



Faculty of Public
and Global Affairs

The Faculty of Public and Global Affairs acknowledges and respects the Algonquin people, traditional custodians of the land on which the Carleton University campus is situated.

Faculty of Public and Global Affairs Faculty Board

Friday, April 10, 2026 – 10:00-11:30 pm

Senate Room, 608 Pigiavik (ΛΓ^εΔ^b)

Agenda

1. Welcome and Call to Order – D. Mendeloff, Interim Faculty Board Secretary
2. Consent Agenda: Meeting Agenda and Minutes of February 20, 2025 ([attached](#))
3. Matters Arising
4. Question Period
5. Report from the Interim Dean – M. Francoli
6. Items for Approval
 - 6.1. Change in governance: Institute of African Studies ([attached](#)) – D. Mendeloff
 - 6.2. Program and Curriculum changes ([attached](#)) – V. Bhatia
 - 6.3. Amendments to Faculty Board Constitution and Bylaws ([attached](#)) – D. Mendeloff
7. Associate Dean Reports
 - 7.1. Research and Graduate ([attached](#)) – J. Greenberg
 - 7.2. Students and Enrolment ([attached](#)) – P. Wilson
 - 7.3. Academic ([attached](#)) – V. Bhatia
 - 7.4. Equity and Inclusion ([attached](#)) – Y. Wang
 - 7.5. Faculty Affairs ([attached](#)) – D. Mendeloff
8. Items for Information
 - 8.1. Elections for Faculty Board Positions – D. Mendeloff
 - 8.2. Faculty Board Executive Committee Report ([attached](#)) – D. Mendeloff
 - 8.3. CASG/Undergraduate student report
 - 8.4. GSA/Graduate student report
 - 8.5. Senate report – D. Mendeloff
9. Other Business
10. Adjournment

Next Meeting: TBD, Fall 2026

Voting members of FPGA Faculty Board include: all full-time faculty members at all ranks with at least a 50% appointment in FPGA and students who are the elected or appointed representatives on departmental boards of FPGA units.

Quorum: At least 15 voting members; at least one member from at least five FPGA units; a majority must be FPGA faculty members.

**MINUTES of FPGA Faculty Board**

Friday, February 20, 2026
Senate Room (PK 608)

Present:

Faculty: Vandna Bhatia (PSCI), Mary Francoli (SJC-COMS), Elizabeth Gilmore (NPSIA), Paul Goode (EURUS), Josh Greenberg (SJC-COMS), Dennis Kao (SSW), Lara Karaian (ICCJ), David Mendeloff (NPSIA), Jessica Parish (SPPA), Sarah Todd (SSW and Kroeger College), Yanling Wang (NPSIA), Paul Wilson (AKC-MPM), Benjamin Woo (SJC-COMS), Liam Young (SJC-COMS)

Students: Kate Ellis (SJC-COMS), Vincenzo Poti (PSCI)

Other: Laurie Jaeger (ODFPGA) – recording minutes

1. Welcome and Call to Order

David Mendeloff, Interim Faculty Board Secretary, confirmed quorum and welcomed faculty members. He acknowledged that we were meeting on the traditional territory of the Algonquin, Anishinaabeg people, and expressed gratitude to them as the traditional stewards of the land.

David asked everyone in attendance to sign-in.

2. Adoption of Agenda

The agenda was approved by consensus as circulated.

3. Adoption of Minutes of the October 3, 2025 Meeting

The minutes were approved by consensus as circulated.

4. Matters Arising from the Minutes

There were no matters arising from the minutes.

5. Question Period

There were no questions submitted in advance of the meeting.

6. Report from Interim Dean Mary Francoli

Interim Dean Mary Francoli presented her report. She thanked faculty members for welcoming her to this new role. Key items noted: acknowledging the recent passing of two faculty members,

Katherine Graham (retired) and Elly Alboim; that she had recently presented and submitted the Faculty's budget for 2026-27; that the financial situation for the Faculty and University remains challenging; that student applications, approvals and acceptances in FPGA are up; that the Communications team has created a webpage with a summary of professional certificates offered in the Faculty specifically targeting federal government employees facing workforce readjustment; and that Paul Wilson's term as Associate Dean, Students and Enrolment is finishing June 30th, and applications for this position are due February 27th. There were no questions for Mary.

7. Items for Decision by Faculty Board

7.1. Change in Governance: Latin American and Caribbean Studies

David Mendeloff summarized the change in governance of the MA Collaborative Specialization in Latin American and Caribbean Studies (LACS).

MOTION (Mendeloff/Woo)

MOTION: THAT FPGA Faculty Board recommend moving the governance of the MA Collaborative Specialization in Latin American and Caribbean Studies (LACS) from the Institute of Interdisciplinary Studies in FASS to the College of Global Studies in FPGA. **CARRIED.**

7.2. Confirmation of Winter 2026 Graduation Lists

David Mendeloff noted the requirements of Faculty Board to confirm receipt of the graduation lists.

MOTION (Mendeloff/Bhatia)

MOTION: THAT FPGA Faculty Board confirms receipt of the 2026 Winter undergraduate graduation list and affirms that the University Registrar has confirmed that all students on the presented list have met the requirements of their degree program for graduation according to the published regulations. **CARRIED.**

MOTION (Mendeloff/Bhatia)

MOTION: THAT FPGA Faculty Board confirms receipt of the 2026 Winter graduate graduation list and affirms that the Graduate Registrar has confirmed that all students on the presented list have met the requirements of their degree program for graduation according to the published regulations. **CARRIED.**

8. Associate Dean Reports

8.1 Research and Graduate:

Josh Greenberg summarized the report that was circulated with the agenda. There were no questions.

8.2 Students and Enrolment

Paul Wilson summarized the report that was circulated with the agenda. There were no questions.

8.3 Academic

Vandna Bhatia summarized the report that was circulated with the agenda. A question was asked regarding the distribution of course enrolment numbers.

8.4 Equity and Inclusion

Yanling Wang summarized the report that was circulated with the agenda. Clarification regarding the list of mentor organizations was sought.

8.5 Faculty Affairs

David Mendeloff summarized the report that was circulated with the agenda. It was noted that the search for a Director of SPPA is ongoing.

9. Items for Discussion

9.1 Faculty Board Governance

David Mendeloff summarized the proposed change to the Faculty Board governance structure to remove the Clerk as an elected position, due to ongoing difficulties of recruiting faculty members for this position and the current practice in most Faculties, where a staff member performs this role. David formally gave notice of a future motion to amend the constitution.

10. Other Reports for Information

10.1 Faculty Board Executive Committee

David Mendeloff summarized the report that was circulated with the agenda. There were no questions.

10.2 CASG/Undergraduate Students

There was no report at this time.

10.3 GSA/Graduate Students

There was no report at this time.

10.4 Senate Report

David Mendeloff provided a brief report on the November and January Senate meetings. There was a brief discussion regarding how the Deloitte Efficiency and Accountability Review was shared with the Carleton community.

11. Other Business

David Mendeloff thanked Laurie Jaeger for taking the minutes of Faculty Board meetings.

12. Adjournment

The meeting adjourned at 10:45 a.m.

Executive Summary: Change in Governance of the Institute of African Studies**MEMORANDUM**

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Paul Keen, Associate Dean (Faculty Affairs), Faculty of Arts and Social Sciences

CC: Anne Bowker, Dean, Faculty of Arts and Social Sciences
Mary Francoli, Dean, Faculty of Public and Global Affairs
Pascal Gin, Associate Dean (Academic), Faculty of Arts and Social Sciences
David Mendeloff, Associate Dean (Academic), Faculty of Public and Global Affairs
Dan Irving, Director, Institute of Interdisciplinary Studies
Nduka Otiono, Director, Institute of African Studies

Date: March 20th 2026

Subject: Change in Governance of the Institute of African Studies

Description of change

We are proposing to move all undergraduate and graduate programs currently housed in the Institute of African Studies (IAS) to the School of Interdisciplinary Studies (previously known as the Institute of Interdisciplinary Studies). African Studies will form a fourth sub-unit alongside Childhood and Youth Studies (CHST), Human Rights and Social Justice (HRSJ), and Indigenous Studies (INDG). The Institute of African Studies will retain its name, budget and space in Dunton Tower, but as it will no longer govern any degree programs, it shall be formally disestablished as a separate academic unit within Carleton and its faculty will be appointed to the new School of Interdisciplinary Studies. While IAS will continue to maintain its distinct identity and research profile, its academic programs will now be governed by the School of Interdisciplinary Studies and overseen by an African Studies Program Director.

This proposal was supported by a unanimous vote of faculty in the Institute of African Studies and in the Institute of Interdisciplinary Studies and has the strong support of both Directors. The proposal has also been approved by a vote at FASS Faculty Board. As IAS is jointly housed in both FASS and FPGA, this proposal still requires formal approval of FPGA Faculty Board. This is expected on April 10.

The proposal is a direct response to extremely low undergraduate and graduate enrolments in the Institute's degree programs (8 students in the Major and four students enrolled in its MA Collaborative Specialization) and limited faculty resources. Given these enrolment numbers, the level of administrative support required needs to be rethought. The low number of faculty has also created serious governance challenges.

At the same time, the Institute of African Studies remains an active hub for many extracurricular activities and research, with many popular events and strong ties to several embassies. Our commitment, then, is to protect existing programs and courses and the Institute's important role as a research center by providing it with adequate administrative support and governance oversight.

In terms of support, SIS's administrative team has the capacity to oversee these additional programs given the minimal number of students, with no change required to the current administrative structure, though the IAS will retain one of its current administrators to oversee the Institute's active presence as a centre for extracurricular activities and research, with its many events and important affiliations with several local embassies.

With respect to governance, the existing three subunits within SIS now operate largely autonomously. In the vast majority of day-to-day ways, then, there will be absolutely no change. SIS will simply absorb African Studies as a fourth subunit. African Studies programs and courses will however benefit from the School-level governance structure and directorship.

The main benefit of becoming part of SIS is that it will require absolutely no change in program structure (e.g., required and elective courses); learning outcomes; or graduate pathways or modes of delivery.

As for consolidating strengths of the Institute of African Studies programs and courses, the proposed change will create a promising structure for exploring convergences between it and other sub-units in the new School. Three members of IIS (Paul Mkandawire, Monica Paterson, and Evelyn Mayanja) are currently cross-appointed to African Studies.

Impact on Other Programs

There will be no impact on other programs given existing administrative capacity in IIS and the largely decentralized structure of each subunit. On the upside, and as noted above, the proposed change in governance will create a structural framework that will enhance efforts to build connections between programs. As such, this initiative has the potential to save resources and strengthen programs with no detriment to our students.

Resources

- a. *Dean and Faculty Affiliation*: No change.
- b. *Faculty resources*: Faculty who have appointments in IAS will be appointed to SIS.
- c. *Administrative support*: This will have absolutely no impact on administrative support for students or faculty. The Institute will retain one of its current administrators to oversee its many events, research projects, and affiliations with local embassies.
- d. *Space*: There are no implications for space. Faculty offices and other IAS rooms will remain on the 17th floor of Dunton Tower.



Faculty of Public
and Global Affairs

To: Faculty of Public and Global Affairs Faculty Board
Re: Report from the FPGA Undergraduate Curriculum Committee
From: Vandna Bhatia, Chair
Date: April 3, 2026

The UGCC met on January 13 and March 10, 2026. An additional meeting is scheduled for April 7, 2026. The committee approved an update to the [FPGA Grading Guidelines](#), which are available on the FPGA intranet site. The revised guidelines include updated information on current grade distribution patterns in the Faculty, and a new section with typical descriptors and expectations associated with different letter grades. The guidelines are intended to support and encourage the use of comparable grading standards and practices within and between FPGA units.

The UGCC reviewed several significant major program modifications and associated minor modifications. In the first two meetings, the UGCC approved 16 major program modifications and 5 related minor course modifications. *An additional package of major modifications will be reviewed by the UGCC on April 7 and if/when approved, will be brought forward to Faculty Board as an addendum to this report.* These additional proposed modifications can be reviewed in the [April 7, 2026 UGCC meeting binder](#) which is now available.

The initial set of modifications that UGCC presents for Faculty Board approval and recommendation to Senate are listed in the attached summary. Details of proposed modifications can be found in the [UGCC meeting binders](#) on the FPGA Intranet (the 'date reviewed' column in the attached summary table corresponds to the associated meeting binder).

The following major program modifications are proposed for the 2027-28 Undergraduate Calendar (executive summaries of each set of changes are attached):

1. **Deletion of the Post Baccalaureate Diploma in Economics [DIP-ECONPB]**

Admissions to the program were suspended for 2025-26; the closure is due to low enrolments and lack of student interest.

| |
|---|
| <p>MOTION 1: THAT FPGA Faculty Board recommends that Senate approve the deletion of the Post Baccalaureate Diploma in Economics [DIP-ECONPB] for the 2027-28 Undergraduate Calendar.</p> |
|---|

2. **Modification of the Law with Concentration in Business Law and Private Power program [HBA-4S] and Law with Concentration in Business Law and Private Power Combined Honours option [HBA-4S+]**

The concentration is renamed to better reflect the scope of the topic; a new mandatory foundations courses is added, and a new elective course is proposed.

MOTION 2: THAT FPGA Faculty Board recommends that Senate approve the modification of the Law with Concentration in Business Law and Private Power program [HBA-4S] and Law with Concentration in Business Law and Private Power Combined Honours option [HBA-4S+] for the 2027-28 Undergraduate Calendar.

