharifpour, Kiana, (Ph.D in Business Administration/Supply Chain and Business Technology Management), John Molson School of Business (JMSB), Canada
2022 - 2025	Benghiat, Sonia, (Ph.D in Business Administration/Supply Chain and Business Technology Management), John Molson School of Business (JMSB), Canada
2020 - 2024	Amirshahi, Bahareh, (Ph.D in Business Administration/Supply Chain and Business Technology Management), John Molson School of Business (JMSB), Canada
2020 - 2024	Foroutan, Parisa, (Ph.D in Business Administration/Supply Chain and Business Technology Management), John Molson School of Business (JMSB), Canada
2019 - 2023	Martinez, Arelis Quevedo, (Ph.D in Project Management), Université du Québec en Outaouais (UQO), Canada (Co-supervised)

MSc Theses

2021 - 2022	Nafar, Mohammad Reza, (MSc in Supply Chain Management), John Molson School of Business (JMSB), Canada (Co-supervised)
2020 - 2022	Kashi, Mehrshad, (M.A.Sc in Electrical Engineering), Gina Cody School of Engineering and Computer Science, Canada (Co-supervised)
2020 - 2022	Amirifar, Tolou, (M.A.Sc in Industrial Engineering), Gina Cody School of Engineering and Computer Science, Canada (Co-supervised)

Other Research Projects

2021	Portillo, Oscar, (MBA research project), John Molson School of Business (JMSB), Canada (Co-supervised)
2021	Ghodoosi-poor, Farzad, (MBA research project), John Molson School of Business (JMSB), Canada (Co-supervised)

STUDENT COMMITTEE MEMBERSHIP

External Examiner

2017	Andriamaharosoa Sylvia, Structure causale des risques dans les systèmes industriels par la méthode des réseaux Bayésiens dynamiques, External Examiner, Université du Québec en Outaouais (UQO), Canada
2017	Thinakaran K, Ph.D in information and communication engineering, External Examiner, Anna University, India

SERVICE TO UNIVERSITY

John Molson School of Business

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Department Level

Since 2022 Coordinator of new brand courses COMM213 and COMM214 to replace COMM215., John Molson School of Business (JMSB), Canada

Since 2019 JMSB MSc BATMAN DS/MIS Committee member., John Molson School of Business (JMSB), Canada

Since 2019 Member of the department hiring committee (DHC) of the SCBTM department at JMSB to recruit ETA lecturers., John Molson School of Business (JMSB), Canada

Faculty Level

2021 The 6th Canadian Conference in Applied Statistics, Local Organizing Committee member & Scientific Program Committee member, Concordia University, Canada

University Level

Since 2020 Concordia Applied AI Institute steering committee member, John Molson School of Business (JMSB), Canada

2020 Stand-Out Graduate Research Award Competition steering committee member, Concordia University, Canada

2020 Arbour Foundation Competition steering committee member, Concordia University, Canada

SERVICE TO ACADEMIC COMMUNITY

Service to Granting Agencies

2020 SSHRC Doctoral Committee member, Social Sciences and Humanities Research Council (SSHRC), Canada

EDITORIAL ACTIVITIES

Associate Editor of Peer-Reviewed Journals

Since 2020 Chaos, Solitons & Fractals

Since 2020 Expert Systems with Applications

Since 2020 Entropy

Since 2020 Machine Learning with Applications

Since 2020 Machine Learning and Knowledge Extraction

OTHER

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Languages

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English, Highly proficient

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Curriculum Vitae

EDUCATION

GEORGIA STATE UNIVERSITY
Ph.D., Decision Sciences, Computer Information Systems 2000

GEORGIA STATE UNIVERSITY
MBA, Decision Sciences, 1997

AZERBAIJAN STATE OIL ACADEMY
B.Sc., Management Information Systems, 1991

EXPERIENCE

DEPT. OF SUPPLY CHAIN & BUSINESS TECHNOLOGY MANAGEMENT, CONCORDIA UNIVERSITY
MONTREAL, QUEBEC, CANADA
Chair, 2014-2017, 2021-present, 2019-2021 (acting, interim)

DEPT. OF SUPPLY CHAIN & BUSINESS TECHNOLOGY MANAGEMENT, CONCORDIA UNIVERSITY
MONTREAL, QUEBEC, CANADA
Professor, 2013-Present

DEPT. OF DECISION SCIENCES & MIS, CONCORDIA UNIVERSITY
MONTREAL, QUEBEC, CANADA
Associate Professor, 2005-2013

DEPT. OF DECISION SCIENCES & MIS, CONCORDIA UNIVERSITY
MONTREAL, QUEBEC, CANADA
Assistant Professor, 2000-2005

DEPT. OF DECISION SCIENCES, GEORGIA STATE UNIVERSITY
Research/Teaching Assistant, 1994-2000

DEPT. OF MANAGEMENT INFORMATION SYSTEMS, AZERBAIJAN STATE OIL ACADEMY, BAKU, AZERBAIJAN (FORMER USSR)
Research Worker/Teaching Assistant, 1991-1994

RESEARCH INTERESTS

ARTIFICIAL INTELLIGENCE, DECISION AND NEGOTIATION SUPPORT SYSTEMS; DESIGN RESEARCH; E-COMMERCE RECOMMENDATION SYSTEMS; E-NEGOTIATIONS; MARKET ENGINEERING; APPLICATIONS OF AGENT TECHNOLOGIES, NEURAL NETWORKS, GENETIC ALGORITHMS, FUZZY LOGIC AND FUZZY ARITHMETIC

PUBLICATIONS

Journal Papers

"Artificial Intelligence in Human Resources Management: A Review and Research Agenda"
Gélinas, D., Sadreddin, A., and Vahidov, R.
Pacific Asia Journal of the Association for Information Systems, 14 (6), 2022.

"An experimental examination of credible information disclosure, perception of fairness, and intention to do business in online multi-bilateral negotiations"
Yu, B., Kersten, G., and Vahidov, R.
Electronic Markets, 32 (1), 2022, 217-237.

"Vaccine hesitancy: evidence from an adverse events following immunization database, and the role of cognitive biases"
Azarpanah, H., Farhadloo, M., Vahidov, R., and Pilote, L.,
BMC Public Health, 21 (1), 2021.

"Acceptance of Technological Agency: Beyond the Perception of Utilitarian Value"
Yu, B., Vahidov, R., and Kersten, G.,
Information & Management, 58 (7), 2021.

"Concession Crossover in Electronic Negotiations"
Carbonneau, R., Vahidov, R.,
Control & Cybernetics, 50 (1), 2021, 51-60.

"Applying Social Interaction Theory to Negotiation Modelling: Design of E-negotiation System"
Yu, B. and R. Vahidov
Information Systems Frontiers, 21 (3), 2019, 703-718.

"A Study of the Effects of Interplay between Negotiation Tactics and Task Complexity in Software Agent to Human Negotiations"
Vahidov, R., Saade, R., and Yu, B.
Electronic Commerce Research and Applications, 26, 2017, 50-61.

“A Multi-attribute bidding strategy for a single-attribute auction marketplace”
Carbonneau, R and Vahidov, R.
Expert Systems with Applications, 43, 2016, 42-50.

“Traders' Subjective Appraisals: Comparison of Negotiations and Auctions”
Yu, B., Kersten, G., & Vahidov, R.
Journal of Organizational Computing and Electronic Commerce, 25 (3), 2015, 233-261.

“Quantitative concession behavior analysis and prediction for decision support in electronic negotiations”
Carbonneau, R., Vahidov, R. & Kersten, G.
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Negotiation and Market Engineering
Dagstuhl Seminar
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Grants

External

RBC Professorship in Interorganizational IT Governance
Rustam Vahidov
Awarded: 2010-2015 ($20,000 per year)

Australian Research Council
Investigators: Quoc B Vo, Ryszard Kowalczyk, Sascha Ossowski, Gregory E Kersten,
Rustam Vahidov
Title: “Responsive automated negotiation in open distributed environments”
Awarded: 2011-2013 ($300,000)

SSHRC Special grant in Buisness, Management & Economics
Principal Investigator: R. Vahidov
Co-investigators: G. Kersten, T.Lituchy
Title: “Comparison of electronic market mechanisms”
Awarded: 2008-2012 ($219,000)

NSERC Individual Discovery Grant
Title: “Situated Decision Support Systems: Development and Evaluation”
Awarded: 2004-2012 ($96,000)

SSHRC Strategic research grant application
Title: “Electronic Negotiations in the New Economy”
Principal Investigator: G. Kersten
Team members: J. Etezadi, K.Laframboise, R. Vahidov, and others.
Awarded: in November 2001 ($ 1,400,000)

Internal

FRDP Grant Phases I and II
Received: Fall 2000, Spring 2002
Title: “A Framework for Multi-Agent Decision Support System for Electronic Business Applications”

TEACHING

GRADUATE LEVEL

INTELLIGENT APPLICATIONS FOR BUSINESS
Concordia University
The course for graduate MIS students was proposed and developed by me.

AGENT-BASED TECHNOLOGIES
Concordia University
The course for graduate MIS students was proposed and developed by me.

SYSTEM DEVELOPMENT METHODOLOGY FOR E-BUSINESS
Concordia University

COMPUTER SKILLS FOR EMPIRICAL RESEARCH
Georgia State University, Doctoral level

UNDERGRADUATE LEVEL

INTRODUCTION TO BUSINESS APPLICATION DEVELOPMENT
Concordia University

INFORMATION SYSTEMS DESIGN AND IMPLEMENTATION
Concordia University

FUNDAMENTALS OF OBJECT-ORIENTED PROGRAMMING FOR BUSINESS
Concordia University

INTRODUCTION TO BUSINESS COMPUTER PROGRAMMING
Concordia University

OBJECT-ORIENTED SYSTEM DEVELOPMENT
Concordia University

E-BUSINESS IMPLEMENTATION
Concordia University

SOFTWARE APPLICATION DEVELOPMENT
Concordia University

INTRODUCTION INTO MANAGEMENT INFORMATION SYSTEMS
Concordia University

FUNDAMENTALS OF INFORMATION TECHNOLOGY
CONCORDIA UNIVERSITY

INTRODUCTION INTO DECISION SUPPORT SYSTEMS
Concordia University and Georgia State University, Undergraduate & Graduate levels

INTRODUCTION TO BUSINESS STATISTICS
CONCORDIA UNIVERSITY

GENERALIZED MODELING TECHNIQUES
Georgia State University

END-USER APPLICATION DEVELOPMENT
Georgia State University

INTRODUCTION INTO COMPUTER-BASED INFORMATION SYSTEMS
Georgia State University

CORPORATE FINANCE
Khazar university, Baku, Azerbaijan

OPERATING SYSTEMS
Azerbaijan State Oil Academy

ARTIFICIAL INTELLIGENCE SYSTEMS
Azerbaijan State Oil Academy

GRADUATE STUDENT SUPERVISION

HAVE SUPERVISED A NUMBER OF M.SC. STUDENT THESES TO COMPLETION. CURRENTLY SUPERVISING ONE PH.D. STUDENT. COMMITTEE MEMBER OF FOUR PH.D. STUDENTS.

AWARDS

DEAN'S AWARD FOR OUTSTANDING SCHOLARSHIP (MIDCAREER): 2010, JMSB, CONCORDIA UNIVERSITY

RBC PROFESSORSHIP IN INTER-ORGANIZATIONAL GOVERNANCE OF INFORMATION TECHNOLOGY: 2010, JMSB, CONCORDIA UNIVERSITY (5 YEAR APPOINTMENT)

BEST PAPER: "NEGOTIATION AND AUCTION MECHANISMS: TWO SYSTEMS AND TWO EXPERIMENTS"
KERSTEN, G.E., P. PONTRANDOLFO, R. VAHIDOV, D. GIMON.
THE TENTH WORKSHOP ON E-BUSINESS (WEB 2011), SHANGHAI, CHINA, DECEMBER 4, 2011.

BEST STUDENT PAPER: "USING GENETIC ALGORITHMS FOR GENERATING ALTERNATIVES IN DSS" VAHIDOV, R. & FAZLOLLAHI, B.
2ND ANNUAL CONFERENCE OF THE SOUTHERN ASSOCIATION FOR INFORMATION SYSTEMS, SAIS-99. ATLANTA, GA, APRIL 23-25, 1999.

MEMBERSHIPS & ACTIVITIES

ASSOCIATE EDITOR
Group Decision and Negotiation,
International Journal of Information Security and Policy

SESSION CHAIR
Various conferences

REVIEWER FOR THE
Journal of Management Information Systems, Decision Support Systems Journal, International Journal of E-Commerce, IEEE Transactions on Systems, Man, and Cybernetics Part A, Electronic Commerce: Research and Applications, Group Decisions and Negotiations, and a number of other journals and conferences

SELECTED SERVICES

- Undergraduate Curriculum Committee (2012)
- Task force for recommending hiring practices (2012)
- Student Tribunals (2011- 2012)
- University Library Committee (2008-Present)
- Business Technology Management Committee

- MIS group chair (2012)
- Department Personnel Committee (Fall 2009-2012)
- Department Hiring Committee (2010)
- Task Force for restructuring undergraduate programs (2008-2009)
- Task Force for restructuring M.Sc. in MIS program (2009-present)
- Acting Director of the “Interneg” Research Center (2007-2008)
- Faculty Council (2006)
- Ph.D. MIS representative (2009-2010)
- Graduate Awards Committee (2003-2006)
- GCEB (Graduate Certificate in E-Business) Directorship (2003-2004)
- GCEB Committee (2001-2004)
- M.Sc. MIS Chair (2007)
- M.Sc. MIS Committee
- Undergraduate MIS committee
- Chairing M.Sc. Thesis Defenses (ongoing)
- M.Sc. MIS orientation presentations
- Organizing REACH Research Seminars
- Work Site Interviews for Cooperative Education Students
- Center for Research and Innovation in Business Grant Application
- Various search committees

CURRICULUM VITAE

Raul Valverde

Phone: 1-438-969-2638

Email: raul.valverde@concordia.ca

Teaching Overview

Energetic and educated professional with teaching experience in Information Systems, Operations Management, and Risk Management. I have more than twenty-five years of experience in industry and academia. My learner-focused attitude and best practice teaching methods enable students to gain a real-world understanding of theory and principles

Key Professional Attributes

Educated in Business, Operations and Technology; well versed in the application of technology to business objectives.

- Doctorate degree in Business Administration, and Master Degrees in Engineering, Logistics and Supply Chain Management, Financial Management with undergraduate degree in Management Mathematics and Computers
- Habilitated to supervise doctoral and master students in Information Technology and Project Management at the University of Quebec at Outaouais
- Experience in the co-supervision of doctoral students as an affiliate professor at the University of Quebec at Outaouais
- Experience in supervising more than forty master's thesis at the University of Liverpool as an Honorary Lecturer
- Research interests in Supply Chain Analytics, Supply Chain Systems, Risk Management for Information Systems and Supply Chain, Financial Information Systems, Project Management, Information Service Management and NeuroIS.
- H-index of 16, i10-Hindex of 32 in Google scholar and a RG-score of 22.72 in research gate
- Professional certifications in Engineering, IT, Project Management, Neuro Economics, Operations Research and Supply Chain.
- Professional experience in the Telecommunications and Health care industries.
- Experience with distance education programs in the online format.
- Proactive; concerned with student education, understanding and responsive to the balance of student needs with department needs.

Academic Experience

Concordia University **June 2010 to present**
Lecturer/Senior Lecturer of Supply Chain and Business Technology Management
Director of Business Technology Management Program
Director of the BTM and SCOM Coop programs
Computer Institute of Continuing Education Instructor
John Molson School of Business
Montreal, Quebec

- I teach and conduct research in Supply Chain Operations and Management Information Systems courses for the department of Supply Chain and Business Technology Management.

- I serve as a Director of the Co-op program that requires me to provide academic advice to students in the Supply Chain Operations Management and Management Information Systems program

- I designed and developed the program in Information Systems Audit and Control for accreditation by ISACA that required the design and implementation of a new course in the BTM program (BTM 440 Business Information Systems' Risks, Security and Audit) and a new minor in IT Auditing and Risk Management with the Accounting department.

- I participate in the promotion of Co-op programs, conduct student interviews for admission, conduct visits and establish relations with employers. I prepare letters of recommendation for students and participate in departmental meetings. I participate in open House, accreditation Committees, academic Curriculum Committee and part time hiring committee and am member of the CUFA faculty council since 2013.

- I participated in the accreditation committee for the supply chain management program and achieved accreditation in March 2012.

- I coordinated the Business Technology management course for the academic year 2011-2018.

- I am the academic director of the Business Technology Program that requires me to deal with accreditation issues with our program and meet with people from industry in order to get feedback to improve our programs.

- I prepared and submitted the accreditation application for the BTM program. I coordinated the accreditation evaluation from the Information Technology Association of Canada that culminated in full accreditation in 2016.

- I supervise research projects for undergraduate students.

- I am also an accreditation reviewer and member of the BTM Forum Governing Council that is part of the Information Technology Association of Canada.

Université du Québec en Outaouais **August 2017 to 2022**
Professeur associé
Gatineau Quebec

Dissertation co-supervisor for doctoral students in Information Technology. Habilitated to supervise PhD in Information Technology and DBA in project management students. Taught Project Planning and Control Operations MGP7121

Laurentian University **Jan 2008-2010**
Online Sessional Lecturer
Department of Business Administration
Sudbury Ontario

Responsible for teaching Operations Management, Management Statistics, Financial Management & Risk Management courses for the Certified General Accountant program given to B.Comm and MBA students. I designed a course in Risk Management.

CONAIC Mexico **Jan 2015-Present**
International Relations

I have represented CONAIC an accreditation Mexican body for computing University programs at the international level. I have been able to secure provisional admission to the Seoul Accord and working towards the progress of full admission into this international accreditation body.

University of Liverpool **August 2002 to 2018**
Honorary Online Lecturer for the M.Sc in IS program
Liverpool UK, Laureate Online Education

I was responsible for the teaching courses in the online format for the Master of Management in Information Systems, I served as a dissertation Advisor for Master's students in the fields of Accounting Information Systems, Financial Information Systems, Information Security, Supply Chain Management, Security Engineering, E-commerce, Operations Management and IS Management.

Concordia University **Jan 2000 to May 2010**
Regular Part time lecturer & Permanent Instructor of the Computer Institute
John Molson School of Business & Continuing Education Departments
Montreal, Quebec

I was instructor for the Computer Institute and part time faculty member in Management Information Systems and Operations. I was union representative for part time hiring committees. I mentored and wrote letters of recommendations for students. I participated in monthly department meetings

Champlain College **January 2007 to June 2010 Instructor**
St-Lambert, Quebec

I taught courses in the Transportation and Logistics, Computer Security and Wireless Networking programs.

Lasalle college **January 2009 to Dec 2009**
Part-time Instructor
Montreal, Quebec

I taught courses in Accounting Information Systems.

Professional Positions

CGA Canada **Jan 2010 to June 2010**
Risk Management content consultant

Content specialist for the Risk Management exam and material towards the CGA designation. Development of the Risk Management Online Course in Coordination with Laurentian University.

Birzeit Consulting, Washington USA **June 2009 to May 2010**
(http://www.bzconsult.com/)
Senior Associate Consultant:

- Preparation of Information Security audit plans for customers in the middle east
- Enterprise Resource Planning customer needs assessment, preparing SRS documents with vendors and overseeing the testing process of customized models.
- Preparation of training courses in information security, supply chain and forensics

Positron Public Safety Systems, Montreal QC **June 1999 to June 2003**
Public security systems 911 emergency calls service and product provider.

Software Engineer and Architect
- Responsible for software development and technical implementation of Emergency Systems.
- I performed product training for emergency centers around the US and Europe. I was responsible for coordinating all technical aspects of systems integration proposal and projects technical point of contact with the customer for international projects in Spain, Latin America, and Australia.
- I defined software development strategies and customers' needs. I was also responsible for the overall systems architecture and systems design based on the operational and contractual requirements to ensure Systems integrity.

- I developed Visual C++ code for several products including PowerCAD and SIMS. Power CAD is a dispatching system for emergency vehicles that used GPS and operational research mathematical algorithms for transportation optimization. SIMS was a geographical information system for mapping of incidents.

Phoenix International Life Sciences (now MDS), Montreal QC **May 1997 to June 1999**

It conducts clinical research studies for FDA and Health Canada drug approval.
Senior Statistical Software developer I developed Laboratory information management systems and performed database design by using Visual C++ and procedures in Oracle 8. I implemented mathematical algorithms and equations for pharmacokinetics software.

PSQ Technologies, D.D.O QC **May 1996 to May 1997**
(http://www.psq.com/)
Telecommunications manufacturer and integration firm

Product manager
Managed the product development for the Automatic Vehicle Location product (Product for vehicle location using ORBCOMM satellite communications, cellular communications, and Global positioning systems).

- Managed the manufacturing of the product by preparing CAD files for the development of the product by using surface mount technology
- Prepared production schedules
- Prepared MRP
- I was in charge of two engineers
- I defined product requirements
- Prepared tenders and proposals for customers
- Prepared technical presentations for customers and investors
- Assisted in the development of software by writing C++ and Visual Basic Code

Concordia and McGill Universities **1995-1996**

Research Assistant
Conducted research for Geographical Information Systems and Image Remote sensing under the supervision of Dr. Reza Soleymani. Duties included software development and report preparations in C++ and Visual Basic.

Mikalexcom Inc, Montreal QC **1993-1995**
Telecommunications consultant in the field voice communications

Software developer
I developed software for fax and voice mail applications by using C++.

Military Hospital, Monterrey, Mexico **1990-1993**
IT Manager

Management of IT Systems
.

Research Affiliations

Université du Québec en Outaouais **August 2017 to Jan 2022**

Gatineau Quebec
Professeur associé

Dissertation co-supervisor in Information Technology and Operations Management

University of Liverpool **August 2001 to June 2018**
Honorary Lecturer
Liverpool UK,

Dissertation Advisor of the IS and Supply Chain Management.

Member of Mexico's CONACYT "National Research System", SNI **2013 to 2021**
National Researcher Level 1 (Researcher number 58665)

Conduct research in the areas of Information Systems and Operations Research with collaboration with the research unit of GESTI of the Universidad Autónoma de Aguascalientes. I also co-supervise research students for the MSc in IT and Applied Mathematics in Mexico.

University and College Education

University degrees and diplomas

- PhD, Business Administration, Information Systems
  (PhD equivalency granted by the University of Toronto)
  University of Southern Queensland, Queensland, Australia

- Post Master of Business Administration, Management
  McGill University, Quebec, Canada

- Master of Science, Accounting & Financial Management, Risk Management
  Bristol Business School
  Degree earned by completing Program with the Association of International Accountants
  University of the West of England, Bristol, UK

- Master of Logistics and Supply Chain Management
  Camilo Jose Cela University, Spain

- Master of Engineering, Electrical Engineering, Computer Engineering & Operations Research
- Given Diploma in Operational Research from Canadian Operational Research Society
  Concordia University, Quebec, Canada

- Bachelor of Science, Management Mathematics, Computer Technology concentration
  University of the State of New York at Excelsior College, Albany New York, USA,

Professional Licenses

- Professional Engineer- Professional Engineers of Ontario, Canada

Professional Certifications and Continuing Education

Supply chain and operations management

- Certified ERPSim SAP simulator trainer
- Certified Project Manager, Accountants Institute
- Certified Project Accountant, Accountants Institute
- Certificate, Project Management, Rutgers, The state university of new Jersey, USA,2006
- Diploma, Operational Research, Canadian Operational Research, Canada, 2010

Information Technology

- Microsoft Certified Engineer (2003)- Microsoft
- Microsoft Certified Database Administrator (2000)- Microsoft
- Microsoft Certified Trainer (2009)- Microsoft
- Cisco Certified Network Associate Certificate, Cegep D'Loutaouais, Quebec, Canada
- Certified Cisco Network Associate (2008) (Expired)- CISCO
- ITIL Foundations certificate
- Certificate, Computer Security, Stanford University, USA, 2007

Management

- Certificate, Neuromarketing, Nebrija University, Spain, 2017
- Certificate, Business and Executive Coaching, University Isabel 1, Spain 2020
- Graduate Certificate in Coaching and Counselling, Business University of Costa Rica, 2021

Others

- Certified in Neuroeconomics, Higher School of Economics
- Registered Professional Accountant, Society of Professional Accountants
- Certificate, University Teaching, Concordia University

Awards

- Excellence teaching award, University of Liverpool, UK
- Honorary Lecturer award, University of Liverpool, UK
- National Researcher, CONACYT, Mexico
- Academic Fellow, Association of International Accountants, UK

Professional Membership

- Professional Engineers of Ontario
- Association for Information Systems
- Member of ISACA (Information Systems and Audit Control Association)
- Member of Mexico's CONACYT "National Research System", SNI 58665
- Chartered Member in Risk and Compliance from the Chartered Institute for Securities & Investment

Research

Published Peer-Reviewed Journals

1. Khosrojerdi, F., Gagnon, S., & Valverde, R. (2021). Proposing an Ontology Model for Planning Photovoltaic Systems. *Machine Learning and Knowledge Extraction*, *3*(3), 582-600.
2. Valverde, R., & Swanson, C. (2022). Development of a Quantum-based Ontology for Describing NDEs by Using Computerized Natural Language Processing. Journal of Consciousness Exploration & Research, 12(3).
3. Chang, V., Li, X., Zhang, J., Xu, Q., & Valverde, R. F. (2022). Brand personality in cultural tourism and sustainable development by using big data analytics. *International Journal of Business and Systems Research*, *16*(1), 125-139.
4. Smith, QUINTIN-JOHN & Valverde, R. (2021). A perceptron based neural network data analytics architecture for the detection of fraud in credit card transactions in financial legacy systems. *WSEAS Transactions on Systems and Control*, *16*.
5. Khosrojerdi, F., Gagnon, S., & Valverde, R. (2021). Proposing an Ontology Model for Planning Photovoltaic Systems. *Machine Learning and Knowledge Extraction*, *3*(3), 582-600.
6. Alankar, B., Sharma, G., Kaur, H., Valverde, R., & Chang, V. (2020). Experimental setup for investigating the efficient load balancing algorithms on virtual cloud. *Sensors*, *20*(24), 7342.
7. Ji, Z., Chang, V., Lan, H., Robert Hsu, C. H., & Valverde, R. (2020). Empirical Research on the Fama-French Three-Factor Model and a Sentiment-Related Four-Factor Model in the Chinese Blockchain Industry. *Sustainability*, *12*(12), 5170.
8. Chang, V., Valverde, R., Ramachandran, M., & Li, C. S. (2020). Toward Business Integrity Modeling and Analysis Framework for Risk Measurement and Analysis. *Applied Sciences*, *10*(9), 3145.
9. Barrad, Sherif, Stéphane Gagnon, and Raul Valverde. "An Analytics Architecture for Procurement." *International Journal of Information Technologies and Systems Approach (IJITSA)* 13.2 (2020): 73-98.
10. Barrad, S., & Valverde, R. (2020). The Impact of e-Supply Chain Management Systems on Procurement Operations and Cost Reduction in the Electronics Manufacturing Services Industry. *Journal of Media Management and Entrepreneurship (JMME)*, *2*(1), 1-27.
11. Amin, A., Valverde, R., & Talla, M. (2020). Risk Management via Digital Dashboards in Statistics Data Centers. *International Journal of Information Technologies and Systems Approach (IJITSA)*, *13*(1), 27-45.
12. Khosrojerdi, F., Gagnon, S., & Valverde, R. (2020). Proposing a Knowledge-based Model for Photovoltaic Modules Operating under Shading Conditions. *WSEAS Transactions on Computers*, *19*, 224-233.
13. Leger, M. A., Valverde, R., & Gagnon, S. (2019). An Innovative Framework to Integrate CIO Competencies Within the Business Technology Management Body of Knowledge. *International Journal of Organizational and Collective Intelligence (IJOCI)*, *9*(3), 1-18. X
14. Rasmussen R. Talla M., & Valverde, R. (2019), Case Study on Geocoding Based Scheduling Optimization in Supply Chain Operations Management, WSEAS TRANSACTIONS on COMPUTER RESEARCH, 7, 29-35
15. Sidenko, S., Valverde, R., & Gagnon, S. (2019). Open Business Models for Business Technology Management Bodies of Knowledge. *International Journal of Organizational and Collective Intelligence (IJOCI)*, *9*(3), 19-44.
16. Barrad, S., & Valverde, R. (2019). Architecture for the Payment of Suppliers in the Supply Chain Through Web Services. *International Journal of Organizational and Collective Intelligence (IJOCI)*, *9*(4), 18-36.

17. Van der Burg, R., Valverde, R., & Torres, B. (2017). Process guidelines for global leaders: How to effectively manage international teams. *International Journal of Economics and Management*, *2*, pp.121-133.
18. Van der Burg, R., Valverde, R., & Torres, B. (2017). Factors that determine the form of management in an international environment. *International Journal of Cultural Heritage*, *2*, pp.28-42.
19. Valverde, R and Talla, M (2017). Reengineering of Legacy Systems into Supply Chain Systems: Traditional Data Oriented versus Process Oriented Approaches, *International Journal of Organizational and Collective Intelligence* 7(2), pp 1-12
20. Valverde R. (2017), An adaptive neural network for the cost estimation of e-learning projects in the United Kingdom, *International Journal of Decision Support Technology* 9(3)
21. Valverde R and Malleswara Talla (2016), RFID Implementation in Supply Chain: A Comparison of Three Case Studies, *The IUP Journal of Supply Chain Management*, 13(4)
22. Valverde R. (2016), A Quantum Biofeedback and Neurotechnology Cybertherapy System for the Support of Transpersonal Psychotherapy, *NeuroQuantology*, 14(4)
23. Cater-Steel A.,Valverde R., Shrestha A, and Toleman M. (2016), Decision Support Systems for IT Service Management*, International Journal of Information and Decision Sciences ,* volume 7 number 4
24. DeSouza, E., & Valverde, R. (2016). Reducing security incident in a Canadian PHIPA regulated environment with an employee-based risk management strategy. *Journal of Theoretical and Applied Information Technology*, volume 90, number 2.
25. Avédissian, A., & Valverde, R. (2015). An extension proposition for the agent-based language modeling ontology for the representation of human-driven collaboration in supply chain systems. *IFAC-PapersOnLine*, 48(3), 1857-1864.
26. Wolden, M., Valverde, R., & Talla, M. (2015). The effectiveness of COBIT 5 Information Security Framework for reducing Cyber Attacks on Supply Chain Management System. *IFAC-PapersOnLine*, 48(3), 1846-1852.
27. Valverde, R. (2015). An insurance model for the protection of corporations against the bankruptcy of suppliers by using black-scholes-merton model. *IFAC-PapersOnLine*, 48(3), 513-520.
28. Barrad S and Valverde R. (2015), Mitigating supply chain risks by evaluating supplier bankruptcy probabilities through web services and the black-scholes-merton model, *WSEAS transactions on information science and applications,* volume 12 number 1
29. Valverde, R. (2015). Neurotechnology as a Tool for Inducing and Measuring Altered States of Consciousness in Transpersonal Psychotherapy. *NeuroQuantology*, 13(4).
30. Valverde R (2015), An Insurance Model for the Protection of Corporations against the Bankruptcy of Suppliers. *European Journal of Economics, Finance and Administrative Sciences*, volume 76 number 1
31. Avedissian A., Valverde R., Barrad S. (2105), An Extension Proposition for the Agent-Based Language Modeling Ontology for the Representation of Supply Chain Integrated Business Processes, *WSEAS transactions on business and economics*, volume 12 number 1,
32. Valverde R and Saade R. (2015), The Effect of E-Supply Chain Management Systems in the North American Electronic Manufacturing Services Industry, *Journal of Theoretical and Applied Electronic Commerce Research*, volume 9, number 3
33. Kraus Cornelia and Valverde R. (2014), A data warehouse design for the detection of fraud in the supply chain by using the Bendford's law, *American Journal of Applied Science*, volume 11, number 9 (SJR 0.16, Q3, Scimago)
34. Moseley S. and Valverde R. (2014), A cost model for E-learning projects in the United Kingdom, *International Journal of Digital Accounting Research,* volume 13**,** number 1 (SJR 0.16, Q4, Scimago)

35. Almadhoob A and Valverde R (2014), A cybercrime prevention in the kingdom of Bahrain via IT security audit plans, *Journal of Theoretical and Applied Information Technology*, volume 65, number 1. . (SJR 0.17, Q3, Scimago)
36. Massa, D. and Valverde, R. (2014). A Fraud Detection System Based on Anomaly Intrusion Detection Systems for E-Commerce Applications. *Computer and Information Science*, volume 7, number 2.
37. Valverde, R., Saade, R. and Talla, (2014). ITIL-based IT service support process reengineering. *Intelligent Decision Technologies*, volume 8, number 2. M . (SJR 0.23, Q3, Scimago)
38. Valverde R and Condon C. (2014), Increasing Critical Thinking in Web-Based Graduate Management Courses, *Journal of Information Technology Education:Research*, volume 13. (SJR 0.39, Q2, Scimago)
39. Felix, F. and Valverde, R. (2014). An RFID Simulation for the Supply Chain Management of the UK Dental Industry. *Journal of Theoretical and Applied Information Technology*, volume 60, number 2. (SJR 0.17, Q3, Scimago)
40. Adoga, I. and Valverde, R. (2014). An RFID Based Supply Chain Inventory Management Solution for the Petroleum Development Industry: A Case Study for Shell Nigeria. *Journal of Theoretical and Applied Information Technology*, volume 62, number 1. . (SJR 0.17, Q3, Scimago)
41. Adenle Adeoti and Valverde R. (2014), Time-Driven Activity Based Costing for the improvement of IT services operations, *International Journal of Business and Management*, volume 9, number 1.
42. Khan N and Valverde R (2014), the use of RFID based supply chain systems in data centers for the improvement of the performance of financial institutions, *Journal of Engineering Management Research*, volume 3, number 1.
43. Stephens, J., and Valverde, R. (2013), Security of E-Procurement Transactions in Supply Chain Reengineering. *Computer and Information Science*, volume *6,* number 3.
44. Talla Malleswara and Valverde Raul (2013), An Implementation of ITIL Guidelines for IT Support Process in a Service Organization, *International Journal of Information and Electronics Engineering*, volume 3, number 3.
45. Talla Malleswara and Valverde Raul (2012), Data oriented and Process oriented Strategies for Legacy Information Systems Reengineering, *ACEEE International Journal on Information Technology*, volume 2, number 1.
46. Grittner Detlef and Valverde Raul (2012), An object-oriented supply chain simulation for products with high service level requirements in the embedded devices industry, *International Journal of Business Performance and Supply Chain Modelling*, 2012 volume.4, number.3/4. (SJR 0.21, Q3, Scimago)
47. Talla Malleswara and Valverde Raul (2012), Component Replacement Strategies for Information Systems Reengineering, *International Journal of Computer Applications*, volume 37 number 6.
48. Valverde Raul (2011), A Business Intelligence System for Risk Management in the Real Estate Industry. *International Journal of Computer Applications* volume 27 number 2.
49. Rathore Athul and Valverde Raul (2011) An RFID Based E-commerce Solution for the Implementation of Secure Unattended Stores, *Journal of Emerging Trends in Computing and Information Sciences*, volume 2 number 8.
50. Valverde Raul (2011) A Risk Management Decision Support System for the Real Estate Industry, International *Journal of Information and Communication Technology Research*, volume 1, number 3
51. Storey Paul and Valverde Raul (2011) Employing CORBA in the mobile telecommunications sector and the application of Component Oriented Programming techniques, *Journal of Emerging Trends in Computing and Information Sciences* volume 2, number 4
52. Van der Burg R. and Valverde Raul (2011) A Study on the Maturity of Organizations in the Service Management Environment, *International Journal of Business and Social Science*, volume 2, number 10.

53. Ewart J.H. Nijburg and Valverde Raul (2011) A Business Continuity Monitoring Model for Distributed Architectures, *International Journal of Applied Science and Technology*, volume 1, number 2 . (SJR 0.17, Q3, Scimago)
54. Monshouwer, Erik-Jan and Valverde, Raul (2011) Architecture for Integration of point of sale terminals with Financial institutions through web services, *Journal of Theoretical and Applied Information Technology*, volume 25 number 1. (SJR 0.17, Q3, Scimago)
55. Valverde, Raul and Toleman, Mark and Cater-Steel, Aileen (2011) A method for comparing traditional and component-based models in information systems re-engineering. *Information Systems and e-Business Management*, volume 9, number 1. (SJR 0.42, Q2, Scimago)
56. Valverde, Raul (2010), An adaptive Decision Support Station for Real Estate Portfolio Management, *Journal of Theoretical and Applied Information Technology*, volume 12, number 2. (SJR 0.17, Q3, Scimago)

Book Chapters

1. Valverde, Raul (2021). "An internet-based quantum biofeedback and neurotechnology cybertherapy system for the support of transpersonal psychology." *Research Anthology on Rehabilitation Practices and Therapy*. IGI Global, pp. 940-976.
2. Valverde, R., & Talla, M. R. (2020). Reengineering of Legacy Systems into Supply Chain Systems: Traditional Data Oriented versus Process Oriented Approaches. In *Supply Chain and Logistics Management: Concepts, Methodologies, Tools, and Applications* (pp. 1377-1389). IGI Global.
3. Valverde R and Torres B. (2018), A Quantum NeuroIS data analytics architecture for the measurement of computer anxiety: a tool for the usability evaluation of learning management systems, in Bhattacharyya S Quantum-Inspired Intelligent Systems for Multimedia Data Analysis, IGI Global
4. Valverde, Raul (2018) Moving Towards International Recognition of Computer Science and Information Technology University Programs Through Latin American Accreditation Bodies with the Seoul Accord: CONAIC a Mexico Case Study. In: Retos y avances de la calidad en Iberoamérica para programas en tecnologías de la información. CONAIC, pp. 101-112.
5. Barrad, S., Valverde, R., & Gagnon, S. (2018). The application of system dynamics for a sustainable procurement operation. In Innovative Solutions for Sustainable Supply Chains (pp. 179-196). Springer, Cham.
6. Amin A. and Valverde R. (2017), Using Dashboards to Reach Acceptable Risk in Statistics Data Centers Through Risk Assessment and Impact Analysis, in Marx GJ and Mora M Engineering and Management of Data Centers: an IT Service Management Approach, Springer-Verlag
7. Valverde, R. (2017). Neurotechnology in the Development of Cyber-Psychotherapy Systems for Inducing and Measuring Altered States of Consciousness in Transpersonal Psychotherapy. In Web-Based Behavioral Therapies for Mental Disorders (pp. 185-211). IGI Global.
8. Valverde, R. (2017). An Internet-Based Quantum Biofeedback and Neurotechnology Cybertherapy System for the Support of Transpersonal Psychology. Web-Based Behavioral Therapies for Mental Disorders, In Web-Based Behavioral Therapies for Mental Disorders (pp. 139). IGI Global.
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13. Monshouwer, Erik-Jan and Valverde, Raul (2012) Architecture for the reengineering of legacy point of sale terminals through web services for the reduction of transaction fees: In: Valverde, Raul and Talla Malleswara (ed) Information Systems Reengineering for modern business systems: ERP, SCM and E-commerce management solutions. Information Science Reference (IGI Global), Hershey PA, USA.
14. Malleswara Talla, Raul Valverde (2012) Component-based Modeling for Information Systems Reengineering: In: Valverde, Raul and Talla Malleswara (ed) Information Systems Reengineering for modern business systems: ERP, SCM and E-commerce management solutions. Information Science Reference (IGI Global), Hershey PA, USA.
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Publications in Refereed Conference Proceedings

1. Khosrojerdi, F., Gagnon, S., & Valverde, R. (2021, August). Full Shading for Photovoltaic Systems Operating under Snow Conditions. In *2021 IEEE 9th International Conference on Smart Energy Grid Engineering (SEGE)* (pp. 82-87). IEEE.
2. Khosrojerdi, F., Gagnon, S., & Valverde, R. (2021, October). Identifying Influential Factors Affecting the Shading of a Solar Panel. In *2021 IEEE Electrical Power and Energy Conference (EPEC)* (pp. 255-260). IEEE.
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4. Khosrojerdi F., Gagnon S., Valverde R. 2018, Using Software Quality Evaluation Standard Model for Managing Software Development Projects in Solar Sector, proceedings of the 8th International Conference of the Association Global Management Studies (ICAGMS-2018), Montreal Canada

5. Amin, A., Valverde, R. and Talla, M. 2018, Risk Assessment, Impact Analysis and Control Methodology Via Digital Dashboards In Statistics Data Centers. In: The Eighteenth Global Information Technology Management Association (GITMA) World Conference 2018, July 08-10, 2018, Mexico City, Mexico.
6. Lu, Zhihan, Valverde, Raul, Iqbal, Rahat and Chang, Victor 2017, Big Data in Cultural Tourism and Sustainable Development: Opportunities, Challenges and Future Direction. In: The Tenth Royal Bank International Research Seminar, September 21-23, 2017,
7. DeSouza E., Valverde R 2015, An Employee-based Risk Management Strategy for reducing security incidents in a Canadian PHIPA Regulated Environment, proceedings of the International Conference on Innovations in Computer Science and Information Technology (ICICSIT -2015), Hyderabad, India
8. Valverde Raul 2015, An Insurance Model for the Protection of Corporations against the Bankruptcy of Suppliers by Using the Black-Scholes-Merton Model, proceedings of the 2015 IFAC Symposium on Information Control in Manufacturing (INCOM 2015), Ottawa, Canada
9. Avédissian, Arnaud, Valverde, Raul 2015, An Extension Proposition for the Agent-Based Language Modeling Ontology for the Representation of Human-Driven Collaboration in Supply Chain Systems, proceedings of the 2015 IFAC Symposium on Information Control in Manufacturing (INCOM 2015), Ottawa, Canada
10. Wolden Mark, Valverde Raul, Talla Malleswara 2015, The Effectiveness of COBIT 5 Information Security Framework for Reducing the Cyber Attacks on Supply Chain Management System, proceedings of the 2015 IFAC Symposium on Information Control in Manufacturing (INCOM 2015), Ottawa, Canada
11. Avédissian, Arnaud, Valverde, Raul, Barrad, Sherif 2015, An Extension Proposition for the Agent-Based Language Modeling Ontology for the Representation of Supply Chain Integrated Business Processes, proceedings of 14th International Conference on Software Engineering, Parallel and Distributed Systems (SEPADS15), Dubai,UAE
12. Valverde R., Cater-Steel A., Shrestha A. and Toleman M. 2014, Smart Tools for IT Service Management: A review of two decision support systems project, Proceedings of the fourth International Conference on Engaged Management Scholarship, Tulsa, USA
13. Horner Reich B., Babin R, Chartier A., McLaren P.G., Valverde R, Drummond C, Van Dalen G. 2014, Growing the Business Technology Management (BTM) program: Ensuring BTM supply is meeting industry demand, Proceedings of the Annual Conference of the Administrative Sciences Association of Canada, Muskoka, Canada
14. Hubbard Derek and Valverde Raul 2014, Reducing Systems Implementation Failure: A conceptual Framework for the Improvement of Financial Systems Implementations within the Financial Services Industries, 3rd Computer Science On-line Conference 2014 (CSOC 2014), Vsetin, Czech Republic
15. Malleswara Talla and Valverde Raul 2012, “An Implementation of ITIL Guidelines for IT Support Process in a Service Organization”, 5th International Conference on Computer Science and Technology, ICCSIT 2012, Hong Kong.
16. Condon Conna and Valverde Raul 2012, “Increasing Critical Thinking & Decreasing Plagiarism: A Discussion Questions Project”, IBAM 20th Annual Conference 2012, Nashville, Tennessee, USA.
17. Adenle Adeoti and Valverde Raul 2012, “A Time-Driven Activity Cost Approach for the reduction of cost in IT services: A Case Study in the Service Industry”, Americas Conference on Information Systems- AMCIS 2012, Seattle, USA.
18. Valverde Raul and Talla Malleswara 2011, “Risk Reduction of the Supply Chain Through Pooling Losses in Case of Bankruptcy of Suppliers Using the Black-Scholes-Merton Pricing Model, Statistics 2011 Canada: 5th Canadian Conference in Applied Statistics/ 20th conference of the Forum for Interdisciplinary Mathematics

-Interdisciplinary Mathematical & Statistical Techniques, Montreal Canada.

19. Malleswara Talla and Valverde Raul 2011, “Data oriented and Process oriented Strategies for Legacy Information Systems Reengineering”, International Joint Colloquium on Emerging Technologies in Computer Electrical and Mechanical – CEM 2011 of The Association of Computer Electronics and Electrical Engineers (ACEEE) Shimoga, Karnataka, India.

Presentations at Academic Conferences

1. Canadian Academic Accounting Association Conference, May 2013. Presentation of: “The Enterprise Resource Management workshop”.
2. Sharma Mahesh, Valverde Raul and Saade Raafat 2013, “Empirical Investigation of eSCM Experience in North American Electronic Manufacturing Services”, 17th Annual International Conference of Society of Operations Management, Indian Institute of Technology Madras, Chennai, India
3. Mexican accreditation system of computer and technology programs, June 2015, Seoul Accord General Meeting (SAGM) 2015 Istanbul, Turkey,
4. ITAC accreditation system, September 2015, 1er Congreso Nacional de Evaluadores, Veracruz Mexico

Books

1. Valverde, Raul and Talla Malleswara (editors) (2012) Information Systems Reengineering for modern business systems: ERP, SCM and E-commerce management solutions. Information Science Reference (IGI Global), Hershey PA, USA.
2. Valverde, Raul (2011) “Principles of Human Computer Interaction Design”, Lambert Academic Publishing.

Thesis

1. Valverde Raul (1996), A real time geographical information system based on GPS technology, MEng Project, Concordia University
2. Valverde Raul (1999), A design and implementation of a decision support system for the real estate industry, MBA research report, McGill University
3. Valverde Raul (2008), The ontological evaluation of the requirements model when shifting from a traditional to a component-based paradigm in information systems re-engineering, PhD thesis, University of Southern Queensland, Australia
4. Valverde Raul (2014), A supply chain financial management insurance model for the protection of corporations against the bankruptcy of suppliers by using the black-scholes-merton model, MSc

Books Review

1. Valverde Raul (2011), Book review of Business-Driven Information Systems second edition by Baltzan/Phillips/Detlor, McGraw Hill, Canada.

MSc Dissertation Supervision at the University of Liverpool (UK)

1. Martin J. Soukup. Self-healing programs for system survivability. M.Sc Dissertation. University of Liverpool, 2004
2. Van der Burg. Rob. An analysis and research on the maturity of organisations in the Service Management environment. M.Sc Dissertation. University of Liverpool, 2004
3. Speak, Hans Middleware in traffic management issues. M.Sc Dissertation. University of Liverpool, 2004
4. Tarabey Tamer. The effect of IDS in the business environment. MSc Dissertation University of Liverpool, 2004
5. Ewart J.H. Nijburg A monitoring model for distributed architectures: A case study. MSc Dissertation University of Liverpool, 2004.
6. Amr Abaza, Design Guidelines and Heuristic Evaluation Model for Ecommerce Applications that target the Chinese market, M.Sc Dissertation, University of Liverpool, 2007.
7. Ambrose Agbeko A search for an Ideal Risk Management Methodology for the Banking Industry, M.Sc Dissertation, University of Liverpool, 2007.
8. Nanda Somalingam Project management effectiveness in small and mid-size software development organizations, M.Sc Dissertation, University of Liverpool, 2007.
9. Fernando Jose da Conceicao Felix, "Integration of RFID, E-commerce and JIT in the Dental distribution industry – a Case Study, MSc Dissertation, University of Liverpool, 2008
10. K. Broster, Pharmaceutical Business Sector Socio-Technical System Development Risk Based Approach, M.Sc Dissertation, University of Liverpool, 2008
11. Elebe Oghale, Development of IT incident management framework to enhanced Service Improvement in the oil industries, M.Sc Dissertation, University of Liverpool, 2008.
12. Norman Khan, How RFID can improve financial performance of a corporation, M.Sc Dissertation, University of Liverpool, 2008
13. Tevon Jordann, Can functions required for internet television be developed with open source, University of Livepool, 2009
14. Stephens Juliette, Security of E-procurement transactions, M.Sc Dissertation, University of Liverpool, 2008
15. Peter Till, Financial Risk Management Systems: An Evaluation of Strategy at Global Banks, MSc Dissertation, University of Liverpool, 2009.
16. Younis Ibrahim, The Impact of Privacy Policy in Productivity and Performance, MSc Dissertation, University of Liverpool, 2009.
17. Tedros A. Begatsion, The creation of a framework for the migration of hardware (traditional) to open source software based PBX (Private Branch Exchange) system, Dissertation, University of Liverpool 2009
18. Jasbir Virdi, Business Risk Analysis: Obsolescence Management in Requirements Engineering, MSc Dissertation, University of Liverpool. 2009
19. Detlef Herbert Grittner, A Supply Chain and Inventory Management Model for Products with High Service Level Requirements and Uncertain Demand in The Embedded Devices Industry, MSc Dissertation, University of Liverpool. 2009
20. Sue Moseley, An Estimation Model for E-Learning Projects MSc Dissertation, University of Liverpool. 2009
21. Eduardo DeSouza, Employee Based Risk Management Strategies for The Reduction of Security Incidents in A Phipa Regulated Environment, MSc Dissertation, University of Liverpool. 2011
22. Atif Amin, Using Dashboard to Reach Acceptable Risk Level Through Risk Assessment and Impact Analysis, MSc Dissertation, University of Liverpool. 2011

23. Daniel Massa, Anomaly Detection System for E-Commerce Web-Based Attacks MSc Dissertation, University of Liverpool. 2012
24. Jan Christensen, The Economic of Computing: Investment Decision Methods When Buying It Infrastructure in Medium Businesses, MSc Dissertation, University of Liverpool. 2013
25. Temitope Odubanjo, Information Technology Controls for Internal Fraud Reduction in The Nigerian Banking Sector, MSc Dissertation, University of Liverpool. 2013
26. Miguel Sifontes, Design of A Security Events Monitoring Process for The Detection of Cyber Security Threats in An Oil and Gas Organization, MSc Dissertation, University of Liverpool. 2013
27. Joseph Andor, Implementing Dynamic Role-Based Access Control to Manage Dynamic, Continually Changing Enterprise Environments, MSc Dissertation, University of Liverpool. 2013
28. Ufuoma Richard-Osaigbovo, A Mobile Commerce Model for Merchants and Retailers in Nigeria, MSc Dissertation, University of Liverpool. 2013
29. James Sinclair, Privacy-Preserving Cloud Storage for Mobile Devices, MSc Dissertation, University of Liverpool. 2013
30. Mark Wolden, An Investigation into The Effectiveness of The Implementation of An Information Security Framework in The Prevention of Cyber Attacks on the 21st Century Supply Chain Erp System, MSc Dissertation, University of Liverpool. 2013
31. Carlos Bestwina. The Impact of The Public Digital Bookkeeping System Implementation in Brazil Regarding It Systems and Risk Management an Exploratory Study, MSc Dissertation, University of Liverpool. 2013
32. Ivo Kirov, Analytical Examination of The Emergence of Mobile Technologies and Their Impact on The Business Processes of Digital Agencies and Pharmaceutical Organizations, MSc Dissertation, University of Liverpool. 2013
33. Simon Fothergill, The Development of An Integration Framework for Customer Loyalty Systems in The Casino Industry, MSc Dissertation, University of Liverpool. 2014
34. Georges Alam, A Study into The State of Information Technology Systems in The Pharmacy Industry in Australia, MSc Dissertation, University of Liverpool. 2014
35. Layali Almansouri, Reducing the Web Attacks Implications in Kuwait's Government Agencies by Developing A Web Security Framework, MSc Dissertation, University of Liverpool. 2014
36. Cornelia Kraus, A Datawarehouse Design for The Detection of Fraud in The Supply Chain by Using Benford's Law, MSc Dissertation, University of Liverpool. 2014
37. Manvi Lall, Fraud Detection in Erp Systems Using Datamining, MSc Dissertation, University of Liverpool. 2014
38. Sonya Sobers-Medford, The Development of a Protocol for The Acquisition of Forensic Digital Evidence from A Mobile Device for The Barbados Legal System, MSc Dissertation, University of Liverpool. 2014
39. Muhammad Ramzi Abdulhameed, A Document Based Management System for Contractual Obligations in The Supply Chain, MSc Dissertation, University of Liverpool. 2015
40. Anne Klebsch, How Can It Security in Supply Chain Systems for The Brewing Industry Be Increased? , MSc Dissertation, University of Liverpool. 2015
41. Heng Yick Fong, E-Procurement Vendor Selection Using Neural Network: Human Decision Vs Ai, MSc Dissertation, University of Liverpool. 2015
42. Raphael Adebayo Akinwale, It and Internal Controls to Mitigate the Risk of Fraud in A Cashless Nigerian Society, MSc Dissertation, University of Liverpool. 2016

43. Christine Clara Nayama Ogando, An Android Mobile Technology Framework for The Improvement of Efficiency& Increase of Accuracy& Accountability in Humanitarian Relief During the Response Phase of Disaster Management, MSc Dissertation, University of Liverpool. 2016
44. Buya Mansaray, Develop A Framework Using Employee Human Resources Data to Monitor and Detect Malicious Insider Threat in Financial Services Institutions, MSc Dissertation, University of Liverpool. 2016

Research Grants

- 2016 Principal Investigator: ETA/LTA research fund from Concordia University for the "A NeuroIS data analytics approach for the measurement of computer anxiety: a tool for the usability evaluation of learning management systems" $2990
- 2014 Principal Investigator: CONAIC research grant for the "Seoul accord accreditation" study $10,000
- 2014 Concordia Open Access Author fund, grant for publications in Open Access Journals, $3,000
- 2006 Principal Investigator: CUPFA Concordia University research grant for the "Development of a Real Estate Decision Station" $3000
- 2012 Co-Investigator: University of Liverpool-Laureate Online education, Research grant for $5,500 Euros for the research project, "Discussion Questions Project to Increase Critical Thinking & Decrease Risk of Plagiarism".

Personal Information

- Languages: English, French and Spanish
- Citizen of Canada

Teaching Dossier

Concordia University (JMSB) (Since 2000)

- BTM 430 Enterprise Resource Planning and Systems Integration (2014, 2015, 2016, 2017, 2018,2019)
- BTM 440 Business Information Systems' Risks, Security and Audit (*2016, 2017, 2018)*
- BTM 480 Project Management (2014, 2015)
- BTM 200 Introduction to Information Technology (2014)
- DESC 395-Internet Programming (B.Com.) 2012
- DESC 387 E-Business (2005, 2006)
- Comm 225-Operations Management (B.Com.) 2010,2007,2006, 2005, 2004, 2003
- DESC 382- Database Management Systems (B.Com.) 2011,2010,2009,2008
- DESC 381- Introduction to Business Computer Programming (B.Com.) 2011,2010
- COMM 301, 226- Management Information Systems (B.Com.) 2014, 2013, 2012,2009,2007,2006
- MBA 615-Management Information Systems (MBA)-2009,2007,2005
- MBA 616-Operations Management (MBA)- 2006,2005, 2013
- DESC 495-Information Systems Design and Implementation (B.Com.) 2003,2002, 2001,2000

University of Quebec (From 2019-Present)

- Project Planning and Control Operations (W 2020, F 2019)

Champlain College (From 2007-2010)

- Applied IT for logistics and Transportation (Microsoft Dynamics)
- Computer Security fundamentals
- Securing Operating Systems
- Advanced Topics in Computer Security
- RF and Wireless IEEE protocols
- Wireless Security and troubleshooting

Lasalle College (From 2009-2010)

- Accounting Information Systems
- Cost Estimation and Commercialization of Multimedia
- Operating Systems

Laurentian University (From 2009-2020)

- Operations Management
- Risk Management
- Financial Management
- Management Statistics
- Management Information Systems

University of Liverpool (Online courses) (From 2002-2018)

- Project Management
- Marketing Principles
- Computer Forensics
- Resource Management (Accounting and Operations)
- Security Engineering
- Software Engineering
- Computer Networks

DATE: November 21, 2025

TO: Anne-Marie Croteau, School of Graduate Studies

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Major in Business Analytics, JMSB

I am writing following my meeting with i/Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the Major in Business Analytics which will be housed at the John Molson School of Business.

Please remove the request for a tenure track hire in the proposed budget. Similarly, we encourage further consultation across the university as similar efforts develop in other contexts (particularly in the Faculty of Arts and Sciences).

At this point, we will assign a curriculum developer from the Provost's office to liaise with your Faculty in order to organize ministerial approval of the program

We are happy to support this endeavour and extend our support to the Faculty involved and congratulate you on the development of this innovative and important program.

Sincerely,

RACHEL BERGER

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, Interim Provost & Vice President Academic
Dr. Sandra Betton, JMSB
Ms. Julie Johnston, Office of the Provost
Mr. Daniel Therrien, Associate Vice President, Integrated Planning, Office of the Provost

SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation:
Création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire) (AS-FRAN-5833)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed program and regulation changes.

BACKGROUND:

Le Département d'études françaises (DÉF) de l'Université Concordia propose la création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

À l'Université Concordia comme ailleurs, on constate actuellement un engouement pour la recherche-création. Le but de ce changement est de tirer parti de cet élan pour explorer les formes que pourrait prendre la recherche-création dans le domaine de la traductologie. À l'heure actuelle, la Maîtrise en traductologie comporte un programme professionnel (sans mémoire) et un programme en recherche (avec mémoire). Dans ce nouveau cheminement, une composante créative menant à un mémoire en recherche-création sera ajoutée. Les étudiant.es peuvent ainsi mettre en œuvre les connaissances et les compétences en traduction acquises tout au long du programme ainsi que les capacités de réflexion critique et d'analyse attendues d'un mémoire de maîtrise, mais avec l'avantage d'une composante exigeant le déploiement d'une pratique créative.

L'École des études supérieures a consulté le gouvernement et a déterminé que ce nouveau cheminement ne constituera pas un nouveau programme nécessitant une vérification du Ministère. Par la même occasion, après l'analyse des titres et descriptifs des cours existants afin d'assurer qu'ils reflétaient le langage courant, plus particulièrement l'utilisation de la rédaction inclusive, et la matière généralement enseignée, le DÉF propose certaines modifications mineures. L'APC a recommandé l'approbation de ce dossier le 15 janvier 2026.

Courtesy English text

{Concordia University's Département d'études françaises (DÉF) is proposing the creation of a new track within the Master's program in Translation Studies: research-creation (with thesis).

At Concordia University, as elsewhere, there is currently a surge of interest in research-creation. This proposed change aims to take advantage of this momentum to explore the forms that research-creation could take in the field of translation studies. Currently, the Master's in Translation Studies consists of a professional option (without thesis) and a research option (with thesis). In this new track, a creative component with a thesis in research-creation will be added. Students will be able to apply the translation knowledge and skills acquired throughout the program, combined with the critical thinking and analytical skills expected of a master's thesis, but with the added benefit of a component requiring the deployment of a creative practice.

The School of Graduate Studies consulted with the government and determined that this new pathway does not constitute a new program requiring verification by the Ministère. The DÉF also reviewed the titles and descriptions of existing courses to ensure that they reflect current language, particularly the use of inclusive writing, and the subject matter generally taught, and is proposing some minor changes.

The APC recommended approval of this dossier on January 15, 2026}.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approves Graduate Program Regular Curriculum Change (AS-FRAN-5833), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 26, 2026

ACADEMIC PROGRAMS COMMITTEE
Rachel Berger, PhD
January 15, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-SCBTM-5777; **APC-2025-8-D7**

- New Undergraduate Program: BComm in Business Analytics

Faculty of Fine Arts
FA-FA-5891; **APC-2025-8-D14**

- Regulation change
- Summary: Clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)

Faculty of Arts and Science
Département d'études françaises
AS-FRAN-5833 ; **APC-2025-8-D19**

- Program changes
- Regulation changes
- Course changes
- Summary: création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-3301; **APC-2025-8-D20**

- New graduate program: Master's in Science degree (Athletic Therapy)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-MSCM-5876; **APC-2025-8-D25**

- Regulation changes
- Program changes
- Course changes
- Summary: The dossier proposes implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option within the Master of Supply Chain Management.



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

Graduate Program Regular Curriculum Change - AS-FRAN-5833 - VERSION : 11

Summary and Rationale for Changes

Le Département d'études françaises de l'Université Concordia propose la création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

À Concordia comme ailleurs, on constate actuellement un engouement pour la recherche-création. Nous souhaitons tirer parti de cet élan pour explorer les formes que pourrait prendre la recherche-création dans le domaine de la traductologie. Présentement, notre Maîtrise en traductologie comporte un programme professionnel (sans mémoire) et un programme en recherche (avec mémoire). Dans ce nouveau cheminement, nous ajoutons une composante créative menant à un mémoire en recherche-création. Les étudiant·es peuvent ainsi mettre en œuvre les connaissances et les compétences en traduction acquises tout au long du programme ainsi que les capacités de réflexion critique et d'analyse attendues d'un mémoire de maîtrise, mais avec l'avantage d'une composante exigeant le déploiement d'une pratique créative.

L'École des études supérieures a consulté le gouvernement et a déterminé que ce nouveau cheminement ne constituera pas un nouveau programme nécessitant une vérification du Ministère.

Par la même occasion, nous avons revu les titres et les descriptifs de nos cours existants pour nous assurer qu'ils reflétaient le langage courant, plus particulièrement l'utilisation de la rédaction inclusive, et la matière généralement enseignée. À la suite de notre analyse, nous proposons des modifications mineures.

1. Justification

Ce nouveau cheminement permettra au Département de mettre de l'avant l'une de ses forces : la traduction littéraire. Que ce soit vers le français ou vers l'anglais, plusieurs membres du corps professoral publient des traductions littéraires, sont actifs au sein de l'Association des traducteurs et traductrices littéraires du Canada (ATTLC) et participent aux événements et activités en traduction littéraire à Montréal. En cette époque où le recours à la traduction automatique et à l'IA générative force la profession à évoluer et nous incite à nous recentrer sur l'élément humain, la traduction littéraire reste un domaine porteur.

Ce cheminement s'adresse aux étudiant·es qui souhaitent non seulement suivre les séminaires de maîtrise et produire un mémoire, mais s'exprimer à travers un processus dynamique de création d'une traduction comportant des éléments d'innovation et d'expérimentation. Nous prenons appui sur des traductologues qui plaident pour la reconnaissance de la traduction littéraire comme une pratique créatrice ou artistique.

La recherche-création est une approche reconnue par les organismes subventionnaires. Selon le Conseil de recherche en sciences humaines, la recherche-création se définit comme suit :

> Approche de recherche combinant des pratiques de création et de recherche universitaires et favorisant la production de connaissances et l'innovation grâce à l'expression artistique, à l'analyse scientifique et à l'expérimentation. Le processus de création, qui fait partie intégrante de l'activité de recherche, permet de réaliser des œuvres bien étoffées sous diverses formes d'art.

Le Fonds de recherche du Québec, société et culture propose une définition similaire :

> Par recherche-création, le Fonds désigne toutes les démarches et approches de recherche favorisant la création qui visent à produire de nouveaux savoirs esthétiques, théoriques, méthodologiques, épistémologiques ou techniques. (…) Au sens de cette programmation, l'interprétation exécutée dans le cadre d'une performance théâtrale, chorégraphique ou musicale est considérée comme une création pourvu qu'elle soit innovante et qu'elle donne lieu à une problématisation.

Bien que le FRQSC ne mentionne pas la traduction dans les exemples d'interprétation, nous considérons

qu’elle peut tout à fait s’insérer dans cette définition.

Présentement, les étudiant·es qui suivent l’option recherche de la Maîtrise en traductologie rédigent un mémoire de 24 crédits, d’une longueur de 80 à 100 pages, constitué soit d’un travail de réflexion théorique, soit d’une traduction littéraire accompagnée d’un commentaire. Cette dernière possibilité a toujours existé à la Maîtrise en traductologie, et environ le tiers des étudiant·es la choisissent, alors que les autres décident de réaliser un travail théorique ou historique.

Or, le mémoire faisant partie de ce nouveau cheminement (FTRA 694) aura une valeur de 18 crédits et sera plus court : entre 60 et 80 pages. L’accent sera davantage mis sur l’aspect créatif et sur l’interprétation de l’œuvre originale. Le commentaire pourrait également prendre une forme créative, ce qui permettrait d’explorer divers aspects de la mobilisation des connaissances. Dans certains cas, le mémoire peut inclure des éléments multimodaux, par exemple, un microsite, un balado, une bande dessinée ou un court-métrage documentaire.

Comme la valeur du mémoire est moindre – 18 crédits plutôt que 24 – les étudiant·es devront, en plus des cours obligatoires, suivre des cours de traduction littéraire ou de traduction en sciences humaines et sociales, afin de peaufiner leurs compétences pratiques. Nous croyons que ces modifications auront un impact positif sur le respect des délais d’achèvement ainsi que sur l’attractivité du programme.

Ce nouveau cheminement nous permettra de devenir la première université canadienne à offrir l’option recherche-création appliquée à la traduction.

2. Public pressenti

Depuis la création de la Maîtrise en traductologie (recherche) il y a 25 ans, notre bassin de recrutement s’est toujours composé en partie des étudiant·es de la Spécialisation en traduction du premier cycle qui poursuivent leurs études au deuxième cycle. Nous continuerons à puiser dans cette source, puisque nous observons que nos étudiant·es manifestent régulièrement de l’intérêt pour un tel cheminement en recherche-création.

De plus, nous souhaitons élargir ce bassin pour attirer des personnes aux profils variés :

- Personne ayant une pratique artistique et créative et souhaitant ajouter la pratique de la traduction à ses réalisations
- Personne active dans les milieux de la traduction littéraire ou des sciences sociales, mais qui désire approfondir ses compétences dans ces domaines
- Personne dotée d’un esprit critique et analytique, curieuse d’explorer les multiples possibilités d’épanouissement intellectuel et professionnel que recèlent la traduction, en général, et la traduction littéraire, en particulier.

Les personnes qui suivent le nouveau cheminement en recherche-création doivent être à l’aise en anglais et en français et peuvent rédiger le mémoire dans la langue de leur choix.Les personnes candidates seront invitées à joindre une lettre de motivation à leur dossier de candidature, expliquant leur disposition à mener à bien un tel projet.

Le nouveau cheminement pourrait attirer des personnes étudiantes de la communauté montréalaise et de partout au Québec, d’autant plus que l’Université Concordia, par ses programmes interdisciplinaires et par l’expertise de son corps professoral, est reconnue comme leader dans le domaine de la recherche-création.

3. Objectifs d’apprentissage

Le mémoire en recherche-création aura les objectifs suivants : de réfléchir à sa pratique en traduction et d’acquérir des connaissances de pointe en traductologie; de réaliser une traduction de niveau professionnel d’une œuvre significative; de contribuer aux enjeux sociaux reliés à la traduction littéraire et la traduction en

sciences sociales.

4. Éléments pédagogiques

Parmi les éléments pédagogiques recherchés par le comité Curriculum, l’engagement communautaire sera priorisé. En effet, le nouveau cheminement offre la possibilité de développer des collaborations de toute sorte : avec l’auteur ou l’autrice de l’œuvre originale, avec des maisons d’édition, avec des communautés artistiques, etc. À l’intérieur de l’Université Concordia, nous souhaitons entreprendre des collaborations avec des laboratoires et centres de recherche – comme le Centre for Interdisciplinary Studies in Society and Culture (CISSC), Milieux et le Centre d’histoire orale et de récits numérisés – et avec d’autres programmes ayant une option recherche-création.

Comme pour l’ensemble des programmes de deuxième cycle en traduction au Département d’études françaises, il s’adresse aux personnes bilingues ou multilingues ayant un niveau élevé en anglais et en français.

6. Implication quant aux ressources

Aucune : il ne sera pas nécessaire de faire des embauches ni d’engager des assistant·es d’enseignement. Tous les cours du nouveau cheminement sont déjà offerts à la Maîtrise en traductologie, soit au cheminement théorique, soit au cheminement professionnel (sans mémoire). Il n’y aura donc aucun impact sur la charge d’enseignement des membres du corps professoral. De plus, la supervision des étudiant·es du nouveau cheminement se fera à l’intérieur de la charge de travail habituelle des membres.

Resource Implications

Aucune : il ne sera pas nécessaire de faire des embauches ni d’engager des assistant·es d’enseignement. Tous les cours du nouveau cheminement sont déjà offerts à la Maîtrise en traductologie, soit au cheminement théorique, soit au cheminement professionnel (sans mémoire). Il n’y aura donc aucun impact sur la charge d’enseignement des membres du corps professoral. De plus, la supervision des étudiant·es du nouveau cheminement se fera à l’intérieur de la charge de travail habituelle des membres.

Graduate Program Regular Curriculum Change - AS-FRAN-5833 - VERSION : 11

Summary of Committee Discussion: Editorial review

For Submission to:

TBA, Vice-Provost, Innovation in Teaching and Learning,
APC, 10 Dec 2025

Approved by:

Geoff Dover, Interim Dean of Graduate Studies,
GCC, 10 Nov 2025

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 1 D6). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Geoffrey Dover, Interim Dean of Graduate Studies,
Graduate Curriculum Committee, 10 Nov 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 19 Sep 2025

This proposal involves the introduction of a research-creation option in the master's in translation program : Maîtrise en traductologie (théorique - avec mémoire en recherche-création). Currently, le Département d'études françaises offers a professional track MA (without thesis) and a research track (with thesis). They are introducing a third option in research-creation. This new master's program option will provide students with critical thinking and analytical skills along with a creative component focus.

We also note that there are no resource requirements with this new research-creation option.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 21 Nov 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 19 Sep 2025

This dossier was approved by the Faculty Curriculum Committee (FCC), and by delegation of its responsibility, by the Arts and Science Faculty Council. This dossier is thus moving forward for review at the next meeting of the Graduate Curriculum Committee (GCC).

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 19 Sep 2025

Approved by:

Denis Liakin, Directeur, Département d'études françaises,
Assemblée départementale, Département d'études françaises, 17 Apr 2025

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
FLIT 622 Littérature, langue et traduction Change				X				X		
FTRA 500 Méthodologie de la recherche en traductologie Change			X	X		X				
FTRA 540 Lecture critique de traductions Change						X				
FTRA 542 Traduction avancée en sciences humaines et sociales (F) Change				X		X				X
FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) Change						X				X
FTRA 544 Traduction littéraire avancée (F) Change				X		X				X
FTRA 545 Advanced						X				X

Literary Translation (A) Change										
FTRA 549 Sociologie de la traduction littéraire Delete	X	X	X	X			X	X	X	
FTRA 553 Contextes sociopolitiques de la traduction Change			X	X		X				
FTRA 600 Méthodologie de la recherche en traductologie Change			X	X						
FTRA 602 Histoire de la traduction Change			X	X						
FTRA 603 Contextes sociopolitiques de la traduction Change			X	X		X				
FTRA 610 Lecture critique de traductions Change				X						
FTRA 612 Traduction avancée en sciences humaines et sociales (F) Change				X		X				X
FTRA 613 Advanced translation in social sciences and the humanities (A) Change				X		X				X
FTRA 614 Traduction littéraire				X		X				X

avancée (F) Change										
FTRA 615 Advanced literary translation (A) Change				X		X				X
FTRA 622 Littérature, langue, traduction Change				X						
FTRA 686 Projet de mémoire Change				X				X		
FTRA 692 Mémoire Change				X		X		X		
FTRA 694 Mémoire en recherche-création New	X	X	X	X			X	X	X	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Traductologie MA Change				X			
Traduction, diplôme Change				X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Maîtrise en traductologie (théorique - avec mémoire en recherche-création) New	X	X	X

Regulation Changes:

- Programme Change
- Maîtrise en traductologie (professionnelle - sans mémoire) Change
- Maîtrise en traductologie (théorique - avec mémoire) Change

- Maîtrise en traductologie (théorique - avec mémoire en recherche-création) New
- Conditions d'admission New
- Conditions d'admission supplémentaires New
- Exigences du programme New
- Exigences supplémentaires du programme New
- Rendement Académique New

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Programme
Calendar Section Type: Regulation
Description of Change: Programme Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA

Present Text calendar	Proposed Text
Programme	Programme
La maîtrise en traductologie comporte ~~deux~~ options. ~~L'option A, à visée professionnelle,~~ s'adresse aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction et offre une formation accélérée dans ce domaine. ~~L'option B, à visée~~ théorique, est axée sur l'étude interdisciplinaire des rapports entre culture, langue et traduction (méthodologie de la recherche, histoire et critique de la traduction) et se concentre tout particulièrement sur les composantes structurelles, systémiques et organisationnelles des processus de traduction.	La maîtrise en traductologie comporte trois options. La maîtrise professionnelle s'adresse aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction et offre une formation accélérée dans ce domaine. La maîtrise théorique, avec mémoire, est axée sur l'étude interdisciplinaire des rapports entre culture, langue et traduction (méthodologie de la recherche, histoire et critique de la traduction) et se concentre tout particulièrement sur les composantes structurelles, systémiques et organisationnelles des processus de traduction. La maîtrise en recherche-création permet de mettre en œuvre les capacités de réflexion critique et d'analyse attendues d'un mémoire de maîtrise, mais avec une composante exigeant le déploiement d'une pratique créative.

Rationale:
Ce changement permet de refléter la nouvelle option en recherche-création dans la note introductive du programme de Maîtrise en traductologie.

Resource Implications:
Aucune.

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Traductologie MA
Calendar Section Type: Program
Description of Change: Traductologie MA Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises
Program Name: Traductologie MA
Program Type: Thesis and Course-based
Degree: MA

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Exigences du programme

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Traductologie MA	**45 credits**	Traductologie MA
	45 crédits choisis parmi: Maîtrise en traductologie (professionnelle - sans mémoire) Maîtrise en traductologie (théorique - avec mémoire) ~~Note:~~ Les étudiantes et les étudiants admis en maîtrise peuvent bénéficier d'une aide financière pendant la durée de leurs études, sous la forme d'assistanats de recherche ou d'enseignement. Ces aides varient selon les années et les étudiantes et étudiants intéressés doivent se faire connaître auprès de la direction du programme une fois admis.		45 crédits choisis parmi: Maîtrise en traductologie (professionnelle - sans mémoire) Maîtrise en traductologie (théorique - avec mémoire) Maîtrise en traductologie (théorique - avec mémoire en recherche-création) Note: Les étudiantes et les étudiants admis en maîtrise peuvent bénéficier d'une aide financière pendant la durée de leurs études, sous la forme d'assistanats de recherche ou d'enseignement. Ces aides varient selon les années et les étudiantes et étudiants intéressés doivent se faire connaître auprès de la direction du programme une fois admis.

Rationale:

Ce changement permet de référencer la troisième option que nous ajoutons à la Maîtrise en traductologie.

Resource Implications:
Aucune.

D2

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Maîtrise en traductologie (professionnelle - sans mémoire)
Calendar Section Type: Regulation
Description of Change: Maîtrise en traductologie (professionnelle - sans mémoire) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA

Present Text calendar	Proposed Text
Maîtrise en traductologie (professionnelle - sans mémoire)	Maîtrise en traductologie (professionnelle - sans mémoire)
Le Département d'études françaises offre un programme de 2e cycle à visée professionnelle : la maîtrise en traductologie, sans ~~mémoire, option A.~~	Le Département d'études françaises offre un programme de 2e cycle à visée professionnelle : la maîtrise en traductologie, sans mémoire.
But du programme	**But du programme**
Cette option offre une formation accélérée en traduction aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction. Ils deviendront ainsi des langagiers professionnels efficaces et reconnus.	Cette option offre une formation accélérée en traduction aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction. Ils deviendront ainsi des langagiers professionnels efficaces et reconnus.

Rationale:
Nous avons retiré les étiquettes référant aux options.

Resource Implications:
Aucune.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Maîtrise en traductologie (théorique - avec mémoire)
Calendar Section Type: Regulation
Description of Change: Maîtrise en traductologie (théorique - avec mémoire) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA

Present Text calendar	Proposed Text
Maîtrise en traductologie (théorique - avec mémoire)	Maîtrise en traductologie (théorique - avec mémoire)
Le Département d'études françaises offre un programme de 2e cycle à visée théorique conduisant au doctorat : la maîtrise en traductologie, avec ~~mémoire option B.~~	Le Département d'études françaises offre un programme de 2e cycle à visée théorique conduisant au doctorat : la maîtrise en traductologie, avec mémoire.
But du programme	**But du programme**
Cette option offre une formation poussée favorisant la réflexion et l'acquisition de connaissances de pointe en traductologie aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures en traduction ou dans une discipline proche de la traduction. ~~Ces étudiants peuvent ainsi devenir des langagiers professionnels et poursuivre leurs études au doctorat.~~	Cette option offre une formation poussée favorisant la réflexion et l'acquisition de connaissances de pointe en traductologie aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures en traduction ou dans une discipline proche de la traduction.

Rationale:
Nous avons retiré les étiquettes référant aux options.

Resource Implications:
Aucune.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)
Calendar Section Type: Regulation
Description of Change: Maîtrise en traductologie (théorique - avec mémoire en recherche-création) New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA

Present Text calendar	Proposed Text
	Maîtrise en traductologie (théorique - avec mémoire en recherche-création) Le Département d'études françaises offre un programme de 2e cycle à visée théorique avec une dimension en création : la maîtrise en recherche-création, avec mémoire. **But du programme** Cette option offre une formation poussée favorisant la réflexion et l'acquisition de connaissances de pointe en traductologie aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures en traduction ou dans une discipline proche de la traduction, tout en intégrant le déploiement d'une pratique créative.

Rationale:
Program structure entry.

Resource Implications:
None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Conditions d'admission
Calendar Section Type: Regulation
Description of Change: Conditions d'admission New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Present Text calendar	Proposed Text
	Conditions d'admission - Les candidates et les candidats devront détenir un baccalauréat spécialisé (ou « Honours ») en traduction, un diplôme d'études supérieures en traduction, ou encore un baccalauréat ou un diplôme d'études supérieures dans un domaine pertinent à la traduction. - Ils ou elles devront posséder les compétences linguistiques nécessaires à la traduction (maîtrise de la langue d'arrivée, compréhension fine de la langue de départ), avoir un excellent dossier universitaire (moyenne générale de 3,00 sur 4,30) et démontrer des aptitudes pour la traduction. - La direction du programme pourra exiger qu'une candidate ou un candidat suive au besoin une propédeutique.

Rationale:
Ce changement précise les conditions d'admission pour la nouvelle option recherche-création de la Maîtrise en traductologie.

Resource Implications:
Aucune.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Conditions d'admission supplémentaires
Calendar Section Type: Regulation
Description of Change: Conditions d'admission supplémentaires New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Present Text calendar	Proposed Text
	Conditions d'admission supplémentaires La demande d'admission doit s'accompagner des pièces suivantes : 1. trois lettres de recommandation; 2. une lettre de présentation où la candidate ou le candidat décrit sa formation et son expérience dans les domaines langagiers et son intérêt pour la recherche-création, ainsi que ses attentes à l'égard du programme; 3. des relevés de notes officiels de l'université ou des universités fréquentées. La sélection des candidatures est effectuée sur la base des éléments suivants : 1. le dossier universitaire de la candidate ou du candidat; 2. les lettres de recommandation; 3. un examen d'admission qui vérifie les compétences linguistiques et culturelles de la candidate ou du candidat.

Rationale:

Nous avons uniformisé les conditions d'admission à tous les programmes de maîtrise.

Resource Implications:
Aucune.

D7

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Exigences du programme
Calendar Section Type: Regulation
Description of Change: Exigences du programme New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Present Text calendar	Proposed Text
	Exigences du programme

Rationale:
Program structure page.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)
Calendar Section Type: Defined group
Description of Change: Maîtrise en traductologie (théorique - avec mémoire en recherche-création) New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création) > Exigences du programme

Type of Change: New Defined Group

Present Text calendar		Proposed Text
	45 credits	Maîtrise en traductologie (théorique - avec mémoire en recherche-création)
0	~~0~~	9 crédits: FTRA 600 Méthodologie de la recherche en traductologie (3) FTRA 601 Courants contemporains en traductologie (3) FTRA 602 Histoire de la traduction (3) 3 crédits choisis parmi: FTRA 603 Contextes sociopolitiques de la traduction (3) FTRA 610 Lecture critique de traductions (3) FTRA 622 Littérature, langue, traduction (3) FTRA 638 Initiation au sous-titrage (3) FTRA 668 Web, technologies, traduction : théories et critiques (3) 9 crédits choisis parmi: FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3) FTRA 613 Advanced translation in social sciences and the humanities (A) (3) FTRA 614 Traduction littéraire avancée (F) (3) FTRA 615 Advanced literary translation (A) (3) FTRA 631 Initiation à la traduction générale (A) (3) FTRA 632 Initiation à la traduction générale (F) (3) FTRA 634 Traduction littéraire de l'anglais au français (F) (3)

D10

Present Text calendar	Proposed Text
	FTRA 635 Traduction littéraire du français à l’anglais (A) (3) 24 crédits: FTRA 686 Projet de mémoire (6) FTRA 694 Mémoire en recherche-création (18)

Rationale:

Ce changement donne la structure de cours de la nouvelle option en recherche-création.

Resource Implications:

Aucune.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Exigences supplémentaires du programme
Calendar Section Type: Regulation
Description of Change: Exigences supplémentaires du programme
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Present Text calendar	Proposed Text
	Exigences supplémentaires du programme **Durée des études.** La durée des études pour les étudiantes et étudiants à temps plein est d'un minimum de trois sessions et d'un maximum de neuf sessions à partir de la date d'inscription. Pour les étudiantes et étudiants à temps partiel, le maximum est de quinze sessions.

Rationale:
Nous avons uniformisé les conditions d'admission à tous les programmes de maîtrise.

Resource Implications:
Aucune.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Rendement Académique
Calendar Section Type: Regulation
Description of Change: Rendement Académique New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Master/Magisteriate > Traductologie MA > Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Present Text calendar	Proposed Text
	Rendement Académique Voir la section Academic Standing de l'Annuaire pour la Réglementation universitaire. Toute note inférieure à *C* représente un échec. Le comité des études supérieures du Département revoit le dossier de chaque étudiante et de chaque étudiant tous les ans et peut exiger que celles et ceux dont les résultats ne satisfont pas aux normes du Département (moyenne générale de 2,70) se retirent du programme.

Rationale:
Nous avons uniformisé les conditions d'admission pour tous les programmes.

Resource Implications:
Aucune.

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: Traduction, diplôme
Calendar Section Type: Program
Description of Change: Traduction, diplôme Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises
Program Name: Traduction, diplôme
Program Type: Course-based
Degree: Graduate Diploma

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Études françaises, programmes > Graduate Diploma > Traduction, diplôme > Exigences du programme

Type of Change: Program Change

	Present Text calendar		Proposed Text
33 credits	Traduction, diplôme	**33 credits**	Traduction, diplôme
	Cours obligatoires		Cours obligatoires
	3 crédits choisis parmi: FTRA 501 Traduction littéraire du français à l'anglais (A) (3) FTRA 504 Traduction littéraire de l'anglais au français (F) (3)		3 crédits choisis parmi: FTRA 501 Traduction littéraire du français à l'anglais (A) (3) FTRA 504 Traduction littéraire de l'anglais au français (F) (3)
	9 crédits: FTRA 532 Initiation à la traduction générale (F) (3) FTRA 533 Aspects théoriques et pratiques de la terminologie (3) FTRA 536 Informatique et traduction (F/A) (3)		9 crédits: FTRA 532 Initiation à la traduction générale (F) (3) FTRA 533 Aspects théoriques et pratiques de la terminologie (3) FTRA 536 Informatique et traduction (F/A) (3)
	3 crédits choisis parmi: FTRA 500 Méthodologie ~~générale~~ de la recherche en ~~traduction~~ (3) FTRA 539 Courants contemporains en traductologie (3) FTRA 540 Lecture critique de traductions ~~(3)~~ ~~FTRA 549 Sociologie de la traduction littéraire~~ (3)		3 crédits choisis parmi: FTRA 500 Méthodologie de la recherche en traductologie (3) FTRA 539 Courants contemporains en traductologie (3) FTRA 540 Lecture critique de traductions (3)
	3 crédits choisis parmi: FTRA 529 Révision et correction en traduction (A) (3) FTRA 530 Révision et correction en traduction (F) (3)		3 crédits choisis parmi: FTRA 529 Révision et correction en traduction (A) (3) FTRA 530 Révision et correction en traduction (F) (3)
	Cours en option		Cours en option
	15 crédits de cours en option, choisis parmi les cours suivants:		15 crédits de cours en option, choisis parmi les cours suivants: FRAA 523 Rédaction avancée (3)

Present Text calendar	Proposed Text
FRAA 523 Rédaction avancée (3)	FTRA 513 Traduction scientifique et technique du français à l’anglais (A) (3)
FTRA 513 Traduction scientifique et technique du français à l’anglais (A) (3)	FTRA 514 Traduction scientifique et technique de l’anglais au français (F) (3)
FTRA 514 Traduction scientifique et technique de l’anglais au français (F) (3)	FTRA 515 Traduction commerciale et juridique du français à l’anglais (A) (3)
FTRA 515 Traduction commerciale et juridique du français à l’anglais (A) (3)	FTRA 516 Traduction commerciale et juridique de l’anglais au français (F) (3)
FTRA 516 Traduction commerciale et juridique de l’anglais au français (F) (3)	FTRA 517 Stage de formation du français à l’anglais I (A) (3)
FTRA 517 Stage de formation du français à l’anglais I (A) (3)	FTRA 519 Stage de formation du français à l’anglais II (A) (3)
FTRA 519 Stage de formation du français à l’anglais II (A) (3)	FTRA 520 Stage de formation (F) (6)
FTRA 520 Stage de formation (F) (6)	FTRA 521 Stage de formation (A) (6)
FTRA 521 Stage de formation (A) (6)	FTRA 522 Stage de formation de l’anglais au français I (F) (3)
FTRA 522 Stage de formation de l’anglais au français I (F) (3)	FTRA 526 Stage de formation de l’anglais au français II (F) (3)
FTRA 526 Stage de formation de l’anglais au français II (F) (3)	FTRA 527 Travaux dirigés (A) (3)
FTRA 527 Travaux dirigés (A) (3)	FTRA 528 Travaux dirigés (F) (3)
FTRA 528 Travaux dirigés (F) (3)	FTRA 534 Terminologie et mondialisation (3)
FTRA 534 Terminologie et mondialisation (3)	FTRA 538 Initiation au sous-titrage (3)
FTRA 538 Initiation au sous-titrage (3)	FTRA 542 Traduction avancée en sciences humaines et sociales (F) (3)
FTRA 542 Traduction avancée en sciences humaines et sociales (F) (3)	FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) (3)
FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) (3)	FTRA 544 Traduction littéraire avancée (F) (3)
FTRA 544 Traduction littéraire avancée (F) (3)	FTRA 545 Advanced Literary Translation (A) (3)
FTRA 545 Advanced Literary Translation (A) (3)	FTRA 547 Traduction économique du français à l’anglais (A) (3)
FTRA 547 Traduction économique du français à l’anglais (A) (3)	FTRA 548 Traduction économique de l’anglais au français (F) (3)
FTRA 548 Traduction économique de l’anglais au français (F) (3)	FTRA 552 Traduction assistée par ordinateur (TAO) et post édition (3)
FTRA 552 Traduction assistée par ordinateur (TAO) et post édition (3)	FTRA 553 Contextes sociopolitiques de la traduction (3)
FTRA 553 Contextes ~~socio-politiques~~ de la traduction (3)	FTRA 555 Gestion de projets (3)
FTRA 555 Gestion de projets (3)	FTRA 558 Pratique de la localisation (3)
FTRA 558 Pratique de la localisation (3)	FTRA 598 Étude avancée d’un sujet particulier (3)
FTRA 598 Étude avancée d’un sujet particulier (3)	

Rationale:

Le séminaire FTRA 549 était donné par M. Jean-Marc Gouanvic, qui a pris sa retraite en 2010. Depuis, le cours n'a pas été offert. Le membres du secteur Traduction considère qu'il occupait un créneau qui était pertinent à l'époque mais qui n'est plus essentiel dans la formation des étudiant·es.