3. **Modification of the Bachelor of Public Affairs and Policy Management**

The proposed changes include the deletion of all 11 existing pathways, to be replaced with a streamlined major, three new concentrations and four optional streams. A new combined honours with Communication and Media Studies is also proposed. The modifications are mandated by UG Calendar changes introduced in 2024-25 regarding program elements ([Section 3.1.6: Program Structure](#)). An omnibus motion is presented for all BPAPM major program modifications.

- Deletion of BPAPM Communication and Policy Studies Specialization [BPAPM-P1A/P1B]
- Deletion of BPAPM Development Policy Studies Specialization [BPAPM-P2A/ P2B/P2C]
- Deletion of BPAPM International Policy Studies Specialization [BPAPM-P3A/P3B]
- Deletion of BPAPM Public Policy and Administration Specialization [BPAPM-P4A/ P4B/P4C/ P4D]
- New program: BPAPM Honours with Concentration [TBD-2356]
- New program: BPAPM Concentration in Public Policy and Administration [TBD-2355]
- New program: BPAPM Concentration in Development and Human Rights [TBD-2358]
- New program: BPAPM Concentration in International Relations [TBD-2357]
- New program: BPAPM Optional Stream in Social Policy for Conc in Public Policy and Administration [TBD-2359]
- New program: BPAPM Optional Stream in Economic Policy for Conc in Public Policy and Administration [TBD-2360]
- New program: BPAPM Optional Stream in Security, Defence and Intelligence for Conc in International Relations [TBD-2361]
- New program: BPAPM Optional Stream in Global Economic Relations for Conc in International Relations [TBD-2362]
- New program: Public Affairs and Policy Management and Communication and Media Studies BPAPM Combined Honours [TBD-2363]

MOTION 3: THAT FPGA Faculty Board recommends that Senate approve the modification of the Bachelor of Public Affairs and Policy Management program as presented for the 2027-28 Undergraduate Calendar.

There are five minor course modifications associated with the proposed major modifications presented above: two related to the revised Law Concentration in Business Law and Private Power, and three related to the new BPAPM Concentration in Public Policy and Administration. An omnibus motion is presented for all these minor modifications.

MOTION 4: THAT FPGA Faculty Board recommends that Senate approve the **Minor Modifications** as presented in the attached list for the 2026-27 Undergraduate Calendar.

Thank you to everyone involved in developing these major program changes – your time and consideration is valued and much appreciated! I would also like to acknowledge the time and hard work of UGCC members, who have made the UGCC a very effective and constructive forum for discussion and information sharing on undergraduate affairs and curriculum:

Aneurin Bosley (Journalism)

Matthew Pearson (Journalism)

Jeffrey Monaghan (Criminology)

Dennis Kao (Social Work)

Doris Buss (Law and Legal Studies)

Carolina Czastkiewicz (Economics)

Stéfy McKnight (MPD)

Emma Pierce (CASG)

Lisa Mills (Kroeger College – BPAPM)

Neil Gerlach (Kroeger College – BGInS)

Samuel Ojo Oloruntoba (African Studies)

Aaron Ettinger (Political Science)

Irena Knezevic (Communication & Media Studies)

Martin Geiger (EURUS)

Finally, Angel Wagner, Caitlin MacGregor, Lisa Chow and Liz Bruce from the RO provided invaluable resource support to the Committee and to individual units, and Stephanie Bourk (ODFPGA) helped ensure the business of the Committee ran smoothly throughout the year.

Undergraduate Calendar Modifications

FPGA Faculty Board Meeting, April 10, 2026

Effective for 2027-28 Undergraduate Calendar

| Unit | Proposal Type | Proposal Code | Title | Proposed Changes | Rationale | Date Reviewed |
|------|----------------|------------------------|---|------------------------------|--|---------------|
| ECON | Major Mod | DIP-ECONPB | DIP-ECONPB: Post-Baccalaureate Diploma in Economics | Delete program | Low enrolments. Students have used this to bridge into MA; they can instead take the extended MA pathway to earn required prerequisite credits | 10-Mar-26 |
| LAWS | Major Mod | HBA-4S+ | HBA-4S+: Law with Concentration in Business Law and Private Power B.A. Combined Honours | Revise title, update courses | Better describe scope of the concentration. Add two courses to consolidate Business Law foundations. | 10-Mar-26 |
| LAWS | Major Mod | HBA-4S | HBA-4S: Law with Concentration in Business Law and Private Power B.A. Honours | Revise title, update courses | Better describe scope of the concentration. Add three courses to consolidate Business Law foundations. | 10-Mar-26 |
| PAPM | Major Mod | BPAPM-P1A/P1B | BPAPM-P1A/P1B: BPAPM Communication and Policy Studies Specialization | Delete program | Remove specializations, replace with concentrations | 10-Mar-26 |
| PAPM | Major Mod | BPAPM-P2A/P2B/P2C | BPAPM-P2A/ P2B/P2C: BPAPM Development Policy Studies Specialization | Delete program | Remove specializations, replace with concentrations | 10-Mar-26 |
| PAPM | Major Mod | BPAPM-P3A/P3B | BPAPM-P3A/P3B: BPAPM International Policy Studies Specialization | Delete program | Remove specializations, replace with concentrations | 10-Mar-26 |
| PAPM | Major Mod | BPAPM-P4A/P4B/P4C/ P4D | BPAPM-P4A/ P4B/P4C/ P4D: BPAPM Public Policy and Administration Specialization | Delete program | Remove specializations, replace with concentrations | 10-Mar-26 |
| PAPM | Major Mod | TBD-2356 | TBD-2356: BPAPM Honours with Concentration | New program | New Honours pathway for BPAPM. Specializations are no longer permitted. Students select concentrations after 1st year | 10-Mar-26 |
| PAPM | Major Mod | TBD-2355 | TBD-2355: BPAPM Concentration in Public Policy and Administration | New program | New concentration to replaced deactivated BPAPM-P4 specializations | 10-Mar-26 |
| PAPM | Major Mod | TBD-2358 | TBD-2358: BPAPM Concentration in Development and Human Rights | New program | New concentration to replaced deactivated BPAPM-P2 specializations | 10-Mar-26 |
| PAPM | Major Mod | TBD-2357 | TBD-2357: BPAPM Concentration in International Relations | New program | New concentration to replaced deactivated BPAPM-P3 specializations | 10-Mar-26 |
| PAPM | Major Mod | TBD-2359 | TBD-2359: BPAPM Optional Stream in Social Policy for Conc in Public Policy and Administration | New program | New optional stream for the revised BPAM program | 10-Mar-26 |
| PAPM | Major Mod | TBD-2360 | TBD-2360: BPAPM Optional Stream in Economic Policy for Conc in Public Policy and Administration | New program | New optional stream for the revised BPAM program | 10-Mar-26 |
| PAPM | Major Mod | TBD-2361 | TBD-2361: BPAPM Optional Stream in Security, Defence and Intelligence for Conc in International Relations | New program | New optional stream for the revised BPAM program | 10-Mar-26 |
| PAPM | Major Mod | TBD-2362 | TBD-2362: BPAPM Optional Stream in Global Economic Relations for Conc in International Relations | New program | New optional stream for the revised BPAM program | 10-Mar-26 |
| PAPM | Major Mod | TBD-2363 | TBD-2363: Public Affairs and Policy Management and Communication and Media Studies BPAPM Combined Honours | New program | New combined honours pathway to replace deactivated BPAPM-P1 specializations | 10-Mar-26 |
| LAWS | Minor Crse Mod | LAWS 3204 | Business Law: Frameworks of Private Power | New course | An "anchor" course for Business Law concentration | 10-Mar-26 |
| LAWS | Minor Crse Mod | LAWS 4201 | Corporate Law and New Economies | New course | Formerly offered as special topics; making it a permanent course and elective for the Business Law concentration | 10-Mar-26 |
| SPPA | Minor Crse Mod | PADM 4212 | Civil Society and Public Policy | New course | New piggy-backed course required for the new BPAPM Concentration in Public Policy & Admin | 10-Mar-26 |
| SPPA | Minor Crse Mod | PADM 4418 | Human Resources Management | New course | New piggy-backed course required for the new BPAPM Concentration in Public Policy & Admin | 10-Mar-26 |
| SPPA | Minor Crse Mod | PADM 4422 | Urban and Local Government | New course | New piggy-backed course required for the new BPAPM Concentration in Public Policy & Admin | 10-Mar-26 |

To: Vice-President’s Academic and Research Committee (VPARC)
FROM: Patrick Coe, Chair, Department of Economics
CC: Mary Francoli, Dean, FPGA
 Vandna Bhatia, Associate Dean (Academic), FPGA
Date: January 9th, 2026
Subject: Cancellation of the Post-Baccalaureate Diploma in Economics.

Rationale

This program was intended to serve as a “qualifying year” for students who wanted to take our M.A. but lacked specific honours-level courses in Economics required for admission to the M.A. program. Students in the post-Bac typically take eight 4000-level courses in Economics. In practice, many students do not need all eight courses; therefore, in recent years, the extended M.A. has become increasingly popular as an alternative. This involves adding a subset of the eight courses as additional requirements to a student’s M.A. requirements, and therefore can be better tailored to meet the individual student’s needs. Not surprisingly, this has led to a decline in admissions to the post-Bac, reported in the table below. Closure to be effective September 2026, with no replacement programs being proposed.

Table 1: Admissions to the Post-Baccalaureate Diploma in Economics: 2014-2025

| Fall Semester | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---------------|------|------|------|------|------|------|------|------|------|------|------|------|
| New Students | 12 | 13 | 7 | 6 | 0 | 2 | 6 | 4 | 0 | 6 | 0 | 0 |

Source: Office for Institutional Research and Planning.

Impact on Other Programs and Students

None

Resources

- **Dean and Faculty Affiliation:** Will there be any changes to faculty affiliation as a result of the program closure?
- **Faculty Resources:** Will there be any changes to faculty resources or workload as a result of this program closure?
- **Administrative Support:** Will the program closure affect administrative support for students or faculty?
- **Space:** Will space be gained or lost as a result of this program closure? Where will students and faculty be re-situated?
- **Financial:** Will there be any financial implications as a result of the program closure, and if so, please describe them.

The answer to all of these questions is no.

Transition Plan for Current Students.

We have two students still in the program. Both are registered in ECON 4990 for Winter 2026. All the other courses required for the Post-Bac will still be offered, as they are also requirements in our B.Econ program and for students admitted to our extended M.A. program.

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Sarah Todd and Lisa Mills

CC: Mary Francoli and Vandna Bhatia

Date: February 20, 2026

Re: Major Modification to BPAPM Track A2

The Bachelor of Public Affairs and Policy Management (BPAPM) was established in 1999 with the primary goal of providing students with an interdisciplinary education that would prepare them for careers in the public sector – as policy analysts, managers, advocates, or researchers. The intention of the program was to showcase the expertise of units across FPGA, and involved Memoranda of Understanding with the units which contributed the most to the program. However, it also draws on expertise from FASS and Sprott to offer a distinctive, limited enrolment, honours degree program in public affairs and policy studies that attracts high-achieving students.

Proposed Modifications

The current BPAPM program is comprised of a common core of courses, plus four specializations, each with its own policy streams. Students select an area of specialization and related policy stream at the end of their first year. We are proposing a number of revisions to align the BPAPM program with Carleton University's program elements that were introduced in November 2024. The revised [Regulation 3.1.6](#) (Program Structure) of the Undergraduate Calendar necessitate that the BPAPM program eliminate specializations, which no longer apply to undergraduate programs. This change requires all existing program pathways to be deactivated and replaced with new ones that are based on concentrations.

The existing 11 pathways that we propose to deactivate are:

- [Specialization in Communication and Policy Studies \(Communication Technologies and Regulation\) B.P.A.P.M. Honours](#)
- [Specialization in Communication and Policy Studies \(Strategic Public Opinion\) B.P.A.P.M. Honours](#)
- [Specialization in Development Policy Studies \(Global Economic Relations\) B.P.A.P.M. Honours](#)
- [Specialization in Development Policy Studies \(Rights and Human Development\) B.P.A.P.M. Honours](#)
- [Specialization in Development Policy Studies \(Indigenous Policy\) B.P.A.P.M Honours](#)
- [Specialization in International Policy Studies \(International Relations and Conflict\) B.P.A.P.M. Honours](#)
- [Specialization in International Policy Studies \(Security and Intelligence\) B.P.A.P.M. Honours](#)
- [Specialization in Public Policy and Administration \(Economic Policy\) B.P.A.P.M. Honours](#)

- [Specialization in Public Policy and Administration \(Environmental and Sustainable Energy Policy\) B.P.A.P.M. Honours](#)
- [Specialization in Public Policy and Administration \(Social Policy\) B.P.A.P.M. Honours](#)
- [Specialization in Public Policy and Administration \(Indigenous Policy\) B.P.A.P.M Honours](#)

We are proposing these be replaced with the following:

1. A **BPAPM Honours** pathway, comprised of the major (8.5 credits), a required concentration (4.0 credits), and electives (7.5 credits). In the International Relations and Public Policy and Administration concentrations, students may choose to use some of these electives to add an optional policy stream.

This pathway, outlined in [Appendix 1](#), is comprised of courses that are required in the current program, but have been reorganized to be consistent with the realigned program elements and definitions. This pathway requires students to choose one of three concentrations, which correspond to 3 of the 4 existing specializations in the current program. It also makes streams an optional element, rather than mandatory as is the case with the current program structure.

2. Three new 4.0 credit **concentrations** ([Appendix 2](#)) in the following areas:
 - i. Development and Human Rights
 - ii. Public Policy and Administration
 - iii. International Relations
3. Four new 1.5 credit **optional streams** that replace the mandatory streams in the current program ([Appendix 3](#)) in the following areas:
 - For the Public Policy and Administration Concentration:
 - i. Stream in Social Policy
 - ii. Stream in Economic Policy
 - For the International Relations Concentration:
 - iii. Stream in Security, Defence and Intelligence
 - iv. Stream in Global Economic Relations
4. A **Bachelor of Public Affairs and Policy Management-Bachelor of Communication and Media Studies Combined Honours** pathway, comprised of 7.5 credits in each major and 5.0 credits in electives ([Appendix 4](#)).

This pathway replaces the fourth existing specialization, in Communication and Policy Studies, with a combined honours program. It will have the same graduation requirements as the BPAPM Honours pathway.

The Language Requirement for BPAPM will remain unchanged.

Rationales for Proposed Changes

The modification from specializations to concentrations is mandated by the revised UG Calendar regulation 3.1.6 and related program elements. We have taken this opportunity to further streamline

requirements for the major and for concentrations and streams to provide students with more clarity, flexibility, and options in designing their own program.

First, we have moved 5.0 required credits that were previously not included in the major to become part of the major, in addition to the existing 3.5 credits of PAPM and PSCI credits. This makes it clearer for students which 8.5 credits are needed to meet program requirements. We have also included two courses in African Studies as potential course options in first year. These will be particularly helpful for students who select Development and Human Rights as their concentration and who may have an interest in Africa which is not met by the current History courses.

Second, we are proposing three options for students to choose from when selecting their required 4.0 credit concentration. Concentrations will have fewer required elective credits than in the existing specializations. As a result, students will have more free electives, going from 4.5 in the current program to 7.5 in the new program. This redesign will hopefully ease the pressures that have developed as programs have had to significantly reduce their course offerings. As a result, BPAPM students have found it increasingly difficult to secure their required electives. By moving to more free electives, students have more choice and the system has more flexibility to meet their needs.

Development and Human Rights (DHR) Concentration

This replaces the Development Policy Studies specialization. The existing stream in Development and Human Rights attracts the majority of students in the current specialization, so the new concentration will focus exclusively on this area, with no optional streams.

The existing Global Economic Relations (GER) stream also attracts students but there is overlap between this stream and the International Policy Studies specialization, both in content and students interested in bridging the two. We propose to offer the Global Economic Relations (GER) stream under the new International Relations concentration. Most of the courses in GER are global political economy courses, which are strongly connected to the International Relations literature; it therefore makes more sense to have the stream under the International Relations concentration.

We are proposing the deletion of the Indigenous Policy stream in the Development specialization, with no replacement. Enrolments in this stream have been consistently low.

Public Policy and Administration (PPA) Concentration

The Public Policy and Administration (PPA) concentration replaces the Public Policy and Administration (PPA) specialization, with most of the same courses. Of the existing streams in the specialization, we propose to delete the Indigenous Policy stream and the Environmental program stream. Enrolments in these streams have been consistently low. Students may, however, choose to do a minor in Indigenous Studies in Environmental Studies in place of these streams. The existing Economic Policy and Social Policy streams will be retained as options for students in this concentration.

International Relations (IR) Concentration

This new IR concentration replaces the International Policy Studies specialization. The core courses in the concentration are essentially unchanged from the specialization. One of the optional streams will be in Security, Defence and Intelligence (SDI). This is similar to the Security and Intelligence option currently offered; however, it expands the number of courses in Defence, and will thus appeal to students with a particular interest in this area.

The GER stream, as explained above, will become a second optional stream for students in this new concentration.

Third, we are proposing a new combined honours Bachelor of Public Affairs and Policy Management-Communication and Media Studies (BPAPM-COMS) undergraduate degree, to replace the existing Specialization in Communication and Policy Studies. The proposed new pathway was developed in collaboration with the Director of COMS. The BPAPM-COMS Combined Honours degree has been created because students in this concentration currently take many of their courses within the School of Journalism and Communications. The Combined Honours degree formalizes this relationship. Currently, students have to choose one of two streams. The new proposal would allow them to choose courses from either area, allowing them greater choice and potentially a broader understanding of the issues and tools involved in Communications. It also has the potential to appeal to a greater number of students. This change is resource neutral.

With the streamlined lists of courses for the new concentrations and streams, we expect there will be less pressure from students on individual units for a longer list of specific electives. Fewer electives may also help to make enrolments more predictable and boost numbers in several courses. The proposed modifications will not draw students away from existing programs. They are intended to streamline the existing BPAPM program only.

We anticipate that streamlining the BPAPM program will improve student satisfaction and retention by offering more clarity and structure for the major, but at the same time more flexibility and capacity to explore a wider range of subjects that complement their interests. We also believe that the program changes may support recruitment of new students to Carleton and PAPM. The BPAPM-COMS combined honours program may attract a greater number of students with an interest in both, and the flexibility of the new program structure may also attract more students.

Impact on Learning Outcomes and Curriculum Map

There are no changes to the learning outcomes for the BPAPM program and three new concentrations. The LO for the combined BPAPM-COMS degree are unchanged from the existing learning outcomes for the communications specialization. See [Appendix 5](#). They are as follow:

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

- Explain how big data and small data shape, and are shaped by, public policy
- Analyze the relationship between communication technologies and public policy in various contexts

- Identify and explain debates about the implications for democracy of the rise of internet platforms – for example, issues related to online hate and violence, privacy and surveillance, and election interference

Societal Need

N/A

Students

We hope that by cutting undersubscribed concentrations we will make the program less complicated for students. In addition, by providing open electives rather than a list of potential electives, we hope students will have an easier time with registration and with completing the elective components of their concentration. We hope that the COMS/PAPM combined honours provides students with a desirable program option. This has been a popular combination for our students.

After removing these options, students currently enrolled in either stream will complete their programs as is, but new students will be directed to a minor in relevant thematic areas.

Resources

There are no new resources required for the proposed program changes.

Governance

No changes.

Tuition

No changes.

Appendix 1: Proposed BPAPM Major Pathway

| A. Credits Included in the BPAPM Major (8.5 credits) | | 8.5 |
|---|--|------------|
| 1. 3.5 credits in PAPM Courses: | | 3.5 |
| PAPM 1001 [0.5] | Policy: Analysis & Decision-Making | |
| PAPM 2001 [0.5] | Foundations of Public Policy: Political Thought | |
| PAPM 2002 [0.5] | Foundations of Public Policy: Economic Thought | |
| PAPM 3000 [0.5] | Policy Research | |
| PAPM 4000 [0.5] | Capstone Seminar in Public Affairs and Policy Management | |
| PAPM 4099 [0.5] | Policy Seminar | |
| PSCI 2003 [0.5] | Institutions and Power in Canadian Politics | |
| 2. 1.0 credit in Research Methods: | | 1.0 |
| PSCI 2701 [0.5] | How to Do Research in Political Science | |
| PSCI 2702 [0.5] | A Statistical Toolkit for Political Scientists | |
| 3. 1.0 credit in Law and Legal Studies | | 1.0 |
| LAWS 2501 [0.5] | Law, State and Constitution | |
| LAWS 2502 [0.5] | Law, State and Citizen | |
| 4. 1.5 credits in Business and Economics | | 1.5 |
| BUSI 3602 [0.5] | Designing Organizational Systems: An Overview | |
| ECON 1001 [0.5] | Introduction to Microeconomics | |
| ECON 1002 [0.5] | Introduction to Macroeconomics | |
| 5. 0.5 credit from Political Science | | 0.5 |
| PSCI 2002 [0.5] | Canadian Politics and Society | |
| PSCI 2101 [0.5] | Comparative Politics of the Global North | |
| PSCI 2102 [0.5] | Comparative Politics of the Global South | |
| 6. 0.5 credit from History and African Studies | | 0.5 |
| AFRI 1001 [0.5] | Introduction to African Studies I | |
| AFRI 1002 [0.5] | Introduction to African Studies II | |
| HIST 1003 [0.5] | Empire, War, and Revolution in Europe, 1850-1939 | |
| HIST 1004 [0.5] | Europe in War; Cold War | |
| HIST 1301 [0.5] | Conflict and Change in Early Canadian History | |
| HIST 1302 [0.5] | Rethinking Modern Canadian History | |
| HIST 1701 [0.5] | History of the Global South, 1400-1850 | |
| HIST 1702 [0.5] | History of the Global South, 1850 to the present | |
| HIST 2301 [0.5] | Canadian Political History | |
| HIST 2308 [0.5] | Colonial Latin America | |
| HIST 2309 [0.5] | Modern Latin America | |
| HIST 2311 [0.5] | Environmental History of Canada | |
| 7. 0.5 credit from Indigenous Studies | | 0.5 |
| INDG 1010 [0.5] | Indigenous Ways of Knowing | |
| INDG 1011 [0.5] | Introduction to Indigenous-Settler Encounters | |

| | |
|--|-------------|
| B. 4.0 credits from the Concentration | 4.0 |
| 4.0 credits from the concentration | |
| C. Additional requirements | 7.5 |
| 7.5 elective credits | |
| Total: | 20.0 |

Appendix 2: Concentrations

Concentration in Development and Human Rights

| B. CREDITS INCLUDED IN THE DHR CONCENTRATION | | 4.0 |
|---|---|------------|
| 8. 1.0 credit in: | | 1.0 |
| LAWS 2601 [0.5] | Public International Law | |
| LAWS 3602 [0.5] | International Human Rights | |
| 9. 1.0 credit in: | | 1.0 |
| PSCI 2601 [0.5] | International Relations: Global Politics | |
| or PSCI 2602 [0.5] | International Relations: Global Political Economy | |
| SOWK 3206 [0.5] | Community Dev and Social Ch in an Int'l Context | |
| 10. 1.0 credit from: | | 1.0 |
| ECON 3370 [0.5] | The Economics of Migration | |
| ECON 3508 [0.5] | Introduction to Economic Development | |
| ECON 3509 [0.5] | Development Planning and Project Evaluation | |
| ECON 3601 [0.5] | Introduction to International Trade | |
| ECON 3602 [0.5] | International Monetary Problems | |
| LAWS 2105 [0.5] | Social Justice and Human Rights | |
| LAWS 3604 [0.5] | International Organizations | |
| PSCI 3608 [0.5] | Migration Governance | |
| PSCI 3802 [0.5] | Globalization and Human Rights | |
| 11. 1.0 credit from: | | 1.0 |
| INAF 4006 [0.0] | Food Security and Rural Development | |
| INAF 4101 [0.5] | Topics in Conflict and Conflict Management | |
| INAF 4219 [0.0] | Rights, Development, and Conflict | |
| INAF 4301 [0.5] | Topics in Rights and Human Development | |
| INAF 4610 [0.0] | Fragile States: Theory and Policy | |
| LAWS 4102 [0.5] | Controversies in Rights Theory | |
| LAWS 4105 [0.5] | Global Justice Theory | |
| LAWS 4200 [0.5] | Selected Topics in International Economic Law | |
| LAWS 4601 [0.5] | Transnational Law and Human Rights | |
| PSCI 3100 [0.5] | Politics of Development in Africa | |
| PSCI 3105 [0.5] | Decolonization and Imperialism | |
| PSCI 3203 [0.5] | Government and Politics in the Middle East | |
| PSCI 3204 [0.5] | Politics of Latin America | |
| PSCI 3310 [0.5] | Global Indigenous Politics | |
| PSCI 3502 [0.5] | Gender and Politics in the Global South | |
| PSCI 3700 [0.5] | Government and Politics of South Asia | |
| PSCI 3702 [0.5] | Politics of Israel/Palestine | |
| PSCI 3805 [0.5] | Politics of Race | |
| PSCI 4104 [0.5] | Development in the Global South - Theory and Practice | |
| PSCI 4105 [0.5] | Selected Problems in Development in the Global South | |
| PSCI 4500 [0.5] | Gender and Globalization | |
| PSCI 4807 [0.5] | Politics of Citizenship and Migration | |