Resource Implications:

Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FLIT 622
Calendar Section Type: Course
Description of Change: FLIT 622 Littérature, langue et traduction
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Littératures de langue française MA, séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FLIT 622 Littérature, langue et traduction (3 credits)	FLIT 622 Littérature, langue et traduction (3 credits)
Co-listé : FTRA 622 .	Co-listé : FTRA 622 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Le séminaire avancé de littérature, ~~langue,~~ et traduction vise à parfaire les connaissances de l'étudiante et de l'étudiant dans un domaine littéraire, traductologique ou linguistique spécifique envisagé sous un angle théorique, historique ou social. Pour animer ce séminaire, il sera fait appel ~~aux professeurs~~ du département en fonction ~~de leur spécialité.~~ Le sujet particulier du séminaire sera annoncé chaque fois que le séminaire sera donné.	Le séminaire avancé de littérature, langue et traduction vise à parfaire les connaissances de l'étudiante et de l'étudiant dans un domaine littéraire, traductologique ou linguistique spécifique envisagé sous un angle théorique, historique ou social. Pour animer ce séminaire, il sera fait appel au corps professoral du département en fonction des spécialités. Le sujet particulier du séminaire sera annoncé chaque fois que le séminaire sera donné.
Component(s):	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FLIT 616 ou FTRA 616 ou FTRA 622 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FLIT 616 ou FTRA 616 ou FTRA 622 ne peuvent obtenir de crédits pour ce cours.

Rationale:
La phrase « aux professeurs » est remplacée par « au corps professoral » par souci de rédaction inclusive et, pour faire l'accord, « leur spécialité » devient « des spécialités ».

Resource Implications:

Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 500
Calendar Section Type: Course
Description of Change: FTRA 500 Méthodologie de la recherche en traductologie Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 500 Méthodologie ~~générale~~ de la recherche en ~~traduction~~ (3 credits)	FTRA 500 Méthodologie de la recherche en traductologie (3 credits)
Co-listé : FTRA 600 .	Co-listé : FTRA 600 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire examine les principales méthodes et approches appliquées à l'étude de la traduction. Il trace l'émergence de la discipline autonome de la traductologie ainsi que ses liens actuels avec d'autres sciences humaines et sociales. À l'issue du séminaire, l'étudiante ou l'étudiant a une vue d'ensemble de la théorisation en traduction, ce qui lui permet de se ~~spécialiser en connaissance de cause dans un domaine spécifique,~~ en élaborant une problématique particulière cohérente avec les visées du programme et en empruntant les outils de recherche pertinents.	Ce séminaire examine les principales méthodes et approches appliquées à l'étude de la traduction. Il trace l'émergence de la discipline autonome de la traductologie ainsi que ses liens actuels avec d'autres sciences humaines et sociales. À l'issue du séminaire, l'étudiante ou l'étudiant a une vue d'ensemble de la théorisation en traduction, ce qui lui permet de se spécialiser, en élaborant une problématique particulière cohérente avec les visées du programme et en empruntant les outils de recherche pertinents.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 600 ne peuvent obtenir de crédits pour ce cours.
Anti-requisite Courses : ~~Les étudiantes et étudiants qui ont suivi FTRA 600 ne peuvent obtenir de crédits pour ce cours.~~	**Anti-requisite Courses :**

Rationale:
Ce changement reflète le nom de la discipline et rend plus précis le titre et la description du cours.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 540
Calendar Section Type: Course
Description of Change: FTRA 540 Lecture critique de traductions
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 540 Lecture critique de traductions (3 credits)	FTRA 540 Lecture critique de traductions (3 credits)
Co-listé : FTRA 610 .	Co-listé : FTRA 610 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire propose une étude critique des traductions de l'anglais au français et du français à l'anglais effectuées à travers l'histoire, en tenant compte de la diversité des visées esthétiques, des différentes stratégies de traduction, ainsi que des contraintes sociopolitiques ou institutionnelles. L'accent est mis sur l'étude des « grandes traductions » dans les cultures d'expression anglaise et française.	Ce séminaire propose une étude critique des traductions de l'anglais au français et du français à l'anglais effectuées à travers l'histoire, en tenant compte de la diversité des visées esthétiques, des différentes stratégies de traduction, ainsi que des contraintes sociopolitiques ou institutionnelles. L'accent est mis sur l'étude des « grandes traductions » dans les cultures d'expression anglaise et française.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 610 ne peuvent obtenir de crédits pour ce cours.
Anti-requisite Courses : ~~Les étudiantes et étudiants qui ont suivi FTRA 610 ne peuvent obtenir de crédits pour ce cours.~~	**Anti-requisite Courses :**

Rationale:
L'orthographe « sociopolitiques » sans trait d'union est plus courante.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 542
Calendar Section Type: Course
Description of Change: FTRA 542 Traduction avancée en sciences humaines et sociales (F) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 542 Traduction avancée en sciences humaines et sociales (F) (3 credits)	FTRA 542 Traduction avancée en sciences humaines et sociales (F) (3 credits) Co-listé: FTRA 612
Prerequisites:	*Prerequisites:*
Description :	*Description :* Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s): Seminar	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 612 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (F) Ce séminaire a l'anglais comme langue de départ et le français comme langue d'arrivée.	**Language of instruction :** (F) Ce séminaire a l'anglais comme langue de départ et le français comme langue d'arrivée.

Rationale:
La description de ce cours était manquante.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 543
Calendar Section Type: Course
Description of Change: FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) (3 credits)	FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) (3 credits)
Co-listé : FTRA ~~612 ou FTRA~~ 613 .	Co-listé : FTRA 613 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique de traducteur-traductrice.	Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique de traducteur-traductrice.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 613 ne peuvent obtenir de crédits pour ce cours.
Anti-requisite Courses : ~~Les étudiantes et étudiants qui ont suivi FTRA 612 ou FTRA 613 ne peuvent obtenir de crédits pour ce cours.~~	**Anti-requisite Courses :**
Language of instruction : (A) Ce séminaire a le français comme langue de départ et l'anglais comme langue d'arrivée.	**Language of instruction :** (A) Ce séminaire a le français comme langue de départ et l'anglais comme langue d'arrivée.

Rationale:
Seul le cours FTRA 613 est co-listé avec FTRA 543.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 544
Calendar Section Type: Course
Description of Change: FTRA 544 Traduction littéraire avancée (F)
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 544 Traduction littéraire avancée (F) (3 credits)	FTRA 544 Traduction littéraire avancée (F) (3 credits) Co-listé: FTRA 614
Prerequisites:	*Prerequisites:*
Description :	*Description :* Ce séminaire pratique et théorique analyse, à partir de théories traductologiques contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s): Lecture	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 614 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (F) Ce séminaire a l'anglais comme langue de départ et le français comme langue d'arrivée.	**Language of instruction :** (F) Ce séminaire a l'anglais comme langue de départ et le français comme langue d'arrivée.

Rationale:
Pour une raison inconnue, le descriptif de ce cours n'apparaît pas dans l'annuaire. Le descriptif est le même que celui du cours FTRA 614, le cours avec lequel ce cours est co-listé.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 545
Calendar Section Type: Course
Description of Change: FTRA 545 Advanced Literary Translation
(A) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 545 Advanced Literary Translation (A) (3 credits)	FTRA 545 Advanced Literary Translation (A) (3 credits)
Co-listé : FTRA ~~614 ou FTRA~~ 615 .	Co-listé : FTRA 615 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire pratique et théorique analyse, à partir de théories littéraires, contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique de traducteurtraductrice.	Ce séminaire pratique et théorique analyse, à partir de théories littéraires, contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique de traducteurtraductrice.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 615 ne peuvent obtenir de crédits pour ce cours.
Anti-requisite Courses : ~~Les étudiantes et étudiants qui ont suivi FTRA 614 ou FTRA 615 ne peuvent obtenir de crédits pour ce cours.~~	**Anti-requisite Courses :**
Language of instruction : (A) Ce séminaire a le français comme langue de départ et l'anglais comme langue d'arrivée.	**Language of instruction :** (A) Ce séminaire a le français comme langue de départ et l'anglais comme langue d'arrivée.

Rationale:
Seul le cours FTRA 615 est co-listé avec FTRA 545.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 549
Calendar Section Type: Course
Description of Change: FTRA 549 Sociologie de la traduction littéraire Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~FTRA 549 Sociologie de la traduction littéraire~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~Ce séminaire applique la méthode sociologique à la traduction des genres et des discours de la littérature. Peuvent être étudiés des corpus divers (roman, poésie, théâtre, par exemple) traduits de l'anglais en français et du français en anglais. Seront examinées, par exemple, les théories de Pierre Bourdieu, de Niklas Luhmann ou de Bruno Latour. Le séminaire est l'occasion d'une remise en question des notions de source et de cible en traduction.~~	
Component(s):	*Component(s):*
Notes :	*Notes :*
Equivalent Courses : ~~Les étudiantes et étudiants qui ont suivi FTRA 541, FTRA 611 ou FTRA 619 ne peuvent obtenir de crédits pour ce cours.~~	**Equivalent Courses :**

Rationale:

Ce séminaire était donné par M. Jean-Marc Gouanvic, qui a pris sa retraite en 2010. Depuis, le cours n'a pas été offert. Le membres du secteur Traduction considère qu'il occupait un créneau qui était pertinent à l'époque mais qui n'est plus essentiel dans la formation des étudiant·es.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 553
Calendar Section Type: Course
Description of Change: FTRA 553 Contextes sociopolitiques de la traduction Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Technologies de la traduction, certificate; et Traduction, diplôme, cours

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 553 Contextes ~~socio-politiques~~ de la traduction (3 credits)	FTRA 553 Contextes sociopolitiques de la traduction (3 credits)
Co-listé : FTRA 603 .	Co-listé : FTRA 603 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire examine les situations sociales et politiques qui influent sur le travail pratique des traducteurs et la réception des traductions. Sont étudiés, par exemple, le cas des États bilingues ou multilingues, l'évolution des politiques linguistiques et leurs répercussions sur la traduction, les rapports entre les langues majoritaires et minoritaires, les effets de la migration sur les sociétés de plus en plus hybrides et les marchés nouveaux de la traduction.	Ce séminaire examine les situations sociales et politiques qui influent sur le travail pratique des traducteurs et traductrices et la réception des traductions. Sont étudiés, par exemple, le cas des États bilingues ou multilingues, l'évolution des politiques linguistiques et leurs répercussions sur la traduction, les rapports entre les langues majoritaires et minoritaires, les effets de la migration sur les sociétés de plus en plus hybrides et les marchés nouveaux de la traduction.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA ~~550 ou FTRA~~ 603 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 603 ne peuvent obtenir de crédits pour ce cours.

Rationale:
L'orthographe « sociopolitiques » sans trait d'union est plus courante. L'autre modification respecte les principes de la rédaction inclusive. On enlève la référence à FTRA 550, puisque ce cours n'a pas été offert depuis plus de 20 ans.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 600
Calendar Section Type: Course
Description of Change: FTRA 600 Méthodologie de la recherche en traductologie Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 600 Méthodologie ~~générale~~ de la recherche en ~~traduction~~ (3 credits)	FTRA 600 Méthodologie de la recherche en traductologie (3 credits)
Co-listé : FTRA 500 .	Co-listé : FTRA 500 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire examine les principales méthodes et approches appliquées à l'étude de la traduction. Il trace l'émergence de la discipline autonome de la traductologie ainsi que ses liens actuels avec d'autres sciences humaines et sociales. À l'issue du séminaire, l'étudiante ou l'étudiant a une vue d'ensemble de la théorisation en traduction, ce qui lui permet de se ~~spécialiser en connaissance de cause dans un domaine spécifique,~~ en élaborant une problématique particulière cohérente avec les visées du programme et en empruntant les outils de recherche pertinents.	Ce séminaire examine les principales méthodes et approches appliquées à l'étude de la traduction. Il trace l'émergence de la discipline autonome de la traductologie ainsi que ses liens actuels avec d'autres sciences humaines et sociales. À l'issue du séminaire, l'étudiante ou l'étudiant a une vue d'ensemble de la théorisation en traduction, ce qui lui permet de se spécialiser, en élaborant une problématique particulière cohérente avec les visées du programme et en empruntant les outils de recherche pertinents.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA 500 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 500 ne peuvent obtenir de crédits pour ce cours.

Rationale:
Ce changement reflète le nom de la discipline et rend plus précis le titre et la description du cours.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 602
Calendar Section Type: Course
Description of Change: FTRA 602 Histoire de la traduction Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 602 Histoire ~~générale~~ de la traduction (3 credits)	FTRA 602 Histoire de la traduction (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire est une introduction à l'histoire générale de la traduction, notamment (mais non exclusivement) en Occident, ainsi qu'à l'évolution des approches historiographiques. Une vue en coupe est présentée à travers des thématiques permettant de dégager le rôle historique joué par les traducteurs comme acteurs sociaux proches des pouvoirs en place ou critiques de ces pouvoirs. L'accent est mis sur la créativité ~~des traducteurs~~ à certaines époques clés de contacts entre des cultures. Le séminaire peut aborder certains domaines précis de la traduction et des travaux menés à des périodes historiques et dans des aires géographiques données.	Ce séminaire est une introduction à l'histoire générale de la traduction, notamment (mais non exclusivement) en Occident, ainsi qu'à l'évolution des approches historiographiques. Une vue en coupe est présentée à travers des thématiques permettant de dégager le rôle historique joué par les traducteurs et traductrices comme acteurs sociaux proches des pouvoirs en place ou critiques de ces pouvoirs. L'accent est mis sur la créativité dans le processus de traduction à certaines époques clés de contacts entre des cultures. Le séminaire peut aborder certains domaines précis de la traduction et des travaux menés à des périodes historiques et dans des aires géographiques données.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*

Rationale:
Pour mieux refléter le contenu du cours, on propose d'enlever le mot « générale ». Les autres modifications respectent les principes de la rédaction inclusive.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 603
Calendar Section Type: Course
Description of Change: FTRA 603 Contextes sociopolitiques de la traduction Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 603 Contextes ~~socio-politiques~~ de la traduction (3 credits)	FTRA 603 Contextes sociopolitiques de la traduction (3 credits)
Co-listé : FTRA 553 .	Co-listé : FTRA 553 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire examine les situations sociales et politiques qui influent sur le travail pratique des traducteurs et la réception des traductions. Sont étudiés, par exemple,le cas des États bilingues ou multilingues, l'évolution des politiques linguistiques et leurs répercussions sur la traduction, les rapports entre les langues majoritaires et minoritaires, les effets de la migration sur les sociétés de plus en plus hybrides et les marchés nouveaux de la traduction.	Ce séminaire examine les situations sociales et politiques qui influent sur le travail pratique des traducteurs et traductrices et la réception des traductions. Sont étudiés, par exemple,le cas des États bilingues ou multilingues, l'évolution des politiques linguistiques et leurs répercussions sur la traduction, les rapports entre les langues majoritaires et minoritaires, les effets de la migration sur les sociétés de plus en plus hybrides et les marchés nouveaux de la traduction.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA 553 ~~ou FTRA 550~~ ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 553 ne peuvent obtenir de crédits pour ce cours.

Rationale:

L'orthographe « sociopolitiques » sans trait d'union est plus courante. L'autre modification respecte les principes de la rédaction inclusive. On enlève la référence à FTRA 550, puisque ce cours n'a pas été offert depuis plus de 20 ans.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 610
Calendar Section Type: Course
Description of Change: FTRA 610 Lecture critique de traductions
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 610 Lecture critique de traductions (3 credits)	FTRA 610 Lecture critique de traductions (3 credits)
Co-listé : FTRA 540 .	Co-listé : FTRA 540 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire propose une étude critique des traductions de l'anglais au français et du français à l'anglais effectuées à travers l'histoire, en tenant compte de la diversité des visées esthétiques, des différentes stratégies de traduction, ainsi que des contraintes ~~socio-politiques~~ ou institutionnelles. L'accent est mis sur l'étude des « grandes traductions » dans les cultures d'expression anglaise et française.	Ce séminaire propose une étude critique des traductions de l'anglais au français et du français à l'anglais effectuées à travers l'histoire, en tenant compte de la diversité des visées esthétiques, des différentes stratégies de traduction, ainsi que des contraintes sociopolitiques ou institutionnelles. L'accent est mis sur l'étude des « grandes traductions » dans les cultures d'expression anglaise et française.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA 540 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 540 ne peuvent obtenir de crédits pour ce cours.

Rationale:

L'orthographe « sociopolitiques » sans trait d'union est plus courante.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 612
Calendar Section Type: Course
Description of Change: FTRA 612 Traduction avancée en sciences humaines et sociales (F) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3 credits)	FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3 credits) Co-listé: FTRA 542
Prerequisites:	*Prerequisites:*
Description :	*Description :* Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s): Seminar	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 542 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (F) Le séminaire FTRA 612 a l'anglais comme langue de départ et le français comme langue d'arrivée.	**Language of instruction :** (F) Le séminaire FTRA 612 a l'anglais comme langue de départ et le français comme langue d'arrivée.

Rationale:
Pour une raison inconnue, le descriptif de ce cours n'apparaît pas dans l'annuaire. Le descriptif est le même que celui du cours FTRA 613, son équivalent en anglais.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 613
Calendar Section Type: Course
Description of Change: FTRA 613 Advanced translation in social sciences and the humanities (A) Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 613 Advanced translation in social sciences and the humanities (A) (3 credits)	FTRA 613 Advanced translation in social sciences and the humanities (A) (3 credits)
Co-listé : FTRA ~~542 ou FTRA~~ 543 .	Co-listé : FTRA 543 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa ~~pratique de traducteur-traductrice.~~	Ce séminaire pratique et théorique aborde plusieurs domaines des sciences humaines et sociales, notamment la sociologie, la psychanalyse, la théorie féministe. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA ~~542 ou FTRA~~ 543 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 543 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (A) Le séminaire FTRA 613 a le français comme langue de départ et l'anglais comme langue d'arrivée.	**Language of instruction :** (A) Le séminaire FTRA 613 a le français comme langue de départ et l'anglais comme langue d'arrivée.

Rationale:

On enlève la redondance « de traducteur-traductrice » et on enlève la mention du cours FTRA 542, qui était une erreur.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 614
Calendar Section Type: Course
Description of Change: FTRA 614 Traduction littéraire avancée (F)
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 614 Traduction littéraire avancée (F) (3 credits)	FTRA 614 Traduction littéraire avancée (F) (3 credits) Co-listé: FTRA 544
Prerequisites:	*Prerequisites:*
Description :	*Description :* Ce séminaire pratique et théorique analyse, à partir de théories traductologiques contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s): Lecture	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 544 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (F) Le séminaire FTRA 614 a l'anglais comme langue de départ et le français comme langue d'arrivée.	**Language of instruction :** (F) Le séminaire FTRA 614 a l'anglais comme langue de départ et le français comme langue d'arrivée.

Rationale:
Pour une raison inconnue, le descriptif de ce cours n'apparaît pas dans l'annuaire. Le descriptif est le même que celui du cours FTRA 615, son équivalent en anglais.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 615
Calendar Section Type: Course
Description of Change: FTRA 615 Advanced literary translation (A)
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 615 Advanced literary translation (A) (3 credits)	FTRA 615 Advanced literary translation (A) (3 credits)
Co-listé : FTRA ~~544 ou FTRA~~ 545 .	Co-listé : FTRA 545 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Ce séminaire pratique et théorique analyse, à partir de théories ~~littéraires~~ contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa ~~pratique de traducteur-traductrice.~~	Ce séminaire pratique et théorique analyse, à partir de théories traductologiques contemporaines, un échantillon de textes à traduire. L'étudiante ou l'étudiant produit un commentaire analytique sur ses choix de traduction en s'efforçant de théoriser sa pratique.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA ~~544 ou FTRA~~ 545 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 545 ne peuvent obtenir de crédits pour ce cours.
Language of instruction : (A) Ce séminaire FTRA a le français comme langue de départ et l'anglais comme langue d'arrivée.	**Language of instruction :** (A) Ce séminaire FTRA a le français comme langue de départ et l'anglais comme langue d'arrivée.

Rationale:

On remplace « littéraires » par « traductologiques » pour mieux refléter le contenu du cours, on enlève la phrase redondante « de traducteur-traductrice », et on enlève la mention du cours FTRA 544, qui était une erreur.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 622
Calendar Section Type: Course
Description of Change: FTRA 622 Littérature, langue, traduction
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 622 Littérature, langue, traduction (3 credits)	FTRA 622 Littérature, langue, traduction (3 credits)
Co-listé : FLIT 622 .	Co-listé : FLIT 622 .
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Le séminaire avancé de littérature, langue et traduction vise à parfaire les connaissances de l'étudiante et de l'étudiant dans un domaine littéraire, traductologique ou linguistique spécifique envisagé sous un angle théorique, historique ou social. Pour animer ce séminaire, il sera fait appel ~~aux professeurs~~ du département en fonction ~~de leur spécialité.~~ Le sujet particulier du séminaire sera annoncé chaque fois que le séminaire sera donné.	Le séminaire avancé de littérature, langue et traduction vise à parfaire les connaissances de l'étudiante et de l'étudiant dans un domaine littéraire, traductologique ou linguistique spécifique envisagé sous un angle théorique, historique ou social. Pour animer ce séminaire, il sera fait appel au corps professoral du département en fonction des spécialités. Le sujet particulier du séminaire sera annoncé chaque fois que le séminaire sera donné.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Les étudiantes et étudiants qui ont suivi FTRA 616, FLIT 616 ou FLIT 622 ne peuvent obtenir de crédits pour ce cours.	**Equivalent Courses :** Les étudiantes et étudiants qui ont suivi FTRA 616, FLIT 616 ou FLIT 622 ne peuvent obtenir de crédits pour ce cours.

Rationale:

La phrase « aux professeurs » est remplacée par « au corps professoral » par souci de rédaction inclusive et, pour faire l'accord, « leur spécialité » devient « des spécialités ».

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 686
Calendar Section Type: Course
Description of Change: FTRA 686 Projet de mémoire Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires > Mémoire

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 686 Projet de mémoire (6 credits)	FTRA 686 Projet de mémoire (6 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	Le projet de mémoire, préparé sous la direction d'un directeur ou d'une directrice de mémoire, est composé de plusieurs parties dont une revue de la littérature, un cadre conceptuel ou théorique et une table des matières provisoire.
Component(s):	*Component(s):*
~~Lecture~~	Thesis Research
Notes :	*Notes :*

Rationale:
Pour une raison inconnue, le descriptif de ce cours n’apparaît pas dans l’annuaire.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 692
Calendar Section Type: Course
Description of Change: FTRA 692 Mémoire Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires > Mémoire

Type of Change: Course Change

Present Text calendar	Proposed Text
FTRA 692 Mémoire (24 credits)	FTRA 692 Mémoire (24 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~L'étudiante ou l'étudiant pourra choisir d'étudier~~ un ~~sujet particulier en littérature,~~ traduction ~~ou linguistique, sous la forme d'un tutorat. Les tutorats devront être approuvés par le comité d'études supérieures et dépendront des aptitudes et intérêts de l'étudiante et de l'étudiant ainsi que de la disponibilité et des compétences du professeur concerné.~~	Le mémoire est composé soit d'un travail de réflexion théorique sur un corpus, soit d'une traduction littéraire, accompagnée d'un appareil critique.
Component(s):	*Component(s):*
~~Lecture~~	Thesis Research
Notes :	*Notes :*
Other note : ~~Les étudiantes et étudiants admis avant 2002-2003 et qui ont préféré rester dans l'ancien programme peuvent suivre FTRA 690 (21 crédits) à condition d'avoir satisfait aux exigences de l'ancien programme.~~	**Other note :**

Rationale:
Pour une raison inconnue, le descriptif de ce cours est erroné dans l'annuaire.

Resource Implications:
Aucune.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Calendar Section Name: FTRA 694
Calendar Section Type: Course
Description of Change: FTRA 694 Mémoire en recherche-création
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Études Françaises

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Études françaises, cours > Traductologie MA, cours et séminaires

Type of Change: New Course

Present Text calendar	Proposed Text
	FTRA 694 Mémoire en recherche-création (18 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* Le mémoire en recherche-création est composé d'une traduction littéraire comportant un élément d'expérimentaion ou de créativité, d'une contextualisation, et d'une réflexion critique sur le processus. Dans certains cas, il peut inclure des éléments multimodaux, par exemple, un microsite, un balado, une bande dessinée ou un court-métrage documentaire.
Component(s):	*Component(s):* Thesis Research
Notes :	*Notes :*

Rationale:
Le nombre de crédits du mémoire dans cette nouvelle option est de 18 pour donner une plus grande valeur à l'aspect création.

Resource Implications:
Aucune.

Impact Report

Programs

Traduction, diplôme

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Graduate Diploma -> Traduction, diplôme -> Exigences du programme
Source of Impact

- FTRA 500
- FTRA 540
- FTRA 542
- FTRA 543
- FTRA 544
- FTRA 545
- FTRA 549
- FTRA 553

Defined Groups

Bloc A Maîtrise en traductologie (professionnelle - sans mémoire)

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (professionnelle - sans mémoire) -> Exigences du programme -> Maîtrise en traductologie (professionnelle - sans mémoire)
Source of Impact

- FTRA 600
- FTRA 602
- FTRA 603
- FTRA 610
- FTRA 622

Bloc C Maîtrise en traductologie (professionnelle - sans mémoire)

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (professionnelle - sans mémoire) -> Exigences du programme -> Maîtrise en traductologie (professionnelle - sans mémoire)
Source of Impact

- FTRA 612
- FTRA 613
- FTRA 614
- FTRA 615

Maîtrise en traductologie (théorique - avec mémoire en recherche-création) New

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (théorique - avec mémoire en recherche-création) -> Exigences du programme
Source of Impact

- FTRA 600
- FTRA 602
- FTRA 603
- FTRA 610
- FTRA 612

- FTRA 613
- FTRA 614
- FTRA 615
- FTRA 622
- FTRA 686

Maîtrise en traductologie (théorique - avec mémoire)
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (théorique - avec mémoire) -> Exigences du programme
Source of Impact

- FTRA 686
- FTRA 692

Projet de mémoire : Maîtrise en traductologie (théorique - avec mémoire)
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (théorique - avec mémoire) -> Exigences du programme -> Maîtrise en traductologie (théorique - avec mémoire)
Source of Impact

- FTRA 686
- FTRA 692

Séminaires de domaines généraux Littératures de langue française
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Littératures de langue française MA -> Exigences du programme -> Littératures de langue française MA
Source of Impact

- FLIT 622
- FTRA 622

Séminaires au choix : Maîtrise en traductologie (théorique - avec mémoire)
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (théorique - avec mémoire) -> Exigences du programme -> Maîtrise en traductologie (théorique - avec mémoire)
Source of Impact

- FTRA 603
- FTRA 610
- FTRA 612
- FTRA 613
- FTRA 614
- FTRA 615
- FTRA 622

Séminaires obligatoires : Maîtrise en traductologie (théorique - avec mémoire)
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Études françaises, programmes -> Master/Magisteriate -> Traductologie MA -> Maîtrise en traductologie (théorique - avec mémoire) -> Exigences du programme -> Maîtrise en traductologie (théorique - avec mémoire)
Source of Impact

- FTRA 600
- FTRA 602

Courses

FLIT 622
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Littératures de langue française MA, séminaires
Source of Impact

- FTRA 622

FTRA 500
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Technologies de la traduction, certificate; et Traduction, diplôme, cours
Source of Impact

- FTRA 600

FTRA 540
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Technologies de la traduction, certificate; et Traduction, diplôme, cours
Source of Impact

- FTRA 610

FTRA 543
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Technologies de la traduction, certificate; et Traduction, diplôme, cours
Source of Impact

- FTRA 612
- FTRA 613

FTRA 545
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Technologies de la traduction, certificate; et Traduction, diplôme, cours
Source of Impact

- FTRA 614
- FTRA 615

FTRA 553
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Technologies de la traduction, certificate; et Traduction, diplôme, cours
Source of Impact

- FTRA 603

FTRA 600
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 500

FTRA 603
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 553

FTRA 610
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 540

FTRA 613
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 542
- FTRA 543

FTRA 615
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 544
- FTRA 545

FTRA 617
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 613
- FTRA 615

FTRA 622
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FLIT 622

FTRA 642
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

- FTRA 612
- FTRA 614

FTRA 694 Mémoire en recherche-création New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Études françaises, cours -> Traductologie MA, cours et séminaires
Source of Impact

Traductologie MA

Programme

La maîtrise en traductologie comporte trois options. La maîtrise professionnelle s'adresse aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction et offre une formation accélérée dans ce domaine. La maîtrise théorique, avec mémoire, est axée sur l'étude interdisciplinaire des rapports entre culture, langue et traduction (méthodologie de la recherche, histoire et critique de la traduction) et se concentre tout particulièrement sur les composantes structurelles, systémiques et organisationnelles des processus de traduction. La maîtrise en recherche-création permet de mettre en œuvre les capacités de réflexion critique et d'analyse attendues d'un mémoire de maîtrise, mais avec une composante exigeant le déploiement d'une pratique créative.

Exigences du programme

Traductologie MA (45 credits)

45.0 crédits choisis parmi:

Maîtrise en traductologie (professionnelle - sans mémoire)
Maîtrise en traductologie (théorique - avec mémoire)
Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Note: Les étudiantes et les étudiants admis en maîtrise peuvent bénéficier d'une aide financière pendant la durée de leurs études, sous la forme d'assistanats de recherche ou d'enseignement. Ces aides varient selon les années et les étudiantes et étudiants intéressés doivent se faire connaître auprès de la direction du programme une fois admis.

Maîtrise en traductologie (professionnelle - sans mémoire)

Le Département d'études françaises offre un programme de 2^{e} cycle à visée professionnelle : la maîtrise en traductologie, sans mémoire.

But du programme

Cette option offre une formation accélérée en traduction aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures dans une discipline autre que la traduction. Ils deviendront ainsi des langagiers professionnels efficaces et reconnus.

Conditions d'admission

- Les candidates et les candidats devront détenir un baccalauréat ou un diplôme d'études supérieures dans un domaine autre que la traduction et suivront au besoin une propédeutique.
- Les candidates et les candidats devront posséder les compétences linguistiques nécessaires à la traduction (maîtrise de la langue d'arrivée, compréhension fine de la langue de départ), avoir un excellent dossier universitaire (moyenne générale de 3,00 sur 4,30) et démontrer des aptitudes pour la traduction.
- Les candidates et les candidats devront préciser dès l'entrée au programme s'ils travailleront vers le français ou vers

l'anglais.

Conditions d'admission supplémentaires

La demande d'admission doit s'accompagner des pièces suivantes :

1. trois lettres de recommandation;
2. une lettre de présentation où la candidate ou le candidat décrit sa formation et son expérience ainsi que ses attentes à l'égard du programme;
3. des relevés de notes officiels de l'université ou des universités fréquentées.

La sélection des candidatures est effectuée sur la base des éléments suivants :

1. le dossier universitaire de la candidate ou du candidat;
2. les lettres de recommandation;
3. un examen d'admission qui sert à vérifier les compétences linguistiques et culturelles de la candidate ou du candidat.

Exigences du programme

Toute étudiante ou tout étudiant doit obtenir un minimum de 45 crédits.

Veuillez consulter la page Études françaises, cours pour les descriptions des cours.

Maîtrise en traductologie (professionnelle - sans mémoire) (45 credits)

6 crédits au choix :

Bloc A Maîtrise en traductologie (professionnelle - sans mémoire)

3 crédits minimum choisi parmi les cours connexes :

Bloc B Maîtrise en traductologie (professionnelle - sans mémoire)

6 autres crédits choisi parmi les cours :

Bloc A Maîtrise en traductologie (professionnelle - sans mémoire), ou Bloc B Maîtrise en traductologie (professionnelle - sans mémoire)

30 crédits de cours et séminaires pratiques de traduction :

Bloc C Maîtrise en traductologie (professionnelle - sans mémoire)

Bloc A Maîtrise en traductologie (professionnelle - sans mémoire)

6 crédits minimum choisis parmi les cours suivants :

- FTRA 600 Méthodologie de la recherche en traductologie (3.00)
- FTRA 601 Courants contemporains en traductologie (3.00)
- FTRA 602 Histoire de la traduction (3.00)
- FTRA 603 Contextes sociopolitiques de la traduction (3.00)
- FTRA 610 Lecture critique de traductions (3.00)
- FTRA 622 Littérature, langue, traduction (3.00)

Bloc B Maîtrise en traductologie (professionnelle - sans mémoire)

3 crédits minimum choisis parmi les cours suivants :

- FRAA 623 Rédaction avancée (3.00)
- FTRA 638 Initiation au sous-titrage (3.00)
- FTRA 652 Traduction assistée par ordinateur (TAO) et post édition (3.00)
- FTRA 655 Gestion de projets (3.00)
- FTRA 658 Pratique de la localisation (3.00)
- FTRA 668 Web, technologies, traduction : théories et critiques (3.00)

Bloc C Maîtrise en traductologie (professionnelle - sans mémoire)

6 crédits obligatoires :

- FTRA 633 Aspects théoriques et pratiques de la terminologie (3.00)

Un stage de 3 crédits choisi parmi:

- FTRA 617 Stage de formation du français à l'anglais I (3.00)
- FTRA 642 Stage de formation de l'anglais au français I (3.00)

24 crédits à choisir parmi les cours suivants :

- FTRA 611 Terminologie et mondialisation (3.00)
- FTRA 636 Informatique et traduction (F/A) (3.00)

NOTE: Tout étudiant ou toute étudiante qui souhaite obtenir le titre de terminologue agréé doit obligatoirement suivre le cours FTRA 611.

3 crédits à choisir parmi:

- FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3.00)
- FTRA 613 Advanced translation in social sciences and the humanities (A) (3.00)

3 crédits à choisir parmi:

- FTRA 614 Traduction littéraire avancée (F) (3.00)
- FTRA 615 Advanced literary translation (A) (3.00)

3 crédits à choisir parmi:

- FTRA 623 Traduction scientifique et technique du français à l'anglais (A) (3.00)
- FTRA 624 Traduction scientifique et technique de l'anglais au français (F) (3.00)

3 crédits à choisir parmi:

- FTRA 625 Traduction commerciale et juridique du français à l'anglais (A) (3.00)
- FTRA 626 Traduction commerciale et juridique de l'anglais au français (F) (3.00)

3 crédits à choisir parmi:

- FTRA 629 Révision et correction en traduction (A) (3.00)
- FTRA 630 Révision et correction en traduction (F) (3.00)

3 crédits à choisir parmi:

- FTRA 631 Initiation à la traduction générale (A) (3.00)
- FTRA 632 Initiation à la traduction générale (F) (3.00)

3 crédits à choisir parmi:

- FTRA 634 Traduction littéraire de l'anglais au français (F) (3.00)
- FTRA 635 Traduction littéraire du français à l'anglais (A) (3.00)

3 crédits à choisir parmi:

- FTRA 647 Traduction économique du français à l'anglais (A) (3.00)
- FTRA 648 Traduction économique de l'anglais au français (F) (3.00)

Exigences supplémentaires du programme

Durée des études. La durée des études pour les étudiantes et étudiants à temps plein est d'un minimum de trois sessions et d'un maximum de neuf sessions à partir de la date d'inscription. Pour les étudiantes et étudiants à temps partiel, le maximum

est de quinze sessions.

Rendement académique

Voir la section Academic Standing de l'Annuaire pour la Réglementation universitaire.

Toute note inférieure à *C* représente un échec. Le comité des études supérieures du Département revoit le dossier de chaque étudiante et de chaque étudiant tous les ans et peut exiger que celles et ceux dont les résultats ne satisfont pas aux normes du Département (moyenne générale de 2,70) se retirent du programme.

Maîtrise en traductologie (théorique - avec mémoire)

Le Département d'études françaises offre un programme de 2e cycle à visée théorique conduisant au doctorat : la maîtrise en traductologie, avec mémoire.

But du programme

Cette option offre une formation poussée favorisant la réflexion et l'acquisition de connaissances de pointe en traductologie aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures en traduction ou dans une discipline proche de la traduction.

Conditions d'admission

- Les candidates et les candidats devront détenir un baccalauréat spécialisé (ou « Honours ») en traduction, un diplôme d'études supérieures en traduction, ou encore un baccalauréat ou un diplôme d'études supérieures dans un domaine pertinent à la traduction.
- Ils devront posséder les compétences linguistiques nécessaires à la traduction (maîtrise de la langue d'arrivée, compréhension fine de la langue de départ), avoir un excellent dossier universitaire (moyenne générale de 3,00 sur 4,30) et démontrer des aptitudes pour la traduction.
- La direction du programme pourra exiger qu'une candidate ou qu'un candidat suive au besoin une propédeutique.

Conditions d'admission supplémentaires

La demande d'admission doit s'accompagner des pièces suivantes :

1. trois lettres de recommandation;
2. une lettre de présentation où la candidate ou le candidat décrit sa formation et son expérience dans les domaines langagiers ainsi que ses attentes à l'égard du programme;
3. des relevés de notes officiels de l'université ou des universités fréquentées.

La sélection des candidatures est effectuée sur la base des éléments suivants :

1. le dossier universitaire de la candidate ou du candidat;

2. les lettres de recommandation;
3. un examen d'admission qui vérifie les compétences linguistiques et culturelles de la candidate ou du candidat.

Exigences du programme

Toute étudiante ou tout étudiant doit obtenir un minimum de 45 crédits.

Veuillez consulter la page Études françaises, cours pour les descriptions des cours.

Maîtrise en traductologie (théorique - avec mémoire) (45 credits)

9 crédits de Séminaires obligatoires : Maîtrise en traductologie (théorique - avec mémoire)

6 crédits de Séminaires au choix : Maîtrise en traductologie (théorique - avec mémoire)

6 crédits:

- FTRA 686 Projet de mémoire (6.00)

24 crédits:

- FTRA 692 Mémoire (24.00)

Séminaires obligatoires : Maîtrise en traductologie (théorique - avec mémoire) (9 credits)

- FTRA 600 Méthodologie de la recherche en traductologie (3.00)
- FTRA 601 Courants contemporains en traductologie (3.00)
- FTRA 602 Histoire de la traduction (3.00)

Séminaires au choix : Maîtrise en traductologie (théorique - avec mémoire) (6 credits)

6 crédits choisis parmi:

- FTRA 603 Contextes sociopolitiques de la traduction (3.00)
- FTRA 682 Tutorat en traduction (F) (3.00)

- FTRA 683 Tutorial in translation (A) (3.00)
- FTRA 684 Tutorat en linguistique (F) (3.00)
- FTRA 685 Tutorial in Linguistics (A) (3.00)
- FTRA 698 Étude d'un sujet particulier / Special Topics (3.00)
- FTRA 610 Lecture critique de traductions (3.00)
- FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3.00)
- FTRA 613 Advanced translation in social sciences and the humanities (A) (3.00)
- FTRA 614 Traduction littéraire avancée (F) (3.00)
- FTRA 615 Advanced literary translation (A) (3.00)
- FTRA 622 Littérature, langue, traduction (3.00)
- FTRA 680 Tutorat en littérature (F) (3.00)
- FTRA 681 Tutorial in Literature (A) (3.00)

Projet de mémoire : Maîtrise en traductologie (théorique - avec mémoire)

30 crédits:

- FTRA 686 Projet de mémoire (6.00)
- FTRA 692 Mémoire (24.00)

Exigences supplémentaires du programme

Durée des études. La durée des études pour les étudiantes et étudiants à temps plein est d'un minimum de trois sessions et d'un maximum de neuf sessions à partir de la date d'inscription. Pour les étudiantes et étudiants à temps partiel, le maximum est de quinze sessions.

Rendement académique

Voir la section Academic Standing de l'Annuaire pour la Réglementation universitaire.
Toute note inférieure à *C* représente un échec. Le comité des études supérieures du Département revoit le dossier de chaque étudiante et de chaque étudiant tous les ans et peut exiger que celles et ceux dont les résultats ne satisfont pas aux normes du Département (moyenne générale de 2,70) se retirent du programme.

Maîtrise en traductologie (théorique - avec mémoire en recherche-création)

Le Département d'études françaises offre un programme de 2e cycle à visée théorique avec une dimension en création : la maîtrise en recherche-création, avec mémoire.

But du programme

Cette option offre une formation poussée favorisant la réflexion et l'acquisition de connaissances de pointe en traductologie aux étudiantes et aux étudiants qui ont réalisé leurs études antérieures en traduction ou dans une discipline proche de la traduction, tout en intégrant le déploiement d'une pratique créative.

Conditions d'admission

- Les candidates et les candidats devront détenir un baccalauréat spécialisé (ou « Honours ») en traduction, un diplôme d'études supérieures en traduction, ou encore un baccalauréat ou un diplôme d'études supérieures dans un domaine pertinent à la traduction.
- Ils ou elles devront posséder les compétences linguistiques nécessaires à la traduction (maîtrise de la langue d'arrivée, compréhension fine de la langue de départ), avoir un excellent dossier universitaire (moyenne générale de 3,00 sur 4,30) et démontrer des aptitudes pour la traduction.
- La direction du programme pourra exiger qu'une candidate ou un candidat suive au besoin une propédeutique.

Conditions d'admission supplémentaires

La demande d'admission doit s'accompagner des pièces suivantes :

1. trois lettres de recommandation;

2. une lettre de présentation où la candidate ou le candidat décrit sa formation et son expérience dans les domaines langagiers et son intérêt pour la recherche-création, ainsi que ses attentes à l'égard du programme;

3. des relevés de notes officiels de l'université ou des universités fréquentées.

La sélection des candidatures est effectuée sur la base des éléments suivants :

1. le dossier universitaire de la candidate ou du candidat;

2. les lettres de recommandation;

3. un examen d'admission qui vérifie les compétences linguistiques et culturelles de la candidate ou du candidat.

Exigences du programme

Maîtrise en traductologie (théorique - avec mémoire en recherche-création) (45 credits)

9.0 crédits:

- FTRA 600 Méthodologie de la recherche en traductologie (3.00)
- FTRA 601 Courants contemporains en traductologie (3.00)
- FTRA 602 Histoire de la traduction (3.00)

3.0 crédits choisis parmi:

- FTRA 603 Contextes sociopolitiques de la traduction (3.00)
- FTRA 610 Lecture critique de traductions (3.00)
- FTRA 622 Littérature, langue, traduction (3.00)
- FTRA 638 Initiation au sous-titrage (3.00)
- FTRA 668 Web, technologies, traduction : théories et critiques (3.00)

9.0 crédits choisis parmi:

- FTRA 612 Traduction avancée en sciences humaines et sociales (F) (3.00)
- FTRA 613 Advanced translation in social sciences and the humanities (A) (3.00)
- FTRA 614 Traduction littéraire avancée (F) (3.00)
- FTRA 615 Advanced literary translation (A) (3.00)
- FTRA 631 Initiation à la traduction générale (A) (3.00)
- FTRA 632 Initiation à la traduction générale (F) (3.00)
- FTRA 634 Traduction littéraire de l'anglais au français (F) (3.00)
- FTRA 635 Traduction littéraire du français à l'anglais (A) (3.00)

24.0 crédits:

- FTRA 686 Projet de mémoire (6.00)
- FTRA 694 Mémoire en recherche-création (18.00)

Exigences supplémentaires du programme

Durée des études. La durée des études pour les étudiantes et étudiants à temps plein est d'un minimum de trois sessions et

d’un maximum de neuf sessions à partir de la date d’inscription. Pour les étudiantes et étudiants à temps partiel, le maximum est de quinze sessions.

Rendement Académique

Voir la section Academic Standing de l'Annuaire pour la Réglementation universitaire.
Toute note inférieure à *C* représente un échec. Le comité des études supérieures du Département revoit le dossier de chaque étudiante et de chaque étudiant tous les ans et peut exiger que celles et ceux dont les résultats ne satisfont pas aux normes du Département (moyenne générale de 2,70) se retirent du programme.

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Traduction, diplôme

Conditions d'admission

- Baccalauréat ou diplôme équivalent dans un domaine autre que la traduction. Dans tous les cas, la moyenne générale obtenue sera d'au moins 2,70 (sur 4,30).
- La sélection des candidatures est effectuée sur la base des documents suivants : un examen écrit, trois lettres de recommandation, le dossier universitaire, une lettre de présentation et, au besoin, une entrevue.

Exigences du programme

Toute étudiante ou tout étudiant doit obtenir 33 crédits.

Veuillez consulter la page Études françaises, cours pour les descriptions des cours.

Traduction, diplôme (33 credits)

Cours obligatoires

3.0 crédits choisis parmi:

- FTRA 501 Traduction littéraire du français à l'anglais (A) (3.00)
- FTRA 504 Traduction littéraire de l'anglais au français (F) (3.00)

9.0 crédits:

- FTRA 532 Initiation à la traduction générale (F) (3.00)
- FTRA 533 Aspects théoriques et pratiques de la terminologie (3.00)
- FTRA 536 Informatique et traduction (F/A) (3.00)

3.0 crédits choisis parmi:

- FTRA 500 Méthodologie de la recherche en traductologie (3.00)
- FTRA 539 Courants contemporains en traductologie (3.00)
- FTRA 540 Lecture critique de traductions (3.00)

3.0 crédits choisis parmi:

- FTRA 529 Révision et correction en traduction (A) (3.00)
- FTRA 530 Révision et correction en traduction (F) (3.00)

Cours en option

15.0 crédits de cours en option, choisis parmi les cours suivants:

- FRAA 523 Rédaction avancée (3.00)
- FTRA 513 Traduction scientifique et technique du français à l'anglais (A) (3.00)
- FTRA 514 Traduction scientifique et technique de l'anglais au français (F) (3.00)
- FTRA 515 Traduction commerciale et juridique du français à l'anglais (A) (3.00)
- FTRA 516 Traduction commerciale et juridique de l'anglais au français (F) (3.00)
- FTRA 517 Stage de formation du français à l'anglais I (A) (3.00)
- FTRA 519 Stage de formation du français à l'anglais II (A) (3.00)
- FTRA 520 Stage de formation (F) (6.00)
- FTRA 521 Stage de formation (A) (6.00)
- FTRA 522 Stage de formation de l'anglais au français I (F) (3.00)
- FTRA 526 Stage de formation de l'anglais au français II (F) (3.00)
- FTRA 527 Travaux dirigés (A) (3.00)
- FTRA 528 Travaux dirigés (F) (3.00)
- FTRA 534 Terminologie et mondialisation (3.00)
- FTRA 538 Initiation au sous-titrage (3.00)
- FTRA 542 Traduction avancée en sciences humaines et sociales (F) (3.00)
- FTRA 543 Advanced Translation in Social Sciences and the Humanities (A) (3.00)
- FTRA 544 Traduction littéraire avancée (F) (3.00)
- FTRA 545 Advanced Literary Translation (A) (3.00)
- FTRA 547 Traduction économique du français à l'anglais (A) (3.00)
- FTRA 548 Traduction économique de l'anglais au français (F) (3.00)
- FTRA 552 Traduction assistée par ordinateur (TAO) et post édition (3.00)
- FTRA 553 Contextes sociopolitiques de la traduction (3.00)
- FTRA 555 Gestion de projets (3.00)
- FTRA 558 Pratique de la localisation (3.00)
- FTRA 598 Étude avancée d'un sujet particulier (3.00)

Exigences supplémentaires du programme

Durée des études. Les 33 crédits du programme peuvent être effectués en une année (3 sessions) ou à temps partiel. Pour être admissible à un stage de formation, l'étudiante ou l'étudiant doit avoir suivi 12 crédits en traduction pragmatique, 3 crédits en terminologie et avoir obtenu une moyenne générale cumulative d'au moins 3,30 soit B+.

Rendement académique

Voir la section Academic Standing de l'Annuaire pour la Réglementation universitaire.
Toute note inférieure à *C* constitue un échec. Obtenir deux *C* constitue également un échec. Le comité d'études supérieures du département revoit le dossier de chaque étudiante et de chaque étudiant tous les ans et peut exiger que ceux et celles dont les résultats ne satisfont pas aux normes du département (moyenne générale de 2,70 sur 4,30) se retirent du programme.

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SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New graduate program: Master's in Science degree (Athletic Therapy) (AS-HKAP-3301)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new graduate program, Master's in Science degree (Athletic Therapy).

BACKGROUND:

The Department of Health, Kinesiology, and Applied Physiology is proposing a new Master's in Science degree (Athletic Therapy).

The proposal is to phase out the current Bachelor of Science, Athletic Therapy (BScAT) and restructure the program to the Master's degree level (MSAT). In 2012, the BScAT degree transitioned to a 4-year program to meet the greater demands of the required curriculum, but once again, there is a requirement to upgrade the program.

Changing to the M.Sc. corresponds to the higher education environment and the accreditation landscape in Quebec, Canada, and the United States. This development enhances the established curriculum to a higher level, meeting the increasing responsibilities of the Athletic Therapist (AT) as a healthcare specialist, and is directly aligned with the national educational trends in the field.

ATs assess and treat injuries to the musculoskeletal system (muscles, bones, and joints), using techniques of injury prevention, assessment, emergency and acute care, rehabilitation, and re-conditioning. Due to risk involved in sport, ATs also have expertise in assessing and managing concussion. Currently ATs practicing in Canada are certified by the Canadian Athletic Therapy Association (CATA) following a National Certification Examination which is completed once a student graduates from one of ten Canadian accredited educational programs.

The proposal is for a 45-credit Master's degree in AT, designed to be completed in two years. This timeline aligns with the Université du Québec à Montréal (UQTR) program, Brock University's Program, and similar master's programs in the United States. The program will

guide students through the CATA Competencies in AT, approved in August 2019, ensuring they acquire all core competencies by graduation.

These competencies define the roles and expectations of Certified ATs in Canada, which include: Athletic Therapy Expert, Communicator, Collaborator, Scholar, Leader, Health Advocate, Professional. As part of this proposal, the program will seek continued accreditation from the CATA Program Accreditation Committee and look to expand to accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) to leverage enrollment from the Northeastern United States. The MSAT will provide current didactic and psychomotor (hands-on training in the form of laboratories and experiential learning) skills necessary to successfully pass the National Certification Exam of the CATA and become healthcare professionals in Quebec and Canada.

This new program was recommended by the APC on January 15, 2026.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new graduate program Master's in Science degree (Athletic Therapy) (AS-HKAP-3301), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 26, 2026

ACADEMIC PROGRAMS COMMITTEE
Rachel Berger, PhD
January 15, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-SCBTM-5777; **APC-2025-8-D7**

- New Undergraduate Program: BComm in Business Analytics

Faculty of Fine Arts
FA-FA-5891; **APC-2025-8-D14**

- Regulation change
- Summary: Clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)

Faculty of Arts and Science
Département d'études françaises
AS-FRAN-5833 ; **APC-2025-8-D19**

- Program changes
- Regulation changes
- Course changes
- Summary: création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-3301; **APC-2025-8-D20**

- New graduate program: Master's in Science degree (Athletic Therapy)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-MSCM-5876; **APC-2025-8-D25**

- Regulation changes
- Program changes
- Course changes
- Summary: The dossier proposes implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option within the Master of Supply Chain Management.



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

New Graduate Program (Regular Process) - AS-HKAP-3301 - VERSION : 7

Summary and Rationale for Changes

The Department of Health, Kinesiology, and Applied Physiology is proposing a new Master's in Science degree (Athletic Therapy).

Our proposal is to phase out the current Bachelor of Science, Athletic Therapy (BScAT) and restructure our program to the Master's degree level (MSAT). In 2012, our BScAT degree transitioned to a 4-year program to meet the greater demands of the required curriculum, but once again, we are required to upgrade our program. Rather than adding to our current B.Sc. program, **changing to the M.Sc. corresponds to the higher education environment and the accreditation landscape in Quebec, Canada, and the United States**. This development enhances our established curriculum to a higher level, meeting the i**ncreasing responsibilities of the Athletic Therapist (AT) as a healthcare specialist,** and is directly aligned with the national educational trends in the field.

ATs assess and treat injuries to the musculoskeletal system (muscles, bones, and joints), using techniques of injury prevention, assessment, emergency and acute care, rehabilitation, and re-conditioning. Due to risk involved in sport, ATs also have expertise in assessing and managing concussion. Currently ATs practicing in Canada are certified by the Canadian Athletic Therapy Association (CATA) following a National Certification Examination which is completed once a student graduates from one of ten Canadian accredited educational programs.

Our proposal is for a 45-credit Master's degree in AT, designed to be completed in two years. This timeline aligns with the *Université du Québec à Montréal* (UQTR) program, Brock University Program, and similar master's programs in the United States. The program will guide students through the CATA Competencies in AT, approved in August 2019, ensuring they acquire all core competencies by graduation. These competencies define the roles and expectations of Certified ATs in Canada, which include: Athletic Therapy Expert, Communicator, Collaborator, Scholar, Leader, Health Advocate, Professional. As part of this proposal, the program will seek continued accreditation from the CATA Program Accreditation Committee and look to expand to accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) to leverage enrollment from the Northeastern United States. The MSAT will provide current didactic and psychomotor (hands-on training in the form of laboratories and experiential learning) skills necessary to successfully pass the National Certification Exam of the CATA and become healthcare professionals in Quebec and Canada.

As one of the earliest accredited programs in Canada, we have a well-established track record of **exceeding the national average passing score for the National Certification Exam** and have trained the majority of ATs in Quebec. We are one of ten professional programs in Canada. In Quebec, the other AT program is offered at UQTR, which has since September 2022, offered their AT program at the master's level. There is also a new program at the master's level in Ontario (Brock University) which will launch in 2026.

This shift reflects a broader trend where foundational knowledge and general education are covered at the undergraduate level, while specialized professional competencies are refined at the graduate level. We will update the curriculum to enhance its delivery, maintain a competitive edge, and meet new healthcare education standards in Quebec. This transition will improve how we teach AT by requiring students to complete general education and foundational coursework before enrolling in the MSAT. This approach will also attract more mature, motivated, and focused students, allowing for higher-level instruction and a deeper learning experience.

Both the OPQ and the Collège des médecins du Québec expect all AT programs in the province to transition to the master's level. The evolution of the program reflects the growing responsibilities of ATs as healthcare professionals in Quebec and across Canada. In particular, the Gazette Officielle du

Québec decree granting ATs direct access to patients with musculoskeletal conditions and the authority to make return-to-play decisions - including for concussions - shows the need for a graduate-level education aligned with other healthcare professions. This recognition is first of its kind in Canada for ATs, with Quebec leading the way. Concordia is a key player in the profession within Quebec but risks falling behind if it does not transition its AT program to the master's level. **To maintain recognition and support the profession's growth, the educational level must match other programs in Quebec and align with healthcare standards across Canada.**

For the department and university, the new program will increase our graduate student enrollment with minimal to no impact on our current undergraduate programs enrollment since we expect a large percentage of students to register for one of our undergraduate programs before applying to the MSAT. Furthermore, we will attract mature students from across Canada, the United States, and beyond. We will continue to evolve our philosophies around *Teach for Tomorrow, Get Your Hands Dirty, Experiment Boldly, Embrace The City Embrace The World strategic* directions.

Resource Implications

To offer the program, only 2/3 additional 3-credit section (2 credits) will be required. We will start phasing out the BScAT one year prior the inception of the MSAT (year 0). Consequently, the equivalent of 15 credits will be removed from HKAP offerings. In year 1, 17 MSAT credits will be added and 9 BScAT credits will be removed, while in year 2, 18 MSAT credits will be added and 6 BScAT credits will be removed. Internships in both programs are worth a 6-credit workload for the internship director. In total, 35 MSAT credits will be added while 30 BScAT credits will be removed. By removing EXCI 471 (Pain Management Strategies) from course offerings and letting undergraduate students in the Major and KCEP programs register for MSAT 610 (Pharmacology and Pain Management Strategies for Musculoskeletal Injuries), an additional 3 credits will be removed from offerings. The implementation of the MSAT combined with the removal of the BScAT will therefore require only 2 additional credits. Three remission credits will also be provided to the program director as is currently the case for the BScAT. In addition, 6 laboratory sections will be removed and the need for teaching assistants will be reduced by approximately 200 hours.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Geoffrey Dover, Interim Dean, School of Graduate Studies,
Graduate Curriculum Committee, 06 Oct 2025

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 26 Sep 2025

The following proposal was presented under ASFC-2025-5M-B and approved at the Arts and Science Faculty Council meeting on September 26, 2025. We request that it be reviewed at the Graduate Curriculum Committee.

Summary of Committee Discussion: Faculty Curriculum Approval (FCC/FAPC)

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 26 Sep 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 28 Aug 2025

This is a long-awaited "new program" dossier from the ***Department of Health, Kinesiology and Applied Physiology***, for a new Master's program in Athletic Therapy at Concordia University. Athletic Therapy has a rich history in the department, is one of the flagship programs in the unit, as well as being a leading athletic therapy program in Canada. The unit is proposing to convert their BSc to an MSc, as per the standards in the domain, and in the health sector in general.

Specifically, this dossier describes a displacement of a program from the undergraduate to the graduate levels, along with improvements appropriate for its alignment within a graduate framework, as the BSc in Athletic Therapy will be closed once the MSc in Athletic Therapy starts. Such a program change is timely because:

- This dossier is part of an overall department momentum to secure its place within the healthcare sector. Connected program changes at the BSc level are expected to come and provide further undergraduate opportunities for students.
- Currently, the athletic therapists in Québec can provide care as their activities are within the umbrella of a partnership with the *Collège des Médecins du Québec*, as mandated by a government decree. This decree ends in 2026, and the *Collège* does support the creation of a master's level training in Québec.
- The *Canadian Athletic Therapists' Association* supports such a change, and recently programs have taken the initiative: the program at Université du Québec à Trois-Rivières recently went to a Master's level training, as did the program at Brock University.
- The *Corporation des Thérapeutes du Sport du Québec* has been lobbying for an order for over 20 years. Dr. DeMont and I went to perform representations as far back as 2008 to the *Office des Professions (OPQ)*. The OPQ has recently released an Avis recommending that the athletic therapists join the *Ordre Professionnel de la Physiothérapie du Québec* and that the Master's level training in athletic therapy would be the recommended level for entering into the order.

In terms of evaluation:

1. The LOI for this dossier was approved by the Dean on October 8th, 2021.
2. A strategic meeting occurred in March 2023 between the Department and the Dean's Office to discuss the advancement and the impact across HKAP programs.
3. After discussions at the Faculty and University levels, the LOI was approved by the VPITL and Provost on October 26th, 2023.
4. The finalized dossier has been unanimously approved by the department in Winter 2025.
5. The FCC met with the Program Director and Chair on June 5th, 2025.
6. The department met the Dean's Office in July 2025 to discuss the program overview, along with the budget implications.
7. The FCC approved the dossier on August 28th, 2025.

Summary of Committee Discussion: Department Approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 28 Aug 2025

Approved by:

Nancy St-Onge, Chair, Department of Health, Kinesiology and Applied Physiology,
HKAP Department Council, 09 Apr 2025

Athletic Therapy MSc

Admission Requirements

- BSc in Kinesiology, Physical Education, Human Kinetics, Exercise Science or equivalent, with a cumulative GPA of 3.0.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the **English language proficiency** page for further information on requirements and exemptions.

Additional Admission Requirements

- A minimum B average in the following prerequisites: Human Anatomy (with lab), Human Physiology (with lab), Biomechanics, Nutrition, General/Sport Psychology, Exercise prescription.

Degree Requirements

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

Please see the Health, Kinesiology, and Applied Physiology Courses page for course descriptions.

Athletic Therapy MSc (45 credits)

45.0 credits:

- MSAT 510 Functional Anatomy (1.00)
- MSAT 520 Introduction to Athletic Therapy (2.00)
- MSAT 530 Emergency Intervention Preparation in Sport (3.00)
- MSAT 540 Field Internship I (3.00)
- MSAT 550 Assessment of Appendicular Skeleton and Associated Structures (3.00)
- MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures (3.00)
- MSAT 560 Clinical Internship I (3.00)
- MSAT 585 Concussion Assessment and Interventions (3.00)
- MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries (3.00)
- MSAT 650 Assessment of Axial Skeleton and Associated Structures (3.00)
- MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures (3.00)
- MSAT 660 Field/Clinical (Combo) Internship (6.00)
- MSAT 670 Manual Therapy (3.00)
- MSAT 690 Capstone (3.00)
- MSAT 695 Clinical Practice (3.00)

Additional Degree Requirements

- Courses that consist of both laboratories and lectures (MSAT 520, MSAT 530, MSAT 550, MSAT 555, MSAT 650, MSAT 655, MSAT 670) require a satisfactory performance (grade of C) be obtained in each of the components for successful completion of the course.

- In addition, a minimum grade of B in relevant courses must be met to be enrolled in the Athletic Therapy internships (MSAT 540, MSAT 560, MSAT 660). The specific requirements are listed in the course notes.

Academic Regulations

Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
To be eligible to remain in the Athletic Therapy MSc program, students must complete courses with a minimum cumulative GPA of 3.00.
Residence. The minimum residence requirement is one year (three terms) of full-time study, or the equivalent in part-time study.
Time Limit. Please refer to the Academic Regulations page for further details regarding the Time Limits.
Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 3.00.

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Program Application: Master's in Science, Athletic Therapy

Department of Health, Kinesiology, and Applied Physiology, Concordia University, Montreal

New Program Proposal Template

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1. EXECUTIVE SUMMARY

Note: This will be used in a summary presentation of the project to the Commission d'évaluation des projets de programmes (CEP).

In 2025, the Athletic Therapy (Note: "AT" is used as an abbreviation for both Athletic Therapy and Athletic Therapists) program proudly celebrates its 37th year. While this program has been successful in its multiple iterations, **the newly proposed 45-credit, two years to completion, Master's of Science in Athletic Therapy (MSAT) program** is an upgrade in our educational system for AT at Concordia, in Quebec, and Canada. The evolution of the program reflects the **growing responsibilities** of ATs as healthcare professionals in Quebec and across Canada. In particular, the ***Gazette Officielle du Québec* decree** (see Appendix 1) granting ATs direct access to patients with musculoskeletal conditions and the authority to make return-to-play decisions - including for concussions - shows the need for a graduate-level education aligned with other healthcare professions. This recognition is the first of its kind in Canada for ATs.

The MSAT will take the matriculated student through the latest (2019) Canadian ATs Association (CATA) Competencies in AT that establish the roles and expectations of Certified ATs in Canada. Central roles include: Athletic Therapy Expert; Communicator; Collaborator; Scholar; Leader; Health Advocate; and Professional. Each certified AT integrates competencies from these seven roles, and accredited programs are required to include these competencies in the curriculum (For a full list of competencies see Appendix 2, or the published version in Lafave et al., Athletic Training Education Journal, 16(1) 71-86. DOI 10.4085/1947-380X-20-080). As part of this proposal, the program will seek continued accreditation from the Program Accreditation Committee (PAC) of the CATA (see letter in Appendix 3).

The MSAT will provide current didactic and psychomotor skills (emphasis is on the skill *component*, but ultimately the performance of the skill requires an integration of related knowledges and values – Oermann J Contin Educ Nurs, 1990). These hands-on training of skills evolve from cognitive reasoning – in other words, not only "how" but "when" to use a skill – are addressed in the form of laboratories and experiential learning and are necessary to successfully challenge the National Certification Exam of the CATA and become healthcare professionals in Quebec and Canada.

In 2012, our Bachelor's of Science, Athletic Therapy (BScAT) degree transitioned to a 4-year program to meet the greater demands of the required curriculum, but once again, we are required to upgrade our program. Rather than adding to our current B.Sc. program, **changing to the M.Sc. corresponds to the higher education environment and the accreditation landscape in Quebec, Canada, and the United States.** This change aligns with similar programs at *Université du Québec à Trois- Rivières* (UQTR), Brock University and in the United States. The consistency in education for AT in Quebec is supported by the *Corporation des Thérapeutes du Sport du Québec* (CTSQ, see letter in Appendix 4). Also, both the *Office des professions du Québec* (OPQ) and the *Collège des médecins du Québec* expect all AT programs in the province to transition to the master's level.

For the department and university, **the new MSAT program will increase our graduate student enrollment with minimal to no impact on our current undergraduate programs enrollment** since we expect a large percentage of students to register for one of our undergraduate programs before applying to the MSAT (further explanation below). Furthermore, we will attract mature students from across Canada, the United States, and beyond. We will continue to evolve our philosophies around *Teach for Tomorrow, Get Your Hands Dirty, Experiment Boldly, Embrace The City Embrace The World* strategic directions.

2. PROGRAM IDENTIFICATION

2.1 Degree awarded

Master's of Science, Athletic Therapy

2.2 Discipline

Athletic Therapy

2.3 Program title

- Official title of the program
- What will appear on the students' diploma (e.g. Master's degree in "name of discipline", with concentration in X or Y)

Master's of Science, Athletic Therapy

2.4 Administrative location

- Institution(s), unit(s) responsible for oversight of the program, and the location(s) where the program is offered.

Concordia University, Department of Health, Kinesiology, and Applied Physiology, Loyola Campus, Montreal

3. FIELD OF STUDY AND RELEVANCE

3.1 Field of study

- Provide a brief presentation of the field of study and its evolution

CATA was established in 1965 and is the professional association for the certified AT. ATs assess and treat injuries to the musculoskeletal system (muscles, bones, and joints), and use techniques of injury prevention, assessment, emergency and acute care, rehabilitation, and re-conditioning. Given the nature of sport, ATs also have expertise in assessing and managing concussion. Currently ATs practicing in Canada are certified by the CATA following a National Certification Examination which is completed once a student graduates from one of ten accredited educational programs.

In 2018, the Concordia AT program celebrated it 30th year. While successful in its multiple iterations (major, specialisation, and now Bachelor's of Science, Athletic Therapy), this new program (Master's of Science, Athletic Therapy) is an upgrade in our educational system for AT at Concordia, in Quebec and Canada. Our current program is accredited by the CATA PAC.

Our proposal is to phase out the current BScAT and restructure our program to the Master's degree level (MSAT). This development raises our established curriculum to a higher level, meeting the **increasing responsibilities of the AT as a healthcare specialist**, and is directly aligned with the national educational trends in the field.

To maintain recognition and support the profession's growth, the educational level must match other programs in Quebec and align with healthcare standards across Canada. In 2012, the responsibilities of athletic therapists (ATs) were expanded through the decree published in the *Gazette Officielle du Québec* (Appendix 1), which authorized ATs to provide direct access to patients with musculoskeletal conditions in certain circumstances. This decree was renewed in 2017 and these responsibilities grew further in January 2025 when ATs in Quebec were granted the authority to clear athletes for return to play after a concussion, without requiring a physician's approval. **This is the first recognition of its kind for ATs in Canada, with Quebec leading the way.** Concordia is a key player in the profession within Quebec but risks falling behind if it does not transition its AT program to the Master's level. In Quebec, the other AT program is offered at UQTR, and since September 2022, they have offered their AT program at the Master's level. They are currently exploring the launch of a **Graduate Diploma in Advanced Practice in Athletic Therapy (Cycle III).** This program would capture post-master's, or experienced professionals wishing to develop advanced skills. *Université du Québec à Montréal* (UQAM) has also openly expressed interest in moving towards obtaining accreditation for an AT program at the master's level. The consistency in educational level of degrees for AT in Quebec is supported by the *CTSQ* (see letter in Appendix 4). There is also a new program at the master's level in Ontario (Brock University) starting in 2026.

In the United States, the profession is known as "Athletic Training" and is highly developed, with over 250 educational programs. As of 2020, a master's degree became the required level of education for entry into the field.

In Canada, the profession of AT is relatively young but well established in both professional and amateur sports, as well as in educational institutions such as universities, CÉGEPs, colleges, and some high schools. It is also a growing field in private clinical practice. Additionally, opportunities for ATs are expanding in the military and industrial sectors. The profession in Canada originated with individuals working in the Canadian Football League, many of whom were former Army and Navy medics transitioning from military service. Early courses related to AT were integrated into physical education programs, which aimed at providing teachers and fitness professionals with knowledge and techniques to assist athletes and physically active

individuals in preventing and managing musculoskeletal injuries. Since 1999, formal AT programs have been accredited by the CATA PAC. As of 2004, completing an accredited program has been a requirement for eligibility to take the National Certification Exam.

- Describe the relevance of the program: its uniqueness from related programs, theoretical approaches, links with other fields or disciplines, and potential future developments

Our program is exceptionally relevant to AT in Quebec and Canada. **As one of the earliest accredited programs in Canada,** we have a well-established track record of **exceeding the national average passing score for the National Certification Exam** (see Appendix 5) and have trained the majority of ATs in Quebec. We are one of ten professional programs in Canada. In Quebec, UQTR is the only other AT program, which is offered in French, and delivered at the master's level.

The Concordia AT program consists of classroom learning, skill acquisition in laboratories, and experiential learning in internships. We follow a competencies-based approach, mapping the professional competencies (see Appendix 2) to each course and experience. One obvious comparable program is the Master's of Physiotherapy (in French at *Université de Montréal*, *Université de Sherbrooke*, *Université Laval*, *Université du Québec à Chicoutimi*; and McGill University in English). These programs cover three main areas of physiotherapy practice (neurological, cardiorespiratory, and musculoskeletal), while the AT profession (and our program) focuses on the musculoskeletal system and first responder care in sports, including concussion. However, the other areas (neurological and cardiorespiratory) provide a backdrop to the musculoskeletal assessment and rehabilitation paradigms. For example, for a return to physical activity following musculoskeletal injury, a rehabilitation program will take into consideration balance or oculomotor function (neurology) and performance capacity (cardiorespiratory). Similar links can be found with occupational therapy (primarily more functional), clinical exercise physiology (fitness and function), osteopathy/chiropractic (manual rehabilitation), and orthotic/prosthetic (bracing/support devices) specialties. These assessment and rehabilitation areas overlap, providing an inherent interdisciplinary collaboration between these professionals in the rehabilitation space.

3.2 Areas(s) of expertise

- Describe the specific features of the program and how it is situated within the field

Our proposal is for a 45-credit master's degree in AT (see Appendix 6 for the Official description of the program), designed to be completed in six consecutive semesters. This timeline aligns with the UQTR program, Brock University Program, and similar master's programs in the United States.

Like all accredited programs in Canada, the MSAT is built around the CATA Competencies in AT (approved in August 2019) that students must acquire by graduation. These competencies define the roles and expectations of Certified ATs in Canada, which include:

- Athletic Therapy Expert
- Communicator
- Collaborator
- Scholar
- Leader
- Health Advocate
- Professional

For more details regarding the competencies, refer to the *Athletic Training Education Journal* (16(1), 71-86) DOI: 10.4085/1947-380X-20-080. A full list of competencies can be found in Appendix 2.

These seven competency domains—developed through peer-reviewed research and a rigorous Delphi process—are the national benchmark for AT education. Competencies apply equally to the BScAT and MSAT, as they are set by the credentialing body. However, what sets the MSAT apart is the level of depth, pace, and integration at which these competencies are developed.

In each class, these competencies are met at various levels of proficiency through a continuum in learning (emerging, developing, acquired and accomplished), mapped to our MSAT curriculum.

The MSAT is purposefully designed for experienced learners who already possess background knowledge. Undergraduate prerequisites mean that the master's students begin the program ready to move beyond the basics, allowing for earlier and deeper clinical application of content, more complex case material in every course, accelerated pacing that mirrors professional demands and instructional strategies tailored to advanced learners. The MSAT dives into higher-order clinical reasoning, adaptive treatment strategies, and integration into internship settings.

As the roles and responsibilities of ATs change, especially in Quebec, there is a need for higher complexity in healthcare delivery. For example, in Quebec, ATs have been given the ability to return an athlete to play following a concussion without a physician needing to sign off. Therefore, our new integration of a concussion assessment and interventions course (MSAT 585) will allow the program to go further in depth and advance skills in clinical reasoning, differential diagnosis, evidence-based practice and interprofessional collaboration in concussion specific content.

The change to a master's degree also aligns with the other allied health care fields that we collaborate with. The master's level fosters strong skills in reading, analyzing and applying research through evidence-based practice. This will be strongly evident with our newly developed courses such as Clinical Practice (MSAT 695) Capstone (MSAT 690). These newly developed courses represent a significant change in the depth and focus of our Scholar, Health Advocate, Professional, Leader, Communicator competency domains.

In addition, we are restructuring how therapeutic modalities are taught. We will not offer the standalone modalities course (CATA 348), but will instead integrate this content directly into both rehabilitation courses (MSAT 555 and 655). This integration increases the cognitive demand of learning by requiring students to apply, analyze, and justify modality use within comprehensive rehabilitation plans. Students will no longer learn modalities in isolation but will engage with them as part of dynamic, real-world clinical decision-making, informed by patient context, evidence, and therapeutic goals. Courses such as Functional Anatomy and Introduction to Athletic Therapy will be differentiated from undergraduate anatomy and injury-based courses through integration of the fundamental knowledge into analysis-based anatomy scenarios regarding functional movements, joint motion, muscle movement and body compensatory patterns. Traditionally lecture-based, these courses will now integrate strategies such as flipped classroom, case based learning and simulated scenarios.

The first clinical internship (MSAT 560) will be delivered in a single semester, compared to the current two-semester structure (CATA 475), reflecting a more intensive and targeted clinical immersion supported by enhanced classroom preparation.

Our special topics course (CATA 447) will no longer be included in the MSAT curriculum. In its place we will have Clinical Practice (MSAT 695). This course will prepare students to successfully enter and compete in the professional practice setting by including topics such as clinic functions and retaining a client base, to assist students in making this transition.

By the end of the AT degree, the student will have met a minimum level of *acquired* or *accomplished* on each competency. In addition, several **entrustable professional activities (EPAs)** listed in Appendix 7 have been established throughout the program to guide the supervision of professional tasks within the students' internships.

Once a student has met the requirements for graduation at an accredited AT program, they are eligible to attempt the CATA National Certification Exam. Additionally, there is currently an international arrangement for professionals in Canada to attain international professional distinction (USA, Ireland, and Britain), but it is a multi-step process and expensive for the applicants.

4. PROGRAM RATIONALE

4.1 Socio-economic and socio-cultural opportunities

Note: The assessment of socio-economic or socio-cultural opportunities is based on the needs that the program aims to meet. It is understood that these needs are in alignment with the program purpose and objectives and the societal needs identified by the university.

- Societal need
  - Economic, social and cultural needs that justify the creation of a new program

We are transitioning our current BSc program to the master's level to enhance our program delivery and align with healthcare education standards in North America. The only other AT program in Quebec is at UQTR, which launched its Master's of Science in Athletic Therapy in September 2022. In the United States, Athletic Training programs were required to transition to the master's level by 2020.

In Canada, Physiotherapy and Occupational Therapy moved to the master's level in 2012, partly in response to the United States shifting to a master's as the entry-level requirement which has since evolved into a Doctor of Physical Therapy (DPT), a clinical doctorate. **This shift reflects a broader trend where fundamental knowledge and general education are covered at the undergraduate level, while specialized professional competencies are refined at the graduate level.**

To stay aligned with current practice needs and remain competitive with other institutions and professional standards, our AT program will follow this model. As a result, our program will be titled **Master's of Science in Athletic Therapy**.

  - Explain how these needs justify the creation of a new program rather than updating an existing program

We are creating a new program to move to a higher level of education, moving from an undergraduate degree to a master's level degree. We will also update the curriculum to enhance its delivery, maintain a competitive edge, and meet new healthcare education standards in Quebec (see Quebec section below). This transition will improve how we teach AT by requiring students to complete general education and preliminary coursework before enrolling in the MSAT. As a result, students will enter the program fully prepared and ready to focus on their specialized field of study. This approach will also attract more mature, motivated, and focused students, allowing for higher-level instruction and a stronger learning experience.

- Describe the evolution of the field in Quebec over recent years.

In Quebec, the evolution of the profession has exceeded the rest of Canada. Quebec is the only province to formally recognise AT as a health care profession by government decree (*Gazette Officielle du Québec)*. Within this decree, ATs in Quebec have been given increased responsibility in concussion care, in comparison to ATs in other provinces.

Currently, UQTR, the only other AT program in Quebec, is a master's degree. As noted above, UQAM has expressed open interest in developing a graduate level AT program.

Both the OPQ and the *Collège des médecins du Québec* expect all AT programs in the province to transition to the master's level. As noted in the letter from the CTSQ, the *Collège des médecins*—which currently oversees certain aspects of AT practice in Quebec—has expressed a clear interest in harmonizing all AT programs to the same level of education. The OPQ has also recommended that all AT programs operate at the master's level when a professional order is established. The *Avis sur l'opportunité d'intégrer les thérapeutes du sport au système professionnel* prepared by the OPQ is provided in Appendix 8. Over the past year, the CTSQ has periodically inquired about our progress toward implementing a master's program to ensure alignment with forthcoming changes to the scope of practice and professional entry points, as outlined in the *Gazette officielle du Québec* (revised March 2025).

- Provide results of needs studies, surveys, market analyses, as applicable.

Our target audience are graduates of our own department's BSc programs, plus those from physical education, human kinetics, kinesiology, or students from physiology or science degrees.

In our current system, students apply to transfer into the AT program after completing their first general year (Stage I) in the BSc Exercise Science. They take a mix of preliminary courses (anatomy, physiology, biomechanics, nutrition) while integrating AT courses/content. In future, graduates of our undergraduate programs will apply for our **MSAT** program, having completed these courses in their undergraduate studies. We also expect applicants from other undergraduate programs, primarily in Canada, and some from the U.S.

Our outreach to other institutions shows that most applicants tend to come from within the same university. Currently, we accept **45 students per year** into the AT program from a pool of 50-70 transfer requests, limited by space and internship availability. Given that most students apply internally, we anticipate similar interest for the MSAT program.

Additionally, we receive around **25 graduate inquiries per year**, often from students with similar undergraduate degrees who are looking for graduate or accelerated programs rather than completing another undergraduate degree. Offering a graduate option in AT will strengthen Concordia's position among Canadian universities.

A master's program accredited by the CATA will attract high-performing and dedicated students. CAATE accreditation would further enhance our international reputation and increase international student enrollment, particularly in second-career and non-traditional student markets. In Quebec, a typical BSc in Kinesiology takes **three years**, while our current BScAT takes **four years**, aligning with other accredited undergraduate AT programs in Canada. When the AT program shifts to an MSAT, students will complete a **three-year BSc followed by a two-year MSAT**. Although transitioning to a Master's in AT would require **one additional year** compared to the current **four-year undergraduate AT degree**, making it a **five-year total commitment**, earning a **MSAT** would be advantageous for students, since a master's degree places

graduates **two levels higher** on the **CTSQ pay scale (https://ctsq.qc.ca/wp-content/uploads/2023/06/Echelle-2023.pdf)** providing further long-term financial benefits.

For **Quebec-based students**, who make up the majority of our enrollment (2023: 41/42 students, 2024: 33/36, 2025: 36/38), a pathway within Quebec including a BSc followed by the MSAT is more cost-effective than opting for an undergraduate AT program in another province (or the USA). Completing a BSc and MSAT in Quebec costs approximately $16,276 for in-province students, whereas pursuing a BSc in AT at an accredited university outside Quebec costs approximately $40,000 (see Appendix 9 for details).

Furthermore, an out-of-province student who has already completed a BSc (in kinesiology or related degree) but now would like to complete a degree in AT, would also see monetary advantages to completing a MSAT at Concordia. The approximate cost for an out-of-province (Canadian) student would be $21,450 for the MSAT. They would save two years of another undergraduate degree, and approximately $20,000 in tuition, as it costs approximately $40,000 for a four-year BSc in other areas of Canada (see Appendix 9).

- Provide student enrollment forecasts for the first five years

For approximately two years, we will need to teach out the remaining undergraduate AT students while simultaneously welcoming new MSAT cohorts. We will therefore begin the MSAT program with **35 students** in the first year, gradually **increasing to 45 students by year three** as our current undergraduate AT program is phased out. Over the first five years, we expect a total enrollment of 210 students (Year 1: 35, Year 2: 40, Year 3: 45, Year 4: 45, Year 5: 45). By the end of this transition, we aim to maintain a steady graduation rate of approximately 40 students per year, matching our current output. With this plan, we expect approximately the same number of skilled ATs entering the workforce yearly.

Simulated enrollment in MSAT

year of existence of MSAT program	new MSAT students	attrition	total # of students in MSAT program	total # of students graduated from MSAT
1	35	0	35	0
2	40	3	72	32
3	45	4	81	68
4	45	4	86	109
5	45	4	86	150

Once the MSAT launches, transfers into the BScAT will end. Our department will continue to offer other undergraduate programs that will attract students aiming to eventually apply to the MSAT, limiting the decline in undergraduate numbers due to the closing of the BScAT. We expect approximately 25 students will enter the MSAT after graduating from one of our undergraduate programs. Considering an attrition rate of 10% / year, 30 students entering an undergraduate program will lead to 25 students graduating with a B.Sc. from HKAP and entering the MSAT.

Simulated additional enrollment in existing 3-year BSc prior to entering MSAT

year of existence of MSAT program	additional BSc students	attrition	total # of students in BSc program	total # of students graduated from BSc
1	30	0	30	0
2	30	3	57	0
3	30	5	82	25
4	30	5	82	50
5	30	5	82	75

- Clarify how the program title reflects the purpose of the program

The Master's of Science, Athletic Therapy reflects both the scientific background and the professional focus of the program. The title reinforces the program's commitment to producing highly-skilled, science-driven professionals who are ready to excel in the evolving field of AT.

By establishing the program at a master's level, we can assist in the development and integration of evidence-informed healthcare practices.

The program name also highlights the science basis in chemistry, mathematics, and physics as they apply to biomechanics and physiology - all of which are essential components of evidence-based healthcare.

The Athletic Therapy portion of the title clearly defines the program's professional intent, preparing the students for certification and entry to the profession.

- Future prospects for graduates
  - Identify the main opportunities for program graduates (including employment, self-employment, or creative work).

The employment opportunities are expanding in AT (see Appendix 10 for Employment opportunities). Healthcare networks, private practice (multidisciplinary clinics, home visits), educational institutions (high school through college/university), grassroots and professional sports organizations, the military, and industries (ex. wildfire management, oil extraction) all provide employment opportunities.

ATs now play a larger role in Quebec's healthcare system by making "return to play" and "return to work" decisions for individuals recovering from musculoskeletal injuries and concussions. Additionally, as the CTSQ moves toward professional regulation, the demand for ATs will grow, increasing recognition and the need for their expertise. As mentioned in the Labour Market Report, the labour market for Athletic Therapists, particularly those with a master's degree or a PhD, is showing promising growth, especially in Quebec. This report is addressed below and provided in Appendix 11.

- Describe professional mobility within the field as well as any opportunities to pursue further advanced studies in Quebec, Canada and North America

To hold the r**ecognition of "Certified AT"** a person must **successfully complete an accredited AT program** and pass the National Certification Examination that is all governed by the CATA.

When the CTSQ in Quebec establishes a professional order the **need** for Canadian certification may cease but will likely continue to be **desired** for mobility reasons.

Obtaining the CAATE accreditation for entry to the certification/licensure in the United States will improve the mobility options of our graduates, and set our program once again as the leader, among Canadian and Quebec AT programs.

- Identify the contributions that graduates of the program will make to Quebec society as a whole, as well as the specific contributions that graduates will make in response to the issues identified by the needs analysis

ATs contribute to the healthcare of Quebecers and Canadians. As identified in the employment opportunities listed above, and the competencies list in the appendices, graduates will fill a variety of healthcare needs, from prevention and wellness to rehabilitation and performance. These contributions will primarily be in the realms of **emergency care, musculoskeletal health and concussion care.** These rights to practice are already established by the *Collège des médecins*.

With Concordia's strong reputation and practical opportunities we should be able to adapt to any labour market growth, meeting the demand for highly qualified ATs.

- Describe the employment prospects in the targeted sector (please see surveys carried out by the MES: https://www.education.gouv.qc.ca/fileadmin/site_web/documents/enseignement-superieur/universitaire/22-423-03A_brochure_relance_univ_2021.pdf

Graduates will be well-positioned for employment within the evolving healthcare sector, where many ATs are already making meaningful contributions. As multidisciplinary care models continue to expand, ATs are increasingly recognized as essential healthcare professionals. Their value was particularly evident during the COVID-19 pandemic, when they were among the first paramedical professionals authorized to return to work due to their expertise in injury management. ATs also played a critical role in supporting the public health response, including administering COVID-19 vaccinations.