Concentration in Public Policy and Administration

| | | |
|--|---|------------|
| B. CREDITS INCLUDED IN THE PPA CONCENTRATION: | | 4.0 |
| 8. 1.5 credit in: | | 1.0 |
| ECON 2001 [0.5] | Intermediate Microeconomics for Non-Mathematical Majors | |
| ECON 2101 [0.5] | Intermediate Macroeconomics for Non-Mathematical Majors | |
| 9. 1.5 credit in: | | 1.5 |
| ECON 3403 [0.5] | Introduction to Public Economics: Expenditures | |
| ECON 3405 [0.5] | Introduction to Public Economics: Taxation | |
| PADM 3105 [0.5] | Management in the Public Sector | |
| 10. 1.0 credit from: | | 1.0 |
| ECON 3220 [0.5] | Canadian Economic History | |
| ECON 3300 [0.5] | Public Policy Toward Business | |
| ECON 3360 [0.5] | Introduction to Labour Economics | |
| ECON 3370 [0.5] | The Economics of Migration | |
| ECON 3460 [0.5] | Introduction to Health Economics | |
| ECON 3803 [0.5] | The Economics of Natural Resources | |
| ECON 3804 [0.5] | Environmental Economics | |
| ECON 3820 [0.5] | Topics in Canadian Economic Policy | |
| HIST 3220 [0.5] | Canadian Economic History | |
| LAWS 3506 [0.5] | Administrative Law | |
| PADM 4212 [0.5] | Civil Society and Public Policy | |
| PADM 4220 [0.5] | Regulation and Public Policy | |
| PADM 4221 [0.5] | Health Policy in Canada | |
| PADM 4224 [0.5] | Indigenous Policy | |
| PADM 4228 [0.5] | Social Policy | |
| PADM 4418 [0.5] | Human Resources Management | |
| PADM 4422 [0.5] | Urban and Local Government | |
| PADM 4611 [0.5] | Science and Technology Policies | |
| PADM 4616 [0.5] | Environmental Policy | |
| PSCI 3013 [0.5] | Indigenous Politics of Turtle Island | |
| PSCI 3410 [0.5] | Introduction to Political Management | |
| PSCI 3411 [0.5] | Data Analysis for Governance | |
| PSCI 3609 [0.5] | Global Politics of Food | |
| PSCI 4005 [0.5] | Canadian Federalism | |
| 11. 0.5 credit in: | | 0.5 |
| PADM 4230 [0.5] | Ethics for Public Policy | |

Concentration in International Relations

| | | |
|--|--|------------|
| B. Credits included in the IR Concentration | | 4.0 |
| 8. 1.0 credit in: | | 1.0 |
| LAWS 2601 [0.5] | Public International Law | |
| LAWS 3604 [0.5] | International Organizations | |
| 9. 1.0 credit from: | | 1.0 |
| INAF 3001 [0.5] | Understanding Policy in a Global Context | |
| INAF 3002[0.5] | Applied Policy in a Global Context | |
| 10. 0.5 credits from: | | 0.5 |
| PSCI 2601 [0.5] | International Relations: Global Politics | |
| 11. 0.5 credits from: | | 0.5 |
| ECON 3601 [0.5] | Introduction to International Trade | |
| ECON 3602 [0.5] | International Monetary Problems | |
| 12. 1.0 credit from: | | 1.0 |
| PSCI 3310 [0.5] | Global Indigenous Politics | |
| PSCI 3101 [0.5] | Conflict and Security in Africa | |
| PSCI 3405 [0.5] | Comparative Public Policy Analysis | |
| PSCI 3603 [0.5] | Strategic Thought and International Security | |
| PSCI 3606 [0.5] | Canadian Foreign Policy | |
| PSCI 3607 [0.5] | Canadian Defence Policy at Home and Abroad | |
| PSCI 3609 [0.5] | Global Politics of Food | |
| LAWS 4105 [0.5] | Global Justice Theory | |
| LAWS 4106 [0.5] | Law and Violence | |
| LAWS 4606 [0.5] | International Law of Armed Conflict | |
| PSCI 4505 [0.5] | Transitions to Democracy | |
| PSCI 4800 [0.5] | Advanced International Relations Theory | |
| PSCI 4801 [0.5] | Selected Problems in Global Politics | |
| PSCI 4806 [0.5] | NATO and world order | |

APPENDIX 3: STREAMS

Concentration in Public Policy and Administration

Optional Stream in Social Policy

1.5 credits, taken from electives

| A. CREDITS INCLUDED IN THE SOCIAL POLICY STREAM: | | 1.5 |
|--|---|-----|
| ECON 3856 [0.5] | Housing Economics | |
| PSCI 3006 [0.5] | Social Power in Canada | |
| PSCI 3013 [0.5] | Indigenous Politics of Turtle Island | |
| PSCI 3805 [0.5] | Politics of Race | |
| PSCI 3609 [0.5] | Global Politics of Food | |
| SOWK 2100 [0.5] | Political Economy of the Social Welfare State | |
| SOWK 3100 [0.5] | Social Policy and Administration | |

Optional policy stream in Economic Policy

1.5 credits, taken from electives

| A. CREDITS INCLUDED IN THE POLICY STREAM IN ECONOMIC POLICY: | | 1.5 |
|--|---------------------------------------|-----|
| ECON 3220 [0.5] | Canadian Economic History | |
| ECON 3360 [0.5] | Introduction to Labour Economics | |
| ECON 3370 [0.5] | The Economics of Migration | |
| ECON 3450 [0.5] | Political Economy in the Modern State | |
| ECON 3460 [0.5] | Introduction to Health Economics | |
| ECON 3601 [0.5] | Introduction to International Trade | |
| ECON 3602 [0.5] | International Monetary Problems | |
| ECON 3607 [0.5] | Monetary and Financial Institutions | |
| ECON 3820 [0.5] | Topics in Canadian Economic Policy | |
| ECON 3803 [0.5] | The Economics of Natural Resources | |
| ECON 3804 [0.5] | Environmental Economics | |
| ECON 3880 [0.5] | Special Studies in Economics | |
| PADM 4226 [0.5] | Tax Policy | |

Concentration in International Relations

Optional stream in Security, Defence and Intelligence

1.5 credits, taken from electives

| A. Credits included in Security, Defence & Intelligence stream: | | 1.5 |
|--|--|------------|
| INAF 4201 [0.5] | Topics in Security and Intelligence | |
| INAF 4208 [0.5] | US Foreign and Security Policy | |
| INAF 4211 [0.5] | Comparative Defence Policy | |
| LAWS 4309 [0.5] | State Security and Dissent | |
| PSCI 3101 [0.5] | Conflict and Security in Africa | |
| PSCI 3607 [0.5] | Canadian Defence Policy at Home and Abroad | |
| PSCI 4008 [0.5] | National Security and Intelligence in the Modern State | |
| PSCI 4806 [0.5] | NATO and world order | |

Optional policy stream in Global Economic Relations

1.5 credits, taken from electives

| A. CREDITS INCLUDED IN THE GLOBAL ECONOMIC RELATIONS STREAM | | 1.5 |
|--|---|------------|
| 1. 0.5 credits from: | | 0.5 |
| GINS 2010 [0.5] | Globalization and International Economic Issues | |
| PSCI 2602 [0.5] | International Relations: Global Political Economy | |
| 2. 0.5 credits from: | | 0.5 |
| ECON 3508 [0.5] | Introduction to Economic Development | |
| ECON 3509 [0.5] | Development Planning and Project Evaluation | |
| ECON 3601[0.5] | Introduction to International Trade | |
| ECON 3602 [0.5] | International Monetary Problems | |
| 3. 0.5 credits from: | | 0.5 |
| INAF 4101 [0.5] | Topics in Conflict and Conflict Management | |
| INAF 4400 [0.5] | Trade Policy Analysis | |
| INAF 4501 [0.5] | Global Political Economy | |
| PSCI 3609 [0.5] | Global Politics of Food | |
| PSCI 4104 [0.5] | Development in the Global South - Theory and Practice | |
| PSCI 4603 [0.5] | Analysis of International Political Economy | |
| PSCI 4604 [0.5] | Selected Problems in International Political Economy | |
| PSCI 4805 [0.5] | Global Money Rules | |

Appendix 4: Combined Honours

PAPM-COMS Combined Honours

| A. CREDITS INCLUDED IN THE PAPM MAJOR (7.5 CREDITS) | | 7.5 |
|--|--|------------|
| 1. 3.5 credits in: | | 3.5 |
| PAPM 1001 [0.5] | Policy: Analysis and Decision-Making | |
| PAPM 2001 [0.5] | Foundations of Public Policy: Political Thought | |
| PAPM 2002 [0.5] | Foundations of Public Policy: Economic Thought | |
| PAPM 3000 [0.5] | Policy Research | |
| PAPM 4000 [0.5] | Capstone Seminar in Public Affairs and Policy Management | |
| PAPM 4099 [0.5] | Policy Seminar | |
| PSCI 2003 [0.5] | Institutions and Power in Canadian Politics | |
| 2. 1.0 credit in: | | 1.0 |
| LAWS 2501 [0.5] | Law, State and Constitution | |
| LAWS 2502 [0.5] | Law, State and Citizen | |
| 3. 1.5 credits in: | | 1.5 |
| BUSI 3602 [0.5] | Designing Organizational Systems: An Overview | |
| ECON 1001 [0.5] | Introduction to Microeconomics | |
| ECON 1002 [0.5] | Introduction to Macroeconomics | |
| 4. 0.5 credit from: | | 0.5 |
| PSCI 2002 [0.5] | Canadian Politics and Society | |
| PSCI 2101 [0.5] | Comparative Politics of the Global North | |
| PSCI 2102 [0.5] | Comparative Politics of the Global South | |
| 5. 0.5 credit from: | | 0.5 |
| HIST 1003 [0.5] | Empire, War, and Revolution in Europe, 1850-1939 | |
| HIST 1004 [0.5] | Europe in War; Cold War | |
| HIST 1301 [0.5] | Conflict and Change in Early Canadian History | |
| HIST 1302 [0.5] | Rethinking Modern Canadian History | |
| HIST 1701 [0.5] | History of the Global South, 1400-1850 | |
| HIST 1702 [0.5] | History of the Global South, 1850 to the present | |
| HIST 2301 [0.5] | Canadian Political History | |
| HIST 2308 [0.5] | Colonial Latin America | |
| HIST 2309 [0.5] | Modern Latin America | |
| HIST 2311 [0.5] | Environmental History of Canada | |
| HIST 2313 [0.5] | Home, Work, and Play in Early Canada | |
| HIST 2314 [0.5] | Home, Work, and Play in Modern Canada | |
| 6. 0.5 credit from: | | 0.5 |
| INDG 1010 [0.5] | Indigenous Ways of Knowing | |
| INDG 1011 [0.5] | Introduction to Indigenous-Settler Encounters | |
| 7. 1.0 credit in: | | 1.0 |
| COMS 1001 [0.5] | Foundations: Media History | |
| COMS 1002 [0.5] | Foundations: Contemporary Communication and Media | |

| | | |
|---------------------------------|--|------------|
| 8. 1.5 credit in: | | 1.5 |
| COMS 2003 [0.5] | Theoretical Foundations in Communication and Media Studies | |
| COMS 2004 [0.5] | Introduction to Communication Research | |
| COMS 3500 [0.5] | Current Issues in Communication and Media Theory | |
| 9. 0.5 credits from: | | 0.5 |
| COMS 3001 [0.5] | Quantitative Research in Communication | |
| COMS 3002 [0.5] | Qualitative Research in Communication | |
| 10. 2.5 credits from | the following, including at least 1.0 credit at the 3000-level: | 2.5 |
| FYSM 1217 [0.5] | Selected Topics in Communication and Media Studies | |
| COMS 1003 [0.5] | Digital Skills for Media Studies | |
| COMS 1004 [0.5] | Writing and Reading Skills for Media Studies | |
| COMS 2005 [0.5] | Introduction to Communication Practice | |
| COMS 2200 [0.5] | Big Data and Society | |
| COMS 2300 [0.5] | Communication as Propaganda | |
| COMS 2400 [0.5] | Climate Change and Communication | |
| COMS 2401 [0.5] | Media Law and Ethics in a Digital World | |
| COMS 2500 [0.5] | Communication and Science | |
| COMS 2504 [0.5] | Language and Communication | |
| COMS 2600 [0.5] | Communication and Culture | |
| COMS 2700 [0.5] | Global Media and Communication | |
| COMS 3003 [0.5] | Media and Crime | |
| COMS 3100 [0.5] | Introduction to Political Management | |
| COMS 3108 [0.5] | Media Industries and the Network Society | |
| COMS 3109 [0.5] | Communication, Culture and Identity | |
| COMS 3110 [0.5] | Comic Books and Graphic Novels | |
| COMS 3111 [0.5] | Racism and Digital Media | |
| COMS 3302 [0.5] | Political Communication | |
| COMS 3308 [0.5] | Critical Studies in Advertising and Consumer Culture | |
| COMS 3310 [0.5] | Critical Perspectives of Public Relations | |
| COMS 3311 [0.5] | Media and Communication in Regional Contexts | |
| COMS 3400 [0.5] | Ethical Controversies in Media and Communication | |
| COMS 3401 [0.5] | Communications Regulation in Canada | |
| COMS 3403 [0.5] | Communication, Technology and Culture | |
| COMS 3406 [0.5] | Media Audiences and Users | |
| COMS 3407 [0.5] | Comparative Media Studies | |
| COMS 3410 [0.5] | Visual Media and Communication | |
| COMS 3411 [0.5] | Media and Social Activism | |
| COMS 3412 [0.5] | Communication and Health | |
| COMS 3600 [0.5] | Communication and Community Service Learning | |
| COMS 3601 [0.5] | Communication Strategies | |
| COMS 3800 [0.5] | Special Topic in Communication and Media Studies | |