Most recently, in January 2025, the role of ATs in Quebec was further expanded: they were granted the authority to clear individuals to return to play or activity following a concussion—without requiring a physician's sign-off—demonstrating their growing responsibility and trust within the healthcare system.

As outlined in the MES report linked above, physiotherapy is the profession most comparable to AT. Over time, physiotherapy transitioned from a bachelor's to a master's degree, a shift that has been associated with improved employment outcomes. According to the data from 2021 (pg. 12 and 24), individuals with a master's degree in physiotherapy report significantly higher employment rates (90.7%) compared to those with a bachelor's degree (78.6%). Fewer master's graduates are actively seeking employment (0.4% vs. 1.4%), inactive (1.6% vs. 3.6%), or pursuing further studies in a related field (78.6% vs. 87%). Furthermore, 92.5% of master's graduates were employed full time, compared to 80.7% of bachelor's graduates. Among survey respondents, there were comparable outcomes when the percentage of individuals working in a related field was compared—99.1% with a bachelor's degree and 97.1% of those with a master's. However, overall employment remained higher among those with a master's degree. Similar employment trends are also observed in the field of occupational therapy, further supporting the positive impact of graduate-level education on career outcomes in allied health professions.

KEY FINDINGS from the Labour Market Report completed by the School of Graduate Studies (see Appendix 11 for full report) are positive:

> **Labour Market**: Strong growth in Canada and Quebec's AT labour market, but in the long- term Quebec's labour market may stagnate. Targeting out-of-province/international students can address this.
>
> **Curriculum**: Courses should integrate vocational and research skills, balancing both practical and theoretical knowledge to best integrate new potential graduates into jobs.
>
> **Program Development**: Aligning curriculum with accrediting bodies and certifications (CATA, CTSQ, Basic life support) will prepare graduates for the workforce. The limited number of master's programs suggest an opportunity for universities to meet the growing demand for highly qualified ATs.

The key findings from this report support pursuing higher-level academic qualifications and validate the relevance of our curriculum design, including laboratories, and experiential learning associated with our internships.

- List any relevant professional associations or orders, private or public bodies or ministries, and indicate if the proposed program would be recognized under these bodies

Our MSAT degree will continue to be recognized by **the decree in the *Gazette Officielle du Québec*, the Canadian Athletic Therapists Association (CATA), and the *Corporation des Thérapeutes du Sport du Québec* (CTSQ).** These recognitions ensure that our graduates meet both provincial and national standards for professional practice. The PAC through the CATA provides the program's accreditation status at the national level, whereas the *Gazette Officielle du Québec*, alongside the CTSQ, directs the practice of ATs in Quebec.

The establishment of a professional order for AT in Quebec remains an active and ongoing file within the OPQ. In June 2025, the OPQ published recommendations for integrating AT into a professional order, following consultations on the AT professional framework (see Appendix 8). The minister responsible for the professional system may now review and act upon these recommendations.

The OPQ recommendations include a requirement for a master's-level degree. This aligns with the current academic standards of comparable health professions in Quebec, such as occupational therapy, physiotherapy, and chiropractic care—all of which have long required graduate-level education (see letter from CTSQ in Appendix 4). This signals a pivotal shift for AT, underscoring the need for alignment with the evolving landscape of regulated health professions.

If a professional order is established, Certified ATs who graduated from our BScAT program will still be able to practice. However, if the MSAT becomes the new standard (either at the provincial or national level), there will likely be a cut-off for entering the profession with only an undergraduate degree. Developing a MSAT at Concordia before it becomes the new standard is crucial to avoid being left behind.

Based on our experience with other professions (for example, physiotherapy), a "grandfather" clause would allow existing professionals to continue practicing, while new professionals would need to meet the updated MSAT requirement. As allied health professions evolve and shift toward requiring a professional master's degree for entry to practice, those who hold only a bachelor's degree may find themselves at a

disadvantage in terms of perceived qualifications, professional mobility, and access to leadership or specialized roles. While individuals who already hold a BSc in Athletic Therapy ***will not qualify for a second professional degree in AT***, pursuing a **research-based master's (MSc)—**especially our MSc in Health and Exercise Science**—**can be a strategic and valuable pathway to remain competitive and demonstrate equivalent academic advancement. A research-based MSc allows these professionals to 1. Match the academic credential level now expected in their field, 2. Enhance credibility and recognition 3. Strengthen qualifications for doctorate studies and 4. Contribute to the evidence-based research of their profession.

In the long term, we intend to seek accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accreditation would align our program with international standards for AT / athletic training and leverage enrollment pathways for students in the Northeastern United States.

- Describe the legislative and regulatory framework for professional practice in Québec, as applicable to the proposed program.

By decree in the *Gazette Officielle du Québec*, AT is recognised and was declared an essential service during the COVID-19 pandemic. Within Canada, graduates of AT programs seek certification by the CATA through passing of the CATA's National Certification Exam. To qualify for this exam, a candidate must graduate from a CATA PAC accredited program.

- Describe the impact of the proposed program on workforce trends, particularly in Quebec

In addition to growing employment opportunities, the workforce is seeing an expansion of career pathways across various sectors. Indeed, the labour markets for AT have experienced strong growth in the last six years in Canada and Quebec. As stated in the Labour Market Report (Appendix 11) professional occupations in therapy and assessment have seen an increase of 24.1% in Quebec, well ahead of the Canadian average of 9.9%. To leverage these trends, Concordia should recruit from other provinces, as long-term growth is seen to be stable across Canada. With a master's degree at Concordia, the program should be more attractive to those students who have obtained a bachelor's degree from within their home provinces, rather than pursuing a second undergraduate degree.

4.2 Systemic relevance and opportunity

Note: Systemic opportunity is defined by how the program is situated within the university sector, and by the contributions it makes within the framework and policies of the Quebec university system. The systemic opportunity is assessed by taking into account similar or related programs offered by other academic establishments.

- Similar programs internationally and in Canada
  - Describe any similar or related programs elsewhere in Canada or internationally, and offer a comparison of the programs, as applicable.

In Canada there are nine other AT programs accredited by the CATA that qualify graduates to write the National Certification Examination and become certified ATs (see Appendix 12). Two are at the master's degree - UQTR and Brock University (first cohort intake in May 2026); and the rest are at the bachelor's level (Acadia (NS), York University (ON), Sheridan College (ON), University of Manitoba, University of Winnipeg (MB), Mount Royal University (AB), and Camosun College (BC)). Additionally, UQAM is speaking openly about the development of a Master's AT program.

In the USA, Athletic Training education is at the master's level. While there is no current mandate in Canada for the master's as an entry level professional degree, it is clearly on the horizon. We have seen this trend with physiotherapy education in Canada and the USA. Currently, the CATA has an active taskforce that is looking at whether entry to practice for AT should be a master's degree. The CATA will likely be influenced knowing that since 2020, all **250 accredited programs in the USA are offered at the master's level**. There are examples of the USA curriculum in Appendix 13. Moreover, in Quebec, UQTR hosts its professional AT program at a master's level, and UQAM is discussing a master's program. **If French language AT programs are at the master's level, it seems likely that a master's degree would be the minimum requirement in Quebec regardless of the CATA's mandate.**

Additionally, Ireland has three accredited programs for "Athletic Rehabilitation and Training." These programs are currently offered at the bachelor's degree level, but there is discussion and plans to upgrade the degree level to master's programming. In **Britain** there are 26 programs, 19 at the bachelor's level, **seven at the master's level.**

Note: The professional associations' (or certification partners) of these four jurisdictions (Canada, USA, Ireland, Britain) have established an International Agreement for the recognition and transferability of the certified credential among partners.

- Similar programs in Quebec
  - Describe any similar or related programs in the Quebec university system;

Currently, UQTR is the only other CATA accredited AT program in Quebec, and it is offered in French and at the master's degree level. Of note, UQAM is discussing the development of an accredited AT program, also at the master's level. Currently, Concordia is the only university offering an AT accredited program in English and we risk falling behind if we do not transition our program to the master's level.

  - Describe how these related programs are situated with regard to Recruiting students from within the Quebec population in particular

UQTR is well situated to offer their program to bilingual individuals or unilingual francophones. Many of their students who enter their master's degree come from their undergraduate program in Exercise Science. In fact, they hold 13 of 25 places specifically for their graduates. We foresee this being the same for our program at Concordia. We would plan a similar hold for our own students and accept well-qualified and high-calibre applicants from beyond our program.

If UQAM develops a new AT program, they will be well situated to offer their program to bilingual individuals and unilingual francophones. Many of the students entering the Master's in AT will most probably be graduates of their undergraduate program *Intervention en activité physique, profil kinésiologie*.

Most of our current students in the BScAT were born and raised in Quebec and are either francophones or fluent speakers of French. With the other established program delivery in French, the undergraduate AT degree at Concordia may become more attractive as the only English-speaking institution or it could become less attractive to francophone students interested in the AT profession within Quebec. This case will be emphasized if UQAM establishes a program only a few kilometers away from the Loyola campus.

Concordia's status as the only English-taught AT program in Quebec offers a unique advantage that can be leveraged to attract both anglophone and francophone students. For francophone students, enrolling in an English-taught program provides valuable bilingual professional mobility, opening doors to national and international opportunities such as the Olympic Games, Canada Games, Pan Am games, and other

major sport and rehabilitation settings where English proficiency is an asset, and French proficiency increases your chances of being chosen. We can further support francophone students through targeted academic supports, such as French-only or bilingual lab sections (all our lab instructors are fluently bilingual), by expanding our HKAP French conversation group to include sessions focused on practicing AT-specific English terminology in a safe and inclusive environment, and as per Concordia policy, continue to allow students to complete assignments in French. This dual-language exposure strengthens both their French and English professional communication skills. Moreover, Concordia's 35+ year legacy in Athletic Therapy education has built a strong reputation, making it an appealing choice for students seeking quality education with recognized credibility in the profession.

- Describe the impact that the implementation of the proposed program will have on existing programs.

Our current **undergraduate program will be gradually phased out**. However, our master's program will accept graduates from the current undergraduate programs (Major in Exercise Science, and Specialization in Kinesiology and Clinical Exercise Physiology).

To apply and enter the MSAT, students will require a BSc in Kinesiology or a related field. We expect many students to obtain their fundamental background by undertaking one of our undergraduate programs. The students who would have registered for the BScAT will instead register to the Major in Exercise Science or the Specialization in Kinesiology and Clinical Exercise Physiology, increasing enrollment in those programs. Overall, we expect the number of undergraduate students in HKAP to remain similar.

As the newly proposed ***Specialization in Sports Science and Human Performance*** (SSHP) program comes to fruition, it will serve as an excellent feeder program, should those graduates want to become ATs. With this scenario, enrollments would remain stable for the Major in Exercise Science and the Specialization in Kinesiology and Clinical Exercise Physiology, while the students who would have registered for the BScAT now registering for the Specialization in SSHP before entering the MSAT. In a fall 2024 survey to current undergraduate students in the HKAP department, 75% of current AT students said that they would take the SSHP program before going into the MSAT. These undergraduate programs will remain valuable options as they provide the necessary academic background for students interested in pursuing a Master's of Science in AT.

To increase interest in our undergraduate programs and attract students, we will ensure that a certain number of our accepted applicants are from HKAP undergraduate programs by reserving seats for graduates of our programs. For example: in the initial cohort of 35 students, we will protect 18 seats for students within our programs. By attending one of our undergraduate programs, individuals interested in the AT profession will not only be well prepared but will improve their chances of entry to our MSAT.

We do not believe that the introduction of the MSAT program will significantly impact our current research-based MSc program. Over the past five years, 92 students have been admitted to the research-based MSc, with 25 of those being graduates of the BScAT—representing 27% of total admissions. However, in the last three years, BScAT graduates have made up only 14% of those admitted. This decline is likely attributed to graduates wishing to enter the workforce and the growing number of students pursuing a Master's in Physiotherapy or enrolling in non-thesis rehabilitation master's programs—both of which are popular options among BScAT graduates. Anecdotally, based on the number of reference letters requested and ongoing conversations between faculty members, staff, and

alumni, it is estimated that 6 to 8 students from each graduating cohort pursue one of these alternative master's pathways.

Graduates of the MSAT interested in pursuing research will be eligible to apply to the MSc in Health and Exercise Science. Some may on a case-by-case basis, for example those who previously graduated from a BSc Honours program, be eligible to enter directly into the PhD program.

Admission Year	BSc AT (Specialization and Honours)	BSc KCEP (Specialization and Honours)	BSc Exercise Science (Major and Honours)	Total # admissions (internal + external)
2019–2020	2	3	2	8
2020-2021	8	2	2	21
2021–2022	3	2	3	12
2022–2023	7	2	3	16
2023–2024	0	4	5	11
2024–2025	3	3	3	14
2025–2026	2	2	3	10
Total	**25**	**18**	**21**	**92**

- Describe the distinctive character or specific contribution of the proposed program in the Quebec context; and how it is situated in relation to the programs already offered (duplication, new contribution, etc.); provide a comparison of the proposed program with these existing programs

In 2024, the province of Quebec had the second highest number of certified ATs (696) in Canada, second to Ontario (1153). The Concordia AT program has been around for 35+ years and up until 2016 (when UQTR developed a Diploma program, before becoming a master's degree in 2023) it was the only accredited AT program in Quebec.

Of the 696 ATs in Quebec, 448 (65%) list Concordia as their educational institution (data from 2024). However, we believe the percentage is higher, as the CATA data specific to educational institution is incomplete prior to 2022. With these numbers, we are confident in claiming that the majority of the certified ATs in Quebec are graduates of the Concordia program.

The proposed MSAT program will be set up very similar to the UQTR master's degree, as well as the AT programs in the USA and at Brock University. The MSAT will include theory, laboratories to develop skills, and experiential learning through internships leading to proficiency. The fact that students will already have preliminary knowledge in anatomy, physiology, nutrition, and biomechanics will allow us to build courses differently than the current undergraduate level. The curriculum will be adapted to an advanced student's university experience and leverage the more experienced learners.

Currently there is only one AT program in Quebec at UQTR and another one being considered at UQAM. Both are set to the master's level and are offered in French language institutions. Our MSAT will obviously be very similar, and all programs will be accredited by CATA. However, our MSAT will be the only Quebec program offered in English, therefore the only Quebec AT program available to local non-French speakers, while attracting students from the rest of Canada.

- Describe whether the relationship between the proposed program and other similar existing programs in Quebec will be competitive or complimentary, including those at the college level, with particular focus on those within the same region

UQTR is the only other AT program in Quebec. Their master's program began in September 2022 and received accreditation in 2023. In some cases, UQTR is in direct competition with Concordia, particularly for students seeking a graduate-level program in Quebec. It is the only other accredited AT program in Quebec, which positions them as a direct competitor to Concordia.

This competition is particularly applicable to students seeking a graduate-level option in the province. Given that UQTR offers a master's-level pathway with instruction in French, they have a key advantage in recruiting students from various undergraduate feeder programs across Quebec. The "UQTR advantage" allows their graduated students to enter directly into their master's and move toward certification more efficiently rather than pursuing a second undergraduate degree at Concordia or elsewhere in Canada. Each year, we receive a significant number of inquiries from students interested in a master's pathway or an accelerated route into the profession without having to complete an additional undergraduate degree. With UQTR currently offering and UQAM working to develop a graduate level degree in AT, **we risk losing students who already have an undergraduate degree in a related field**.

Currently, we accept students with prior degrees (e.g., Exercise Science, Physical Education, Human Kinetics), despite our program being at the bachelor's level. These students complete a second undergraduate degree, often taking up to four years depending on transfer and extended credits before they can attempt the National Certification Exam to become an AT. **For many students, the prospect of a second undergraduate degree is a barrier,** making UQTR's graduate-level option a more attractive and direct pathway into the profession. These two pathways create key differences between the two programs. If Concordia remains at the undergraduate level, we will continue transferring first-year Exercise Science majors into our program, primarily attracting students who choose Concordia directly after CEGEP. With the implementation of the Master's of Science in Athletic Therapy, Concordia would offer a graduate pathway, which would attract strong interest from Quebec students as well as out-of-province and international students due to its English-language delivery and long history of excellence.

While offering a master's program could increase competition with UQTR, we believe Concordia has several key advantages: a 35-year history of success, excellent National Certification Exam pass rates, a prime location in Montreal, and internship opportunities in multilingual settings.

UQTR is not a direct *geographic* competitor, but rather a complementary program contributing to AT development in Quebec. However, if UQAM were to introduce a French-language AT program, it would create direct competition within Montreal. With most of our students mastering French, we risk losing many students, especially to UQAM, if our program remains at the undergraduate level.

Ultimately, the introduction of a Concordia master's program is unlikely to impact UQTR significantly. Their program is designed as a natural progression for students within their undergraduate system, just as Concordia's program would primarily draw from its own undergraduate pool. Both programs will still have room for external applicants, but Concordia's distinctive English-language approach - combined with experiential learning opportunities in French, English, and bilingual settings - ensures that the two programs remain more complementary than competitive. The directors of both programs have met and agree on the importance of maintaining distinct yet collaborative approaches to AT education in Quebec.

- If applicable, note any relevant work carried out by the committees and subcommittees of the Commission d'évaluation des projets de programmes (CEP) in the sector concerned, as well as any applications of the *Politique québécoise à l'égard des universités* to the general area of training, and other relevant policies of government, professional orders, or associations.

The CTSQ, the professional association for AT in Quebec, has been actively working toward establishing a professional order.

In the recent months, the CTSQ has worked closely with the *Collège des médecins du Québec* to recognize ATs in Quebec as healthcare professionals who have the authority to make return to play decisions for individuals recovering from concussions in addition to direct access to assessment, rehabilitation and return-to-play decisions for musculoskeletal injuries. **These roles established in the *decree*, and advancement towards a professional order that the CTSQ is reporting, strengthen the role of ATs in the healthcare system.** The transition of our program to the MSAT is essential for enhancing the credibility and long-term growth of AT in Quebec.

- Partnerships and collaborations
  - Describe any collaborations between universities and the relevance of these collaborations in the Quebec university sector
  - Where applicable, describe the foreseeable links between the proposed program and related programs

The Concordia AT program has a strong and cordial relationship with the AT program at UQTR. As the only two programs for this profession in the province, we collaborate on a regular basis with the CTSQ on the development of the professional order. We also regularly communicate about best practices, shared challenges, and professional growth.

At Concordia, our AT program has strong partnerships with the School of Health and Athletics & Recreation, which will continue to grow. These collaborations are key to our experiential learning program.

The School of Health connects our students with the Montreal community, while Athletics & Recreation provides opportunities to work with high-level athletes. Both partnerships offer supervised, hands-on learning experiences, allowing students to develop their skills in real-world settings. In return, these collaborations help ensure low-cost care and services for clients at the AT Clinic (School of Health) and on-site at sports venues (Athletics & Recreation).

External partnerships occur in many venues across the city and beyond. Similarly, these locations have certified ATs providing supervision to internship sites and improve the service they provide in exchange. At a few of these locations, Concordia students train alongside student ATs from other Canadian programs, and students from UQTR, the USA, and Ireland, creating a collaborative learning environment where they share knowledge, skills, and diverse perspectives. For a full list of experiential sites we regularly collaborate with, please see list of internship sites in Appendix 14.

Unfortunately, due to significant differences in curriculum structure among AT programs across Canada, the United States, Ireland, and England—including extensive prerequisite requirements and variations in course titles and content—it is challenging for students to complete courses or components of their studies at partner institutions within the International Agreement. These inconsistencies severely limit mobility opportunities during their academic program. The same applies to internships, which are tightly integrated with concurrent lecture and lab-based coursework. While other departments at the university may offer international exchange opportunities, their degree structures tend to be more flexible. For example, in the

History program, students are required to complete only three core courses (HIST 200, HIST 402, and HIST 403) across 60 credits, with the remaining credits drawn from a pool of over 90 options across three years. This flexibility allows for greater adaptability and course substitutions at other institutions—something not feasible in the highly structured AT curriculum.

- Describe the relevance of international research collaborations
- Describe the student mobility between the various opportunities available to them

The core faculty members in AT have extensive research networks in Canada and internationally. Three of four faculty members completed their graduate training in the United States, where there is a vast research community. Each faculty member has many contacts through previous research collaborations and current participation in research events (e.g. National Athletic Trainer's Association Annual Conference, World Federation of Athletic Training and Therapy, Canadian Concussion Network/*Réseau Canadien des Commotions* (CCN-RCC), and International Conference on Concussion in Sport). These networks blend well with the transferability of graduates internationally.

Currently, an agreement called *The International Arrangement* (https://athletictherapy.org/certified/international) allows certified professionals from four organizations - CATA, the Board of Certification, Inc. (BOC) in the USA, the British Association of Sport Rehabilitators and Trainers (BASRaT), and Athletic Rehabilitation and Therapy Ireland (ARTI) - to take each other's National Certification Exams. This agreement provides greater career mobility for professionals in these countries.

4.3 Institutional relevance and opportunity

Note: Institutional opportunity is based on how the proposed program is situated in relation to other programs offered within the institution, as well as the achievements of the unit hosting the program, the existing regulations and policies of the university, and the feasibility for the university to support the program.

- Integration of the program into institutional development plans (faculties, schools, location for the program)
  - Integration of the program in relation to the mission of the institution, to its plan and strategic objectives

Concordia's undergraduate AT program is well established and has been a leader in the field for over 35 years. Our program is designed to prepare graduates for successful careers in AT and it aligns with the *Teach for Tomorrow, Get Your Hands Dirty, Experiment Boldly, Embrace The City Embrace The World* Concordia University strategic directions. We have a strong track record of success, consistently preparing students for the national certification exam, with our graduates achieving pass rates above the national average (see Appendix 5).

The research in the AT field has significantly expanded over the years (see Appendix 15 for Faculty members grants and contributions to research), aligning with the *Double Our Research* 1st strategic direction. Our faculty members are experiencing increasing success in securing research grants, while our graduate students are contributing to the growth of this emerging field, laying the groundwork for future advancements. We are proud to have a Concordia University Research Chair, *Maryse Fortin* (CURC - Low Back Pain, Spine Imaging & Musculoskeletal Health Interventions).

- Status of the program in relation to other programs offered by the institution
    - The status of the program in relation to similar or related programs already offered by the institution, and the evolution of enrollments and graduates from similar or related programs over recent years

There are no other programs at Concordia similar to AT. While Music Therapy and Clinical Psychology have a few similarities, no programs train students in the management of musculoskeletal injuries and related competencies.

    - Impact of the program implementation on the student enrollment of other programs within the university

We do not foresee any negative impact on other programs at Concordia. As an accredited professional preparation program under CATA, our MSAT program will be one of only two in Quebec. Students who will apply, know they specifically want to study AT and become certified ATs. Currently, the program at the university offering the same pathway is the BScAT that will be phased out when we start accepting students in the MSAT. Without the undergraduate AT degree, we may see a rise in enrollment in other HKAP undergraduate programs prior to students taking the MSAT.

We do foresee the positive impact of the MSAT on enrollment since many students will complete one of our undergraduate programs before applying to the MSAT, as these programs provide the preliminary courses such as human anatomy (with lab), human physiology (with lab), nutrition, and biomechanics (with lab). Since we design and teach these courses, we can be confident that students will have the necessary background knowledge to succeed in the MSAT. **Additionally, we plan to reserve 50% of seats for students from our own undergraduate degrees.**

If students are not accepted into the MSAT, they will still have the option to pursue another graduate program at Concordia, such as our research-based MSc degree. **This is similar to the current situation, as students entering the Major in Exercise Science are not automatically guaranteed a spot in the undergraduate AT program.** To qualify, they must **maintain a 3.00 GPA in Stage I core** courses and **go through an internal transfer process**, which includes submitting a letter of intent, a CV, proof of AT observation hours, and demonstrating professionalism in lab settings.

We don't expect the MSAT program to significantly affect our research-based MSc. In the past three years, only 14% of MSc entrants were BScAT graduates, likely due to their preference for physiotherapy or non-thesis rehabilitation master's programs.

    - The state of research, creation and teaching within the field at the university, according to level of study

In addition to our undergraduate programs, which now offer an Honours option, we have MSc and PhD trainees in the Department. Three tenured AT professionals with research profiles attract some of our top students into a research profile. Several of these students have pursued direct entry to the PhD (from undergraduate Honours programs), and others have fast-tracked from master's to PhD.

Funding obtained is from various sources; CIHR, Chercheur-Boursier, Mitacs, CATA funding, private industry, and research foundations. While we will lose the AT specific honours program when phasing out the undergraduate AT program, our other Honours streams will continue, maintaining an undergraduate research experience. We will continue with our Master's of Exercise Science, a path for many professional ATs to obtain a master's degree and research experience.

Additionally, in the proposed MSAT program there will be a capstone project providing students with evidence-based projects related to the profession. In our teaching environment, our pride in the experiential learning will continue.

We will continue to adhere to the competency-based education associated with our accreditation (CATA). This involves regular classroom lecture, active and problem-based learning, discussion seminars, laboratory activities, and the aforementioned experiential learning that occurs through our internships.

- Demonstration that the University has developed particular expertise in the field through existing related or complementary programs

The Concordia AT program was one of the first programs to be accredited by the CATA. We offer over 35 years of expertise in the field and our program consistently demonstrates a high passing rate on the CATA National Certification Examination, always maintained above the Canadian passing rate (see Appendix 5). Many of our staff/faculty members continue to be active members of the AT community in continuing with field and clinical work, while others work tirelessly to improve the research within the field. In fact, one of our faculty members is a graduate of our AT program (Maryse Fortin, CURC - Low Back Pain, Spine Imaging & Musculoskeletal Health Interventions, and Chercheure-Boursière Junior 2). Dr. Fortin is the only athletic therapist to have received a Chercheur-Boursier salary award. She was also awarded the 2025 QBIN (Quebec Bio-Imaging Network) Rising Star. Faculty members in the AT program have also received awards. For example, Jacqueline Camley was awarded the Deans's Award for Excellence in Teaching (2018), while Geoffrey Dover was awarded the CATA Distinguished Athletic Therapy Educator Award in 2020. Some of our instructors served at international athletic events: Christina Grace and Tracy Griffiths, at Canada Games, Francophonie, PanAm Games, to name a few. Richard DeMont held upper administrative roles in the PAC of the CATA, and Executive Board of the CATA. Our former faculty member David Paris was entered into the CATA Hall of Fame for his contributions. This demonstrates multilevel dedication and expertise within the field.

5. PROGRAM OBJECTIVES

5.1 Output profile

- Characteristics of graduates of the program (in relation to the purposes of the program)
- Appropriateness of the level of study of the program

Concordia University AT program prides itself as a leader in the development of highly professional and knowledgeable certified ATs. The majority of Quebec based ATs are graduates of the Concordia program.

Throughout the years, the Concordia AT program has been, and will continue to be one of a classroom didactic approach, with skill acquisition in laboratories, and experiential learning in internships. We follow a competencies-based approach, mapping the professional competencies to each course and experience.

The AT profession (and our current undergraduate program) focuses on the prevention, assessment and rehabilitation of musculoskeletal injuries, and concussion. Knowledge taken from other areas (predominantly neurological and cardiorespiratory physiology) provides a backdrop to the musculoskeletal assessment and rehabilitation paradigms. The competencies that form the basis of the profession and program have been created by CATA.

Our transition to a master's level professional program will strengthen the academic foundation of our training and ensure consistency in degree level in Quebec (matching UQTR and the potential UQAM

program) and the USA. The MSAT will prepare graduates for success on the National Certification Exam and allow them to enter the International Arrangement with entities in USA, Ireland, and Britain as previously described. Teaching at the graduate level to students with university experience and a background in anatomy, physiology, nutrition, and biomechanics will allow adapting the curriculum to experienced learners. For example, the case studies presented will be more complex and it will be possible to present scenarios that we do not currently discuss in our undergraduate classes.

5.2 General and specific program objectives

- Identification of the program objectives

The **Vision** from the perspective of the AT personnel is: *Leadership for our AT program in Canada and internationally*. This vision is achieved through the following overarching **objective**: ***To be the leader in education, research, and service.***

Our AT perspective is defined by the following objectives. The <u>bolded</u> objectives more specifically align to our students' success.

1. Attract and graduate top tier students that are dedicated to AT and improvement/progression of the profession.
    a. **Attract dedicated students**.
    b. Produce competent, independent, and lifelong learners in the field of AT.
    c. **Promote professional and ethical behaviours in the field of AT.**
    d. **Elevate the CATA competencies of our educational objectives through a professional based master's degree.**
    e. Be the number one choice for those seeking AT Education.
    f. **Promote equity, diversity, inclusion, and accessibility throughout our program.**
2. Be a leader for AT education in Canada and beyond.
    a. **Maintain excellence in teaching and learning by embracing new technologies; continuing our success on the CATA National Certification Exam and being accredited by our national association.**
    b. Have our graduates be recognized nationally as high-quality graduates.
    c. Maintain and improve the faculty component of ATs.
    d. Set the standard for progression of the standards of AT education and practice in Canada.
3. Be a leader in AT centred research.
    a. Increase the complement of CAT(C) associated researchers in the department.
    b. **Increase number of graduate students in the area of AT research.**
    c. Increase the amount of funding obtained for AT related research.
    d. Increase the number of undergraduate students involved in AT related research.
4. Be a leader for AT service in Quebec, Canada, and beyond.
    a. Contribute to our national and provincial associations through leadership and best practices.
    b. Use our distinct culture and language to contribute to the international conversation regarding AT.

The following **Program Learning Outcomes**, developed with the collaboration of the Centre for Teaching and Learning will be applied to our MSAT.

1. Apply evidence-based practices to injury prevention, assessment, and rehabilitation, ensuring that these practices inform effective interventions.
2. Implement first aid and sports first responder evaluations and management strategies to provide immediate and effective care.
3. Implement comprehensive concussion evaluation and management strategies to provide immediate and effective long-term care.
4. Perform and interpret comprehensive musculoskeletal and concussion assessments to develop and implement rehabilitation programs to ensure safe return to play and activity for active individuals.
5. Integrate evidence-based practices into clinical decision making to improve patient outcomes and contribute to the field of AT.
6. Exhibit and adhere to professional standards and ethical decisions.
7. Effectively communicate and collaborate with athletes, clients, coaches, parents, healthcare professionals and other constituents to ensure a continuum of patient care while demonstrating cultural competency and inclusive practices.
8. Critically evaluate existing research, identify gaps in knowledge, and formulate innovative research questions that advance exercise science from basic research to clinical applications
9. Design and conduct original research relevant to the field of exercise science while continuously applying principles of research ethics, responsible conduct of research, and scientific integrity.
10. Communicate scientific concepts and evidence-informed knowledge through written reports, oral and poster presentations, and discussion.

Ultimately, students will be expected to meet the CATA Educational Competencies (see Appendix 2). These competencies define the roles and expectations of Certified ATs in Canada, which include: Athletic Therapy Expert, Professional, Collaborator, Communicator, Scholar, Leader, Health Advocate.

6. REGULATORY FRAMEWORK

6.1 Admission requirements and processes

- Admission requirements (general requirements, and specific requirements such as language requirements, preparatory schooling or refresher courses that may be required, etc.)

To enter the MSAT program, students will be expected to have a BSc undergraduate degree in Physical Education, Exercise Science, Human Kinetics, Kinesiology, or equivalent. Remediation within our undergraduate program is possible to obtain courses that fit the entry profile (anatomy, physiology (including integrative/exercise physiology), biomechanics, exercise testing and training. These entry requirements are similar to master's level AT programs in Canada and the USA.

General Requirement

- Bachelor's of Science degree in Kinesiology, Physical Education, Human Kinetics, Exercise Science or equivalent

Specific Requirements

- A minimum undergraduate cGPA of 3.0/4.3.
- A minimum B average in the following prerequisites: human anatomy (with lab), human physiology (with lab), biomechanics, nutrition, general/sport psychology, exercise prescription
- Proficiency in English: Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies. Please refer to the English language proficiency page for further information on requirements and exemptions.

    - Admission on the basis of recognition of prior learning, equivalences, gateways, etc.

Recognition of Acquired Competencies as assessed through prior learning, whether formal, non-formal, or informal will be a part of the assessment criteria. For example, many of the current inquiries we receive come from one of the entry profiles listed (Physical Education, Human Kinetics). For example, such degrees will contain courses such as anatomy, but judgement will be needed to determine if the anatomy included was sufficiently detailed. As a musculoskeletal field, incoming and enrolled students will need a basis of human anatomy that can be built on within the program. Another example is the practical (usually volunteer) AT experience that an undergraduate might obtain during their degree. We have consulted the Recognition of Acquired Competencies Inventory Focus Group.

    - Criteria and selection procedures

Admission criteria are set with the previously mentioned prerequisites and previous learning through a bachelor's degree in Kinesiology, Physical Education, Human Kinetics, Exercise Science or equivalent. We will use the central application procedures and rank applications using background experience , GPA (3.0/4.3), letter of intent, letters of reference (2), worksite observation (20 hours), CV, and additional information provided by the applicant.

    - Description of the case analysis process

The Program Director, Internship Director, and/or course instructors (lecture and/or laboratory) will review each case to determine the extent of prior learning and/or special circumstance. Each student must gain entry and provide documentation of the accommodation requested.

6.2 Commitment and structure of the program

    - Total mandatory and optional credits

The proposed program will consist of 45 credits across six semesters (2 years) with no optional courses (see course map below for scheduling). This credit load aligns with the typical 45-credit threshold for MSc degrees, and the program remains well-aligned with national and international standards when considering the overall workload and program duration.

Comparative Overview:

- UQTR: 54 credits over 2 years – more intensive, same duration
- McGill (Physiotherapy): 63 credits over 1.5 years – more intensive, shorter duration
- Université de Montréal (Physiotherapy): 45 credits over 3 semesters (1 year) – standard credit load, highly condensed
- U.S. Athletic Therapy programs: ~50–60 credits over 2 years – more intensive, same duration

UQTR engaged in discussions with the *Ministère de l'Enseignement Supérieur* (MES) to determine an appropriate credit structure. An agreement was reached to set the program at 54 credits, acknowledging the intensity while ensuring alignment with professional standards.

Compared to more intensive or condensed programs, the proposed MSAT format may offer better pacing and improved retention, particularly for students transitioning from undergraduate to graduate-level studies. The 45-credit structure is pedagogically sound, and it meets the standard MSc credit requirement, while the 2-year duration allows for meaningful clinical exposure and professional development.

- Full-time and/or part-time studies, as applicable

Students will be expected to be registered full time, starting in the Spring/Summer. Part-time studies can be considered, but the scaffolding nature of the courses limits reasonable progression throughout the program.

- Duration of the program according to the structure and course schedule

Six terms (two years), starting in the Spring/Summer.

6.3 How the program is managed

- Leadership and composition of the Program Committee

Program Director, Internship Director, one Faculty member, one laboratory instructor will form an executive committee. All personnel associated (faculty and staff members) to the AT program will serve in the larger Program Committee.

- Note any specific study regulations, as applicable

A C letter grade in both lecture and lab are the minimum grades to pass AT courses: MSAT 520, MSAT 530, MSAT 550, MSAT 555, MSAT 650, MSAT 655, MSAT 670. Currently, the BScAT follows a similar regulation. A C minimum in both the lecture and laboratory portion of the course synchronizes well with the C rule at Concordia University in the master's degrees. A student must re-take the full class if they are unsuccessful in one or both sections of the course.

To register for the internship courses, a student must demonstrate competence by obtaining a yearly minimum 3.0 GPA, and a minimum grade of B in:

- MSAT 520
- MSAT 530
- MSAT 550
- MSAT 555
- MSAT 650
- MSAT 655
- Internships MSAT 540, MSAT 560, MSAT 660

- Describe any collaborative arrangements between different teaching and research units, departments, faculties, or with other partner institutions, as applicable

We have **several collaborations with external internship sites** around the Montreal area, which play a significant role in our experiential learning. These locations have certified ATs providing supervision to students. The agreement with internship sites is available in Appendix 16.

Concordia Athletics and Recreation, as well as the School of Health are our internal collaborations that are extremely valuable to our program. Both partnerships offer supervised, hands-on learning experiences, allowing students to develop their skills in real-world settings.

The School of Health houses our community based AT clinic as well as laboratory space. It provides our students with the opportunity to connect with the Montreal community. In return, this collaboration helps ensure low-cost care and services by supervised students for clients at the AT Clinic. Recently, the imaging suite (MRI, Ultrasound) at the School of Health has reached out and is developing an active workshop for our AT students for the 2025-26 academic year.

Concordia Athletics & Recreation provides our students with opportunities to work with high-level athletes. In return, this collaboration helps ensure supervised quality care and services for athletes on-site at sports venues.

Several faculty members in the department do collaborate on research projects with other departments at Concordia and with other universities. We foresee possible expansion for projects that include (but not limited to) the Departments of Biology, Psychology, and Applied Human Sciences, as well as Departments of Computer Science and Software Engineering, and Electrical and Computer Engineering as part of the capstone project (MSAT 690).

7. PROGRAM STRUCTURE

7.1 Activities

- Identify the mandatory and optional courses and activities (provide a list of the course codes and catalogue numbers, titles, number of credits/hours for laboratories and tutorials, etc.)

YEAR 1 (credits, hours/week)

- MSAT 510 (1cr, Lec 1.25 / Lab 1.25) Functional Anatomy
- **MSAT 520** (2cr, Lec 2/ Lab 2) Introduction to Athletic Therapy
- **MSAT 530** (3cr, Lec 2.5 / Lab 2.25) Emergency Intervention Preparation in Sport
- **MSAT 540** (3cr, 2) Field Internship I
- **MSAT 550** (3cr, Lec 2.5 / Lab 2.25) Assessment of Appendicular Skeleton and Associated Structures
- **MSAT 555** (3cr, Lec 2.5 / Lab 2.25) Rehabilitation of Appendicular Skeleton and Associated Structures
- **MSAT 560** (3cr, 2) Clinical Internship I
- **MSAT 585** (3cr, Lec 2.5, Lab 2.25) Concussion Assessment and Interventions

YEAR 2 (credits, hours/week)

- MSAT 610 (3cr, Lec 2.5) Pharmacology and Pain Management Strategies for Musculoskeletal Injuries
- **MSAT 650** (3cr, Lec 2.5 / Lab 2.25) Assessment of Axial Skeleton and Associated Structures
- **MSAT 655** (3cr, Lec 2.5 / Lab 2.25) Rehabilitation of Axial Skeleton and Associated Structures
- **MSAT 660** (6cr, 2) Field/Clinical (Combo) Internship
- **MSAT 670** (3cr, Lec 2.5 / Lab 2.25) Manual Therapy
- **MSAT 690** (3cr) Capstone
- **MSAT 695** (3cr, Lec 2) Clinical Practice

Courses in bold will require teaching by a certified athletic therapist.

- Describe the activities (courses, laboratories, seminars, internships, research activities, capstone, dissertation, etc.) and their evaluation methods. Detailed lesson plans and descriptions should be provided in the appendices

Some courses will consist of lectures only, while other courses will consist of lectures and laboratories using the traditional course timing for 3 credits (lecture: 150 minutes per week, laboratory: 2.25 hrs per week). Some courses will follow a different credit structure with a value of 1 credit (lecture: 75 minutes per week, laboratory: 75 minutes per week) or 2 credits (lecture: 120 minutes per week, with one course (MSAT 520) having a laboratory: 2 hrs every other week). Different credit allocations can be found in other graduate programs across the university, such as engineering.

The main theory of each topic will follow a didactic method using discussion and analysis, with competency assessed through various activities of formative and summative styles based on the instructor's academic perspective. Similarly, associated skills will be taught, practiced and refined, and tested in small group lab settings.

Internships (MSAT 540 and 560) will be worth 3 credits each and will involve supervised experience in a field or clinical setting, and 2 hours of bi-weekly seminars. MSAT 660 will be 6 credits with dual responsibility in both the field and clinical aspects of AT; passing a comprehensive examination is required to pass MSAT 660.

The capstone project will be worth 3 credits and will consist in the development of a scholarly paper on a critically appraised topic and will not require supervision by a faculty member. There will be no in-class time. However, students will be expected to devote 5 hours per week to their project.

Lesson plans and descriptions for all courses are provided in Appendix 17.

- A clear distinction must be made between new and existing courses and activities.

All courses in the MSAT program will be new but will be a re-structuring of content from current undergraduate AT courses. Students will enter the MSAT with a previous undergraduate degree in a related field and will already possess the necessary anatomical, physiological, and biomechanical knowledge, allowing the graduate level courses to **build on existing content** and incorporate **more advanced topics and concepts**. The faculty and staff members will be working closely with the Centre for Teaching and Learning to ensure that our pedagogical approaches are best for the master's level.

As an example for these re-worked courses, in the current undergraduate degree program, Therapeutic Modalities and Rehabilitation of the Extremities are two separate courses. In the MSAT degree, the content will merge into one course (MSAT 555) in year 1. The rationale for this merge, aside from the aforementioned maturity and experience of the student, is the inclusion of modalities in the paradigms of rehabilitation. Similarly, the pharmacology and pain management courses will be merged into MSAT 610 as pharmacological contents include drugs associated with pain management, therefore ability to combine the material is important for a higher level of thinking. In addition, it is important to note the addition of a concussion specific course. Currently concussion material is embedded in the undergraduate courses such as CATA 262/462 and CATA 437/439. Having it as a standalone course will allow us to focus attention on an important topic to which ATs have been given significant responsibility.

- If the program is accredited by a professional order or provides students with access to a license to practice, identify the particular courses and activities required by the order, and indicate whether they must be taught by a member of the order, or any other requirements

The MSAT program will be accredited by CATA. This accreditation is a requirement for our graduates to qualify for the National Certification Exam to become certified ATs.

Each AT course covering key competencies specific to the profession will be taught by a Certified AT, as required by the CATA PAC. In some cases, special permission may be granted for other healthcare professionals, such as a Certified Athletic Trainer, physiotherapist, doctor of osteopathy, or emergency medical technician, to teach the course. The courses that will require teaching by a certified AT are bolded in 7.1.

7.2 Pedagogical approaches

- Describe the pedagogical approaches for the different courses and activities (theoretical training, practical training, experiential learning, creation, etc.)

The MSAT program will use a dynamic, hands-on pedagogical approach, integrating lectures, laboratories, and internships to ensure comprehensive student learning. This combination of theory, practical application, and experiential learning will ensure graduates are well-prepared for professional certification and clinical excellence.

Lectures, enriched with case studies, will provide foundational knowledge and critical thinking skills by applying real-world scenarios. Laboratory sessions will offer hands-on practice in assessment, treatment, and rehabilitation techniques under expert supervision. Internships will further enhance learning by immersing students in clinical and field settings and providing them the opportunity to apply their skills in authentic situations and master essential tasks of the professional (see EPAs in Appendix 7).

- Identify any Cooperative Education options

Our MSAT program will include credit-based internships, providing hands-on learning throughout the curriculum. Students will gain real-world experience at a variety of external sites, such as universities, CEGEPs, sports clubs (from grassroots to professional), and private clinics. They will also have access to internal opportunities at the School of Health AT Clinic and Concordia Varsity Athletics. This diverse network will ensure students develop practical skills in a range of settings.

- Identify the mode of instruction: face-to-face, distance learning, mixed mode

Instruction will be primarily face-to-face. We will use the electronic learning management system for course management including posting assignments, grading, and communication with students.

- Describe community development activities, where appropriate

Our internships will take place in a variety of community settings, including universities, CEGEPs, sports clubs, and clinics. A key part of this experience is the School of Health AT Clinic, a successful student-run clinic that has made a significant impact on both the Montreal and Concordia communities. Integrating students into these real-world environments is essential for their professional growth and helps promote safe sports participation.

7.3 Typical student path

- Describe the typical pathway (full-time and part-time), as well as exceptional cases (for example, pathways for accelerated admission to more advanced degree programs), and the planned distribution of courses and course sections to accommodate the various student pathways

The typical pathway is outlined in the figure below. We expect traditional full-time students from matriculation to completion in 6 semesters, starting in the summer. There can be some alternative pathways for those students demonstrating prior learning, but typically this will be the early first summer courses that some students may not need to take as the remaining courses scaffold on previous and concurrent topics.

- Describe the pathways for specific streams or areas of specialization, as applicable

The pathway for this **program starts in the summer session** and continues for a **total of 6 semesters over 2 years.** The expected typical graduation will occur in June of year 2, having completed the program requirements at the end of the Winter 2 semester. Graduates will be eligible to apply for and take the May CATA National Certification Exam.

- For professional programs, describe the proportion of practical versus theoretical activities

As noted in the map, internship courses follow specific prior learning by one semester. For example, Introduction to Athletic Therapy (MSAT 520), and Emergency Intervention Preparation (MSAT 530) are competencies needed and used in MSAT 540 (Field Internship 1). Similarly, MSAT 550 (Assessment of Appendicular Skeleton and Related Structures), and MSAT 555 (Rehabilitation of Appendicular Skeleton and Related Structures), are pre-requisites and needed competencies for MSAT 560 (Clinical Internship 1) and will be taken one semester prior.

Students will be exposed to experiential learning opportunities in 5 of the 6 semesters they are enrolled in the MSAT. These internships will include diverse opportunities, providing the students with exposure to different populations, sports, organizations and clinical educators.

The majority of the AT specific courses include both a lecture and laboratory component, except for MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries, MSAT 695 Clinical Practice, and the Capstone course (MSAT 690).

MSAT 2-year program (45 credits)						credits /term	
YEAR 1	SUMMER	**MSAT 510** Functional Anatomy (1 credit)	**MSAT 520** Introduction to Athletic Therapy (2 credits)	**MSAT 530** Emergency Intervention Preparation in Sport (3 credits)		6	
	FALL	**MSAT 550** Assessment of Appendicular Skeleton and Associated Structures (3 credits)	**MSAT 555** Rehabilitation of Appendicular Skeleton and Associated Structures (3 credits)	**MSAT 540** Field Internship 1 (3 credits)		9	
	WINTER	**MSAT 610** Pharmacology and Pain Management Strategies for MSK Injuries (3 credits)	**MSAT 585** Concussion Assessment and Interventions (3 credits)	**MSAT 690** Capstone (3 credits) [OR >>]	**MSAT 560** Clinical Internship 1	9	**Note**: half students take MSAT 690 in Winter 1 and MSAT 560 in Summer 2; the other half take MSAT 560 in Winter 1 and MSAT 690 in Summer 2
YEAR 2	SUMMER	**MSAT 650** Assessment of Axial Skeleton and Associated Structures (3 credits)	**MSAT 655** Rehabilitation of Axial Skeleton and Associated Structures (3 credits)	**MSAT 690** Capstone [OR >>]	**MSAT 560** Clinical Internship 1 (3 Credits)	9	
	FALL	**MSAT 670** Manual Therapy (3 credits)	**MSAT 695** Professional Practice in Athletic Therapy (3 Credits)		**MSAT 660** Field/Clinical Combo Internship (6 credits)	9	
	WINTER					3	

7.4 Feedback and evaluation

Describe the feedback and evaluation processes for any training, internship, or professional components:

- Describe the internship placement procedures, and the location of the internship placements

Each year the students and internship site supervisors will be invited to a "Meet and Greet" session where the students will be able to speak to the clinical supervisors of each of the internship sites and find out more information about what each site offers. Each student will then be invited to apply for approximately 3-4 sites and go through an interview process. Students will be placed by the internship director and coordinators according to their rankings of the internship sites as well as the rankings of the students by the supervisors, similar to a work interview.

Currently, the undergraduate AT program has 40 possible field internship sites, and 24 clinical sites (see Appendix 14). We foresee that the relationship between these sites and the program will continue as we transition to a MSAT.

- Indicate whether the expected number of available internships meets the student demand and enrollment

The number of sites will meet or exceed the student demand and enrollment. Currently in our undergraduate AT degree we place approximately ~135 students (~45 students/cohort) each academic year with the sites that are outlined in Appendix 14. In the MSAT, we will be required to find placements for ~90 (~45 students/cohort).

The internship structure in the proposed MSAT program differs significantly from that of the current BSc in AT. In the BScAT, students have an entire year to complete their internship requirements, allowing for more scheduling flexibility across multiple semesters.

In the current BScAT, two of the internships (CATA 365 and CATA 475) are each worth 6 credits and typically span two semesters. This extended timeframe provides a more gradual pace for students to achieve required competencies and EPAs (see Appendix 7).

In contrast, the MSAT internships (MSAT 540 and MSAT 560) are each worth 3 credits. MSAT 540 is spread over two semesters to align with a typical sports season. MSAT 560, however, takes place over a single semester. Due to the scaffolding of the AT curriculum and requirement of students to successfully complete certain courses to obtain the knowledge to effectively complete each internship, there becomes limitations on the semesters in which internships can be offered. For example, MSAT 530 must be completed before MSAT 540, and MSAT 550/555 must be completed before MSAT 560. Therefore, due to the condensed nature of the MSAT program, MSAT 560 can only be scheduled as early as the winter term of Year 1. Unfortunately, this timing presents challenges: winter is not ideal for many internship sites, as clinic activity often slows due to fewer athletes. Additionally, our traditional varsity sites generally do not accept interns in the summer as their clinic is not operational during this time. As a result, MSAT 560 placements are limited to a small number of varsity sites willing to take winter-only students and to the PERFORM Centre. Furthermore, since the students will be at an internship site for a shorter period, the contact hours they do complete may be increased in a semester to ensure competencies/EPAs are met. Therefore, internship sites may not be able to take as many students at once due factors such as physical space limitations, and supervision ratio restrictions.

The final internship, MSAT 660, also faces site capacity constraints. Although fall/winter placements are well-suited to varsity settings, we are limited to approximately 26 internship spots. While the PERFORM Centre will serve as the primary clinical site in the fall, it has reduced capacity in the winter as it already supports 12–15 MSAT 560 students during that term. Only 2–4 private AT clinics accept interns in either the fall or winter semesters, further limiting options for MSAT 660 placements.

Current BSc internships capacities

Internship Course	Summer	Fall	Fall/winter	Winter	Total
CATA 365 (field 1)	8	Not offered	50	Not offered	58
CATA 485 (clinic 1)	14	16	26 (combo)	1-2	58
CATA 475 (field 2)	10	Not offered	35	Not offered	45
CATA 495 (clinic 2)	10	10	26 (combo)	10	56

Combo= 1 student is at a location for both field/clinical at the same time.

New MSAT Internship

Course	Summer	Summer/fall	Fall	Fall/winter	Winter	Total
MSAT 540 (field 1)	Not offered	4	Not offered	50	Not offered	54
MSAT 560 (clinic 1)	15-18	Not offered	Not offered	Not offered	30	48
MSAT 660 (field/clinic combo)	Not offered	13 (field)	2-4 (field)* 17 (clinic)	26 (field/clinic) 10 (field)	7 (clinic)	24 (clinic) 27 (field) 26 (field/ clinic)

Note: clinic is the limiting factor in terms of the number of students that can be taken in. According to these numbers, in 1 cohort 50 students would be the maximum number. This number would stress the clinical sites and availability and possible internship experience since more students would be at a site, having to split the client load.

- Describe supervision and evaluation requirements for the internship, including the roles of the professor(s), the supervisor, and the internship coordinator; describe any remote supervision processes, or multi-site supervision, etc.

Expectations of Our Clinical Supervisors

*This process is outlined in our current internship manuals, and we plan to maintain the steps.

1. To the best of their abilities, the supervisors are required to provide a positive learning environment that is tailored to the needs of the individual learners.
2. Supervisors must give both positive and constructive feedback to the students when deemed necessary, to assist with the students learning.
3. The supervisor is there to guide a student and assist them in learning to transition their theory skills into psychomotor skills, improve their communication, decision making skills, as well as their critical thinking.
4. A supervisor should recognize this is a learning experience for the students, and mistakes may be made. Recognizing improvements on the mistakes are key to learning.
5. Supervisors shall expose the students to as many new learning opportunities as possible.
6. A certified AT must be at ALL sports games. If a student is traveling with their team to an away game, a certified AT from the home team must be present.
7. Until students have gained the ability to complete tasks on their own, a supervisor should be in attendance for all practices to give feedback and help the student learn. Practices in which the supervisor is not in attendance, they must be on site/ reachable by phone. Students are not allowed to make RTP decisions. A supervisor needs to be present for these decisions.
8. A supervisor will be responsible to grade the student on some assignments (grading schemes available in manual), as well as complete a midterm and final evaluation of the student.
9. Supervisors of MSAT 660 are required to be at the comprehensive pass/fail examination of their student.
10. A supervisor should recognize the academic knowledge the students have coming into each internship experience, and tailor the learning around that knowledge that set internship competencies.
11. Supervisors must follow the CTSQ/CATA code of ethics and conduct. Failure to do so will result in disciplinary action and/or the loss of the opportunity to supervise a student.

Remote/Multi-site Supervision

For field internships, supervisors must be on-site and available by phone whenever a student is at their internship location. In cases where sports fields are spread across a city (e.g., Dawson College), supervisors must remain in contact with students throughout their shift and be easily reachable by phone. **Level of supervision is guided by EPAs (see Appendix 7).**

For away games, the certified AT of the opposing team must be informed that a visiting student AT is present. They will assist with return-to-play decisions, and the student's direct supervisor must also be available by phone.

For clinical internships, a supervisor must be physically present in the clinic during all student treatments. They are responsible for reviewing and signing off on all student assessments and rehabilitation plans.

Evaluation - Entrustable Professional Activities

An EPA is defined by Englander et al. (2017) as "an essential task of a discipline (profession, speciality or subspeciality) that an individual can be trusted to perform without direct supervisor in a given health care context, once sufficient competence has been demonstrated".

The Concordia AT program has designed several EPAs that are embedded into the stages of our four-year bachelor's program that intertwines with the competencies and our programmatic Evaluation Plan. **These EPAs will be updated to fit the timelines associated with the master's degree.**

These EPAs must be demonstrated by the end of the specific internship that is associated with a stage within the program. Failure to achieve EPAs will require remedial work or continuation of the internship. Students must maintain demonstration of EPAs from previous stages as they move forward in the program. Failure to maintain ability to demonstrate consistency in EPAs that have been met will result in discussion with the Program Director and/or Internship Director.

The EPAs are designed to help guide the internship supervisors (clinical educators) on the level of entrustment and supervision that is needed for a student during a certain internship.

The EPAs for each stage of the program build on the knowledge/application of theory and practical skills from the semester(s) preceding the acquisition of the EPA. Within our lectures and laboratories, the students practice and are evaluated on tasks that develop the knowledge needed to build on specific EPAs.

Each stage of EPAs builds on more complex essential tasks of a discipline as the student moves towards graduation. The key functions of the EPAs are elements/tasks that are important for the student to consistently demonstrate that are directly linked to the EPAs.

Roles of Internship Director and Coordinators.

Please note that the information in the first paragraph is taken directly from the Program Accreditation Committee who outlines the responsibilities of the internship directors and coordinators by the CATA.

The **Internship Director** are the primary person(s) responsible for the **final grade allocation** from the accredited program but must work closely with the clinical educator to determine the grade. This person is responsible **to liaise** with both the clinical educator (supervisor) and the student placed at the clinical educator's field or clinic environment. This person helps build the clinical educator's capacity for student evaluation and feedback with the ultimate goal of students becoming competent professionals in AT. Moreover, formative and summative feedback and capacity building for the clinical educators is the responsibility of the internship coordinators and director.

An internship coordinator provides administration of the field and clinical practicum experiences. This includes but is not limited to engagement with program curriculum, orientation of the clinical educators and site suitability.

At Concordia, in the MSAT program, the Internship Director and internship coordinators will also be responsible for facilitating discussion seminars for each internship. These seminars aim to share experiences, stories and build on confidence through skills and scenario practice. The Internship Director will be a faculty member receiving a 6-credit remission while the internship coordinators will be paid staff members.

The field and clinical internship coordinators will complete "surprise" visits 1-2 times/ student during an internship.

Goals of the Visit

- Ensure students are well supervised
- See the student in a natural (realistic) environment (interaction and dynamics with various stakeholders: athletes, coaches…)
- Ensure professionalism (dress, attitude, etc).
- Ensure readiness to respond (equipment prepped and available)
- Verify accountability (on time, at scheduled shift)
- Have discussion on how the internship is going
- Reinforce that our doors are always open to chat if problems arise
- Ensure student is up to date on their legal logbooks

Each internship will have assignments, discussion seminars and final evaluations. The assignments will be graded by either the supervisor (provided a grading rubric), and/or the Internship Director and internship coordinators. The final evaluation that assesses the student's competencies (outlined by the CATA) will be completed by the supervisor.

- Describe the criteria and procedures for evaluating any other relevant activities

N/A

- Describe the feedback and evaluation processes for the research component of the program:
    - Composition of the evaluation committees (supervisory committee; examination committee; dissertation or thesis evaluation committee, etc.)

Our program includes a capstone project that may be in the form of literature review, critically appraised topic, or experimental project. The main goal of the capstone is the development of a scholarly paper or critically appraised topic. The course is designed as an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in the areas of AT concepts: health management, rehabilitation science practice, education, research, and/or policy. The paper is not intended to involve the collection or analysis of primary data or the conduct of research with participants. The capstone is an independent self-directed in-depth exploration of a topic chosen by the student and approved by their advisor and the course coordinator.

We based our course on other master's level courses in rehabilitation, predominantly borrowing from the Master's in Rehabilitation Science at McMaster University. There will be a course coordinator assigned to oversee the progression of students, submission of grades, and other associated administrative tasks. Students will be expected to find an advisor to guide them and provide feedback for the purpose of evaluation.

- Options for co-supervision or collaborations
- Advisors for the capstone project can be internal to the department or, with permission of the Course Coordinator, external to the Department and University. Evaluation content, criteria and procedures, including the comprehensive examination, dissertation, and thesis.

Capstone projects will be evaluated using a consistent rubric. The rubric will assess the learning objectives for the capstone:

- Developed the ability to create a search, triage, critically review literature, and extract data related to a specific AT topic(s)
- Acquired an in-depth knowledge on the specific topic(s)
- Demonstrated scientific writing skills

- Criteria and procedures for evaluating any other activities

N/A

- Any applicable university regulations

N/A

7.5 Alignment of activities, skills and program objectives

Note: This is the central element in the evaluation of the program quality.

- Demonstrate how the courses and learning activities support students in achieving the intended skills; describe the means for achieving the program objectives
- Provide a curriculum map showing the alignment between the skills that the program aims to deliver, the learning objectives and the learning activities (courses, laboratories, internships, etc.)

Each Certified AT integrates competencies from seven roles included in CATA competencies. The MSAT programmatic evaluation will include these competencies in the curriculum. A curriculum map showing the alignment between the list of CATA education competencies and the courses included in the program is provided in Appendix 2. Primary evaluation methods used in courses are also mentioned in Appendix 2.

8. SUPPORT FOR STUDENT SUCCESS

8.1 Financial support

- Scholarships, course loads, funding opportunities, etc.

Of note, specific to AT:

- Ron Rappel Athletic Therapy Award of Excellence* (Final year tuition, plus $300 book allowance)
- Dave Campbell Athletic Therapy Award of Excellence* (Final year tuition, plus $300 book allowance)
  - Candidates must be entering their final year of full or part-time studies.
- David H. Jones Memorial Scholarship in Athletic Therapy* ($3000)
  - The Scholarship shall be granted through competition to full-time students in their 3rd or 4th year of studies in the Department of Exercise Science with a Specialization in Athletic Therapy, with a minimum GPA of 3.3.
- Dave Campbell and Danielle Chicoine Bursary in Athletic Therapy ($)
  - Enrollment in the AT program (renewable).

* Note regarding criteria for Rappel, Campbell, and Jones AT awards: Each of these designates an undergraduate student recipient. The Office of Advancement will need to coordinate adjustment to these criteria to reflect the level of the AT being set at the master's level.

External

- CATA Student Leadership Award ($300)
    - This award is usually awarded to a graduating student. The AT program provides a name to the CATA.
- Diane Webster Memorial Award ($) - chosen by the Atlantic Provinces Athletic Therapist's Association (APATA)
    - Applicant is in good standing with the CATA as a Certification Candidate
    - Applicant is in good standing with APATA as a student member

8.2 Student services

- Orientation and student engagement activities

Athletic Therapy Welcome Day
There will be an annual event organized for newly accepted students into the AT program. The day will consist of administrative tasks as well as meeting the cohort and leadership activities.

Internship Bootcamp Days
Students will attend annual internship bootcamp days that involve administrative tasks/expectations and hands on practice with certified ATs before beginning their internships.

Resources for new graduate students
The "Starting Your First Term" page at Concordia University offers key resources for new graduate students to begin their journey. It includes information on accessing online platforms like My CU Account for course registration, Moodle for course materials, and Office 365. It also guides on paying tuition fees, joining waitlists for classes, understanding drop deadlines, and connecting with fellow students through orientation and sports. Moreover, the page provides resources for admissions-related requirements and discovering support networks within the university, such as student mentors and health services.

Graduate Student Hub
The graduate Student Hub compiled a list of tools and resources on graduate student professional development as well as on thesis and research.

GradProSkills
In partnership with campus and external providers, Concordia's Graduate & Professional Skills (GradProSkills) program offers practical workshops designed to provide the professional skills needed to succeed in today's workplace. The more than 400 annual workshops and events, reserved only for graduate students, empower students to achieve their academic and professional goals in eight skill areas.

8.3 Academic and student life

- Factors that support the development of a sense of belonging, and commitment to the program
- Opportunities to be involved in the community
- Opportunities to be involved in associations within the university

- Competitions and recognition activities

There are various opportunities for students to be involved in the community and in associations within the university.

Wellness week
Annual event to raise money for a local charity or foundation. Involvement of student volunteers, holding exercise classes and other events targeting health and wellness.

Concordia Research and Education for Athletic Therapy Excellence (CREATE)
Annual research event for honours and graduate students (beyond Concordia) to present their research projects. MSAT students will have the opportunity to present their capstone projects. Keynote speakers from across Canada and the USA have presented their research to attendees.

Multi-faith and Spirituality Centre
A home on campus for all those who wish to celebrate the human spirit, open to all students whether spiritual, secular or religious.

Centre for Gender Advocacy
An independent, student-funded organization mandated to promote gender equality and empowerment particularly as it relates to marginalized communities.

Centre for Creative Reuse
CUCCR is dedicated to diverting materials from inside Concordia's waste-stream and offering them to the general community free of cost.

D3 Center for Innovation and Entrepreneurship
Center for Innovation and Entrepreneurship that provides the necessary tools, resources and knowledge to move from idea to impact with confidence.

The SHIFT Centre for Social Transformation
Supports existing and emerging social transformation initiatives that unite with the goal of creating a more just, inclusive and broadly prosperous Montreal.

Sustainability Hub

Promoting sustainability-related initiatives, tools, resources, research, funds and programs to the Concordia community.

Spark!
Inspiration for students to actively participate in learning experiences at Concordia that have a positive impact on their success.

Otsenhákta Student Centre
An on-campus resource for First Nations, Métis and Inuit students to find community, plan social events and access resources to help them achieve academic success.

University of the Streets Café
A program that organizes bilingual public conversations in cafés and community spaces across Montreal.

Zero Waste
An initiative focused on reducing waste on campus and encouraging the Concordia community to reduce, reuse, recycle and rot.

Black Perspectives Office

Connects and supports activities related to Black perspectives, initiatives and scholarship on campus and within the broader Montreal community.

Quebec Public Interest Research Group
An inclusive resource centre that supports grassroots activism around diverse social and environmental issues and aims to inspire social change.

Office of Community Engagement
Connecting faculty members, staff and students with members of the wider Montreal community in order to build meaningful relationships.

Queer Concordia
An on-campus resource centre for queer, lesbian, gay, trans, two-spirited, bisexual, asexual, intersex, questioning and allies.

Best Buddies
In collaboration with Best Buddies Canada to create fun, meaningful and lasting friendships.

Homeroom
A virtual place for new undergraduate students to connect and navigate the university experience together.

Student Association Events
Once the MSAT program is formed, a student association could be started, consisting of academic representatives and social representatives for each year of the program. Academic representatives will be responsible for collecting student feedback from courses and giving it to the Program Director. Social representatives will be responsible for organizing social events for students, including student, staff, and faculty mixers and fundraising events. MSAT students could also join the current HKAP graduate student association, GHESSA.

9. RESOURCES

9.1 Faculty resources

- List the permanent full time faculty members, lecturers and other stakeholders who will participate in the program; their qualifications and expertise

The following are Certified ATs who will have substantial contributions to the MSAT:

- Jacqueline Camley, MSc, CAT(C), ATC (Senior Lecturer and Director of Internships)
- Richard DeMont, PhD, CAT(C), ATC (Professor, Program Director)
- Geoffrey Dover, PhD, CAT(C), ATC (Associate Professor)
- Maryse Fortin, PhD, CAT(C) (Associate Professor)
- Christina Grace, CAT(C) (Laboratory Instructor)
- Tracy Griffiths, BSc, D.O., CAT(C) (Laboratory Instructor)
- Mariann Onofrio, MSc, CAT(C) (Laboratory Instructor)
- Sonia Adhami, BSc, CAT(C) (Internship Coordinator)
- Heather McCoy, BSc, CAT(C) (Internship Coordinator)

Non-AT faculty with a contribution to the program:

- Elizabeth Teel, PhD (Assistant Professor)

- The curricula vitae of faculty members must be provided as an appendix

Please see Appendix 18 for CVs of faculty members, lab instructors, and internship coordinators who will contribute to the MSAT program.

- Provide a summary table showing the research activities of the faculty members

Please see Appendix 15 for the list of researchers involved in the MSAT program, including their funding.

- Table indicating the faculty member who will teach each course or activity, or who will
- be responsible for managing it; demonstrating the links between the research activities of the faculty members and the specific courses or specializations available within the program.

Please see Appendix 19 for the list of faculty members, laboratory instructors, and internship coordinators involved in the MSAT program, including their expertise and the courses they could teach.

- Describe the experience of faculty members in supervising master's and PhD level students and postdoctoral fellows (in the case of graduate research programs)

N/A

- Describe the supervisory regulations, as applicable

Roles of Capstone Advisors

- Advisors guide the scholarly work of students in a manner derived through their discipline and expertise.
- Advisors must discuss with students the general nature of their working relationship early in the developmental stages of their collaboration to ensure mutually compatible expectations.
- Advisors must be available to students on a reasonable basis for consultation and discussion of academic progress.
- Advisors must provide timely comments on written material submitted by students, including their opinion on the advisability of submitting the capstone.
- Advisors have the responsibility to act in a manner that conforms to basic principles of natural justice, academic integrity, and professionalism and to manage in a similar manner conflict situations that may arise in the relationship with the student.

- In the event that additional faculty members will be hired, specify the profile sought and the hiring plan/schedule

There is no immediate need to hire additional faculty member. However, we have successful faculty members that have obtained Concordia Research Chairs or been elevated to Associate Dean positions. While we applaud their contributions, the progressions of their careers have reduced their role in the classroom. There could come a point in time when additional faculty members are needed to meet accreditation standards and avoid *excessive* part-time hires for core AT courses.

- Indicate the institution's commitment to new faculty hires

N/A

- Describe support measures for teachers (in-service training, pedagogical support, etc.).

Several faculty members have taken advantage of the Centre for Teaching and Learning to improve and remain current. AT oriented conferences (WFATT, NATA Educators' conference, CAATE – accreditation conference) all have "educating the educator" opportunities.

9.2 Administrative and support staff

- Non-faculty human resources available or required
- In the event that administrative or support staff need to be hired, specify the profile and hiring plan/schedule.

Currently, there are no plans for hiring of administrative and support staff. Our BScAT is equipped with these individuals and their role will transition to the MSAT. These include the internship coordinators (2), full-time lab instructors (3), and a Technical Officer for the department (1).

9.3 Material, technological and library resources

- Available and required material, library, or technical resources, laboratories, equipment and spaces

Within our BScAT, we have 3 AT lab-dedicated spaces in the Science Pavillon and an additional lab space at the School of Health. These spaces are equipped with the material needed and have the capacity to hold the new MSAT, as well as the BScAT during the teach out portion.

The library holdings needed for the program are available (see Appendix 20).

10. BUDGET ESTIMATES

- Summary budget table showing annual surplus or deficits based on anticipated revenues, the number of students recruited and the planned expenditures over 5 years (to be created in collaboration between the Office of the Provost, the Office of the Dean of the relevant faculty, and the academic unit.

The table below outlines the revenue over the 5 initial years for the MSAT program. A weighted FTE of 5.25 (Maîtrise en Réadaptation) was used with an attrition rate of 10% / year. After the program has gone through a full 2-year cycle with 45 students being admitted into the program, the revenue reaches $1,745,602/year.

MSAT Budget over 5 initial years

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Students Admitted	35	40	45	45	45	210
Students in Program	35	58	65	68	68	294
Weighted FTEs	183.8	303.7	343.4	356.7	356.7	1544.3
Revenue	$899,133	$1,486,138	$1,680,093	$1,745,602	$1,745,602	$7,556,566

The table below outlines the revenue over the 5 initial years for the current BScAT program. A weighted FTE of 2.10 (Bacc en Réadaptation) was used with an attrition rate of 10% / year. Fifty students are admitted in the Major in Exercise Science in year 1, representing an enrollment of 45 students in the BScAT program in year 2, considering attrition. After the program has gone through a full 4-year cycle with 45 students being admitted into the AT program in year 2, the revenue reaches $2,301,654/year.

BScAT Budget over 5 initial years

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Students Admitted	50	50	50	50	50	250
Students in Program	50	95	136	172	172	624
Weighted FTEs	105.0	199.5	284.6	361.1	361.1	1311.2
Revenue	$ 669,280	$1,271,632	$1,813,749	$2,301,654	$2,301,654	$ 8,357,969

We expect approximately 25 students will enter the MSAT after graduating from one of our undergraduate programs. Considering an attrition rate of 10% / year, 30 students entering an undergraduate program will lead to 25 students graduating and entering the MSAT. The scenario generates the largest surplus with 2,833,851$/year after the programs have gone through a full cycle.

MSAT Budget over 5 initial years with half students entering from 3-yr HKAP BSc

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Students Admitted MSAT	35	40	45	45	45	210
Students in MSAT Program	35	58	65	68	68	294
Weighted MSAT FTEs	183.8	303.7	343.4	356.7	356.7	1544.3
Revenue MSAT	$899,133	$1,486,138	$1,680,093	$1,745,602	$1,745,602	$7,556,566
Students Admitted 3-yr BSc	30	30	30	30	30	150
Students in 3-yr BSc Program	30	57	81	81	81	331
Weighted 3-yr BSc FTEs	63.0	119.7	170.7	170.7	170.7	694.9
Revenue 3-yr BSc	$401,568	$762,979	$1,088,249	$1,088,249	$1,088,249	$4,429,295
Revenue TOTAL	$1,300,701	$2,249,117	$2,768,343	$2,833,851	$2,833,851	$11,985,861

- Provide a rationale for the estimated program expenses and enrollment figures

Currently, we accept approximately 45 students / year in the BScAT program. We expect to reach a similar admission rate in the MSAT.

There are minimal program expenses beyond the current expenses associated with the BScAT. We have created a modified program with similar course structure, but delivered at the increased wFTE associated with the master's degree. We expect the expenses to be slightly less in the MSAT since we will not offer background courses such as anatomy, physiology, nutrition, and biomechanics.

The MSAT program implementation is presented in Appendix 21. To offer the program, only 2/3 additional 3-credit section (2 credits) will be required. We will start phasing out the BScAT one year prior the inception of the MSAT (year 0). Consequently, the equivalent of 15 credits will be removed from HKAP offerings. In year 1, 17 MSAT credits will be added and 9 BScAT credits will be removed, while

in year 2, 18 MSAT credits will be added and 6 BScAT credits will be removed. Internships in both programs are worth a 6-credit workload for the internship director. In total, 35 MSAT credits will be added while 30 BScAT credits will be removed. By removing EXCI 471 (Pain Management Strategies) from course offerings and letting undergraduate students in the Major and KCEP programs register for MSAT 610 (Pharmacology and Pain Management Strategies for Musculoskeletal Injuries), an additional 3 credits will be removed from offerings. The implementation of the MSAT combined with the removal of the BScAT will therefore require only 2 additional credits. Three remission credits will also be provided to the program director as is currently the case for the BScAT.

- The full budget document with the detailed financial analysis and notes may be included as appendix

11. CONCLUSION

Concordia has over 35 years of history delivering AT education. We have an excellent record for graduation, passing the National Certification Exam, and successful graduates. The future of AT education in Quebec, and possibly Canada is the master's degree. Currently master's degrees exist in Quebec and Canada (UQTR, Brock), and all AT programs in USA are at this level. Quebec is the most advanced with legislation specific to the practice of AT. Additionally, there are international agreements for AT professionals in Canada to attain international professional distinction, enhancing employment opportunities. These international agreements may likely require equivalent education levels in the future.

We seek to transition our program to a master's level to align with the evolving landscape of the profession in Quebec and across Canada. With institutions like UQTR and Brock University already offering master's programs, this shift would ensure Concordia remains at the forefront of AT education.

The increasing recognition of ATs in Quebec, particularly in areas like concussion management and return-to-play protocols, shows the need for advanced education to meet these growing responsibilities.

Additionally, a graduate program would provide the university with an increase in wFTEs (current BScAT undergraduate equals 2.10, MSAT equals 5.25), as we would intend to maintain the existing declaration of *Sciences de la réadaptation*.

Given Concordia's consistently high success rate on the National Certification Exam, this move would further solidify its reputation as a leader in AT education while enhancing opportunities for research, clinical expertise, and professional development in the field.

Experts in the field of AT were consulted in creating the MSAT program (see Appendix 22).

Summary of Changes (New Graduate Program (Regular Process))

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
MSAT 510 Functional Anatomy New	X	X	X	X	X		X	X	X	
MSAT 520 Introduction to Athletic Therapy New	X	X	X	X	X	X	X	X	X	
MSAT 530 Emergency Intervention Preparation in Sport New	X	X	X	X	X	X	X	X	X	
MSAT 540 Field Internship I New	X	X	X	X	X	X	X	X	X	
MSAT 550 Assessment of Appendicular Skeleton and Associated Structures New	X	X	X	X	X	X	X	X	X	
MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures New	X	X	X	X	X	X	X	X	X	
MSAT 560 Clinical Internship I New	X	X	X	X	X	X	X	X	X	
MSAT 585 Concussion Assessment and Interventions New	X	X	X	X	X		X	X	X	
MSAT 610	X	X	X	X	X		X	X	X	

Pharmacology and Pain Management Strategies for Musculoskeletal Injuries New										
MSAT 650 Assessment of Axial Skeleton and Associated Structures New	X	X	X	X	X	X	X	X	X	
MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures New	X	X	X	X	X	X	X	X	X	
MSAT 660 Field/Clinical (Combo) Internship New	X	X	X	X	X	X	X	X	X	
MSAT 670 Manual Therapy New	X	X	X	X	X	X	X	X	X	
MSAT 690 Capstone New	X	X	X	X	X		X	X	X	
MSAT 695 Clinical Practice New	X	X	X	X	X		X	X	X	

Regulation Changes:

- Admission Requirements New
- Additional Admission Requirements New
- Degree Requirements New
- Additional Degree Requirements New
- Academic Regulations New

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Admission Requirements
Calendar Section Type: Regulation
Description of Change: Admission Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc

Present Text calendar	Proposed Text
	Admission Requirements - BSc in Kinesiology, Physical Education, Human Kinetics, Exercise Science or equivalent, with a cumulative GPA of 3.0. - **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the **English language proficiency** page for further information on requirements and exemptions.

Rationale:

Resource Implications:
n/a

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Additional Admission Requirements
Calendar Section Type: Regulation
Description of Change: Additional Admission Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc

Present Text calendar	Proposed Text
	Additional Admission Requirements - A minimum B average in the following prerequisites: Human Anatomy (with lab), Human Physiology (with lab), Biomechanics, Nutrition, General/Sport Psychology, Exercise prescription.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Degree Requirements
Calendar Section Type: Regulation
Description of Change: Degree Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc

Present Text calendar	Proposed Text
	Degree Requirements Fully-qualified candidates are required to complete a minimum of 45 credits. Please see the Health, Kinesiology, and Applied Physiology Courses p age for course descriptions.

Rationale:
Standard field is applied.

Resource Implications:
n/a

PROGRAM CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Athletic Therapy MSc
Calendar Section Type: Program
Description of Change: Athletic Therapy MSc New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name:
Program Type: Course-based
Degree: Course-based

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc > Degree Requirements

Type of Change: New Program

Present Text calendar	Proposed Text
credits	**45 credits** Athletic Therapy MSc
0	~~0~~ 45 credits: MSAT 510 Functional Anatomy (1) MSAT 520 Introduction to Athletic Therapy (2) MSAT 530 Emergency Intervention Preparation in Sport (3) MSAT 540 Field Internship I (3) MSAT 550 Assessment of Appendicular Skeleton and Associated Structures (3) MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures (3) MSAT 560 Clinical Internship I (3) MSAT 585 Concussion Assessment and Interventions (3) MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries (3) MSAT 650 Assessment of Axial Skeleton and Associated Structures (3) MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures (3) MSAT 660 Field/Clinical (Combo) Internship (6) MSAT 670 Manual Therapy (3) MSAT 690 Capstone (3) MSAT 695 Clinical Practice (3)

Rationale:
See program proposal.

Resource Implications:
See program proposal.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Additional Degree Requirements
Calendar Section Type: Regulation
Description of Change: Additional Degree Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc

Present Text calendar	Proposed Text
	Additional Degree Requirements - Courses that consist of both laboratories and lectures (MSAT 520 , MSAT 530 , MSAT 550 , MSAT 555 , MSAT 650 , MSAT 655 , MSAT 670) require a satisfactory performance (grade of C) be obtained in each of the components for successful completion of the course. - In addition, a minimum grade of B in relevant courses must be met to be enrolled in the Athletic Therapy internships (MSAT 540 , MSAT 560 , MSAT 660) . The specific requirements are listed in the course notes.

Rationale:
See proposal.

Resource Implications:
See proposal.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: Academic Regulations
Calendar Section Type: Regulation
Description of Change: Academic Regulations New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Athletic Therapy MSc

Present Text calendar	Proposed Text
	Academic Regulations - **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations. - To be eligible to remain in the Athletic Therapy MSc program, students must complete courses with a minimum cumulative GPA of 3.00. - **Residence.** The minimum residence requirement is one year (three terms) of full-time study, or the equivalent in part-time study. - **Time Limit.** Pl ease refer to the Academic Regulations page for further details regarding the Time Limits . - **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

Rationale:

Resource Implications:
n/a

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 510
Calendar Section Type: Course
Description of Change: MSAT 510 Functional Anatomy New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 510 Functional Anatomy (1 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc .
Description :	*Description :* This foundational course provides an advanced study of human musculoskeletal anatomy, emphasizing the functional relationships between anatomical structures and movement. Students engage in detailed analyses of bones, muscles, joints, and connective tissues, with a focus on their roles in physical activity and rehabilitation. The course integrates cadaveric studies, imaging techniques, and current research to enhance understanding of anatomical variations and their clinical implications. Laboratory sessions reinforce theoretical knowledge through practical application.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 520
Calendar Section Type: Course
Description of Change: MSAT 520 Introduction to Athletic Therapy
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 520 Introduction to Athletic Therapy (2 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following course must be completed previously or concurrently: MSAT 530 .
Description :	*Description :* This course explores the epidemiology of athletic injuries with a focus on understanding the distribution and determinants of injury within athletic populations, and recognizing the clinical patterns and presentations of common sport-related conditions. Through the lens of evidence-based practice, students will critically examine injury surveillance data, identify risk factors, and correlate injury mechanisms with observable signs, symptoms, and diagnostic patterns. Students learn to integrate epidemiological data with clinical expertise to improve injury recognition, inform prevention strategies, and enhance decision-making in both practice and policy.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 540.

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 530
Calendar Section Type: Course
Description of Change: MSAT 530 Emergency Intervention Preparation in Sport New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 530 Emergency Intervention Preparation in Sport (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc .
Description :	*Description :* This course provides an in-depth exploration of emergency care within athletic and clinical settings, focusing on the requirements for the first responder. Students will critically analyze and apply advanced protocols for managing acute injuries, including spinal immobilization, concussion assessment, and emergency airway management. Emphasis is placed on integrating current research and evidence-based practices to enhance decision-making and patient outcomes in high-pressure situations. Laboratory sessions with practical scenarios and case studies will be utilized to develop proficiency in rapid assessment and intervention techniques.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 540.

Rationale:
See proposal.

Resource Implications:
See proposal.

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COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 540
Calendar Section Type: Course
Description of Change: MSAT 540 Field Internship I New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 540 Field Internship I (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 520 , MSAT 530 .
Description :	*Description :* In this field internship course, students are provided with an immersive, supervised experience in professional athletic therapy settings, such as university sports teams or city club teams. Students apply clinical reasoning, using professional standards in emergency care and return to play decision making. The integrated seminar component emphasizes current issues in clinical practice, including interdisciplinary collaboration, patient-centered care, clinical documentation, and ethical challenges. Students are required to meet assigned entrustable professional activities by the end of this course.
Component(s):	*Component(s):* Seminar ; Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** - Prior to enrolling in this course, students must achieve a minimum grade of B in two of the following courses: MSAT 520 and MSAT 530 .

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 550
Calendar Section Type: Course
Description of Change: MSAT 550 Assessment of Appendicular Skeleton and Associated Structures New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 550 Assessment of Appendicular Skeleton and Associated Structures (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following course must be completed previously: MSAT 520 .
Description :	*Description :* This course offers an in-depth exploration of the biomechanical and physiological principles underlying upper and lower extremity function. Students critically examine both normative and pathological conditions through a structured procedure of tissue examination. The course emphasizes advanced clinical assessment techniques—including manual evaluation and instrument-based measurements— to develop proficiency in applying well thought out evaluation methods. Case-based scenarios that highlight injury variations leading to surgical decisions and clinical interventions will be discussed.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 560.

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 555
Calendar Section Type: Course
Description of Change: MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following course must be completed previously or concurrently: MSAT 550 .
Description :	*Description :* This course delves into the contemporary rehabilitation paradigms for managing musculoskeletal dysfunctions in the upper and lower extremities. Emphasizing evidence-based practice, the curriculum integrates advanced tissue healing concepts, neuromuscular re-education, and exercise prescription protocols. Students learn to critically appraise research studies, design individualized rehabilitation plans, and incorporate therapeutic modalities, mobilizations and exercise programming with a focus on outcome measurement. By engaging in both simulated and supervised clinical scenarios, learners refine their skills in developing, implementing, and adjusting evidence-supported rehabilitation interventions for orthopedic conditions of the extremities.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 560.

Rationale:
See proposal.

Resource Implications:

See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 560
Calendar Section Type: Course
Description of Change: MSAT 560 Clinical Internship I New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 560 Clinical Internship I (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 550 , MSAT 555 . The following course must be completed previously or concurrently: MSAT 540 .
Description :	*Description :* This clinical course provides students with an immersive, supervised experience in professional athletic therapy settings, such as university sports medicine clinics, private practices, or professional sport settings. Students apply clinical reasoning, evidence-based interventions, and professional standards in the assessment, treatment, and rehabilitation of musculoskeletal injuries. Through hands-on practice and reflective learning, students refine competencies in injury prevention, therapeutic exercise prescription, manual therapy, and therapeutic modalities. The integrated seminar component emphasizes current issues in clinical practice, including interdisciplinary collaboration, patient-centered care, clinical documentation, and ethical challenges. Students are required to meet assigned entrustable professional activities by the end of this course.
Component(s):	*Component(s):* Seminar ; Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** Prior to enrolling in this course, students must achieve a minimum grade of B in two of the following courses: MSAT 550 and MSAT 555 .

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 585
Calendar Section Type: Course
Description of Change: MSAT 585 Concussion Assessment and Interventions New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 585 Concussion Assessment and Interventions (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 520 and MSAT 530 .
Description :	*Description :* Students develop advanced competencies in the identification and assessment of sport-related concussions, immediate care and removal-from-play decisions, clinical management of post-concussion syndrome, return-to-learn and return-to-play planning, and patient education. Emphasis is placed on understanding the complex pathophysiology of concussion, psychosocial impacts, and risk factor modification to support safe outcomes.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 610
Calendar Section Type: Course
Description of Change: MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc .
Description :	*Description :* This course offers an in-depth exploration of pharmacological interventions and pain management strategies pertinent to athletic therapy interventions. Students analyze the physiological and psychological aspects of pain, explore non-pharmacological interventions, and evaluate the efficacy of various treatment modalities through current research. This course critically examines pharmacokinetics and pharmacodynamics of medications commonly used in sports and exercise settings, including over-the-counter drugs, prescription medications, and performance-enhancing substances.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 650
Calendar Section Type: Course
Description of Change: MSAT 650 Assessment of Axial Skeleton and Associated Structures New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 650 Assessment of Axial Skeleton and Associated Structures (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 550 , MSAT 560 .
Description :	*Description :* This course provides an advanced exploration into the assessment of the hip, spine, and pelvic regions, areas critical to functional mobility and quality of life. Students apply a comprehensive framework that combines detailed anatomical, biomechanical, and neurophysiological principles with the latest evidence-based assessment protocols. Through critical review of contemporary research and incorporation of advanced imaging and manual evaluation techniques, learners develop superior clinical reasoning skills. The course also involves problem-based learning exercises that require the integration of research findings into the clinical evaluation of complex musculoskeletal dysfunctions.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 660.

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 655
Calendar Section Type: Course
Description of Change: MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following course must be completed previously or concurrently: MSAT 650 .
Description :	*Description :* In this course, students explore the most current, evidence-based rehabilitation strategies for injuries affecting the hip, spine, and pelvis. The course curriculum is designed to provide an in-depth analysis of advanced therapeutic techniques, including therapeutic modalities, manual therapy, specialized exercise programming, and neuromuscular re-education. Students are expected to critically evaluate and integrate current research findings into the formulation of comprehensive, patient-centered treatment plans. Emphasis is placed on using validated outcome measures to assess the effectiveness of interventions and iteratively refine rehabilitation protocols for complex cases, ensuring the highest standards of clinical care.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course. A minimum grade of B is required in this course for subsequent registration in MSAT 660.

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 660
Calendar Section Type: Course
Description of Change: MSAT 660 Field/Clinical (Combo) Internship
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 660 Field/Clinical (Combo) Internship (6 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 560 , MSAT 650 , MSAT 655 .
Description :	*Description :* This internship course provides students with a comprehensive, supervised hands-on experience in both field and clinical settings as an athletic therapist. Students work directly with an assigned sports team, delivering first responder emergency care, injury prevention and injury management throughout practices and competitions, while simultaneously engaging in clinical rehabilitation within a clinic environment. This course will emphasize skill acquisition and entrustable professional activities prior to graduation and certification. At the end of this course, a student complete a practical comprehensive examination. Students are placed at an internship site and be responsible for 10-15 hours/week of clinical and field work.
Component(s):	*Component(s):* Seminar ; Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** - Prior to enrolling in this course, students must achieve a minimum grade of B in MSAT 650 and MSAT 655 .

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 670
Calendar Section Type: Course
Description of Change: MSAT 670 Manual Therapy New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 670 Manual Therapy (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc .The following courses must be completed previously: MSAT 650 , MSAT 655 .
Description :	*Description :* This course offers a comprehensive examination of manual therapy techniques used in the treatment of musculoskeletal disorders. Students explore the physiological effects of various modalities, such as soft tissue and joint mobilizations, and their application in clinical practice. Through critical appraisal of current literature, learners assess the efficacy of manual interventions and develop individualized treatment plans. Laboratory sessions focus on refining hands-on skills and integrating manual therapy into broader rehabilitation strategies.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Letter grade requirement for this course :	**Letter grade requirement for this course :** A minimum grade of C in both lecture and laboratory sections is required to successfully complete this course.

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 690
Calendar Section Type: Course
Description of Change: MSAT 690 Capstone New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 690 Capstone (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the final year of the Athletic Therapy MSc .
Description :	*Description :* The capstone project in Athletic Therapy involves a significant, in-depth research or practical application project that demonstrates the student's mastery and advancement of the profession. The project culminates in a written report and presentation, showcasing the student's ability to critically analyze information, solve problems, and contribute to the field.
Component(s):	*Component(s):* Independent Study
Notes :	*Notes :*

Rationale:
See proposal.

Resource Implications:
See proposal.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Regular Process)
Dossier Title: MSCAT (Athletic Therapy MSc)

Calendar Section Name: MSAT 695
Calendar Section Type: Course
Description of Change: MSAT 695 Clinical Practice New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MSAT 695 Clinical Practice (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the Athletic Therapy MSc . The following courses must be completed previously: MSAT 550 , MSAT 555 .
Description :	*Description :* This course focuses on advanced clinical practice in healthcare settings, emphasizing evidence-based and patient-centered care, and incorporating interprofessional collaboration. Students explore building strong patient relationships and fostering a positive organizational culture while adhering to healthcare policies and ethical decision-making. The course also addresses regulatory compliance, cultural competency, and quality improvement initiatives for successful leadership in professional settings.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
See proposal.

Resource Implications:
See proposal.

Impact Report

Programs

Athletic Therapy MSc New
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Health, Kinesiology, and Applied Physiology Programs -> Master/Magisteriate -> Athletic Therapy MSc -> Degree Requirements
Source of Impact

Courses

MSAT 510 Functional Anatomy New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 520 Introduction to Athletic Therapy New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 530 Emergency Intervention Preparation in Sport New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 540 Field Internship I New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 550 Assessment of Appendicular Skeleton and Associated Structures New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 560 Clinical Internship I New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 585 Concussion Assessment and Interventions New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 610 Pharmacology and Pain Management Strategies for Musculoskeletal Injuries New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses

Source of Impact

MSAT 650 Assessment of Axial Skeleton and Associated Structures New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 660 Field/Clinical (Combo) Internship New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 670 Manual Therapy New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 690 Capstone New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

MSAT 695 Clinical Practice New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Health, Kinesiology, and Applied Physiology Courses -> Health and Exercise Science MSc Courses
Source of Impact

APPENDICES

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Appendix 4: Letters of Support

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Appendix 1

Gazette Officielle du Québec

Québec

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chapitre M-9, r. 11.1

Règlement sur certaines activités professionnelles pouvant être exercées par un thérapeute du sport

Loi médicale
(chapitre M-9, a. 3).

Code des professions
(chapitre C-26, a. 94, par. *h*).

TABLE DES MATIÈRES

1. Le présent règlement a pour objet de déterminer parmi les activités professionnelles que peuvent exercer les médecins celles qui, suivant les conditions et modalités qu'il détermine, peuvent l'être par un thérapeute du sport.

D. 345-2012, a. 1.

2. Dans le présent règlement, on entend par:

1° «sportif» : la personne qui exerce, au niveau de l'initiation, de la récréation, de la compétition ou de l'excellence, une activité physique comprenant une certaine forme d'entraînement, le respect de certaines règles de pratique, un encadrement, un contenu technique ou un temps de pratique;

2° «thérapeute du sport» : la personne qui est certifiée par l'Association canadienne des thérapeutes du sport et qui est:

a) soit titulaire d'un des diplômes suivants:

i. le diplôme de Bachelor of Science (B.Sc.) délivré au terme du programme de Bachelor of Science Specialization in Exercise Science – Athletic Therapy Option ou du programme de Bachelor of Science in Athletic Therapy (BScAT) de l'Université Concordia;

ii. le diplôme d'études supérieures spécialisées (D.E.S.S.) délivré au terme du programme de diplôme d'études supérieures spécialisées en thérapie du sport de l'Université du Québec à Trois-Rivières;

iii. le diplôme de Maîtrise ès sciences en thérapie du sport (M.Sc.T.Sp.) délivré au terme du programme de Maîtrise en thérapie du sport de l'Université du Québec à Trois-Rivières;

b) soit titulaire d'un diplôme délivré par un établissement d'enseignement situé hors du Québec au terme d'un programme en thérapie du sport agréé par l'Association canadienne des thérapeutes du sport.

D. 345-2012, a. 2; D. 1164-2018, a. 1; D. 610-2023, a. 1.

3. Le thérapeute du sport peut exercer les activités professionnelles suivantes auprès d'un sportif:

1° évaluer sa fonction musculosquelettique lorsqu'il présente une déficience ou une incapacité d'origine musculosquelettique et lorsque l'affection associée dont il est atteint, le cas échéant, est en phase chronique et dans un état contrôlé;

2° utiliser des formes d'énergie invasives;

3° prodiguer des traitements reliés aux plaies;

4° administrer des médicaments topiques, lorsqu'ils font l'objet d'une ordonnance, dans le cadre de l'utilisation des formes d'énergie invasives ainsi que lors des traitements reliés aux plaies.

Le thérapeute du sport doit exercer ces activités professionnelles aux fins d'encadrer le sportif dans la préparation et la réalisation de son activité physique, de lui offrir les premiers soins sur les sites d'entraînement et de compétition, de déterminer son plan de traitement ainsi que d'évaluer et de traiter ses déficiences et ses incapacités d'origine musculosquelettique dans le but d'obtenir un rendement fonctionnel optimal.

D. 345-2012, a. 3.

4. Le thérapeute du sport peut exercer les activités professionnelles prévues aux paragraphes 2 à 4 de l'article 3 auprès de toute autre personne si les conditions suivantes sont respectées:

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1° cette personne présente une déficience ou une incapacité d'origine musculosquelettique et l'affection associée dont elle est atteinte, le cas échéant, est en phase chronique et dans un état contrôlé;

2° il dispose préalablement d'une évaluation faite par un physiothérapeute ou d'un diagnostic médical.

D. 345-2012, a. 4.

5. La personne inscrite dans un programme d'études qui mène à l'obtention d'un des diplômes visés au sous-paragraphe *a* du paragraphe 2 de l'article 2 ainsi que la personne candidate à la certification de l'Association canadienne des thérapeutes du sport peuvent exercer les activités professionnelles prévues à l'article 3 si les conditions suivantes sont respectées:

1° elles exercent ces activités conformément aux articles 3 et 4 et en présence d'un thérapeute du sport;

2° l'exercice de ces activités est requis aux fins de compléter ce programme ou d'obtenir cette certification.

D. 345-2012, a. 5; D. 1164-2018, a. 2.

6. Le présent règlement cessera de s'appliquer le 3 mai 2026.

D. 345-2012, a. 6; D. 763-2016, a. 1; D. 1164-2018, a. 3; D. 610-2023, a. 2.

MISES À JOUR
D. 345-2012, 2012 G.O. 2, 1863
D. 763-2016, 2016 G.O. 2, 4911
D. 1164-2018, 2018 G.O. 2, 6434
D. 610-2023, 2023 G.O. 2, 1043

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Appendix 2

How CATA Educational Competencies are situated within the MSAT Programmatic Evaluation Plan

Emerging	Developing	Acquired	Accomplished
Is obtaining basic knowledge and applying general/simple skills (incomplete knowledge and unrefined skill, both with missing elements)	Has the basics, but there is more knowledge to obtain and skill requires refinement (some knowledge and improving skill)	Knowledge is near complete (how and what to do), and skill is near routine (can mostly complete skill, but it is not automatic).	Knowledge and skill are routine. Knowledge of situational application, and automatic skill application (good at actually doing the skill at the right time or in the right situation).

1. EXPERT					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
1.1 Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and their influence on the design, implementation, and progression of a rehabilitation program.	MC testing (lecture), mock-ups, practical skills testing (Lab)	520, 610	555	655, 660	660
1.2. Compare and contrast variations in the physiological response to injury and healing across the lifespan.	MC testing (lecture), mock-ups, practical skills testing (Lab)	520	555, 660	660	
1.3. Employ techniques and procedures for neuromusculoskeletal (NMSK) evaluation of common athletic injuries/illnesses, including: a) history-taking; b) observation; c) functional testing (active, passive, isometric/resisted); d) special tests; and e) palpation.	MC testing (lecture), mock-ups, practical skills testing (Lab); Class assignments, activities (Formative); Short answer tests (Summative)	530, 550	550	550, 660	660
1.4. Interpret the findings of a NMSK evaluation using a differential diagnosis strategy.	Activities, authentic		550	555, 660, 670	660
1.5. Identify urgent health conditions (red flags) that require immediate attention and take appropriate action.	MC testing (lecture), mock-ups, practical skills testing (Lab); Class assignments, activities (Formative); Short answer tests (Summative)	610	530, 550	650, 660	660
1.6. Formulate a clinical impression based on the NMSK evaluation.	short answer tests, practical exam, authentic/mock ups		540, 550	660	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
1.7. Identify and prioritize therapeutic goals and objectives with the patient, including: control of a) pain; and b) inflammation/swelling; improvement of c) strength; d) endurance; e) power; f) flexibility/joint range of motion; g) proprioception/coordination; h) neuromuscular control; i) postural control; and j) stability/balance; establishment and maintenance of k) cardiorespiratory fitness; and l) core stability; and addressing m) psychological considerations; n) injury protection/tertiary prevention; o) functional testing; p) sport/activity-specific progressions; q) return to sport/activity/work considerations; and r) development of a home program.	Class assignments, activities, short answer tests (lec); skills tests (lab), case studies		555	655, 660	660
1.8. Construct a comprehensive, evidence-informed rehabilitation program based on the NMSK evaluation by selecting rehabilitative exercises, therapeutic modalities, and manual therapy techniques that address therapeutic goals and objectives.	assignments, activities, case studies		555	555 , 655, 660	660
1.9. Evaluate rehabilitation progress and adapt to findings for optimal patient care.	class assignments, exams		555	655, 660	660
1.10. Assess the patient prior to operating therapeutic modalities for indications and contraindications associated with modalities from the following categories: a) electrical, b) mechanical, and c) thermal.	mock ups, authentic, exams			555, 660	660
1.11. Appropriately and safely apply therapeutic modalities.	case studies, practical exams, authentic, mock ups			555, 660	660
1.12. Appropriately and safely utilize exercise equipment.	case studies, practical exams, authentic, mock ups	555	655	655, 660	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
1.13. Perform manual therapy techniques consistent with the rehabilitation program.	lab activities		555, 660	655, 660, 670	
1.14. Develop and complete a discharge plan.	discussion, case studies		555	660	660
1.15. Execute emergency action plans to facilitate safe and efficient patient care.	assignments, authentic, mock ups, practical exams		530	540, 660	660
1.16. Detect life-threatening conditions by performing an effective primary assessment, including: a) a scene survey; b) spinal and/or other required stabilization; c) determination of level of responsiveness; and assessment of d) airway; e) breathing; f) circulation; g) deadly bleeds; and h) pulse oximetry.	MC testing, practical exams, mockups/authentic		530	540, 660	660
1.17. Recognize when emergency medical services are necessary for patient care based on the primary assessment.	MC testing, mock ups, authentic, practical exams		530	540, 660	660
1.18. Activate emergency medical services efficiently for patient care.	In class assingments, written paper and presentation, mockups, practical exams		530	540, 660	660
1.19. Employ lifesaving techniques in pre-hospital care according to current Canadian Red Cross Professional Responder standards and provincial/territorial legislation.	practical exams, authentic/mock ups		530	540, 660	660
1.20. Remove sports equipment, as necessary, for emergency procedures.	practical exams, authentic/mock ups		530	540, 660	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
1.21. Perform an effective secondary assessment according to the Canadian Red Cross Professional Responder scope of practice, including: a) history-taking; b) head to toe assessment/physical exam; c) vitals; d) ongoing monitoring; and e) patient care.	practical exams, authentic/mock ups		530	540, 660	660
1.22. Differentiate between normal and abnormal vital signs to guide assessment and treatment, as appropriate.	practical exams, authentic/mock ups	530	540	660	660
1.23. Triage individuals in emergency and non-emergency situations.	authentic/mock ups	540	660	660	
1.24. Provide patient assistance with medications according to Canadian Red Cross Professional Responder scope of practice and provincial/territorial legislation.	authentic/mock ups, practical exams		540, 660	660	
1.25. Provide appropriate patient care for non-immediate life-threatening injuries and conditions according to Canadian Red Cross Professional Responder standards and provincial/territorial legislation.	authentic/mock ups, practical exams		530	540, 660	660
1.26. Make a secondary transport decision based on the secondary assessment findings.	authentic/mock ups, practical exams		530	540	660
1.27. Evaluate if the injured patient should be referred to a physician for medical examination.	authentic/mock ups, practical exams	530	540	550	660
1.28. Perform a sideline evaluation to determine if there is potential for same-day return to sport/activity for the patient.	authentic/mock ups, practical exams	530	520	540, 550	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
1.29. Facilitate potential return to sport/activity by: a) applying taping and wrapping techniques; b) fabricating or using padding or bracing devices; and/or c) fitting regulated protective equipment to the patient.	MC testing, practical exams, authenic/mock ups		520	540	660
1.30. Appropriately fit and modify protective equipment to maintain safety standards (for example, CSA).	MC testing, authenic/mock ups	520	540, 660		
1.31. Use or develop appropriate functional tests by analyzing sport-specific skills and movement patterns required by the patient to evaluate potential for return to sport/activity.	practical testing, case studies, authenic/mock ups	520	550, 555	540, 660	660
1.32. Evaluate the functional effectiveness of applied taping techniques and/or equipment modifications to facilitate safe return to sport/activity for the patient.	authenic/mock ups		520	540	660
1.33. Use evidence-informed criteria and appropriate outcome measures to make return to sport/activity decisions based on functional testing.	case studies, practical exams, authentic, mock ups		550, 555	540, 660	660
1.34. Modify taping and wrapping techniques or equipment, as necessary, to facilitate safe return to sport/activity for the patient.	authenic/mock ups		520	540	660
1.35. Prevent, screen, evaluate, manage, and treat concussions.	MC testing, practical exam, authenic/mock ups	610	530, 585	540	660

2. PROFESSIONAL					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
2.1. Perform professional responsibilities according to ethical, moral, and provincial/territorial legal parameters.	case studies, authentic		540	660	660
2.2. Practice according to the CATA Code of Ethics and Professional Conduct, Bylaws, and standards.	case studies, authentic		540	660	660
2.3. Prioritize professional duties when managing multiple patients, competing needs, and/or available resources.	mock ups, authentic		540	660	660
2.4. Obtain consent and establish professional therapeutic relationships with patients.	lab activities, authentic		520, 540	550, 555, 660	655, 660, 670
2.5. Recognize the dependent relationship of a patient to the Certified Athletic Therapist and establish professional boundaries.	authentic		540	660	660
2.6. Share health information (verbally, in writing, and/or electronically) with patients and others on a need-to-know basis according to provincial/territorial legislation to ensure patient privacy and confidentiality.	case studies, authentic, mockups		550, 555	540, 650, 655, 660	660
2.7. Document patient health information (in writing and/or electronically) according to organizational standards and provincial/territorial legislation to ensure patient privacy and confidentiality.	authentic	555	550, 555	540, 650, 655, 660	660
2.8. Use documentation and/or effective processes to facilitate patient referral.	doctors notes assignment, authentic		550	660	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
2.9. Use an information management system to maintain medical records and ensure compliance with provincial/territorial legislation.	authentic, logbook checks		550	540, 660	660
2.10. Comply with manufacturer, institutional, and provincial/territorial/federal inspection, maintenance, and safety standards to operate therapeutic modalities and rehabilitation equipment.	written examination, authentic, mock ups		555	660	660
2.11. Manage time and priorities effectively to balance career, inclusive of self care.	authentic	540	660, 695	660	
2.12. Maintain personal health and wellness to meet practice demands.	authentic	540	660, 695	660	
2.13. Explain the process of obtaining and maintaining national and/or provincial/territorial certification.	discussed	520		660	660
2.14. Maintain certification by accumulating continuing education units (CEUs) and possessing current CPR certification.	discussed			695	
2.15. Implement a planned approach to maintain competence across all seven athletic therapy roles.	discussed			695	
2.16. Reflect on personal competence and integrate external feedback to create a professional development plan that promotes lifelong learning.	competency tracking worksheet	540	660	660	
2.17. Evaluate the need for mentorship and/or collegial support for professional development.	competency tracking worksheet, reflection meeting	540	660	660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
2.18. Identify the implications of provincial/territorial health care regulation.	discussed		660	660, 695	
2.19. Identify important historical events, milestones, and the influential contributions of leaders in the development of the athletic therapy profession in Canada.	discussed	520		695	
2.20. Describe the role and function of the CATA and all regional chapters and their importance to the athletic therapy profession.	discussed	520			

3. COLLABORATOR					
3.1. Describe the role of the athletic therapist within the context of the health care system.	MC testing, authentic, class activities	520, 610	540, 555	660	660
3.2. Work with physicians and other health care professionals to manage differences and resolve conflicts.	authentic		540	660	660
3.3. Determine when NMSK evaluation findings warrant physician referral.	authentic, mock ups, class activities, practical exams		540	550, 650, 660	660
3.4. Collaborate with physicians to confirm injury diagnoses (for example, using laboratory studies and/or diagnostic imaging).	authentic	540	550, 660	660	
3.5. Collaborate with a physician in the implementation of a return to sport/activity protocol for the patient with a concussion.	authentic	540		660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
3.6. Use the appropriate patient care pathway(s) to facilitate interprofessional medical care.	assignment (doctors note), authentic	540	660	660	
3.7. Demonstrate effective handovers to pre-hospital and hospital personnel for patient safety and continuity of care.	mockups/authentic, practical exams		530, 540	660	
3.8. Differentiate the responsibilities of the athletic therapist from other pre-hospital and hospital-based care providers, including: emergency medical technicians/paramedics; nurses; physician assistants; sport medicine physicians; and orthopedic surgeons.	authentic/mock ups	540	660	660	
3.9. Collaborate with orthopedic surgeons regarding post-operative care.	authentic, protocol activities	555, 660	655, 660		
3.10. Facilitate the use of medications prescribed by physicians and pharmacists to ensure continuity of care.	class activities, case studies, authentic, practical exams	540	610, 660	660	
3.11. Contribute as a valuable team member on an athletic therapy staff.	authentic		540	660	660
3.12. Negotiate overlapping and shared responsibilities, in multidisciplinary settings, with other health care professionals to prevent misunderstandings related to scope of practice, including: physicians; physiotherapists; chiropractors; occupational therapists; massage therapists; and others.	authentic		540	660	660
3.13. Integrate complementary care by referring to other health care professionals when optimal for the patient to return to sport/activity.	authentic, case studies	540, 555	655, 660	660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
3.14. Engage in shared decision-making as an effective medical team member with other athletic therapists, physicians, and/or additional health care professionals during event coverage.	authentic		540	660	660
3.15. Plan and implement components of a comprehensive injury/illness prevention program (with relevant stakeholders), including: a) physical examinations and preparticipation screening (physicians); b) conditioning (strength and conditioning coaches, certified exercise physiologists); c) fitting and maintenance of protective equipment (equipment managers); d) application of bracing and prosthetic devices (orthotists, pedorthists, podiatrists); and e) control of risk factors (sport organizations, administrators, coaches).	MC testing, authentic	520, 530, 560	540, 555, 660	660	
3.16. Collaborate with strength and conditioning coaches, certified exercise physiologists, kinesiologists, and certified personal trainers to administer and interpret standard tests, protocols, and pre-screening procedures to assess cardiorespiratory fitness, body composition, flexibility, strength, balance, power, speed, agility, and endurance.	authentic	520	540, 555, 660	550, 660	
3.17. Identify health services, community health agencies, and community-based psychological and social services to support patients through personal health and psychosocial issues.	MC testing, authentic, case studies	520	540, 660	655, 660	
3.18. Identify common signs and symptoms related to mental health concerns, behavioural/emotional disorders, stress, substance abuse, and interpersonal conflict that warrant patient referral.	MC testing, assignments, mock ups, authentic	520	540, 550, 555, 610, 660	650, 655, 660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
3.19. Employ appropriate protocol for patient referral to health, psychological, or social services based on recognition of signs and symptoms.	authentic/mockups, MC testing, case studies	520	540, 555	655, 660	
3.20. Recognize and acutely manage psychological and emotional responses to a critical incident and refer affected parties to mental health care professionals, as necessary.	mock ups, MC testing, authentic, pratical exams	520, 550, 555	540, 660	655, 660	
3.21. Adapt, where appropriate, a rehabilitation or conditioning program based on collaboration with mental health care professionals including (sport) psychologists, psychiatrists, counsellors, and social workers.	authentic, case studies	555	660, 655	660	
3.22. Act as an effective liaison between patients, athletes, coaches, health care professionals, family, and other stakeholders.	authentic, presentation assignment		540	660	660
3.23. Collaborate with team personnel, including coaches and the team dietician/nutritionist to plan good nutrition and diet for sport/activity and injury rehabilitation.	authentic		540	520	660
3.24. Work collaboratively with organization administrators and staff members regarding the operation of athletic therapy programs and services.	authentic	540	660	660	
3.25. Collaborate with other health care professionals to provide specialized care for patients with physical and/or intellectual disabilities.	discussion	530			

4. COMMUNICATOR					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
4.1.Use effective communication strategies (i.e., cultural competence, situational awareness, and timeliness) to build rapport and trust with the patient.	class activities, exams	520, 530	550,555,640	650,655,660, 670	660
4.2 Use communication strategies to facilitate effective patient care.	authentic, class activities, video assignment	520, 530	550, 555, 695	650, 655, 660, 670	660
4.3. Employ empathy, respect, and compassion as part of a patient-centred approach to communication.	authentic, class activities	520, 530	540, 550, 555, 610	650, 655, 660, 670	660
4.4. Adapt communication approach to situational context.	authentic, class activities,	520, 530, 610	550, 555, 695	650, 655, 660, 670	660
4.5. Inquire about and explore the patient's beliefs, values, preferences, context, and expectations.	authentic, class activities		540, 550, 555	650, 655, 660, 670	660
4.6. Facilitate non-judgmental discussions with the patient, considering cultural context.	examinations, authentic		540, 550, 555, 610	650, 655, 660, 670	660
4.7. Detect, interpret, and respond appropriately to the patient's verbal and non-verbal cues for effective communication.	practical exams, authentic/mock ups	530	540, 550, 555	650, 655, 660, 670	660
4.8. Actively listen and adapt to the individualized needs and goals of each patient.	practical exams, authentic/mock ups	520, 530	540, 550, 555	650, 655, 660, 670	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
4.9. Explain the rationale for a return to sport/activity decision to the patient, team personnel (including coaches), and family.	practical exams, authentic/mock ups	520, 530	550, 555	540, 650, 655, 660	660
4.10. Use counselling strategies (i.e., guide, advise, and/or rationalize) to help the patient make informed decisions regarding their health care.	class activities, authentic/mock ups	550, 660	540, 650, 655	520, 660	660
4.11. Use communication skills that help the patient and family make informed decisions regarding their health care while ensuring confidentiality and privacy.	MC testing, class activities, authentic/mock ups	520	540, 550, 555	660	660
4.12. Recognize when the values, biases, or perspectives of the athletic therapist, the patient, physicians, or other health care professionals may have an impact on the quality of care.	case studies (ethics)		660		
4.13. Employ diplomacy, tact, and discretion to manage conflict and emotionally charged conversations.	authentic/mock ups, case studies	555	540, 660	660	
4.14. Use appropriate terminology to effectively communicate findings to the patient and relevant stakeholders, including the patient's family.	video assignments, authentic/mockups	530	540	550, 660	660
4.15. Use appropriate history-taking skills to effectively gather relevant patient information.	case studies, written examinations	520, 530	550	540, 650, 660	660
4.16. Obtain relevant information from bystanders and the patient's family for patients with altered levels of responsiveness.	authentic/mock ups, practical exams		540	660	660
4.17. Use communication tools and electronic technologies effectively and responsibly.	authentic	1st-yr courses	1st-yr courses	2nd-yr courses	2nd-yr courses

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
4.18. Provide patient education to facilitate healthy lifestyle behaviours.	case studies, assignments, authentic	520, 695	520, 540, 550, 555	650, 655, 660	660
4.19. Provide patient education for ergonomic principles and their relationship to the prevention of illness and injury.	case studies, class activities	530	555	655, 660	660
4.20. Demonstrate and provide patient education for warmup and stretching techniques to promote safe participation in sport/activity.	assignments, authentic, written exam		540, 555	660	660
4.21. Demonstrate, educate, and counsel for correct and safe exercise performance.	class activities, case studies, practical exam, authentic/mockups	555	540, 555	655, 660	660
4.22. Educate patients to develop self-management and self-treatment skills for initial injury management and to facilitate therapeutic goals and objectives.	case studies, written exams, practical exams, authentic/mock ups	530	540, 550, 555	660, 670	660
4.23. Demonstrate effective written communication skills (i.e., clear, concise, and organized).	class activities, case studies, practical exam, authentic/mockups		540, 550, 555	650, 655, 660, 670	660

5. SCHOLAR					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
5.1. Describe and differentiate between quantitative, qualitative, and mixed methods research designs.	discussion, activities, MC testing			690, 695	
5.2. Find best available evidence to answer a clinical question in athletic therapy practice by identifying key concepts and using appropriate keywords, subject headings, and limits to search relevant databases.	assignment, case studies		555, 660, 690	610	
5.3. Critically appraise research design, statistical analyses, and levels of evidence to interpret and evaluate research that informs athletic therapy practice.	assignment	555	660	610	
5.4. Use standard criteria or developed scales to critically appraise the structure, rigour, and overall quality of research studies for integration into athletic therapy practice.	class activities			610, 695	
5.5. Identify risk factors, causes, and types of injuries related to sport/activity based on contemporary epidemiological data.	dicsussion, class activities, assignments	520	540, 555	550, 650, 655, 610, 660, 695	660
5.6. Incorporate best available evidence into decision-making for injury prevention, assessment, management, and rehabilitation.	assignments, case studies, authentic/mock ups		540, 550, 555	655, 650, 660, 695	660
5.7. Interpret best available evidence (for example, reliability, sensitivity, and specificity) to select NMSK evaluation and diagnostic procedures.	written exams, authentic/mockups		540, 550	610, 650, 660, 690	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
5.8. Integrate subjective clinical outcome measures (for example, generic, disease-specific, region-specific, and health-related quality of life measures) into athletic therapy practice.	Theory and use of patient outcome scales			610	
5.9. Integrate objective clinical outcome measures (for example, functional and instrument-based testing) into athletic therapy practice.	written exam, authentic		550, 555, 660, 690	660	
5.10. Integrate clinical practice guidelines into athletic therapy practice.	written exam, case studies, authentic/mock ups		540, 550	655, 660, 695	660
5.11. Regularly reflect on the use of evidence in athletic therapy practice for lifelong learning and professional improvement.	written exam, case studies, authentic/mock ups, modality efficacy charts	540, 555, 550	660	610, 655, 660, 695	
5.12. Educate health care professionals based on contemporary evidence and innovation related to athletic therapy practice.	discussion	540	660	660, 695	
5.13. Recognize knowledge gaps in professional encounters, and explore or generate focused questions that contribute to athletic therapy practice and health care delivery.	authentic, discussion	540	560, 660	660, 695	
5.14. Contribute to the improvement of athletic therapy practice and/or health care delivery through ethical research and scholarly endeavours that facilitate knowledge creation, knowledge translation, and/or practice integration.	authentic, discussion			690	
5.15. Follow ethical protocols (i.e., Tri-Council Policy Statement 2 [TCPS 2]) when conducting research.	discussion	540	690	690	660

6. LEADER					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
6.1. Provide leadership in athletic therapy practice.	authentic/mock ups	540	660, 695	660, 690	660
6.2. Identify and address contemporary issues and problems confronting athletic therapy practice and health care delivery.	Discussion			695	
6.3. Contribute to the improvement of health care delivery at all levels.	authentic		540	660	660
6.4. Evaluate, mitigate, and manage risks in athletic therapy practice.	MC testing	520, 530	540, 555	660	660
6.5. Promote and advocate for the athletic therapy profession.	authentic		540	660, 695	660
6.6. Promote the value of athletic therapy services.	authentic		540	660, 695	
6.7. Educate colleagues, students, patients, the public, employers, insurance companies, government entities, and other health care professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic therapists.	authentic	520, 540, 550	660	660	
6.8. Foster a culture that promotes patient safety including adapting systems and services based on adverse events.	case studies, class activities, authentic	540, 555	650, 655, 660	660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
6.9. Facilitate a safe learning environment for professionals and developing professionals.	authentic	1st-yr courses	2nd-yr courses	2nd-yr courses	2nd-yr courses
6.10. Integrate mentorship for professionals and developing professionals into athletic therapy practice.	authentic	540	660, 695	660	
6.11. Support the professional development of others for quality improvement of athletic therapy practice and services.	authentic	540	660	660	
6.12. Conduct business practices in accordance with CATA, local, provincial/territorial, and federal governing laws, policies, and procedures.	authentic	540	695	660	
6.13. Develop and implement administrative policies and procedures to facilitate athletic therapy services.	discussion		695		
6.14. Develop and continually review a comprehensive emergency action plan.	assignment, mockups/authentic	520, 530	540	660	660
6.15. Manage supplies, equipment, and resources in a cost-effective manner.	assignment, mockups/authentic	540, 555		660	
6.16. Orient, coordinate, and manage personnel in a variety of professional domains.	discussion, authentic	660			
6.17. Facilitate cooperation among athletic therapists, other health care professionals, patients, family, coaches, and administrators.	assignment, authentic	520, 530, 540	550, 660	660	

7. HEALTH ADVOCATE					
The Certified Athletic Therapist is able to:	**Primary Evaluation method(s) by course**	**Emerging**	**Developing**	**Acquired**	**Accomplished**
7.1. Champion the health needs of patients.	class activities, authentic		540, 550	660	650, 655, 660
7.2. Develop, implement, and evaluate to improve disease prevention and health promotion strategies, utilizing best practices.	mock ups, practical exams			660	
7.3. Employ health promotion strategies that align with Occupational Health and Safety standards to prevent and control the spread of infectious diseases.	MC testing, authentic, mockups	520	540, 660		660
7.4. Advocate for good nutrition, regular exercise, and healthy lifestyle habits for health maintenance, performance enhancement, and disease prevention.	authentic	540	540, 560, 660	660	520
7.5. Evaluate contemporary nutrition and dietary intake recommendations and explain how to perform a basic dietary analysis.	class activities, assignments			520	
7.6. Evaluate prevailing nutrition and lifestyle misconceptions or fads.	class activities, assignments			520	
7.7. Evaluate changes in dietary requirements that occur based on health status, age, and activity level, and provide guidance or refer where appropriate.	class activities, assignments		520		
7.8. Advocate for good nutrition to facilitate optimal healing and tissue repair.	case studies, authentic		660	520	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
7.9. Recognize and compare general and adverse effects of commonly used dietary supplements.		610		520	
7.10. Evaluate healthy weight management methods and strategies.	MC testing		520	520	
7.11. Recognize, support, and refer an individual with an eating disorder.	MC testing, authentic/mockups	520, 540, 610	655, 660	520, 660	
7.12. Promote the World Anti-Doping Agency (WADA) guidelines for pharmaceuticals and nutraceuticals (for example, supplements, ergogenics, and herbal remedies) that facilitate recovery, function, and performance.	authentic	540	610, 660	520	
7.13. Facilitate doping control programs in cooperation with the Canadian Centre for Ethics in Sport (CCES) to protect athlete health and to ensure fair play.	authentic	540	610, 660		
7.14. Develop, implement, and evaluate to improve injury prevention programs, utilizing best practices.	case studies, written exams, practical exams		540, 555	655, 660	660
7.15. Facilitate safe participation for all populations in sport/activity through preparticipation screening for medical conditions, diseases, and injury risk factors.	MC testing, authentic	520	540	540	660
7.16. Appraise the patient's readiness for participation based on sport/activity requirements.	written exam, authentic, mock up		540, 555, 610	655, 660	660
7.17. Advocate for the patient when sport/activity risks could compromise the patient's health.	authentic/mockup		540	660	660

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
7.18. Advocate for the athlete/patient when coaching method(s), sport demands, and/or conditioning technique(s) could potentially compromise the athlete/patient's health and wellness.	authentic/mockup		540	660	660
7.19. Integrate guidelines and practices associated with preventing sudden death during physical activity into athletic therapy practice.	MC testing, authentic	520	540	660	660
7.20. Construct and implement an effective heat illness prevention program.	MC testing, authentic	520, 610	540	660	660
7.21. Assess weight loss and hydration status to evaluate an athlete/patient's ability to participate in sport/activity in a hot, humid environment.	MC testing		660		
7.22. Manage environmental risks to promote athlete and patient health.	MC testing, authentic/mock up	520	540	660	660
7.23. Apply prophylactic techniques to promote primary injury prevention (for example, taping).	authentic, mockups		520, 540		660
7.24. Recognize and support psychosocial and emotional responses to trauma and modified activity that may affect the rehabilitation process.	case studies, authentic/mockups		540	610, 660	660
7.25. Apply behavioural change theories in rehabilitation to educate, motivate, lead, and inspire patients.	Theory of behaviour change eg. graded exposure	660	660		
7.26. Apply psychological techniques that can be used to motivate the patient during injury rehabilitation and to facilitate safe return to sport/activity.	activities, case studies, authentic		610, 655, 660	660	

The Certified Athletic Therapist is able to:	Primary Evaluation method(s) by course	Emerging	Developing	Acquired	Accomplished
7.27. Describe pharmacokinetic and pharmacodynamic principles related to commonly used prescription and non-prescription drugs, and performance-enhancing substances.	case studies, MC testing		655	610	
7.28. Recognize and describe how pharmacokinetics and pharmacodynamics of commonly used pharmaceutical and nutraceutical products may impact health and/or physical activity.	case studies, MC testing		655	610	
7.29. Describe and compare common drug administration routes.		530		610	
7.30. Describe how common pharmacological agents influence pain and healing and integrate this information into the rehabilitation program design.	case studies, authentic, studies comparing medication		610, 655, 660	610, 660	

Appendix 3

Letter from CATA

CANADIAN ATHLETIC THERAPISTS ASSOCIATION

ASSOCIATION CANADIENNE DES THÉRAPEUTES DU SPORT

July 21, 2025

Dr. Richard DeMont, PhD, CAT(C), ATC
Athletic Therapy Program Director
Concordia University

Subject: Letter of Support

Dear Dr. DeMont,

Please accept this letter of support from the Canadian Athletic Therapists Association (CATA) and its Program Accreditation Committee (PAC) for the development of a Master's level program in athletic therapy at Concordia University.

The CATA is aware of trends occurring in athletic therapy education in Canada and worldwide. As a result of these trends, the CATA has developed a working group to evaluate the pros and cons of increasing the current standards for educating an entry level Certified Athletic Therapist in Canada. As you can imagine, there are many variables to consider in this evaluation.

Currently, the CATA has two accredited programs that are being delivered at the Master's degree level, and although adjudicating these programs was new to the CATA's PAC, the standards remained unchanged.

Two areas where we see programs wrestle to meet the accreditation standards as they build a Master's level program include the length of the degree and the prerequisite courses and degrees that will be part of the admission process.

Assuming all standards can be achieved, the CATA is enthusiastically supportive of new or existing programs delivering a program at the Master's degree level.

If you have any questions, please do not hesitate to reach out to us.

Sincerely,

Mark Lafave

Mark Lafave
CATA PAC Co-Chairperson

Appendix 4

Letters of Support

La corporation des
thérapeutes du sport
du Québec

2024-07-08

Docteur Anne Whitelaw
Doyenne et vice-présidente aux affaires étudiantes
Université Concordia

Objet : Lettre d'appui aux démarches de création d'une maitrise en thérapie du sport à l'Université Concordia

Madame,

Comme vous le savez probablement, la Corporation des thérapeutes du sport du Québec (CTSQ) travaille en collaboration étroite avec l'Office des professions du Québec depuis plus de vingt ans à l'intégration des thérapeutes du sport au sein du système professionnel québécois. Puisque ce champ de compétence relève des provinces, l'Association canadienne des thérapeutes du sport (ACTS) n'a démontré aucune forme d'intérêt pour cette démarche, et par conséquent, ne s'y est jamais impliquée. Nous comprenons que l'ACTS accrédite présentement votre programme, mais désirons mettre certains éléments en perspectives quant à la portée future de son processus d'accréditation une fois les thérapeutes du sport encadrés par le système professionnel.

Le traitement d'une demande d'encadrement professionnel est un processus long et complexe. Toutefois, l'état d'avancement du dossier laisse présager une issue positive dans un avenir proche. Une fois l'intégration des thérapeutes du sport effective, tous les aspects entourant l'exercice de leur profession (comme les conditions d'admission et les normes de pratiques) relèveront de l'Ordre professionnel et les mécanismes d'encadrement mis en place par l'ACTS, incluant l'accréditation des programmes, perdront leur pertinence dans le système québécois.

Par ailleurs, plusieurs organisations sont au fait des démarches entamées au sein de votre université et les encouragent depuis les tout débuts. Rappelons que le Collège des médecins, qui encadre présentement une partie de la pratique des thérapeutes du sport par le biais d'un règlement d'autorisation d'activités (paragraphe h de l'article 94 du Code des professions), était prêt à inscrire la maitrise de l'Université Concordia dans la nouvelle version de son règlement, puisqu'il désirait voir les programmes de formation en thérapie du sport harmonisés.

Dans le domaine de la santé au Québec, le rehaussement des programmes d'études du baccalauréat vers une maitrise professionnelle est une pratique devenue courante. Lorsque l'on compare

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les thérapeutes du sport à d'autres professionnels évoluant dans des champs d'exercice connexes (physiothérapeute, ergothérapeute, chiropraticien), seule notre profession oscille entre deux niveaux de formation, les autres ayant statué depuis longtemps sur la nécessité de fixer le niveau plancher au 2e cycle. Le champ d'exercice de ces professions demande des compétences de niveaux similaires, que ce soit sur le plan de l'autonomie d'action, du jugement clinique ou des connaissances. De plus, le champ de compétence des thérapeutes du sport continuera d'évoluer dans les prochaines années, comme le veut la tendance dans le monde professionnel. Il paraît donc naturel que l'élévation des compétences professionnelles s'accompagne d'un rehaussement du diplôme donnant accès à la pratique. Notons que cette mouvance est déjà bien amorcée aux États-Unis, où désormais, la plupart des programmes d'« *athletic training* » sont des diplômes de deuxième cycle. L'orientation générale vers ce niveau d'études est évidente et les organisations québécoises reconnaissent bien cette réalité. À cet égard, le Québec peut jouer le rôle de chef de file ou se contenter de suivre le mouvement. Nous souhaiterions, bien évidemment, voir les programmes québécois comme des modèles à suivre.

Afin d'aider l'avancement de la profession, nous espérons donc que le rehaussement du programme de l'Université Concordia pourra se concrétiser, et ce, dans les meilleurs délais. Cela facilitera l'intégration au système professionnel, objectif que tous les thérapeutes du sport, en exercice et en formation, espèrent atteindre le plus tôt possible. Ce rehaussement contribuera également à la reconnaissance des compétences de nos professionnel.le.s au sein du système de santé québécois.

Veuillez recevoir, madame, mes plus cordiales salutations.



Eric Grenier-Denis
Directeur général

La Corporation des **thérapeutes du sport** du Québec

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Appendix 5: Concordia University Graduate Pass Rates (%); CATA National Exam 2017-2025

Year	June Pass Rate Concordia	June Pass Rate Canada	November Pass Rate Concordia	November Pass Rate Canada
2017	97	92	100	61
2018	92	82	100	75
2019	86	70	100	68
2020	No Exam	No Exam	No Exam	No Exam
2021	No Exam	No Exam	94	84
2022	88	87	100	78
2023	84	69	100	66
2024	86	65	80	65
2025	80	70	-	-

Appendix 6: Official Description of the Program

The Master's of Science in **Athletic Therapy** is accredited by the Canadian **Athletic Therapists** Association (CATA) and is directed toward a career devoted to the health care of active individuals through to high-performance athletes. You will develop the knowledge and practical skills needed for injury prevention, emergency services, and rehabilitation. Using the state-of-the-art School of Health, a research facility focusing on health through prevention, you will undertake musculoskeletal and postural evaluation, equipment fitting and selection, prophylactic and supportive taping and wrapping, injury assessment, basic and advanced emergency life support and first aid, and rehabilitative techniques. Your educational experience will include opportunities for experiential learning.

Appendix 7: Entrustable Professional Activities

YEAR 1 Field 1	**Evaluate and Differentiate On-Field Scenarios**: *Demonstrate* a basic on-field assessment to *differentiate* between urgent and non-urgent scenarios.
YEAR 1 Field 1	**Assess and Explain Sideline Concussion/MSK Injuries**: *Perform* a basic sideline assessment for concussion/MSK injuries (ROM, MMT, flexibility, functional movements, and special tests) and *explain* the rationale for the return-to-play decision.
YEAR 1 Field 1	**Manage MSK Injuries/Concussions**: *Implement* basic management strategies for musculoskeletal injuries and concussions, *demonstrating* appropriate care techniques.
YEAR 1 Field 1	**Integrate into Team Environment**: *Display* the ability to *integrate* into the team environment by *collaborating* effectively with team members and *contributing* to the overall goals of the team.
YEAR 1 Field 1	**Manage Time Effectively**: *Demonstrate* effective time management skills by *balancing* school, work, internship, and personal life, *prioritizing* tasks, and *meeting* deadlines consistently.
YEAR 2 Clinic 1	**Perform MSK Evaluations for Extremities**: *Complete* a thorough musculoskeletal (MSK) evaluation for the extremities, *identifying* any abnormalities or issues.
YEAR 2 Clinic 1	**Develop Rehabilitation Programs**: *Design* and *implement* a comprehensive rehabilitation program for the extremities based on the limitations identified in the assessment.
YEAR 2 Clinic 1	**Apply Feedback for Improvement**: *Use* feedback and *engage* in self-reflection to *enhance* practice and *demonstrate* continuous improvement.
YEAR 2 Clinic 1	**Communicate Examination and Rehabilitation Results**: *Interpret* and *convey* clear instructions regarding the outcomes of a physical examination and the corresponding rehabilitation program to patients and other stakeholders.
YEAR 2 Combo	**Evaluate and Make RTP Decisions**: *Conduct* a comprehensive on-field and sideline evaluation for musculoskeletal injuries, concussions, spinal, and medical conditions, and *determine* return-to-play decisions.
YEAR 2 Combo	**Treat Complex Injuries**: *Administer* treatment for complex or multiple non-life-threatening injuries, *demonstrating* effective management and care strategies.
YEAR 2 Combo	**Collaborate with Healthcare Team**: *Work effectively* with the healthcare team by *engaging* in collaborative decision-making and *communicating* patient care plans.
YEAR 2 Combo	**Communicate in Difficult Situations**: *Exhibit* appropriate communication skills in difficult situations, *conveying* clear and empathetic information to patients, families, coaches and colleagues.
YEAR 2 Combo	**Perform MSK Evaluations for the Spine and Pelvis**: *Complete* a thorough musculoskeletal (MSK) evaluation for the spine and pelvis, *identifying* any abnormalities or issues.

YEAR 2 Combo	**Develop Rehabilitation Programs**: *Design* and *implement* a comprehensive rehabilitation program for the spine and pelvis based on the limitations identified in the assessment.
YEAR 2 Combo	**Manage Time Efficiently**: *Demonstrate* effective time management skills by balancing patient care, documentation and other responsibilities, *ensuring* timely and efficient service.
YEAR 2 Combo	**Communicate Appropriately**: Adapt communication strategies according to the situation, the individual, and their cultural needs, exhibiting clear and respectful interactions.

Appendix 8

Avis de l'office des Professions du Québec

Office des professions du Québec

Avis sur l'opportunité d'intégrer les thérapeutes du sport au système professionnel



Juin 2025

Québec

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Office des professions du Québec

Avis sur l'opportunité d'intégrer les thérapeutes du sport au système professionnel

Juin 2025

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Liste des abréviations et des acronymes

ACTS	Association canadienne des thérapeutes du sport
AQMSE	Association québécoise des médecins du sport et de l'exercice
BLS	Basic Life Support
CAT	Certified Athletic Therapist
CATA	Canadian Athletic Therapists Association
CCC	Collaboration canadienne sur les commotions cérébrales
CIQ	Conseil interprofessionnel du Québec
CKO	College of Kinesiology of Ontario
CMQ	Collège des médecins du Québec
CTSQ	Corporation des thérapeutes du sport du Québec
DESS	Diplôme d'études supérieures spécialisées
FR	First Responder
GTCC	Groupe de travail sur les commotions cérébrales
INESSS	Institut national d'excellence en santé et en services sociaux
IPS	Infirmière praticienne spécialisée
MES	Ministère de l'Enseignement supérieur
MSSS	Ministère de la Santé et des Services sociaux
OCQ	Ordre des chiropraticiens du Québec
ODNQ	Ordre des diététistes-nutritionnistes du Québec
OEQ	Ordre des ergothérapeutes du Québec
Office	Office des professions du Québec
OIIQ	Ordre des infirmières et infirmiers du Québec
OPPQ	Ordre professionnel de la physiothérapie du Québec
OPQ	Ordre des podiatres du Québec
OTIMROEM	Ordre des technologues en imagerie médicale, en radio-oncologie et en électrophysiologie médicale du Québec
PSA	Professional Standards Authority
RCR	Réanimation cardiorespiratoire
RLRQ	Recueil des lois et des règlements du Québec
SCT	Secrétariat du Conseil du trésor
TCCL/CC	Traumatisme craniocérébral léger/commotion cérébrale
TDS	Thérapeute du sport
UQTR	Université du Québec à Trois-Rivières

Introduction

Conformément à sa mission, l'Office des professions du Québec (Office) conseille notamment le gouvernement sur la constitution de nouveaux ordres ou l'intégration d'un groupe de personnes au sein d'un ordre existant[1]. Chaque demande d'encadrement professionnel est unique et comporte ses propres enjeux et défis dont la complexité réside, entre autres, dans le nombre élevé de variables à prendre en compte pour formuler un avis d'opportunité. Conformément à l'esprit du *Code des professions (Code)*, l'Office traite ses dossiers sous l'angle de la protection du public; ses recommandations émanent d'abord et avant tout de la poursuite de cet objectif. Par ailleurs, l'Office s'intéressant aussi à l'évolution du système professionnel québécois, il tente d'anticiper les nouvelles tendances dans le domaine et de s'adapter aux diverses avancées technologiques de manière à préserver la cohérence interne de ce dernier.

À cela sont venus s'ajouter de nouveaux défis qui alimentent les réflexions de l'Office, notamment en ce qui a trait aux demandes d'encadrement professionnel. À cet égard, la vision sur laquelle repose le *Plan pour mettre en œuvre les changements nécessaires en santé*[2] du gouvernement est claire : offrir à tous les Québécois une expérience patient axée sur l'accessibilité et la qualité des soins. Pour atteindre cet objectif et lutter, entre autres, contre la pénurie de main-d'œuvre qui sévit dans le réseau de la santé[3], le gouvernement souhaite accorder aux différents professionnels de la santé et des services sociaux une autonomie accrue en respect de leurs compétences. Cette dernière serait basée sur l'interdisciplinarité et l'élargissement des champs de pratique des professionnels et travailleurs de la santé et des services sociaux pour favoriser un accès compétent plus rapide aux soins pertinents, fournis par le bon professionnel[4].

Considérant tous ces enjeux, cet avis a pour but d'assister le gouvernement dans sa décision concernant l'opportunité de pérenniser l'encadrement professionnel des thérapeutes du sport (TDS). L'Office s'est positionné en faveur de l'intégration des TDS au sein du système professionnel très tôt dans la démarche. C'est précisément dans cette optique qu'il a recommandé au gouvernement d'approuver, en 2012, le *Règlement sur certaines activités professionnelles pouvant être exercées par un thérapeute du sport*[5] (ci-après « *Règlement* ») adopté par le Collège des médecins du Québec (CMQ). Ce faisant, il reconnaissait déjà à l'époque le caractère préjudiciable de certains actes posés par les TDS et le besoin de voir leur pratique mieux encadrée. En dépit de plusieurs tentatives d'intégration infructueuses, l'Office a poursuivi ses travaux afin de donner aux TDS la place qui leur revient au sein du système professionnel.

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1 *Code des professions* (RLRQ, c. C-26), art. 12, al. 3.

2 Gouvernement du Québec (2022). *Plan pour mettre en œuvre les changements nécessaires en santé*. Québec : Direction des communications du ministère de la Santé et des Services sociaux.

3 Le domaine du neuromusculosquelettique (NMS) ne fait pas exception. Ce manque a en partie été comblé par le déploiement de l'offre de service en physiothérapie en accès direct pour la clientèle NMS dans les urgences du CHU de Québec-Université Laval : Déploiement de l'offre de service en physiothérapie en accès direct pour la clientèle neuromusculosquelettique dans les urgences du CHU de Québec-Université Laval.

4 Gouvernement du Québec (2022), *op. cit*.

5 *Règlement sur certaines activités professionnelles pouvant être exercées par un thérapeute du sport* (RLRQ, c. M-9, r. 11.1).

Au terme de son analyse, l'Office estime opportun de recommander à la ministre responsable de l'Administration gouvernementale, présidente du Conseil du trésor et ministre responsable de l'application des lois professionnelles l'intégration des TDS au sein de l'Ordre professionnel de la physiothérapie du Québec (OPPQ). Après un bref historique du dossier, l'Office expose ses orientations, soit celles qui, selon lui, répondent aux besoins et aux enjeux rattachés à ce projet d'intégration, toujours dans le respect de sa mission de protection du public.

Historique du dossier

L'entrée en vigueur des dispositions de la *Loi modifiant le Code des professions et d'autres dispositions législatives dans le domaine de la santé* (L.Q. 2002, c. 33, ci-après « PL 90[6] ») a consacré le partage d'activités professionnelles réservées entre les professionnels de la santé. Entre autres, les physiothérapeutes se sont vu attribuer des activités réservées, notamment l'évaluation de la fonction neuromusculosquelettique d'une personne présentant une déficience ou une incapacité de sa fonction physique[7], l'utilisation de formes d'énergie invasives et les activités relatives aux traitements reliés aux plaies[8].

Le PL 90 a mis en lumière des chevauchements entre plusieurs volets de la pratique des TDS et de celle des membres de l'OPPQ. Craignant que certaines activités de leurs membres puissent être considérées comme de l'exercice illégal d'activités dorénavant réservées, la Corporation des thérapeutes du sport du Québec[9] (CTSQ) a sollicité une première rencontre avec les représentants de l'Office en mars 2003. Un an plus tard, la CTSQ a présenté à l'Office sa demande de constitution en ordre professionnel.

À l'issue de ses toutes premières analyses, l'Office concluait à la nécessité d'encadrer la pratique des TDS. Il s'agissait, d'une part, d'un enjeu de protection du public et, d'autre part, du respect des engagements pris par le gouvernement. Conformément aux orientations énoncées par ce dernier lors de l'adoption du PL 90, il y avait en effet lieu d'éviter toute rupture de services en thérapie du sport et de permettre aux TDS de continuer à dispenser les soins et les services qu'ils offraient depuis de nombreuses années.

Compte tenu notamment du faible nombre de membres potentiels (à peine 150 à l'époque), la création d'un nouvel ordre professionnel des TDS a été écartée dès 2005. L'intégration de ces derniers à un ordre professionnel existant s'est alors présentée comme une voie prometteuse. Considérant la connexité entre le champ de pratique des membres de l'OPPQ et les actes que posent les TDS, l'OPPQ est apparu comme étant l'ordre le mieux placé pour agir comme ordre d'accueil.

Des travaux ont donc été menés en ce sens. Or, divers facteurs ont fait en sorte que cette première tentative d'intégration des TDS au sein de l'OPPQ n'a jamais pu se concrétiser. C'est pourquoi l'Office s'est tourné vers le CMQ afin d'aborder avec lui l'éventualité de recourir, en vertu du paragraphe *h* du premier alinéa de l'article 94 du *Code*, à un règlement d'autorisation d'activités professionnelles à des non-professionnels pour baliser la pratique des TDS. Cette solution, à caractère temporaire, permettait alors de venir régulariser la situation de ces intervenants.

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6 L'appellation « Loi 33 » aurait été plus juste, mais dans l'esprit du plus grand nombre, c'est encore l'expression « PL 90 » qui évoque la *Loi modifiant le Code des professions et d'autres dispositions législatives dans le domaine de la santé*.

7 À moins d'une indication contraire, toutes les mentions relatives à l'évaluation de la fonction neuromusculosquelettique font référence dans ce document à l'activité réservée qui vient d'être énoncée.

8 Paragraphe 3° de l'article 37.1 du *Code*, introduit par l'article 2 du chapitre 33 des lois de 2002 (L.Q. 2002, c. 33).

9 La Corporation des thérapeutes du sport du Québec est l'association de référence pour les services en thérapie du sport dans la province.

Les démarches visant à élaborer un règlement d'autorisation d'activités en thérapie du sport ont débuté en mars 2009. Elles ont conduit, en juin 2012, à l'adoption du *Règlement sur certaines activités professionnelles pouvant être exercées par un thérapeute du sport* (RLRQ, c. M-9, r. 11.1), lequel devait initialement s'appliquer jusqu'au 3 mai 2017 (article 6 du *Règlement*). Cette disposition de temporisation a été prolongée de trois ans à trois reprises, son expiration étant maintenant prévue pour le 3 mai 2026.

Peu après l'adoption du *Règlement* (début 2014), la CTSQ a mentionné à l'Office vouloir relancer les démarches relatives à l'encadrement professionnel de la thérapie du sport. Dès l'automne, l'Office reprenait avec les partenaires concernés les travaux visant à intégrer les TDS à un ordre existant. Au terme d'une série de rencontres où les échanges s'étaient pourtant avérés positifs, les voies d'intégration explorées se sont une nouvelle fois révélées sans issue.

Ne disposant toujours pas de solution viable, l'Office a entamé la synthèse des données dont il disposait au regard de la pérennisation de l'encadrement des TDS et préparé un document de consultation. En octobre 2021, l'Office a officiellement lancé une consultation auprès des ordres professionnels de la santé et de tous les partenaires concernés par l'encadrement professionnel des TDS[10]. La démarche s'est poursuivie jusqu'au 1er juin 2022.

Fort des résultats de cette consultation[11], l'Office a déposé son *Avis sur l'opportunité d'intégrer les thérapeutes du sport au système professionnel* à la ministre responsable de l'Administration gouvernementale, présidente du Conseil du trésor et ministre responsable de l'application des lois professionnelles.

10 C'est-à-dire : le Collège des médecins du Québec, l'Ordre professionnel de la physiothérapie du Québec, l'Ordre des chiropraticiens du Québec, l'Ordre des diététistes-nutritionnistes du Québec, l'Ordre des ergothérapeutes du Québec, l'Ordre des infirmières et infirmiers du Québec, l'Ordre des podiatres du Québec, l'Ordre des technologues en imagerie médicale, en radio-oncologie et en électrophysiologie médicale du Québec, le ministère de la Santé et des Services sociaux, le ministère de l'Enseignement supérieur, le Secrétariat du Conseil du trésor, l'Université Concordia, l'Université du Québec à Trois-Rivières, la Corporation des thérapeutes du sport du Québec et l'Association canadienne des thérapeutes du sport.

11 L'annexe 1 propose une synthèse des commentaires reçus à l'occasion de cette consultation.

Les orientations de l'Office

Dans cet avis, l'Office présente ses orientations par l'entremise de quelques questions clés dont les réponses ont pour but de faciliter la prise de décision du gouvernement sur la manière de pérenniser l'encadrement professionnel de la thérapie du sport au Québec.

1. La pratique de la thérapie du sport doit-elle être encadrée par le système professionnel?

Les facteurs énoncés à l'article 25 du *Code* ont évidemment servi d'assise pour évaluer l'opportunité de constituer un ordre professionnel des TDS ou d'intégrer ces derniers à un ordre existant. Or, des éléments de réponse à cette question figurent déjà dans le document de consultation, notamment lorsque l'Office mentionne que sa démarche ne porte pas tant sur l'opportunité d'encadrer les TDS que sur le meilleur moyen de rendre pérenne leur encadrement. Ainsi, le consensus qui se dégage de la consultation sur l'encadrement professionnel des TDS confirme les conclusions antérieures de l'Office, dont nous reproduisons l'essentiel ci-dessous.

- Les connaissances requises pour exercer la thérapie du sport s'acquièrent au terme d'un programme de formation universitaire (facteur 1). En raison de leur formation, les TDS « [...] sont formés en tant que professionnels de la santé spécialisés dans la prévention, les soins d'urgence et la réadaptation des blessures musculosquelettiques qui sont généralement subies lors de manifestations sportives ou à la suite d'activités physiques quotidiennes[12] ». Leur programme comporte plusieurs heures de formation pratique sur le terrain et en clinique.

- Lors de séances d'entraînement et de compétitions, les TDS peuvent agir en première ligne, notamment lorsqu'aucun médecin n'est présent sur le site. Ils bénéficient d'une grande autonomie (facteur 2) dans leurs interventions, tant pour l'évaluation et le traitement des blessures usuelles que pour les blessures aiguës requérant une attention immédiate (premiers soins d'urgence)[13]. En dehors des contextes d'entraînement et de compétition, l'autonomie du TDS dépend actuellement du type de clientèle traitée ainsi que de la présence chez le patient d'une affection associée et de l'état de celle-ci (voir le *Règlement*). Pour les « non-sportifs[14] », l'autonomie du TDS dépend de surcroît d'un diagnostic médical ou d'une évaluation d'un physiothérapeute.

12 Université du Québec à Trois-Rivières, présentation de la maîtrise en thérapie du sport.

13 Sur les sites d'entraînement et de compétition, lesdites blessures renvoient spécifiquement aux blessures dites « sportives ». On peut séparer les blessures sportives en deux catégories : les blessures sportives aiguës et les blessures sportives de surutilisation. Les premières résultent d'un événement précis comme une chute ou un impact; les secondes sont causées par des mouvements répétitifs. Les types de blessures sportives varient également. Les blessures sportives aiguës incluent des entorses, des fractures et des luxations, souvent causées par un traumatisme identifiable. Les blessures de surutilisation, comme les tendinites ou les fractures de stress, résultent quant à elles de l'utilisation excessive d'une partie du corps (source : Évolution Physio). Les TDS traitent les deux catégories de blessures sportives.

14 Nous aborderons plus en détail la signification de cette expression plus loin dans l'avis.

- À l'issue de leur formation, les TDS disposent de connaissances spécifiques à la thérapie du sport. À titre d'exemples, citons l'encadrement professionnel des sportifs et des athlètes, les soins d'urgence de base et avancés après une blessure sportive, l'entraînement spécifique avant et après la saison sportive, les facteurs de risque liés à la pratique de certains sports, et les concepts de dépistage et de contrôle antidopage[15]. Ainsi, il devient difficile pour les personnes ne détenant pas une formation ou une qualification de même nature que les TDS de porter un jugement sur leurs activités (facteur 2). Ceci est vrai pour les personnes qui ont recours à leurs services, mais également pour les autres professionnels de la santé.

- En raison de la nature de son champ d'intervention, le TDS intervient directement sur les dimensions physiques, motrices et physiologiques de la personne qui recourt à ses services. Son travail l'oblige à établir une relation de confiance, individuelle et personnalisée avec son client. Par conséquent, les interventions du TDS revêtent un caractère personnel (facteur 3) important.

- Dans un contexte de premiers soins, l'omission de poser certains gestes comporte des risques de préjudice (facteur 4) évidents sur le plan physique. Le jugement requis pour évaluer les situations d'urgence est déterminant et, selon l'orientation que le TDS donne à l'intervention, l'athlète peut ou non conserver des séquelles de ses blessures. En dehors de ce contexte, les risques de préjudice d'ordre physique en cas de traitement inadéquat d'une blessure d'origine musculosquelettique[16] sont semblables à ceux d'autres professionnels du domaine. En outre, des risques de préjudice non seulement psychologiques, mais aussi financiers sont susceptibles de se manifester.

- Dans l'exercice de ses activités, le TDS recueille, détient, utilise et communique des renseignements personnels, notamment d'ordre médical. Ses interventions, tant sur le terrain qu'en clinique, revêtent donc un caractère confidentiel (facteur 5) comparable à celui de toute intervention posée par un professionnel de la santé exerçant une profession réglementée.

En somme, ces différents éléments attestent que l'ensemble des facteurs de l'article 25 s'applique sans restriction ni réserve aux activités des TDS. Les commentaires reçus lors de la consultation confirment les constats dégagés à cet égard. L'Office réitère donc la nécessité d'encadrer l'exercice de la thérapie du sport en vue de protéger le public québécois.

15 Canadian Athletic Therapists Association (2019). *Athletic Therapy Competency Framework & Competencies*. Calgary : CATA.

16 Blessures que l'on pourrait également qualifier d'orthopédiques. Selon ABC Clinique Santé, « [l]es blessures orthopédiques sont une atteinte de l'appareil locomoteur pouvant toucher les os, les muscles, les tendons ou les articulations. Ces blessures peuvent être d'origine traumatique (à la suite d'un accident) ou d'installation progressive ».

2. Quelle modalité d'encadrement l'Office devrait-il recommander?

Une fois le besoin d'encadrement établi, il convient ensuite de déterminer la modalité qui convient le mieux au groupe concerné. Les modalités d'encadrement envisagées pour pérenniser l'encadrement professionnel des TDS étaient au nombre de trois : la création d'un ordre professionnel distinct; l'intégration à un ordre existant; la création d'un nouvel ordre professionnel réunissant plusieurs groupes en voie d'intégrer le système professionnel. Une modalité supplémentaire a été suggérée lors de la consultation, soit l'encadrement des TDS par un règlement d'autorisation d'activités amélioré[17]. Dans les prochaines sous-sections, l'Office reprend ces modalités et en discute. Il conclut que l'intégration des TDS à l'OPPQ constitue la modalité d'encadrement la plus indiquée.

2.1 Création d'un nouvel ordre professionnel réunissant plusieurs groupes demandeurs

Tout d'abord, rappelons que, dans son *Avis sur l'opportunité de constituer un ordre professionnel des ostéopathes*, l'Office recommande la création d'un ordre professionnel distinct pour les ostéopathes. Suivant cette recommandation[18], la création d'un ordre réunissant plusieurs groupes demandeurs dans le domaine musculosquelettique ne concernerait plus que les kinésiologues et les TDS.

Dans sa réponse à la consultation, le CMQ pose la question suivante : « Puisque sur deux diplômes décernés par des universités québécoises permettant l'exercice de la thérapie du sport au Québec l'un a comme prérequis des études en kinésiologie, y a-t-il lieu de voir l'exercice de la thérapie du sport comme une spécialité de la kinésiologie, à l'instar des spécialités médicales? » En guise de conditions d'admission au diplôme d'études supérieures spécialisées (DESS) en thérapie du sport, l'Université du Québec à Trois-Rivières (UQTR) exige en effet des candidats qu'ils détiennent le baccalauréat en kinésiologie offert par cet établissement. L'interrogation du CMQ est donc légitime.

Toutefois, si la filiation présumée paraît recevable sur le plan académique, elle se révèle plus discutable en pratique. En effet, le profil de pratique et les activités exercées par le TDS le rapprochent beaucoup plus du travail du physiothérapeute que de celui du kinésiologue. Ce dernier ne traite pas de blessures au sens propre; il propose des programmes d'entraînement visant à adapter l'activité physique de son patient afin de maintenir ou de rétablir sa santé. L'UQTR explique d'ailleurs très bien dans sa lettre les différences importantes qui existent entre les professions de TDS et de kinésiologue[19]. Enfin, le raisonnement du CMQ ne s'applique pas au contexte de l'Université Concordia, où les programmes de formation en thérapie du sport et en kinésiologie reposent certes sur une majeure commune (sciences de l'exercice), mais comportent aussi des cours qui leur sont mutuellement exclusifs (voir annexe 2).

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17 Cette modalité trouve son origine dans le *Rapport du Comité de travail concernant les nouveaux modèles d'encadrement professionnel*, publié par l'Office en 2014. Le Comité proposait la bonification du règlement d'autorisation d'activités pris en vertu du paragraphe *h* de l'article 94 du *Code* afin d'y inclure l'ensemble des mécanismes de protection du système professionnel. Cette modalité n'ayant finalement jamais vu le jour, nous n'en tiendrons pas compte ici.

18 Sans pour autant la remettre en question, nous verrons à la section 10 du présent avis que cette recommandation pourrait être amenée à évoluer.

19 Pour plus de détails, voir la section 10 de l'annexe 1.

Le regroupement des TDS et des kinésiologues au sein d'un même ordre professionnel demeure une option envisageable, mais est-ce la plus optimale du point de vue professionnel? Comme l'UQTR, l'Office en doute. C'est pourquoi il ne recommande pas la création d'un ordre réunissant les TDS et les kinésiologues.

2.2 Création d'un ordre professionnel distinct

Les résultats des consultations menées par un comité dans le cadre du processus de modernisation du système de réglementation des professions de la santé en Colombie-Britannique[20] indiquent que les ordres[21] dotés d'un faible nombre de membres éprouveraient plus de difficultés à remplir leur mandat, principalement en raison de problèmes de ressources humaines et financières. Dans certains cas, ces contraintes entraveraient la capacité de l'ordre à protéger le public. Ces difficultés se seraient amplifiées en raison des nouvelles exigences imposées aux ordres durant la pandémie de COVID-19 et de leur effet délétère sur le budget déjà serré de certains ordres de petite taille.

À l'inverse, le rapport du comité britanno-colombien défend l'idée que les ordres de plus grande taille seraient non seulement plus efficients, mais que leur marge de progression serait également plus importante. Pour appuyer ses dires, le comité part du principe que l'expérience et la répétition des tâches améliorent la performance de ceux qui les exécutent. Ce principe s'appliquerait aux mécanismes de réglementation. Ainsi, « [...] rédiger des normes claires, vérifier les inscriptions, enquêter sur les plaintes et prendre des décisions en matière de plaintes seraient tous exécutés de manière plus efficace et efficiente par les ordres qui ont une vaste expérience dans ce domaine[22] ». Des ressources financières adéquates permettraient également de fournir aux membres de l'ordre un soutien et un encadrement de haute qualité.

Si un ordre professionnel des TDS voyait le jour en 2025, il serait composé d'environ 500 membres, le classant ainsi dans la catégorie des « petits ordres ». L'Office ne remet pas en question le fait que les plus petits ordres puissent réussir à s'acquitter de leurs obligations. Toutefois, il perçoit au Québec un phénomène sensiblement équivalent à celui observé en Colombie-Britannique, où plusieurs ordres au sein de cette catégorie semblent rencontrer plus des difficultés à remplir leur mandat. Et pour cause, le manque de ressources est difficilement conciliable avec l'ampleur de la tâche qui incombe aux ordres.

20 Committee on Modernization of Health Professional Regulation (2020). Recommendations to modernize the provincial health profession regulatory framework. Gouvernement de la Colombie-Britannique.

21 Nommés « College » dans le contexte anglophone.

22 Committee on Modernization of Health Professional Regulation (2020), *op. cit.*, p. 10 (traduction libre).

Au-delà de cet aspect, l'Office fait sienne l'idée que « [...] la multiplication des ordres dans un domaine connexe et avec des actes réservés similaires ne peut que nuire à la bonne connaissance et la compréhension du système professionnel par le public[23] ». Au contraire, le regroupement de professions aux champs d'exercice connexes et aux interfaces interprofessionnelles prononcées permet au public de déterminer plus facilement avec qui communiquer en cas de préoccupations concernant les soins reçus ou les services rendus par un professionnel.

Compte tenu de ce qui précède, l'Office ne recommande pas la création d'un ordre professionnel distinct pour les TDS.

2.3 Intégration des TDS à l'OPPQ

L'Office recommande l'intégration des TDS à l'OPPQ en raison de la connexité qui existe entre le champ d'exercice des physiothérapeutes et les activités actuellement pratiquées par les TDS. Dans son document de consultation (section 2.1, p. 15-16), l'Office adoptait le raisonnement suivant : « [...] l'intégration des thérapeutes du sport au sein de l'OPPQ n'aurait vraisemblablement pas d'incidence sur le champ d'exercice de la physiothérapie. En revanche, les autres scénarios d'encadrement réclameraient la formulation d'un champ d'exercice spécifique [...] » (Office, 2020, p. 15). Ainsi, l'Office partait du principe que le choix d'intégrer les TDS à l'OPPQ revenait à accepter l'idée que le champ d'exercice de la thérapie du sport s'imbriquait dans celui plus large de la physiothérapie.

Or, les résultats de la consultation ont amené l'Office à reconsidérer cette posture. En dépit du scénario d'encadrement recommandé, l'Office estime à présent que la thérapie du sport devrait bénéficier d'un champ d'exercice qui lui est propre. Dans cette optique, il recommande de procéder à l'intégration des TDS selon le modèle dit des professions distinctes (Conseil interprofessionnel du Québec [CIQ], 2021)[24] : « [C]e modèle fait cohabiter des groupes professionnels possédant un niveau de formation équivalent, mais dont les champs d'exercices sont distincts de même que les activités professionnelles, en tout ou en partie[25] » (CIQ, 2021, p. 23).

L'Office est conscient des enjeux que ce modèle d'encadrement peut soulever. En effet, l'intégration d'un nouveau groupe demande à l'ordre d'accueil une réorganisation de son fonctionnement et une révision de sa réglementation. L'identité professionnelle et le sentiment d'appartenance sont également des éléments à prendre en considération pour que le projet d'intégration réussisse et perdure sans nuire au bon fonctionnement de l'ordre ni compromettre sa mission de protection du public. Toutefois, l'Office estime que le projet d'intégration des TDS au sein de l'OPPQ réunit les conditions nécessaires pour relever l'ensemble de ces défis.

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23 Passage du formulaire de réponse de l'Ordre des chiropraticiens du Québec (annexe 1, section 4).

24 Conseil interprofessionnel du Québec (2021). *Intégration de nouvelles professions et fusion d'ordres professionnels. Constats et enjeux des expériences menées au sein du système professionnel québécois*. Montréal : Conseil interprofessionnel du Québec.

25 En guise d'exemple, le Conseil interprofessionnel du Québec (2021) cite notamment l'Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec. Il fait également référence à l'ancien Ordre des conseillères et conseillers en orientation et des psychoéducateurs et psychoéducatrices du Québec, scindé en deux ordres distincts depuis 2010.

La thérapie du sport est une discipline bien établie en Amérique du Nord. Au Québec, elle est enseignée en français (UQTR) et en anglais (Université Concordia) dans des programmes de formation universitaire reconnus. À propos de la formation, l'Office sait par expérience que l'écart de niveau d'études entre le groupe demandeur et l'ordre d'accueil peut représenter un frein aux démarches d'intégration. À cet égard, le rehaussement de la formation en thérapie du sport au niveau de la maîtrise (déjà réalisé pour le DESS de l'UQTR et en cours pour le baccalauréat de l'Université Concordia) permettrait de compenser l'écart de niveau d'études qui existe entre les TDS et les physiothérapeutes.

Par ailleurs, les réponses de la CTSQ, de l'Association canadienne des thérapeutes du sport (ACTS) et de l'UQTR montrent que la thérapie du sport connaît une dynamique d'expansion continue depuis plusieurs années[26]. Avec le passage à la maîtrise professionnelle, l'UQTR double sa capacité de formation, passant de 15 à 30 admissions annuelles. Cette augmentation notable du nombre d'étudiants devrait permettre une croissance plus rapide du nombre de TDS qui exercent au Québec. Le domaine de la thérapie du sport semble n'éprouver aucune difficulté à attirer la relève. Quant à la conception des deux professions, la physiothérapie sportive et la thérapie du sport adhèrent toutes les deux au modèle de soins de la médecine sportive. Les deux disciplines possèdent des fondements communs[27], sans toutefois poursuivre la même finalité.

En outre, il est important de préciser que cette modalité d'encadrement réclame impérativement que les deux parties s'accordent sur un modèle de gouvernance viable, établi dans le respect des dispositions du *Code* et des lignes directrices publiées par l'Office à cet égard[28]. Ainsi, comme cela est actuellement le cas pour les technologues en physiothérapie, les TDS devraient pouvoir intégrer la structure de la gouvernance de l'ordre sans contrainte. Des modifications en ce sens devraient être apportées au *Règlement sur l'organisation de l'Ordre professionnel de la physiothérapie du Québec et sur les élections à son Conseil d'administration* (RLRQ, C-26. r. 203.1). Par ailleurs, la formulation de deux champs d'exercice distincts devrait également contribuer à préserver l'identité des deux professions, clé de voûte d'une intégration harmonieuse et pérenne.

Enfin, l'Office considère que l'intégration des technologues en physiothérapie a permis à l'OPPQ d'emmagasiner l'expérience nécessaire pour faire de ce projet d'intégration une réussite. À cet effet, l'Office veillera à fournir le soutien et l'accompagnement adéquat au nouvel ordre en priorisant le traitement réglementaire rattaché à ce projet.

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26 Voir l'annexe 7.

27 Physiotherapy vs Athletic Therapy – The Key Differences. Cette comparaison entre les deux professions apporte un éclairage intéressant sur la connexité de leur champ d'exercice. Malgré tout, il importe de replacer l'information contenue sur ce site dans son contexte, en l'occurrence la province de l'Ontario.

28 Office des professions du Québec (2019). *Lignes directrices en matière de gouvernance*. Québec : Gouvernement du Québec.

3. Quel champ d'exercice de la thérapie du sport devrait-on privilégier?

Dans le système professionnel québécois, les différentes professions à titre réservé se définissent et se distinguent principalement par leur champ d'exercice respectif. Ce dernier fait référence à la nature et aux limites des activités professionnelles des membres d'un ordre ainsi qu'à la finalité de l'intervention du professionnel concerné dans ce qu'elle a de particulier. De façon plus précise, le champ d'exercice a pour vocation de décrire l'ensemble des composantes et des caractéristiques essentielles du domaine d'action couvert par une profession. Il est ensuite balisé par la réserve ou l'autorisation de certaines activités, par la production de guides de pratique professionnelle ou encore par la détention d'attestations particulières permettant à son titulaire d'exercer certaines activités[29]. Dans cette section, l'Office propose une version actualisée du champ d'exercice de la thérapie du sport et tâche d'en clarifier le sens et la portée.

3.1 Version actualisée du champ d'exercice des TDS

Au regard de l'ensemble des commentaires formulés à l'endroit de l'énoncé provisoire initial[30] et des analyses conduites subséquemment, l'Office propose ci-dessous une version actualisée du champ d'exercice envisagé pour la thérapie du sport[31] :

> *L'exercice de la thérapie du sport consiste à évaluer les déficiences et les incapacités de la fonction physique reliées à l'appareil locomoteur, à déterminer et à mettre en œuvre un plan de traitement et un programme spécifique d'entraînement dans le but de prévenir les blessures et de favoriser la reprise de l'activité physique et sportive ainsi que sa pratique optimale.*

Tout d'abord, on constate que la proposition d'ajouter une mention sur le dépistage des commotions cérébrales n'a pas été retenue. Selon le raisonnement du CMQ et de l'Ordre des chiropraticiens du Québec (OCQ), le dépistage est considéré comme une mesure préventive. À ce titre, il relève de la compétence commune à toutes les professions de la santé[32] et ne constitue pas une activité réservée[33]. On remarque également que l'Office a séparé l'évaluation du traitement des déficiences et des incapacités, un ajustement qui, selon lui, respecte mieux la structure des champs d'exercice définis dans le *Code*.

29 Pour plus de renseignements sur la modernisation des champs d'exercice, voir l'annexe 3.

30 On le rappelle ici : « L'exercice de la thérapie du sport consiste à évaluer et à traiter les déficiences et les incapacités d'origine musculosquelettique dans le but d'obtenir un rendement fonctionnel optimal. Sur les sites d'entraînement et de compétition, il consiste à encadrer et à offrir les premiers soins aux athlètes et aux sportifs. » (Office, 2021, p 15).

31 Les définitions des termes qui composent cette version actualisée du champ sont présentées à l'annexe 4.

32 L'article 39.4 du *Code* stipule ceci : « L'information, la promotion de la santé et la prévention du suicide, de la maladie, des accidents et des problèmes sociaux auprès des individus, des familles et des collectivités font également partie de l'exercice de la profession du membre d'un ordre dans la mesure où elles sont reliées à ses activités professionnelles. »

33 Voir la section 3.4.3 du *Guide explicatif du PL21*.

Plus important, on observe un changement dans la désignation des déficiences et des incapacités. Concrètement, l'Office suggère de remplacer l'expression « déficiences et incapacités d'origine musculosquelettique » par « déficiences et incapacités de la fonction physique reliées à l'appareil locomoteur ». Cette reformulation présente un double intérêt : sur le plan structurel, elle rapproche le champ d'exercice des TDS de celui des physiothérapeutes, soulignant ainsi leur connexité; sur le fond, elle permet de dissiper ce que l'Ordre des ergothérapeutes du Québec (OEQ) nomme une confusion possible entre le musculosquelettique et le neuromusculosquelettique, un point abordé plus en détail à la section 3.4.

La nouvelle version du champ inclut un autre ajout notable : la détermination et la mise en œuvre d'un programme spécifique d'entraînement. Cet ajout couvre un aspect essentiel de la pratique des TDS qui n'était pas suffisamment mis de l'avant dans la version proposée initialement, mais qui constitue pourtant l'une des marques distinctives de leur profession. Il s'agit de la phase de réathlétisation du processus de réadaptation (voir figure 1, ci-dessous). Contrairement à la rééducation, l'autre phase du processus de réadaptation, la réathlétisation est plus sportive que médicale. Son objectif est de permettre au sportif d'atteindre ou de retrouver son meilleur niveau de pratique en adaptant son corps aux exigences de sa discipline[34]. Bien conduite, la réathlétisation permet également de réduire le risque de récidive de blessures. Cette approche requiert donc une connaissance approfondie de la physiopathologie du sport, de la rééducation et de l'entraînement sportif[35], une expertise spécifique qui correspond en tous points à celle des TDS.

Figure 1
Processus de réadaptation



Contrairement à une idée reçue, la réathlétisation ne s'adresse pas uniquement aux sportifs professionnels ou aux athlètes[36], même s'il est vrai que, pour eux, cet accompagnement est essentiel après une blessure s'ils veulent reprendre la compétition dans les meilleures conditions[37]. La réathlétisation peut également être proposée à toute personne qui souhaite entreprendre une activité sportive dans de bonnes conditions

34 Centre médical de Clairefontaine. *La réathlétisation*.

35 Institut de kinésithérapie. *Réathlétisation*. Paris.

36 La distinction entre un athlète et un sportif professionnel peut sembler subtile, mais elle est essentielle pour comprendre les différentes facettes du monde sportif. Un athlète, qu'il soit amateur ou professionnel, est une personne qui pratique un sport avec un haut niveau de compétence et de condition physique, en vue de participer à des compétitions (source : *Grand dictionnaire terminologique*). En revanche, un sportif professionnel est un athlète qui pratique son sport comme métier et est rémunéré pour ses performances (source : *Grand dictionnaire terminologique*). En bref, tous les sportifs professionnels sont des athlètes, mais tous les athlètes ne sont pas des sportifs professionnels.

37 Wikipédia. *Réathlétisation*.

ou reprendre un sport après une interruption plus ou moins longue. Elle concerne aussi tous les sportifs blessés soucieux de retrouver leurs gestes sportifs et leur niveau de performance avant leur retour sur le terrain[38].

Par ailleurs, la version initiale du champ d'exercice alignait la finalité de la thérapie du sport sur celle de la physiothérapie, à savoir l'obtention d'un rendement fonctionnel optimal. Bien que cette proposition n'ait suscité aucun commentaire particulier, même de la part de l'OPPQ[39], l'Office l'a finalement jugée insatisfaisante. Selon lui, les finalités de la physiothérapie et de la thérapie du sport ne sont pas identiques, et cette distinction doit être clairement établie pour souligner la spécificité de la pratique du TDS et la portée de son action. C'est pourquoi la finalité du champ a été entièrement remodelée pour mieux correspondre à la pratique actuelle des TDS[40].

Enfin, l'Office a décidé de supprimer la section du champ relative aux sites d'entraînement et de compétition. L'intention initiale était de mettre de l'avant la spécialisation des TDS dans l'identification, l'évaluation et le traitement de blessures aiguës nécessitant une attention immédiate (premiers soins d'urgence) dans ce type de contexte. Cependant, cette spécialisation ne se limite pas aux sites d'entraînement et de compétition. La CTSQ rapporte des projets en Mauricie visant à impliquer les TDS dans les services d'urgence de certains hôpitaux pour la prise en charge des blessures d'origine musculosquelettique[41]. De plus, cette section ne respectait pas les critères de rédaction actuels des champs d'exercice, qui préconisent d'éviter les listes détaillées d'activités, les descriptions de tâches et les énumérations de moyens, de milieux, de lieux de pratique ou de clientèles[42].

3.2 Une conception large du « sport » et du « sportif »

Selon l'OPPQ, la définition du terme « sportif » inscrite au *Règlement* serait sujette à de nombreuses interprétations. Pour rappel, le sportif y est défini comme « la personne qui exerce, au niveau de l'initiation, de la récréation, de la compétition ou de l'excellence, une activité physique comprenant une certaine forme d'entraînement, le respect de certaines règles de pratique, un encadrement, un contenu technique ou un temps de pratique[43] ».

L'OPPQ estime que « [l]'interprétation de cette définition devrait être cohérente avec ce qu'une personne raisonnable considérerait comme un sportif ». L'Office ne saurait dire ce qu'une personne raisonnable considère comme un sportif. En revanche, il sait que, dans le langage courant, le mot « sportif » désigne tout bonnement une personne qui pratique un sport, qu'il s'agisse d'un sport de loisir ou de compétition[44]. Le terme « sport »

38 Institut de kinésithérapie. *Réathlétisation*. Paris.

39 Les deux principaux commentaires de l'OPPQ concernant la proposition initiale du champ d'exercice de la thérapie du sport se concentrent sur la définition du terme « sportif » ainsi que sur l'inclusion du terme « nerfs » dans la description des déficiences et incapacités musculosquelettiques. Ces deux points sont abordés dans la suite de l'avis.

40 Corporation des thérapeutes du sport du Québec. *Qu'est-ce qu'un thérapeute du sport agréé?*.

41 Selon la CTSQ, le principal obstacle à la réalisation de ce projet est de nature administrative, les TDS n'ayant pas de titre d'emploi reconnu dans le réseau.

42 Voir l'annexe 3.

43 RLRQ, c. M-9, r. 11.1, paragr. 1, art. 2.

44 *Grand dictionnaire terminologique*. Définition de « sportif, sportive ». Québec : gouvernement du Québec.

n'est d'ailleurs pas plus facile à définir. Au Québec, malgré de nombreuses tentatives, aucune des définitions proposées n'a su faire consensus au sein des diverses parties prenantes du système sportif[45]. Cela dit, l'Office infère de la définition du *Règlement* que le terme « sportif » peut tout aussi bien désigner :

- un athlète qui est rémunéré pour ses performances (le sportif professionnel);
- un athlète qui pratique un sport par passion sans en faire son métier (le sportif amateur);
- une personne qui s'initie à un sport ou qui le pratique depuis peu (le sportif débutant);
- une personne qui pratique un sport sur une base régulière et de manière récréative (le sportif occasionnel).

Si, comme le conçoit l'Office, les TDS peuvent intervenir auprès de ces différents types de sportifs, alors la définition actuelle du terme « sportif » dans le *Règlement*, ou du moins l'interprétation qu'il est possible d'en faire, peut en effet prêter à confusion. À titre d'exemple, il serait déraisonnable de considérer que tous les critères relatifs à l'activité physique pratiquée (y compris une certaine forme d'entraînement, certaines règles de pratique, un encadrement, un contenu technique et un temps de pratique) doivent être systématiquement présents pour conclure qu'une personne est sportive. En effet, une telle interprétation limiterait la pratique sportive au seul contexte institutionnel, marginalisant ainsi certaines modalités de pratique. Elle exclurait également certains sports, comme la course à pied et d'autres activités pratiquées en plein air ou en milieu urbain (planche à voile, ski alpin, vélo de montagne, planche à roulettes, etc.).