11. 2.0 credits from:**2.0**

| | |
|---------------------------------|---|
| COMS 4001 [0.5] | Sport and/as Media |
| COMS 4002 [0.5] | Media Fandom |
| COMS 4004 [0.5] | Communication and Discourse |
| COMS 4305 [0.5] | Media and Religion |
| COMS 4306 [0.5] | Media and Conflict |
| COMS 4311 [0.5] | Environmental Communication |
| COMS 4312 [0.5] | Crisis and Risk Communication |
| COMS 4313 [0.5] | Screen Studies |
| COMS 4315 [0.5] | Communication and the Built Environment |
| COMS 4316 [0.5] | Indigenous Media in Global Contexts |
| COMS 4317 [0.5] | Digital Media and Global Network Society |
| COMS 4401 [0.5] | Global Internet Policy and Governance |
| COMS 4403 [0.5] | Digital Media Industries |
| COMS 4405 [0.5] | The Networked Self |
| COMS 4406 [0.5] | Open Government and Communication |
| COMS 4407 [0.5] | Communication and Critical Data Studies |
| COMS 4408 [0.5] | Creative Work |
| COMS 4410 [0.5] | Mobile Media |
| COMS 4411 [0.5] | Algorithmic Culture |
| COMS 4412 [0.5] | Game Studies |
| COMS 4501 [0.5] | Digital Media Production |
| COMS 4502 [0.5] | Storytelling in the Digital Age |
| COMS 4503 [0.5] | Visualizing Social Media: Hashtags, keywords, & conversations |
| COMS 4504 [0.5] | Engaging the Public: Stakeholders, participation & consultation |
| COMS 4505 [0.5] | Professional Writing and Speaking |
| COMS 4506 [0.5] | Event Management and Community Partnerships |
| COMS 4507 [0.5] | Professional Communication Research |
| COMS 4602 [0.5] | Children, Youth and Media |
| COMS 4603 [0.5] | Diaspora and Communication |
| COMS 4604 [0.5] | Media, Gender and Sexuality |
| COMS 4605 [0.5] | Media, Race and Ethnicity |
| COMS 4606 [0.5] | Global Media and Popular Culture |
| COMS 4607 [0.5] | Communication and Food |
| COMS 4608 [0.5] | Sound Studies |
| COMS 4800 [0.5] | Special Topic in Communication and Media Studies |
| COMS 4908 [1.0] | Honours Research Essay |

12. At least one of the following courses: COMS 2700, COMS 3109, COMS 3111, COMS 3411, COMS 4305, COMS 4316, COMS 4603, COMS 4604, COMS 4605

C. Additional requirements (5.0 credits)**5.0**

13. 5.0 credits in electives outside of COMS and PAPM

Total Credits**20.0**

Appendix 5: Learning Outcomes

PAPM Program Learning Outcomes

1. Analyze Public Policies

- a. Identify and analyze policy issues in a domestic or international context using methodological, analytical and practical frameworks, and knowledge of policy making, implementation, and evaluation.
- b. Examine policy problems through a diverse range of analytical frameworks, including a range of disciplinary frameworks, e.g. from economics, history, political science, etc; and approaches, such as decolonial, gender-based, and intersectional frameworks.

2. Explain the Contexts of Public Policies

- a. Explain how political, economic, social and legal contexts influence public institutions and organizations.
- b. Explain the impact of public institutions, including those governing the relationship between Indigenous and non-Indigenous peoples in Canada, on public policy.
- c. Discuss conceptions of the public sphere and civic institutions, their processes and practices, and the interactions of government bodies, private organizations and nongovernmental groups.

3. Research and Problem Solving

- a. Research and assess public policies to develop general problem-solving strategies for their improvement
- b. Apply knowledge to critique the design and implementation of policy solutions to pressing issues in their chosen area (communication and information technology policy, development studies, human rights, international studies, public policy and administration, social policy, or strategic public opinion and policy analysis).
- c. Evaluate, present, and interpret quantitative and qualitative research reports and articles and use quantitative and qualitative research in their own research and writing.

4. Communication

- a. Present research, analyses and reasoning in ways that are clear, cogent, persuasive, and compelling.
- b. Articulate public policy issues and engage in informed scholarly or public debate about them.
- c. Behave in a supportive and professional manner while working independently and in groups.

5. French language

- a. Comprehend the main idea of texts, such as policy documents, in French;
- b. Write short descriptions and comments in French;
- c. Sustain a conversation on concrete topics in French.

6. Awareness of Gaps in Understanding

- a. Identify gaps in scholarship, underdeveloped areas of research, and/or what is economically unfeasible or philosophically undesirable regarding public policy.
- b. Identify the limits to their own knowledge and how this might influence their analyses and interpretations.

Additional Learning Outcomes for Concentrations:

1. Concentration in Development and Human Rights

- a. Explain the differences among the major development theories, such as the classic approaches of modernization and dependency theories, mainstream economic approaches, and critical approaches such as gender and development, Indigenous peoples and development, critical race theory and development, de-growth and post-structuralist theories
- b. Describe the policies and practices of the major international and domestic institutions addressing development issues, such as the international financial institutions (IFIs), OECD Development Assistance Committee (OECD-DAC), and Global Affairs Canada – Development.
- c. Locate and use development indicators and data sets to analyze policy issues.
- d. Describe one's own role in the development process in a critical and reflective manner.

2. Concentration in International Relations

- a. Define and apply the concept of public goods in international affairs
- b. Explain the central tenets of international relations theories such as realist, liberal, constructivist, feminist and post-structuralist theories, as well as mid-range theories such as deterrence theory, liberal-democratic peace theory, and statecraft theories
- c. Apply central concepts of international relations theory to real world problems and to explain state behaviour
- d. Explain the difference between coordination and cooperation problems

3. Concentration in Public Policy and Administration

- a. Explain how main Canadian political institutions, such as Parliament, the Charter of Rights and Freedoms, and federalism, shape public policy processes and outcomes
- b. Explain the differences between main approaches to public policy analysis, such as economic approaches, the rational decision-making model, gender-based analysis, institutional analyses, and ethical approaches, Indigenous approaches
- c. Explain differences in approach to public administration, such as traditional public administration, new public management, and new political governance

Learning Outcomes for PAPM-COMS Combined Honours:

1. In addition to the PAPM Program Learning Outcomes:

- a. Explain how big data and small data shape, and are shaped by, public policy
- b. Analyze the relationship between communication technologies and public policy in various contexts
- c. Identify and explain debates about the implications for democracy of the rise of internet platforms – for example, issues related to online hate and violence, privacy and surveillance, and election interference



To: Faculty of Public and Global Affairs Faculty Board
Re: Report from the FPGA Undergraduate Curriculum Committee – **ADDENDUM**
From: Vandna Bhatia, Chair
Date: April 8, 2026

The UGCC met on April 7, 2026, and reviewed several major program modifications and associated minor modifications for the 2027-28 Undergraduate Calendar. This additional tranche of modifications that UGCC presents for Faculty Board approval and recommendation to Senate are listed in the attached summary. Details of proposed modifications can be found in the [UGCC meeting binders](#) on the FPGA Intranet (the 'date reviewed' column in the attached summary table corresponds to the associated meeting binder).

The following major program modifications are proposed for the 2027-28 Undergraduate Calendar:

5. Modification of the Political Science Undergraduate Language Requirement

The requirements are revised to enable more flexible options to accommodate students who already have proficiency in a language other than English.

MOTION 5: THAT FPGA Faculty Board recommends that Senate approve the modification of the Political Science Undergraduate Language Requirement for the 2027-28 Undergraduate Calendar.

6. Modification of the Bachelor of Global and International Studies

(An executive summary of the changes is attached). The proposed changes include the deletion of all existing specializations and streams (28 in total), which are to be replaced by 13 new concentrations in the same subject areas, except for the concentration/stream in Latin American and Caribbean Studies, which will be discontinued altogether. The changes also introduce three new pathways: an honours pathway with an option to add a concentration, a 15-credit general degree pathway, and a combined honours pathway. The modifications are mandated by UG Calendar changes introduced in 2024-25 regarding program elements ([Section 3.1.6: Program Structure](#)). An omnibus motion is presented for all BGIInS major program modifications.

- Deletion of BGISG-37A : BGIInS Stream in Global and Transnational History
- Deletion of BGISG-37B : BGIInS Stream in Global Development
- Deletion of BGISG-37C : BGIInS Stream in Global Law and Social Justice
- Deletion of BGISG-37E : BGIInS Stream in Global Politics
- Deletion of BGISG-37F : BGIInS Stream in Globalization and the Environment
- Deletion of BGISG-37J : BGIInS Stream in Globalization, Culture and Power
- Deletion of BGISG-37K : BGIInS Stream in International Economic Policy
- Deletion of BGISG-37M : BGIInS Stream in Africa and Globalization

- Deletion of BGISG-37N : BGInS Stream in Europe and Russia in the World
- Deletion of BGISG-37P : BGInS Stream in Latin American and Caribbean Studies
- Deletion of BGISG-37Q : BGInS Stream in Global Media and Communication
- Deletion of BGISG-37R : BGINS Stream in Global Inequalities and Social Change
- Deletion of BGISG-37S : BGInS Stream in Global Genders and Sexualities
- Deletion of BGISG-37V : BGINS Stream in Global Religions: Identity and Community
- Deletion of BGISH-36A : BGInS Specialization in Global and Transnational History
- Deletion of BGISH-36B : BGInS Specialization in Global Development
- Deletion of BGISH-36C : BGInS Specialization in Global Law and Social Justice
- Deletion of BGISH-36E : BGInS Specialization in Global Politics
- Deletion of BGISH-36F : BGInS Specialization in Globalization and the Environment
- Deletion of BGISH-36J : BGInS Specialization in Globalization, Culture and Power
- Deletion of BGISH-36K : BGInS Specialization in International Economic Policy
- Deletion of BGISH-36M : BGInS Specialization in Africa and Globalization
- Deletion of BGISH-36N : BGInS Specialization in Europe and Russia in the World
- Deletion of BGISH-36P : BGInS Specialization in Latin American and Caribbean Studies
- Deletion of BGISH-36Q : BGInS Specialization in Global Media and Communication
- Deletion of BGISH-36R : BGINS Specialization in Global Inequalities and Social Change
- Deletion of BGISH-36S : BGInS Specialization in Global Genders and Sexualities
- Deletion of BGISH-36V : BGINS Specialization in Global Religions: Identity and Community
- New program in TBD-2346 : Bachelor of Global and International Studies Honours
- New program in TBD-2348 : Bachelor of Global and International Studies
- New program in TBD-2354 : Bachelor of Global and International Studies Combined Honours
- New program in TBD-2364 : BGInS Concentration in Africa and Globalization
- New program in TBD-2365 : BGInS Concentration in Europe and Russia in the World
- New program in TBD-2366 : BGInS Concentration in Global and Transnational History
- New program in TBD-2367 : BGInS Concentration in Global Development
- New program in TBD-2368 : BGInS Concentration in Global Genders and Sexualities
- New program in TBD-2369 : BGInS Concentration in Global Inequalities and Social Change
- New program in TBD-2370 : BGInS Concentration in Global Law and Social Justice
- New program in TBD-2371 : BGInS Concentration in Global Media and Communication
- New program in TBD-2372 : BGInS Concentration in Global Politics
- New program in TBD-2373 : BGInS Concentration in Global Religions: Identity and Community
- New program in TBD-2374 : BGInS Concentration in Globalization and the Environment
- New program in TBD-2375 : BGInS Concentration in Globalization, Culture and Power
- New program in TBD-2376 : BGInS Concentration in International Economic Policy

MOTION 6: THAT FPGA Faculty Board recommends that Senate approve the modifications of the Bachelor of Global and International Studies program as presented for the 2027-28 Undergraduate Calendar.

There are 15 minor course modifications associated with the proposed major modifications to the BPAPM program. Seven are new piggyback courses added by NPSIA to accommodate BPAPM students; eight are modifications to PADM courses collateral to changes in the BPAPM program. An omnibus motion is presented for all these minor modifications.

MOTION 7: THAT FPGA Faculty Board recommends that Senate approve the **Minor Modifications** as presented in the attached list for the 2027-28 Undergraduate Calendar.