Ce risque est également présent dans la définition du terme « sport » de l'Office québécois de la langue française (OQLF) : « Activité physique exercée individuellement ou collectivement sous une forme particulière, qui requiert un apprentissage d'habiletés techniques, un équipement et des installations spécifiques, et qui est régie par une ou plusieurs organisations[46]. » L'OQLF précise qu'il existe plusieurs façons de classer les sports, notamment en fonction des modalités ou des milieux de pratique. Ainsi, on compterait, entre autres, le sport de récréation, le sport de compétition officielle, le sport scolaire ou encore le sport carcéral.

Du point de vue de l'Office, la définition proposée par l'OQLF coïncide mal avec certaines modalités de pratique. Par exemple, l'OQLF définit le « sport de récréation » comme suit : « Sport exercé dans le sens du plaisir, de l'amusement, de la détente durant le temps libre[47]. » L'Office se demande comment concilier cette conception récréative du sport avec une définition qui requiert, par exemple, des installations spécifiques ou une pratique régie par une ou plusieurs organisations. Même constat pour la définition du mot « sportif » dans le *Règlement* : la personne qui pratique un sport dans une visée récréative peut le faire en l'absence totale d'encadrement et sans nécessairement

45 Ministère de l'Éducation et de l'Enseignement supérieur (2019). *Fondements de la pratique sportive au Québec*. Québec : gouvernement du Québec.

46 *Grand dictionnaire terminologique*. Définition de « sport ». Québec : gouvernement du Québec.

47 *Grand dictionnaire terminologique*. Définition de « sport de récréation ». Québec : gouvernement du Québec.

respecter des règles ou un temps de pratique précis. Ainsi, ne voir dans le sport que des habiletés physiques, des installations et des contextes de pratique serait réducteur, car le sport se distingue aussi par les valeurs qu'il véhicule[48]. Or, « [l]es motivations, les effets recherchés et les objectifs des sportifs sont souvent cumulatifs et très variés selon les goûts personnels, les aspirations et le besoin d'activation de chacun[49]. »

La référence faite à la reprise de l'activité physique dans la nouvelle version du champ d'exercice implique que la personne traitée par le TDS était physiquement active avant de se blesser. Dans ce contexte, l'expression « personne physiquement active » désigne toute personne qui s'adonne régulièrement à une ou plusieurs activités physiques et sportives. Cette expression participe d'une vision élargie du terme « sportif »[50], que l'Office propose de définir comme suit : « Personne qui pratique toutes formes d'activités physiques, organisées ou non, visant à exprimer ou améliorer sa condition physique et psychique, à développer ses relations sociales ou à obtenir des résultats en compétition, quel que soit le niveau[51]. » Il importe également de préciser que la clientèle sportive ne constitue pas une catégorie de patients en soi : les blessures liées à la pratique d'une activité physique et sportive chez les patients pédiatriques[52] diffèrent de celles observées chez les patients adultes, chacune présentant ses propres défis sur le plan du diagnostic et du plan de traitement[53].

3.3 Autonomie et collaboration interprofessionnelle

Tant que les TDS ne font pas partie du système professionnel, le *Règlement* reste une référence incontournable pour comprendre leur autonomie d'action et les contours de leurs interactions avec les autres professionnels de la santé. L'Office a jugé important de réexaminer ces balises dans le cadre du présent avis d'opportunité afin de démontrer que, dans bien des cas, elles restent pertinentes, bien que certaines suscitent parfois des questionnements. Pour mémoire, l'autonomie d'action des TDS est balisée par deux principaux critères : 1) la présence ou non d'une affection associée à la blessure d'origine musculosquelettique, et son état; 2) la distinction entre les patients sportifs et non sportifs.

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48 Ministère de l'Éducation et de l'Enseignement supérieur (2019) . Fondements de la pratique sportive au Québec. Québec : gouvernement du Québec.

49 *Grand dictionnaire terminologique*. Définition de « sportif, sportive ». Québec : gouvernement du Québec.

50 Une telle vision correspond davantage à celle qui prévaut en médecine sportive et en thérapie du sport. Par exemple, l'American College of Sports Medicine utilise principalement l'expression « activité physique » dans son initiative Exercise is Medicine©, un programme qui vise à sensibiliser les professionnels de la santé à l'importance et à la pertinence de promouvoir l'activité physique dans une optique de santé globale (American College of Sports Medicine, *Health Care Providers' Action Guide*, p. 11). Les TDS y sont d'ailleurs identifiés comme professionnels compétents pour gérer la patientèle qui demande une supervision plus importante. Dans le même ordre d'idées, le livre *Foundations of Athletic Training* fait référence aux participants d'activités physiques et aux individus physiquement actifs (*Foundations of Athletic Training, 4th edition*, p. 3). De son côté, la National Athletic Trainers' Association parle de capacité physique, de santé et de bien-être lorsqu'il s'agit du champ de pratique de la thérapie du sport (*Scope of Practice : Factors to Consider*, p. 2).

51 En référence à la définition du concept d'activité physique et sportive de la Charte européenne des sports.

52 Toute personne âgée de moins de 18 ans relève de la spécialité de la pédiatrie selon le MSSS.

53 Nous devons cette remarque à l'OCQ (annexe 1, section 4).

Concernant la première balise, le TDS peut évaluer la fonction musculosquelettique d'un sportif lorsque celui-ci présente une déficience ou une incapacité d'origine musculosquelettique, qu'elle soit aiguë, subaiguë ou chronique, à condition qu'il ne présente pas d'affection associée ou que cette dernière soit en phase chronique et dans un état contrôlé. Si l'affection associée n'est pas chronique et dans un état contrôlé, le TDS doit alors disposer au préalable d'une évaluation faite par un physiothérapeute ou d'un diagnostic médical. Dans tous les cas, le TDS ne traite pas les affections associées.

La prise en charge d'un non-sportif est balisée autrement. Pour ce type de patient, le TDS doit disposer au préalable d'une évaluation faite par un physiothérapeute ou d'un diagnostic médical et, si le client présente une affection associée, celle-ci doit être en phase chronique et dans un état contrôlé. En d'autres termes, le *Règlement* n'autorise pas les TDS à évaluer la fonction musculosquelettique des patients dits « non sportifs ». Pour l'OEQ, cette évaluation correspond pourtant à une activité courante pour plusieurs professionnels de la santé, sans condition particulière. En fait, l'évaluation de la fonction musculosquelettique ne s'est pas vue attribuer le statut d'activité réservée lors des travaux relatifs au PL 90, précisément parce qu'elle ne répondait pas aux critères requis. Dès lors, l'Office se demande pourquoi les TDS, une fois intégrés au système professionnel, ne pourraient pas exercer cette activité au même titre que d'autres professionnels. En principe, l'Office considère que le TDS possède les compétences nécessaires pour évaluer la fonction musculosquelettique de toute personne présentant une déficience ou une incapacité d'origine musculosquelettique, à condition qu'elle ne souffre pas d'une affection associée. Cependant, comme la finalité principale de la thérapie du sport est la reprise de l'activité physique, les personnes non sportives ou sédentaires n'ont a priori aucune raison d'être prises en charge par un TDS.

Il faut ajouter que la distinction entre le « sportif » et le « non-sportif » n'est pas toujours évidente à établir dans les faits. Par exemple, faire reposer cette distinction sur des critères comme le contexte ou le type de blessures peut, selon l'Office, s'avérer problématique. En effet, une personne sédentaire peut se blesser en pratiquant à l'occasion une activité physique et sportive. Bien que la blessure soit survenue lors de la pratique d'une activité physique et sportive, l'Office doute que le recours à la thérapie du sport soit indiqué pour cette personne habituellement inactive. En revanche, un athlète en pleine santé (sans affection associée) qui se blesse en dehors de sa pratique n'en demeure pas moins un sportif et, en tant que tel, devrait pouvoir être pris en charge par un TDS. Dans d'autres cas, comme la blessure d'un sportif sur son lieu de travail ou au cours d'un accident de la route, le processus de réadaptation pourrait se voir confier à un physiothérapeute ou à un ergothérapeute pour la phase de rééducation, puis à un TDS pour la phase de réathlétisation.

Pour orienter le patient vers le bon professionnel au moment opportun, il est essentiel de se référer constamment au champ d'exercice, car c'est à la lumière de ce dernier que se dessine la place particulière de chaque professionnel dans le parcours de soins. À cet égard, la finalité de la thérapie du sport est claire : permettre au sportif (professionnel, amateur, débutant, occasionnel) présentant une blessure d'origine musculosquelettique (traumatique ou de surutilisation) de reprendre la pratique de ses activités physiques dans les meilleurs délais et conditions possibles.

3.4 Dimension neurologique du champ d'exercice des TDS

Par leur définition même, les termes « musculosquelettique » et « neuromusculosquelettique » peuvent difficilement être confondus : le premier désigne un ensemble qui englobe les systèmes musculaire et squelettique tandis que le second intègre en plus le système nerveux. Le risque de confusion réside donc ailleurs; l'OEQ l'expose ainsi :

> [...] *bien qu'en apparence circonscrit aux déficiences et incapacités d'origine musculosquelettique (muscle, os et articulations), le champ d'exercice proposé comporte des éléments neurologiques. On retrouve ces éléments en l'occurrence dans certaines des définitions qui y sont associées, dont celle du rendement fonctionnel optimal (contrôle neuromusculaire) et celle des déficiences et incapacités musculosquelettiques (nerfs) ainsi que dans le volet des premiers soins (commotions cérébrales, lésions de la colonne vertébrale).*

En quoi l'utilisation de l'expression « appareil locomoteur » permet-elle de dissiper cette possible confusion? Une partie de la réponse se trouve dans le *Grand dictionnaire terminologique* de l'OQLF[54]. À la section « Termes déconseillés » de la fiche consacrée au terme « appareil locomoteur », on peut lire :

> *Le terme* appareil musculosquelettique *est déconseillé, puisqu'il est mal formé. En effet, les termes qui désignent les différents types d'appareils en anatomie sont composés de* appareil*, suivi de la fonction de l'appareil, et non de* appareil*, suivi de la composition de l'appareil.* Musculosquelettique*, dans* appareil musculosquelettique*, fait référence aux muscles et aux os composant l'appareil, alors que* locomoteur*, dans* appareil locomoteur*, désigne plutôt une fonction (celle de se déplacer).*
>
> *Le terme* système locomoteur *est déconseillé, puisqu'il ne convient pas pour désigner ce concept. En effet, le terme* système *réfère, en anatomie, à un ensemble composé de cellules, de tissus ou d'organes de structure anatomique similaire.*

Ainsi, le système musculosquelettique désigne en quelque sorte le substrat organique de l'appareil locomoteur. L'OQLF définit ce dernier comme l'« appareil composé des muscles, des os, des cartilages, des ligaments et des tendons nécessaires à la locomotion ». Quant à la locomotion, elle désigne la capacité d'un corps à se déplacer dans l'espace[55].

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54 *Grand dictionnaire terminologique*. Définition d'« appareil locomoteur ». Québec : gouvernement du Québec.

55 *Grand dictionnaire terminologique*. Définition de « locomotion ». Québec : gouvernement du Québec.

Or, et c'est là le point important, la locomotion s'avère impossible sans l'intervention du système nerveux. C'est du moins ce qui ressort de la fiche terminologique consacrée à l'appareil locomoteur dans *Le Larousse médical*[56] :

> *L'appareil locomoteur désigne l'ensemble des organes permettant de se déplacer.*
>
> *Il comprend les os et les articulations des membres et de la colonne vertébrale ainsi que les ligaments, les muscles et les tendons qui les relient ou les actionnent.*
>
> *La locomotion, qui est une fonction complexe, fait intervenir, en plus de ces organes, les organes sensoriels (œil, oreille) et les récepteurs sensitifs (organes microscopiques), qui recueillent des informations sur l'environnement et la position de l'ensemble du corps ainsi que sur la tension des muscles. Le système nerveux intervient également : il analyse ces informations et transmet les ordres vers les muscles, lesquels mettent les os et les articulations en mouvement grâce à leurs contractions successives et coordonnées.*

Puisque la finalité de la thérapie du sport consiste notamment à favoriser la reprise de l'activité physique et sportive ainsi que sa pratique optimale, il paraît difficile d'exclure de son champ les éléments neurologiques qui participent à la fonction locomotrice. Or, si ces éléments figurent au champ d'exercice des TDS, c'est qu'ils entrent dans leur champ de compétences. Pour s'en convaincre, reprenons ceux énumérés par l'OEQ en commençant le « contrôle neuromusculaire ». Pour l'exercice, notre point de référence est le cursus de l'UQTR en thérapie du sport[57], qui se compose d'un baccalauréat en kinésiologie et d'une maîtrise en thérapie du sport. Dans le cadre de leur baccalauréat, les étudiants suivront un cours de trois crédits intitulé *Physiopsychologie du comportement moteur* (EPK1022), dont voici le descriptif :

> *Connaissance des principaux aspects de la neurophysiologie perceptivo-motrice qui régissent l'activité réflexe, volontaire ainsi que le contrôle du tonus musculaire et de la posture. Éléments de neuroanatomie, de neurophysiologie déterminant le comportement sensorimoteur de l'humain. Le neurone, le système nerveux central et les dysfonctionnements du système nerveux de nature sensorimotrice. Applications des programmes d'exercice à des problèmes neuromoteurs.*

56 *Le Larousse médical*. Définition d'« appareil locomoteur ». Paris : Larousse.

57 Cursus universitaire de l'UQTR en thérapie du sport : baccalauréat en kinésiologie et maîtrise en thérapie du sport.

Résolument tourné vers la dimension neurologique du mouvement, ce cours s'enchâsse dans une série d'autres cours consacrés majoritairement au système musculosquelettique, mais pas seulement. Deux cours d'anatomie, de trois crédits chacun, traitent également de l'interrelation entre la structure et les fonctions du système neuromusculosquelettique. En voici la description :

- *ANI1028* – **Anatomie générale et du membre inférieur :** *Identifier, localiser et décrire les divers tissus et organes du corps humain par une approche régionale en mettant l'accent sur l'interrelation entre la structure et les fonctions du système neuro-musculo-squelettique. Acquérir ou perfectionner les connaissances anatomiques. Apprendre à utiliser la terminologie anatomique, les régions anatomiques et les plans corporels. Intégrer l'anatomie systémique, l'anatomie topographique et l'anatomie de surface. Savoir intégrer ces connaissances dans l'ensemble des sciences fondamentales et de la santé (morphologiques et fonctionnelles). La description est complétée par des séances d'observation et de démonstrations en laboratoire sur spécimens cadavériques. Les modules abordés dans ce premier cours sont : l'anatomie générale et le membre inférieur.*

- *ANI1029* – **Anatomie du membre supérieur, du tronc et du cou :** *Identifier, localiser et décrire les divers tissus et organes du corps humain par une approche régionale en mettant l'accent sur l'interrelation entre la structure et les fonctions du système neuro-musculo-squelettique. Acquérir ou perfectionner les connaissances anatomiques acquises lors du cours ANI1028. Intégrer l'anatomie systémique, l'anatomie topographique et l'anatomie de surface. Savoir intégrer ces connaissances dans l'ensemble des sciences fondamentales et de la santé (morphologiques et fonctionnelles). La description est complétée par des séances d'observation et de démonstrations en laboratoire sur spécimens cadavériques. Les modules abordés dans ce deuxième cours sont : l'anatomie du membre supérieur et l'anatomie du tronc et du cou.*

Il importe de souligner que l'interrelation entre les structures et les fonctions du triptyque neuro-musculo-squelettique est en partie assurée par les nerfs[58]. Ces derniers jouent notamment un rôle crucial dans la coordination, le contrôle moteur et la transmission des signaux entre le cerveau et les muscles.

À propos des premiers soins d'urgence, nous verrons plus loin que les TDS font partie des professionnels de la santé qui sont le plus exposés aux commotions cérébrales, environ la moitié de ces dernières survenant chez les jeunes lors de la pratique d'activités sportives ou récréatives[59]. En conséquence, de nombreuses heures de leur formation initiale sont spécifiquement consacrées à l'identification et à la gestion de ce type de

58 Dans son glossaire, la Fondation canadienne d'orthopédie définit ainsi l'appareil locomoteur : « Système complexe comprenant les os, les articulations, les ligaments, les tendons, les muscles et les nerfs. »

59 Agence de la santé publique du Canada. *Les commotions cérébrales dans le sport*. Gouvernement du Canada.

traumatisme. Quant aux lésions de la colonne vertébrale[60], elles renvoient, comme leur nom l'indique, à des blessures d'origine musculosquelettique et pour la prise en charge desquelles les TDS sont dûment formés :

- *TDS6026* – **Évaluation de la hanche, du bassin et du rachis en thérapie du sport :** *Ce cours porte sur les diverses pathologies sportives et dysfonctions fonctionnelles de la hanche, du bassin et du rachis. Les procédures cliniques et les méthodes d'évaluation en thérapie du sport adressant les dysfonctions musculosquelettiques sont enseignées. Ce cours vise à fournir à l'étudiant des outils d'évaluation de la hanche, du bassin et du rachis afin de pouvoir les intégrer dans une pratique clinique en thérapie du sport. Ce cours aborde également le fonctionnement normal de la hanche, du bassin et du rachis.*

- *TDS6004* – **Réadaptation de la hanche, du bassin et du rachis :** *Ce cours s'attarde aux stratégies d'interventions cliniques préconisées dans le domaine de la réadaptation de la hanche, du bassin et du rachis en thérapie du sport et vise à fournir à l'étudiant les outils nécessaires à la mise en œuvre de protocoles de réadaptation physiques efficaces et sécuritaires. Ce cours permettra à l'étudiant d'intégrer et de mettre en application les notions d'évaluations et de réadaptation pertinentes à la prise en charge de patients sportifs atteints de dysfonctions musculosquelettiques du rachis, du bassin et de la hanche.*

Sous l'angle de la locomotion, le système nerveux et le système musculosquelettique apparaissent indissociables. Ainsi, même si les blessures traitées par le TDS sont d'origine musculosquelettique, viser la reprise de l'activité physique et sa pratique optimale pourrait, dans certaines circonstances, nécessiter la prise en compte d'éléments neurologiques pour lesquels les TDS sont dûment formés. Interprété de la sorte, le champ d'exercice des TDS exclut toutefois la prise en charge des problèmes de santé d'origine neurologique, tels que les troubles du cerveau, la sclérose en plaques, les accidents vasculaires cérébraux et la maladie de Parkinson. Si une personne victime d'une blessure d'origine musculosquelettique et également atteinte d'un problème de santé neurologique, on dit alors qu'elle souffre d'une affection associée (sous-entendu d'une affection associée à la blessure d'origine musculosquelettique). Dans ce cas précis, le TDS peut traiter la blessure si l'affection est en phase chronique et dans un état contrôlé ou s'il détient au préalable un diagnostic médical ou l'évaluation d'un physiothérapeute. Ce raisonnement s'applique à tout type d'affection associée.

4. Quels titre et initiales devrait-on réserver aux TDS?

À l'heure actuelle, une large partie des TDS en exercice affichent après leur nom l'acronyme « CAT(C) ». Ce dernier signifie que son porteur a réussi l'examen national de certification de l'ACTS et qu'il en est membre. Les thérapeutes du sport CAT(C) s'identifient également sous le nom de « thérapeute du sport agréé » (« Certified Athletic Therapist »), une dénomination détenue par l'ACTS selon l'Office de la propriété intellectuelle du Canada.

60 Il faut distinguer les lésions de la colonne vertébrale des lésions de la moelle épinière. Les premières n'impliquent pas nécessairement les secondes et même lorsque c'est le cas, le rôle du TDS, notamment dans un contexte d'urgence, consistera à immobiliser de manière sécuritaire la victime de sorte à éviter que sa condition se dégrade.

Par ailleurs, on comprend que l'expression « athletic therapist » est celle communément admise dans l'ensemble des provinces canadiennes. Aux États-Unis, on utilisera plutôt l'expression « athletic trainer ». Dans les pays francophones, la profession de TDS ne semble pas exister en ces termes. L'expression « thérapeute du sport » apparaît donc comme étant la seule utilisée pour identifier la profession telle qu'exercée au Québec. Ainsi, l'Office recommande de réserver aux futurs membres de l'ordre le titre de « thérapeute du sport ».

Dans le cadre de ses discussions avec l'Office, la CTSQ proposait de privilégier l'abréviation « T. Sp. ». En guise d'alternative, l'abréviation « T.d.S » était également suggérée. L'Office a communiqué avec l'OQLF afin de vérifier si la construction d'un terme abrégé répondait à des normes linguistiques particulières[61] et, le cas échéant, si les deux propositions envisagées pouvaient les satisfaire. L'Office a également consulté la liste des appellations d'emploi de la *Banque de dépannage linguistique*[62] de l'OQLF. Il a pu y constater qu'une abréviation correspondait déjà à l'appellation d'emploi « thérapeute », à savoir « thérap. ».

À l'issue de ses démarches, l'Office recommande de réserver aux TDS l'abréviation suivante : « thérap. sp. » (ou « Thérap. sp. » dans les contextes où une majuscule initiale est requise). Il précise également que les TDS titulaires de l'agrément de l'ACTS pourront, s'ils le souhaitent, continuer d'inscrire l'acronyme CAT(C) à la suite de leur nom et de leur titre officiel, comme l'illustre cet exemple : « M. Tremblay, thérap. sp., CAT(C) ».

5. Quels diplômes pourront donner ouverture au permis de l'ordre?

Dans sa réponse à la consultation, le CMQ confie à l'Office avoir été avisé par la CTSQ de la mise en place de deux programmes de maîtrise professionnelle en thérapie du sport, ce qui pourrait entraîner selon lui un rehaussement des normes d'entrée à la profession. Cette information a été confirmée par l'UQTR et la CTSQ dans le cadre de la consultation. Le DESS, par le biais duquel la thérapie du sport était initialement enseignée à l'UQTR, a été remplacé par une maîtrise professionnelle en thérapie du sport. Ce nouveau programme a accueilli sa première cohorte à l'été 2022. La CTSQ précise également que le *Bachelor of Athletic Therapy* de l'Université Concordia devrait lui aussi migrer vers une maîtrise professionnelle. Une lettre d'intention aurait été déposée aux instances concernées et les démarches en ce sens suivraient leur cours.

La délivrance d'un même permis d'exercice à des candidats qui détiennent des niveaux de scolarité différents n'est pas impossible, mais, dans les faits, elle est plutôt rare. L'expérience montre qu'une norme d'accès comportant deux niveaux de scolarité peut être source de dissensions au sein d'une profession[63] et qu'elle aboutit souvent

61 Dans sa réponse, l'OQLF explique que l'abréviation d'une appellation d'emploi composée est généralement formée par la suppression des dernières lettres des mots principaux (les prépositions sont le plus souvent exclues), après une consonne et avant une voyelle, chaque mot abrégé se terminant par un point.

62 *Grand dictionnaire terminologique*. *Abréviation des appellations d'emploi*. Québec : gouvernement du Québec.

63 L'OIIQ mentionne sur son site Web que l'existence de deux formations (collégiale et universitaire) donnant ouverture au même permis d'exercice et au même champ d'exercice à la suite de la réussite du même examen professionnel aurait pour effet de fragiliser la profession infirmière au Québec.

à une demande de rehaussement du diplôme dont le grade est le moins élevé. Étant donné que le rehaussement de la formation des TDS est déjà bien amorcé au Québec, l'Office recommande que les diplômes permettant d'obtenir le permis d'exercice de TDS conduisent à l'obtention du même grade universitaire, à savoir celui de maîtrise.

Pour revenir à la question initiale, les candidats titulaires de l'un des diplômes suivants pourront se voir délivrer un permis d'exercice de TDS :

- La maîtrise professionnelle en thérapie du sport de l'UQTR.
- Le programme de second cycle (maîtrise) en thérapie du sport de l'Université Concordia, une fois celui-ci créé.

Conformément aux dispositions prévues au *Code* (art. 184), ces deux diplômes pourront être reconnus valides aux fins de la délivrance d'un permis par le *Règlement sur les diplômes délivrés par les établissements d'enseignement désignés qui donnent droit aux permis et aux certificats de spécialistes des ordres professionnels* (RLRQ, c. C-26, r. 2).

6. Quelles normes d'équivalence devrait-on fixer pour les candidats formés dans un établissement autre qu'une université québécoise?

De manière générale, les normes d'équivalence s'établissent à partir du programme de formation initiale, celui à l'issue duquel le professionnel obtient le diplôme donnant ouverture au permis de son ordre. Or, nous l'avons vu, la formation des TDS québécois est en cours de rehaussement. La maîtrise professionnelle en thérapie du sport de l'UQTR est la première maîtrise dans la discipline offerte au Canada. Le grade de maîtrise deviendra-t-il la norme comme l'anticipe l'UQTR? Les universités qui offrent des programmes de formation en thérapie du sport dans les autres provinces canadiennes s'aligneront-elles sur l'UQTR? L'ACTS reverra-t-elle à la hausse ses exigences de sorte que le grade de maîtrise devienne le seuil minimal de formation pour obtenir ou maintenir l'accréditation d'un programme?

Ne disposant d'aucune réponse arrêtée à ces questions, l'Office peut difficilement se prononcer sur les normes d'équivalence dans le cadre de cet avis. Ces dernières devront être discutées et établies par le futur ordre en tenant compte du niveau d'avancement du processus de rehaussement des programmes québécois de formation en thérapie du sport. Au terme de ce processus, il se peut que l'UQTR et l'Université Concordia demeurent les seuls établissements d'enseignement au Canada à offrir des maîtrises professionnelles en thérapie du sport. Dans ce contexte, l'Office estime que la reconnaissance de diplômes obtenus à l'extérieur de la province pourrait faire l'objet d'une propédeutique pour s'assurer que les candidats étrangers détiennent l'ensemble des compétences requises pour pratiquer de manière sécuritaire la thérapie du sport au Québec. Le comité de l'admission de l'ordre sera chargé de déterminer le contenu de cette propédeutique et de réévaluer périodiquement sa pertinence en fonction de l'évolution de la formation des TDS ailleurs dans le monde, notamment dans les autres provinces canadiennes.

7. Quels éléments de formation devrait-on exiger des candidats pratiquant déjà la thérapie du sport et souhaitant obtenir un permis d'exercice?

Si, comme le recommande l'Office, les diplômes donnant ouverture au permis d'exercice de TDS conduisaient à l'obtention d'un grade universitaire de maîtrise, alors l'actuel baccalauréat de l'Université Concordia ne pourrait plus servir de norme d'accès à la profession au moment de l'entrée en vigueur du décret d'intégration. À cet effet, l'Office recommande d'ores et déjà qu'une disposition transitoire soit prévue au décret d'intégration afin de reconnaître ce diplôme de même que l'ancien DESS en thérapie du sport de l'UQTR.

Par ailleurs, il est intéressant de souligner que le *Règlement* définit d'abord le TDS par son affiliation à l'ACTS (2e paragraphe de l'article 2). L'intégration des TDS au sein du système professionnel remet-elle en cause la pertinence de cette affiliation? Une chose est sûre, le retrait de cette exigence soulève certains enjeux en matière d'exigences d'admission sur lesquelles nous reviendrons à la section 9.

8. Quelles activités les TDS pourraient-ils être autorisés à exercer?

Dans le cadre de ses travaux, l'Office a également examiné les activités que les TDS pourraient être autorisés à exercer et selon quelles conditions. Dans les sous-sections suivantes, l'Office discute tout d'abord des activités présentées dans le document de consultation, c'est-à-dire celles déjà autorisées aux TDS par règlement (section 8.1). Il évalue ensuite l'opportunité de réserver aux TDS, en partage avec les physiothérapeutes et les ergothérapeutes, l'évaluation de la fonction neuromusculosquelettique d'une personne présentant une déficience ou une incapacité de sa fonction physique (section 8.2). Enfin, l'Office examine la possibilité d'autoriser aux TDS deux nouvelles activités, soit l'autorisation d'un retour au jeu à la suite d'un traumatisme craniocérébral léger (section 8.3) et la prescription de radiographies (section 8.4)[64].

8.1 Les activités inscrites au *Règlement*

L'Office prévoit que le *Règlement* deviendra caduc une fois les TDS encadrés. Ainsi, la nouvelle version du champ d'exercice de la thérapie du sport sera inscrite dans le *Code*, remplaçant celle formulée au deuxième alinéa du troisième article du *Règlement*. Les activités suivantes, actuellement autorisées par voie réglementaire, seront réservées aux TDS et également inscrites au *Code* :

- utiliser des formes d'énergie invasives (activité également réservée notamment aux physiothérapeutes et aux technologues en physiothérapie);
- prodiguer des traitements reliés aux plaies (activité également réservée notamment aux ergothérapeutes, aux physiothérapeutes et aux technologues en physiothérapie);

64 Certains participants à la consultation ont défendu l'intérêt d'autoriser les TDS à pratiquer ces deux activités. Le CMQ concède ne pas avoir eu l'occasion de pousser plus loin sa réflexion sur l'opportunité d'ajouter ces deux activités, mais il croit que ces dernières pourraient améliorer l'accès aux soins et méritent d'être explorées. L'Office précise que les orientations formulées dans cet avis ne sauraient se substituer aux travaux d'analyse produits par le Comité sur les activités médicales partageables du CMQ pour ce genre de demandes et par le biais desquels le CMQ précise habituellement les conditions d'exercice des activités qu'il autorise à d'autres professionnels.

- administrer des médicaments topiques, lorsqu'ils font l'objet d'une ordonnance, dans le cadre de l'utilisation des formes d'énergie invasives ainsi que lors des traitements reliés aux plaies (activité réservée notamment aux ergothérapeutes, aux physiothérapeutes et aux technologues en physiothérapie).

L'Office estime qu'il n'est pas nécessaire de démontrer à nouveau que les TDS possèdent les compétences cliniques requises pour exercer ces activités, le CMQ l'ayant déjà prouvé lors de l'élaboration du *Règlement*. L'Office n'a aucune raison de remettre en question les conclusions du CMQ à ce sujet. De plus, le rehaussement en cours de la formation des TDS et la perspective de leur intégration au système professionnel renforcent non seulement leur expertise, mais aussi l'encadrement de leur pratique[65].

Enfin, l'Office rappelle que le champ d'exercice détermine la portée des activités qu'un professionnel peut accomplir. Le principe déontologique selon lequel un professionnel doit, dans sa pratique, tenir compte des limites de ses aptitudes, de ses connaissances ainsi que des moyens dont il dispose joue également un rôle de garde-fou. Ce principe remplacera ainsi les balises prévues au *Règlement*. Cela revient-il à dire que les TDS pourront exercer les activités qui leur sont réservées auprès de n'importe quel patient et indépendamment de l'état de l'affection associée qu'il présente, le cas échéant? Évidemment non. Comme tout autre professionnel de la santé, le TDS saura déterminer à quel moment et en fonction de quelle condition il lui faudra confier son patient à un autre professionnel. L'ordre veillera à ce que ces limites soient comprises et respectées.

8.2 L'évaluation de la fonction neuromusculosquelettique

Le PL 90 est venu réserver aux physiothérapeutes et aux ergothérapeutes l'évaluation de la fonction neuromusculosquelettique d'une personne présentant une déficience ou une incapacité de sa fonction physique. Selon le *Cahier explicatif du PL 90* (2003), la fonction neuromusculosquelettique se définit comme un ensemble qui intègre les systèmes nerveux, musculaire et squelettique. Dans le contexte de la réserve de cette évaluation, les auteurs du *Cahier explicatif* précisent que ces trois éléments sont indissociables et ajoutent : « Le professionnel, à qui cette évaluation est réservée, doit pouvoir tenir compte de l'interaction entre ces trois systèmes; la présence du système nerveux augmente le degré de complexité de cette évaluation[66]. »

Malgré les indications inscrites au *Cahier explicatif*, la portée exacte de l'activité d'évaluation neuromusculosquelettique ne semble pas toujours évidente à déterminer. Le jugement *Ordre des ergothérapeutes du Québec c. Lemyre*[67] illustre particulièrement bien cette difficulté, puisque les deux expertises déposées au dossier, celle du poursuivant

65 Ajoutons que depuis la session d'été 2023, les étudiants du programme de maîtrise en thérapie du sport de l'UQTR apprennent les soins de plaies aigus et chroniques ainsi que la fermeture des plaies (points de rapprochement, colle et points de suture).

66 Le *Cahier explicatif du PL 90* (2003) précise que pour les personnes ne présentant aucune déficience ou incapacité de sa fonction physique, toute activité d'évaluation de sa fonction neuromusculosquelettique n'est pas réservée par la loi et n'entre donc pas en conflit avec celle des professionnels régis par le *Code des professions* (p. 10).

67 *Ordre des ergothérapeutes du Québec c. Lemyre* (2018 QCCQ 5430).

et celle de la défense, se contredisent sur l'objet de cette évaluation. On entre ici dans des considérations techniques. Le juge résume très bien ce différend aux articles 35 et 36 :

> *[35] Pour Cantin, Lemyre pratique illégalement une activité réservée aux ergothérapeutes alors qu'elle évalue des composantes du contrôle moteur, de l'amplitude et de la force musculaire. L'accumulation des observations de Lemyre démontre que son raisonnement porte sur une évaluation de la fonction NMS.*
>
> *[36] Desmarais soumet que Lemyre a tout au plus évalué le réflexe primitif, ce qui ne constitue pas une évaluation complète en regard du système nerveux de la fonction NMS.*

Le juge donnera raison à Desmarais et acquittera la défenderesse. Au-delà du verdict, l'Office retient que le jugement confirme les éléments de définition contenus dans le *Cahier explicatif*, en y faisant d'ailleurs explicitement référence. Pour parler d'évaluation neuromusculosquelettique, il faut que le professionnel évalue les trois termes de l'équation (1. neuro, 2. musculo et 3. squelettique), l'interaction entre ces trois termes et qu'il formule un jugement clinique. Le juge se rend aux arguments de la défenderesse.

Mais le jugement permet d'aller plus loin dans la compréhension de l'activité. À travers l'expertise de la défense et en se basant sur le *Cahier explicatif*, il révèle les niveaux d'analyse requis pour chaque terme de l'équation[68] afin que l'on puisse considérer que le professionnel évalue la fonction neuromusculosquelettique de son patient. Concernant le terme « neuro », par exemple, on comprend que l'évaluation neuromusculosquelettique ne doit pas se limiter aux réflexes primitifs. Pour être complète, elle doit tenir compte de la motricité, de la sensibilité ou encore de la coordination.

Partant de ces considérations, l'Office recommande de réserver aux TDS l'activité qui consiste à évaluer la fonction neuromusculosquelettique d'une personne présentant une déficience ou une incapacité de sa fonction physique. À l'instar du *Cahier explicatif du PL 90*, rappelons que l'un des principes fondamentaux de la *Loi modifiant le Code des professions et d'autres dispositions législatives dans le domaine de la santé*[69] repose sur la corrélation qui doit exister entre l'activité réservée au professionnel et la description de son champ d'exercice. En effet, poursuivent les auteurs du *Cahier explicatif*, même si certaines activités réservées sont partagées entre plusieurs professionnels, elles n'ont pas la même portée pour chacun d'eux, puisqu'elles doivent s'inscrire dans les paramètres fixés par leur champ d'exercice. Ainsi, même si l'activité d'évaluation neuromusculosquelettique est libellée de la même façon pour les physiothérapeutes et les ergothérapeutes, l'objet et la finalité de leur évaluation diffèrent. Alors que les premiers évaluent les déficiences et les incapacités de la fonction physique reliées aux systèmes neurologiques, musculosquelettiques et cardiorespiratoires, les seconds évaluent pour leur part les habiletés fonctionnelles. L'évaluation neuromusculosquelettique des TDS se

68 Voir les paragraphes 17, 18, 19, 20 et 21 du jugement.

69 L.Q. 2002, c. 33.

bornera quant à elle aux déficiences et aux incapacités de la fonction physique reliées à l'appareil locomoteur. En somme, et comme nous l'avons montré plus haut, l'évaluation pour laquelle ces professionnels de la santé ont été formés.

8.3 L'autorisation de la reprise d'activités sportives sans restriction après un traumatisme craniocérébral léger ou une commotion cérébrale

En premier lieu, il importe de bien saisir le sens de cette activité. Pour ce faire, on peut se référer au fascicule de l'Institut national d'excellence en santé et en services sociaux (INESSS) publié en 2018 et intitulé *Traumatisme craniocérébral léger (commotion cérébrale). Conseils pour la reprise graduelle des activités intellectuelles, physiques et sportives. Enfants d'âge scolaire, adolescents et adultes*. Sur la deuxième page de son document, l'INESSS (2018) présente un schéma qui illustre en bleu la séquence optimale de reprise des activités physiques et sportives à la suite d'un traumatisme craniocérébral léger (TCCL) ou d'une commotion cérébrale (CC) (voir figure 2, ci-dessous). L'autorisation de la reprise d'activités sportives après un tel traumatisme correspond sur le schéma à l'encadré jaune situé entre l'étape 4 et l'étape 5. Dans la séquence, elle permet à la victime d'un TCCL/CC de reprendre l'entraînement complet dans sa discipline (incluant les risques de collision, de chute ou de contact) à condition qu'elle ne présente plus aucun symptôme.

Figure 2



Au moment de la publication du fascicule de l'INESSS (en 2018), seule une autorisation médicale permettait de passer de l'étape 4 à l'étape 5. En 2020, le CMQ et l'OPPQ ont rédigé un avis conjoint (reproduit à l'annexe 5) en vue de clarifier l'apport des physiothérapeutes dans l'évaluation et la gestion des commotions cérébrales. En vertu de cet avis d'ordre purement administratif, sans que ce soit permis par règlement d'autorisation, comme l'exige la loi, le CMQ semble laisser la possibilité aux physiothérapeutes, à certaines conditions, d'autoriser leurs patients à reprendre leurs activités à risque sans restriction, lorsqu'ils jugent que la condition de la personne le permet.

Une fois le sens de l'activité clarifié, il faut encore préciser que l'autorisation de reprise d'activités sportives sans restriction après un TCCL/CC ne figure pas comme telle dans le corpus législatif ou réglementaire québécois. Plus largement, le Groupe de travail sur les commotions cérébrales qui surviennent dans le cadre de la pratique d'activités récréatives et sportives mentionne dans son rapport (ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche [MEESR], 2015)[70] qu'il n'existe aucune législation sur la gestion des commotions cérébrales au Canada. À cet égard, l'Office constate qu'au Québec, la gestion des TCCL semble effectivement être régie par des lignes directrices ou des protocoles formulés par des groupes de travail ou des organismes reconnus dans le domaine.

Par exemple, l'avis conjoint du CMQ et de l'OPPQ s'appuie en partie sur les *Lignes directrices canadiennes sur les commotions cérébrales dans le sport* (Parachute, 2017)[71]. Or, si l'on se fie à ces lignes directrices canadiennes, seuls les médecins et les infirmières dites « praticiennes » pourraient autoriser un retour au jeu sans restriction à la suite d'une commotion cérébrale. Si l'on se réfère plutôt au protocole établi par le Groupe de travail sur les commotions cérébrales qui surviennent dans le cadre de la pratique d'activités récréatives et sportives (MEESR, 2015), le formulaire d'autorisation de retour à l'entraînement sans restriction devrait être rempli soit par un médecin, soit par un professionnel de la santé de l'un des programmes régionaux d'organisation de services en traumatisme craniocérébral léger[72].

Le dénominateur commun à l'ensemble de ces propositions réside dans le besoin manifeste de circonscrire cette activité à un nombre restreint de professionnels. Du point de vue de l'Office, cette volonté témoigne du caractère potentiellement préjudiciable de l'activité et du fait que la réalisation de cette dernière fait appel à la démonstration de connaissances, de compétences et d'habiletés particulières, deux critères qui pourraient justifier à eux seuls la formulation d'une activité réservée relative à l'autorisation de la reprise d'activités sportives sans restriction après un traumatisme craniocérébral léger. Cette activité constituerait une première avancée, en ce sens qu'elle viendrait combler partiellement le vide juridique entourant la gestion des commotions cérébrales au Québec.

Quant à savoir si cette activité devrait être autorisée aux TDS, il faut d'abord revenir à l'énoncé du champ d'exercice de la thérapie du sport et se demander, d'une part, si la gestion des commotions cérébrales est reliée à l'essence même de la profession et, d'autre part, si cette activité fait partie de la pratique professionnelle courante des membres du groupe demandeur. À ces deux questions, l'Office répond par l'affirmative sans hésitation. En effet, on sait qu'une part non négligeable des commotions cérébrales

70 MEESR (2015). *Rapport du Groupe de travail sur les commotions cérébrales qui surviennent dans le cadre de la pratique d'activités récréatives et sportives*. Québec : gouvernement du Québec.

71 Parachute se qualifie lui-même d'organisme de bienfaisance national canadien voué à la prévention des blessures (source : À propos – Parachute). Son rapport sur les commotions cérébrales dans le sport a été financé par l'Agence de la santé publique du Canada.

72 Programmes issus des *Orientations ministérielles pour le traumatisme craniocérébral léger 2005-2010*. On peut lire à leur sujet dans un bulletin d'information de la Direction de santé publique de l'Estrie (nº 48, janvier 2019) : « Chaque région devait établir son Plan régional d'organisation de services pour les personnes ayant subi un TCCL afin d'améliorer les services offerts à cette clientèle [...] Ce programme offre des services à toutes les personnes hospitalisées ou en clinique externe qui sont victimes de traumatisme craniocérébral, de lésion médullaire ou de blessures orthopédiques graves. » (p. 5) Les auteurs du bulletin précisent que l'équipe du programme en neurotraumatologie du Centre hospitalier universitaire de Sherbrooke est composée d'une coordonnatrice clinique, d'infirmières cliniciennes, de neuropsychologues, de physiothérapeutes et de médecins-conseils.

surviennent durant la pratique d'activités sportives et récréatives, notamment chez les jeunes[73]. Grâce aux travaux du Groupe de travail sur les commotions cérébrales qui surviennent dans le cadre de la pratique d'activités récréatives et sportives (MEERS, 2015), on sait également que les TDS sont au moins aussi exposés que les physiothérapeutes aux commotions cérébrales.

L'expertise des TDS en matière de gestion des commotions cérébrales fait également peu de doute. En 2019, l'ACTS publiait un référentiel déclinant l'ensemble des compétences requises d'un TDS au Canada (ACTS, 2019)[74]. Or, deux d'entre elles portent spécifiquement sur la gestion des commotions cérébrales : 1) *Prevent, screen, evaluate, manage, and treat concussions* et 2) *Collaborate with a physician in the implementation of a return to sport/activity protocol for the patient with a concussion*. Les programmes de formation en thérapie du sport accrédités par l'ACTS doivent enseigner toutes les compétences inscrites à son référentiel pour conserver leur accréditation. L'annexe 6 montre comment les programmes de l'UQTR et de l'Université Concordia, tous deux accrédités par l'ACTS, s'acquittent de cette exigence en ce qui a trait à la gestion des commotions cérébrales.

Par ailleurs, le Comité sur la gestion des commotions cérébrales de la CTSQ a élaboré des *Lignes directrices sur la gestion des commotions cérébrales pour les thérapeutes du sport du Québec*[75]. Le document s'appuie sur la littérature actuelle et mondialement reconnue en matière de gestion des commotions cérébrales[76]. Il est révisé périodiquement (tous les quatre ans) afin que son contenu reste à jour. Comme en témoigne l'extrait ci-dessous, les lignes directrices produites par la CTSQ encadrent la pratique des TDS du Québec et visent à leur permettre d'évaluer et de prendre en charge les commotions cérébrales de façon sécuritaire et efficace (CTSQ, 2020) :

> *Les CAT(C), conformément aux normes de soins les plus élevées, sont formés et préparés à faire l'évaluation en situation d'urgence, le traitement et le suivi, ainsi qu'à prendre les décisions concernant le retour aux activités (y compris la reprise des activités fonctionnelles, d'apprentissage, de travail, sportives, intellectuelles, etc.) des patients ayant subi une commotion cérébrale ou un traumatisme craniocérébral léger (TCCL). Les CAT(C) s'assurent que toutes les recommandations en matière de gestion des commotions cérébrales*

73 Agence de la santé publique du Canada (2018). *Les commotions cérébrales dans le sport. Traumatismes crâniens liés au sport et aux activités récréatives chez les enfants et les jeunes au Canada*. Ottawa : gouvernement du Canada.

74 Transmis à l'Office par la CTSQ, accessible en ligne seulement aux membres de l'ACTS. Fait notable, le référentiel de compétences de l'ACTS se construit autour du concept de « neuromusculoskeletal (NMSK) evaluation ».

75 Corporation des thérapeutes du sport du Québec (2020). *Lignes directrices sur la gestion des commotions cérébrales pour les thérapeutes du sport du Québec*.

76 À cet égard, la CTSQ parle de force collaboratrice sur les commotions cérébrales et cite notamment : la Conférence internationale sur les commotions cérébrales, la Collaboration canadienne sur les commotions cérébrales, le *Rapport du Groupe de travail sur les commotions cérébrales, le Protocole de gestion des commotions cérébrales* du MESS, les *Lignes directrices canadiennes sur les commotions cérébrales dans le sport* publiées par le groupe Parachute, les travaux de l'Institut national d'excellence en santé et en services sociaux et l'atelier de l'Association québécoise des médecins du sport et de l'exercice (AQMSE) sur les commotions cérébrales. À noter que la CTSQ encourage tous les TDS agréés et impliqués dans la gestion des commotions cérébrales à suivre l'atelier de l'AQMSE.

> *soient conformes en suivant les directives appropriées à chaque âge. Par conséquent, les CAT(C) sont tout à fait indiqués pour prodiguer des soins aux athlètes de niveau récréatif, élite ou professionnel à la suite d'une commotion cérébrale (p. x).*

Pour terminer, mentionnons que l'expertise des TDS semble déjà en partie reconnue dans la province, puisque la CTSQ a participé aux travaux du Groupe de travail sur les commotions cérébrales qui surviennent dans le cadre de la pratique d'activités récréatives et sportives.

Au terme de son analyse, l'Office recommande, sous réserve d'un avis également favorable du CMQ, et dans les limites que celui-ci jugera opportun de fixer, que l'activité consistant à autoriser la reprise d'activités sportives sans restriction après une commotion cérébrale soit autorisée aux TDS[77]. En accord avec les lignes directrices de la CTSQ (2020), il estime aussi que le TDS qui souhaite procéder à l'évaluation et à la prise en charge d'une commotion cérébrale devrait maintenir et approfondir ses connaissances conformément aux normes de pratique en vigueur. Des heures de formation continue devront être consacrées à cette tâche au cours de chaque période de référence.

8.4 La prescription de radiographies

Actuellement, au Québec, les professionnels suivants peuvent prescrire une radiographie, en fonction de leur champ d'exercice respectif :

- Médecins[78]
- Infirmières praticiennes spécialisées (IPS) en soins de première ligne (les IPS en néphrologie et en cardiologie peuvent aussi se prévaloir de cette activité, mais selon des conditions précises)[79]
- Chiropraticiens[80]
- Podiatres[81]
- Dentistes[82]
- Médecins vétérinaires[83]
- Physiothérapeutes[84]

77 Entre la rédaction de ces lignes et la publication du présent avis, le CMQ et la CTSQ ont rédigé un avis conjoint autorisant les TDS, selon certaines conditions, à contribuer de manière sécuritaire à l'application des recommandations initiales standardisées et, en fin de compte, à formuler l'autorisation de retour aux activités sportives comportant des risques de collision, de chute ou de contact, pour les sportifs ayant reçu un diagnostic de trauma craniocérébral léger ou de commotion cérébrale posé par un médecin ou une infirmière praticienne spécialisée. Cette avancée va dans le sens des recommandations de l'Office, mais ne résout pas l'absence de balises juridiques évoquée plus haut.

78 RLRQ, c. M-9, art. 31.

79 RLRQ, c. I-8, art. 36.1.

80 RLRQ, c. C-16, art. 6 et 7.

81 RLRQ, c. P-12, art. 7 et 8.

82 RLRQ, c. D-3, art. 26.

83 RLRQ, c. M-8, art. 7.

84 RLRQ, c. M-9, r. 4, section III.

Les physiothérapeutes se sont vu autoriser le droit de prescrire une radiographie en 2020. Avant d'obtenir cette autorisation, un physiothérapeute qui jugeait que l'état du patient requérait une radiographie devait le diriger vers un médecin pour que ce dernier la prescrive à sa place. Sous réserve du respect de certaines conditions, il peut à présent prescrire une radiographie lorsqu'un patient se présente à sa clinique à la suite d'un traumatisme. De l'avis du CMQ[85], cette habilitation permet d'accélérer et de simplifier le corridor de soins et de services en offrant au physiothérapeute la possibilité de compléter son évaluation neuromusculosquelettique et de garantir un traitement sécuritaire et optimal au patient dans un délai raisonnable. Ultimement, elle augmente l'efficacité du système de santé québécois.

La demande soumise par la CTSQ au CMQ en vue d'autoriser les TDS à prescrire eux-mêmes une radiographie présente plusieurs traits communs avec celle déposée à l'époque par l'OPPQ. Dans un cas comme dans l'autre, l'amélioration de l'accès aux soins en constitue le leitmotiv. Dans un cas comme dans l'autre, on constate également que l'évaluation et le traitement de nombreuses blessures d'origine musculosquelettique exigeront un support radiographique pour déterminer la meilleure modalité d'intervention et exclure celles qui, au contraire, seraient inappropriées, voire contre-indiquées[86]. Dans les deux cas, enfin, les groupes demandeurs ne disposaient pas d'emblée de l'ensemble des connaissances requises pour se voir autoriser cette activité sans une formation d'appoint[87].

L'évaluation et le traitement des blessures d'origine musculosquelettique se situant au cœur de la pratique des TDS, l'Office estime que ces derniers devraient être autorisés à prescrire eux-mêmes une radiographie. En revanche, l'examen des programmes de formation québécois en thérapie du sport montre que les TDS sont à l'heure actuelle partiellement formés pour accomplir cette tâche[88]. En matière de formation, comme pour le reste d'ailleurs, les exigences appliquées aux physiothérapeutes pourraient également l'être aux TDS[89].

9. Quelles autres dispositions devrait-on prévoir?

Dans son *Règlement*, le CMQ définit le TDS d'abord comme une personne certifiée par l'ACTS (2e paragr., art. 2). L'Office peut comprendre ce choix. En effet, l'accréditation de l'ACTS permet d'assurer l'homogénéité des programmes de formation à travers le pays. Sur le plan individuel, les démarches conduisant à l'obtention du titre de TDS agréé (certificats FR [First Responder] et BLS [Basic Life Support] valides + examen national de certification) de même que les exigences permettant de maintenir l'agrément (assurance

85 Fiche explicative accompagnant la demande de modification réglementaire et communément nommée « Annexe 7 ».

86 D.C. Wascher et L. Bulthuis (2014). Extremity trauma : field management of sports injuries. *Curr Rev Musculoskelet Med*. 5;7(4) :387-93.

87 D'où les exigences de formation supplémentaires prévues à l'article 4.3 du *Règlement sur les activités professionnelles pouvant être exercées par les membres de l'Ordre professionnel de la physiothérapie du Québec* (RLRQ, c. M-9, r. 4).

88 Le contraire aurait été étonnant : quel intérêt pour l'UQTR et l'Université Concordia de former leurs étudiants à une activité qui, en l'état actuel des choses, leur est interdite?

89 Voir à cet effet les dispositions prévues à la section III du *Règlement sur les activités professionnelles pouvant être exercées par les membres de l'Ordre professionnel de la physiothérapie du Québec*.

de la responsabilité professionnelle valide + 21 unités de formation continue sur une période de référence de trois ans + certificats FR et BLS à jour) compensent l'absence de réglementation formelle et renforcent la protection du public.

Nous avons vu plus haut que la CTSQ souhaiterait s'affranchir de l'accréditation de l'ACTS au moment de l'intégration des TDS au sein du système professionnel pour ne conserver que les exigences relatives à la diplomation. L'Office s'est demandé si l'abandon de cette accréditation pouvait soulever des enjeux sur le plan de la protection du public et conclut ceci :

- L'obligation de fournir et de maintenir une garantie contre sa responsabilité professionnelle ne constitue pas un enjeu, puisqu'en vertu notamment de l'article 46 du *Code des professions*, elle est déjà imposée à toute personne titulaire d'un permis qui souhaite être inscrite au tableau d'un ordre.

- La formation continue ne représente pas non plus un enjeu, en ce sens où tout professionnel en exercice est contraint par son code de déontologie (règlement obligatoire) de mettre à jour ses connaissances et ses compétences dans un objectif de protection du public. Sachant qu'une sanction en cas de non-conformité aux exigences de formation continue n'est légalement possible qu'en vertu d'un règlement dûment adopté, cette voie devra être encouragée.

- Contrairement aux deux points précédents, l'intégration des TDS au système professionnel ne solutionne pas automatiquement la question des certificats FR et BLS. Compte tenu du contexte d'urgence dans lequel le TDS peut être amené à intervenir, la détention de ce type de certification paraît en effet recommandée. L'Office constate que la partie de la formation de premier répondant qui concerne la maîtrise d'une hémorragie et la manière de soigner différents troubles aigus et chroniques[90] est couverte par la formation initiale des TDS. Le volet sur la réanimation cardiorespiratoire est également couvert. À l'UQTR, par exemple, on l'aborde entre autres dans le cadre du cours *Sécurité, traumatologie et premiers soins en kinésiologie*, dont voici un extrait du descriptif : « Enfin, ce cours couvre les notions suivantes : réanimation cardiorespiratoire (RCR), défibrillation externe automatisée (DEA), premier secours d'urgence (PSU-anaphylaxie). » Ainsi, l'Office recommande que le nouvel ordre s'assure que ces notions sont maintenues à jour. Pour ce faire, un nombre minimal d'heures de formation continue devront leur être consacrées à chaque période de référence.

- Initialement, l'examen national d'accréditation de l'ACTS comportait un volet pratique et un volet théorique. Depuis plusieurs années, le volet pratique est couvert par les universités sous forme de stages d'initiation ou de perfectionnement notés et supervisés. L'examen national est désormais composé d'une épreuve théorique. Sa plus-value apparaît limitée sachant que l'atteinte des exigences académiques est déjà rigoureusement évaluée par les universités. L'Office ne voit donc pas l'utilité de mettre en place une épreuve d'admission en vue de l'obtention du permis de TDS.

90 Croix-Rouge canadienne. Cours *Premier répondant*.

En complément, l'Office recommande enfin de prévoir une disposition qui exige des candidats au permis d'exercice de TDS la réussite d'une formation en éthique et en déontologie.

10. Création d'un ordre parapluie dans le domaine du neuromusculosquelettique

Avant de conclure, l'Office souhaite profiter de cet avis pour poser les bases d'une réflexion plus large sur les modèles d'encadrement. À l'instar du CMQ (annexe 1, section 7) et du Secrétariat du Conseil du trésor (annexe 1, section 9), l'Office voit dans l'intégration des TDS à l'OPPQ une occasion de regrouper plusieurs professions évoluant dans le domaine du neuromusculosquelettique au sein d'un même ordre, constituant ainsi ce que l'on nomme communément un « ordre parapluie ». On pourrait penser à d'autres groupes en attente d'un encadrement, comme les ostéopathes, mais aussi à des professionnels déjà encadrés par le système comme les ergothérapeutes et les chiropraticiens.

Notons que l'idée de procéder à de tels regroupements au Québec ne date pas d'hier. Elle a notamment été avancée à l'occasion des discussions entre les membres du Comité de travail concernant les nouveaux modèles d'encadrement professionnel (Office, 2014). Elle avait alors été présentée par les membres dudit comité comme étant une solution pouvant permettre d'aplanir les difficultés politiques, identitaires et organisationnelles relatives à l'intégration d'un nouveau groupe à un ordre existant.

Il n'en demeure pas moins que la création d'ordres parapluies est un modèle d'encadrement de plus en plus répandu dans le monde. En effet, plusieurs professions réglementées du domaine de la santé cohabitent déjà au sein d'un même organisme de régulation, notamment au Royaume-Uni[91], en Afrique du Sud[92] et ailleurs au Canada[93] (Colombie-Britannique, Nouvelle-Écosse et Ontario). C'est également le cas en Australie[94], où le gouvernement poursuit ses démarches visant à uniformiser le système professionnel du pays[95].

À ce propos, l'Office note que la réduction du nombre d'ordres professionnels fait partie des cinq priorités identifiées par le gouvernement britanno-colombien pour moderniser le cadre réglementaire des professions du domaine de la santé[96]. Cette priorité constitue

91 Professional Standards Authority. Outil de recherche d'un organisme de réglementation des soins de santé. Royaume-Uni.

92 Health Professions Council of South Africa.

93 Voir notamment l'article de T.L. Adams (2022). Drivers of regulatory reform in Canadian health professions : Institutional isomorphism in a shifting social context. *J Prof Organ*. 9(3) :318-32.

94 Australian Health Practitioner Regulation Agency. *National Boards*.

95 K. Leslie, S. Nelson, R. Deber et J. Gilmour (2018). Policy tensions in regulatory reform : changes to regulation of health professions in Australia, the United Kingdom, and Ontario, Canada. *J Nurs Regul*. 8(4) :33.

96 Steering Committee on Modernization of Health Professional Regulation (2019). *Modernizing the provincial health profession regulatory framework : A paper for consultation*. Gouvernement de la Colombie-Britannique.

également un cheval de bataille important pour la Professional Standards Authority for Health and Social Care au Royaume-Uni[97]. Et pour cause, ce modèle présenterait plusieurs avantages importants pour la protection du public[98], notamment :

- améliorer l'efficience globale du système;
- améliorer la gouvernance du système;
- générer des économies d'échelle;
- réduire la taille du corpus réglementaire;
- augmenter la cohérence de la réglementation;
- rendre plus efficace le partage d'information entre les ordres et entre les ordres et leurs partenaires;
- faciliter la collaboration interprofessionnelle et les modèles de soins et d'affaires intégrés;
- faciliter l'accès pour le public en cas de plaintes et questions;
- faciliter la compréhension du système[99].

À plusieurs égards, cette liste d'avantages coïncide avec les visées du chantier lancé au printemps 2023 par la ministre responsable de l'application des lois professionnelles en vue de moderniser le système professionnel. Un chantier par le biais duquel la ministre annonce vouloir alléger le système professionnel, le rendre plus agile et plus flexible, et ce, entre autres, au moyen de l'allégement de son cadre réglementaire[100].

Cette liste concorde également en partie avec les objectifs du *Plan pour mettre en œuvre les changements nécessaires en santé* du ministère de la Santé et des Services sociaux[101], qui vise l'élargissement des champs de pratique et la délégation des tâches afin d'exploiter au mieux les ressources disponibles. Dans ce contexte, la collaboration interprofessionnelle revêt une importance toute particulière; elle permet d'orienter plus rapidement le patient vers le bon soin et le bon professionnel. Ce faisant, elle améliore la qualité des soins et réduit le temps de prise en charge.

Aux yeux de l'Office, le contexte actuel offre une occasion sans précédent de mener une réflexion approfondie sur un possible regroupement, au sein d'un même ordre, de professions dont les champs d'exercice gravitent autour du domaine du

97 Professional Standards Authority (2021). *Reshaping regulation for public protection*. Au Royaume-Uni, la PSA est l'équivalent de l'Office, mais uniquement pour les professions du domaine de la santé.

98 Il comporte aussi son lot de défis, comme le rappellent notamment le CMQ (annexe 1, section 7) ou encore le CIQ (2022) dans son rapport *Création, fusion, intégration et unification d'ordres professionnels*. Parmi les craintes exprimées par les ordres à l'égard des regroupements, on note par exemple : la dilution de l'identité professionnelle du groupe, la perte d'accès à une expertise clinique spécifique ou encore le bouleversement de la culture organisationnelle de l'ordre.

99 Steering Committee on Modernization of Health Professional Regulation (2019), *op. cit*.

100 *Le Journal de Québec*. « Main-dœuvre : Québec annonce une réforme du système professionnel », 26 mai 2023.

101 Ministère de la Santé et des Services sociaux (2022). *Plus humain et plus performant – Plan pour mettre en œuvre les changements nécessaires en santé*. Québec : gouvernement du Québec.

neuromusculosquelettique. Il importe toutefois de garder à l'esprit qu'un tel changement engage des transformations profondes à l'échelle du système; il doit par conséquent se réaliser en concertation avec l'ensemble des acteurs concernés et, selon l'expérience britanno-colombienne, s'entreprendre sur la base d'orientations politiques claires formulées précisément en ce sens.

Recommandations

En vertu de son mandat, l'Office des professions du Québec conseille notamment le gouvernement sur la constitution de nouveaux ordres ou l'intégration d'un nouveau groupe de personnes au sein d'ordres existants.

Pour déterminer si un ordre professionnel doit ou non être constitué ou si un groupe de personnes doit ou non être intégré à l'un des ordres existants, l'Office doit analyser les demandes qui lui sont transmises en fonction des facteurs énoncés à l'article 25 du *Code des professions*.

Considérant que les facteurs de l'article 25 s'appliquent sans restriction ni réserve aux activités des TDS et que l'ensemble des partenaires consultés plaident en faveur d'une pérennisation de l'encadrement actuel de la thérapie du sport au Québec, l'Office :

RECOMMANDE d'intégrer les thérapeutes du sport à l'Ordre professionnel de la physiothérapie du Québec;

RECOMMANDE que le permis de thérapeute du sport soit délivré par le nouvel ordre;

RECOMMANDE que le titre réservé aux thérapeutes du sport soit celui de « thérapeute du sport »;

RECOMMANDE que l'abréviation réservée aux thérapeutes du sport soit celle de « thérap. sp. »;

RECOMMANDE de définir le champ d'exercice de la thérapie du sport de la façon suivante : « L'exercice de la thérapie du sport consiste à évaluer les déficiences et les incapacités de la fonction physique reliées à l'appareil locomoteur, à déterminer et à mettre en œuvre un plan de traitement et un programme spécifique d'entraînement dans le but de prévenir les blessures et de favoriser la reprise de l'activité physique et sportive ainsi que sa pratique optimale »;

RECOMMANDE que les diplômes donnant ouverture au permis d'exercice de thérapeute du sport soient ceux d'un grade universitaire de niveau maîtrise;

RECOMMANDE qu'une disposition transitoire soit prévue afin de reconnaître, comme donnant ouverture au permis, le DESS en thérapie du sport de l'UQTR de même que le diplôme *Bachelor of Athletic Therapy* de l'Université Concordia;

RECOMMANDE de réserver aux thérapeutes du sport l'activité consistant à évaluer la fonction neuromusculosquelettique d'une personne présentant une déficience ou une incapacité de sa fonction physique;

RECOMMANDE de réserver aux thérapeutes du sport les activités énoncées ci-dessous :

- Utiliser des formes d'énergie invasives;
- Prodiguer des traitements reliés aux plaies;
- Administrer des médicaments topiques, lorsqu'ils font l'objet d'une ordonnance, dans le cadre de l'utilisation des formes d'énergie invasives ainsi que lors des traitements reliés aux plaies;

RECOMMANDE, sous réserve d'un avis favorable du Collège des médecins du Québec et dans les limites que celui-ci jugera opportun de fixer, que les thérapeutes du sport puissent autoriser la reprise d'activités sportives sans restriction à la suite d'une commotion cérébrale;

RECOMMANDE, sous réserve d'un avis favorable du Collège des médecins du Québec et dans les limites que celui-ci jugera opportun de fixer, d'autoriser les thérapeutes du sport à prescrire des radiographies;

RECOMMANDE que le nouvel ordre adopte un règlement sur la formation continue obligatoire. Ce règlement devrait inclure une disposition obligeant le thérapeute du sport à accumuler un nombre minimal d'heures de formation continue, notamment en réanimation cardiorespiratoire de base ou avancée, y compris l'utilisation du défibrillateur externe automatisé, offerte par un organisme ou un formateur certifié;

RECOMMANDE de prévoir au décret d'intégration une disposition qui exige des candidats à l'exercice de la profession de thérapeute du sport la réussite d'une formation en éthique et en déontologie.

Annexe 1 – Synthèse des résultats de la consultation tenue du 20 octobre 2021 au 1er juin 2022

Les participants devaient réagir aux éléments d'information présentés dans le document de consultation sans que des questions précises leur soient posées. Cette manière de procéder a donné lieu à des réponses à la forme et au contenu hétéroclites dont le traitement se prêtait davantage à une analyse au cas par cas. Le nombre de réponses et leur volume plaidaient également en faveur de ce mode de traitement. Ainsi, nous reprenons ci-dessous une à une les réponses transmises dans le cadre de cette consultation et en résumons l'essentiel. Nous terminons cette partie par une courte synthèse générale dont l'objectif est de faire ressortir les enjeux déterminants pour la progression du dossier. Ces éléments seront repris et discutés dans la troisième partie de l'avis.

1. Mémoire de l'Ordre professionnel de la physiothérapie du Québec (OPPQ)

Très tôt dans sa réponse, l'OPPQ reconnaît la nécessité de déterminer comment encadrer à long terme la pratique de la thérapie du sport, c'est-à-dire de façon plus complète qu'elle ne l'est actuellement par le biais du *Règlement*. Les commentaires de l'OPPQ portent essentiellement sur le champ de pratique, la clientèle prise en charge par les TDS et les modalités d'encadrement suggérées.

Commençons par les remarques formulées à l'endroit du champ d'exercice. L'OPPQ concède que les champs de pratique des professionnels de la physiothérapie et des TDS sont connexes. Il est également d'accord avec le champ de pratique tel que proposé par l'Office, à condition toutefois de s'entendre sur la définition du terme « sportif ». De l'avis de l'OPPQ, celle présentée dans le document de consultation serait sujette à de nombreuses interprétations.

De manière plus précise, l'OPPQ mentionne que le sens du terme « sportif » tel que défini dans le *Règlement* découle de la *Loi médicale*. Puis, il en rappelle la définition : « Personne qui exerce, au niveau de l'initiation, de la récréation, de la compétition ou de l'excellence, une activité physique comprenant une certaine forme d'entraînement, le respect de certaines règles de pratique, un encadrement, un contenu technique ou un temps de pratique ». L'OPQ poursuit ainsi :

> *L'interprétation de cette définition devrait être cohérente avec ce qu'une personne raisonnable considérerait comme un sportif. C'est dans cette optique que le Règlement a été établi. Minimalement, tous les critères concernant l'activité physique pratiquée (inclure une certaine forme d'entraînement, certaines règles de pratique, un encadrement, un contenu technique et un temps de pratique) devraient être présents pour conclure qu'un client est sportif. Il serait également pertinent de préciser davantage ces critères. En fonction de ceux-ci, un client qui fait une promenade quotidiennement, par exemple, ne devrait pas être considéré comme un sportif.*

L'OPPQ rappelle également que la prise en charge des déficiences et des incapacités d'origine musculosquelettique présentées par une clientèle non sportive[102] est actuellement restreinte par règlement pour les TDS, ce qui n'est pas le cas pour les physiothérapeutes.

Une autre remarque de l'OPPQ porte sur la définition des déficiences et des incapacités musculosquelettiques. D'après l'OPPQ, les blessures que recouvrent ces déficiences ou ces incapacités n'incluraient pas les nerfs. Selon la définition proposée par le *Grand dictionnaire terminologique* de l'Office québécois de la langue française, le terme « musculosquelettique » concernerait seulement les systèmes musculaire et osseux; le système neurologique n'en ferait donc pas partie. Dans cette optique, l'OPPQ s'oppose à l'ajout au champ d'exercice des TDS d'une mention se rapportant au dépistage des commotions cérébrales. Il indique que seuls les médecins et les physiothérapeutes peuvent autoriser la reprise des activités sportives à la suite d'un traumatisme craniocérébral léger (TCCL). Les TDS pourraient cependant appliquer les conseils rédigés par l'INESSS pour la reprise graduelle des activités intellectuelles, physiques et sportives consécutives à un TCCL[103].

Pour finir, l'OPPQ juge que la création d'un ordre professionnel distinct constitue « la meilleure solution, simple et applicable ». Le contexte de pratique restreint des TDS justifierait en partie ce choix. La création d'un ordre distinct permettrait également de mettre en lumière la spécificité de leur profession, d'identifier la population principalement concernée par leurs soins (clientèle « réellement » sportive) et de limiter ainsi les risques de confusion avec l'exercice de la physiothérapie. L'option répondrait aussi aux attentes des TDS et serait parfaitement viable, comme l'aurait déjà démontré la CTSQ en 2016.

En revanche, « l'option d'intégrer les thérapeutes du sport à l'OPPQ devrait être écartée ». D'abord, l'OPPQ indique qu'une telle intégration ne serait pas aussi naturelle qu'on pourrait le croire. Le champ d'exercice et la pratique des TSD présentent des interfaces avec d'autres professionnels, notamment avec les ergothérapeutes, mais aussi les kinésiologues, avec lesquels les TDS présenteraient de nombreuses similitudes. D'ailleurs, un nouvel ordre professionnel réunissant ces deux groupes pourrait représenter une autre option envisageable. Enfin, l'OPPQ considère que l'ajout d'un troisième groupe en son sein « [...] viendrait avec une importante complexification des activités de surveillance et de contrôle de la pratique des différents types de professionnels », le tout au détriment de la protection du public.

102 Englobée par l'expression « ensemble de la population » à la page 10 du document de consultation.

103 Institut national d'excellence en santé et en services sociaux (2024). *Conseils pour la reprise graduelle des activités intellectuelles, physiques et sportives*. Québec : gouvernement du Québec.

2. Mémoire de l'Ordre professionnel des diététistes-nutritionnistes du Québec (ODNQ)

D'emblée, l'ODNQ dit accueillir favorablement la démarche visant à pérenniser l'encadrement des TDS. Ses commentaires portent sur le champ d'exercice, la formation des TDS et les activités qui pourraient leur être réservées.

Globalement, l'ODNQ est favorable aux définitions proposées du champ d'exercice. De son point de vue, la nature, les limites des activités professionnelles et la finalité de l'intervention professionnelle des TDS sont bien définies. Plus loin dans son mémoire, l'ODNQ indique ceci :

> *Nous accueillons donc favorablement les balises définies dans le champ d'exercice, soient : « la fonction physique reliée aux systèmes neurologique, musculosquelettique et cardiorespiratoire » ou bien « d'origine musculosquelettique ». L'Ordre souligne d'ailleurs qu'il existe peu de problématiques d'enchevêtrement entre les activités des professionnels de la physiothérapie et les activités professionnelles des diététistes-nutritionnistes, et ce, contrairement à plusieurs intervenants non intégrés à un ordre professionnel, notamment dans le domaine sportif.*

L'ODNQ amalgame dans ce passage le champ des physiothérapeutes et celui des TDS. Doit-on en déduire qu'il considère que le champ de la thérapie du sport s'inscrit dans celui de la physiothérapie? Ou encore, que les activités professionnelles de la thérapie du sport présentent peu d'interfaces interprofessionnelles avec celles des diététistes-nutritionnistes?

Malgré tout, l'ODNQ formule plusieurs remarques pour rappeler aux intervenants du domaine sportif l'importance pour la protection du public de ne pas chevaucher les activités professionnelles de ses membres. Par exemple, il explique que « [c]ertaines conditions, [tels] une déficience en vitamines et minéraux, une malnutrition ou un stress métabolique peuvent entraîner des déficiences et incapacités musculosquelettiques ». Dans ce contexte, il apparaît important que l'intervention du TDS se limite à son champ de compétences où les déficiences et incapacités musculosquelettiques sont liées à une blessure, à un incident ou à un mouvement, tel que le champ d'exercice nous apparaît bien le définir.

Un autre exemple, en lien cette fois-ci avec les activités réservées inscrites au *Règlement*, concerne les traitements reliés aux plaies (paragraphe 3 de l'article 3). En la matière, l'ODNQ soutient qu'« il y aurait lieu de s'assurer que les "traitements reliés aux plaies" ne versent pas dans la détermination d'un plan de traitement nutritionnel relié aux plaies », ce pour quoi les TDS ne seraient pas suffisamment formés. À propos de la formation, justement, l'ODNQ croit de nouveau utile et prudent de rappeler que la formation des TDS en nutrition n'est pas comparable à celle des diététistes-nutritionnistes. À cet égard, il ajoute : « Tout comme la diététiste n'est pas formée pour intervenir en cas de déficiences et incapacités d'origine musculosquelettique, le thérapeute du sport n'est pas formé pour déterminer le traitement nutritionnel. »

Cela étant dit, l'ODNQ tient tout de même à souligner que les TDS et les diététistes-nutritionnistes ont des champs d'exercice complémentaires. D'ailleurs, précise-t-il, l'exercice en collaboration interprofessionnelle constitue une « approche phare » des professions de la santé. Ainsi, « un thérapeute du sport pourrait très bien prodiguer des conseils généraux en lien avec la nutrition. Le thérapeute du sport devrait cependant diriger le patient vers une diététiste-nutritionniste lorsqu'un plan de traitement ou d'intervention nutritionnel individualisé est requis ».

3. Lettre de l'Ordre des infirmières et des infirmiers du Québec (OIIQ)

L'OIIQ juge positivement la démarche de consultation en cours. En effet, il espère « [...] que les recommandations de l'OPQ [Office] adressées au gouvernement concluront à la pérennisation de l'encadrement professionnel de la thérapie du sport au Québec. » Sans préciser lesquels, l'OIIQ dit entrevoir dans cet encadrement plusieurs impacts positifs pour la protection du public.

Toutefois, le champ d'exercice de la TDS ayant très peu d'interfaces avec le champ d'exercice des infirmières et infirmiers, l'OIIQ laisse le soin à l'Office et aux autres ordres plus particulièrement concernés de se prononcer sur la meilleure modalité d'encadrement professionnel des TDS.

4. Mémoire de l'Ordre des chiropraticiens du Québec (OCQ)

Dès l'introduction, l'OCQ reconnaît que la forme d'encadrement actuelle des TDS ne constitue pas une solution viable. Il soutient donc toute démarche visant à régulariser et à pérenniser l'encadrement professionnel de la thérapie du sport au Québec.

De façon générale, l'OCQ reconnaît également la majorité des fondements de l'analyse produite par l'Office. Il soulève tout de même plusieurs enjeux, dont certains ont trait à la formation initiale des TDS. Un examen rapide des programmes de formation (UQTR et Concordia) ne permettrait pas d'identifier clairement à quel moment du cursus sont enseignées les sciences fondamentales (anatomie, physiologie, neurologie, biomécanique) de même que la matière relative à la nutrition ou à la psychologie particulière à l'athlète. Et l'OCQ d'ajouter : « Si elles le sont de façon conjointe avec d'autres cours, nous jugeons que cela ne peut être considéré comme équivalent à la formation des autres professionnels exerçant ces mêmes activités [...] et craignons même que ce ne soit pas suffisant. »

Toujours sur le plan de la formation initiale, l'OCQ se demande également si les TDS détiennent les compétences suffisantes, comparativement aux autres professionnels, pour évaluer (et « diagnostiquer ») la condition du patient et déterminer l'indication, mais surtout les contre-indications à ces traitements. L'OCQ doute aussi que la formation initiale des TDS leur permette de tenir compte de l'ensemble des particularités de l'intégralité de population, sportive ou non. Selon lui, l'évaluation ou le diagnostic préalable d'un professionnel dûment autorisé demeurerait nécessaire dans certaines situations. En bref, l'OCQ souhaite que l'Office s'assure « [...] que la formation initiale sera en adéquation avec les activités réservées à la profession de thérapeute du sport ainsi que les compétences cliniques nécessaires à la réalisation de ces actes de façon sécuritaire pour le public ».

En ce qui a trait au champ d'exercice des TDS, l'OCQ considère qu'il s'inscrit dans celui de la physiothérapie et qu'il partage également la même finalité. Il précise : « Considérant que leur formation initiale (autant théorique que pratique) s'effectue exclusivement dans un contexte sportif, il serait opportun de circonscrire l'élément "évaluer et traiter les déficiences et incapacités d'origine musculosquelettique" au domaine sportif en mentionnant "obtenir un rendement athlétique optimal". » En revanche, l'OCQ ne croit pas nécessaire d'ajouter une mention relative au dépistage des commotions cérébrales. D'abord, parce que cette activité s'inscrit dans celle d'« offrir des premiers soins aux athlètes et aux sportifs ». Ensuite, parce que le dépistage est une mesure de prévention, ce qui est déjà prescrit par le *Code* (art. 39.4). En outre, le champ d'exercice des TDS ne devrait pas limiter la pratique de professionnels qui exercent déjà auprès d'une clientèle sportive dans un contexte d'entraînement ou de compétition.

Par ailleurs, l'OCQ entrevoit un enjeu particulier en lien avec la réserve de certaines activités aux TDS. Selon lui, il serait opportun de « [...] clarifier dans quel cas les thérapeutes du sport peuvent exercer les activités mentionnées dans l'article 3 du règlement actuel ». Pourquoi et comment distinguer un sportif de toute autre personne? Devrait-il être plutôt mentionné « blessure sportive », plutôt que personne sportive? Selon l'OCQ : « Il faut comprendre que la clientèle sportive n'est pas une catégorie de patients en soi. » Bien que les blessures sportives présentent leurs particularités, celles-ci vont également varier selon le type de population qui les présente.

Enfin, parmi les différents scénarios d'encadrement présentés dans le document de consultation, l'OCQ estime que l'intégration à l'OPPQ représente l'option la plus naturelle. Le champ d'exercice des TDS lui semble s'inscrire directement à l'intérieur de celui de l'OPPQ. Si les démarches d'intégration à un ordre existant échouaient, l'OCQ propose d'envisager un modèle réglementaire similaire à celui actuellement en place, mais bonifié afin que les TDS soient soumis à l'ensemble des processus de protection du public du système professionnel. La gestion de ce nouveau règlement serait confiée à un ordre du domaine de la santé physique.

5. Mémoire de l'Ordre des ergothérapeutes du Québec (OEQ)

D'entrée de jeu, l'OEQ exprime son appui à la démarche d'intégration des TDS au système professionnel. En effet, une telle intégration permettrait l'application de l'ensemble des garanties de protection du public. En ce qui concerne les modalités d'encadrement possibles, l'OEQ est d'avis que l'intégration à un ordre existant constitue la voie à privilégier, et ce, pour les motifs suivants :

- *Il existe une grande connexité entre le champ d'exercice et les activités dévolues aux thérapeutes du sport et aux membres de l'Ordre professionnel de la physiothérapie du Québec (OPPQ), ce qui favoriserait une intégration harmonieuse et cohérente;*

- *La création d'un ordre professionnel distinct de même que la réunion de plusieurs groupes au sein d'un ordre commun comportent des risques de confusion relativement à l'introduction d'un nouveau champ d'exercice très imbriqué avec celui de la physiothérapie;*
- *[I]l sera difficile pour un nouveau regroupement de venir encadrer adéquatement toutes les activités qui touchent d'assez près les activités d'autres ordres [...] Nous sommes persuadés qu'une intégration au sein de l'OPPQ permettrait de prendre en considération les enjeux que nous soulevons.*

L'OEQ note ensuite ce qu'il nomme une « confusion » autour des termes « musculosquelettique » et « neuromusculosquelettique ». Il illustre son propos en discutant d'abord du champ d'exercice :

> *Bien qu'en apparence circonscrit aux déficiences et incapacités d'origine musculosquelettique (muscle, os et articulations), le champ d'exercice proposé comporte des éléments neurologiques. On retrouve ces éléments en l'occurrence dans certaines des définitions qui y sont associées, dont celle du rendement fonctionnel optimal (contrôle neuromusculaire) et celle des déficiences et incapacités musculosquelettiques (nerfs) ainsi que dans le volet des premiers soins (commotions cérébrales, lésions de la colonne vertébrale).*

D'après l'OEQ, cette confusion serait aussi potentiellement présente en regard du libellé de l'activité réservée qui consiste à « évaluer la fonction musculosquelettique d'une personne lorsqu'elle présente une déficience ou une incapacité d'origine musculosquelettique et lorsque l'affection associée dont elle est atteinte, le cas échéant, est en phase chronique et dans un état contrôlé ». À ce sujet, l'OEQ prévient : « Considérant les éléments neurologiques relevés dans le champ d'exercice proposé, il importe de s'assurer que le libellé de l'activité reflète bien la nature exacte de l'évaluation. »

Pour finir, l'OEQ formule d'autres remarques à l'égard des activités réservées inscrites au *Règlement*. Il commence en rappelant que l'évaluation de la fonction musculosquelettique ne s'est pas vu attribuer le statut d'activité réservée et qu'une telle réserve entraînerait des enjeux importants pour d'autres professionnels qui pratiquent cette activité couramment. Concernant l'administration de médicaments, déjà autorisée aux ergothérapeutes et aux physiothérapeutes, l'OEQ s'interroge sur les impacts qui pourraient découler de l'attribution de cette activité aux TDS. En effet, conclut OEQ, « le statut différent de l'activité entre les professionnels risque de créer une forme d'incohérence et d'être source de conflits interprofessionnels ».

6. Mémoire de l'Ordre des podiatres du Québec (OPQ)

L'OPQ juge nécessaire que la pratique des TDS soit encadrée par le système professionnel. Il est en accord avec la plupart des constats dégagés par l'Office dans le document de consultation. Il concentre ses commentaires sur le champ d'exercice, les activités réservées de la thérapie du sport ainsi que les modalités d'encadrement à privilégier.

La principale remarque de l'OPQ à l'égard de la proposition du champ d'exercice des TDS a trait à l'élargissement des activités actuellement permises aux TDS. À cet effet, l'OPQ dresse plusieurs constats :

- le nouveau libellé permettrait aux TDS d'exercer de manière entièrement autonome, en tout temps;
- il les autoriserait à évaluer et à traiter les déficiences et les incapacités musculosquelettiques de toute personne sans distinction de type de personne, de lieu ou de circonstance;
- enfin, le champ viserait toutes formes d'affections, et non plus celles se trouvant dans une phase chronique et dans un état contrôlé.

À la lumière de ce nouveau positionnement, l'OPQ se demande si le TDS « [...] détient les compétences nécessaires pour déterminer les diagnostics différentiels suite à un trauma, prescrire une radiographie, selon sa pertinence et ses contre-indications, et en faire la lecture, établir le diagnostic et le plan de traitements ». Prenant l'exemple d'une fracture de la cheville, l'Ordre se demande : « Est-ce que le thérapeute du sport est compétent à réduire ou immobiliser une fracture, suivre adéquatement sa consolidation et gérer toutes complications possibles, et ce, avant de pouvoir commencer une thérapie de rééducation? »

Concernant les activités réservées, si l'Office choisissait de maintenir une condition préalable pour certaines d'entre elles, l'OPQ suggère de retenir l'expression « selon une ordonnance » contrairement à ce que prévoit actuellement le *Règlement*, c'est-à-dire selon l'évaluation d'un physiothérapeute ou un diagnostic médical.

> *Premièrement, cela serait conforme au libellé des différentes activités réservées des autres professionnels de la santé prévues au Code des professions. Ensuite, cela donnerait une plus grande souplesse au thérapeute du sport et accélérerait le parcours de soins du patient, qui pourrait être référé par divers professionnels de la santé, tel un podiatre pour une affection locale des pieds. Cela éviterait la multiplication inutile des intervenants, réduirait les coûts pour le patient qui consulte au privé et permettrait de délester les médecins de famille.*

Enfin, l'OPQ est d'avis que l'intégration des TDS à l'OPPQ constitue la solution la plus simple et la plus naturelle en ce qui concerne leur encadrement au sein du système professionnel. Cependant, il est conscient des enjeux politiques en lien avec l'intégration d'une nouvelle profession à un ordre professionnel existant. Ainsi, en deuxième option, il privilégierait la création d'un ordre professionnel distinct plutôt que la création d'un ordre professionnel regroupant les TDS, les kinésiologues et les ostéopathes.

7. Mémoire du Collège des médecins du Québec (CMQ)

Dès les premières lignes de sa réponse, le CMQ affirme que « [l]a démonstration des critères pour tenir compte de l'opportunité de créer un ordre professionnel ou d'intégrer les thérapeutes du sport à un ordre professionnel existant justifie sans équivoque la nécessité d'encadrer l'exercice de la thérapie du sport au Québec ».

Malgré plusieurs similarités avec le champ d'exercice des membres de l'OPPQ, le CMQ est d'avis que l'exercice de la thérapie du sport devrait bénéficier d'un champ qui lui est propre, puisque les TDS se spécialisent notamment dans les soins d'urgence et dans l'encadrement des athlètes et des sportifs sur les sites d'entraînement et de compétition. Il ajoute, comme l'OCQ, que ce champ d'exercice ne devrait pas venir restreindre l'implication actuelle d'autres intervenants ou professionnels du domaine sportif.

Toujours en lien avec le champ d'exercice, le CMQ consacre une section de sa réponse à l'ajout possible d'une mention relative au dépistage des commotions cérébrales. A priori, il ne voit aucun enjeu particulier avec cet ajout si celui-ci a pour objectif de mieux saisir la portée des activités des TDS. La prévention (ou le dépistage) se trouve dans la zone commune de toutes les professions (art. 39.4 du *Code*); elle ne correspond donc pas à une activité réservée. Par conséquent, le CMQ se prononce « [...] en faveur d'intégrer au champ d'exercice de la thérapie du sport une mention se rapportant au dépistage des commotions cérébrales ».

À propos de la modalité d'encadrement à privilégier, le CMQ juge qu'il pourrait être opportun d'évaluer de manière plus approfondie la possibilité de créer un nouvel ordre professionnel réunissant plusieurs groupes de professionnels du secteur musculosquelettique (les TDS, les kinésiologues, les ostéopathes, et même les physiothérapeutes et les technologues en physiothérapie)[104]. Ce modèle d'encadrement comporterait certes son lot de défis[105], mais « le regroupement de professionnels du secteur du musculosquelettique représente une belle opportunité, dans le cadre des travaux de refonte du système de santé et de la modernisation des lois professionnelles, d'alléger et de rendre plus souple le système professionnel ».

Au chapitre des activités réservées, le CMQ attire l'attention de l'Office sur une demande qui lui a été adressée par la CTSQ à l'effet d'ajouter au *Règlement* deux nouvelles activités, soit la prescription de radiographies et l'autorisation d'un retour au jeu à la suite d'un traumatisme craniocérébral léger. Le CMQ confesse ne pas avoir eu l'occasion de pousser plus loin sa réflexion sur l'opportunité d'ajouter ces deux nouvelles activités, mais il croit que celles-ci « [...] pourraient améliorer l'accès aux soins et méritent d'être explorées ».

Enfin, le CMQ aurait également été avisé par la CTSQ de la mise en place de deux programmes de maîtrise professionnelle qui pourraient entraîner un rehaussement de la norme d'accès et qui devront donc faire l'objet d'une attention particulière de la part de l'Office.

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104 Aux termes de la consultation sur l'encadrement de la kinésiologie, le CMQ avait estimé que le meilleur moyen pour encadrer l'exercice de la kinésiologie serait la création d'un ordre distinct. Il concède ici avoir changé d'avis.

105 Notamment sur le plan de la gouvernance de l'ordre, mais aussi des particularités propres à chaque groupe (niveau de formation requis, réglementation à mettre en place, mécanismes distincts d'encadrement et de surveillance, particularités de certaines activités professionnelles).

8. Lettre du ministère de l'Enseignement supérieur (MES)

En substance, le MES déclare avoir examiné avec intérêt le document de consultation, mais n'avoir toutefois aucun commentaire particulier à formuler à son égard. Il redirige l'Office vers les représentants des universités, les experts de la discipline et les responsables des programmes de formation universitaire qui, de son point de vue, seraient mieux placés pour répondre à ses interrogations.

9. Lettre du Secrétariat du Conseil du trésor (SCT)

En premier lieu, le SCT formule une mise en garde : « La multiplication des professions gravitant autour du domaine de l'activité physique et du traitement des déficiences physiques est préoccupante et génère une confusion auprès du public, mais aussi auprès des professionnels. » Les champs d'exercice, les activités professionnelles, le contenu des programmes de formation ainsi que les clientèles desservies par les professions de ce domaine comporteraient, selon le SCT, de grandes similarités.

Le SCT évoque ensuite les consultations menées récemment par l'Office. Il en profite pour réaffirmer la prétendue connexité entre la profession de kinésiologue et celle d'éducateur physique : « [...] ces deux professions évaluent la capacité physique et prescrivent des programmes d'activités physiques adaptés aux clientèles particulières et à des fins récréatives, de prévention, de réadaptation ou de performance de haut niveau. » La consultation portant sur l'encadrement professionnel de l'ostéopathie est également mentionnée.

Enfin, le SCT suggère les deux modèles d'encadrement suivants sans toutefois être en mesure de statuer sur celle qu'il conviendrait de retenir : la création d'un seul ordre pour toutes les professions du domaine du neuromusculosquelettique ou la création de deux ordres distincts. Le premier des deux ordres regrouperait les physiothérapeutes, les technologues en physiothérapie et les TDS. Le deuxième ordre réunirait pour sa part kinésiologues, éducateurs physiques, etc. On suppose que la mention « etc. » renvoie aux ostéopathes mentionnés plus tôt dans la lettre.

Dans tous les cas, le SCT conclut en assurant qu'il « [...] sera particulièrement attentif aux impacts possibles sur l'évaluation et la rémunération des professions existantes dans les secteurs public et parapublic ».

10. Lettre de l'Université du Québec à Trois-Rivières (UQTR)

En réponse à la question de l'Office sur le meilleur moyen de pérenniser l'encadrement des TDS, l'UQTR préconise la création d'un ordre professionnel distinct pour les TDS. Afin d'écarter la possibilité de regrouper les TDS et les kinésiologues au sein d'un même ordre, l'Université consacre un long paragraphe aux différences qui existent entre les deux professions. Nous le reproduisons ci-dessous dans sa totalité :

> *Notre département offre un programme en kinésiologie au premier cycle et en thérapie du sport au deuxième cycle et il pourrait être tentant à première vue de jumeler ces deux professions pour créer un nouvel ordre professionnel. Cependant, les deux professions ont des enjeux professionnels*

> *bien différents même si ce sont deux professions étroitement liées et qui se doivent de collaborer. La principale différence entre les deux disciplines est que la kinésiologie étudie la dynamique du mouvement humain dans son milieu de vie. Sa préoccupation première est le développement optimal de la performance motrice et est adaptée à l'état de la personne tandis que la thérapie du sport consiste à évaluer et à traiter les déficiences et les incapacités d'origine musculosquelettique dans le but d'obtenir un rendement fonctionnel optimal. Sur les sites d'entraînement et de compétition, il consiste à encadrer et à offrir les premiers soins aux athlètes et aux sportifs. Les kinésiologues ne sont donc pas des thérapeutes du sport, même si certains kinésiologues poursuivent aux études graduées pour devenir thérapeute du sport.*

De l'avis de l'UQTR, ces différences majeures risquent de mal cohabiter dans un ordre conjoint. De plus, le débalancement important entre le nombre de kinésiologues et le nombre de TDS pourrait s'avérer en défaveur des seconds. L'UQTR note également qu'en Ontario, les efforts pour intégrer les TDS au College of Kinesiologists of Ontario (CKO) se sont soldés par un échec. Selon le CKO, cette intégration aurait pour conséquence de créer de la confusion auprès du public, qui peinerait à différencier les kinésiologues des TDS.

La lettre de l'UQTR contient d'autres informations sur ses programmes de formation. On y apprend notamment que la thérapie du sport y est enseignée depuis 2016 et que le DESS en thérapie du sport fera place à une maîtrise en thérapie du sport en 2022. L'UQTR précise que ce programme deviendra la première maîtrise professionnelle en thérapie du sport au Canada. Elle ajoute que ses formations en thérapie du sport sont les seules à être offertes en français en Amérique du Nord. L'UQTR pense que le grade de maîtrise deviendra éventuellement la norme dans la discipline. Une dernière précision concerne l'augmentation du nombre d'étudiants à la maîtrise par rapport au DESS (cohorte de 30 étudiants pour la maîtrise contre seulement 16 pour l'ancien diplôme). Selon l'Université, « [c]ette augmentation significative du nombre d'étudiants devrait permettre une augmentation du nombre de thérapeutes du sport au Québec ».

11. Lettre de l'Université Concordia

L'Université Concordia se dit très enthousiaste à l'idée de voir les TDS intégrés au sein du système professionnel québécois. Déjà, à l'époque, elle avait accueilli très favorablement le règlement encadrant les activités professionnelles pouvant être accomplies par le TDS (RLRQ, c. M-9, r. 11.1), tout en sachant qu'il ne s'agissait pas d'une solution durable.

Le principal commentaire de l'Université Concordia a trait aux modalités d'encadrement. L'établissement est d'avis que la création d'un ordre professionnel distinct pour les TDS serait l'option optimale. La CTSQ aurait déjà défendu auprès de l'Office la viabilité de cette option. De plus, la création d'un ordre distinct permettrait d'éviter le genre de revers vécu précédemment dans le dossier.

Selon l'Université Concordia, une autre option serait envisageable : « L'[o]ption 3 (créer un nouvel ordre en fusionnant plusieurs professions nouvellement encadrées) pourrait être envisageable si les kinésiologues se voient octroyer un ordre professionnel prochainement, [vu] les fréquents chevauchements académiques et scientifiques entre les deux professions. » À l'instar de l'UQTR, l'Université Concordia rappelle toutefois l'expérience ontarienne qui suggère que des conflits interprofessionnels pourraient découler de la mise en œuvre de cette modalité.

12. Mémoire de la Corporation des thérapeutes du sport du Québec (CTSQ)

D'entrée de jeu, la CTSQ déclare adhérer à l'essentiel du contenu du document de consultation. Dans sa réponse, elle donne son appréciation des différentes modalités d'encadrement. Elle souligne également certaines nuances qu'elle souhaiterait voir apporter aux futurs règlements des TDS, une fois ceux-ci encadrés par un ordre.

À ce stade de son analyse, la CTSQ considère que la création d'un ordre professionnel distinct correspond à la modalité d'encadrement la plus appropriée. En 2016, à la demande de l'Office, la CSTQ avait fait la démonstration de la viabilité financière d'un tel ordre et de l'adhésion quasi totale de ses membres à ce projet. Depuis, la situation de la thérapie du sport au Québec n'aurait cessé de s'améliorer, notamment avec l'ouverture d'un second programme d'éducation spécialisée à l'UQTR qui accélère l'accroissement annuel des effectifs de la CSTQ[106].

Les deux autres modalités d'encadrement, soit l'intégration à un ordre existant et la création d'un ordre regroupant plusieurs groupes demandeurs, n'obtiennent pas les faveurs de la CTSQ. Malgré plusieurs tentatives, la première s'est jusqu'à présent toujours soldée par des échecs. De plus, rien n'indique que l'enjeu à l'origine de cette impasse, le modèle de gouvernance exigé par l'ordre d'accueil alors pressenti, ne demeure pas pour ce dernier une condition à la réalisation du projet. Quant à la deuxième option, la CSTQ croit qu'elle pourrait retarder considérablement l'encadrement des TDS, puisque le statut de sa demande d'encadrement serait beaucoup plus avancé que celui des demandes des autres groupes demandeurs considérés. Or, dans l'intérêt du public, la CTSQ soutient que l'encadrement professionnel de la thérapie du sport ne saurait attendre davantage.

La CTSQ apporte ensuite trois précisions sur des éléments d'information qui figurent dans le document de consultation de l'Office. Nous les résumons ci-dessous :

- **Condition d'admissibilité à un permis de pratique en thérapie du sport** : la CTSQ souhaite que l'attribution d'un permis de pratique de la thérapie du sport par un ordre professionnel ne soit assujettie qu'à l'obtention d'un des deux diplômes reconnus, soit le baccalauréat spécialisé de l'Université Concordia ou la maîtrise professionnelle de l'UQTR. Elle suggère donc de ne plus exiger l'accréditation de l'ACTS.

106 Voir l'annexe 7.

- **Statut de la CTSQ eu égard à l'ACTS et à un futur ordre** : la CTSQ est la seule représentante et porte-parole des TDS au Québec. Au moment de l'intégration au système professionnel, ce qui importe, c'est que ses membres soient tous inscrits à l'ordre, sans nécessairement être encore rattachés à l'ACTS.
- **Diplômes donnant ouverture au permis délivré par le futur ordre** : la CTSQ fait part de sa volonté d'amender la liste des diplômes actuellement inscrits au *Règlement* afin de tenir compte de l'évolution récente des programmes de formation en thérapie du sport. Ainsi, les personnes reconnues comme TDS, et qui pourraient donc se voir délivrer un permis d'exercice, seraient détentrices de l'un des diplômes suivants : la maîtrise professionnelle en thérapie du sport de l'UQTR (première cohorte de l'été 2022) et le *Bachelor of Science Specialization in Exercise Science – Athletic Therapy Option* de l'Université Concordia.

Enfin, la CTSQ note qu'une clause de droits acquis devra être prévue afin de reconnaître l'ancien DESS en thérapie du sport de l'UQTR. Elle juge également important de préciser que la reconnaissance de diplômes obtenus à l'extérieur de la province pourrait faire l'objet d'une propédeutique pour obtenir l'équivalence d'une maîtrise professionnelle.

13. Lettre de l'Association canadienne des thérapeutes du sport (ACTS)

À l'instar de la plupart des répondants, l'ACTS mentionne dès le début de sa lettre être en accord avec l'essentiel du document de consultation produit par l'Office. Ses commentaires se rapportent aux modalités d'encadrement, au champ d'exercice des TDS et à leurs activités réservées.

Pour l'ACTS, la création d'un ordre distinct serait la voie à privilégier. L'ACTS avance cinq arguments pour soutenir sa proposition. Premièrement, les ordres à petit effectif existent et sont viables. Deuxièmement, le nombre de TDS au Québec ne cesse de croître depuis 34 ans, et la tendance risque de s'accélérer avec la création du programme de formation de l'UQTR. Troisièmement, la CTSQ est autonome financièrement depuis sa création. Quatrièmement, le système professionnel québécois aurait déjà reconnu « l'individualité » des TDS. Cinquièmement, d'autres provinces canadiennes (Colombie-Britannique, Ontario, Manitoba) mènent actuellement des démarches afin d'obtenir une reconnaissance professionnelle de leurs TDS. D'après la CTSQ, « [...] des ordres distincts en thérapie du sport pourront plus facilement collaborer au plan fédéral ».

L'ACTS poursuit en rappelant les cinq domaines de pratique de la thérapie du sport : prévention, évaluation, intervention, gestion de la pratique et responsabilité professionnelle. Le reste de son propos plaide pour la prise en compte du volet « neuro » dans le champ de pratique des TDS. Sur ce point, l'avis de l'ACTS est sans équivoque :

> *Le champ de pratique des thérapeutes du sport canadiens et américains comprend les compétences neuromusculosquelettiques. La reconnaissance des compétences neuromusculosquelettiques des thérapeutes du sport est souhaitable puisqu'elles sont enseignées dans les programmes en thérapie du sport. Le système neuromusculosquelettique désigne un ensemble composé*

du système nerveux, vertébral et musculaire, ce qui est la base même du champ de pratique des thérapeutes du sport. L'ACTS a remarqué que l'actuel règlement d'autorisation [...] mentionne seulement les compétences musculosquelettiques alors que les compétences d'un thérapeute du sport de l'ACTS sont de l'ordre du neuromusculosquelettique.

14. Synthèse générale des commentaires

À la lecture des précédentes sections, on remarque que l'opportunité d'intégrer les TDS au sein du système professionnel est à peine discutée. Et pour cause, la quasi-totalité des répondants s'entend sur la nécessité de pérenniser leur encadrement. L'argumentaire en faveur de cette orientation est sensiblement toujours le même. On peut le résumer ainsi : la pratique des TDS expose le public à des risques de préjudice graves; un règlement d'autorisation d'activités n'offre pas l'ensemble des garanties de protection du public; il convient de rectifier la situation en intégrant les TDS au sein du système professionnel.

Les autres commentaires des répondants portent principalement sur les modalités d'encadrement, le champ d'exercice des TDS, les activités qui leur seraient réservées et leur formation initiale. Comme nous allons le voir, les opinions au sujet de ces différentes thématiques ne concordent pas toujours et, parfois, elles conduisent même à des propos contradictoires.

Nous avons pu constater que tous les répondants ne se prononçaient pas sur la modalité d'encadrement à privilégier. Ceux qui le font expriment des points de vue divergents, comme le montre le tableau 2 ci-dessous.

Tableau 2

Modalité d'encadrement	1er choix	2e choix	3e choix
Ordre parapluie – domaine du neuromusculosquelettique	**SCT, CMQ**		
Intégration à un ordre existant (OPPQ)	**SCT, OPQ, OEQ, OCQ**		
Règlement 94*h* amélioré et géré par l'OPPQ		**OCQ**	
Règlement 94*h* amélioré et géré par l'OCQ			**OCQ**
Ordre distinct pour les TDS	**CTSQ, OPPQ, UQTR, Concordia**	**OPQ**	
Ordre regroupant les TDS et les kinésiologues		**Concordia**	

Que nous donne à voir le tableau 2? D'abord, on remarque que l'une des modalités proposées dans le document de consultation, soit la création d'un nouvel ordre professionnel réunissant plusieurs groupes demandeurs, n'est suggérée par aucun répondant. En revanche, deux modalités qui n'avaient pas été considérées lors de la consultation font leur apparition : la constitution d'un ordre parapluie dans le domaine

du neuromusculosquelettique et la création d'un règlement d'autorisation d'activités amélioré. Ensuite, on note que les deux principaux intéressés par l'encadrement professionnel des TDS, la CTSQ au premier chef et l'OPPQ en tant qu'ordre d'accueil potentiel, privilégient tous les deux la création d'un ordre distinct. Enfin, sur le plan comptable, c'est l'intégration des TDS à l'OPPQ qui obtient le plus haut taux d'adhésion. À propos de cette modalité, il est intéressant de souligner que l'expérience de l'OPPQ en matière d'intégration est perçue par certains répondants comme une condition facilitante (OEQ, OCQ). À l'inverse, l'OPPQ l'associe à « énormément de temps et d'énergie » et craint que l'ajout d'un troisième groupe vienne complexifier ses activités au détriment de la protection du public.

Concernant le champ d'exercice des TDS, la plupart des répondants se disent globalement en accord avec le libellé proposé. Pour l'ODNQ, par exemple, la nature, les limites des activités professionnelles et la finalité de l'intervention professionnelle apparaissent bien définies. L'ODNQ est favorable aux définitions proposées et accueille favorablement les balises définies dans le champ d'exercice. L'OPQ trouve au contraire que l'énoncé du champ élargit de beaucoup les activités actuellement permises aux TDS. L'OPPQ approuve lui aussi le champ tel qu'il est proposé. Cependant, il souligne l'importance, pour éviter toute forme de confusion avec la pratique des physiothérapeutes, de bien définir ce qu'est un sportif, car la définition du terme « sportif » serait sujette à interprétation et mériterait d'être mieux circonscrite. L'OCQ se demande plutôt pourquoi et comment distinguer un sportif de toute autre personne. Pour lui, la clientèle sportive n'est pas une clientèle en soi. Toujours est-il que plusieurs répondants s'accordent sur le fait que le champ d'exercice de TDS ne devrait pas venir restreindre l'implication actuelle d'autres intervenants ou professionnels du domaine sportif (CMQ, OCQ, SCT).

Quant à savoir si le champ d'exercice des TDS s'inscrit dans le champ de la physiothérapie, les avis sont encore là partagés. Alors que l'OPQ et l'OCQ soutiennent que la thérapie du sport s'inscrit dans le champ d'exercice de la physiothérapie, l'OPPQ et l'OEQ parlent plutôt de connexité. Ce faisant, ces derniers reconnaissent le caractère distinct des deux champs[107], comme le fait aussi le CMQ en affirmant que l'exercice de la thérapie du sport devrait bénéficier d'un champ qui lui est propre.

En réaction à la proposition de champ d'exercice, la CTSQ avait suggéré d'y intégrer une mention se rapportant au dépistage des commotions cérébrales. L'Office a profité de la consultation pour solliciter l'avis de ses partenaires quant à la possibilité pour les TDS de pratiquer cette activité. Une fois encore, les avis des répondants sont très partagés. Le CMQ serait plutôt en faveur de cet ajout dans la mesure où celui-ci permettrait de préciser le champ de la thérapie du sport. L'OCQ ne s'y oppose pas, mais il le juge inutile puisque le dépistage des commotions cérébrales entrerait dans la catégorie des « premiers soins » déjà inscrits au champ. L'OPPQ s'oppose à l'ajout de cette mention. Pour lui, le *Règlement* est clair : les TDS ne peuvent pas évaluer la fonction neurologique. Enfin, l'ACTS est formelle : le système neuromusculosquelettique est à la base du champ

107 Par définition, la connexité renvoie aux rapports étroits qui existent entre deux ou plusieurs choses (*Larousse* en ligne). Pour parler de connexité, il faut donc nécessairement être en présence d'au moins deux entités qui présentent certes plusieurs similarités, mais demeurent distinctes.

de pratique des TDS. La reconnaissance des compétences neuromusculosquelettiques des TDS est souhaitable, puisqu'elles sont enseignées dans les programmes de formation en thérapie du sport.

Pour finir, un certain nombre de préoccupations émergent de la consultation concernant le niveau de compétences des TDS pour la pratique de certaines activités et le degré d'autonomie dont ils pourraient bénéficier en fonction du contexte de pratique et de la clientèle concernée. Pour l'ODNQ, par exemple, il ne fait aucun doute que les connaissances et les compétences en nutrition transmises aux étudiants en thérapie du sport demeurent très limitées. Autre exemple : l'OCQ doute que la formation initiale des TDS permette de tenir compte de l'ensemble des particularités des blessures sportives de l'intégralité de la population, sportive ou non. Plus précisément, l'OCQ se demande si le TDS détient les compétences nécessaires pour : déterminer les diagnostics différentiels à la suite d'un trauma; prescrire une radiographie, selon sa pertinence et ses contre-indications, et en faire la lecture; établir le diagnostic et le plan de traitement.

Annexe 2 – Comparaison des programmes de baccalauréat en thérapie du sport et en kinésiologie de Concordia

Remarques : Les étudiants sont d'abord admis à la majeure en sciences de l'exercice. Sous réserve d'avoir réussi certains cours et obtenu une moyenne d'au moins 3,0, ils peuvent ensuite demander un transfert à la spécialisation.

Code de couleurs :

- Cours communs aux trois programmes → Correspondent aux cours du B.Sc. Majeure en sciences de l'exercice (45 crédits)
- Cours spécifiques aux B. Sc. en thérapie du sport
- Cours spécifiques aux B. Sc. en kinésiologie

} Sont considérés comme spécifiques les cours obligatoires seulement

Cours obligatoires

B. Sc. en thérapie du sport (96 crédits)	B. Sc. en kinésiologie (69 crédits)
Étape 1 (24 crédits)	Étape 1 (24 crédits)
• CATA 262 Soins d'urgence dans le sport et l'exercice (3,00)	• CATA 262 Soins d'urgence dans le sport et l'exercice (3,00)
• CATA 263 Principes de la thérapie du sport (3,00)	• CATA 263 Principes de la thérapie du sport (3,00)
• EXCI 252 Introduction à l'activité physique, à la santé et à la forme physique (3,00)	• EXCI 252 Introduction à l'activité physique, à la santé et à la forme physique (3,00)
• EXCI 253 Anatomie humaine I : Anatomie musculo-squelettique (3,00)	• EXCI 253 Anatomie humaine I : Anatomie musculo-squelettique (3,00)
• EXCI 254 Anatomie humaine II : Anatomie systémique (3,00)	• EXCI 254 Anatomie humaine II : Anatomie systémique (3,00)
• EXCI 258 Physiologie humaine I : Systèmes musculo-squelettiques, neuromusculaires et bioénergétiques du repos à l'exercice 3.00	• EXCI 258 Physiologie humaine I : Systèmes musculo-squelettiques, neuromusculaires et bioénergétiques du repos à l'exercice 3.00
• EXCI 259 Physiologie humaine II : Les systèmes cardiovasculaire et respiratoire du repos à l'exercice (3,00)	• EXCI 259 Physiologie humaine II : Les systèmes cardiovasculaire et respiratoire du repos à l'exercice (3,00)
• KCEP 210 Principes de physiologie clinique de l'exercice (3,00)	• KCEP 210 Principes de physiologie clinique de l'exercice (3,00)
Étape 2 (27 crédits)	Étape 2 (24 crédits)
• EXCI 310 Méthodes de recherche (3,00)	• EXCI 310 Méthodes de recherche (3,00)
• EXCI 351 Introduction à la biomécanique du mouvement humain (3,00)	• EXCI 351 Introduction à la biomécanique du mouvement humain (3,00)
• EXCI 352 Éléments essentiels des tests d'exercice et de l'entraînement dans les populations sportives (3,00)	• EXCI 352 Éléments essentiels des tests d'exercice et de l'entraînement dans les populations sportives (3,00)
• EXCI 360 Contrôle neuronal et hormonal des systèmes humains (3,00)	• EXCI 360 Contrôle neuronal et hormonal des systèmes humains (3,00)
• CATA 337 Évaluation des membres supérieurs et inférieurs (3,00)	• KCEP 311 Physiopathologie en science de l'exercice clinique I (3,00)
• CATA 339 Réadaptation* des membres supérieurs et inférieurs (3,00)	• KCEP 349 Évaluation, interprétation et réadaptation en physiologie neuromusculaire (3,00)
• CATA 348 Modalités thérapeutiques en médecine du sport (3,00)	• KCEP 383 Stage en kinésiologie et physiologie clinique de l'exercice I (3,00)
• CATA 365 Stage sur le terrain en thérapie sportive I (6,00)	

Cours obligatoires (suite)

B. Sc. en thérapie du sport (96 crédits)	B. Sc. en kinésiologie (69 crédits)
Étape 3 (18 obligatoires)	Étape 3 (18 crédits)
• EXCI 460 Physiologie humaine intégrative (3,00)	• EXCI 445 Nutrition dans l'exercice et le sport (3,00)
• CATA 437 Évaluation de la hanche, de la colonne vertébrale et du bassin (3,00)	• EXCI 460 Physiologie humaine intégrative (3,00)
• CATA 439 Réadaptation* de la hanche, de la colonne vertébrale et du bassin (3,00)	• KCEP 411 Physiopathologie en science de l'exercice clinique II (3,00)
• CATA 462 Soins d'urgence avancés (3,00)	• KCEP 448 Évaluation et interprétation de l'exercice cardiopulmonaire dans les populations de maladies chroniques (3,00)
• CATA 475 Stage clinique en thérapie sportive I (6,00)	• KCEP 450 Prescription d'exercices pour la réadaptation dans les populations de maladies chroniques (3,00)
	• KCEP 483 Stage en kinésiologie et physiologie clinique de l'exercice II (3,00)
Étape 4 (15 obligatoires)	
• CATA 441 Concepts en thérapie manuelle (3,00)	
• CATA 485 Stage sur le terrain en thérapie sportive II (3,00)	
• CATA 495 Stage clinique en thérapie sportive II (3,00)	
• EXCI 445 Nutrition dans l'exercice et le sport (3,00)	
• EXCI 471 Stratégies de gestion de la douleur (3,00)	

Cours optionnels

B. Sc. en thérapie du sport (96 crédits)	B. Sc. en kinésiologie (69 crédits)
12 crédits parmi :	6 crédits parmi :
• CATA 447 Sujets spéciaux en thérapie du sport (3,00)	• EXCI 415 Changement de comportement et interventions (3,00)
• EXCI 415 Changement de comportement et interventions (3,00)	• EXCI 420 Épidémiologie de l'activité physique (3,00)
• EXCI 420 Épidémiologie de l'activité physique (3,00)	• EXCI 440 Développements actuels dans la biochimie de l'exercice (3,00)
• EXCI 440 Développements actuels dans la biochimie de l'exercice (3,00)	• EXCI 451 Biomécanique clinique (3,00)
• EXCI 451 Biomécanique clinique (3,00)	• EXCI 453 Stress, santé et maladie (3,00)
• EXCI 453 Stress, santé et maladie (3,00)	• EXCI 455 Activité physique, santé et vieillissement (3,00)
• EXCI 455 Activité physique, santé et vieillissement (3,00)	• EXCI 458 Science de l'exercice pédiatrique (3,00)
• EXCI 458 Science de l'exercice pédiatrique (3,00)	• EXCI 461 Pharmacologie pour le sport et l'exercice (3,00)
• EXCI 461 Pharmacologie pour le sport et l'exercice (3,00)	• EXCI 471 Stratégies de gestion de la douleur (3,00)
• EXCI 471 (Cours obligatoire dispensé à l'étape 4, voir deux lignes plus haut)	• EXCI 492 Étude indépendante en sciences de l'exercice (3,00)
• EXCI 492 Étude indépendante en sciences de l'exercice (3,00)	
• MANA 300 Entrepreneuriat : Lancer votre entreprise (3,00)	
• KCEP 311 Physiopathologie en science de l'exercice clinique I (3,00)	
• KCEP 411 Physiopathologie en science de l'exercice clinique II (3,00)	

* Traduction du terme anglais « rehabilitation » (voir les distinctions présentées plus tôt dans l'avis).

Annexe 3 – Quelques considérations utiles concernant le champ d'exercice[108]

Un champ d'exercice se définit comme l'ensemble des composantes et des caractéristiques essentielles du domaine d'action couvert par une profession, y compris les principales activités, exposées de manière claire, précise, globale et concise, qui permettent d'en saisir la nature et les caractéristiques.

En outre, les champs d'exercice sont descriptifs, non réservés, et leur formulation repose sur les principes suivants :

- être suffisamment précis pour permettre de distinguer une profession d'une autre et établir ainsi sa marque distinctive;
- être concis afin de conserver les grands volets de la profession, soit les principales activités exercées par une majorité de membres;
- préciser la finalité de l'intervention du professionnel dans ce qu'elle a de particulier;
- éviter les listes détaillées d'activités, les descriptions de tâches et les énumérations de moyens, de milieux, de lieux de pratique ou de clientèles;
- être exempts de mentions relatives aux biens ou aux services offerts, sauf si de telles informations sont suffisamment uniques et caractéristiques pour constituer une façon de distinguer une pratique professionnelle d'une autre;
- être exempts de mentions sur les méthodes et les techniques utilisées : il faut plutôt s'assurer, à cet égard, qu'il est tenu compte de la pérennité et de l'évolution du domaine, pour éviter d'avoir à l'actualiser fréquemment.

Enfin, un champ d'exercice ne prétend pas couvrir l'ensemble d'une discipline, mais plutôt en énoncer les principales activités afin d'en saisir la nature et la finalité. Ainsi, le contenu d'un champ est limité aux éléments constitutifs suivants :

- **la désignation professionnelle**, soit une mention du titre utilisé dans la désignation de l'ordre ou, à défaut, le titre principal reconnu;
- **les objectifs ou la finalité de la pratique professionnelle**, c'est-à-dire les motifs pour lesquels les professionnels concernés exercent leur action (prévenir, traiter, améliorer, promouvoir, concevoir, etc.); il y a lieu d'éviter de faire état d'une philosophie spécifique d'intervention ou d'une approche particulière;
- **le ou les domaines généraux d'exercice**;
- **les grands volets de la profession**, soit les principales activités exercées par une majorité ou une portion importante de membres tout en s'assurant de tenir compte de l'évolution du domaine.

108 Rapport du comité d'experts (2005). *Partageons nos compétences. Modernisation de la pratique professionnelle en santé mentale et en relations humaines*. Québec : gouvernement du Québec. Voir également : Office des professions du Québec (2021). *Loi modifiant le Code des professions et d'autres dispositions législatives dans le domaine de la santé mentale et des relations humaines. Guide explicatif*. Québec : gouvernement du Québec.

Annexe 4 – Définitions des termes qui composent le champ d'exercice des TDS

L'Office recommande de définir le champ d'exercice de la thérapie du sport de la façon suivante :

> *L'exercice de la thérapie du sport consiste à évaluer les **déficiences** et les **incapacités** de la fonction physique reliées à l'**appareil locomoteur**, à déterminer et à mettre en œuvre un **plan de traitement** et **un programme spécifique d'entraînement** dans le but de prévenir les **blessures** et de favoriser la reprise de **l'activité physique et sportive** ainsi que sa **pratique optimale**.*

Suivant les principes d'interprétation des lois[109], l'Office s'est efforcé de définir les mots qui composent ce champ d'exercice selon les règles de la langue en usage dans la population ou, en d'autres termes, selon le sens ordinaire ou usuel de ces mots.

- **Évaluer** : La notion d'évaluation implique de porter un jugement clinique sur la situation d'une personne à partir des informations dont le professionnel dispose et de communiquer les conclusions de ce jugement[110].
- **Déficience** : Insuffisance organique ou mentale[111].
- **Incapacité** : État d'une personne qui, à la suite d'une blessure, d'une maladie, est devenue incapable de travailler ou d'accomplir certains actes[112].
- **Appareil locomoteur** : Appareil composé des muscles, des os, des cartilages, des ligaments et des tendons nécessaires à la **locomotion**[113].
- **Locomotion** : La locomotion, qui est une fonction complexe, fait intervenir, en plus [des organes de l'appareil locomoteur], les organes sensoriels (œil, oreille) et les récepteurs sensitifs (organes microscopiques), qui recueillent des informations sur l'environnement et la position de l'ensemble du corps ainsi que sur la tension des muscles. Le système nerveux intervient également : il analyse ces informations et transmet les ordres vers les muscles, lesquels mettent les os et les articulations en mouvement grâce à leurs contractions successives et coordonnées[114].

109 P.A. Côté (1999). *Interprétation des lois, 3e édition.* Montréal : Les Éditions Thémis, p. 330.

110 Office des professions du Québec (2003). *Cahier explicatif du PL 90*, p. 7.

111 *Ibid*, p. 10.

112 *Loc. cit*.

113 *Grand dictionnaire terminologique*. Définition d'« appareil locomoteur ». Québec : gouvernement du Québec

114 *Larousse*. Définition d'« appareil locomoteur ». Paris : Larousse.

- **Plan de traitement** : Un plan de traitement est un document ou une stratégie élaborée par un professionnel de la santé pour traiter une condition médicale ou une blessure. Il se base sur l'évaluation initiale de la condition du patient et comprend les objectifs du traitement, les interventions spécifiques pour atteindre ces objectifs, la durée et la fréquence des interventions, ainsi que le suivi et l'évaluation des progrès du patient[115].
- **Programme spécifique d'entraînement** : Planification personnalisée de séances d'exercices physiques variés et de moments de repos, visant à faciliter l'atteinte d'objectifs spécifiques, à optimiser le maintien ou l'amélioration de la condition physique et à prévenir les blessures[116].
- **Blessures** : Atteintes de l'appareil locomoteur pouvant toucher les os, les muscles, les tendons ou les articulations[117], incluant les blessures sportives, qui peuvent résulter d'un événement précis (blessures dites aiguës ou d'origine traumatique) ou être causées par des mouvements répétitifs (blessure de surutilisation)[118].
- **Activités physiques et sportives** : Toutes formes d'activités physiques qui, à travers une participation organisée ou non, ont pour objectif l'expression ou l'amélioration de la condition physique et psychique, le développement des relations sociales ou l'obtention de résultats en compétition de tous niveaux[119].
- **Optimal** : Se dit de l'état le plus favorable ou le meilleur possible dans une situation donnée[120] (p. ex. une pratique optimale).

115 Inspiré du Guide de rédaction simplifiée des dossiers de l'OPPQ.

116 Définition composée par l'Office à partir des définitions des termes « entraînement », « programme d'entraînement » et « entraînement physique » tirées du *Grand dictionnaire terminologique*.

117 ABC Clinique Santé. *Traitement des blessures orthopédiques*.

118 Évolution Physio. *Blessures sportives*.

119 Réseau régional d'appui à la prévention et à la promotion de la santé. *Activité physique et sportive*.

120 *Larousse*. Définition d'« optimal ». Paris : Larousse.

Annexe 5 : Avis conjoint CMQ-OPPQ[121]

COLLÈGE DES MÉDECINS DU QUÉBEC

Ordre professionnel de la physiothérapie du Québec

AVIS CONJOINT

Autorisation de la reprise d'activités sportives après un TCCL ou une commotion cérébrale : mise au point concernant l'apport des physiothérapeutes

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Au Québec, les personnes qui subissent un traumatisme craniocérébral léger (TCCL) ou une commotion cérébrale (CC) bénéficient d'excellents suivis prodigués par les professionnels de la santé. Idéalement, selon les recommandations en vigueur[1], des évaluations médicales devraient être obtenues pour confirmer le diagnostic initial de TCCL/CC et, par la suite, pour formuler une recommandation concernant la reprise des activités sportives sans restriction. Cependant, obtenir, au bon moment, des évaluations répétées par un médecin ayant une expérience des TCCL/CC en quelques jours peut être difficile.

Des physiothérapeutes déjà formés

Le Collège des médecins du Québec (CMQ) et l'Ordre professionnel de la physiothérapie du Québec (OPPQ) précisent que les physiothérapeutes formés pour évaluer et traiter les personnes ayant subi des commotions cérébrales possèdent les compétences requises pour :

- exclure les critères reconnus justifiant une évaluation médicale en urgence[2];
- amorcer une gestion des épisodes présumés de TCCL/CC selon les recommandations en vigueur[3];
- contribuer de façon sécuritaire aux décisions concernant l'autorisation de retour aux activités sportives comportant des risques de collision, de chutes ou de contacts.

[1] Lignes directrices canadiennes sur les commotions cérébrales dans le sport. https://parachute.ca/fr/ressource-professionnelle/collection-commotion-cerebrale/lignes-directrices-canadiennes-sur-les-commotions-cerebrales-dans-le-sport/)

[2] Outil d'évaluation des commotions dans le sport (SCAT5; version française) https://aqmse.org/wp-content/uploads/2018/10/scat5frv2formateoct2018.pdf [page consultée 01-2020].

[3] « Recommandations en vigueur » réfère aux recommandations issues du consensus international sur les commotions cérébrales dans le sport (pour la version en vigueur au moment de la publication du présent document, voir : https://bjsm.bmj.com/content/bjsports/51/11/838.full.pdf; ces recommandations sont révisées tous les 4 ans et la publication de la prochaine mise à jour est attendue au cours de l'année 2021) et à leur adaptation contextuelle dans les Lignes directrices canadiennes sur les commotions cérébrales dans le sport1 ou dans le Protocole de gestion des commotions cérébrales du Ministère de l'Éducation et de l'Enseignement supérieur du Québec (http://www.education.gouv.qc.ca/athletes-entraineurs-et-officiels/commotions-cerebrales/protocole-de-gestion/).

121 CMQ et OPPQ. AVIS CONJOINT – Autorisation de la reprise d'activités sportives après un TCCL ou une commotion cérébrale : mise au point concernant l'apport des physiothérapeutes

Prérequis pour l'identification et la gestion des TCCL

Le champ de pratique de la physiothérapie permet à ces professionnels de la santé de reconnaître les critères témoignant d'un état normal sur le plan du système neurologique et du cou (rachis cervical), deux éléments clés devant être pris en considération pour l'identification et la gestion des TCCL/CC. De plus, ces professionnels doivent suivre une formation continue périodique[4] dans ce domaine et posséder un profil de pratique les exposant régulièrement à ce problème de santé. Finalement, l'implication des physiothérapeutes dans l'identification des TCCL/CC et les recommandations subséquentes de retour au sport devraient se limiter aux situations où ils effectuent déjà un suivi avec un patient[5].

Quand et comment autoriser le retour aux activités à risque?

Dans les cas où une guérison clinique est observée sans symptômes persistants[6] de TCCL/CC, le CMQ et l'OPPQ considèrent que les physiothérapeutes formés en évaluation et en traitement des TCCL/CC peuvent autoriser leurs patients à reprendre leurs activités à risque sans restriction, lorsqu'ils jugent que la condition de leurs patients le permet. Par contre, dans les cas de TCCL/CC évoluant avec des symptômes persistants, une approche multidisciplinaire individualisée, impliquant notamment un médecin dans la prise de décision de retour aux activités à risque, devrait être préconisée[7]. Un avis médical devrait également être obtenu en présence d'une comorbidité (exemple : trouble d'apprentissage), d'une commotion cérébrale survenue dans l'année précédente ou d'un historique de deux commotions cérébrales antérieures ou plus.

Dans le cas d'une décision de retour au sport, la recommandation écrite fournie par les professionnels de la santé devrait documenter tous les critères pertinents ayant mené à une décision favorable de la reprise d'activités sportives. À cette fin, l'outil développé par l'Association québécoise des médecins du sport et de l'exercice pour aider les médecins et les physiothérapeutes à prendre et à documenter des décisions de retour au jeu éclairées devrait être utilisé[8].

Le CMQ et l'OPPQ sont d'avis que les physiothérapeutes, lorsque ces derniers effectuent déjà un suivi avec un patient[9], peuvent amorcer une conduite sécuritaire[10] sur la base de la détection d'un présumé TCCL/CC[11] et formuler certaines des recommandations de retour au sport sans restriction, et ce, au bénéfice des patients et du système de santé.

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[4] Selon les recommandations internationales sur les commotions cérébrales reliées au sport de 2020, les professionnels doivent participer, à un intervalle ne dépassant pas 4 ans, à une formation dans ce domaine.

[5] La notion d'avoir « déjà effectué un suivi avec un patient » réfère à l'implication longitudinale du physiothérapeute dans un milieu où un protocole de gestion des commotions cérébrales est implanté (ex : être impliqué comme thérapeute dans une école ou dans une organisation sportive).

[6] « Symptômes persistants » est défini comme plus de 2 semaines chez un adulte ou plus de 4 semaines chez un enfant ou adolescent.

[7] Voir note 3 à la page précédente.

[8] AQMSE, Avis médical concernant la reprise de l'entrainement avec contact après une commotion cérérale (CC). https://aqmse.org/wp-content/uploads/2018/11/autorisation-medicale-2.0-27-11-2018.pdf [page consultée 01-2020].

[9] Voir note 5.

[10] INESSS, Traumatisme craniocérébral léger (commotion cérébrale) : Conseils pour la reprise graduelle des activités intellectuelles, physiques et sportives. Août 2018 https://www.inesss.qc.ca/fileadmin/doc/INESSS/Rapports/Traumatologie/INESSS_Depliant_TCCL_INESSS.pdf [page consultée 01-2020].

[11] Voir note 2 à la page précédente.

Annexe 6 – Détails du cursus universitaire en lien avec les commotions cérébrales

PROGRAMME DE L'UNIVERSITÉ CONCORDIA (baccalauréat)

CATA 262 Emergency Care in Sport and Exercise (3 crédits)

Contenu spécifique : mécanisme de blessures des commotions cérébrales, définition de base d'une commotion cérébrale, SCAT5, introduction aux protocoles de retour aux études et retour au jeu, évaluation sur le terrain.

Théorie : environ 2 heures – Pratique (laboratoire) : environ 6 heures

CATA 365 Athletic Therapy Field Internship I (6 crédits)

Ce stage supervisé par un thérapeute du sport permet à l'étudiant de mettre en pratique les notions de soins d'urgence et de prévention au sein d'une organisation sportive. Il sera alors confronté à des situations de TCCL/CC chez de véritables athlètes et pourra parfaire ses connaissances et aptitudes en étant encadré par un professionnel reconnu. Ce cours représente une implication de 400 heures pendant deux semestres.

CATA 462 Advanced Emergency Care (3 crédits)

Contenu spécifique : continuation du cours CATA 262 avec une approche plus en profondeur des sujets (raisonnement avancé), tests comparatifs de référence présaison (SCAT5, King Devick, et test de vitesse de réaction), outils de gestion et d'évaluation initiales (CRT5, SCAT5, SCAT5 pour enfants), lignes directrices du dépistage vestibulo-oculomoteur (provinciales, nationales, internationales).

Théorie : entre 3 et 4 heures – Pratique (laboratoire) : entre 3 et 6 heures

CATA 437 Assessment of hip, Spine and Pelvis (3 crédits)

Contenu spécifique : pathophysiologie de la commotion cérébrale, comparaison de récupération des symptômes et métabolique (niveau de base), introduction aux symptômes persistants à la suite d'une commotion cérébrale (Ellis et al. 2016), facteurs de risques d'une récupération lente (Collins et al 2014), sphères d'affliction d'une commotion (vestibulaire, oculomotrice, cognitive, migraine post-traumatique, cervicale, émotive/anxiété) en plus des signes et symptômes classiques de chacune des sphères, tests spéciaux pour différencier un traumatisme craniocervical d'une commotion cérébrale (Cheever et al. 2016), dépistage vestibulo-oculomoteur, introduction à la théorie du test de tapis roulant BCCT (*Buffalo Concussion Treadmill Test*), évaluation de la colonne cervicale.

Théorie : entre 3 et 6 heures – Pratique (laboratoire) : entre 3 et 6 heures

CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3 crédits)

Contenu spécifique : réadaptation de la colonne cervicale, introduction à diverses approches selon les sphères affectées par la commotion cérébrale (exercice cardiovasculaire sous-maximal, exercices vestibulo-oculomoteurs en lien avec des aptitudes clés d'un athlète, comme l'utilisation des VOMS en tant qu'exercices, exercices d'équilibre, cordon de Brock, entraînement visuel sportif, stabilisation du regard), aiguillage pour les symptômes émotifs et anxieux.

Théorie : entre 3 et 4 heures

CATA 485 Athletic Therapy Field Internship II (3 crédits)

Ce stage supervisé par un thérapeute du sport permet à l'étudiant de mettre en pratique les notions de soins d'urgence avancée et de prévention au sein d'une organisation sportive. Dans le cadre de ce stage, l'étudiant jouira d'une plus grande autonomie face à ses interventions afin de parfaire ses connaissances et aptitudes en étant encadré par un professionnel reconnu. Ce cours représente une implication de 200 heures pendant deux semestres.

PROGRAMME DE L'UNIVERSITÉ DU QUÉBEC À TROIS-RIVIÈRES (maîtrise)

PPK 1071 Sécurité, traumatologie et premiers soins (3 crédits)

(préalable pour entrer à la maîtrise)

Contenu spécifique : Définition de la commotion cérébrale et TCCL, incidence de la CC, neurophysiopathologie de la CC, différences chez la clientèle pédiatrique, protocole de retour à l'apprentissage, au travail et aux activités sportives, premiers soins d'urgence et dépistage de la CC (laboratoire), SCAT5 (laboratoire).

Théorie : 3 heures – Pratique (laboratoire) : 3 heures

TDS 6001 Introduction à la thérapie du sport (3 crédits)

Contenu spécifique : prise en charge immédiate de la CC sur le terrain, évaluation et distinction entre la CC et les blessures du rachis, gestion et retrait du jeu ou transport si urgence, suivi et gestion des CC, évaluation et suivi des individus basés sur le SCAT5, évaluation des éléments suivants : symptômes, tests cognitifs (orientation, mémoire), tests de concentration, tests neurologiques, tests d'équilibre, tests additionnels pour le suivi des CC, tests des nerfs crâniens, tests cognitivomoteurs (tâches multiples), tests oculomoteurs, VOMS.

Théorie : 6 heures

TDS 6004 Réadaptation de la hanche, du bassin et du rachis (3 crédits)

Contenu spécifique : traitement région cervicale et thoracique pour blessures musculo-squelettiques ou en lien avec blessure causée par une CC (par exemple un *whiplash*), exercices thérapeutiques et interventions manuelles en lien avec la CC.

Théorie : 6 heures – Pratique (laboratoire) : 3 heures

TDS6020 Stage d'initiation terrain en thérapie du sport (3 crédits)

Ce stage terrain se déroule dans un environnement favorisant l'intégration des connaissances, habiletés et compétences acquises en cours de formation. La durée du stage s'étale sur deux sessions. L'élève sera exposé à la réalité des TCCL/CC entre autres lors de discussions pendant les séminaires, les interventions en stage, un projet obligatoire sur les CC, l'encadrement des CC lors d'activité pratique sur le terrain, la réalisation des évaluations comparatives de référence.

TDS6021 Stage de perfectionnement terrain en thérapie du sport (3 crédits)

Ce stage terrain offre aux étudiants l'opportunité d'intervenir dans un contexte d'urgence ou de prévention auprès d'une équipe ou d'une organisation sportive. La durée du stage s'étale sur deux sessions. L'élève sera exposé aux éléments suivants : mise en situation sur la CC lors d'un examen pratique, prise en charge sur le terrain, gestion sur les lignes de côté/lignes de touche.

TDS6022 Stage d'initiation clinique en thérapie du sport (4 crédits)

Ce stage offre aux étudiants la possibilité d'observer un contexte de pratique clinique. Les étudiants sont mis en contexte réel pour développer des compétences cliniques de base. L'élève sera exposé aux éléments suivants : un séminaire sur la gestion clinique de patient avec une CC, prise en charge clinique (suivi, conseils, réadaptation clinique), sensibilisation à l'importance de la multidisciplinarité pour la gestion des patients avec une CC, principe d'aiguillage vers d'autres professionnels.

Théorie (séminaire) : 8 heures

TDS6023 Stage de perfectionnement clinique en thérapie du sport (3 crédits)

Ce stage offre aux étudiants la possibilité de travailler dans un contexte de pratique clinique. Les étudiants sont mis en contexte réel pour développer des compétences cliniques. L'élève sera exposé aux éléments suivants : un séminaire sur la gestion clinique de patient avec une CC complexe, prise en charge clinique (suivi, conseils), réadaptation de patients ayant subi une CC.

Théorie (séminaire) : 6 heures

TDS6024 Soins d'urgence avancés en milieu sportif (2 crédits)

Contenu spécifique : mécanisme de la blessure, échelle de coma de Glasgow, restrictions spinales, PERLA, évaluation des nerfs crâniens, drapeaux rouges, besoin d'une référence pour une radiographie suite à un trauma (*Canadian C-Spine rule*), décision du retrait du jeu suite à une CC, soins d'urgences suite à une CC, évaluation sur le terrain : urgent vs non urgent, évaluation cervicale, SCAT5, ChildSCAT5, King Devick et test du temps de réaction, suivi des soins : Instructions, éducation, plan, référence, visite de suivi : 48 heures de suivi en clinique ou en consultation multidisciplinaire, suivi en clinique, retour à l'apprentissage, retour au jeu, guides de pratiques sur les commotions cérébrales : CTSQ, CIS Berlin 2016, MEES 2017, INESSS 2017.

Théorie : 4 heures – Pratique : 4 heures

TDS6026 Évaluation de la hanche, du bassin et du rachis en thérapie du sport (3 crédits)

Contenu spécifique : évaluation du rachis cervical, dermatomes, myotomes, identification de pathologies connexes avec les CC et le rachis cervical, différentiation entre les différentes composantes.

Théorie : 6 heures – Pratique (laboratoire) : 6 heures

TDS6030 Prévention, évaluation, gestion et retour au jeu de la commotion cérébrale (1 crédit)

Contenu spécifique : bref rappel anatomique, neurophysiopathologie de la CC, épidémiologie de la CC, impression clinique et diagnostic différentiel, évaluation en clinique : évaluation cognitive, évaluation physique (cervicale et proprioceptive), évaluation cognitivomotrice, le syndrome postcommotionnel : comment gérer les cas complexes, programmes d'interventions/réadaptation suite à une CC, étapes vers un retour à l'école, au travail ou au sport, exercices de réadaptation, principes de prévention de la CC, révision des concepts et retour sur le cours exercices pratiques et vignettes cliniques.

Théorie : 10 heures – Pratique (laboratoire) : 10 heures

Annexe 7 – Progression de l'adhésion à la CTSQ

Année	Professionnel.le.s*	Membres nouvellement agréé.e.s	Nouveaux.elles candidat.e.s
2016	332	16	41
2017	333	45	55
2018	363	59	35
2019	375	53	66
2020	405	2**	74
2021	403	38**	34
2022	433	72†	75†
2023	478†	72†	75†
2024	520†	72†	75†

Membres nouvellements agréé.e.s : diplômé.e.s d'un programme en thérapie du sport ayant réussi l'examen d'agrément de l'ACTS

Nouveaux.elles candidat.e.s : étudiant.e.s inscrit.e.s à un des deux programmes en thérapie du sport

* Nombre déterminé par les cotisations annuelles de l'année définie

** La baisse substantielle de ces chiffres s'explique par l'arrivée de la pandémie, qui a retardé le processus d'inscription et d'agrément des candidats.

† Projections :

- Nouveaux.elles candidat.e.s: somme du nombre d'étudiant.e.s des deux programmes québécois
- Membres nouvellement agréé.e.s : nombre selon le taux de réussite moyen des années antérieures
- Professionnel.le.s : nombre selon le pourcentage moyen de rétention des années antérieures

Appendix 9: Multiple Institution Cost Comparison

Program (years)	Concordia University BSc Kin equiv (3 years)	Concordia University MSAT (2 years - 45 cr)	Sheridan College BSc (4 years)	York University BSc+AT certificate (5 years)
Tuition cost Canadian	$12,360/year (30 cr)	$21,4500 (45 cr)	$9500/year +$535/term co-op	$7,199/year
Tuition cost In province	**$2,967.30/year (30 cr)**	**$7,375.00 (45 cr)**	$9500/year +$535/term co-op	$7,199/year
Tuition cost Out of province	$12,360/year (30 cr)	$21,450 (45 cr)	$9500/year +$535/term co-op	$7,199/year
Tuition cost International	$27,600/year (30cr)	$36,650.00(45 cr)		$35,148/year
Total duration		5 years (BSc + MScAT)	4 Years BScAT	5 years (BSc + AT certificate)
Total cost In province		**$16,276.90**	$40,140	$35,995

Appendix 10

Letters of Employment

Job Title: **Assistant Athletic Therapist**
Job Type: **Full-Time, 9 month contract, potential for annual renewal**
Location: **MRU Main Campus - Calgary, AB T3E 6K6 CA**
Closing Date: **April 30, 2025**

This is a nine month contract, starting July 1, 2025, terminating on March 31, 2026. The Assistant Athletic Therapist works as a member of the Integrated Support Team (IST) of sport science and medicine professionals with the goal of ensuring Cougars student-athletes are healthy, fit, and able to compete for their respective varsity teams. This professional will aid in the delivery of care that effectively manages varsity student-athlete injury recognition, evaluation, and prevention, referring for further or alternate medical care as necessary. The position will aid in leading and mentoring a group of athletic therapy students, in conjunction with the Department of Health and Physical Education's Bachelor of Athletic Therapy Program. The Assistant Athletic Therapist position reports directly to the Head Athletic Therapist within the department of Cougars Athletics and Recreation.

Responsibilities

Direct Service (90%)

- Provide clinical care to rehabilitate injured varsity student-athletes and reintegration back to their sport. There will be some field coverage and this will be determined at the discretion of the Head Athletic Therapist.
- Liaise and implement programs for the treatment of student-athletes with partners of the MRU sport medicine community with the ultimate goal of providing student-athletes with comprehensive medical care.
- Communicate regularly with the Head Athletic Therapist, coaches, administrators, student-athletes, and other professionals to ensure short and long-term student-athlete success and personal wellbeing is being considered.

Administrative (10%)

- In collaboration with the Head Athletic Therapist, meet the practicum needs of the athletic therapy students in respect to the curriculum and testing/certification requirements.
- Collaborate with the Athletic Therapy staff concerning expectations and delivery of student therapist development, mentorship, and varsity team service.
- Attend all meetings of Cougars Athletic Therapy staff members.
- Meet regularly with each Cougars varsity athletic program staff (coaches and other Integrated Support Team members - IST) to guide athletic therapy (AT) program planning and to ensure programming objectives are being met. This will include coordination of Emergency Action Plans while providing on-site medical and first aid coverage for varsity athletic events.

Qualifications

Minimum Qualifications

- A Certified Athletic Therapist that has maintained status with the Canadian Athletic Therapists Association
- Valid Sport First Responder
- Previous work experience in high performance sport
- High degree of familiarity working with elite athletes, sport and young adults is necessary
- Strong interpersonal skills, creative-thinking and the ability to solve problems, manage conflict proactively, and work in a team environment
- Service-oriented and capable of dealing with a variety of stakeholders
- Ability to exercise discretion, good judgment, solid decision-making and ensure confidentiality of medical information
- Capable of eliciting and fostering trust with athletes, coaches, and other professionals
- Organizational skills and time management abilities are essential
- Flexibility in work hours including evenings and weekends to attend field events.

Preferred Qualifications

- 2 or more years working in an athletic therapy setting
- Previous experience working within an Integrated Support Team
- Previous evaluation and mentoring of athletic therapy students.
- Knowledge of the U SPORTS environment, rules, regulations, process and administration.
- Experience working with National Sport Organizations, Provincial Sport Organizations and other high performance environments.

Salary: **$40,000**

To Apply: Send resume with cover letter to Kerri Downer, Head Athletic Therapist at kdowner@mtroyal.ca **Cover letter and resume should be submitted together in one .pdf formatted document.**

We thank all applicants for their interest. Only applicants selected for an interview will be contacted. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Mount Royal University hires on the basis of merit and is strongly committed to fostering diversity as a source of excellence, intellectual and cultural enrichment, and social strength. We welcome applications from those who would contribute to the further diversification of our staff, faculty and their scholarship including but not limited to Indigenous Peoples, women, persons with disabilities and persons of any sexual or gender identity, ethnic, national or socio-economic background, religion or age.

Gmail **Richard DeM <rgdemont@gmail.com>**

Nouvel emploi: Centre de thérapie sportive de l'Est

1 message

CTSQ <direction@ctsq.qc.ca> 26 March 2025 at 11:30
Reply-To: CTSQ <direction@ctsq.qc.ca>
To: Membres de la CTSQ / CTSQ Members <rgdemont@gmail.com>

La corporation des **thérapeutes du sport** du Québec

partenaire d'opportunités

Centre de thérapie sportive de l'Est

Poste disponible pour un **thérapeute du sport** pour travailler dans une clinique bilingue et dynamique.

Description

- Évaluation et traitement de blessures orthopédiques et musculo-squelettiques.
- Évaluation et prescription de programme d'exercices spécialisés.
- Superviser des étudiants en stage clinique en thérapie du sport.

Critères

- Thérapeute du sport agréé(e)
- Capable de respecter les échéanciers
- Motivation personnelle
- Bilingue : français et anglais écrit et parlé

Début du contrat : mai 2025

Disponibilité : Il s'agit d'un poste de 10-20 heures par semaine; après-midi et soirée du lundi au jeudi, et possiblement un ou deux matins par semaine (flexible).

Salaire : Selon l'expérience (ce poste suivra le guide salarial de la CTSQ)

Détails de l’emploi

Date de début	2025/05/01
Temps	Variable

Emplacement

Adresse	204-5777 Sherbrooke E.
Ville	Montréal
Province	Québec

Coordonnées

Nom complet	Ira Snytte
Courriel	skis0328@sympatico.ca
Téléphone	5149135468

Voir l’emploi en ligne »

Centre de thérapie sportive de l'Est

Centre de thérapie sportive de l’Est is looking for a certified athletic therapist for a part-time position in a professional and dynamic sports medicine clinic.

See document for details.

Job details

Start date	2025/05/01
Time	Variable

Job location

Address	204-5777 Sherbrooke E.
City	Montréal
Province	Québec

Contact information

Full name	Ira Snytte
Email address	skis0328@sympatico.ca
Telephone	5149135468

View job online »

Merci à nos partenaires CaTS 2024

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Mise à jour des préférences | Voir le courriel dans le navigateur

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Gmail

Richard DeM <rgdemont@gmail.com>

Nouvel emploi: Chargé de cours : Modalités thérapeutiques / New Job: Therapeutic Modali...

1 message

CTSQ <direction@ctsq.qc.ca> 29 November 2024 at 14:22
Reply-To: CTSQ <direction@ctsq.qc.ca>
To: Membres de la CTSQ / CTSQ Members <rgdemont@gmail.com>

Nouvelle offre d'emploi publiée sur CTSQ / New job offer published on CTSQ



Chargé de cours : Modalités thérapeutiques

Le cours sera offert les lundis et mercredis de 11h45 à 13h00 à l'Université Concordia.

Exigences d'emploi spécifiques et documents à remettre pour postuler

1. Ce cours sera offert en personne.
2. La langue d'enseignement est l'anglais.
3. Exigence : M. Sc. en sciences de l'exercice ou dans un domaine connexe.
4. Exigence : Preuves des compétences en enseignement au niveau collégial/ universitaire, par exemple en matière de supervision clinique et sur le terrain de candidates et candidats à l'agrément de l'Association canadienne des thérapeutes du sport (ACTS). Connaissance approfondie des modalités utilisées en thérapie du sport, y compris celles du GAME READY et du Chattanooga Theta.
5. Exigence : Agrément de l'Association canadienne des thérapeutes du sport (ACTS) et au moins cinq (5) ans d'expérience en milieu clinique.

Les personnes intéressées (incluant les membres de l'Association de Professeurs(es) à temps partiel de l'Université Concordia – L'APTPUC) doivent postuler en se connectant au Système d'Information des Ressources Facultaires (SIRF) https://fris.concordia.ca. Le dossier électronique et la soumission de candidature en ligne doivent être **transmis au**

plus tard à midi le 3 décembre, 2024.

Plus de détails dans le document suivant.

Détails de l'emploi

Nouvel emploi publié par la CTSQ	
Date de début	2025/01/13
Date de fin	2025/04/18
Temps	11h45 à 13h00

Emplacement

Adresse	7141 Sherbrooke O
Ville	Montréal
Province	Québec
Pays	Canada

Coordonnées

Nom complet	Liz Fradette
Courriel	liz.fradette@concordia.ca
Téléphone	514-848-2424

Voir l'emploi en ligne »

Therapeutic Modalities Lecturer

Lectures Mondays and Wednesdays from 11:45am to 1pm at Concordia University.

Job Specific Requirements and Application Documents

1. This course is scheduled to be taught in person.
2. This language of instruction for this course is: English
3. Required minimum MSc in Exercise Science or related field
4. Required: The candidate should present documented evidence of teaching excellence at the College/University level, which may include clinical/field supervision of CATA Certification Candidates. Extensive knowledge of modalities used in Athletic Therapy including GAME READY and Chattanooga Theta Modality.
5. Required: Certification through the Canadian Athletic Therapists Association (CATA) is compulsory as is a minimum five (5) years' experience in a clinical setting.

Interested individuals (including Concordia University Part-Time Faculty Association (CUPFA) members) must apply by logging into the Faculty Resource Information System

(FRIS) at https://fris.concordia.ca. The online dossier and online application must be submitted by **noon Tuesday, December 3rd**.

More information in this document.

Job details

New Job Offer on CTSQ	
Start date	2025/01/13
End date	2025/04/18
Time	11h45 à 13h00

Job location

Address	7141 Sherbrooke O
City	Montréal
Province	Québec
Country	Canada

Contact information

Full name	Liz Fradette
Email address	liz.fradette@concordia.ca
Telephone	514-848-2424

View job online »

Merci à nos partenaires CaTS 2024

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Gmail **Richard DeM <rgdemont@gmail.com>**

Nouvel emploi: Club de soccer Ahuntsic

1 message

Corporation des thérapeutes du sport du Québec <direction@ctsq.qc.ca> 7 May 2025 at 11:20
Reply-To: Corporation des thérapeutes du sport du Québec <direction@ctsq.qc.ca>
To: Membres de la CTSQ / CTSQ Members <rgdemont@gmail.com>

La corporation des **thérapeutes du sport** du Québec

partenaire d'opportunités

Club de soccer Ahuntsic

Nous sommes à la recherche d'un(e) thérapeute du sport dynamique et fiable pour superviser les matchs du Club de soccer Ahuntsic dans le cadre d'un contrat temporaire, avec possibilité d'évolution vers un poste à temps partiel au sein de notre équipe.

Responsabilités

- Assurer la présence sur le site des matchs une heure avant le coup d'envoi
- Effectuer le *taping* prématch et répondre aux besoins spécifiques des athlètes
- Fournir les premiers soins en cas de blessure ou d'incident pendant les matchs
- Communiquer avec l'équipe d'entraîneurs et les parents, au besoin
- Assurer un suivi professionnel en cas de blessure nécessitant aiguillage ou suivi clinique

Horaire et lieu

- Les matchs ont lieu principalement les fins de semaine, avec quelques matchs le lundi soir
- La personne choisie doit être disponible les fins de semaine
- Lieu des matchs : Stade de soccer de Montréal
- Chaque intervention comprend 3 heures rémunérées par match (préparation, présence et suivi)

Conditions

- Contrat temporaire (durée selon la saison de soccer)

- Remboursement du transport à raison de 0,68 $/km à partir de notre centre d'entraînement
- Matériel fourni : table de traitement, trousse de premiers soins, *taping*, uniforme

Rémunération

- 30 $/heure

Exigences

- Certification de premier répondant à jour (obligatoire)
- Bonne capacité d'intervention en situation d'urgence
- Autonomie, ponctualité et professionnalisme

Détails de l'emploi

Date de début	2025/05/11
Date de fin	2025/09/20

Emplacement

Adresse	207-5000 Iberville
Ville	Montréal
Province	Québec

Coordonnées

Nom complet	Jean-Philippe Tessier
Courriel	info@muneris.email
Téléphone	514-808-9506

Voir l'emploi en ligne »

Club de soccer Ahuntsic

Please see French version for details

Job details

Start date	2025/05/11
End date	2025/09/20

Job location

Address	207-5000 Iberville
City	Montréal
Province	Québec

Contact information

Full name	Jean-Philippe Tessier
Email address	info@muneris.email
Telephone	514-808-9506

View job online »

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Mise à jour des préférences | Voir le courriel dans le navigateur

*Si vous vous désabonnez de la liste d'envoi, vous ne recevrez plus aucune communication de la CTSQ ; vous êtes donc responsables de vous tenir à jour et tout manquement de votre part ne sera pas excusable par cette procédure.

Appendix 11

Needs Analysis, Surveys, Market Analysis, Environmental Scans

LABOUR MARKET REPORT

PROPOSED MASTER'S OF SCIENCE IN ATHLETIC THERAPY

Prepared by the School of Graduate Studies

This report outlines the required skills, past employment trends, and projected employment prospects for positions related to a proposed Master's in Athletic Therapy program. It is divided into two sections. The job posting analytics section, produced by Lightcast, compiles information from job postings published online across the country. The employment figures for positions in athletic therapy section is sourced from Government of Canada labor resources[1].

KEY FINDINGS

- **Labour Market:** Strong growth in Canada and Quebec's athletic therapy labour market, but in the long-term Quebec's labour market may stagnate. Targeting out-of-province/international students can address this.
- **Curriculum:** Courses should integrate vocational and research skills, balancing both practical and theoretical knowledge to best integrate new potential graduates into jobs.
- **Program Development:** Aligning curriculum with accrediting bodies and certifications (CATA, CPR-HCP, ACTS) will prepare graduates for the workforce. The limited number of Master's programs suggests an opportunity for universities to meet the growing demand for highly qualified Athletic Therapists.

LIGHTCAST LABOUR DEMAND ANALYSIS & PROJECTION

The following data on regional employment is provided by Lightcast, which compiles information from job postings across the country. The listed positions are roles in professional occupations in athletic or recreational therapy to aid in the treatment of physical disabilities or injuries. These positions guide the analysis relevant to MSc graduates in athletic therapy and provide an overview of the labour market. The numbers in brackets correspond to CIP categories:

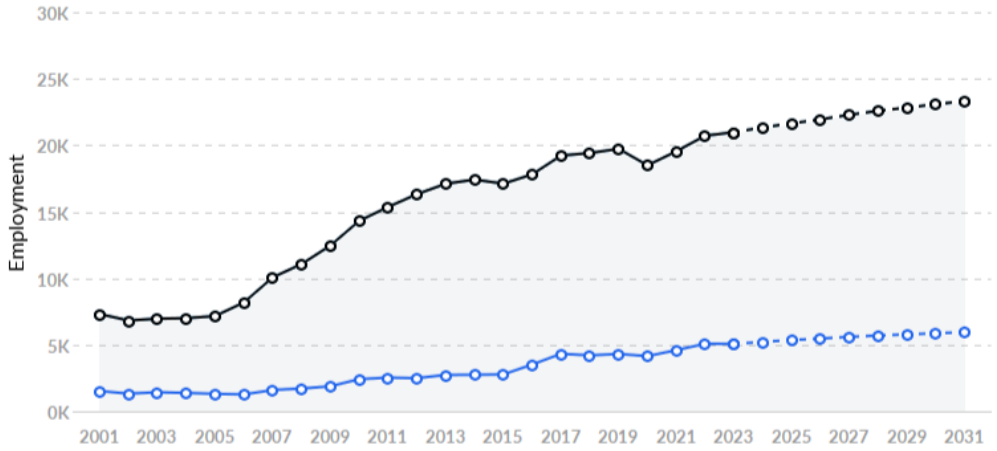
- Kinesiologists and other professional occupations in therapy and assessment (31204)
- Recreation, sports and fitness policy researchers, consultants and program officers (41406)

[1] The Government of Canada labour resources include the National Occupation Classification (NOC) system, the Canadian Occupation Projection System (COPS) and Opportunext.

The data generated from the position above informs the graphs in this section:

Regional Employment Is About Equal to the National Average

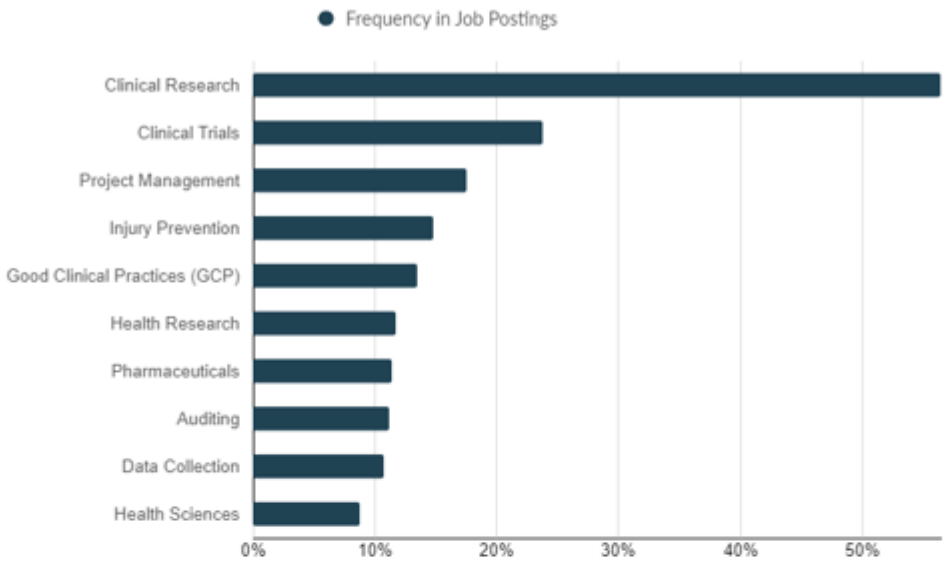
An average area of this size typically has 19,414* jobs, while there are 19,414 here.



Region	2018 Jobs	2024 Jobs	Change	% Change
Canada	19,414	21,339	1,925	9.9%
National Average	19,414	21,339	1,925	9.9%
Quebec	4,204	5,218	1,014	24.1%

Summary

A significant number of students in the Health & Exercise Science master's program are from Quebec, aligning with the province's 25% labour market growth. However, Lightcast projections indicate potential stagnation in Quebec's market. With the Canadian labour market expected to grow steadily, it would be beneficial to target out-of-province and international applicants. Our recruitment and program development teams are ready to collaborate on creating a sustainable and diversified enrollment base.



Skills	Postings	% of Total Posting
Clinical Research	9,446	56
Clinical Trials	3,989	24
Project Management	2,939	18
Injury Prevention	2,485	15
Good Clinical Practices (GCP)	2,252	13
Health Research	1,961	12
Pharmaceuticals	1,901	11
Auditing	1,877	11
Data Collection	1,789	11
Health Sciences	1,472	9

Summary

"Clinical research" is the most sought-after skill in job postings for related positions in the labour market. Balancing the curriculum with vocational practical skills and research skills should be considered when developing courses. A cross-analysis between job posting skills and Concordia's Athletic Therapy (BScAT) learning outcomes showed that "project management," "health research," and "data collection" were missing. Including these skills in course creation could better align the proposed program with market demands.

Stats Canada on Employment Pathways

Below is data on labour demand and supply for employment pathways that are related to the proposed Athletic Therapy (MSc) program. According to Statistics Canada, athletic therapists fall under the labour denomination of Kinesiologists and other professional occupations in therapy and assessment (NOC# 31204).

Labour Market Projections: Athletic Therapists

Kinesiologists, physiotherapists, and other professional occupations in therapy utilize techniques such as athletic or recreational therapy to treat mental and physical disabilities or injuries. They are employed in various settings, including hospitals, rehabilitation centers, extended health care facilities, clinics, recreational centers, nursing homes, industry, educational institutions, and sports organizations, or work in private practice. This category includes occupations like Athletic Therapist, Certified Athletic Therapist (CAT), Certified Kinesiologist, Exercise Physiologist, Human Kineticist, and Recreational Therapist.

From 2022 to 2031, this labour group is projected to face a minor labour shortage at the national level. Although key indicators from 2019-2021, such as job vacancies and employment growth, suggest a greater supply than demand, the number of job openings for Kinesiologists and Physiotherapists. Job growth is anticipated to be strongest in Ontario, Quebec, and Manitoba, with Alberta showing moderate growth prospects and British Columbia having limited growth compared to other provinces.

The educational attainment of workers in kinesiology, physiotherapy, and related fields shows a high level of specialization, with less than 5% lacking a high school diploma, 5% holding an apprenticeship or trades certificate, 6% having a college diploma, 65% possessing a bachelor's degree, and 27% holding advanced degrees. This indicates that most professionals in these occupations require at least a bachelor's degree, with many pursuing further education for career advancement. The emphasis on higher education reflects the complexity and interdisciplinary nature of these roles, suggesting that educational programs should focus on providing a balance of theoretical knowledge and practical skills to meet labour market demands and address anticipated shortages.

Source: Athletic Therapist | Labour Market Facts and Figures - Job Bank

Skills, training requirements

Becoming a Certified Athletic Therapist in Canada

To obtain the title of Certified Athletic Therapist CAT(C), a candidate for certification must:

- Successfully complete a program recognized by the CATA (Canadian Athletic Therapists Association).
- Obtain a valid First Responder Certification or equivalent from ACTS. A First Responder Certification is required prior to taking the certification exam.
- Maintain a valid CPR-HCP certification and First Aid certification or ACTS approved equivalents.
- Apply to and pass the national licensing exam.

Note: Candidates for certification must be a member of ACTS for a minimum of 18 months prior to attempting the national exam. In addition, they must attempt to take the exam within two years of graduating.
Some training settings require up-to-date immunization records and also CPR certification.

Source: UQTR Certification Requirements

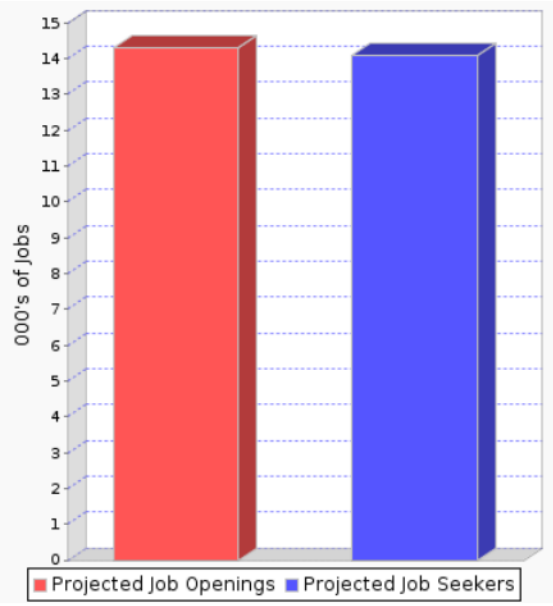
Canadian Occupation Projection System (COPS) on Physiotherapists, Occupational therapists & other professional occupations in therapy and assessment

Specific data for Athletic Therapists is limited. However, examining adjacent labour markets like Physiotherapy and Occupational Therapy can provide a preliminary assessment of future demand. This is because these professions share some overlap with Athletic Therapists as noted on the COPS website. To gauge the potential shortage, we can analyze the projected gap between job openings and job seekers from 2022 to 2031.

Here is the projected growth and number of positions for the period from 2021 to 2031, along with current wages for physiotherapists.

Physiotherapists Labour Market Outlook: Balanced

- Physiotherapists are expected to have balanced labour conditions over the period of 2022-2031 at the national level.
- Over the period 2022-2031, the number of job openings (arising from expansion demand and replacement demand) for Physiotherapists are expected to total 14,300, while the number of job seekers (arising from school leavers, immigration and mobility) is expected to total 14,100.

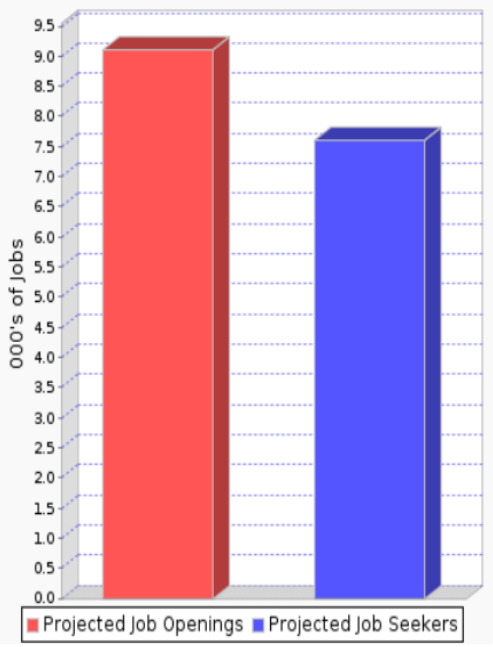


Source: Physiotherapists | COPS

Occupational & Therapy Professionals Labour Market Outlook: Shortage

- Occupational & Therapy Professionals are expected to face labour shortage conditions over the period of 2022-2031 at the national level

- Over the period 2022-2031, the number of job openings (arising from expansion demand and replacement demand) for Occupational therapists & Other professional occupations in therapy and assessment are expected to total 9,100, while the number of job seekers (arising from school leavers, immigration and mobility) is expected to total 7,600.



Source: Occupational & Therapy Professionals | COPS

Summary

The labour market for Athletic Therapists, particularly those with a master's degree or higher education, is showing promising growth, especially in Quebec. To capitalize on this opportunity, universities can develop balanced curriculums that integrate vocational skills alongside research capabilities. Additionally, programs should ensure close alignment with accrediting bodies like CATA and certifications like CPR-HCP and ACTS. This comprehensive approach will prepare graduates for a seamless transition into the workforce. Furthermore, the limited number of master's programs in Canada highlights a potential gap that universities can address to meet the growing demand for highly qualified Athletic Therapists.

Appendix 12

Quebec / Canada Programs

Institution	Université du Québec à Trois-Rivières
Program Title	Maîtrise ès sciences en thérapie du sport (M.Sc.T.Sp.)
Link	https://oraprdnt.uqtr.uquebec.ca/pls/apex/f?p=106:10::::10:P10_CD_PGM,P10_RECH_CRITERE,P10_RECH_VALEUR,P10_RECH_DESC:2052,P2_CD_NIVEAU,MATR,%5CMa%C3%AEtrises%5C
Program Description & Objectives	This program aims to provide the necessary tools and internship experiences to prepare students to become certified athletic therapists. Students are trained as health professionals specializing in the prevention, emergency care, and rehabilitation of musculoskeletal injuries typically sustained during sports or daily physical activities. Completing the research project will enable students to identify a study problem, document it based on relevant literature, and analyze and make informed judgments on the scientific activity and knowledge produced.
Learning Objectives	Specific objectives of the program: - Become a specialist in the management of neuromusculoskeletal injuries; - Acquire advanced knowledge in order to intervene effectively in a practice environment; - Prescribe functional and corrective physical exercises, specific to the needs of the clientele assessed; - Know and apply the standards, rules of ethics and integrity as well as the practices recognized in one's professional field; - Prepare to pass the ACTS National Examination to obtain national certification as a Registered Athletic Therapist; - Rigorously carry out, with the support of an expert, the stages of a study or project linked to a practice environment; - Communicate clearly the results of a study, development or professional application in a practice setting.
Number of credits	54
Program length	24 months

Institution	Université du Québec à Trois-Rivières (cont'd)
Program Title	Maîtrise ès sciences en thérapie du sport (M.Sc.T.Sp.)
Admission Requirments	Academic Background - Completed a bachelor's degree in kinesiology, health sciences, or equivalent - Cumulative average of at least 3.2 out of 4.3 - Successfully completed prerequisite courses (see table) - Completed the CASPer exam - Prerequisite Courses Must complete courses in the Table of Prerequisites or equivalents - ANI1033 (Internship in Anatomy and Dissection Applied to Sports Therapy, 4 credits) must be taken at UQTR - during the summer session before admission Language Requirements - Sufficient command of French - Functional knowledge of English is recommended for understanding documentation and scientific publications - Have successfully completed the identified prerequisite courses or their equivalents (see table of prerequisites taken). This program has a quota of 25 places. 12 places are reserved for graduates of the Bachelor of Kinesiology program from UQTR who obtained their degree within the last five years. 1 place is reserved for a member of the First Nations or Inuit of Quebec.
Accreditation	The Université du Québec à Trois-Rivières (UQTR) is accredited for Canada’s first Master of Science in Athletic Therapy by the Canadian Athletic Therapists Association (CATA). After completing a Master of Science in Athletic Therapy, graduates will become eligible for the National Certification Exam, and if successful, become a Certified Athletic Therapist.

Institution	Université du Québec à Trois-Rivières (cont'd)
Program Title	Maîtrise ès sciences en thérapie du sport (M.Sc.T.Sp.)
Required courses	EPK6071 - Research methods applied to physical activity sciences; TDS6003 - Therapeutic modalities in sports therapy TDS6020 - Introductory field course in sports therapy; TDS6021 - Field training course in sports therapy TDS6022 - Clinical initiation internship in sports therapy (4 credits); TDS6023 - Clinical advanced training in sports therapy TDS6024 - Advanced Emergency Care in Athletic Therapy (2 credits); TDS6025 - Assessment of extremities in sports therapy TDS6026 - Hip, Pelvis and Spine Assessment in Sports Therapy; TDS6028 - Integration into sports therapy II (1 credit) TDS6030 - Concussion Prevention, Assessment, Management and Return to Play (1 credit) TDS6031 - Final comprehensive exam in sports therapy - field and clinical (1 credit) TDS6032 - Sports therapy research project (6 credits); TDS6033 - Preparation for the research project (0 credits) TDS6034 - Externat I in sports therapy (2 credits); TDS6035 - Externat II in sports therapy (2 credits) TDS6036 - Advanced Emergency Care in Sports Therapy (1 credit); TDS6037 - Integration into sports therapy I (1 credit) TDS6038 - Introduction to Sports Therapy (1 credit); TDS6039 - Therapeutic interventions and rehabilitation I (2 credits) TDS6040 - Therapeutic interventions and rehabilitation II (2 credits); TDS6041 - Re-athleticization in sports therapy (2 credits) TDS6042 - Emergency care in sports settings (1 credit); TDS6043 - Muscle assessment and taping techniques (1 credit) TDS6044 - Orthopedic Injuries and General Medical Conditions (2 credits); TDS6045 - Fundamentals of Clinical Reasoning (1 credit)
Practicum	Students are placed in a real context to develop basic clinical skills in a private clinic or within the Université du Québec à Trois-Rivières (athletic therapy clinic). The internship takes place in a clinical environment that promotes the integration of knowledge, skills and abilities acquired during training. Students will gain advanced emergency first aid skills, such as field assessment and injury management. Skills in clinical judgment, neuromusculoskeletal assessment and rehabilitation. Over 720 hours of practical internship and integration course experience in athletic therapy during studies. Students engage in hands-on labs and gain practical experience quickly. Each semester includes a field or clinical skills integration experience through internships and integration courses. All students do two field internships with sports teams (for example, the UQTR Patriotes, the Cégep de Trois-Rivières Diablos, QMJLH teams or in schools with a sports-study program). All students complete two internships within our university clinic and two internships in a carefully selected external environment. **Other components:** Includes a research project and comprehensive exam in sports therapy, field and clinical. The program is the only French-speaking program in North America and the first professional master's degree in athletic therapy in Canada.

Institution	Brock University
Program Title	Master of Athletic Therapy (MAT)
Link	https://brocku.ca/programs/graduate/athletic-therapy-mat/
Program Description & Objectives	Prepare to become a leader in the athletic therapy field with our MAT program. Students follow a comprehensive curriculum based on the Canadian Athletic Therapists Association (CATA) Competency Framework, combining academic learning with hands-on clinical experience. They develop problem-solving skills and a strong sense of ethical practice as they prepare to challenge the CATA National Certification Examination.
Learning Objectives	At the end of the program, Athletic Therapy students should demonstrate competence by: 1. following ethical procedures (i.e., Tri-Council Policy Statement 2) when conducting research; 2. understanding different research methodology, critically appraising research design, statistical analyses, and levels of evidence to evaluate research to inform athletic therapy practice; 3. incorporating best available evidence into decision making for injury prevention, assessment, management, and rehabilitation; 4. educating health care professionals based on contemporary evidence and innovation related to athletic therapy practice; 5. incorporating best available evidence (e.g., reliability, sensitivity, specificity) to select evaluation and diagnostic procedures; 6. finding the best available evidence to answer a clinical question in athletic therapy practice by identifying key concepts and using appropriate key words, subject headings, and limits to search relevant databases; 7. contributing to the improvement of athletic therapy and/or health care delivery through ethical research and scholarly endeavours that facilitate knowledge creation, knowledge translation, and/or practice integration; 8. recognizing knowledge gaps in professional encounters and exploring or generating focused questions that contribute to athletic therapy practice and health care delivery.
Number of credits	
Program length	6 terms (2 years) The first intake of this program is planned for May 2026

Institution	Brock University (cont'd)
Program Title	Master of Athletic Therapy (MAT)
Admission Requirments	Bachelor’s degree in Kinesiology, Physical Education, Human Kinetics, Exercise Science or equivalent; A minimum B average in the following prerequisites: Human Anatomy (with lab), Human Physiology (with lab), Biomechanics, Exercise Physiology, Nutrition, Psychology, and Motor Control/Learning
Accreditation	With provisional accreditation from CATA, the program emphasizes inclusive, evidence-based strategies to equip students for success in diverse athletic therapy-focused clinical environments.

Institution	Brock University (cont'd)
Program Title	Master of Athletic Therapy (MAT)
Required courses	A preliminary listing of the courses includes: Clinical Anatomy for Athletic Therapists I and II; Foundations of Athletic Therapy I and II; Emergency Management in Athletic Therapy; Therapeutic Modalities; Master of Athletic Therapy (MAT) SOI_2022 3 of 11; Therapeutic Interventions I and II; Professional Practice in Athletic Therapy; Clinical Research in Athletic Therapy; Health and Wellness Considerations for Athletic Therapists; Current Trends in Athletic Therapy; Athletic Therapy Practicum I, II, III, IV; Immersive Athletic Therapy Experience; Major Research Paper
Practicum	Clinical and field practica will be integrated and sequenced alongside theoretical and experiential learning throughout the curriculum. Students will complete multiple clinical and field placements under the supervision of a clinical educator in approved settings, culminating in a final immersive athletic therapy practicum. This immersive experience offers students the opportunity to engage fully in the continuum of patient care, participating in the daily responsibilities of patient-centered practice while working closely with their clinical supervisor for an entire term. **Other components:** Over the program's six consecutive terms, students will participate in several clinical placements in addition to completing a Major Research Project in areas such as muscle and bone physiology, injury prevention and risk reduction.