Undergraduate Calendar Modifications - ADDENDUM

FPGA Faculty Board Meeting, April 10, 2026

Effective for 2027-28 Undergraduate Calendar

| Unit | Proposal Type | Proposal Code | Title | Proposed Changes | Rationale | Date Reviewed |
|-------|---------------|---------------|--|------------------|--|---------------|
| BGInS | Major Mod | BGISG-37A | BGISG-37A : BGInS Stream in Global and Transnational History | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37B | BGISG-37B : BGInS Stream in Global Development | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37C | BGISG-37C : BGInS Stream in Global Law and Social Justice | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37E | BGISG-37E : BGInS Stream in Global Politics | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37F | BGISG-37F : BGInS Stream in Globalization and the Environment | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37J | BGISG-37J : BGInS Stream in Globalization, Culture and Power | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37K | BGISG-37K : BGInS Stream in International Economic Policy | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37M | BGISG-37M : BGInS Stream in Africa and Globalization | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37N | BGISG-37N : BGInS Stream in Europe and Russia in the World | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37P | BGISG-37P : BGInS Stream in Latin American and Caribbean Studies | Delete program | Stream/specialization discontinued due to low enrolments | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37Q | BGISG-37Q : BGInS Stream in Global Media and Communication | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37R | BGISG-37R : BGInS Stream in Global Inequalities and Social Change | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37S | BGISG-37S : BGInS Stream in Global Genders and Sexualities | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISG-37V | BGISG-37V : BGInS Stream in Global Religions: Identity and Community | Delete program | Streams for non-hons BGInS students are replaced by new 15-cr pathway (no conc) | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36A | BGISH-36A : BGInS Specialization in Global and Transnational History | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36B | BGISH-36B : BGInS Specialization in Global Development | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36C | BGISH-36C : BGInS Specialization in Global Law and Social Justice | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36E | BGISH-36E : BGInS Specialization in Global Politics | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36F | BGISH-36F : BGInS Specialization in Globalization and the Environment | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36J | BGISH-36J : BGInS Specialization in Globalization, Culture and Power | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36K | BGISH-36K : BGInS Specialization in International Economic Policy | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36M | BGISH-36M : BGInS Specialization in Africa and Globalization | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36N | BGISH-36N : BGInS Specialization in Europe and Russia in the World | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36P | BGISH-36P : BGInS Specialization in Latin American and Caribbean Studies | Delete program | Specialization discontinued due to low enrolments | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36Q | BGISH-36Q : BGInS Specialization in Global Media and Communication | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36R | BGISH-36R : BGInS Specialization in Global Inequalities and Social Change | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36S | BGISH-36S : BGInS Specialization in Global Genders and Sexualities | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | BGISH-36V | BGISH-36V : BGInS Specialization in Global Religions: Identity and Community | Delete program | Specializations no longer permitted as UG degree elements. | 07-Apr-26 |
| BGInS | Major Mod | TBD-2346 | TBD-2346 : Bachelor of Global and International Studies Honours | Delete program | Replaces specializations, offers a single program pathway that can include an optional concentration | 07-Apr-26 |
| BGInS | Major Mod | TBD-2348 | TBD-2348 : Bachelor of Global and International Studies | Delete program | Replaces streams, offers a 15-credit off-ramp for students in hon program; no concentration | 07-Apr-26 |
| BGInS | Major Mod | TBD-2354 | TBD-2354 : Bachelor of Global and International Studies Combined Honours | Delete program | New pathway; offers flexibility and choice for students in areas not covered by concentrations | 07-Apr-26 |
| BGInS | Major Mod | TBD-2364 | TBD-2364 : BGInS Concentration in Africa and Globalization | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2365 | TBD-2365 : BGInS Concentration in Europe and Russia in the World | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |

| | | | | | | |
|-------|----------------------|-----------|--|----------------------|--|-----------|
| BGInS | Major Mod | TBD-2366 | TBD-2366 : BGInS Concentration in Global and Transnational History | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2367 | TBD-2367 : BGInS Concentration in Global Development | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2368 | TBD-2368 : BGInS Concentration in Global Genders and Sexualities | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2369 | TBD-2369 : BGInS Concentration in Global Inequalities and Social Change | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2370 | TBD-2370 : BGInS Concentration in Global Law and Social Justice | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2371 | TBD-2371 : BGInS Concentration in Global Media and Communication | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2372 | TBD-2372 : BGInS Concentration in Global Politics | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2373 | TBD-2373 : BGInS Concentration in Global Religions: Identity and Community | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2374 | TBD-2374 : BGInS Concentration in Globalization and the Environment | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2375 | TBD-2375 : BGInS Concentration in Globalization, Culture and Power | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| BGInS | Major Mod | TBD-2376 | TBD-2376 : BGInS Concentration in International Economic Policy | New program | New concentration replaces deleted specialization; selected after 1st year | 07-Apr-26 |
| PSCI | Major Mod | PSCI | Language - Political Science : Political Science UG Language Requirement | Prg mod | Updated to better reflect current practice; more flexible options for students to meet requirement | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4220 | PADM 4220 : Regulation and Public Policy | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4221 | PADM 4221 : Health Policy in Canada | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4224 | PADM 4224 : Indigenous Policy | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4226 | PADM 4226 : Tax Policy | Course mod | Required for the revised BPAPM Streams in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4228 | PADM 4228 : Social Policy | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4230 | PADM 4230 : Ethics for Public Policy | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4611 | PADM 4611 : Science and Technology Policies | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| PADM | Minor Crs Mod | PADM 4616 | PADM 4616 : Environmental Policy | Course mod | Required for the revised BPAPM Concentration in Public Policy & Admin | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4006 | INAF 4006 : Food Security and Rural Development | New piggyback course | Required for the revised BPAPM Concentration in DHR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4208 | INAF 4208 : US Foreign and Security Policy | New piggyback course | Required for the revised BPAPM Stream in IR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4211 | INAF 4211 : Comparative Defence Policy | New piggyback course | Required for the revised BPAPM Stream in IR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4219 | INAF 4219 : Rights, Dev., and Conflict | New piggyback course | Required for the revised BPAPM Concentration in DHR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4400 | INAF 4400 : Trade Policy Analysis | New piggyback course | Required for the revised BPAPM Stream in IR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4501 | INAF 4501 : Global Political Economy | New piggyback course | Required for the revised BPAPM Stream in IR | 07-Apr-26 |
| INAF | Minor Crs Mod | INAF 4610 | INAF 4610 : Fragile States: Theory and Policy | New piggyback course | Required for the revised BPAPM Concentration in DHR | 07-Apr-26 |

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Neil Gerlach, Program Director, Bachelor of Global and International Studies Program, Arthur Kroeger College

CC: Mary Francoli, Dean, and Vandna Bhatia, Associate Dean Academic, Faculty of Public and Global Affairs

Date: February 23, 2026

Subject: Major Modification to the Bachelor of Global and International Studies Program. Track A2

Modification Description

The BGIInS Program proposes to remove its specializations from the Program and develop three new pathways to graduation. These include: a general honours pathway with an option to add a concentration, a 15 credit general degree pathway, and a combined honours pathway.

Rationale for New Pathways in BGIInS

The proposed major modifications are in response to Carleton University's policy of removing specializations as degree elements. BGIInS is currently structured around a set of specializations offered by contributing units in FPGA and FASS. The modifications are also motivated by the Senate approved regulation changes to Undergraduate Program Structures and Program Elements, which require that concentrations and streams be selected after a student's first year of study. Currently, applicants to the BGIInS Program must choose their specializations upon application. A final rationale involves recruitment. Students applying to the BGIInS Program in the OUAC system must choose from a drop-down menu that features 14 different options – a potentially intimidating set of choices. We wish to have only one option for application purposes, which will hopefully increase the number of applications received.

Description of Changes to the Program Structure

The BGIInS Program proposes to offer three new pathways to graduation including:

- 1. Four-year honours degree.** This pathway is intended as the first-year entry point into the program, with students opting in their second year for either the combined honours pathway or adding a concentration as an additional element onto the honours degree. The four year honours pathway will include the current set of 4.5 credits of GINS core courses from 1000 to 4000 level, 2 credits of language courses, the 0.5 credit international experience requirement, 2.5 credits of first year foundation course options drawn from contributing units, a total of 6

credits at 2000 to 4000 level drawn from a list of courses offered by contributing units, and 4.5 credits free electives.

2. 15 credit degree. This option will consist of 4.0 credits GINS core courses, 2 credits language courses, 2.0 credits foundation courses, 2.0 credits at 2000 level, 2 credits at 3000 level, and 3 credits free electives.

3. Combined Honours degree. The BGIInS major in the combined honours degree option will consist of 4.5 credits GINS core courses, 2.0 credits language courses, 0.5 IER for a total of 7.0 credits. The remaining 13 credits will be drawn from the other major and free electives. All participating units already offer a combined honours pathway to their honours programs. Students are not permitted to add additional program elements to the combined honours pathway.

Impact on Other Programs

BGIInS has consciously designed the proposed changes to minimize impact on other programs. Our program relies on courses offered by contributing units and BGIInS students count as majors in those units. The Dean of FASS and the Interim Dean of FPGA have committed to continuing this distribution of program enrolments, notwithstanding these program changes. The combined honours and concentration options have been structured to mirror the outgoing specializations, the main difference being a half credit reduction in the number of credits required in the concentrations as compared to the existing specializations. The four year and three year general degree pathways also draw heavily on courses from other programs, adding to the student numbers in those courses. Contributing units will assess over the following curriculum cycle whether they wish to retain the concentration option or default to their existing or slightly revised combined honours program.

Impact on Learning Outcomes and Curriculum Map

The BGIInS learning outcomes apply to the 4.5 credits of GINS courses, which are part of each of the proposed pathways and remain unchanged. Each unit contributing a specialization to the program has one or two additional learning outcomes that apply specifically to that specialization. Because our goal has been to retain the basic course content of the specializations intact within the concentrations, the learning outcomes for concentrations from the contributing units remain unchanged. See Appendix 1 for the

program and concentration learning outcomes, and Appendix 2 for the program curriculum map.

Students

There will be minimal impact on current BGIInS students. Any student who entered the program prior to the 2027-28 academic year will be grandfathered through the outgoing specialization requirements and will receive advising to ensure that they complete all requirements. Since the new pathways will be drawing upon the same courses, there will be no loss of required or elective courses. The transition should be smooth but will require attention from program advisors. For inactive students who become active after the changeover, BGIInS advisors will continue to advise them according to the specialization requirements.

For students entering the program in the 2027-28 academic year and beyond, the program changes are designed to make application to BGIInS easier and less intimidating. Rather than choosing from 14 different specializations during the application process, students will simply apply to the single option of BGIInS. We hope that the easier application process will encourage applications from students who might otherwise have been deterred by the choices they currently must make.

A survey of BGIInS students in 2024, with 70 responses, found the following:

1. How confident were you about your specialization choice when declaring it on the application?

| | |
|---------------------|-----|
| Extremely confident | 13% |
| Somewhat confident | 41 |
| Neutral | 10 |
| Uncertain | 6 |

2. Which of the following challenges did you experience when declaring your specialization?

| | |
|---|-----|
| Difficulty aligning the specialization with career goals | 19% |
| Lack of detailed information about each specialization | 12 |
| Limited guidance on support during decision-making process | 11 |
| Uncertainty about the courses and requirements of the specializations | 9 |
| Feeling rushed to make a decision | 3 |
| Concerns and confusion about the IER | 1 |
| All of the above | 8 |
| None of the above | 2 |

3. Have you considered switching your specialization since starting the program?

| | |
|-----|-----|
| Yes | 20% |
| No | 34 |

Maybe 16

4. Did you find the number of specialization options confusing when applying through OUAC?

Yes 17%

No 30

Maybe 12

This data shows that although most students were reasonably certain about their specialization choice at application, they did feel a lack of certainty about what exactly they were applying for. A significant number of students have considered changing their specializations upon entry. After a year of experience in the program and in the university, students should be in a better position to make choices about the kind of degree they want when combined with substantial advising leading into year two. Students will be asked to seek advising throughout year one, starting at orientation, to ensure that they take a relevant selection of foundation courses geared toward their choices in year two.

Resources

Faculty Resources

Because no new GINS courses are being proposed and no concentrations that are not based on existing specializations, no new faculty resources are required for the program changes.

Contract Instructors

Current faculty resources are sufficient to cover the GINS core courses in a normal year. No new contract instructor resources are required. We will be drawing upon existing courses in contributing units and there is flexibility built into the GINS options to ensure students can choose from whatever is available in contributing units in any given year.

Administrative Support

BGInS currently has two staff persons who advise students and this will be sufficient staffing to cover any extra advising required by the new program structure. BGInS will also be joining the new College of Global Studies and there will likely be a sharing of advising among the college staff. No new administrative support is requested. The amount of advising will likely increase, but the burden on BGInS administrative staff can be mitigated by close collaboration with contributing units.

Library Resources

The content of the degree will remain unchanged and library resources will be unaffected.

Space

No new faculty, staff, or student space is required for this program change.

Equipment

No new equipment is required.

Governance

The existing BGIInS staff and Program Director will manage advising for the revised program. The BGIInS Program Administrator, assisted by the International Experience and Engagement Coordinator, will be the main contact person for students seeking advising.

Moving from specializations to concentrations means that BGIInS will be advising students in the concentrations. This is not very different from the current situation where students come to BGIInS staff for advising about specializations.

No new faculty administrative positions will be required as a result of these changes.

Appendix 1: Program and Concentration Learning Outcomes

Students who complete the BGIInS Program will be able to:

LO1 Explain the concepts and key terms of global and international studies and in the concentration if selected.

LO2 Summarize and synthesize ideas from multiple sources of information and multiple disciplines to provide an actionable and critical understanding of a topic or problem.

LO3 Select and apply accepted methodologies to independently investigate problems or issues of global significance.

LO4 Develop a collaborative work style that draws upon available expertise and distributes work appropriately.

LO5 Demonstrate intermediate reading, writing, and oral communication skills in a language other than English.

LO6 Clearly and persuasively present ideas and share knowledge about global issues in public forums.

LO7 Discuss opposing points of view to identify and examine different perspectives on issues of global importance and identify your own positions and opinions.

For Graduates of the BGIInS Honours Program:

LO8 Demonstrate an ethic of valuing and seeking out international and intercultural experiences and knowledge.

LO9 Design and conduct independent research that is theoretically informed, methodologically rigorous, and adheres to the ethical conduct required of social science and humanities research.