Institution	Acadia University
Program Title	**Bachelor of Kinesiology (Athletic Therapy Option)**
Link	https://kinesiology.acadiau.ca/athletic-therapy-option.html
Program Description & Objectives	The School of Kinesiology offers academic programs in Kinesiology, including the Bachelor of Kinesiology (BKIN) and Bachelor of Kinesiology with Honours (BKIH). For graduate students, we offer a Master of Applied Kinesiology (MAK) program. Students in the BKIN/BKIH programs can enhance their studies with the following options starting in their second year. Note that these options do not appear on the official degree. Contact the Director for a meeting to discuss these options: Exercise Science and Training, Biology, Athletic Therapy, Nutrition, Psychology
Learning Objectives	Athletic Therapists are experts in on-field emergency care and injury rehabilitation for athletes and the general population. They excel in assessing and treating musculoskeletal injuries (muscles, bones, and joints) both on the field and in clinical settings. Adhering to the Sports Medicine Model, Athletic Therapists treat a wide range of patients, from children with concussions to seniors recovering from hip surgery. They use manual therapies, modalities, exercise prescriptions, bracing, and taping with the goal of helping clients return to their usual activities, whether it's competitive sports or daily tasks.
Number of credits	100
Program length	48 months

Institution	Acadia University (cont'd)
Program Title	Bachelor of Kinesiology (Athletic Therapy Option)
Admission Requirments	Minimum grades of C- are required in the Kinesiology and Communication core. Grades of B are required in the Athletic Therapy Core. A minimum program GPA of 2.0 is required to be eligible to graduate. An overall minimum cumulative GPA of 3.00 is required for application to this option. A maximum of 16 students will be accepted each year.
Accreditation	The Professional Master's program has received accreditation status by Physiotherapy Education Accreditation Canada. The Occupational Therapy program is accredited by the Canadian Association of Occupational Therapists.

Institution	Acadia University (cont'd)
Program Title	Bachelor of Kinesiology (Athletic Therapy Option)
Required courses	Year 1 KINE 1013 Foundations; KINE 1100 First Aid & CPR (Non-credit); KINE 1113 Research Methods in Kinesiology KINE 1213/1210L Growth & Motor Development; KINE 1243 Historical Aspects of Physical Activity & Sport in Canada KINE 1333/1330L Care & Prevention of Athletic Injuries; KINE 1413/1410L Human Anatomy 1 BIOL 1853/1850L Applied Human Biology; 1 BIOL 1863/1860L Applied Human Biology 2 COMM 1013 Communication for Kinesiology; MATH 1253/1250L Statistics 1 Year 2 KINE 2033/2030L Biomechanics; KINE 2253 Sociological Aspects of Physical Activity & Sport KINE 2413/2410L Applied Human Physiology 1; KINE 2423/2420L Applied Human Physiology 2 KINE 2433 Psychological Aspects of Physical Activity & Sport 2 Activity Labs; 12h Electives (Arts, Science or Kine)* Year 3 KINE 2003 Adapted Physical Activity`; KINE 3013/3010L Exercise Physiology; KINE 3053/3050L Human Anatomy 2 KINE 3100 Professional Development (Non-credit); KINE 3213/3210L Motor Learning; KINE 3343/3340L Fitness Programming KINE 3363 Philosophical Aspects of Physical Activity & Sport; KINE 3400 First Responder KINE 3413/3410L Assessment & Rehabilitation of the Lower Extremity KINE 3423/3420L Assessment & Rehabilitation of the Upper Extremity; KINE 3433 Athletic Therapy Field Seminar KINE 3500 Athletic Therapy Practicum 1; KINE 3600 Athletic Therapy Practicum 2; 3h Electives (Arts, Science or Kine)* Year 4 KINE 4013/4010L Training Methods; KINE 4433 Athletic Therapy Clinical Seminar; KINE 4500 Athletic Therapy Practicum 3 KINE 4600 Athletic Therapy Practicum 4; KINE 4633 Senior Seminar KINE 4843/4840L Assessment & Rehabilitation of the Axial Skeleton & Pelvis KINE 4853 Therapeutic Modalities 15h Electives (Arts, Science or Kine)*
Practicum	Each semester, students are required to complete a number of field and clinical practicum hours, mixed between various internal and external field/clinical placements. 3rd year will focus more on developing field-based skills 4th year will focus more on developing professional/clinical skills

Institution	Mount Royal University
Program Title	Athletic Therapy Option - Bachelor of Health and Physical Education (BHPE) or Post Bachelor Certificate in Athletic Therapy
Link	https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/HealthCommunityEducation/Programs/AthleticTherapy/index.htm
Program Description & Objectives	This program is accredited for two entry methods: Athletic Therapy Certificate embedded as a major within a four-year degree and a Post Bachelor Certificate in Athletic Therapy which is a two year program. Focused on the prevention and care of injuries, athletic therapists work closely with athletes and active individuals to contribute to their overall health. The Athletic Therapy Post Bachelor's Certificate, delivered over two academic years, is for those who have a degree in a related field such as kinesiology, physical education, sports medicine, exercise science or other related fields.
Learning Objectives	• Develop and demonstrate patient evaluation skills in both clinical and field environments. • Plan and implement management and treatment for patients. • Prevent sport and activity-related injury. • Apply leadership and management principles as they relate to the athletic therapy discipline. • Demonstrate skills with patient education and counselling. • Knowledge and application of Truth and Reconciliation Commission Calls to action in relation to the discipline of health & and physical education. • Knowledge and application of principles of equity, diversity, inclusion and accessibility in relation to the discipline of health& and physical education
Number of credits	114
Program length	24 or 48 months depending on pathway taken

Institution	Mount Royal University (cont'd)
Program Title	Athletic Therapy Option - Bachelor of Health and Physical Education (BHPE) or Post Bachelor Certificate in Athletic Therapy
Admission Requirments	Applicants in all admission categories must present: English Language Arts 30 - 1 - minimum grade 60% Math 30 -1 or 30-2 - minimum grade 50% Biology 30 - minimum grade 50% For post bacehlor certificate: Applicants for the Athletic Therapy program must possess a degree in kinesiology, physical education, human kinetics, exercise science or equivalent. Successful applicants must have completed the following courses (either as part of their degree matriculation or subsequent to the degree).
Accreditation	The Athletic Therapy program is designed to meet accreditation requirements of the Canadian Athletic Therapists Association, the body that ensures athletic therapy education has the overall resources to produce an entry-level professional who can meet accepted standards of athletic/active patient care. The program also is designed to meet the accreditation requirements of the Canadian Council of Undergraduate Physical Education and Kinesiology Administrators (CCUPEKA), the body that ensures quality and consistency in physical education degrees in Canada. Graduates are prepared to take the Canadian Athletic Therapists Association board exam or follow a career in a related health-care field.

Institution	Mount Royal University (cont'd)
Program Title	Athletic Therapy Option - Bachelor of Health and Physical Education (BHPE) or Post Bachelor Certificate in Athletic Therapy
Required courses	ATTH 2050 - Professional Practice in Athletic Therapy; ATTH 2112 - Clinical Musculoskeletal Anatomy ATTH 2505 - Prevention and Care of Athletic Injuries; ATTH 3110 - Musculoskeletal Assessment - Peripheral ATTH 3120 - Therapeutic Modalities; ATTH 3130 - Rehabilitation Techniques I; ATTH 3150 - Clinical Practicum I; ATTH 3152 - Clinical Practicum II; ATTH 3160 - Field Practicum I; ATTH 3162 - Field Practicum II ATTH 4110 - Musculoskeletal Assessment - Spinal; ATTH 4130 - Rehabilitation Techniques II ATTH 4140 - Practical Clinical Management and Administration; ATTH 4150 - Clinical and Field Practicum III ATTH 4152 - Clinical and Field Practicum IV; ATTH 5100 - Issues in Athletic Therapy HPED 1000 - Introduction to Health and Physical Education HPED 1020 - Foundations of Leadership and Communication for Recreation, Health, Sport, Physical Literacy and the Outdoors. HPED 1040 - Wellness and the Student: From Personal Health to Community Action; HPED 2030 - Statistics and Research Methods HPED 2507 - Nutrition and Health; HPED 2830 - Introductory Flexibility and Relaxation; HPED 2850 - Introductory Strength Training HPED 3010 - Sociological Perspectives of Recreation, Health, Sport, Physical Literacy and the Outdoors HPED 3030 - Research Methods and Statistics for Health Professionals; PHYL 1512 - Human Anatomy PHYL 2514 - Human Physiology; PHYL 2520 - Introductory and Intermediate Coaching PHYL 2530 - Foundations of Physical Literacy; PHYL 3320 - Adapted Physical Activity PHYL 3514 - Exercise Physiology; PHYL 3516 - Biomechanics; PHYL 3518 - Physical Growth and Development PHYL 4203 - Fitness Assessment and Prescription; PHYL 4518 - Motor Learning
Practicum	Over the two-year program, you will complete 800 hours of practical experience. Before Semester 1 (Fall), you will take HPED 2050 — Professional Practice during the summer, which includes online content on professionalism, ethics, leadership, teamwork, and conflict resolution, and 52 hours of shadowing an athletic therapist or physiotherapist. This shadowing aims to develop professional behaviors and interpersonal skills.

Institution	York University
Program Title	Athletic Therapy Certificate Program
Link	https://www.yorku.ca/health/kinesiology/certificates/athletic-therapy-certificate/
Program Description & Objectives	The Athletic Therapy Certificate Program is accredited by the Canadian Athletic Therapists' Association and prepares students to achieve the professional designation of a Certified Athletic Therapist in Canada. Certified Athletic Therapists are best known for their quick-thinking on-field emergency care of professional and elite athletes. The first to respond when someone gets hurt, they are experts at injury assessment and rehabilitation. It's that same mix of on-site care and active rehabilitation skills that makes Athletic Therapists so effective in treating the musculoskeletal (muscles, bones, and joints) injuries of all Canadians, whether on the field or in the clinic.
Learning Objectives	Athletic therapists adhere to the Sports Medicine Model of care. They treat a wide range of patients, from kids with concussions to seniors recovering from hip replacement surgery, using various manual therapies, modalities, exercise prescription, and even bracing and taping. The treatment varies but the objective doesn't: an Athletic Therapist's goal is to help clients return to their usual activities, whether that means playing competitive sports or walking to the mailbox and back
Number of credits	24 in addition to the rest of a bachelor's credit load ~120 credits
Program length	36 months

Institution	York University (cont'd)
Program Title	Athletic Therapy Certificate Program
Admission Requirments	Students must be degree candidates in the Kinesiology and Health Science Honours program at York University. Students in the Athletic Therapy Certificate must maintain an Honours standing (cumulative grade point average of 5.00 (C+)) in the Kinesiology and Health Science program and a minimum grade point average of 5.00 (C+) in each of the required certificate courses.
Accreditation	After completing the certificate, students are eligible to take the National certification exam through the Canadian Athletic Therapists Association (CATA).

Institution	York University (cont'd)
Program Title	Athletic Therapy Certificate Program
Required courses	Year 1 Field Care Unit HH/KINE 2500 3.00 - Athletic Therapy Field Inquiry-Based Tutorial HH/KINE 2501 3.00 - Athletic Therapy Field Seminar & Skills Extremity Care Unit HH/KINE 2502 3.00 - Athletic Therapy Extremities Inquiry-Based Tutorial HH/KINE 2503 3.00 - Athletic Therapy Extremities Seminar & Skills Year 2 Head, Trunk & Spine Care Unit HH/KINE 3500 3.00 - Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial HH/KINE 3501 3.00 – Athletic Therapy Head, Trunk & Spine Seminar & Skills Upper & Lower Quadrant Care Unit HH/KINE 3502 3.00 - Athletic Therapy Upper & Lower Quadrant Inquiry-Based Tutorial HH/KINE 3503 3.00 – Athletic Therapy Upper & Lower Quadrant Seminar & Skills Year 3 Integrative Care Unit HH/KINE 4592 6.00 - Athletic Therapy Experiential Education HH/KINE 4593 3.00 - Athletic Therapy Integrative Seminar & Skills
Practicum	Required Practicum Courses The Kinesiology and Health Science practicum requirements (8 PKINs) plus the following requirements must be met to receive the Certificate in Athletic Therapy. Year 1 HH/PKIN 0761 0.00 – First Responder for Athletic Therapy I HH/PKIN 0762 0.00 – First Responder for Athletic Therapy II Year 2 HH/PKIN 0811 0.00 – Practicum for Athletic Therapy I (replaces PKIN Team) HH/PKIN 0812 0.00 – Practicum for Athletic Therapy II (replaces PKIN Individual/Dual) Students will have field placements with a York varsity sports team (York U Lions Varsity Website) and clinical placements at the York Sport Injury Clinic (York Sport Injury Clinic Webpage). Students have an opportunity in their 2nd or 3rd year of the program to have placements off-campus.

Institution	Sheridan College
Program Title	Honours Bachelor of Applied Health Sciences – Athletic Therapy
Link	https://www.sheridancollege.ca/programs/bachelor-of-applied-health-sciences-athletic-therapy
Program Description & Objectives	Sheridan's facilities include a new, state-of-the-art Athletic Therapy Clinic with aquatic rehab, dedicated lab space with brand new equipment and new training facilities. All educators are Certified Athletic Therapists with advanced degrees in the areas of rehabilitation sciences, biomechanics and physiology, as well as extensive experience working in the field.
Learning Objectives	Clinical and field practica will be integrated and sequenced alongside theoretical and experiential learning throughout the curriculum. Students will complete multiple clinical and field practica under the supervision of qualified clinical educators in approved settings. The program culminates in a final immersive athletic therapy practicum, during which students will engage in the full scope of patient care. This immersive experience allows students to participate in the day-to-day responsibilities of patient-centered care while working closely with a clinical supervisor for the duration of an academic term.
Number of credits	~130 credits
Program length	4 years (8 semesters)

Institution	Sheridan College (cont'd)
Program Title	Honours Bachelor of Applied Health Sciences – Athletic Therapy
Admission Requirments	Applicants must have one of the following: Ontario Secondary School Diploma (OSSD) or equivalent, including: Grade 12 English (ENG4U) – minimum 65%; Grade 12 Biology (U) – minimum 65%; One of the following: Grade 12 Physics (U) – minimum 65%; Grade 12 Chemistry (U) – minimum 65%; Grade 12 Mathematics (U) – minimum 65%; Three additional Grade 12 U or M-level courses – minimum 65% in each OR Two semesters of postsecondary education, plus completion of all required high school courses or equivalents (listed above) with a minimum grade of 65% in each Applicant Selection: Selection is based on academic achievement: the average of the six highest senior-level credits, including required courses; Applicants who do not meet admission requirements may be guided toward related programs; English Language Proficiency; Applicants whose first language is not English must meet Sheridan's English Proficiency Requirements
Accreditation	This program is accredited by the Canadian Athletic Therapists Association (CATA). Sheridan's Honours Bachelor of Applied Health Sciences – Athletic Therapy program is a member of the World Federation of Athletic Therapy and Training (WFATT).

Institution	Sheridan College (cont'd)
Program Title	Honours Bachelor of Applied Health Sciences – Athletic Therapy
Required courses	Introduction to Cell and System Physiology; Introduction to Biomechanics; Nutrition; Introduction to Athletic Therapy; Introduction to Composition and Rhetoric; Human Physiology for Athletic Therapy; Protective Equipment and Bracing; Exercise Physiology for Athletic Therapy; Seminar in Athletic Therapy; Health, Wellness & Resilience in Athletic Therapy; Degree Breadth Elective; Anatomy of the Lower Quadrant; Emergency Conditions 1 – Fundamentals; Conditions of the Lower Quadrant; Growth, Development and Physical Activity; Introduction to Clinical Practice; Field Practicum 2 and Seminar; Anatomy of the Upper Quadrant; Emergency Conditions 2 – Intermediate Skills; Conditions of the Upper Quadrant; Pathophysiology for Athletic Therapy; Statistical Methods in Health Sciences; Field Practicum 3 and Seminar; Anatomy of the Spine; Injury Treatment Modalities; Therapeutic Exercise 1; Clinical Assessment and Rehabilitation 1; Field Practicum 4 and Seminar; Clinical Biomechanics of the Lower Quadrant; Therapeutic Exercise 2; Clinical Assessment and Rehabilitation 2; Anatomy of the Head, Thoracic Cavity and Abdomen; Field Practicum 5 and Seminar; Psychology of Injury and Performance; Emergency Conditions 3 – Advanced Skills; Clinical Biomechanics of the Upper Quadrant; Clinical Assessment and Rehabilitation 3; Independent Research Proposal; Advanced Clinical Practice; Field Practicum 6 and Seminar; Manual Therapy Techniques; Clinical Assessment and Rehabilitation 4; Business Entrepreneurship for Athletic Therapy; Field Practicum 7 and Seminar; Current Trends in Athletic Therapy
Practicum	Each year of the program includes field and/or clinical work in a variety of settings, such as high school or community sports teams, varsity teams at colleges and universities, the Sheridan Athletic Therapy Clinic, and community clinics. Students will gain hands-on experience across these diverse environments, building practical skills and applying theoretical knowledge. Additionally, the program includes a 14-week internship between Years 3 and 4, offering an extended opportunity to deepen clinical competencies in a professional setting.

Institution	University of Manitoba
Program Title	Bachelor of Kinesiology – Athletic Therapy
Link	https://umanitoba.ca/explore/programs-of-study/athletic-therapy-bkin
Program Description & Objectives	The Faculty of Kinesiology and Recreation Management offers four degree programs that have a base of shared core courses to ensure students experience the interconnections across the faculty and its related fields of practice.
Learning Objectives	Students in the Athletic Therapy Program will be required to complete sev-eral hours of clinical and field (sports team) experiences on campus and in the community during their degree. These experiences pro-vide opportunities to apply the knowledge and skills students obtain via their educational curriculum, in a practical hands-on manner, and there-fore enhance their preparation for the Canadian Athletic Therapy Associa-tion (CATA) examinations.
Number of credits	120 credits
Program length	3 years (plus qualifying year)

Institution	University of Manitoba (cont'd)
Program Title	Bachelor of Kinesiology – Athletic Therapy
Admission Requirments	The Bachelor of Kinesiology – Athletic Therapy is an advanced entry program, which means that you must complete at least 24 credit hours of university-level study with a minimum adjusted grade point average of 2.0 before you can be considered for admission.
Accreditation	This program is accredited by the Canadian Athletic Therapists Association (CATA).

Institution	University of Manitoba (cont'd)
Program Title	Bachelor of Kinesiology – Athletic Therapy
Required courses	**Year 1** Anatomy of the Human Body; Physiology of the Human Body; Nutrition for Health and Changing Lifestyles; Physical Activity, Health and Wellness; Foundations of Physical Education and Kinesiology; Introduction to Psychology; Basic Statistical Analysis 1 or Introduction to Statistics and Computing; 6 credit hours of Faculty of Science Courses **Year 2** Basic Trauma and Life Support; Athletic Therapy Skills; Advanced Human Anatomy; Academic Skills in Kinesiology and Recreation Management; History of Physical Activity and Leisure; Planning Principles; Human Anatomy; Biomechanics; Introduction to Research;Motor Control and Learning **Year 3** Pathology and Sport Medicine; Functional Assessment and Restoration A; Functional Assessment and Restoration B; Therapeutic Modalities; Athletic Therapy Practicum; Clinical Block Placement; Inclusive Physical Activity and Leisure; Sociology of Physical Activity and Leisure; Exercise Physiology; Principles of Fitness Training **Year 4** Psychology of Sport and Physical Activity; Physical Activity and Aging; Advanced Pathology and Sport Medicine; Advanced Biomechanics; Therapeutic Exercise Rehabilitation; Athletic Therapy Practicum; Philosophy of Physical Activity and Leisure; Current Issues; 3 credit hours of Electives **Degree Exit Requirement:** Current Basic Life Support Provider CPR and Standard First Aid Certification
Practicum	Students in the Athletic Therapy Program will be required to complete sev-eral hours of clinical and field (sports team) experiences on campus and in the community during their degree. These experiences pro-vide opportunities to apply the knowledge and skills students obtain via their educational curriculum, in a practical hands-on manner, and there-fore enhance their preparation for the Canadian Athletic Therapy Associa-tion (CATA) examinations. Students must successfully com-plete the previous year's courses and be registered in all of the present year's courses in order to register in each practicum (KIN 3912, KIN 3914 & KIN 4910).

Institution	University of Winnipeg
Program Title	Bachelor of Science in Kinesiology - Athletic Therapy
Link	https://www.uwinnipeg.ca/education-with-impact/athletic-therapy.html#:~:text=All%20UWinnipeg%20graduates%20are%20eligible,owning%20a%20private%20clinic%2C%20or
Program Description & Objectives	The Athletic Therapy program at The University of Winnipeg is a four-year Bachelor of Science degree housed in the Department of Kinesiology and Applied Health. The major is referred to as the Enhanced Major in Athletic Therapy. Our curriculum is designed to promote critical thinking, observation and research skills in areas including injury prevention, assessment, rehabilitation, biomechanics and strength and conditioning, all of which are key components in the profession of athletic therapy.
Learning Objectives	Students in the field of Kinesiology and Athletic Therapy aim to increase physical activity participation, enhance sport performance, develop physical literacy, and promote the positive long terms effects of physical activity for every individual throughout their lifespan. Students are immersed in current knowledge and practice in the field and are given opportunities for practical learning experiences that prepare them for productive careers promoting movement, health, and wellness.
Number of credits	120 credits
Program length	4 years (8 semesters)

Institution	University of Winnipeg (cont'd)
Program Title	Bachelor of Science in Kinesiology - Athletic Therapy
Admission Requirments	The Athletic Therapy program requires one of Pre-Calculus Mathematics 40S or Applied Mathematics 40S. It is also recommended to take Biology as well as one of Chemistry or Physics, and your physical education options.
Accreditation	The program is accredited by the Canadian Athletic Therapy Association (CATA). Upon graduation, students will have met all educational requirements of the CATA and would be eligible to challenge the National Certification Exam.

Institution	University of Winnipeg (cont'd)
Program Title	Bachelor of Science in Kinesiology - Athletic Therapy
Required courses	https://www.uwinnipeg.ca/academics/calendar/docs/all-course-descriptions.pdf Sample Courses: • Rehabilitation of Upper and Lower Limb Injuries • Exercise Physiology • Sport First Responder • Drugs and Ergogenic Aids in Sports • Therapeutic Modalities • Soft Tissue Manual Therapy • Sports Injuries of the Spine • Musculoskeletal Support Techniques • Professionalism in Kinesiology
Practicum	Students must be prepared to commit a significant amount of time to gaining practical experience with teams and in clinics both on campus and in the community. For field experience, students work with a variety of community sport teams as well as with Wesmen teams on campus. For clinical hours, University of Winnipeg students work under the direct supervision and guidance of a Certified Athletic Therapist in the oncampus University of Winnipeg Athletic Therapy Centre and at other approved clinics in the community.

Institution	Camosun College
Program Title	**Bachelor's Degree - Athletic and Exercise Therapy**
Link	https://camosun.ca/programs-courses/find-program/athletic-and-exercise-therapy-bachelors-degree
Program Description & Objectives	The program addresses the design and application of conditioning and rehabilitation programs that enable injured and diseased individuals to return to activity. The program provides knowledge and advanced skills in athletic and exercise therapy, exercise science and business skills to operate a successful practice.
Learning Objectives	Upon successful completion of this program, the learner will be able to: Develop and implement preventative and rehabilitative programs for acute and chronic injuries; Educate and counsel on matters pertaining to the physical, psychological, and emotional health and well-being of the client; Determine the need for and provide advanced care for sports-related emergency conditions; Synthesize and apply knowledge of anatomy, physiology, and pathophysiology for assessment, treatment, and care for orthopedic conditions and diseases; Apply critical thinking and use evidence-informed decision-making to provide safe and effective care; Administer appropriate assessments and testing techniques to determine physical fitness in order to optimize performance and function; Communicate and collaborate with coaches, athletes, and other members of the multi-disciplinary team within field and clinical settings; Provide culturally safe and equitable care to diverse populations in the context of athletic and exercise therapy; Apply ethical principles and standards to professional practice and maintain individual accountability; Advocate for the health and well-being of clients and champion the needs of the profession.
Number of credits	132 credits
Program length	4 years (8 semesters)

Institution	Camosun College (cont'd)
Program Title	Bachelor's Degree - Athletic and Exercise Therapy
Admission Requirments	One of: C+ in English 12; C in English 12 Camosun Alternative; One of: C+ in Anatomy and Physiology 12; C+ in Anatomy and Physiology 12 Camosun Alternative; One of: C in Chemistry 11; C in Chemistry 11 Camosun Alternative; And one of: C+ in Math 11; C+ in MATH 073; C+ in MATH 075; C+ in MATH 077 Note: Acceptance to the Bachelor of Athletic and Exercise Therapy Program is based on the cumulative grade point average (GPA) for the above four courses. The minimum cumulative GPA to qualify for consideration is a “B” grade or equivalent.
Accreditation	Accredited by the Canadian Athletic Therapists Association

Institution	Camosun College (cont'd)
Program Title	Bachelor's Degree - Athletic and Exercise Therapy
Required courses	**Year One** ***Academic Term 1*** BIOL 150 - Human Anatomy ; ENGL 151 - Academic Writing Strategies; KIN 220 - Resistance Training & Group Exercise Instruction; PHYS 160 - Biomechanics of Sport; PSYC 160 - Sport & Exercise Psychology 1; ***Academic Term 2*** AET 201 - Placement 1; AET 260 - Emergency Conditions 1; AET 272 - Field Prevention/Injury Care 1; BIOL 151 - Human Physiology; KIN 230 - Behavioural Fitness; **Year Two** ***Academic Term 3*** AET 265 - Musculoskeletal Anatomy; AET 320 - Human Motor Control; KIN 210 - Exercise Physiology; KIN 240 - Fitness & Health Assessment; KIN 310 - Research Methods; ***Academic Term 4*** AET 202 - Placement 2; AET 310 - Pathophysiology; CHEM 214 - Nutrition for Fitness; KIN 241 - Exercise Prescription & Design; KIN 341 - Training for Performance ; **Year Three** ***Academic Term 5*** AET 261 - Emergency Conditions 2; AET 273 - Field Prevention/Injury Care 2; AET 301 - Placement 3; AET 365 - Applied Musculoskeletal Anatomy; AET 381 - Clinical Skills 1 Assessment of Orthopedic Injuries; ***Academic Term 6*** AET 302 - Placement 4; AET 330 - Therapeutic Modalities; AET 440 - Anatomy of the Spine; AET 470 - Pharmacology and Exercise; AET 482 - Clinical 2 Rehabilitation of Orthopedic Injuries; **Year Four** ***Academic Term 7*** AET 401 - Placement 5; AET 430 - Concepts of Manual Therapy; AET 450 - Ergonomics; AET 481 - Clinical 3 Spine; KIN 400 - Chronic Disease Management; ***Academic Term 8*** AET 402 - Placement 6; AET 420 - Business Management for Therapists; AET 490 - Athletic Therapy Capstone; Two (2) electives - 300 level or higher courses
Practicum	The program includes a minimum of 1,200 clinical and fieldwork hours.

Appendix 13: USA Programs (Northeast)

INSTITUTION	STATE, COUNTRY	TYPE	PROGRAM ACCREDITATION STATUS	PROGRAM DIRECTOR	PROGRAM INFORMATION AND OUTCOMES
PLYMOUTH STATE UNIVERSITY	New Hampshire	Professional Masters	Continuing Accreditation	Aimee Pascale	More
HOFSTRA UNIVERSITY	New York	Professional Masters	Initial Accreditation	Jayne Ellinger	More
ITHACA COLLEGE	New York	Professional Masters	Continuing Accreditation	Jennifer McKeon	More
MARIST COLLEGE	New York	Professional Masters	Continuing Accreditation	Michael Powers	More
SUNY - BROCKPORT	New York	Professional Masters	Continuing Accreditation	Timothy Henry	More
SUNY - CORTLAND	New York	Professional Masters	Continuing Accreditation	Ashley Crossway	More
SUNY - STONY BROOK	New York	Professional Masters	Continuing Accreditation	Xristos Gaglias	More
UNIVERSITY AT BUFFALO	New York	Professional Masters	Initial Accreditation	Ryan Krzyzanowicz	More
UNIVERSITY OF MAINE - ORONO	Maine	Professional Masters	Continuing Accreditation	Christopher Nightingale	More
UNIVERSITY OF NEW ENGLAND	Maine	Professional Masters	Continuing Accreditation	Wayne Lamarre	More
UNIVERSITY OF SOUTHERN MAINE	Maine	Professional Masters	Continuing Accreditation	Dominique Ross	More
NORWICH UNIVERSITY	Vermont	Professional Masters	Continuing Accreditation	Greg Jancaitis	More
VERMONT STATE UNIVERSITY	Vermont	Professional Masters	Continuing Accreditation	Reese Boucher	More
CENTRAL CONNECTICUT STATE UNIVERSITY	Connecticut	Professional Masters	Continuing Accreditation	Peter Morano	More
SACRED HEART UNIVERSITY	Connecticut	Professional Masters	Continuing Accreditation	Stephanie Clines	More
SOUTHERN CONNECTICUT STATE UNIVERSITY	Connecticut	Professional Masters	Continuing Accreditation	Matthew Rothbard	More
UNIVERSITY OF CONNECTICUT	Connecticut	Professional Masters	Continuing Accreditation	Eleni Diakogeorgiou	More

Appendix 14: Full List of Internship Sites

Numbers represent total # students each year at that site.

	Field sites	Clinic sites
Armada Blainville-Boisbriand	1	
Beaconsfield Rugby Club	2-3	
Cégep Édouard Montpetit	1	
Cégep Saint-Jean-Sur Richelieu	1	
CF Montreal - 1st Team	1	
Chateauguay Rugby Association	1	
Collège Brébeuf	1-2	
Collège Jean Eudes	1-2	
Collège Marianopolis	1-2	
College Sainte-Anne	1	
FC LAVAL - PLSQ F	1	
Grenadiers de Chateauguay M18AAA	1	
Greenfield Park Packers	1-2	
Howard S. Billings High School	1	
Judo Québec	2-3	
Karaté Québec	1-2	
Lakeshore Soccer Club	1	
Lasalle Rapides Soccer Club	1	
Laval Senior Academy	1	
Lower Canada College	2-3	
Loyola High School	2-3	
McGill University	1-2	
Montreal Alliance	1	
North Shore Mustangs Football	1	
St. Laurent Spartans Football	1	
Saint-Léonard Cougars Football	1-2	
Sainte-Anne-de Bellevue Rugby	2	
Selwyn House School	2-3	
St-Thomas High School	1	
TMR Rugby Club	2-3	
Collège Montmorency	1-2	1-2
Westmount Rugby Club	2-3	
Cégep Vieux Montreal	3-4	1-2
CF Montreal Academy	3-4	1-2
Champlain College Saint-Lambert	3-4	2-3
Collège Andre Grasset	2-3	1-2
Concordia Varsity	10-12	6-8
Dawson College	4-5	4-5
John Abbott College	4-5	3-4
Université de Québec à Montréal	3-4	4-5
Vanier College	6-8	6-8
Action Sport Physio Bois-Franc		2
École Nationale de Cirque		2-3
Junxion Performance		1
Laval Rocket		1
Montreal Alouettes		1-2
Montreal Canadiens		1
School of Health (Perform Center)		20-25
Synergy Sports Therapy		1

Appendix 15: Tables of Grants and Contributions to Research and Faculty Training

Researcher	Role	2019	2020	2021	2022	2023	2024	Agency
DeMont	PI						5 000$	Concordia
	PI					5 000$	5 000$	Concordia
	PI				3 000$			Concordia
	Co-I		6 500$					Concordia
	Co-I	16 666$	16 666$	16 666$				PERFORM
	Co-I	20 000$						CATA
	Co-I	6 000$						MITACS
Dover	PI					15 000$		MITACS
	PI					20 000$		MITACS
					82,500$			Webster Foundation
	PI				30 000$			MITACS
	Co-I			30 000$				McGill Radiology
	PI			80 000$				MITACS
	PI			30 000$				MITACS
	Co-I		6 500$					Concordia
	Co-PI		30 000$					MITACS
	PI	15 000$						MITACS
	Co-I	16 666$	16 666$	16 666$				PERFORM
Fortin	Co-I					25 000$		CIHR
	Co-I					119 340$	119 340$	CIHR
	PI					20 000$	20 000$	Webster Foundation
	PI					29 000$	29 000$	Concordia CURC
	PI				82,500$			Webster Foundation
	PI	12 667$	12 667$	12 667$				Webster Foundation
	Co-PI			30 000$				McGill Radiology
	PI			17 500$				FRQS
	PI		6 500$					Concordia
	PI		10 000$					FRQS
	Co-PI		25 000$					FRQS
	PI		30 000$					MITACS
	PI		84 235$	84 235$	84 235$	84 235$		FRQS
	Co-PI		20 000$					FRQS
	Co-I		399 398$	399 398$	399 398$	399 398$	399 398$	CIHR
	PI	700$						Concordia
	PI	30 000$	30 000$	30 000$				Concordia
	PI	16 666$	16 666$	16 666$				PERFORM
	PI	10 000$	10 000$					FRQS
	PI	6 250$	6 250$					FRQS
	Co-I	41 171$US						Hong Kong Poly U
Teel	PI						25 000$	REPAR
	PI						20 000$	Qc Bioimaging Network
	Co-I				50 000$	50 000$		CIHR

Appendix 16

Research Protocols and Agreements

AFFILIATION AGREEMENT

BETWEEN :

NAME a corporation duly incorporated • and having its head office at, 3770 Saint-Patrick St. suite 201, Montreal, Quebec H4E 1A2
herein acting and represented by NAME duly authorized as he/she/they so declare(s);

Hereafter referred to as the "**Internship Site**"

AND

Concordia University, a corporation duly incorporated by the *Concordia University Act*, S.Q. 1948, c. 91 as amended by S.Q. 1959-60, c. 191 and S.Q. 2006, c. 69 having its head office at 1455 de Maisonneuve Blvd. West, suite GM 801, City of Montreal, Province of Quebec H3G 1M8, herein represented by Dr. **Pascale Sicotte**, Dean, Faculty of **Arts and Science**, duly authorized as she so declares;

Hereafter referred to as the "**University**"

1. Definitions

1.1. In the present Agreement, the following terms are defined as follows:

1.1.1. **Internship Site:** A facility which offers care and/or services including but not limited to health care, educational, and/or social services.

1.1.2. **Department:** Refers to the University's Department of **Health, Kinesiology and Applied Physiology**

1.1.3. **Student** or **Students:** Any person or people registered and in good standing in a program offered by the Department.

1.1.4. **Practicum:** The period of time in which the Student spends outside the University gaining Clinical Experience in the Internship Site.

1.1.5. **Clinical Experience:** Experience gained through and at the Internship Site and which contributes to the practical experience of the Student.

The clinical experience consists of observation and interaction the whole under the supervision of qualified Supervisory Personnel.

1.1.6. **Clinical Resources:** All that which, at the Internship Site, in terms of the Client, personnel, equipment, locale or otherwise, contributes to the student's clinical training, regardless of their program of university study of first, second, or third cycle, concerning health or social services.

1.1.7. **Supervisory Personnel:** All people responsible for the Student during his or her Practicum. These personnel are comprised of professional personnel from the Internship Site, whom, in an Internship Site, assume one or most of these teaching functions.

1.1.7.1. the organization and supervision of the Practicum to be completed by each Student;
1.1.7.2. The progress of the Clinical Experience;
1.1.7.3. The evaluation of the Clinical Experience acquired by the Student completing the Practicum, in cooperation, if necessary, with other professional personnel of the Internship Site.

1.1.8. **Client:** Any person or people receiving services (ex: health, education, social services) at the Internship Site.

2. The University's Obligations

2.1. The University shall be responsible for:

2.1.1. Administering and offering programs of study in the applicable domains of the programs offered by the Department;

2.1.2. Designating a representative or representatives (the "**University Representatives**") to act as liaison between the Internship Site and the University and to communicate with the Internship Site on an as-needed basis;

2.1.3. Providing practicum guidelines to the Internship Site which will include, if required and when necessary, a written description of the learning objectives of the Practicum, the Clinical Experience sought, suggestions as to methodology and evaluation and a description of the planned Clinical Experience;

2.1.4. Planning the Practicum, as required, in collaboration with the administration of the Internship Site. Such planning may include determining the numbers of Students placed at the Internship Site for the Practicum, the ratios of Students to Supervisory Personnel from the Internship Site, the schedule of the Practicum, the whole in view of the pedagogical goals of the Practicum;

2.1.5. Advising the Internship Site of any significant change relating to the Practicum, at least fifteen (15) days prior to the beginning of the Practicum, or, if the change occurs later than fifteen (15) days prior to the beginning of the Practicum, within a reasonable delay from the time when the University becomes aware of the significant change;

2.1.6. Informing Students of their obligation to keep all Client information confidential and with all applicable policies, rules and regulations of the Internship Site;

2.1.7. Provided that the Practicum takes place in the Province of Quebec or that the Students are Quebec residents, ensuring that the Students have coverage under *La Commission des normes, de l'équité, de la santé et de la sécurité de Travail du Québec* (CNESST).

2.1.8. Advising Students, prior to the Practicum, of any requirements communicated to the University pursuant to Section 3.1.6 hereof and obtaining from the Students and providing to the Internship Site proof that such requirements have been met with regard to each Student.

3. The Internship Site's Obligations

3.1. The Internship Site shall be responsible for:

3.1.1. Respecting the practicum guidelines as communicated to the Internship Site pursuant to Section 2.1.3 hereof and discussing, as required, the abovementioned guidelines with the University's Supervisory Personnel;

3.1.2. Providing supervision and guidance to the Student throughout the Practicum, based on the Student's capabilities, and providing the Department with evaluations of the Student per the Department's request and in a timely manner;

3.1.3. Working in collaboration with the University Representatives to enhance and improve Practicum experiences;

3.1.4. Coordinating, as needed, the use of the Clinical Resources in accordance with the plans prepared by the Internship Site and by the University;

3.1.5. Informing the Students of the Internship Site's applicable policies and regulations;

3.1.6. Inform the University and the applicable student, within a reasonable period prior to the Practicum, any medical tests (e.g., tuberculosis), training requirements (e.g., CPR) or background checks that the Students are required to complete, and vaccines that Students are required to receive, prior to the Students commencing the Practicum;

3.1.7. In keeping with its responsibility for patient care, have the right to intervene in those instances where a student may be functioning in a manner considered by the Internship Site to be of potential danger to the well-being of Client(s).

4. Shared Obligations

4.1. The University and the Internship Site are jointly responsible for:

4.1.1. Unless the parties agree to a different schedule, ensuring that the Practicum takes place over at most five (5) days of the week, with at least two (2) continuous days off per week, and a maximum of 20 hours/week;

4.1.2. In exceptional circumstances, (ex: a serious breach of the Internship Site's rules or policies) the Internship Site may decide to exclude a Student from its premises or from the Practicum. In such a case, the Internship Site shall communicate with the Department's chosen supervisors who will take appropriate action;

4.1.3. Adopting a communication strategy between the Supervisory Personnel, the Internship Site and the Department that will ensure that the Practicum runs smoothly and that the learning objectives of the Student and the University are being met;

4.1.4. If deemed necessary by the University, from time to time either prior to the beginning of the Practicum or during the Practicum, the Student and the Supervisory Personnel from the University may visit the Internship Site's facilities and Clinical Resources in order to become familiar with the facilities and the functioning of the Internship Site.

5. Indemnification

5.1. Each party agrees to indemnify and hold the other party, its trustees, directors, governors, employees, agents, servants, Students and volunteers harmless from all loss, cost, expense, judgment or damage on account of injury (including death) or property damage, of the Internship Site or the University, as the case may be, the Department, Students, faculty members, staff, Supervisory Personnel, employees, servants or agents related to or arising out of the Practicum or other matters to which this Agreement pertains, including all reasonable legal expenses and costs incurred by a party in defending any legal action pertaining to the above.

6. Insurance

6.1. Both parties shall respectively at all times carry a policy or policies of general liability and professional liability insurance on a basis and in amounts sufficient to provide coverage in respect of all matters related to this Agreement, and in no event less than $2,000,000 dollars, to indemnify one another as herein provided.

7. Collective agreements applicable to employees of the Internship Site do not apply to the Student or the Supervisory Personnel of the University and the Department. However, "employee discounts" at the Internship Site (ex: parking rates and cafeteria discounts) may be negotiated by the parties and/or offered by the Internship Site on a case-by-case basis.

8. The arrangement under this Agreement shall not, under any circumstances, constitute a partnership, employment agreement or joint venture between the parties or an employment relationship between the Internship Site and the Students or the Internship Site and the Supervisory Personnel of the University, nor shall any agency relationship arise as a consequence of this Agreement. Neither party has the authority to bind the other party.

9. The Internship Site is solely responsible for and maintains full authority over the services provided to the Client.

10. All notices under this Agreement must be made in writing and shall be delivered by email, registered mail or fax to the following addresses:

In the case of the University to:

Dean, Faculty of **Arts and Science**
Concordia University
7141 Sherbrooke St. W
Suite **AD-320**
Montreal, Quebec **H4B 1R6**
Email: **executivesecretary.fas@concordia.ca**

With a copy to:

Jacqueline Camley
Concordia University
Department of Health, Kinesiology and Applied Physiology
7141 Sherbrooke St W
Sp 165.04
Montreal, Quebec H4B 1R6
Email: **Jacqueline.camley@concordia.ca**

In the case of the Internship Site to:

NAME of site
ADDRESS
Email:

This Agreement is valid for three (3) years from the date of its signature and is automatically renewed for consecutive and successive terms of three (3) years unless either party gives written notice to the other of its intention not to renew at least ninety (90) days before the expiration of the then present term.

11. This Agreement may be terminated before the expiry of the term by either party providing four (4) months' written notice to the other party, for any reason whatsoever.

12. Each party acknowledges that in the event of circumstances beyond the control of the other party, such as a community disaster, a strike, disease outbreak, a fire or other situation which would substantially interfere with either party's

abilities to adhere to the obligations set forth herein, each party reserves the right to suspend performing its obligations under this Agreement immediately and until such time as such party reasonably determines that it is able to adequately perform its obligations set forth in the present Agreement.

13. Sections 5. Indemnification and 6. Insurance shall survive the termination of this Agreement.

14. The failure of either Party to insist upon strict performance of any terms and conditions or to exercise any of its rights set out in this Agreement shall not constitute a waiver of these rights, and these rights shall continue in full force and effect.

15. This Agreement shall constitute the entire agreement between the Parties with respect to the subject matter hereof.

16. No assignment of this Agreement or of any rights created under it by either Party shall be valid without the written consent of the other Party.

17. This Agreement may only be amended in writing, with the consent of both Parties.

18. The parties have requested that this Agreement be drawn up in the English language. *Les parties ont exigé que cette Entente soit rédigée en langue anglaise.*

SIGNATURES APPEAR ON NEXT PAGE

THE PARTIES HAVE SIGNED ON: DATE

Per CONCORDIA

_____

***Dr. Pascale Sicotte*, Dean**
Faculty of Arts and Science
Concordia University

Per the INTERNSHIP SITE

_____

NAME, Athletic Therapist
Site

Appendix 17

Lessons Plans and Descriptions

MSAT 510 (Lec/Lab) Functional Anatomy (1 credit)

This foundational course provides an advanced study of human musculoskeletal anatomy, emphasizing the functional relationships between anatomical structures and movement. Students will engage in detailed analyses of bones, muscles, joints, and connective tissues, with a focus on their roles in physical activity and rehabilitation. The course integrates cadaveric studies, imaging techniques, and current research to enhance understanding of anatomical variations and their clinical implications. Laboratory sessions will reinforce theoretical knowledge through practical application.

Week	Topic	Lecture Focus	Lab/Cadaver Observation
1	Introduction to Musculoskeletal Anatomy	Overview of musculoskeletal system structure and function	Orientation to cadaveric studies, understanding anatomical planes and directional terms
2	Bone Structure and Function	Bone types, structure, remodeling, and function in movement	Cadaver observation: Bone identification and examination of skeletal features
3	Skeletal System: Upper Extremity	Detailed analysis of the shoulder girdle, arm, forearm, and hand	Cadaver observation: Upper limb bone and joint structures, identification of key landmarks
4	Skeletal System: Lower Extremity	Detailed analysis of the pelvis, thigh, leg, and foot	Cadaver observation: Lower limb bone structure and joint examination
5	Muscles: Upper Extremity	Muscle anatomy, function, and roles in movement for shoulder, arm, forearm, and hand	Cadaver observation: Upper limb muscles, identification and palpation of muscles
6	Muscles: Lower Extremity	Muscle anatomy and function for the hip, thigh, leg, and foot	Cadaver observation: Lower limb muscle structures, attachment sites, and function
7	Joints and Ligaments: Upper Extremity	Joint structure and function for the shoulder, elbow, wrist, and hand	Cadaver observation: Joint examination and ligament identification in the upper extremity
8	Joints and Ligaments: Lower Extremity	Hip, knee, ankle, and foot joint anatomy and function	Cadaver observation: Joint stability, ligamentous structures in the lower extremity
9	Connective Tissue and Tendons	Tendon and ligament structure, function, and role in	Cadaver observation: Tendon and ligament connections in musculoskeletal structures

		movement and rehabilitation	
10	Neural Structures: Musculoskeletal System	Nervous system integration with musculoskeletal anatomy, motor units, and reflexes	Cadaver observation: Nerve pathways in the limbs, brachial and lumbosacral plexuses
11	Functional Anatomy and Movement	Analysis of functional anatomy in sports and rehabilitation settings	Cadaver observation: Muscular and joint movement simulation, functional positioning
12	Clinical Implications and Anatomical Variations	Case studies in musculoskeletal injuries, anatomical variations, and rehabilitation	Final cadaver observation session: Assessment of clinical anatomical variations and their relevance to practice

Course Learning Outcomes

By the end of this course, students will be able to:

1. Identify and describe the key anatomical structures of the human musculoskeletal system, including bones, muscles, joints, and connective tissues, and explain their functional relationships in movement.
2. Demonstrate the ability to identify anatomical landmarks through cadaveric observation, imaging techniques, and palpation, ensuring accurate understanding of both normal and variant anatomical features.
3. Analyze the role of musculoskeletal structures in the context of human movement and physical activity, understanding how injuries or dysfunctions in these structures impact performance and rehabilitation.
4. Apply cadaveric study and imaging findings to enhance understanding of anatomical variations and their clinical implications in musculoskeletal injuries and rehabilitation.
5. Evaluate the functional significance of musculoskeletal components in both normal and pathological conditions, using evidence-based knowledge to assess the potential impact on athletic performance and recovery.
6. Integrate cadaveric studies with theoretical knowledge to develop a comprehensive understanding of the musculoskeletal system's role in human motion and rehabilitation protocols.
7. Utilize anatomical knowledge to support injury prevention strategies and rehabilitation interventions for common musculoskeletal injuries, integrating clinical observations with functional anatomy.
8. Demonstrate effective communication of anatomical knowledge, including the ability to explain musculoskeletal structures and their clinical implications to peers, athletes, and patients in a professional manner.

Methods of evaluation: Multiple Choice, Identify (tag tests), application/short answer.

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 520 (Lec/Lab) Introduction to Athletic Therapy (2 credits)

This course explores the epidemiology of athletic injuries with a focus on understanding the distribution and determinants of injury within athletic populations, and recognizing the clinical patterns and presentations of common sport-related conditions. Through the lens of evidence-based practice, students will critically examine injury surveillance data, identify risk factors, and correlate injury mechanisms with observable signs, symptoms, and diagnostic patterns. Students will learn to integrate epidemiological data with clinical expertise to improve injury recognition, inform prevention strategies, and enhance decision-making in both practice and policy.

Week	Lecture Topic
1	**Lecture:** Introduction to Athletic Therapy (Scope of Practice, Role of the Athletic Therapist) **Lab:** Sideline evaluations
2	**Lecture:** Epidemiology of Musculoskeletal Injuries (Injury Trends, Risk Factors, Prevention) **Lab:** Making RTP decisions
3	**Lecture:** Tissue Response to Injury (Healing Phases, Acute vs Chronic Injuries) **Lab:** Lower extremity taping/wrapping
4	**Lecture:** Recognizing Signs and Symptoms of Injury (Red Flags, Evaluation Techniques) **Lab:** Lower extremity taping/wrapping
5	**Lecture:** Common Musculoskeletal Injuries – Upper Body (Shoulder, Elbow, Wrist Injuries) **Lab:** Upper extremity taping/wrapping
6	**Lecture:** Common Musculoskeletal Injuries – Lower Body (Hip, Knee, Ankle Injuries) **Lab:** Upper extremity taping/wrapping
7	**Lecture:** General Medical Conditions in Athletes (Asthma, Diabetes, Heat Illness, Cardiac Conditions) **Lab:** Scenario practice
8	**Lecture:** Spinal Injuries- pelvis, lumbar, thoracic, cervical **Lab:** Scenario practice
9	**Lecture:** Principles of Psychosocial Care for Athletes (Grief Process, Mental Health Considerations) **Lab:** Nonviolent Communication in Injury Scenarios
10	**Lecture:** Advanced Taping Techniques and Bracing (Taping vs Bracing, Elastic Taping Introduction) **Lab:** Kinesiology taping
11	**Lecture:** Equipment fitting **Lab:** Sideline Scenarios and Practical Skills Testing
12	**Lecture:** Legal considerations **Lab:** Lab Exams

Course Learning Outcomes

By the end of this course, students will be able to:

1. Describe the principles and methods of epidemiology in the context of athletic injuries, including injury surveillance, data collection, and statistical analysis, while considering how effective communication with athletes can impact injury reporting and prevention.
2. Analyze the distribution and determinants of injury in different athletic populations, identifying risk factors and high-risk groups, and apply non-violent communication (NVC) techniques to engage athletes in injury prevention discussions and strategies.
3. Critically evaluate injury surveillance data and research studies, assessing their validity, reliability, and application to athletic therapy, while practicing NVC to explain research findings clearly to athletes and team members.
4. Recognize and describe the clinical patterns and presentations of common sport-related injuries, correlating these with epidemiological findings, and apply appropriate taping techniques for injury support and prevention.
5. Correlate injury mechanisms with observable signs, symptoms, and diagnostic patterns to improve clinical reasoning, integrating taping methods as a proactive response to manage injuries and prevent further damage.
6. Identify and assess key intrinsic and extrinsic risk factors for athletic injuries, including biomechanics and environmental influences, and apply NVC strategies to educate athletes on injury risks and the importance of preventative measures.
7. Apply evidence-based taping techniques to support athletic performance, prevent injury, and assist in rehabilitation, ensuring proper technique and communication with athletes regarding the purpose and benefits of taping.
8. Integrate injury epidemiology, taping strategies, and non-violent communication to enhance clinical decision-making and improve injury prevention, management, and recovery plans in both individual therapy and team settings.

Methods of evaluation: Multiple Choice, application/short answer, skills tests

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 530 (Lec/Lab) Emergency Intervention Preparation in Sport (3 Credits)

This course provides an in-depth exploration of emergency care within athletic and clinical settings, focusing on the requirements for the first responder. Students will critically analyze and apply advanced protocols for managing acute injuries, including spinal immobilization, concussion assessment, and emergency airway management. Emphasis is placed on integrating current research and evidence-based practices to enhance decision-making and patient outcomes in high-pressure situations. Laboratory sessions with practical scenarios and case studies will be utilized to develop proficiency in rapid assessment and intervention techniques

Week	Topic	Lecture	Laboratory
1	Introduction to Emergency Care in Sport	Scope of practice, EMS system, legal/ethical responsibilities, PPE & infection control, primary & secondary survey	Case discussion, quiz on legal concepts, survey demo
2	Airway Management & Respiratory Emergencies	Airway anatomy, OPA/NPA insertion, suctioning, oxygen administration, BVM use	Airway lab, oxygen tank handling, scenario: unconscious athlete
3	Cardiovascular Emergencies	CPR (adult/child), AED use, cardiac arrest, angina, EAP integration	CPR/AED practical test, sport scenario practice
4	Shock, Bleeding & Soft Tissue Injuries	Types of shock, bleeding control, dressings, tourniquet use	Bleeding control skill check, shock scenario
5	Head & Spine Trauma	Concussion assessment, C-spine precautions, helmet removal, spine boarding	Spine board lab, concussion case discussion
6	MSK Injuries & Fracture Management	Fracture types, splinting (rigid, vacuum), dislocation management	Splinting practical, fracture recognition quiz
7	Medical Emergencies I	Diabetes, seizures, stroke, syncope, anaphylaxis, EpiPen® use	Simulation: altered LOC, peer roleplay
8	Medical Emergencies II	Heat/cold emergencies, drug/alcohol responses, infectious disease protocols	Heat illness case study, cold exposure management
9	Environmental & Sport-Specific Challenges	Lightning, altitude, aquatic safety, goalie/equipment removal	Group EAP planning, equipment removal lab
10	Transport & Triage	Safe lifts/moves, log roll, spine board, triage in sport settings	Transport simulation, triage priority activity
11	Simulation Scenarios & EAP Implementation	Full simulations: cardiac arrest, fracture, asthma, etc.; sideline communication & decision-making	Group simulations with feedback, peer assessments

12	Review & Certification Testing	Practical and written final exams, review key skills and knowledge	Final practical evaluation, written exam, certification issued

Course Learning Outcomes

By the end of this course, students will be able to:

1. Identify and describe the scope of practice and responsibilities of a First Responder in a sport environment, adhering to legal, ethical, and professional standards.
2. Demonstrate proficiency in performing primary and secondary surveys to assess and prioritize life-threatening conditions in athletic injuries and medical emergencies.
3. Execute advanced airway management techniques, including the use of oropharyngeal (OPA) and nasopharyngeal airways (NPA), suctioning, and oxygen administration to stabilize injured athletes.
4. Administer CPR and use an Automated External Defibrillator (AED) effectively for victims of cardiac arrest, including identifying appropriate interventions in sport-specific scenarios.
5. Assess and manage various types of shock (hypovolemic, anaphylactic, neurogenic, etc.), controlling bleeding and stabilizing patients until transfer to EMS.
6. Perform appropriate management for head and spine trauma, including concussion assessment, C-spine precautions, and helmet removal for athletes with suspected spinal injuries.
7. Identify and manage musculoskeletal injuries, including fractures, dislocations, and soft tissue injuries, utilizing splinting techniques and proper immobilization.
8. Recognize and respond to medical emergencies such as diabetes, seizures, strokes, anaphylaxis, and asthma, applying appropriate treatments and interventions in a sport environment.
9. Apply knowledge of environmental conditions (heat illness, cold injuries, lightning, altitude) to assess risk factors and implement preventative measures or interventions.
10. Demonstrate proficiency in patient transport techniques.
11. Implement an Emergency Action Plan (EAP) for sport-related emergencies, including communication with EMS, coordinating with medical staff, and ensuring safety protocols are followed.
12. Integrate sport-specific knowledge with emergency care principles to provide tailored interventions for injuries or medical conditions in athletes, ensuring quick and effective response in emergency situations.

Methods of evaluation: Multiple Choice, application/short answer, skills tests

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 540 Field Internship I (3 Credits)

In this field internship course, students are provided with an immersive, supervised experience in professional athletic therapy settings, such as university sports teams, or city club teams. Students will apply clinical reasoning, using professional standards in emergency care and return to play decision making. The integrated seminar component emphasizes current issues in clinical practice, including interdisciplinary collaboration, patient-centered care, clinical documentation, and ethical challenges. Students will be required to meet assigned entrustable professional activities by the end of this course.

Discussion Seminars Topics
Integrating into the Team Environment
On field scenarios
Sideline scenarios
Dealing with heighten emotions
Taping practice
Case study presentations

Course Learning Outcomes (Entrustable Professional Activities)

By the end of the course the student must demonstrate:

Evaluate and Differentiate On-Field Scenarios: *Demonstrate* a basic on-field assessment to *differentiate* between urgent and non-urgent scenarios.
Assess and Explain Sideline Concussion/MSK Injuries: *Perform* a basic sideline assessment for concussion/MSK injuries (ROM, MMT, flexibility, functional movements, and special tests) and *explain* the rationale for the return-to-play decision.
Manage MSK Injuries/Concussions: *Implement* basic management strategies for musculoskeletal injuries and concussions, *demonstrating* appropriate care techniques.
Integrate into Team Environment: *Display* the ability to *integrate* into the team environment by *collaborating* effectively with team members and *contributing* to the overall goals of the team.
Manage Time Effectively: *Demonstrate* effective time management skills by *balancing* school, work, internship, and personal life, *prioritizing* tasks, and *meeting* deadlines consistently.

Grade Breakdown:

Seminar assignments 60%
Clinical Instructor Evaluation 30%
EPA (must complete) 10%

MSAT 550 (Lec/Lab) Assessment of Appendicular Skeleton and Associated Structures (3 Credits)

This course offers an in-depth exploration of the biomechanical and physiological principles underlying upper and lower extremity function. Students critically examine both normative and pathological conditions through a structured procedure of tissue examination. The course emphasizes advanced clinical assessment techniques—including manual evaluation and instrument-based measurements— to develop proficiency in applying well thought out evaluation methods. Case-based discussions that highlight injury variations leading to surgical decisions and clinical interventions. Laboratory

Week	Topic	Laboratory Topics
1	**Introduction to Class** Overview of syllabus, assessment system (SOAP, Scan exam, red/yellow flags, rule outs)	No lab this week
2	**Differential Diagnosis/Screening** Posture: Faulty Postural Considerations (Phasic/Tonic; Effects on Movement) Gait Assessment	History & Upper and Lower Quadrant Scans Posture & Gait Assessment
3	**Quiz 1** Leg, Ankle, Foot Assessment	Ankle Assessment Skills
4	**Knee/Thigh Assessment**	Quiz 1 (Ankle) Knee and Hip Assessment Skills
5	**Quiz 2** Shoulder Assessment	Case Studies
6	**Shoulder Assessment**	Quiz 2 (Knee & Hip) Shoulder Assessment Skills
7	**No Class This Week** Catch up on content	No lab this week
8	**Quiz 3** Elbow/Forearm Assessment	Neural Tension Elbow Assessment Skills
9	**Wrist and Hand Assessment**	Case Studies
10	**Quiz 4** Wrist and Hand Assessment	Wrist and Hand Assessment Skills Case Studies
11	**Documentation**	Quiz 4 (Elbow, Wrist & Hand) Case Studies
12	**Quiz 5** Assessing Function: Movement, Neuromuscular Control (Balance, Proprioception/Kinesthesia)	Lab Exam
13	**Summary and Final Competencies**	Lab Exam
Make Up Class	**Make Up Session**	Lab Exam or Make Up as needed

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain biomechanical and physiological principles that govern functional and dysfunctional movement patterns in the upper and lower extremities.
2. Differentiate between normative and pathological tissue presentations through structured clinical examination procedures.
3. Apply advanced manual and instrument-based assessment techniques to evaluate joint, muscular, neural, and fascial structures of the extremities.

4. Interpret findings from clinical assessments to support diagnostic reasoning and clinical decision-making.
5. Critically appraise current literature on assessment validity, reliability, and best practices in orthopedic evaluation.
6. Construct comprehensive evaluation protocols that consider anatomical, biomechanical, and pathological factors.
7. Use case-based reasoning to identify variations in injury presentation, including those that may necessitate surgical referral or collaborative care.
8. Communicate clinical findings and rationale clearly and professionally across interdisciplinary teams and in documentation.

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 555 (Lec/Lab) Rehabilitation of Appendicular Skeleton and Associated Structures (3 Credits)

This course delves into the contemporary rehabilitation paradigms for managing musculoskeletal dysfunctions in the upper and lower extremities. Emphasizing evidence-based practice, the curriculum integrates advanced tissue healing concepts, neuromuscular re-education, and exercise prescription protocols. Students will learn to critically appraise research studies, design individualized rehabilitation plans, and incorporate therapeutic modalities, mobilizations and exercise programming with a focus on outcome measurement. By engaging in both simulated and supervised clinical scenarios, learners refine their skills in developing, implementing, and adjusting evidence-supported rehabilitation interventions for orthopedic conditions of the extremities. Laboratory

Week	Topics
1	**Day 1 (Lecture):** Course overview, principles of tissue healing, phases of rehabilitation **Day 2 (Lecture):** Goal setting in rehab, psychological aspects of recovery **Lab:** Introduction to basic rehabilitation assessments and documentation
2	**Day 1 (Lecture):** Heat modalities - theory, physiological effects, clinical use **Day 2 (Lecture):** Cold modalities - theory, physiological effects, clinical use **Lab:** Application techniques for thermotherapy and cryotherapy
3	**Day 1 (Lecture):** Electrotherapy (e-stim, TENS) - theory, mechanisms, safety **Day 2 (Lecture):** Ultrasound therapy - theory, thermal and non-thermal effects **Lab:** Hands-on use of electrotherapy and ultrasound devices
4	**Day 1 (Lecture):** Introduction to joint mobilizations - theory, indications, contraindications **Day 2 (Lecture):** Grading of mobilizations, principles of manual therapy **Lab:** Basic joint mobilization techniques for major joints
5	**Day 1 (Lecture):** Ankle anatomy, common injuries, rehab progressions **Day 2 (Lecture):** Protocols for ankle rehab through phases of healing **Lab:** Ankle ROM, strengthening, balance and proprioceptive exercises
6	**Day 1 (Lecture):** Knee anatomy, common injuries (ACL, MCL, meniscus) **Day 2 (Lecture):** Knee rehabilitation strategies and progression models **Lab:** Knee stabilization drills, strength training, neuromuscular control
7	**Day 1 (Lecture):** Hip/thigh anatomy, common pathologies (labral tear, impingement) **Day 2 (Lecture):** Hip and thigh rehab protocols and progression **Lab:** Hip mobility exercises, glute activation drills, strengthening programs
8	**Day 1 (Lecture):** Comprehensive review: therapeutic modalities, lower limb rehab principles **Day 2 (Lecture):** Midterm review and Q&A session **Lab:** Midterm practical exam (covering modalities, basic mobilizations, lower extremity rehab)
9	**Day 1 (Lecture):** Shoulder anatomy, common injuries (rotator cuff, instability) **Day 2 (Lecture):** Rehabilitation principles for the shoulder complex **Lab:** Scapular stabilization exercises, rotator cuff strengthening routines
10	**Day 1 (Lecture):** Elbow anatomy, common injuries (lateral epicondylitis, UCL issues) **Day 2 (Lecture):** Elbow rehab protocols and considerations **Lab:** Elbow mobility work, progressive loading and strengthening

11	**Day 1 (Lecture):** Hand/wrist/finger anatomy, common injuries (CTS, tendon injuries) **Day 2 (Lecture):** Rehab strategies for fine motor recovery and grip strength **Lab:** Dexterity training, tendon gliding exercises, splinting basics
12	**Day 1 (Lecture):** Comprehensive case study review: full-body rehabilitation planning **Day 2 (Lecture):** Final exam review session and course wrap-up **Lab:** Final practical exam (covering all regions and modalities)

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain contemporary models of musculoskeletal rehabilitation, including principles of tissue healing, motor control, and functional recovery.
2. Analyze musculoskeletal dysfunctions of the upper and lower extremities using evidence-informed assessment frameworks.
3. Critically evaluate current research literature related to rehabilitation strategies, exercise prescription, and therapeutic interventions.
4. Design individualized rehabilitation programs that integrate neuromuscular re-education, therapeutic modalities, manual therapy, and progressive exercise protocols.
5. Apply therapeutic modalities and manual techniques, including mobilizations, to facilitate functional recovery and tissue repair.
6. Incorporate validated outcome measures to assess patient progress and guide evidence-based adjustments to rehabilitation plans.
7. Implement and modify rehabilitation interventions in response to real-time feedback and patient performance in simulated and supervised clinical settings.
8. Demonstrate effective clinical reasoning and communication in developing, justifying, and adapting treatment plans in both individual and team-based care scenarios.

Methods of evaluation: Multiple Choice, application/short answer, skills tests.

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 560 Clinical Internship I (3 Credits)

This clinical course provides students with an immersive, supervised experience in professional athletic therapy settings, such as university sports medicine clinics, private practices, or professional sport settings. Students will apply clinical reasoning, evidence-based interventions, and professional standards in the assessment, treatment, and rehabilitation of musculoskeletal injuries. Through hands-on practice and reflective learning, students will refine competencies in injury prevention, therapeutic exercise prescription, manual therapy, and therapeutic modalities. The integrated seminar component emphasizes current issues in clinical practice, including interdisciplinary collaboration, patient-centered care, clinical documentation, and ethical challenges. . Students will be required to meet assigned entrustable professional activities by the end of this course.

Students will be placed at an internship site and will be responsible for 10-15 hours/week of clinical work.

Discussion Seminars Topics
Telehealth assessment and rehabilitation
Oral presentation case Studies
Post Operative Protocol presentations
Application of Modalities review
Special topics according to challenging cases

Course Learning Outcomes (Entrustable Professional Activities)

By the end of the course the student must demonstrate:

Perform MSK Evaluations for Extremities: *Complete* a thorough musculoskeletal (MSK) evaluation for the extremities, *identifying* any abnormalities or issues.
Develop Rehabilitation Programs: *Design* and *implement* a comprehensive rehabilitation program for the extremities based on the limitations identified in the assessment.
Apply Feedback for Improvement: *Use* feedback and *engage* in self-reflection to *enhance* practice and *demonstrate* continuous improvement.
Communicate Examination and Rehabilitation Results: *Interpret* and *convey* clear instructions regarding the outcomes of a physical examination and the corresponding rehabilitation program to patients and other stakeholders.

Grade Breakdown:

Seminar assignments 60%
Clinical Instructor Evaluation 30%
EPA (must complete) 10%

MSAT 585 Concussion Assessment and Interventions (3 Credits)

Students will develop advanced competencies in the identification and assessment of sport-related concussions, immediate care and removal-from-play decisions, clinical management of post-concussion syndrome, return-to-learn and return-to-play planning, and patient education. Emphasis is placed on understanding the complex pathophysiology of concussion, psychosocial impacts, and risk factor modification to support safe outcomes.

Week	Topics
1	**Lecture:** Introduction to Concussions: Epidemiology, Mechanisms, and Pathophysiology **Lab :** Recognition Tools Overview and Basic On-Field Screening
2	**Lecture :** Clinical Signs, Symptoms, Red Flags, and Immediate vs Delayed Presentations **Lab :** On-Field Assessment Practice (SCAT6, Observational Screening Scenarios)
3	**Lecture:** Acute Management: Sideline Care, Emergency Action Planning, Return-to-Play Basics **Lab:** Sideline Management Simulation: Communication with Coaches, EMS, Athletes
4	**Lecture:** Neurological Exam and Cervical Spine Considerations in Acute Care **Lab:** Neurological Screen Techniques and Cervical Spine Clearing Practicum
5	**Lecture:** Clinical Diagnosis and Differential Diagnosis: Concussion vs Other Head Injuries **Lab:** Office-Based Concussion Assessment Skills (Vestibular, Oculomotor, Cognitive Screens)
6	**Lecture:** Persistent Symptoms: Definitions, Presentations, Prognosis, and Risk Factors **Lab:** Interviewing and Clinical Reasoning for Persistent Symptoms
7	**Lecture:** Vestibular, Oculomotor, and Cervical Spine Dysfunction Post-Concussion **Lab:** VOMS (Vestibular-Ocular Motor Screening) and Cervical Assessment Skills
8	**Lecture:** Cognitive and Psychological Sequelae, Return-to-Learn Considerations **Lab:** Mental Status Testing and Graded Mental Exertion Protocols
9	**Lecture:** Introduction to Rehabilitation: Acute Management to Sub symptom Aerobic Progressions **Lab:** Buffalo Concussion Treadmill Test Application and Exercise Prescription
10	**Lecture:** Rehabilitation of Persistent Symptoms: Vestibular, Visual, and Cervical Therapy Strategies **Lab:** Vestibular Rehabilitation Techniques and Manual Therapy for Cervical Dysfunction
11	**Lecture:** Multidisciplinary Concussion Care and Return-to-Play/Return-to-Learn Protocols **Lab:** Creating Full Return Plans (Clinical Case-Based Group Work)
12	**Lecture:** Emerging Research and Future Directions in Concussion Management; Course Wrap-Up **Lab:** Final Practical Exam: Assessment, Diagnosis, and Rehabilitation Planning

Course Learning Outcomes

By the end of this course, students will be able to:

1. Describe the pathophysiological mechanisms of sport-related concussion and their implications for clinical assessment and recovery.
2. Identify signs and symptoms of concussion and perform evidence-based assessment protocols to guide immediate care and removal-from-play decisions.
3. Implement clinical best practices for the ongoing management of concussion, including symptom monitoring and progressive rehabilitation planning.

4. Design individualized return-to-learn and return-to-play plans, integrating cognitive, physical, and psychosocial considerations.
5. Evaluate persistent symptoms and risk factors associated with post-concussion syndrome, including physical, cognitive, emotional, and behavioral dimensions.
6. Critically appraise current research on concussion assessment tools, biomarkers, and management approaches to inform evidence-based practice.
7. Communicate concussion-related risks, management strategies, and recovery expectations clearly and ethically to athletes, caregivers, coaches, and healthcare professionals.
8. Apply strategies for risk factor modification and injury prevention in sport settings, including education, policy implementation, and equipment considerations.

Methods of evaluation: Multiple Choice, application/short answer, skills tests

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 610 Pharmacology and Pain Strategies)

This course offers an in-depth exploration of pharmacological interventions and pain management strategies pertinent to athletic therapy interventions. Students will analyze the physiological and psychological aspects of pain, explore non-pharmacological interventions, and evaluate the efficacy of various treatment modalities through current research. Critically examination of pharmacokinetics and pharmacodynamics of medications commonly used in sports and exercise settings, including over-the-counter drugs, prescription medications, and performance-enhancing substances.

Week	Topics
1	**Introduction to Pain and Pharmacology in Athletic Therapy** - Course overview and expectations - Defining pain: acute vs chronic - Basic principles of pharmacology: pharmacokinetics and pharmacodynamics overview
2	**Physiology of Pain** - Neuroanatomy of pain pathways - Peripheral and central sensitization - The biopsychosocial model of pain
3	**Psychological Aspects of Pain and Athlete Response** - Psychological factors influencing pain perception - Pain catastrophizing, fear-avoidance - Mental health and pain in sport settings
4	**Introduction to Pain Management Strategies** - Acute vs chronic pain management - The multidisciplinary approach - Patient-centered pain care models
5	**Non-Pharmacological Pain Management Techniques** - Physical therapies (manual therapy, exercise therapy) - Cognitive-behavioral strategies - Emerging interventions (e.g., mindfulness, biofeedback)
6	**Analgesics and Anti-Inflammatories: OTC and Prescription Use** - Acetaminophen, NSAIDs: mechanisms, indications, risks - Opioids in sport: clinical use and controversies - Adverse effects and contraindications
7	**Muscle Relaxants, Corticosteroids, and Local Anesthetics** - Mechanisms of action - Clinical applications in musculoskeletal injuries - Risks, benefits, and ethical considerations
8	**Performance-Enhancing Substances and Pain Modulation** - Corticosteroids, stimulants, beta-blockers - WADA regulations and banned substances - Ethical and health implications

9	**Pharmacokinetics and Pharmacodynamics in Athletic Populations** - Absorption, distribution, metabolism, excretion - Impact of exercise, dehydration, and body composition - Drug interactions in active individuals
10	**Special Populations and Medication Use** - Youth athletes, aging athletes, and female athletes - Considerations for medication dosing and side effects - Chronic conditions in athletes (asthma, diabetes, ADHD)
11	**Critically Evaluating Research on Pain Management and Pharmacology** - Research methods and evidence hierarchies - Critiquing journal articles - Translating research into clinical practice
12	**Current Trends and Future Directions in Pain Management** - Emerging pharmacological treatments - Novel non-pharmacological strategies - Final review and integration: Building evidence-based pain management plans

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain the physiological and psychological mechanisms of pain relevant to athletic injuries and rehabilitation.
2. Analyze the pharmacokinetics and pharmacodynamics of commonly used medications in athletic and exercise settings, including NSAIDs, muscle relaxants, corticosteroids, and analgesics.
3. Differentiate between over-the-counter medications, prescription drugs, and performance-enhancing substances, including their indications, side effects, contraindications, and legal implications.
4. Critically evaluate the role of non-pharmacological pain management strategies, such as therapeutic modalities, cognitive-behavioral techniques, and manual therapies, within a multidisciplinary treatment plan.
5. Assess the risks and ethical considerations associated with pharmacological interventions, including drug interactions, substance misuse, and return-to-play decisions.
6. Interpret current research findings to inform evidence-based decisions regarding pain management strategies in athletic therapy practice.
7. Integrate pharmacological and non-pharmacological approaches to design comprehensive, individualized pain management plans for athletic populations.
8. Communicate pharmacological concepts and treatment rationales effectively to athletes, coaches, and interdisciplinary team members in an educational and ethical manner.

Methods of evaluation: Multiple Choice, application/short answer

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 650 (Lec/Lab) Assessment of Axial Skeleton and Associate Structures (3 Credits)

This course provides an advanced exploration into the assessment of the hip, spine, and pelvic regions, areas critical to functional mobility and quality of life. Students apply a comprehensive framework that combines detailed anatomical, biomechanical, and neurophysiological principles with the latest evidence-based assessment protocols. Through critical review of contemporary research and incorporation of advanced imaging and manual evaluation techniques, learners develop superior clinical reasoning skills. The course also involves problem-based learning exercises that require the integration of research findings into the clinical evaluation of complex musculoskeletal dysfunctions. Laboratory

Week	Topics
1	Lecture: Introduction to course, Importance of cultural competency in assessment
2	Lecture/lab: Hip Assessment
3	Lecture/Lab: Pelvis/sacrum assessment
4	Lecture/lab: Pelvis/sacrum
5	Lecture/lab: Lumbar Spine assessment
6	Lecture/lab: Case Studies of Hip/Pelvis/Sacrum/L-spine
7	Lecture/lab: Thoracic spine and rib assessment
8	Lecture/lab: Cervical Spine assessment
9	Lecture/lab: Cervical spine and TMJ assessment
10	Lecture/lab: Thoracic/cervical and TMJ case studies
11	Lecture: Common Imaging Techniques, Imaging reports Lab: practical exams
12	Lecture: Running analysis Labs: practical exams

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain the anatomical, biomechanical, and neurophysiological foundations relevant to the assessment of the hip, spine, and pelvic regions.
2. Differentiate between normal and pathological movement patterns using advanced manual assessment techniques and clinical observation.
3. Apply evidence-based assessment protocols, including special tests and functional movement screens, to identify musculoskeletal dysfunctions in the hip, spine, and pelvis.
4. Interpret findings from advanced diagnostic imaging (e.g., MRI, CT, ultrasound) to support clinical impressions and refine assessment strategies.
5. Critically appraise current research literature to guide the selection and implementation of advanced assessment techniques.

6. Integrate anatomical knowledge, clinical testing, and research evidence to formulate differential diagnoses for complex musculoskeletal presentations.
7. Demonstrate clinical reasoning skills in problem-based learning scenarios involving multi-regional dysfunctions of the hip, spine, and pelvis.
8. Construct and justify a comprehensive clinical assessment plan tailored to individual patient presentations, including the rationale for chosen techniques and tools.

Methods of evaluation: Multiple Choice, application/short answer, skill assessment.

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 655 (Lec/Lab) Rehabilitation of Axial Skeleton and Associate Structures (3 Credits)

In this course, students explore the most current, evidence-based rehabilitation strategies for injuries affecting the hip, spine, and pelvis. The course curriculum is designed to provide an in-depth analysis of advanced therapeutic techniques, including therapeutic modalities, manual therapy, specialized exercise programming, and neuromuscular re-education. Students are expected to critically evaluate and integrate current research findings into the formulation of comprehensive, patient-centered treatment plans. Emphasis is placed on using validated outcome measures to assess the effectiveness of interventions and iteratively refine rehabilitation protocols for complex cases, ensuring the highest standards of clinical care. Laboratory

Week	Topics
1	Syllabus overview Posture
2	Lecture/lab: Stability and Mobility
3	Lecture/lab: Fascial system integration
4	Lecture/lab: Pelvic rehabilitation
5	Lecture/lab: Hip rehabilitation
6	Lecture/lab: Lumbar spine rehabilitation
7	Lecture/lab: Case Studies for hip/pelvis/lumbar spine
8	Lecture/lab: Breathing
9	Lecture/lab: Thoracic spine rehabilitation
10	Lecture/lab: Gender Affirming surgery and rehabilitation + Scar Care
11	Lecture/lab: Cervical spine + TMJ rehabilitation
12	Lecture/lab: Case studies

Course Learning Outcomes

By the end of this course, students will be able to:

1. Analyze the pathophysiology and biomechanical implications of complex injuries to the hip, spine, and pelvis within athletic populations.
2. Critically evaluate current research literature to identify best practices and emerging trends in rehabilitation techniques for the lumbopelvic-hip complex.
3. Demonstrate the appropriate application of advanced therapeutic modalities (e.g., electrical stimulation, ultrasound, cryotherapy) based on injury type and rehabilitation phase.
4. Execute manual therapy interventions, including joint mobilizations, soft tissue techniques, and neuromuscular re-education strategies, for dysfunctions in the hip, spine, and pelvis.

5. Design and implement individualized, evidence-informed exercise programs targeting motor control, strength, and functional performance in complex rehabilitation scenarios.
6. Integrate validated outcome measures (e.g., Oswestry Disability Index, Lower Extremity Functional Scale) to track patient progress and inform clinical decision-making.
7. Formulate and defend comprehensive, patient-centered rehabilitation plans that reflect clinical reasoning, research integration, and adaptability to changing patient status.
8. Modify treatment protocols iteratively in response to patient outcomes, ensuring continuous quality improvement in clinical care delivery.

Methods of evaluation: Multiple Choice, application/short answer, skill assessment.

Grade Breakdown:

Midterm 30%
Laboratory 40%
Final 30%

MSAT 660 Field/Clinical (Combo) Internship (6 Credits)

This internship course provides students with a comprehensive, supervised hands-on experience in both field and clinical settings as an athletic therapist. Students will work directly with an assigned sports team, delivering first responder emergency care, injury prevention and injury management throughout practices and competitions, while simultaneously engaging in clinical rehabilitation within a clinic environment. This course will emphasize skill acquisition and entrustable professional activities prior to graduation and certification. At the end of this course, a student will complete a practical comprehensive examination.

Students will be placed at an internship site and will be responsible for 10-15 hours/week of clinical and field work.

Discussion Seminars Topics
Inclusion in the AT room presentation
Comprehensive examination practice (field and clinic)
Case study presentations
Psychological stress in the athlete
On field advanced care
Advanced RTP decisions
Learning Reflection

Course Learning Outcomes (Entrustable Professional Activities)

By the end of the course the student must demonstrate:

Perform MSK Evaluations for the Spine and Pelvis: *Complete* a thorough musculoskeletal (MSK) evaluation for the spine and pelvis, *identifying* any abnormalities or issues.
Develop Rehabilitation Programs: *Design* and *implement* a comprehensive rehabilitation program for the spine and pelvis based on the limitations identified in the assessment.
Manage Time Efficiently: *Demonstrate* effective time management skills by balancing patient care, documentation and other responsibilities, *ensuring* timely and efficient service.
Communicate Appropriately: Adapt communication strategies according to the situation, the individual, and their cultural needs, exhibiting clear and respectful interactions.
Evaluate and Make RTP Decisions: *Conduct* a comprehensive on-field and sideline evaluation for musculoskeletal injuries, concussions, spinal, and medical conditions, and *determine* return-to-play decisions.

Treat Complex Injuries: *Administer* treatment for complex or multiple non-life-threatening injuries, *demonstrating* effective management and care strategies.
Collaborate with Healthcare Team: *Work effectively* with the healthcare team by *engaging* in collaborative decision-making and *communicating* patient care plans.
Communicate in Difficult Situations: *Exhibit* appropriate communication skills in difficult situations, *conveying* clear and empathetic information to patients, families, coaches and colleagues.

Grade Breakdown:

Seminar assignments 40%
Clinical Instructor Evaluation 30%
EPA (must complete) 10%
Comprehensive exam (must pass) 20%

MSAT 670 (Lec/Lab) Manual Therapy (3 Credits)

This course offers a comprehensive examination of manual therapy techniques used in the treatment of musculoskeletal disorders. Students will explore the physiological effects of various modalities, such as soft tissue and joint mobilizations, and their application in clinical practice. Through critical appraisal of current literature, learners will assess the efficacy of manual interventions and develop individualized treatment plans. Laboratory sessions will focus on refining hands-on skills and integrating manual therapy into broader rehabilitation strategies. Laboratory

Week	Topic (both lecture/lab)
1	Soft tissue release (STR) and massage review
2	STR and myofascial release therapy (MFR)
3	MFR
4	MFR
5	Muscle energy techniques (MET)- upper
6	MET- lower
7	MET- spinal
8	Mobilizations
9	Mobilizations with movement
10	Case Studies

Course Learning Objectives

By the end of this course, students will be able to:

1. Differentiate between soft tissue release (STR), myofascial release therapy (MFR), and massage therapy techniques, identifying their indications, contraindications, and physiological effects.
2. Demonstrate proficiency in applying STR techniques to major muscle groups commonly affected in athletic populations.
3. Apply MFR techniques for the treatment of myofascial restrictions across the upper and lower quadrants, as well as the spine.
4. Integrate MET techniques for assessment and treatment of dysfunctions in the upper and lower extremities, and spinal segments.
5. Perform joint mobilization and mobilization with movement (MWM) techniques in a safe and evidence-informed manner, adapting approach based on patient presentation.
6. Interpret clinical findings to select appropriate manual therapy techniques (STR, MFR, MET, mobilizations) for individualized athletic therapy plans.
7. Evaluate case studies to justify treatment choices and anticipate outcomes using clinical reasoning and current best practices.
8. Design comprehensive treatment plans integrating manual therapy techniques and progressing based on athlete response and performance goals.

Methods of evaluation: Multiple Choice, application/short answer, skill assessment.

Grade Breakdown:

- Midterm 30%
- Laboratory 40%
- Final 30%

MSAT 690 Capstone (3 Credits)

The capstone project in Athletic Therapy involves a significant, in-depth research or practical application project that demonstrates the student's mastery and advancement of the profession. The project will culminate in a written report and presentation, showcasing the student's ability to critically analyze information, solve problems, and contribute to the field. Expectation of 5 hours per week, for 24 weeks.

Course Learning Outcomes

By the end of this course, students will:

1. Identify and refine a scholarly paper topic and purpose within the fields of health management and/or rehabilitation science.
2. Prepare a comprehensive outline (proposal) with clear rationale for the paper and delineate the components of the scholarly paper.
3. Build and execute a search strategy using relevant databases and gray literature.
4. Obtain, read, appraise and analyze both seminal and contemporary literature relevant to the paper's purpose.
5. Write a clear and comprehensive scholarly paper that demonstrates critical thinking and integration of arguments and theory.
6. Provide reasoned conclusions, strengths and limitations, implications and future directions for practice, research and policy, where appropriate.

Evaluation methods: Written assignments including: literature review, gap analysis, interpretation of research/problem related to the practice of Athletic Therapy.

Grade Breakdown:

Establish PICO 5%
Literature search 10% and review 25%
Gap and revision to PICO 10%
Final paper 40%
Contribution to Athletic Therapy 10%

MSAT 695 Clinical Practice (3 Credits)

This course focuses on advanced clinical practice in healthcare settings, emphasizing evidence-based and patient-centered care, and incorporating interprofessional collaboration. Students explore building strong patient relationships and fostering a positive organizational culture while adhering to healthcare policies and ethical decision-making. The course also addresses regulatory compliance, cultural competency, and quality improvement initiatives for successful leadership in professional settings.

By the end of this course, students will be able to:

1. Demonstrate professional communication with clients, colleagues, and stakeholders, ensuring clarity, respect, and timeliness in all interactions.
2. Apply principles in the management of clinical services, including budgeting, scheduling, and resource allocation, to enhance service delivery.
3. Engage in conflict resolution and negotiation with clients, colleagues, or service providers, demonstrating emotional intelligence and cultural sensitivity.
4. Maintain confidentiality and obtain consent in all communications, adhering to legal and ethical standards.
5. Utilize technology effectively for documentation, communication, and service delivery, ensuring data security and privacy.
6. Engage in continuous professional development, reflecting on practice and seeking opportunities for growth.
7. Collaborate interprofessionally, contributing to team-based care and demonstrating leadership in clinical settings.

Evaluation methods: Written assignments including: SWOT analysis, patient/client communication related to the practice of Athletic Therapy.