Specialization/Stream Learning Outcomes

| |
|---|
| <p>In addition to the program learning outcomes graduates of the specialization in Global and Transnational History will be able to:</p> <p>SLO1. Explain the causes and consequences of the interactions across borders that have characterized the development of the modern world.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Global Development will be able to:</p> <p>SLO1. Explain the interconnectedness of the multidisciplinary theoretical and practical dimensions of global development, including anthropological framing of globalization and development, ethnographic research, and concepts of behavioural and developmental economics.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Global Genders and Sexualities will be able to:</p> <p>SLO1. Analyze the ways in which bodies, gender, and sexuality are part of wider power relations and cultural formations such as global capitalism, diasporic communities, and the politics of borders.</p> <p>SLO2. Explore the various practical applications in gender and sexuality advocacy and activism across cultural and national borders.</p> |
| <p>In addition to the program learning outcomes, graduates of the specialization in Global Inequality and Social Change will be able to:</p> <p>SLO1. Identify, describe and explain various forms of global inequality and their manifestations in local contexts, including inequalities relating to class, gender, sexuality and racialization.</p> <p>SLO2. Explain processes of social change taking into consideration the role of diverse actors, social movements, organizations, institutions and structures.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Global Law and Social Justice will be able to:</p> <p>SLO1. Explain institutional legal structures, objectives and sources of global law as well as how those structures relate to social justice and human rights.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Global Media and Communication will be able to:</p> <p>SLO1. Describe relevant socio-cultural contexts, industries, and institutions that shape and regulate the global communication and media landscape.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Global Politics will be able to:</p> <p>SLO1. Analyze key dimensions of global politics, including traditional international relations between states, regional issues and conflicts, social movements, and environmental and human security.</p> |

| |
|---|
| <p>In addition to the program learning outcomes graduates of the specialization in Global Religions will be able to:</p> <p>SLO1. Demonstrate knowledge of the fundamental practices, teachings, and social formations of a variety of religious communities around the world, and the complex ways in which religions inform identities and the construction of these communities.</p> <p>SLO2. Explain how various religious communities have responded to cross-cultural encounters and shifting balances of power in the form of colonialism, missionary activities, migration, and diaspora both historically and in the contemporary world, including such responses as the legitimization of violence and the incitement of culture wars.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Globalization and the Environment will be able to:</p> <p>SLO1. Identify connections between local places and actions and global issues and processes.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Globalization, Culture and Power will be able to:</p> <p>SLO1. Apply ethnographic methods to understand the cultural and social lives of people of the global South, their relationships with people in the global North, and the implications for global development and international relations.</p> <p>SLO2. Analyze issues with global implications including race relations, gender relations, rights, and cultural processes.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in International Economic Policy will be able to:</p> <p>SLO1. Present basic economic analyses of international public policy issues.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Africa and Globalization will be able to:</p> <p>SLO1. Discuss Africa's place in the global system</p> <p>SLO2. Describe African cultures, places, histories, literatures, economies and politics.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Europe and Russia in the World will be able to</p> <p>SLO1. Explain how countries of the region shaped and continue to shape the contemporary global system.</p> <p>SLO2. Explain the ways that global social, economic, political and cultural forces are experienced differently in particularly local and regional contexts.</p> |
| <p>In addition to the program learning outcomes graduates of the specialization in Latin American and Caribbean Studies will be able to:</p> <p>SLO1. Compare a range of political systems and ideologies, including authoritarianism, socialism, democratization, and explain the struggle for human rights and justice</p> <p>SLO2. Analyze Latin American and Caribbean histories, including colonialism, slavery, dependency, and national identities</p> |

Appendix 2: BGIInS Curriculum Map

BGIInS Curriculum Map

I = Concepts are introduced
 R = Concepts are reinforced
 M = Concepts are mastered

BGIInS

| Program Components | Learning Outcomes for All BGIInS Programs | | | | | | | BGIInS Honours Program Only | |
|--|---|-----|-----|-----|-----|-----|-----|-----------------------------|-----|
| | LO1 | LO2 | LO3 | LO4 | LO5 | LO6 | LO7 | LO8 | LO9 |
| GINS 1000 [0.5] Global History | I | | I | | | | I | | I |
| GINS 1010 [0.5] International Law and Politics | I | | I | | | | I | | I |
| GINS 1020 [0.5] Ethnography, Globalization and Culture | I | | I | | | | I | | I |
| GINS 1100 [0.5] Global Development | I | | I | | | | I | | I |
| GINS 2000 [0.5] Ethics and Globalization | R | I | | I | | I | R | I | I |
| GINS 2010 [0.5] Globalization and International Economic Issues | I | | I | | | | R | | I |
| GINS 2020 [0.5] Global Literatures | I | | I | | | | | | I |
| GINS 3010 [0.5] Global and International Theory | R | R | | I | | R | R | | R |
| GINS 3020 [0.5] Places, Boundaries, Movements and Global Environmental Change | R | R | R | R | | R | R | R | R |
| GINS 3100 [0.5] International Group Project | R | R | M | M | R | M | | M | M |
| GINS 3200 [0.5] Experiential Learning Abroad | R | R | | M | | M | | M | M |

| Program Components | Learning Outcomes for All BGIInS Programs | | | | | | | BGIInS Honours Program Only | |
|--|---|-----|-----|-----|-----|-----|-----|-----------------------------|-----|
| | LO1 | LO2 | LO3 | LO4 | LO5 | LO6 | LO7 | LO8 | LO9 |
| GINS 3300 [0.5] Carleton Course Taught Abroad | M | R | R | M | | M | M | M | M |
| GINS 3900 [0.5]/ 3901 [1.0] International Placement | M | R | | M | R | M | | M | M |
| GINS 4090 [0.5] Honours Seminar in Global and International Studies | M | M | M | M | | M | M | R | M |
| GINS 1300 [0.0] International Experience Requirement Preparation | I | | | | | | | I | |
| 7.5 credits in the specialization | IRM | IRM | IRM | IRM | | IRM | IRM | R | IRM |
| 8.0 credits free electives | IRM | IRM | IRM | IRM | | IRM | IRM | | IRM |
| Language requirement (if applicable) | | | | | IRM | | | | |

MEMORANDUM

To: Vice-President’s Academic and Research Committee (VPARC)

From: Pascal Gin, Associate Dean (Academic), Faculty of Arts and Social Sciences

CC: Dr. Anne Bowker, Dean, Faculty of Arts and Social Sciences
Dr. Vandna Bhatia, Associate Dean (Academic), Faculty of Public and Global Affairs
Dr. Neil Gerlach, Director, Bachelor of Global and International Affairs (BGInS)
Dr. Pablo Heidrich, Coordinator, Latin American and Caribbean Studies (LACS)

Date: March 3, 2026

Subject: Closure of the Bachelor of Global and International Affairs Specialization and Stream in Latin American and Caribbean Studies

Description of change

In consultation with the Director for the Bachelor of Global and International Affairs (BGInS), Dr. Neil Gerlach, and the Coordinator for Latin American and Caribbean Studies (LACS), Dr. Pablo Heidrich, The Faculty of Arts and Social Sciences (FASS) is proposing the deletion of the BGInS Specialization and Stream in Latin American and Caribbean Studies as of Fall 2027.

The specialization is generating little interest, with a current enrollment of 2 and no new student in the past cycle. Average enrollment over the past 5 academic years (3.4) has also been low.

| Measures - Program Weighted Count | | | | | | |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Time (Academic Term) | | 2025 Fall | 2024 Fall | 2023 Fall | 2022 Fall | 2021 Fall |
| BGISG - Stream:LACS | All | | | | | |
| | Returning | | | | | |
| BGISH - Spec. LACS | All | 2.0 | 6.0 | 2.0 | 3.0 | 6.0 |
| | New | | 2.0 | 1.0 | | 2.0 |
| | Returning | 2.0 | 4.0 | 1.0 | 3.0 | 4.0 |

Given the low enrollment and in the current financial context, FASS can no longer justify the annual 1 credit of contract instructor teaching committed to the program over the past five years. This level of support, in the form of CI hire or buyouts (in exchange of faculty teaching from our sister faculty), has been required to cover 1000 and 2000-level courses every year. Offering both levels has been necessary due to the scarcity of LACS-specific course offering (limited to three a year on average, across all levels).

| Teaching | | | | | | |
|-------------------------------|-----------------|--------------|--------------|--------------|----------------|----------------|
| Time (Academic Term) | | 2025/26 | 2024/30 | 2023/24 | 2022/23 | 2021/22 |
| Program (Minor) | Teaching | | | | | |
| Minor in Latin Amer.&Carr St. | Faculty | | 0.5 cr. | 0.5 cr. | 1 cr. | 0.5 cr. |
| | CI buyouts | 1 cr. | 1 cr. | 0.5 cr. | | 0.5 cr. |
| | CI | | | 0.5 cr. | 0.5 cr. | |
| | CI total | 1 cr. | 1 cr. | 1 cr. | 0.5 cr. | 0.5 cr. |

Closing the LACS specialization/stream further aligns with the current rescaling of the BGINs program around options demonstrating reasonable enrollment potential. The overextended range of available choices at admission (currently 14) has been identified as a likely enrolment hindrance. A steady decrease in overall BGINs students is prompting a careful review of specializations/streams with little appeal historically.

| Measures - Program Weighted Count | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Time (Academic Term) | | | | | |
| Program (Program Hierarchy) | 2025 Fall | 2024 Fall | 2023 Fall | 2022 Fall | 2021 Fall |
| Bach of Global Inter. St. Hons | 448.0 | 440.0 | 496.0 | 596.0 | 680.0 |
| BGISH - Spec. Africa & Globalization | 4.0 | 6.0 | 4.0 | 7.0 | 7.0 |
| BGISH - Spec. Europe&Russia in World | 17.0 | 18.0 | 16.0 | 14.0 | 14.0 |
| BGISH - Spec. French & Francophone St. | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 |
| BGISH - Spec. Global & Transnat Hist | 8.0 | 6.0 | 10.0 | 12.0 | 8.0 |
| BGISH - Spec. Global Development | 54.0 | 58.0 | 76.0 | 99.0 | 113.0 |
| BGISH - Spec. Global Gen & Sexualities | 2.0 | 2.0 | 3.0 | 2.0 | 5.0 |
| BGISH - Spec. Global Inequa/Soc Change | 23.0 | 25.0 | 24.0 | 34.0 | 52.0 |
| BGISH - Spec. Global Law &Soc. Justice | 113.0 | 110.0 | 130.0 | 158.0 | 180.0 |
| BGISH - Spec. Global Literatures | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| BGISH - Spec. Global Media & Comm. | 26.0 | 27.0 | 35.0 | 41.0 | 42.0 |
| BGISH - Spec. Global Migra & Transnat | 7.0 | 11.0 | 16.0 | 14.0 | 15.0 |
| BGISH - Spec. Global Politics | 110.0 | 91.0 | 92.0 | 95.0 | 110.0 |
| BGISH - Spec. Global Reli Ident & Com | | 2.0 | 3.0 | 1.0 | 2.0 |
| BGISH - Spec. Global, Culture & Power | 28.0 | 20.0 | 22.0 | 22.0 | 23.0 |
| BGISH - Spec. Globalization & Environ. | 14.0 | 18.0 | 15.0 | 25.0 | 32.0 |
| BGISH - Spec. International Eco Policy | 23.0 | 25.0 | 28.0 | 43.0 | 43.0 |
| BGISH - Spec. Latin Amer. & Caribbean | 2.0 | 6.0 | 2.0 | 3.0 | 6.0 |
| BGISH - Spec. Migration & Diaspora St. | | | | 1.0 | 1.0 |
| BGISH - Spec. Teach Eng Global Context | 15.0 | 13.0 | 18.0 | 21.0 | 24.0 |

Impact on Other Programs and Students

FASS remains committed to offering some undergraduate LACS courses on an ongoing basis to ensure that students continue to benefit from valuable training and expertise in this field of studies. Doing so outside of the commitment to the BGIInS specialization/stream will make it possible to scale resources to needs by alternating year-to-year course offering across 1000 and 2000 levels. No deletion to the existing slate of LACS courses (LACS 1001, 2001, 4000, 4819) is being proposed.

| Measures - Course Enrolment | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Time (Academic Year) | 2025/26 | 2024/25 | 2023/24 | 2022/23 | 2021/22 |
| Courses | | | | | |
| LACS1001A - Intr Latin Americ&Caribbean I | 32 | 44 | 39 | 46 | 38 |
| LACS1002A - Intr Latin Americ&Caribbean II | | | | 23 | 13 |
| LACS2001A - LACS in Global Context | 35 | 22 | 24 | | |
| LACS4001A - Issues Latin Amer & Carbbn Std (F) | 23 | 21 | 25 | 22 | |
| LACS4001A - Issues Latin Amer & Carbbn Std (W) | | 18 | | | |
| LACS4819A - Latin America and the World | | | | | 16 |

The closure of the BGIInS Minor will not impact other programs. Maintaining sustainable course offerings at the undergraduate level will, on the other hand, sustain potential interest at the graduate level for the Collaborative Specialization in Latin American and Caribbean Studies.

Resources

The proposed program closure will not impact administrative support nor faculty oversight.

Transition Plan

Advising will be provided to any student currently enrolled to ensure completion of their specialization/stream. This can be achieved with at least one 4000-level LACS course offered every year, and one 1000-2000 level course offered year-to-year on an alternating basis.



To: FPGA Faculty Board
Re: Report of the FPGA Graduate Curriculum Committee
From: Vandna Bhatia, Chair
Date: April 3, 2026

The GCC has held two meetings (January 14th and March 11th) since the beginning of January. The committee is presenting program and course change proposals for Faculty Board approval and recommendation, including several major modifications. A summary list of the proposed modifications is attached. Details of proposed modifications can be found in the [GCC meeting binders](#) on the FPGA Intranet site. (The 'date reviewed' column in the attached summary table corresponds to the associated meeting binder.)