Grade Breakdown:

Course assignments 70%
Professionalism in Practice 30%

Appendix 18

Faculty and Staff CVs

Available upon MES presentation:

1. Jacqueline Camley (Faculty member), ETA, and Internship Director.
2. Richard DeMont (Faculty member), Professor and Undergraduate Program Director for Athletic Therapy
3. Geoff Dover (Faculty member), Associate Professor, and Associate Dean, Student Affairs, School of Graduate Studies
4. Maryse Fortin (Faculty member), Associate Professor, and Graduate Program Director, HKAP
5. Elizabeth Teel (Faculty member), Assistant Professor
6. Christina Grace (Laboratory Instructor)
7. Tracy Griffiths (Laboratory Instructor)
8. Mariann Onofrio (Laboratory Instructor)
9. Sonia Adhami (Internship Coordinator)
10. Heather McCoy (Internship Coordinator)

Appendix 19

Expertise of Faculty Members, Laboratory Instructors, and Internship Coordinators Involved in the MSAT Program

Faculty Members	Expertise	Could teach	Would ideally teach
Jacquie Camley	Injury assessment, prevention, rehabilitation of extremities and spine and pelvis, clinical and field practice (Active practicing Athletic Therapist), concussion assessment and rehabilitation, emergency care	All MSAT	MSAT 520, MSAT 540, MSAT 550, MSAT 555, MSAT 560, MSAT 585, MSAT 650, MSAT 655, MSAT 660, MSAT 695
Richard DeMont	Injury prevention, neuromuscular control, joint stabilization, children's development of physical skill	All MSAT	MSAT 520, MSAT 530, MSAT 550, MSAT 690, MSAT 695
Geoff Dover	Chronic pain (psychological and functional risk factors)	All MSAT	MSAT 610, MSAT 670, MSAT 690
Maryse Fortin	Musculoskeletal spine imaging and rehabilitation, low back pain, exercise therapy in treatment of chronic pain	All MSAT	MSAT 520, MSAT 690
Liz Teel	Concussion brain structure and function, treatment programs to improve brain function and clinical presentaion after concussion	MSAT 585, MSAT 690	MSAT 585, MSAT 690

Lab Instructors	Could teach	Would ideally teach
Christina Grace	All MSAT	MSAT 510 Lab, MSAT 520 Lab, MSAT 530 Lab
Tracy Griffiths	All MSAT	MSAT 530 Lab, MSAT 555 Lab, MSAT 655 LAB, MSAT 670 lab
Mariann Onofrio	All MSAT	MSAT 520 Lab, MSAT 550 Lab, MSAT 585 Lab, MSAT 650 Lab

Internship Coordinators	Would ideally teach
Sonia Adhami	MSAT 540, MSAT 560, MSAT 660
Heather McCoy	MSAT 540, MSAT 560, MSAT 660

Appendix 20

Library Holdings

Library Holdings and Services for the Department of Health, Kinesiology & Applied Physiology

Katharine Hall
Health, Kinesiology & Applied Physiology Librarian

July 2022

Library services and facilities

Locations and facilities

Concordia Library has 3 locations. The Vanier Library at the Loyola campus, the Webster Library and the Grey Nuns Reading Room at the Sir George Williams campus. During the fall and winter terms the Vanier and Webster libraries are open 24 hours, seven days a week. At all three locations there are silent study spaces and bookable group study rooms. At the Vanier and Webster libraries, there are desktop computers on site and laptops and tablets available for loan.

Services

The full services offerings of the Library can be seen on the Library's website: https://www.library.concordia.ca/. Below are select services of relevance to Health, Kinesiology & Applied Physiology students.

Course Reserves

Copies of all undergraduate textbooks are purchased by the library and made available in a self-serve, course reserve room. The course reserve room at the Vanier Library (where the program is based) is open 24 hours, seven days a week during the fall and winter terms.

Article/Chapter Scan and Deliver

Using this service, a student can request digitization of articles and book chapters that are exclusively available in print or microform format in the library's collection. The items are scanned and emailed to the student in PDF format within 1 to 2 working days of the request.

Shared library catalogue

The library's collection is discoverable through a bilingual catalogue, Sofia. Sofia's search scope can be widened to a shared network of 18 partner libraries across Quebec or to OCLC WorldCat's international catalogue. Students can request print materials from all partner libraries in Quebec to be delivered for pick up at Concordia. The wider interlibrary loans (ILL) service helps users obtain research materials from libraries outside of our network, either in Canada or abroad. The ILL service can be accessed directly in Sofia so if users discover items beyond our network, a request can be initiated immediately with minimal effort. In most cases articles and book chapters are delivered electronically.

Library instruction

As part of the mandatory EXCI 310: Research Methods class, there are five, 75-minute, information literacy sessions taught by the librarian at the Vanier Library. Over the course these sessions, students are given an overview of the library and the different services available to them. They learn to identify the various information formats and how determine if an item is available at Concordia Library. They learn how to identify and differentiate between a narrative review, a systematic review and a research paper. They are taught to compose search strategies to find books in the library catalogue and how to adapt that search for use in article databases, PubMed and SportDiscus, in order to locate review and research articles on their topics. They are taught the importance of referencing and how to format a reference list.

Library collections

Journals

The Library's electronic journals are usually acquired in bundles, either from the publisher or an aggregator. These subscription bundles, generally managed on a national level by the CRKN consortium of academic libraries, have largely displaced the print journal collections as a resource for researchers and students at Concordia. They include:

- Elsevier Science Direct
- Oxford Journals Online
- SAGE
- SpringerNature
- Taylor & Francis
- Wiley-Blackwell

The Library also subscribes directly to some important journals not included in these packages, including:

- Adapted Physical Activity Quarterly
- American Journal of Clinical Nutrition
- American Journal of Physical Medicine & Rehabilitation
- American Journal of Physiology: Endocrinology and Metabolism
- Applied Physiology, Nutrition, and Metabolism | Physiologie Appliqué, Nutrition et Métabolisme
- Athletic Business
- British Journal of Sports Medicine
- Canadian Journal of Physiology and Pharmacology | Revue Canadienne de Physiologie et Pharmacologie
- Clinical Journal of Sport Medicine
- Clinical Kinesiology: Journal of The American Kinesiotherapy Association
- Clinics in Sports Medicine (Print)
- Diabetes: A Journal of the American Diabetes Association
- Exercise and Sport Sciences Reviews
- International Journal of Athletic Therapy & Training
- International Journal of Rehabilitation Research
- International Journal of Sport Psychology
- International Journal of Sports Medicine
- JAMA: The Journal of the American Medical Association

- Journal of Aging and Physical Activity: The Official Journal of the International Society for Aging and Physical Activity
- Journal of Applied Biomechanics
- Journal of Applied Physiology
- Journal of Cardiopulmonary Rehabilitation and Prevention
- Journal of Clinical Sport Psychology
- Journal of Physical Education, Recreation & Dance
- Journal of Sport & Exercise Psychology
- Journal of Sport Management
- Journal of Sport Rehabilitation
- Journal of Sports Medicine and Physical Fitness
- Medicine and Science in Sports and Exercise (Print)
- Nature Medicine
- Palaestra
- Pediatric Exercise Science
- Perceptual and Motor Skills
- Physical Medicine and Rehabilitation Clinics of North America
- Physical Therapy
- Physiological reviews
- Physiotherapy Canada | Physiothérapie Canada
- Quest
- Research Quarterly for Exercise and Sport
- Sports Medicine and Arthroscopy Review
- The Journal of Orthopaedic and Sports Physical Therapy

eBooks Packages

We subscribe to several ebook packages using common funds, many of which contain titles in medical, life science, biomedical, psychology, health and nutrition fields. Packages of note to Health, Kinesiology & Applied Physiology include:

Springer eBooks Collection

We have purchased the complete Springer ebook collections from 2016-2021 (does not include the Springer Protocol/Humana imprint). These collections include 135,666 ebooks titles. Subject areas included in these collections relevant to Health, Kinesiology & Applied Physiology include Medicine & Public Health, Life science, Biomedical sciences, Food sciences and nutrition.

Science Direct eBooks

We have purchased select subject packages from Science Direct (Elsevier) from 2016-2021. The subject packages most relevant to Health, Kinesiology & Applied Physiology include:

- Biochemistry, Genetics and Molecular Biology
- Immunology and microbiology

Monographs

The primary purpose of the monograph collection is to provide support for student coursework and graduate and faculty research. The library's materials budget for monographs in Health, Kinesiology & Applied Physiology has been $6,000 annually since 2018. It should be noted that the majority of our monographs

(electronic and print) are invoiced in USD, so the purchasing power of the budget fluctuates with the exchange rate.

Electronic books are the preferred format, however print books are still acquired. The Athletic Therapy and Kinesiology and Clinical Exercise Physiology programs involve mandatory field and clinical internships which can take place away from campus. Access to relevant, quality ebooks with minimal access limits is an important consideration when selecting titles in those areas.

Generally, ebooks can fall into two categories; those purchased directly from the publisher and those purchased from an aggregator. Titles purchased from the publisher usually allow for unlimited number of users at a time and do not place restriction on the ability to download chapters or even the entire book. Titles purchased from an aggregator usually have a limit on the number of users who may simultaneously view the book and usually have some form of digital rights management (DRM) applied to the title. Titles with DRM usually require users to create an additional account to download a portion of the book and place restriction on the amount downloaded based on page count which means that users cannot always download a complete chapter or book section.

When it comes to acquiring electronic vs print books, even given the considerations mentioned above, there is the need to balance the findability and ease of use of the title against the cost. For example, a monograph from one of our publishers was listed at $95 for a print, paperback copy. To acquire access to the ebook, would have been $825 for single user access with DRM or $1030 for 3 simultaneous user access with DRM. In this instance, I decided that even though electronic access would be more convenient, the price was prohibitive. As another example, from a different publisher, there was a title listed for $129 CAD for the print, paperback copy. The ebook was available for $170 USD directly from the publisher with no user limit or restrictions on downloading, meaning users were able to download individual chapter or the entire book. In this instance, with potentially currency adjustment, the ebook is still significantly more expensive than the print. If the subject matter is potentially of interest to a larger portion of students, I will opt for the more expensive ebook copy. This approach means that fewer books may be purchased overall each year, but with the hope that with fewer barriers to access will lead to more use.

Primary Databases

Cochrane Library

The Cochrane Library consists of a regularly updated collection of evidence-based medicine databases, including The Cochrane Database of Systematic Reviews. Cochrane reviews are based on the best available information about healthcare interventions. They explore the evidence for and against the effectiveness and appropriateness of treatments (medications, surgery, education, etc.) in specific circumstances.

PubMed (Medline)

Provides citations with abstracts to worldwide biomedical literature. Covers research, clinical practice, administration, policy issues and healthcare.

SportDiscus

SportDiscus is the most comprehensive index to articles, reports, book chapters, etc. in the area of sports and sports medicine. The database provides access to full text for more than 350 journals (dating back to 1985) and citations with abstracts to literature from over 2,000

international sources covering exercise physiology, sports medicine, biomechanics, coaching, counseling and psychology.

Related Databases

Academic Search Complete

A scholarly, multi-disciplinary full-text database, with more than 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals going back as far as 1887. In addition to full text, this database offers indexing and abstracts for more than 10,100 journals and a total of more than 10,600 publications including monographs, reports, conference proceedings, etc.

PsycInfo

This American Psychological Association (APA) database contains more than 2 million citations and summaries of scholarly journal articles, book chapters, books, technical reports and dissertations, all in psychology and related disciplines, dating as far back as the 1800s.

Scopus

Scopus is a major abstract and citation database containing both peer-reviewed research literature and quality web sources. With over 19,000 titles from more than 5,000 international publishers, SciVerse Scopus covers scientific, technical, medical and social sciences fields, including life sciences and health sciences.

Web of Science

Web of Science includes Science Citation Index Expanded (SCI). It is a multidisciplinary database covering the journal literature of the sciences, including biological, medical and life sciences.

Appendix 21: MSAT Program Implementation

MSAT				BScAT			
Courses / Academic Year	year 0	year 1	year 2	Courses / Academic Year	year 0	year 1	year 2
MSAT 510 Functional Anatomy		x		MSAT students will have anatomy background, MSAT 510 is a 1cr refresher			
MSAT 520 Introduction to Athletic Therapy		x		CATA 262 Emergency Care / CATA 263 Principles of Athletic Therapy (2 sections)	x		
MSAT 530 Emergency Intervention Preparation in Sport		x		CATA 462 Advanced Emergency Care		x	
MSAT 540 Field Internship I		x		CATA 365 Athletic Therapy Field Internship 1	x		
MSAT 550 Assessment of Appendicular Skeleton and Associated Structures		x		CATA 337 Assessment of the Upper and Lower Extremities	x		
MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures		x		CATA 339 Rehabilitation of the Upper and Lower Extremities	x		
MSAT 560 Clinical Internship I		x		CATA 475 Athletic Therapy Clinical Internship 1		x	
				CATA 447 Special Topics in Athletic Therapy			x
MSAT 695 Clinical Practice			x				
MSAT 585 Concussion Assessment and Interventions		x		no equivalent, concussion management is mentioned in other courses			
MSAT 610 Pharmacology and Pain Management Strategies for MSK Injuries			x	2 choose-from courses in BScAT (EXCI 461 Pharmacology for Sport and Exercise; EXCI 471 Pain Management Strategies)			
MSAT 650 Assessment of Axial Skeleton and Associated Structures			x	CATA 437 Assessment of the Hip, Spine and Pelvis		x	
MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures			x	CATA 439 Rehabilitation of the Hip, Spine and Pelvis		x	
MSAT 660 Field/Clinical (Combo) Internship			x	CATA 485 Athletic Therapy Field Internship 2			x
				CATA 495 Athletic Therapy Clinical Internship 2			x
MSAT 670 Manual Therapy			x	CATA 441 Concepts in Manual Therapy			x
MSAT 690 Capstone			x	no capstone project in BScAT, Honours thesis for students in the BScAT Honours option			
modalities will not be a standalone course; concepts will be integrated in other courses				CATA 348 Therapeutic Modalities in Sports Medicine	x		

MSAT						
Courses / Academic Year	**year 0**	**year 1**	**year 2**		**lab sections**	**TA hours**
MSAT 510 Functional Anatomy		**+1**			4	140
MSAT 520 Introduction to Athletic Therapy		**+2**			4	140
MSAT 530 Emergency Intervention Preparation in Sport		**+3**			4	140
MSAT 540 Field Internship I		**x**			no lab	no lab
MSAT 550 Assessment of Appendicular Skeleton and Associated Structures		**+3**			4	140
MSAT 555 Rehabilitation of Appendicular Skeleton and Associated Structures		**+3**			4	140
MSAT 560 Clinical Internship I		**x**			no lab	no lab
MSAT 695 Clinical Practice			**+3**		no lab	no lab
MSAT 585 Concussion Assessment and Interventions		**+3**			no lab	no lab
MSAT 610 Pharmacology and Pain Management Strategies for MSK Injuries			**+3**		no lab	no lab
MSAT 650 Assessment of Axial Skeleton and Associated Structures			**+3**		4	140
MSAT 655 Rehabilitation of Axial Skeleton and Associated Structures			**+3**		4	140
MSAT 660 Field/Clinical (Combo) Internship			**x**		no lab	no lab
MSAT 670 Manual Therapy			**+3**		4	140
MSAT 690 Capstone			**+3**		no lab	no lab
modalities will not be a standalone course; concepts will be integrated in other courses						
New MSAT Credits **x = internships = 6-credit workload total**	**0**	**+17**	**+18**		**32**	**1120**
New MSAT 3-credit Sections	**0**	**+5 2/3**	**+6**			

BScAT					
Courses / Academic Year	year 0	year 1	year 2	lab sections	TA hours
MSAT students will have anatomy background, MSAT 510 is a 1cr refresher					
CATA 262 Emergency Care / CATA 263 Principles of Athletic Therapy (2 sections)	-6			10	350
CATA 462 Advanced Emergency Care		-3		4	140
CATA 365 Athletic Therapy Field Internship 1	x			no lab	no lab
CATA 337 Assessment of the Upper and Lower Extremities	-3			4	140
CATA 339 Rehabilitation of the Upper and Lower Extremities	-3			4	140
CATA 475 Athletic Therapy Clinical Internship 1		x		no lab	no lab
CATA 447 Special Topics in Athletic Therapy			-3	no lab	no lab
no equivalent, concussion management is mentioned in other courses					
2 choose-from courses in BScAT (EXCI 461 Pharmacology for Sport and Exercise; EXCI 471 Pain Management Strategies)					
CATA 437 Assessment of the Hip, Spine and Pelvis		-3		4	140
CATA 439 Rehabilitation of the Hip, Spine and Pelvis		-3		4	140
CATA 485 Athletic Therapy Field Internship 2			x	no lab	no lab
CATA 495 Athletic Therapy Clinical Internship 2			x	no lab	no lab
CATA 441 Concepts in Manual Therapy			-3	4	140
no capstone project in BScAT, Honours thesis for students in the BScAT Honours option					
CATA 348 Therapeutic Modalities in Sports Medicine	-3			4	140
BScAT Credits Removed **x = internships = 6-credit workload total**	-15	-9	-6	34	1190
BScAT 3-creditSections Removed	-5	-3	-2		

New Sections Required		
year 0	year 1	year 2
- 5	+ 2 2/3	+ 4
+ 1 2/3		

New Lab Sections Required
- 6

TA Hours Difference
- 210

Could remove EXCI 471 (Pain Management Strategies) and let undergraduate students (Major and KCEP) register for MSAT 610

= 1 section removed = 2/3 new 3-credit section required

Appendix 22: List of External Persons Consulted in the Preparation of the Program Proposal

Philippe Fait, PhD, CAT(C), ATC - UQTR
Valerie W. Herzog, EdD, LAT, ATC - Weber State University

DATE: November 28, 2025

TO: Richard Courtemanche, Associate Dean, Academic Programs and Development, FAS

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Proposed MSc in Athletic Therapy

I am writing following my meeting with i/Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the proposed budget for the MSc in Athletic Therapy. All other matters addressed in earlier memos have been satisfied and we are happy to see it move through governance.

We are happy to support this endeavour and extend our support.

Yours Sincerely,

RACHEL BERGER

Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, i/Provost & Vice President Academic
Dr. Pascale Sicotte, Dean, Faculty of Arts and Sciences
Dr. Geoffrey Dover, i/Dean, School of Graduate Studies
Dr. Nancy St-Onge, Chair, HKAP
Dr. Gina Beltran, School of Graduate Studies
Ms. Julie Johnston, Office of the Provost
Mr. Daniel Therrien, Associate Vice President, Integrated Planning, Office of the Provost

FCC – points for the MSAT dossier (AS-HKAP-3301)

Main discussion points:

Question	Reply
1. Name/Type of program Is "*Master of Science in Athletic Therapy*" the best designation? The unit mentions what it prefers is "MSc in AT". The FCC wondered if *Master's of Applied Science* (MScA) would be better? This would differentiate better this course-based program with the scope of the *Master's in Health and Exercise Science*, which is a thesis program. The MSc designation does not necessarily mean that the program is research-based; however, it might be even a better selling point if the program was an MScA... emphasizing its applied nature. To discuss with SGS: what defines a program as an MSc vs. MScA, for the BCI/MES? Here are other examples for programs that are in the same domain, or in a neighbour domain: *Athletic Therapy* • UQTR Maîtrise en Thérapie du Sport (M.Sc. T.Sp.) / (https://oraprdnt.uqtr.uquebec.ca/portail/triw082.afficher?owa_cd_pgm=2052) • Brock U – Master's in Athletic Therapy (MAT) (https://brocku.ca/programs/graduate/athletic-therapy-mat/). *Physiotherapy* • McGill Master of Science (Applied) Physiotherapy (https://www.mcgill.ca/spot/programs) • UdeM - Maîtrise ès sciences (M.Sc.) / (https://admission.umontreal.ca/programmes/maitrise-en-physiotherapie/) • ULaval - Maîtrise ès sciences (M.Sc.) / (https://www.fmed.ulaval.ca/etudes/maitrise-en-physiotherapie) • UdeS – « Maître » en physiothérapie (grade) (https://www.usherbrooke.ca/admission/programme/692/maitrise-en-physiotherapie/) It might also be useful to mention that certain programs are indeed Bacc-maîtrise intégré, and how this could have been considered? (see UdeM, https://admission.umontreal.ca/programmes/maitrise-en-physiotherapie/), & ULaval (https://www.fmed.ulaval.ca/etudes/maitrise-en-physiotherapie).	M.A.Sc. emphasizes the applied nature of a program. While athletic therapists apply anatomical / physiological / biomechanical knowledge, athletic therapy is not only applied; it is also theoretical in nature. Athletic therapy programs whether in Canada or in the United States do not include 'applied' in their program name and therefore do not believe it will be a beneficial selling point. UQTR: Maîtrise ès Science en Thérapie du Sport Brock University : Master's in Athletic Therapy U.S. programs: Master's of Science in Athletic Training Examples of programs in the United States: University of Arkansas – Master's of Science in Athletic Training A.T. Still University – Master's of Science in Athletic Training Boston University – Master's of Science in Athletic Training University of South Carolina – Master's of Science in Advanced Athletic Training University of Texas at Arlington – Master's of Science in Athletic Training At Concordia, the Master's of Applied Science (M.A.Sc.) is primarily offered through the Gina Cody School of Engineering and Computer Science, and is designed for students with a bachelor's degree in engineering or a closely related field. All FAS science research master's are designated as M.Sc. There is no science course-based master's. The MSAT would be the first course-based master's. Although the program will have a capstone project, since it will not have a thesis, it will be categorized as a course-based master's by MES. FAS course-based master's are designated as MAs since they are all in the humanities and social sciences sectors. The only program with a M.Sc./ M.A.Sc. designation is the Master's in Nanoscience and Nanotechnology. The M.Sc. is housed in FAS whereas the M.A.Sc. is housed in GCS. They both have a thesis component. We believe the "Master's of Science, Athletic Therapy" is the best term to use.

2. Building on BSc competencies Implied at multiple places in the proposal, a point that should be more concretely represented (in the memo and appropriate sections) is how the MScAT program would build on the competencies already acquired at the undergraduate level, so that students can effectively progress further compared to the BSc (with concrete examples). Since the program is being moved from BSc to MSc, and the cost will be greater for the MES (twice, per credit, actually), this needs to be clearly explained to avoid the impression of limiting the change to a "rebadging" of the program. There are hints to that effect in the text ("experienced learners"), but little concrete information. The authors could provide the improvement in competencies (at least some) between MSAT vs BScAT. In the "purpose of the program" section, this is an opportunity to flesh this out. This is where the value-added for the BCI/Ministry could become even more evident. The higher difficulty concerning the current topics is of interest, as would also be the introduction of new topics. What seems to come out for the MSAT: • Opportunity to teach students who have already completed a BSc, so would be more ready for complex concepts and cases • Introduction of 1 new course, on concussion management Anything else in terms of topics and levels, indicating a more advanced approach than the BScAT level? The topic of adapting curriculum to experienced learners is touched upon on p. 20, and this could be developed further. This would also more concretely support the proposal from a pedagogical perspective. There is also the impression that part of the rationale for the proposal is that "everybody else is doing it and so will we", which is not the most solid argument from a pedagogical perspective.	Like all accredited programs in Canada, the MSAT is built around the CATA Competencies in AT (approved in August 2019), that students must acquire by graduation. The seven competency domains— Athletic Therapy Expert, Communicator, Collaborator, Scholar, Leader, Health Advocate, Professional—are the national benchmark for AT education. They apply equally to the BScAT and MSAT, as they are set by the credentialing body. What sets the MSAT apart is the level of depth, pace, and integration at which these competencies are developed. In each class, these competencies are met at various levels of proficiency through a continuum in learning (emerging, developing, acquired and accomplished), mapped to our MSAT curriculum. The MSAT is purposefully designed for experienced learners who already possess fundamental knowledge. Undergraduate prerequisites mean that the master's students begin the program, ready to move beyond the basics, allowing for, earlier and deeper clinical application of content, more complex case material in every course, accelerated pacing that mirrors professional demands, instructional strategies tailored to advanced learners. The MSAT dives into higher-order clinical reasoning, adaptive treatment strategies, and integration into internship settings. As the roles and responsibilities of ATs change, especially in Quebec, there is a need for higher complexity in healthcare delivery. For example, in Quebec ATs have been given the responsibility to be able to return an athlete to play following a concussion without a physician needing to sign off. Therefore, our new integration of a concussion assessment and interventions course (MSAT 585) will allow the program to go further in depth and advance skills in clinical reasoning, differential diagnosis, evidence-based practice and interprofessional collaboration in concussion specific content. The change to a master's degree also aligns with the other allied health care fields that we collaborate with. The master's level fosters strong skills in reading, analyzing and applying research through evidence-based practice. This will be strongly evident with our newly developed courses such as Clinical Practice (MSAT 695), and Capstone (MSAT 690). These newly developed courses represent a significant change in the depth and focus of our Scholar, Health Advocate, Professional, Leader, Communicator competency domains. In addition, we are restructuring how therapeutic modalities are taught. Rather than offering a standalone modalities course (CATA 348), we will integrate this content directly into both rehabilitation courses (MSAT 555 and 655). This

	integration increases the cognitive demand of learning by requiring students to apply, analyze, and justify modality use within comprehensive rehabilitation plan. Students will no longer learn modalities in isolation but will engage with them as part of dynamic, real-world clinical decision-making, informed by patient context, evidence, and therapeutic goals. Courses such as Functional Anatomy (MSAT 510) and Introduction to Athletic Therapy (MSAT 520) will be differentiated from undergraduate anatomy and injury-based courses through integration of the foundational knowledge into analysis-based anatomy scenarios regarding functional movements, joint motion, muscle movement and body compensatory patterns. As well the design of these courses which traditionally are lecture-based will see strategies such as flipped classroom, case-based learning and simulated scenarios integrated. The first clinical internship (MSAT 560) will be delivered in a single semester, compared to the current two-semester structure (CATA 475), reflecting a more intensive and targeted clinical immersion supported by enhanced classroom preparation, while our special topics course (CATA 447) will no longer be included in the MSAT curriculum.
<u>*3. Impact on other HKAP programs*</u> The impact on the BScAT is discussed, but the potential impact of the BScAT-MSAT transition on the other HKAP programs is not addressed. Specifically, a statement on the impact on enrolments within the undergraduate programs (*BScKCEP* & *Major EXCI*), and graduate programs (*MSc in Health and Exercise Science*, *PhD in Health and Exercise Science*) should be provided. On p. 18 ("Impact of the program implementation"...), for instance, the impact on the undergraduate student numbers should be estimated. Will the vacant space be re-occupied by BScKCEP students? Will the unit need a few years to recover undergraduate numbers? For the graduate side, will this new program influence the enrolments of the *MSc in Health and Exercise Science*, and would these MSAT graduates be eligible for the *PhD in Health and Exercise Science* program?	Our current undergraduate program will be gradually phased out. However, our Master's program in Athletic Therapy will accept graduates from the current undergraduate programs (Major in Exercise Science, and Specialization in Kinesiology and Clinical Exercise Physiology). To apply and enter the MSAT, students will require a BSc in Kinesiology or a related field. We expect many students to obtain their fundamental background by undertaking one of our undergraduate programs. The students who would have registered for the BScAT will instead register to the Major in Exercise Science or the Specialization in Kinesiology and Clinical Exercise Physiology, increasing enrollment in those programs. Overall, we expect the number of undergraduate students in HKAP to remain similar. As the newly proposed Specialization in Sports Science and Human Performance (SSHP) program comes to fruition, it will serve as an excellent feeder program, should those graduates want to become ATs. With this scenario, enrollments would remain stable for the Major in Exercise Science and the Specialization in Kinesiology and Clinical Exercise Physiology, while the students who would have registered for the BScAT now registering for the Specialization in SSHP before entering the MSAT. In a fall 2024 survey to current undergraduate students in the HKAP department, 75% of current AT students said that they would take the SSHP program before going into the MSAT. These undergraduate programs will remain valuable options as

	they provide the necessary academic background for students interested in pursuing a Master's of Science in AT. To increase interest in our undergraduate programs and attract students, we will ensure that a certain number of our accepted applicants are from HKAP undergraduate programs by reserving seats for graduates of our programs. For example: in the initial cohort of 35 students, we will protect 18 seats for students within our programs. By attending one of our undergraduate programs, individuals interested in the AT profession will not only be well prepared but will improve their chances of entry to our MSAT. We do not believe that the introduction of the MSAT program will significantly impact our current research-based MSc program. In the last three years, BScAT graduates have made up only 14% of those admitted to our research-based master's. This is likely attributed to graduates wishing to enter the workforce, and maybe the growing number of students pursuing a Master's in physiotherapy or enrolling in non-thesis rehabilitation master's programs—both of which are popular options among BScAT graduates. Graduates of the MSAT interested in pursuing research will be eligible to apply to the MSc in Health and Exercise Science. Some may on a case-by-case basis, for example those who previously graduated from a BSc Honours program, be eligible to enter directly into the PhD program.
4. Capstone management As described in the proposal, the course ***MSAT 690 Capstone*** project proposes a research experience under the guidance of a faculty member as a supervisor. This could require a lot of research supervision for this course, in addition to the research supervision needed for the other programs (MSc, PhD, Honours). Overall, this triggered a concern towards the supervisory capacity within the academic unit. If the intent is to have them supervise a certain number of Capstone students, a letter informing the Chair about this potential supervisory load should be drafted, along with corresponding acknowledgments. In the meeting, it was discussed that the goal of the capstone would not be data collection - more concerning the writing of a scholarly paper – such a nuance should be described in the dossier. Hence, the objectives, intended work for the students and supervisors, and general management of the capstone would require further details. In the meeting with FCC, an example was given which concerned the program in rehabilitation sciences at McMaster University: in this model, a coordinator for the course manages the student progress, while a topic expert (a faculty member), serves as a guide through the literature. Not sure if this is the right one... here what was readily available from their website (https://irh.healthsci.mcmaster.ca/current-students/irh-	The main goal of the capstone is not data collection, but the development of a scholarly paper or critically appraised topic. The course is designed as an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in the areas of AT concepts: health management, rehabilitation science practice, education, research, and/or policy. The paper is not intended to involve the collection or analysis of primary data or the conduct of research with participants. The capstone is an independent self-directed in-depth exploration of a topic chosen by the student and approved by their advisor and the course coordinator. We based our course on other master's level courses in rehabilitation, predominantly borrowing from the Master's in Rehabilitation Science at McMaster University. There will be a course coordinator assigned (3 credits) to oversee the progression of students, submission of grades, and other associated administrative tasks. Students will be expected to find an advisor to guide them and provide feedback for the purpose of evaluation. The roles of capstone advisors are listed in the proposal. The capstone project will be worth 3 credits. It will cover 2 semesters for a total of 24 weeks. There will be no in-class

program-courses/). Specifically, the FCC would require the explanation to be in the proposal, and the McMaster example could serve as a basis of comparison. Capstones at Concordia are often not specifically research but more design or integrative projects, which come under the supervision of a course coordinator. Here is an FAS model worthy of consideration... You can take a look at the capstone course in the *BSc Environmental and Sustainability Science* and the type of scaffolding provided as guidance for students (https://www.concordia.ca/academics/undergraduate/calendar/current/section-31-faculty-of-arts-and-science/section-31-050-department-of-chemistry-and-biochemistry/chemistry-and-biochemistry-courses.html#:~:text=CHEM%20487-,Capstone,-Seminar%20in%20Environmental). Another example concerns the capstones in Engineering – see this one in electrical engineering (https://www.concordia.ca/ginacody/electrical-computer-eng/students/capstone.html). Also, the capstone hours provided (5 hours/week) are not enough to cover the work required for 6 credits; 6 credits should correspond to 6 cr * 45 hours/credit = 270 hours of learning activities. This should be corrected in the revision. Finally, on p. 38, the roles of capstone supervisors are listed, but the definition of the capstone research must be better elaborated. Also, in the listing: what do "practices and traditions of their disciplines and academic departments" consist in?	time. However, students will be expected to devote 5 hours per week to their project.
5. Linking old and new programs, credits and resources For the link between current coursework and proposed coursework, the FCC had a few questions: *In terms of topics*: The program is merging certain courses into new ones. In order to visualize the changes, what would help is a diagram of the previous BScAT courses, and how they link with the MSAT courses (some the same, some merging, some new). *In terms of resources*: There is a change in the number of sections. Though there is a table in Appendix 18, this should be better itemized. The additional sections (3 1/3 * 3 credits) were not itemized in the LOI – this is new information, as compared with previous discussions. While this is more the Dean's Office's purview, this will have to be assessed, as a budget element, as well. (p. 25): The credit value is presented in terms of in-class time, and in relative terms, this is helpful. In the larger context, it is also important that there are Ministry rules for the credit value: 1 cr = 45 hours of learning. The 45 hours can include lecture/lab/homework, and when appropriate, internship. So, a 3-credit course would be 3*45 = 135 hours	The table in Appendix 18 had been replaced with a new table (now Appendix 20) including both BScAT and MSAT courses. It displays the link between BScAT and MSAT courses, showing those that have been added, removed, merged, or split. The table also provides information on phasing out the BScAT and phasing in the MSAT. By removing EXCI 471 Pain Management Strategies from the offerings and letting undergraduate students register for MSAT 610 Pharmacology and Pain Management Strategies for MSK Injuries, only 2/3 new 3-credit section will be required (2 credits). In addition less lab sections (-6) and less TA hours (-210) will be needed to offer the MSAT program as compared to the BScAT. MSAT 690 will be worth 3 credits and will require 5 hours of work per week for 24 weeks, for a total of 120 hours.

of combined lecture, lab, and homework. So, for example, the MSAT 510 should correspond to 45 hours, and the MSAT 690 should be 270 hours of work. Not that this should be indicated for all, but it should make its way in the paragraph about work. To discuss how to best estimate the changes in revenues and expenses, discussions between HKAP, the Dean, and the Provost's office are being planned over the summer.	
6. Enrolment capacity The capacity assessment, in terms of student numbers, and its rationale, could be reinforced in the document, and the FCC noted that the numbers are not always consistent or at least explained. What is being used is the current capacity assessment for the BScAT. However, internship sites appear to provide capacity for over 60 students (p.30 – can place 130 students in an academic year...). A higher capacity should at least be assessed or ruled out. With the two-year turnaround for a cohort, an increased capacity would be a reinforced strength. The capacity is of course determined by multiple variables... room availabilities, laboratory scheduling, external placements, staffing... the presentation of the capacity could be presented in the light of current enrolments in the BScAT, but of course also in the context of the potential effects on the other programs.	Currently in our undergraduate AT degree we place approximately ~135 students (~45 students/cohort) each academic year with the sites that are outlined in the proposal. Because the internship structure in the proposed MSAT program differs significantly from that of the current BSc in Athletic Therapy, we will be able to find placements for ~90 (~45 students/cohort) since there will be less scheduling flexibility. In the BScAT, students have an entire year to complete their internship requirements, allowing for more scheduling flexibility across multiple semesters. In the current BScAT, two of the internships (CATA 365 and CATA 475) are each worth 6 credits and typically span two semesters. This extended timeframe provides a more gradual pace for students to achieve required competencies and Entrustable Professional Activities (EPAs). In contrast, the MSAT internships (MSAT 540 and MSAT 560) are each worth 3 credits. MSAT 540 is spread over two semesters to align with a typical sports season. MSAT 560, however, takes place over a single semester. Due to the scaffolding of the AT curriculum and requirement of students to successfully complete certain courses to obtain the knowledge to effectively complete each internship, there becomes limitations on the semesters in which internships can be offered. For example, MSAT 530 must be completed before MSAT 540, and MSAT 550/555 must be completed before MSAT 560. Therefore, due to the condensed nature of the MSAT program, MSAT 560 can only be scheduled as early as the winter term of Year 1. Unfortunately, this timing presents challenges: winter is not ideal for many internship sites, as clinic activity often slows due to fewer athletes. Additionally, our traditional varsity sites generally do not accept interns in the summer as their clinic is not operational during this time. As a result, MSAT 560 placements are limited to a small number of varsity sites willing to take winter-only students and to the PERFORM Centre. Furthermore, since the students will be at an internship site for a shorter period, the contact hours they do complete may be increased in a semester to ensure competencies/EPAs are met. Therefore, internship sites may not be able to take as many students at once due factors such as physical space limitations, and supervision ratio restrictions. The final internship, MSAT 660, also faces site capacity constraints. Although fall/winter placements are well-suited

	to varsity settings, we are limited to approximately 26 internship spots. While the PERFORM Centre will serve as the primary clinical site in the fall, it has reduced capacity in the winter as it already supports 12–15 MSAT 560 students during that term. Only 2–4 private athletic therapy clinics accept interns in either the fall or winter semesters, further limiting options for MSAT 660 placements.
7. Link with SGS C rule The course requirement of C- in both theory and lab, as for example cited in p. xx, somewhat clashes with the SGS C rule (see: https://www.concordia.ca/academics/graduate/calendar/current/academic-regulations.html). This should be clarified.	To align with the C rule and avoid confusion, the course requirement will be a C for both lab and theory to successfully pass a course.

Smaller yet useful points:

Question	Reply
1. (p. 3 and on): The alignment of the existing and new program to professional accreditation bodies is an important element. The CATA accreditation is rightfully mentioned at multiple places; others should be cleaned up or given more context. a. On p.12 ("List any professional associations or orders"...; and "Legislative and regulatory"...) – this is the right place to develop a broad overview of the accreditation bodies, professional associations, the status on the desired Québec professional order, and the alignment with the healthcare system. b. The adhesion to the CAATE is mentioned 6 times in the document: it should be mentioned once on p.12, budgeted as a request, and no need to mention it in the Executive Summary. c. (p. 5): The documents from the *Gazette Officielle du Québec* (original insertion in the policies, and addenda), and from the *Collège des Médecins* should be provided as an appendix. d. (p. 8): A proof or rationale for the expectations from the *Collège des Médecins* about our program to transfer to the Master's level should be reinforced. e. (p. 84 of pdf - Appendix 1): The letter states « aucune forme d'intérêt pour cette démarche » (the OPQ process). This a bit concerning. Could we also get a letter from the CATA as well, confirming the interest for the MSAT?	Both the *Office des professions du Québec* (OPQ) and the *Collège des médecins du Québec* expect all AT programs in the province to transition to the master's level. As noted in the letter from the CTSQ, the *Collège des médecins*—which currently oversees certain aspects of AT practice in Quebec—has expressed a clear interest in harmonizing all AT programs to the same level of education. Furthermore, if a professional order is established, the OPQ has recommended that all AT programs operate at the master's level. Over the past year, the CTSQ has periodically inquired about our progress toward implementing a master's program to ensure alignment with forthcoming changes to the scope of practice and professional entry points, as outlined in the *Gazette officielle du Québec* (revised March 2025). The *Gazette officielle du Québec* is available in Appendix 1. The establishment of a professional order for AT in Quebec remains an active and ongoing file within the Office des professions du Québec (OPQ). In spring 2025, the OPQ confirmed that its formal opinion—based on consultations regarding the professional framework for athletic therapy—would be published imminently. Once released, the minister responsible for the professional system will review and act upon the OPQ's recommendations. However, no specific timeline for this next step has been provided. Our MSAT degree will continue to be recognized by the decree in the *Gazette Officielle du Québec*, the Canadian Athletic Therapists Association (CATA), and the *Corporation des Thérapeutes du Sport du Québec* (CTSQ). These recognitions ensure that our graduates meet both provincial and national standards for professional practice. The Program Accreditation Committee through the CATA provides the programs accreditation status at the national

	level, whereas the *Gazette Officielle du Québec*, alongside the CTSQ directs the practice of Athletic Therapists in Québec. A letter from CATA is provided in Appendix 3. Reference to CAATE was removed in the executive summary, field of study, areas of expertise.
2. (p. 11): It would be interesting to get the proportion of employment in the identified field... please provide the appropriate value – is it 97.1% ? (Physiotherapy - p. 24 of the document) or 99.1% (Physiotherapy - p. 12 of the document); or another statistic?	As outlined in the MES report, physiotherapy is the profession most comparable to Athletic Therapy. Over time, physiotherapy transitioned from a bachelor's to a master's degree, a shift that has been associated with improved employment outcomes. According to the data from 2021 (pg. 12 and 24), individuals with a master's degree in physiotherapy report significantly higher employment rates (90.7%) compared to those with a bachelor's degree (78.6%). Fewer master's graduates are actively seeking employment (0.4% vs. 1.4%), inactive (1.6% vs. 3.6%), or pursuing further studies in a related field (78.6% vs. 87%). Furthermore, 92.5% of master's graduates were employed full time, compared to 80.7% of bachelor graduates. Among survey respondents, there was comparable outcomes when the related field of employment was compared—99.1% with a bachelor's degree and 97.1% of those with a master's. However, overall employment remained higher among those with a master's degree. Similar employment trends are also observed in the field of occupational therapy, further supporting the positive impact of graduate-level education on career outcomes in allied health professions.
3. (p. 12, "to ease potential hierarchy"...): Why are BScAT encouraged to do an *MSc in Health and Exercise Science* – as it pertains to professional reasons? That MSc is purposefully about research. It would be best to disentangle the reasoning. As it is written, it seems like the *MSc in Health and Exercise Science* will lose students?	While individuals who already hold a BSc in Athletic Therapy will not qualify for a second professional degree in AT, pursuing a research-based master's (MSc)—especially our MSc in Health and Exercise Science—can be a strategic and valuable pathway to remain competitive and demonstrate equivalent academic advancement. A research-based MSc allows these professionals to 1. Match the academic credential level now expected in their field, 2. Enhance credibility and recognition 3. Strengthen qualifications for doctorate studies and 4. Contribute to the evidence-based research of their profession, We do not believe that the introduction of the MSAT program will significantly impact our current research-based MSc program. Over the past five years, 92 students have been admitted to the research-based MSc, with 25 of those being graduates of the BScAT—representing 27% of total admissions. However, in the last three years, BScAT graduates have made up only 14% of those admitted. This decline is likely attributed to graduates wishing to enter the workforce, and maybe the growing number of students pursuing a Master's in Physiotherapy or enrolling in non-thesis rehabilitation master's programs—both of which are popular options among BScAT graduates. Anecdotally, based on the number of reference letters requested and ongoing conversations between faculty members, staff, and alumni, it is estimated that 6 to 8 students from each

	graduating cohort pursue one of these alternative master's pathways.
4. (pp. 13-14) 4.2 – similar programs in Québec: The language barrier between the French (UQTR, pot. UQAM) and English (Concordia) programs is hinted at here, which has served as a useful institutional isolation in certain cases, but then how do you see our recruitment of French students? Would there be strategies where we could we get more French students (so "steal" from that lot)? Could we offer help, opportunities and "francophile measures" for francophones to enhance their recruitment, despite the potential competition in Montreal?	Concordia's status as the only English-taught AT program in Quebec offers a unique advantage that can be leveraged to attract both anglophone and francophone students. For francophone students, enrolling in an English-taught program provides valuable bilingual professional mobility, opening doors to national and international opportunities such as the Olympic Games, Canada Games, Pan Am games, and other major sport and rehabilitation settings where English proficiency is an asset, and French proficiency increases your chances of being chosen. We can further support francophone students through targeted academic supports, such as French-only or bilingual lab sections (all our lab instructors are fluently bilingual), continue to allow students to complete assignments in French, and by expanding our HKAP French conversation group to include sessions focused on practicing AT-specific English terminology in a safe and inclusive environment. This dual-language exposure strengthens both their French and English professional communication skills. Moreover, Concordia's 35+ year legacy in Athletic Therapy education has built a strong reputation, making it an appealing choice for students seeking quality education with recognized credibility in the profession.
5. (p. 17): Collaborations between universities – if advantageous, could an estimate of the number of students that take part in the international mobility opportunities be provided? Some units (e.g., HIST, CMLL, IRST) use these opportunities quite a lot.	Unfortunately, due to significant differences in curriculum structure among AT programs across Canada, the U.S., Ireland, and England—including extensive prerequisite requirements and variations in course titles and content—it is challenging for students to complete courses or components of their studies at partner institutions within the International Agreement. These inconsistencies severely limit mobility opportunities during their academic program. The same applies to internships, which are tightly integrated with concurrent lecture and lab-based coursework. While other departments at the university may offer international exchange opportunities, their degree structures tend to be more flexible. For example, in the History program, students are required to complete only three core courses (HIST 200, HIST 402, and HIST 403) across 60 credits, with the remaining credits drawn from a pool of over 90 options across three years. This flexibility allows for greater adaptability and course substitutions at other institutions—something not feasible in the highly structured AT curriculum.
6. (p. 19): As a proof of expertise ("Demonstration of expertise"), the passing rate at the CATA national exam is provided in Appendix 3 and is a strong argument for the program. Research expertise is highlighted, especially as Dr. Fortin's research accomplishments are also mentioned. However, could there be a statement as to the professional expertise of the other faculty members and staff? Some staff members and site supervisors list an array of involvements,	The Concordia AT program was one of the first programs to be accredited by the CATA. We offer over 35 years of expertise in the field and our program consistently demonstrates a high passing rate on the CATA National Certification Examination, always maintained above the Canadian passing rate (see Appendix 5). Many of our staff/faculty members continue to be active members of the AT community in continuing with field and clinical work,

accomplishments, and awards in the professional domain. Some of these could be highlighted.	while others work tirelessly to improve the research within the field. In fact, one of our faculty members is a graduate of our AT program (Maryse Fortin, CURC - Low Back Pain, Spine Imaging & Musculoskeletal Health Interventions, and Chercheure-Boursière Junior 2). Dr. Fortin is the only AT to have received a Chercheur-Boursier salary award. She was also awarded the 2025 QBIN (Quebec Bio-Imaging Network) Rising Star. Faculty members in the AT program have also received awards. For example, Jacqueline Camley was awarded the Deans's Award for Excellence in Teaching (2018), while Geoffrey Dover was awarded the CATA Distinguished Athletic Therapy Educator Award in 2020. This demonstrates multilevel dedication and expertise within the field. Some of our instructors served at international athletic events. Christina Grace and Tracy Griffiths, at Canada Games, Francophonie, PanAm Games, to name a few. Richard DeMont held upper administrative roles in the Program Accreditation Committee, and Executive Board of the CATA. Our former faculty member David Paris was entered into the CATA Hall of Fame for his contributions.
7. (pp. 20-21): What is requested at 5.2 are the general and specific program objectives, and program learning outcomes. The vision of the department and aspirational goals of the program could be removed.	The vision of the department has been removed. We now focus on program objectives and learning outcomes.
8. (p. 22): In the specific requirements (6.1), the academic performance should be provided in terms of general cGPA requirements, with specific course requirements if applicable.	A minimum undergraduate cGPA of 3.0/4.3 will be required to enter the MSAT. This information has been added under Specific Requirements, followed by specific course requirements for human anatomy, human physiology, biomechanics, nutrition, general/sport psychology, and exercise prescription.
9. (p. 23): The statement concerns the structure of 47 credits; it would be useful to have a paragraph stating how this compares with the credit value from other comparable programs. The program at UQTR, a few ones to represent Master's in Athletic Training, and a few ones in Physiotherapy (McGill, UdeM) could be addressed.	The proposed program will consist of 45 credits across six semesters (2 years). This credit load aligns with the typical 45-credit threshold for Master's of Science (M.Sc.) degrees and the program remains well-aligned with national and international standards when considering the overall workload and program duration. UQTR engaged in discussions with the *Ministère de l'Enseignement Supérieur (MES)* to determine an appropriate credit structure. An agreement was reached to set the program at 54 credits, acknowledging the intensity while ensuring alignment with professional standards. Compared to more intensive or condensed programs, the proposed MSAT format may offer better pacing and improved retention, particularly for students transitioning from undergraduate to graduate-level studies. The 45-credit structure is pedagogically sound, and it meets the standard MSc credit requirement, while the 2-year duration allows for meaningful clinical exposure and professional development.

10. (P. 27): The course table (Year 1/Year 2) could be merged with the one from p. 25: this could be done by indicating who could teach the courses on the same table.	Both course lists were merged and courses that will require teaching by a certified AT were bolded. Expertise of faculty members, laboratory instructors, and internship coordinators involved in the MSAT program is available in Appendix 18.
11. (p. 30): The Appendix 11 appears to only have field sites? Maybe not, if we misunderstood. It would help if they were categorized: Field, Clinical, and if applicable, both? Where appropriate, the location could be indicated with somewhat more precision – an example is the internship site at "McGill University".	The list of internship sites (now Appendix 13) has been modified to include information on types of internships: field, clinical, or both. The number of students that can supervised at each site has also been included.
12. (p. 34): Have the donors indicated that they agree with funding a student in the new graduate program?	Yes. The donors and listed agreement personnel have acknowledged that they would prefer for the awards to transition to the graduate AT students. They are willing to open these agreements and make necessary changes when the program comes to fruition.
13. (p. 37): Is there a student association that the MSAT students can join into, instead of forging their own?	Once the MSAT program is formed, a student association could be started. However, MSAT students could also join the current HKAP graduate student association, GHESSA.
14. (p. 37): Is it better to list all department faculty members, or just those listed? [If the capstone requires cohort-wide research project supervision, this would seem necessary.]	The capstone will not require supervision. The main goal of the capstone is the development of a scholarly paper or critically appraised topic. The course is designed as an opportunity for students to demonstrate, in writing, their ability to integrate ideas that reflect current knowledge in the areas of AT concepts: health management, rehabilitation science practice, education, research, and/or policy. The paper is not intended to involve the collection or analysis of primary data or the conduct of research with participants. The capstone is an independent self-directed in-depth exploration of a topic chosen by the student and approved by their advisor and the course coordinator.
15. (p. 115 of pdf): The job profiles should be categorized, if possible. Do some require a Master's or for which as Master's would be preferred?	None require a master's yet, since it is not expected (only a bachelor's in AT). Some of our teaching roles require a master's.

Smaller, "writing" comments have been addressed directly in the proposal.

SENATE
OPEN SESSION
Meeting of February 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Regulation and program changes in Department of Supply Chain and Business Technology Management (JMSB-MSCM-5876)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the regulation and program changes.

BACKGROUND:

The proposed revisions to the Master's in Supply Chain Management (MSCM) program are designed to ensure its long-term sustainability, enhance its academic rigor, and align it with the evolving needs of students, faculty, and industry. The changes modernize the program's structure, diversify student learning pathways, and strengthen its integration with emerging competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG) principles.

The introduction of a dual-option structure (a thesis-based option and a reactivated project-based option) addresses both faculty capacity constraints and changing student preferences. The project-based option offers greater flexibility and scalability, ensuring students have access to high-quality, supervised applied learning while easing supervisory demands on faculty. This model is also consistent with comparable graduate SCM programs across Canada, enhancing JMSB's competitiveness in the market. The revised MSCM program represents a modern approach that balances academic rigor with professional relevance.

This changes were recommended by the APC on January 15, 2026.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the regulation and program changes to the Masters in Supply Chain Management (JMSB-MSCM-5876), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: January 26, 2026

ACADEMIC PROGRAMS COMMITTEE
Rachel Berger, PhD
January 15, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-SCBTM-5777; **APC-2025-8-D7**

- New Undergraduate Program: BComm in Business Analytics

Faculty of Fine Arts
FA-FA-5891; **APC-2025-8-D14**

- Regulation change
- Summary: Clarification that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

Graduate Curriculum Proposals (Changes for the Summer 2026 Calendar)

Faculty of Arts and Science
Département d'études françaises
AS-FRAN-5833 ; **APC-2025-8-D19**

- Program changes
- Regulation changes
- Course changes
- Summary: création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-création (avec mémoire).

Department of Health, Kinesiology, and Applied Physiology
AS-HKAP-3301; **APC-2025-8-D20**

- New graduate program: Master's in Science degree (Athletic Therapy)

John Molson School of Business
Department of Supply Chain and Business Technology Management
JMSB-MSCM-5876; **APC-2025-8-D25**

- Regulation changes
- Program changes
- Course changes
- Summary: The dossier proposes implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option within the Master of Supply Chain Management.



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
January 15, 2026

Summary and Rationale for Changes

The proposed revisions to the MSCM program are designed to ensure its long-term sustainability, enhance its academic rigor, and align it with the evolving needs of students, faculty, and industry. The changes modernize the program's structure, diversify student learning pathways, and strengthen its integration with emerging competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG) principles. The introduction of a dual-option structure (a thesis-based option and a reactivated project-based option) addresses both faculty capacity constraints and changing student preferences. The project-based option offers greater flexibility and scalability, ensuring students have access to high-quality, supervised applied learning while easing supervisory demands on faculty. This model is also consistent with comparable graduate SCM programs across Canada, enhancing JMSB's competitiveness in the market. The revised MSCM program represents a modern approach that balances academic rigor with professional relevance.

Resource Implications

The proposed revisions to the MSCM program build on existing courses and therefore have no additional resource requirements. In fact, they are expected to yield favorable resource implications by reducing the thesis supervision workload. In particular, reactivating MSCM 689: Supervised Project—with an expanded scope aligned to trends in comparable SCM master's programs in Quebec—will address growing student demand while alleviating faculty supervisory bottlenecks.

Graduate Program Regular Curriculum Change - JMSB-MSCM-5876 - VERSION : 7

Summary of Committee Discussion: Editorial review

For Submission to:

TBA, Vice-Provost, Innovation in Teaching and Learning,
APC, 10 Dec 2025

Approved by:

Geoff Dover, Interim Dean of Graduate Studies,
GCC, 10 Nov 2025

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 1 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Geoffrey Dover, Associate Dean, Student Affairs and Postdoctoral Studies, GR Studies,
Graduate Curriculum Committee, 10 Nov 2025

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 03 Oct 2025

Please find attached the proposal MSCM Program. The JMSB Faculty Council Committee approved these changes on October 3, 2025. I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting scheduled on November 10, 2025.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 03 Oct 2025

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 12 Sep 2025

Please find attached the proposal MSCM Program. The JMSB Faculty Academic Programs Committee (FAPC) approved these changes on September 12, 2025. I kindly request that the proposed changes be presented for consideration at the Faculty Council meeting of the John Molson School of Business scheduled on October 3, 2025.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
MSCM 688 - Special Topics in Supply Chain Management New	X	X	X	X		X	X	X	X	
MSCM 689 Supervised Project Delete	X	X	X	X	X		X	X	X	
MSCM 690 Supervised Project New	X	X	X	X	X		X	X	X	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Supply Chain Management MSCM Change			X	X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Master of Supply Chain Management Electives New	X	X	
Master of Supply Chain Management: Option with Project New	X	X	X
Master of Supply Chain	X	X	X

Management: Option with Thesis New			

Regulation Changes:

- Academic Regulations Change

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: Master of Supply Chain Management
Calendar Section Type: Program
Description of Change: Supply Chain Management MSCM Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management
Program Name: Supply Chain ~~Management MSCM~~
Program Type: Thesis
Degree: MSCM

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM > Degree Requirements

Type of Change: Program Change

	Present Text calendar		**Proposed Text**
45 credits	Supply Chain ~~Management MSCM~~	**45 credits**	Master of Supply Chain Management
	~~6 credits of Core Seminars~~ ~~MSCA 602 Applied Linear Statistical Models (3)~~ ~~MSCA 681 Foundations of Data Mining (3)~~ ~~15~~ credits of Supply Chain ~~Management Seminars:~~ ~~MSCM 681 Modelling and Decision Analytics (3)~~ ~~MSCM 682 Sourcing and Global Logistics (3)~~ ~~MSCM 683 Supply Chain Design and Coordination (3)~~ ~~MSCM 684 Demand Analytics (3)~~ ~~MSCM 685 Supply Chain Risk Management (3)~~ ~~3 credits~~ of ~~Elective Seminars chosen from:~~ ~~MSCA 615 Research Methodology - Administrative Sciences (3)~~ ~~MSCA 616 Research Methodology - Management (3)~~ ~~MSCA 618 Research Methods (3)~~ ~~MSCA 625 Seminar in Options and Futures (3)~~ ~~MSCA 632 Seminar in Special Topics in Finance (3)~~ ~~MSCA 652 Seminar in Special Topics in Management (3)~~ ~~MSCA 657 Organizations and Strategy (3)~~ ~~MSCA 683 Applied Multivariate Data Analysis (3)~~ ~~MSCA 672 Seminar in Special Topics in Marketing (3)~~ ~~MSCA 686 Competitive Advantage through Information Technology (3)~~ ~~MSCM 687 Data Driven Decision Models for~~ Supply Chain ~~Planning (3)~~ ~~MSCA 691 Advanced Data Mining (3)~~ ~~MSCA 693 Seminar in Special Topics in Business Analytics and Technology Management (BATM) (3)~~		45 credits chosen from: Master of Supply Chain Management: with Thesis (Option A) Master of Supply Chain Management: with Project (Option B)

D1

Present Text calendar	Proposed Text
~~Notes: Taking an elective seminar is subject to the academic advisor's approval. At most one elective seminar at the graduate level can be taken outside of the John Molson School of Business. Each year a selection of specialized seminars are offered on a rotating basis from those listed above.~~ ~~21 credits:~~ ~~MSCA 699 Research Thesis (21)~~	

Rationale:

We propose implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option. To support the latter, we will reinstate MSCM 689: Supervised Project, a course deactivated in 2020 but still available in the system.

This update reinforces the program's core emphasis on Supply Chain Management (SCM) while integrating future-oriented competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG) principles. These enhancements ensure the program remains responsive to the evolving needs of students, faculty, and industry.

Specifically, the revisions aim to:
• Provide students with multiple academic and professional development pathways.
• Alleviate supervisory bottlenecks while upholding rigorous academic standards.
• Enhance market competitiveness to broaden student recruitment opportunities.
• Improve industry connection to expand experiential learning and employment prospects.

We are confident that these revisions will elevate the MSCM program's competitiveness and reaffirm the John Molson School of Business's commitment to innovation and excellence in business education—advancing its vision to be one of the world's most relevant, responsible, and respected business schools.

Resource Implications:

The proposed revisions to the MSCM program build on existing courses and therefore have no additional resource requirements. In fact, they are expected to yield favorable resource implications by reducing the thesis supervision workload. In particular, reactivating MSCM 689: Supervised Project—with an expanded scope aligned to trends in comparable SCM master's programs in Quebec—will address growing student demand while alleviating faculty supervisory bottlenecks.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: Master of Supply Chain Management Electives
Calendar Section Type: Defined group
Description of Change: Master of Supply Chain Management Electives New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM > Degree Requirements > Supply Chain Management MSCM

Type of Change: New Defined Group

Present Text calendar		Proposed Text
	credits	Master of Supply Chain Management Electives
0	~~0~~	MSCA 615 Research Methodology - Administrative Sciences (3) MSCA 616 Research Methodology - Management (3) MSCA 618 Research Methods (3) MSCA 625 Seminar in Options and Futures (3) MSCA 632 Seminar in Special Topics in Finance (3) MSCA 652 Seminar in Special Topics in Management (3) MSCA 657 Organizations and Strategy (3) MSCA 672 Seminar in Special Topics in Marketing (3) MSCA 686 Competitive Advantage through Information Technology (3) MSCM 687 Data Driven Decision Models for Supply Chain Planning (3) MSCA 693 Seminar in Special Topics in Business Analytics and Technology Management (BATM) (3) **Additional Electives** Subject to approval by both the Graduate Program Director and the course instructor, students may apply up to six elective credits from relevant courses offered in other graduate programs across the university. **Notes:** Taking an elective seminar is subject to the academic advisor’s approval. At most one elective

Present Text calendar	Proposed Text
	seminar at the graduate level can be taken outside of the John Molson School of Business.

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: Master of Supply Chain Management: with Project (Option B)
Calendar Section Type: Defined group
Description of Change: Master of Supply Chain Management: Option with Project New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM > Degree Requirements > Supply Chain Management MSCM

Type of Change: New Defined Group

Present Text calendar	Proposed Text
	45 credits Master of Supply Chain Management: with Project (Option B)
0	~~0~~ 9 credits: 3 credits of required Core Courses: MSCA 602 Applied Linear Statistical Models (3) 6 credits of Core Courses chosen from: MSCA 681 Foundations of Artificial Intelligence for Business (3) MSCA 683 Applied Multivariate Data Analysis (3) MSCA 690 Data Management (3) MSCA 691 Advanced Artificial Intelligence for Business (3) 18 credits: 9 credits of required Supply Chain Management Courses: MSCM 681 Modelling and Decision Analytics (3) MSCM 682 Sourcing and Global Logistics (3) MSCM 683 Supply Chain Design and Coordination (3) 9 credits of Supply Chain Management Courses chosen from: MSCM 684 Demand Analytics (3) MSCM 685 Supply Chain Risk Management (3) MSCM 686 Supply Chain Sustainability (3)

Present Text calendar	Proposed Text
	MSCM 688 Special Topics in Supply Chain Management (3) 9 credits of Master of Supply Chain Management Electives 9 credits: MSCM 690 Supervised Project (9)

Rationale:

We propose implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option. To support the latter, we will reinstate MSCM 689: Supervised Project, a course deactivated in 2020 but still available in the system.

This update reinforces the program's core emphasis on Supply Chain Management (SCM) while integrating future-oriented competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG) principles. These enhancements ensure the program remains responsive to the evolving needs of students, faculty, and industry.

Specifically, the revisions aim to:
• Provide students with multiple academic and professional development pathways.
• Alleviate supervisory bottlenecks while upholding rigorous academic standards.
• Enhance market competitiveness to broaden student recruitment opportunities.
• Improve industry connection to expand experiential learning and employment prospects.

We are confident that these revisions will elevate the MSCM program's competitiveness and reaffirm the John Molson School of Business's commitment to innovation and excellence in business education—advancing its vision to be one of the world's most relevant, responsible, and respected business schools.

Resource Implications:

The proposed revisions to the MSCM program build on existing courses and therefore have no additional resource requirements. In fact, they are expected to yield favorable resource implications by reducing the thesis supervision workload. In particular, reactivating MSCM 689: Supervised Project—with an expanded scope aligned to trends in comparable SCM master's programs in Quebec—will address growing student demand while alleviating faculty supervisory bottlenecks.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: Master of Supply Chain Management: with Thesis (Option A)
Calendar Section Type: Defined group
Description of Change: Master of Supply Chain Management: Option with Thesis New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM > Degree Requirements > Supply Chain Management MSCM

Type of Change: New Defined Group

Present Text calendar	Proposed Text
	45 credits Master of Supply Chain Management: with Thesis (Option A)
0	~~0~~ 6 credits: 3 credits of required Core Courses: MSCA 602 Applied Linear Statistical Models (3) 3 credits of Core Courses chosen from: MSCA 681 Foundations of Artificial Intelligence for Business (3) MSCA 683 Applied Multivariate Data Analysis (3) MSCA 690 Data Management (3) MSCA 691 Advanced Artificial Intelligence for Business (3) 15 credits: 9 credits of required Supply Chain Management Courses: MSCM 681 Modelling and Decision Analytics (3) MSCM 682 Sourcing and Global Logistics (3) MSCM 683 Supply Chain Design and Coordination (3) 6 credits of Supply Chain Management Courses chosen from: MSCM 684 Demand Analytics (3) MSCM 685 Supply Chain Risk Management (3) MSCM 686 Supply Chain Sustainability (3)

Present Text calendar	Proposed Text
	MSCM 688 Special Topics in Supply Chain Management (3) 3 credits of Master of Supply Chain Management Electives 21 credits Thesis: MSCA 699 Research Thesis (21)

Rationale:

We propose implementing a dual-option model: (1) a research-thesis option and (2) a supervised-project option. To support the latter, we will reinstate MSCM 689: Supervised Project, a course deactivated in 2020 but still available in the system.

This update reinforces the program's core emphasis on Supply Chain Management (SCM) while integrating future-oriented competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG) principles. These enhancements ensure the program remains responsive to the evolving needs of students, faculty, and industry.

Specifically, the revisions aim to:
• Provide students with multiple academic and professional development pathways.
• Alleviate supervisory bottlenecks while upholding rigorous academic standards.
• Enhance market competitiveness to broaden student recruitment opportunities.
• Improve industry connection to expand experiential learning and employment prospects.

We are confident that these revisions will elevate the MSCM program's competitiveness and reaffirm the John Molson School of Business's commitment to innovation and excellence in business education—advancing its vision to be one of the world's most relevant, responsible, and respected business schools.

Resource Implications:

The proposed revisions to the MSCM program build on existing courses and therefore have no additional resource requirements. In fact, they are expected to yield favorable resource implications by reducing the thesis supervision workload. In particular, reactivating MSCM 689: Supervised Project—with an expanded scope aligned to trends in comparable SCM master's programs in Quebec—will address growing student demand while alleviating faculty supervisory bottlenecks.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: Academic Regulations
Calendar Section Type: Regulation
Description of Change: Academic Regulations Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM

Present Text calendar	Proposed Text
Academic Regulations ~~**- Credit Load: Full-time Students.** The normal course load for full-time students is 12 credits in each of the terms in the first year; 6 credits and the 15-credit applied research project in the second year.~~ ~~**- Credit Loa d: Part-time Students.** The maximum course load for part-time students is 12 credits per calendar year. The 15-credit applied research project should take 6 to 12 months to complete.~~ ~~**- Course Reduction.** In exceptional circumstances, students may be granted permission to reduce their course load below the normal specified above while remaining in good standing.~~ ~~**- Program and Course Withdrawal.** Students who wish to apply for withdrawal from the program must do so in writing at the office of the Associate Dean, Research and Research Programs. Students may drop a course up to the end of the course change period. This is normally about two weeks after classes begin (see~~ Academic ~~Calendar). In addition to the regulations which appear in the Graduate Registration section of the Graduate Calendar, students enrolled in the program are required to observe the following rules.~~ ~~**- Academic Standing.**~~ Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations. ~~**- Time Limit.**~~ Please refer to the Academic Regulations page for further details regarding the Time Limits . ~~**- Graduation Requirement.**~~ In order to graduate, students must have a ~~minimum~~ cumulative GPA of 2.70.	Academic Regulations **1. Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations. **2. Residence.** The minimum residence requirement for this master's degree is three terms of full-time study, or the equivalent in part-time study. **3. Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits . **4. Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

Rationale:

This change was proposed by GCC and approved by Xiaodan Pan, to align with the format used in the other MSc programs at JMSB.

Resource Implications:

None.

D10

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: MSCM 688
Calendar Section Type: Course
Description of Change: MSCM 688 - Special Topics in Supply Chain Management New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

Type of Change: New Course

Present Text calendar	Proposed Text
	MSCM 688 Special Topics in Supply Chain Management (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* More than one topic can be offered under this course. In such cases, the name of the topic will be indicated on the class schedule.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Other note :	**Other note :** Allow this course to be taken more than one time for credit.

Rationale:

Supply chain management is evolving rapidly, and, as a result, many new areas are emerging. Through the special topics course, MSCM instructors can offer an elective or equivalent core course on short notice.

Resource Implications:

Three credit teaching. The course will be offered only if there is sufficient interest, as demonstrated by enrollment numbers that align with JMSB Research programs policy requirements.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: MSCM 689
Calendar Section Type: Course
Description of Change: MSCM 689 Supervised Project Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~MSCM 689 Applied Research Project~~ (~~15~~ credits)	
Prerequisites:	*Prerequisites:*
~~Students must have completed at least nine credits of MSCM seminars prior to enrolling.~~	
Description :	*Description :*
~~Supervised (co-supervised) by a faculty member(s), the applied research project is carried out individually or by a group of two students, depending on the overall requirements and the extent of the project to be conducted. The project involves working on a real-life supply chain management problem provided by a company. Once the problem is defined, the students prepare an overall project management plan to tackle the problem within a given time limit. The various stages of the project involve, among others: literature review, defining data and information requirements for problem analysis, gathering data, designing the appropriate model, conducting experimental design runs and sensitivity analyses, and presenting the solution(s) with an implementation plan. The project outcome is expected to have both academic and business merit. For projects done in groups of two students, there is a significant individual evaluation component in assessing the work done by each student.~~	
Component(s):	*Component(s):*
~~Thesis Research~~	
Notes :	*Notes :*
Other note : ~~Only available to students admitted before September 2021.~~	**Other note :**

Rationale:

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSCM Program options and course changes

Calendar Section Name: MSCM 690
Calendar Section Type: Course
Description of Change: MSCM 690 Supervised Project New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: MSCM in Supply Chain Management

Calendar publication date: 2026/2027/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

Type of Change: New Course

Present Text calendar	Proposed Text
	MSCM 690 Supervised Project (9 credits)
Prerequisites:	*Prerequisites:* Completion of at least nine credits of Master of Supply Chain Management courses.
Description :	*Description :* Under the supervision of a faculty member, the project is carried out individually by a student. The project involves working on a real-life supply chain management problem. The student defines the problem, develops and manages the project plan, conducts the analysis, presents the findings orally, and submits a final report within a specified timeframe. Project formats may include, among others, solving operational challenges and analyzing business cases that are relevant to issues in supply chain management.
Component(s):	*Component(s):* Research (Project)
Notes :	*Notes :*

Rationale:

This course was initially developed as an updated version of MSCM 689. However, based on the recommendation of the GCC, following advice from the Office of the Registrar, it was decided to create a new course instead because the credit weight was modified. As a result, MSCM 689 has been deleted and MSCM 690 has been created.

Below is the original rationale for MSCM 689 (now MSCM 690):

We propose revising the course description and credit value for MSCM 689. The current course description presents a narrowly defined format, focusing primarily on company-sponsored projects with detailed procedural stages. And the expected workload and structure closely resemble those of a traditional 21-credit research thesis (MSCA 699). As a result, the course proved difficult to implement and was ultimately discontinued in 2020. To address these limitations, we propose revising the course description to include a broader range of project formats and reducing the course credit value from 15 to 9 credits—a structure consistent with comparable SCM master's programs in Quebec. This adjustment also increases curricular flexibility, allowing students to pursue additional courses aligned with their interests and career goals.

Resource Implications:

Below is the resource original implication for updating MSCM 689 (now MSCM 690):

The proposed changes are expected to yield favorable resource implications by reducing the thesis supervision workload. In particular, reactivating MSCM 689: Supervised Project—with an expanded scope aligned to trends in comparable SCM master's programs in Quebec—will address growing student demand while alleviating faculty supervisory bottlenecks.

Impact Report

Defined Groups

Master of Supply Chain Management Electives New
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Supply Chain Management MSCM -> Degree Requirements -> Supply Chain Management MSCM
Source of Impact

Master of Supply Chain Management: Option with Project New
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Supply Chain Management MSCM -> Degree Requirements -> Supply Chain Management MSCM
Source of Impact

Master of Supply Chain Management: Option with Thesis New
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Supply Chain Management MSCM -> Degree Requirements -> Supply Chain Management MSCM
Source of Impact

Courses

MSCM 688 - Special Topics in Supply Chain Management New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> Supply Chain Management (MSCM) Seminars
Source of Impact

MSCM 690 Supervised Project New
Graduate -> See Winter 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> Supply Chain Management (MSCM) Seminars
Source of Impact

Regulations

Current Programs
Graduate -> See Winter 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> JMSB Co-operative Programs
Source of Impact

- Supply Chain Management MSCM

Other Units

Addition of **MSCA 602** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 683** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 690** to **Master of Supply Chain Management: with Thesis (Option A)** requirement

Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 681** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 682** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 683** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 684** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 685** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCA 691** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 681** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 686** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCA 699** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 688** to **Master of Supply Chain Management: with Thesis (Option A)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCA 602** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 683** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 690** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 681** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 682** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 683** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 684** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 685** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCA 691** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 681** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 686** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 688** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCM 690** to **Master of Supply Chain Management: with Project (Option B)** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Addition of **MSCA 652** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 693** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 625** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 686** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 616** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 657** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 615** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 632** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 672** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCA 618** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Addition of **MSCM 687** to **Master of Supply Chain Management Electives** requirement
Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars

Internal Memorandum

To: Sandra Betton, Professional & Graduate Programs

From: Rustam Vahidov, Chair of Supply Chain and Business Technology Management Department

Date: August 20th, 2025

Subject: Proposed changes to the Master of Supply Chain Management

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Dear Dr. Betton,

The department approved the changes in the Master of Supply Chain Management program at the meeting held on August 20th, 2025. The changes concern the introduction of the dual-option model, featuring both thesis- and project-based paths for the students, and the expanded list of elective courses (SCBTM-20-08-2025-D3). I am submitting the proposed revisions for consideration by the FAPC.

Summary rationale:

The proposed revisions to the MSCM program are designed to ensure its long-term sustainability, enhance its academic rigor, and align it with the evolving needs of students, faculty, and industry. The changes modernize the program's structure, diversify student learning pathways, and strengthen its integration with emerging competencies in data analytics, artificial intelligence (AI), and Environmental, Social, and Governance (ESG)

principles. The introduction of a dual-option structure (a thesis-based option and a reactivated project-based option) addresses both faculty capacity constraints and changing student preferences. The project-based option offers greater flexibility and scalability, ensuring students have access to high-quality, supervised applied learning while easing supervisory demands on faculty. This model is also consistent with comparable graduate SCM programs across Canada, enhancing JMSB's competitiveness in the market. The revised MSCM program represents a modern approach that balances academic rigor with professional relevance.

Regards,



Rustam Vahidov

Master of Supply Chain Management Program
Learning Goals and Rubrics
(Thesis and Project Options)

Learning Goals:

1. Describe fundamental and specialized knowledge in the field of supply chain management
2. Apply analytical and research skills to address supply chain management issues
3. Explain the implications of results to provide practical recommendations for supply chain management
4. Communicate knowledge and evidence, orally and in writing

Learning Goal 1: Describe fundamental and specialized knowledge in the field of supply chain management

Learning Objective / Performance Level	**1.1 Explain core concepts in supply chain management and or issues in supply chain management**	**1.2 Identify recent advances in supply chain management**
Very Good (4)	Displays a thorough and clear understanding of the core knowledge in supply chain management and/or issues in supply chain management	Provides a clear and detailed summary of recent advances in supply chain management
Good (3)	Displays a good understanding of the core knowledge in supply chain management and/or issues in supply chain management most of the time	Provides a good summary of the recent advances in supply chain management
Satisfactory (2)	Displays the ability to understand the core concepts in supply chain management and/or issues in supply chain management but in a limited manner	Provides a limited but adequate summary of the recent advances in supply chain management
Unsatisfactory (1)	Displays a lack of adequate understanding of the core knowledge in supply chain management and/or issues in supply chain management	Does not provide an adequate summary of the recent advances in supply chain management

Learning Goal 2: Apply analytical and research skills to address supply chain management issues

Learning Objective / Performance Level	**2.1 Summarize and critique relevant research and/or studies**	**2.2 Define the scope of the problem to generate problem statements and/or questions of theoretical or practical significance**	**2.3 Identify appropriate analytical, and/or methodological, and/or software tools and demonstrate their suitability**	**2.4 Demonstrate the ability to follow ethical guidelines when collecting data and/or conducting analysis**	**2.5 Conduct an analysis based on the chosen analytical, and/or methodological, and/or software tools to produce results of theoretical or practical significance**	**2.6 Evaluate the validity and robustness of the results**
Very Good (4)	Shows a solid ability to summarize and critique relevant research and/or studies	Displays a clear ability to define the scope of the problem to generate problem statements and/or questions of theoretical or practical significance	Displays a clear ability to identify the appropriate analytical, and/or methodological, and/or software tools and demonstrate their suitability	Fully understands the importance of diligence in data collection and/or when conducting analysis and the consequences of misrepresentation	Displays a proficient ability to conduct an analysis based on the chosen analytical, and/or methodological, and/or software tools to produce results of theoretical or practical significance	Thoroughly displays the ability to evaluate the validity and robustness of the results
Good (3)	Displays a good ability to summarize and critique relevant research and/or studies	Demonstrates a good ability to define the scope of the problem to generate problem statements and/or questions of theoretical or practical significance	Demonstrates a good ability to identify the appropriate analytical, and/or methodological, and/or software tools and demonstrate their suitability most of the time	Shows a good understanding of the importance of diligence in data collection and/ or when conducting analysis and the consequences of misrepresentation in most situations	Demonstrates a good ability to conduct an analysis based on the chosen analytical, and/or methodological, and/or software tools to produce results of theoretical or practical significance	Demonstrates the ability to evaluate the validity and robustness of the results most of the time
Satisfactory (2)	Displays sufficient ability to summarize and critique relevant research and/or studies	Displays sufficient ability to define the scope of the problem to generate problem statements and/or questions of theoretical or practical significance	Displays the ability to identify the commonly used analytical, and/or methodological, and/or software tools, but has difficulty in demonstrating their suitability	Shows sufficient understanding of the importance of diligence in data collection and/or when conducting analysis but is not fully aware of the consequences of misrepresentation	Displays adequate competencies in the ability to conduct an analysis based on the chosen analytical, and/or methodological, and/or software tools to produce results of theoretical or practical significance	Displays the ability to evaluate the validity and robustness of the results but has difficulty in interpretation

Unsatisfactory (1)	Arguments are poorly organized, do not flow logically and are hard to follow in the summary and critique for relevant research and/or studies	Shows an inability to define the scope of the problem and to generate problem statements and/or questions of theoretical or practical significance	Analytical, and/or methodological, and/or software tools are not appropriately identified, and demonstration of their suitability is not addressed most of the time	Displays a lack of adequate understanding of diligence in data collection and/or when conducting analysis and is unaware of the consequences of misrepresentation	Displays a lack of understanding of the appropriate method to conduct an analysis based on the chosen analytical, and/or methodological, and/or software tools to produce results of theoretical or practical significance	Shows a lack of ability to evaluate the validity and robustness of the results most of the time

Learning Goal 3: Explain the implications of results to provide practical recommendations for supply chain management.

Learning Objective / Performance Level	3.1 Interpret the results to provide implications to supply chain research and/or practical insights for supply chain management	3.2 Discuss the results to provide practical recommendations that could benefit stakeholders, such as suppliers, managers, employees, consumers, and broader society
Very Good (4)	Demonstrates a very good interpretation of the results to provide implications to supply chain research and/or practical insights for supply chain management	Provides a proficient discussion of results and provides practical recommendations that could benefit stakeholders, such as suppliers, managers, employees, consumers, and broader society
Good (3)	Demonstrates a good interpretation of the results to provide implications to supply chain research and/or practical insights for supply chain management	Provides a good discussion of results and provides practical recommendations that could benefit stakeholders, such as suppliers, managers, employees, consumers, and broader society
Satisfactory (2)	Demonstrates a sufficient interpretation of the results to provide implications to supply chain research and/or practical insights for supply chain management	Provides a sufficient discussion of results and/or provides practical recommendations that could benefit stakeholders, such as suppliers, managers, employees, consumers, and broader society
Unsatisfactory (1)	Lacks an adequate interpretation of the results to provide implications to supply chain research and/or practical insights for supply chain management	Provides little or no discussion of the results or practical recommendations that could benefit stakeholders, such as suppliers, managers, employees, consumers, and broader society

Learning Goal 4: Communicate knowledge and evidence, orally and in writing

Learning Objective 4.1: Communicate knowledge and evidence orally

Learning Objective / Performance Level	**4.1.1 Clearly convey key components of the thesis or project orally**	**4.1.2 Use appropriate presentation techniques**	**4.1.3 Effectively respond to questions**	**4.1.4 Clearly state the implications for research and/or practice**
Very Good (4)	Appropriately addresses all of the key components of the thesis or project	Use of appropriate presentation techniques augmented and extended comprehension of the topic	Displayed a complete understanding of what was asked and responded appropriately	The implications of the thesis or project for research and/or practice are very clear and easily understood
Good (3)	Appropriately addresses most of the key components of the thesis or project	Use of appropriate presentation techniques were mostly appropriate	Displayed a good understanding of the question and addressed most of the issues in the response	The implications of the thesis or project for research and/or practice are reasonably well understood
Satisfactory (2)	Addresses some of the key components of the thesis or project	Use of appropriate presentation techniques were presented in a limited manner and could be improved upon	Displayed a general understanding of the questions and responded only partially to the issues raised	The implications of the thesis or project for research and/or practice are sometimes unclear
Unsatisfactory (1)	Key components of the thesis or project are not identified	Presentation techniques were inappropriately or inadequately used in the presentation	Displayed a lack of understanding of the question. Response was unrelated to what was asked	Presenter generated confusion about the implication of the thesis or project for research and/or practice and was unclear

Learning Goal 4: Communicate knowledge and evidence, orally and in writing

Learning Objective 4.2: Communicate knowledge and evidence in writing

Learning Objective / Performance Level	**4.2.1 Convey all components of the thesis or project in writing coherently**	**4.2.2 Incorporate and respond to feedback effectively**	**4.2.3 Use appropriate vocabulary and grammar**	**4.2.4 Use citations and quotes appropriately**	**4.2.5 Format properly (e.g., tables, graphs, exhibits).**
Very Good (4)	All aspects of the thesis or project are clearly presented, as applicable (e.g., problem statement, research question(s), literature review, study context, methodology, analysis, and conclusions)	Feedback has been thoroughly incorporated into the thesis or project with a solid response	Displays a very good grasp of the language and the writing is almost grammatically error-free	Demonstrates a strong understanding when using citations and quotes	Appropriate formatting principles are applied consistently through the thesis or project
Good (3)	Most aspects of the thesis or project are generally well presented, as applicable (e.g., problem statement, research question(s), literature review, study context, methodology, analysis, and conclusions)	Feedback is reasonably well incorporated into the thesis or project with a rational response	Displays a decent grasp of the language but the writing has few grammatical errors	Demonstrates a reasonable understanding when using citations and quotes	Appropriate formatting principles are applied to the thesis or project with some errors
Satisfactory (2)	Many aspects of the thesis or project can be improved substantially, as applicable (e.g., problem statement, research question(s), literature review, study context, methodology, analysis, and conclusions)	Most of the feedback is incorporated appropriately into the thesis or project but the response is confusing	Shows adequate grasp of the language but the writing suffers from several grammatical errors	Demonstrates a fair understanding when using citations and quotes	Appropriate formatting principles as mostly applied to the thesis or project
Unsatisfactory (1)	Most aspects of the thesis or project are inadequately or inappropriately discussed, as applicable (e.g., problem statement, research question(s), literature review, study context, methodology, analysis, and conclusions)	The thesis or project lacks incorporation of feedback and response	Shows poor language skills and writing displays poor understanding of grammar	Misuse of citations and quotes is demonstrated throughout the thesis or project	The thesis or project lacks appropriate formatting principles

Supply Chain Management MSCM

Admission Requirements

- High academic standing in one of the following degrees: bachelor's degree in Commerce (or equivalent) with a major in any business discipline; bachelor's degree in any of the engineering disciplines; bachelor's degree in Economics / Mathematics / Applied Sciences.
- B average in the final two years of their undergraduate studies and have obtained a Grade Point Average (GPA) of at least 3.00 on a 4.30 scale, or the equivalent, from an accredited university.
- Applicants must submit proof of satisfactory performance on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) completed within the previous five years, two letters of recommendation with the Academic Assessment forms and a short statement of purpose. (Please note that the GMAT is preferred to the GRE).
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Additional Admission Requirements

Concordia Comprehensive ESL Placement Test (ConCEPT). Applicants who have been admitted by a program and whose test results fall within the range requiring a language placement test are required to write the Concordia Comprehensive ESL Placement Test (ConCEPT).

The program is open to both full-time and part-time students.

Degree Requirements

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

Please see the Supply Chain Management (MSCM) Seminars page for course descriptions.

Master of Supply Chain Management (45 credits)

45.0 credits chosen from:

Master of Supply Chain Management: with Thesis (Option A)

Master of Supply Chain Management: with Project (Option B)

Master of Supply Chain Management: with Thesis (Option A) (45 credits)

6.0 credits:

3 credits of required Core Courses:

- MSCA 602 Applied Linear Statistical Models (3.00)

3 credits of Core Courses chosen from:

- MSCA 681 Foundations of Artificial Intelligence for Business (3.00)

- MSCA 683 Applied Multivariate Data Analysis (3.00)
- MSCA 690 Data Management (3.00)
- MSCA 691 Advanced Artificial Intelligence for Business (3.00)

15.0 credits:

9 credits of required Supply Chain Management Courses:

- MSCM 681 Modelling and Decision Analytics (3.00)
- MSCM 682 Sourcing and Global Logistics (3.00)
- MSCM 683 Supply Chain Design and Coordination (3.00)

6 credits of Supply Chain Management Courses chosen from:

- MSCM 684 Demand Analytics (3.00)
- MSCM 685 Supply Chain Risk Management (3.00)
- MSCM 686 Supply Chain Sustainability (3.00)
- MSCM 688 Special Topics in Supply Chain Management (3.00)

3.0 credits of Master of Supply Chain Management Electives

21.0 credits Thesis:

- MSCA 699 Research Thesis (21.00)

Master of Supply Chain Management: with Project (Option B) (45 credits)

9.0 credits:

3 credits of required Core Courses:

- MSCA 602 Applied Linear Statistical Models (3.00)

6 credits of Core Courses chosen from:

- MSCA 681 Foundations of Artificial Intelligence for Business (3.00)
- MSCA 683 Applied Multivariate Data Analysis (3.00)
- MSCA 690 Data Management (3.00)
- MSCA 691 Advanced Artificial Intelligence for Business (3.00)

18.0 credits:

9 credits of required Supply Chain Management Courses:

- MSCM 681 Modelling and Decision Analytics (3.00)
- MSCM 682 Sourcing and Global Logistics (3.00)
- MSCM 683 Supply Chain Design and Coordination (3.00)

9 credits of Supply Chain Management Courses chosen from:

- MSCM 684 Demand Analytics (3.00)
- MSCM 685 Supply Chain Risk Management (3.00)
- MSCM 686 Supply Chain Sustainability (3.00)
- MSCM 688 Special Topics in Supply Chain Management (3.00)

9.0 credits of Master of Supply Chain Management Electives

9.0 credits:

- MSCM 690 Supervised Project (9.00)

Master of Supply Chain Management Electives

- MSCA 615 Research Methodology - Administrative Sciences (3.00)
- MSCA 616 Research Methodology - Management (3.00)
- MSCA 618 Research Methods (3.00)
- MSCA 625 Seminar in Options and Futures (3.00)
- MSCA 632 Seminar in Special Topics in Finance (3.00)
- MSCA 652 Seminar in Special Topics in Management (3.00)
- MSCA 657 Organizations and Strategy (3.00)
- MSCA 672 Seminar in Special Topics in Marketing (3.00)
- MSCA 686 Competitive Advantage through Information Technology (3.00)
- MSCM 687 Data Driven Decision Models for Supply Chain Planning (3.00)
- MSCA 693 Seminar in Special Topics in Business Analytics and Technology Management (BATM) (3.00)

Additional Electives

Subject to approval by both the Graduate Program Director and the course instructor, students may apply up to six elective credits from relevant courses offered in other graduate programs across the university.

Notes: Taking an elective seminar is subject to the academic advisor’s approval. At most one elective seminar at the graduate level can be taken outside of the John Molson School of Business.

Additional Degree Requirements

Residence. In accordance with standard university policy, the minimum residence requirement for this master's degree is three terms of full-time study, or the equivalent in part-time study. This requirement must be met regardless of the amount of graduate work previously completed in any other program or at any other university.

Qualifying Program. Up to three qualifying program courses are taken by those students who do not have a Supply Chain Management or Industrial Engineering degree. These courses are specified at the time of admission by the Admissions Committee, based on the academic background of the student. The qualifying program courses need to be successfully completed prior to starting the regular master program.

Academic Regulations

1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

2. Residence. The minimum residence requirement for this master's degree is three terms of full-time study, or the equivalent in part-time study.

3. Time Limit. Please refer to the Academic Regulations page for further details regarding the Time Limits.

4. Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 2.70.

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