There are six major modifications proposed, as follow (executive summaries are attached):

1. Deletion of the Master of Arts Economics with Concentration in Financial Economics – Master of Business Administration with Concentration in Finance and Economics [TBD-1304]

Admission to the program was suspended for the 2025-26 academic year due to low enrolments and lack of student interest.

MOTION 1: THAT FPGA Faculty Board recommends that Senate approve the deletion of the MA-MBA [TBD-1304] as proposed for the 2026-27 Graduate Calendar.

2. Modification of the M.A. in Communication and Media Studies [MA-07], and related Collaborative Specialization in Latin American and Caribbean Studies [MA-07LC], and Collaborative Specialization in Climate Change [TBD-2040]

The proposed changes will reduce the number of required credits from 5.0 to 4.0, and the thesis option will be deleted. The MA will be offered as a 12-month program. Collateral changes are required to collaborative specializations in LACS and in Climate Change.

MOTION 2: THAT FPGA Faculty Board recommends that Senate approve the modifications to the M.A. in Communications and Media Studies [MA-07], and related Collaborative Specialization in Latin American and Caribbean Studies [MA-07LC], and Collaborative Specialization in Climate Change [TBD-2040] as proposed for the 2027-28 Graduate Calendar.

3. **Modification of the M.A. in European, Russian and Eurasian Studies [MA-53]**

The proposed changes will add a coursework only pathway, in addition to MRP and Thesis options, revise and clarify language requirement for the MA.

MOTION 3: THAT FPGA Faculty Board recommends that Senate approve the modifications to the M.A. in European, Russian and Eurasian Studies [MA-53] as proposed for the 2027-28 Graduate Calendar.

Two **minor course modifications** associated with the major modifications to the MA in Communication and Media Studies programs are also presented.

MOTION 4: THAT FPGA Faculty Board recommends that Senate approve the proposed Minor Modifications as presented in the attached list for the 2026-27 Graduate Calendar.

Thank you to everyone involved in developing these major program changes – the time and energy you’ve put in to making these improvements is valued and much appreciated! I would also like to acknowledge the consideration and work of GCC members, who have helped make the GCC a very effective and constructive forum for discussion, information sharing, and collaboration on graduate affairs and curriculum:

| | |
|------------------------|--------------------------|
| Nduka Otiono (AFRI) | Sarah Todd (KROE) |
| Sandra Robinson (COMS) | Megan Gaucher (LAWS) |
| Minjoon Lee (ECON) | Val Percival (NPSIA) |
| James Casteel (EURUS) | Justin Paulson (PECO) |
| Matthew Pearson (JOUR) | Steve White (PSCI) |
| Karen Sewell (SOWK) | Marc Andre Gagnon (SPPA) |

Thanks also to Dan Siddiqi and Natalie Phelen from Graduate Studies for their support to the committee, and keeping us abreast of changes as they happened, and and Stephanie Bourk (ODFPGA) for ensuring the business of the Committee ran smoothly throughout the year.

Graduate Calendar Modifications

FPGA Faculty Board Meeting, April 10, 2026

Proposed for 2027-28 Graduate Calendar (unless otherwise specified)

| Unit | Proposal Type | Proposal Code | Proposed change | Rationale | Date Reviewed |
|-------|----------------|--|---|---|---------------|
| ECON | Major mod | TBD-1304 : M.A.-M.B.A. | Delete program | Very low enrolments and student demand. Effective 2026-27 | 11-Mar-26 |
| COMS | Major mod | MA-07 : M.A. in Communication and Media Studies | Update title, restructure MA | Streamline program to be more competitive and attractive to students: reduce from 5.0 to 4.0 credits; offer course-work or MRE pathways, no thesis option; 12-month program | 11-Mar-26 |
| COMS | Major mod | MA-07LC : M.A. Communication and Media Studies with Collaborative Specialization in Latin American and Caribbean Studies | Update title, restructure MA program | Collateral to changes in the MA program: streamline credits, remove thesis option | 11-Mar-26 |
| COMS | Major mod | TBD-2040 : M.A. Communication and Media Studies with Collaborative Specialization in Climate Change | Update title, restructure MA program | Collateral to changes in the MA program: streamline credits, remove thesis option | 11-Mar-26 |
| EURUS | Major mod | MA-53 : M.A. European, Russian and Eurasian Studies | Add coursework pathway; update language req | New coursework only pathway to attract new students and an alternative to thesis or MRE. Adjust language requirements based on availability of courses | 11-Mar-26 |
| COMS | Minor Crse Mod | COMS 5000 : Foundations of Communication and Media Studies | New course | Collateral to MA program changes: new 0.5 credit core course to replace COMS5101 | 11-Mar-26 |
| COMS | Minor Crse Mod | COMS 5101 : Foundations of Communication Studies | Delete course | Delete COMS 5101, replace with new 0.5 credit course | 11-Mar-26 |

To: Vice-President’s Academic and Research Committee (VPARC)
FROM: Patrick Coe, Chair, Department of Economics
CC: Mary Francoli, Dean, FPGA
 Vandna Bhatia, Associate Dean (Academic), FPGA
 Howard Nemiroff, Dean, Sprott
 Luciara Nardon, Associate Dean (Professional Graduate Programs) Sprott
Date: January 9th, 2026
Subject: Cancellation of the Joint MA-MBA Dual Degree Pathway Offered by Economics and Sprott.

Description of Change

This pathway allows students to pursue the MA in Economics with a concentration in financial economics concurrently with the MBA. However, it turns out that this has not proved particularly attractive, as shown in the table below. Therefore, this is a proposal to delete this pathway from our offerings. Both the Department of Economics and the Sprott School of Business support this deletion. Closure to be effective September 2026, with no replacement pathways being proposed. Graduate Studies did not identify applicants at this time and has confirmed there is no adverse implication to closing the MA-MBA.

Table 1: MA-MBA Registrations

| Academic Year | New | Returning | All |
|---------------|-----|-----------|-----|
| 2017/18 | 1 | | 1 |
| 2018/19 | 1 | | 1 |
| 2019/20 | 2 | 1 | 3 |
| 2020/21 | | 2 | 2 |
| 2021/22 | | 1 | 1 |
| 2022/23 | 1 | | 1 |
| 2023/24 | | 1 | 1 |
| 2024/25 | 1 | | 1 |
| 2025/26 | 1 | | 1 |

Source: Office for Institutional Research and Planning.

Impact on Other Programs and Students

None

Resources

- **Dean and Faculty Affiliation:** Will there be any changes to faculty affiliation as a result of the program closure?
- **Faculty Resources:** Will there be any changes to faculty resources or workload as a result of this program closure?
- **Administrative Support:** Will the program closure affect administrative support for students or faculty?
- **Space:** Will space be gained or lost as a result of this program closure? Where will students and faculty be re-situated?
- **Financial:** Will there be any financial implications as a result of the program closure, and if so, please describe them.

The answer to all of these questions is no.

Transition Plan

There is one student currently in the **pathway**. The economics courses required for the joint MA-MBA will continue to be offered under the department's new MSc. The business courses required for the joint MA-MBA will continue to be offered under the MBA.

Template for Major Modifications: Track A1

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Liam Young, Program Head, Communication and Media Studies (COMS)
Sandra Robinson, Graduate Supervisor (COMS)

CC: Mary Francoli, Dean of FPGA
Vandna Bhatia, Associate Dean (Academic), FPGA

Date: February 5, 2026

Subject: Major Modification to MA Communication, Track A1

Modification Description

To respond to shifts in demand for our MA program and an increasingly competitive graduate studies landscape, we are proposing changes to our MA degree. We would like to modify our existing two-year MA Communication, 5.0 credit degree with its three pathways (coursework, MRE, or thesis), to a one-year (12 month) 4.0 credit coursework degree with optional MRE and no thesis option. We would also like to harmonize the degree name so it aligns with that of our undergraduate program. The new MA degree will be the *MA Communication and Media Studies*.

Rationale for proposed changes

In 2024-2025 the grad committee undertook extensive research into MA program offerings in communication and/or media studies and cognate disciplines at Canadian universities to understand how other programs configured their master's level degrees. This research showed that a streamlined 1-year MA program is consistent with other communication and/or media studies graduate degrees and cognate programs such as at University of Ottawa (MA Communication), Queen's (MA Cultural Studies), Western (MA Media Studies), Ontario Tech University (MA in Social Practice and Innovation), and McMaster University (MA Communication and New Media). Shorter-duration MA programs are also increasingly the norm here at Carleton including in History, Film Studies, and the MA Human Rights and Social Justice degree, with more units considering changes to their MA programs.

Several key factors also point to the need for a more streamlined MA program: 1) internal program analysis reveals that more than 70% of our MA students elect the coursework only option; 2) the limited capacity to offer MA funding over the longer term given budgetary constraints; 3) declining enrolments and weaker application pools; and 4) professional interest, not least from members of the public service here in Ottawa, for a streamlined terminal graduate credential in communication.

We will remove the thesis pathway and offer a streamlined coursework pathway and MRE option that will shorten the time to completion. The 1.0 credit Major Research Essay (MRE) option will require a 40-50 page essay that could be developed into a publication or alternative format such as a policy

document. This maintains the MRE as a substantial research project requiring a supervisor and second reader but no oral examination.

Description of changes

In the new MA Communication and Media Studies degree, students would follow either the coursework or research essay pathway for a total of 4.0 credits. All students would be enrolled into the coursework pathway when accepted into the program. Students wishing to complete a Research Essay must apply, in consultation with the Graduate Supervisor, at the beginning of their second term. Students must **have** a CGPA of 11.0 at the time of application and maintain that CGPA through their second term to successfully transition to the MRE option. Students may take one optional course (0.5 credit) outside the program, with permission of the Graduate Supervisor. The COMS program remains committed to offering an in-person graduate experience and will offer at least one graduate course each summer to ensure students are able to meet their credit requirements.

In our current MA Communication program, students take 1.5 credits in required courses (1.0 credits in COMS 5101 Foundations in Communication Studies and 0.5 credit in COMS 5605 Approaches to Communication Research). This requirement would be **reduced to 1.0 credits in the new one-year degree** and course titles harmonized with the degree name:

- COMS 5000 Foundations of Communication and Media Studies [0.5].
 - New course code that replaces COMS 5101 (1.0 credits)
- COMS 5605 Approaches to Communication and Media Studies Research [0.5].
- Optional courses (electives) [3.0]

In the MRE pathway, students will complete:

- COMS 5000 Foundations of Communication and Media Studies [0.5].
- COMS 5605 Approaches to Communication and Media Studies Research [0.5].
- COMS 5908 Master's Research Essay (MRE) [1.0]
- Optional courses (electives) [2.0]

We will rename our required courses to harmonize with the MA Communication *and Media Studies*:

- COMS 5000 Foundations of Communication *and Media Studies* [0.5]
- COMS 5605 Approaches to Communication *and Media Studies* Research [0.5]

Collaborative specializations

The MA Communication offers four collaborative specializations. Three of them (the MA Communication with Specialization in African Studies, the MA Communication with Collaborative Specialization in Latin American and Caribbean Studies, and the MA Communication with Collaborative Specialization in Climate Change) currently have two pathways, thesis and MRE. We propose to eliminate the thesis pathway in each specialization, leaving only a reduced credit (4.0) MRE pathway to be completed in one year.

The MA Communication with Specialization in Data Science currently has three pathways (thesis, MRE, coursework). We propose to eliminate the thesis pathway and reduce the MRE and coursework pathways to 4.0 credits to be completed in one year. Additionally, we wish to convert COMS 5225 Critical Data Studies [0.5] from a required course to one of four electives in the specialization that will be regularly offered. The rationale is to harmonize our annual teaching commitment to this collaborative

specialization with the others, making it as resource neutral as possible. This is being done in the spirit of simplifying program requirements given the financial constraints of the university.

Impact on Other Programs

As outlined above, there is limited impact on our collaborative specializations other than removing the thesis option. Please see attached letters from participating units.

Impact on Learning Outcomes and Curriculum Map

Our learning outcomes have not changed. The learning outcomes are listed for information purposes in the Appendix.

Students

Our internal data shows that 70% of our students elect the coursework option and many have requested additional Summer course programming to complete their degree in as short a time as possible. There is declining interest in the thesis option, as many students choose the MRE or coursework only pathways. Our streamlined, 12-month MA will appeal to a wider target market. We anticipate some growth in our program particularly from public sector employees, the NGO sector, and communication consultancies given broader socioeconomic shifts and employment market realignment underway in Canada in 2026.

Resources

No new resources required:

- Faculty resources: No additional faculty are required, but the COMS program will need to offer one graduate course each Summer term. This will come from the regular faculty teaching budget.
- Contract instructors: No additional contract instructors are required.
- Administrative support: No additional administrative support is required due to the proposed change.
- Library resources: No additional resources are anticipated.
- Space: No additional space will be needed.
- Equipment: No additional equipment will be needed.
- Graduate student funding: No additional base or fiscal funds are required.

Governance

We do not anticipate any impact on or introduction of governance as a result of this modification.

Tuition

We do not anticipate any change in tuition.

Appendix A

MA Communication Learning Outcomes

No change is planned to our LOs and they are listed here for information purposes only.

Graduate DLEs

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Level of communication skills
5. Awareness of the limits of knowledge
6. Professional capacity/autonomy
7. Experiential Learning

| MA Learning Outcomes | DLEs Met |
|---|-----------------|
| Provide nuanced explanations of key concepts and debates from across communication and media studies' fields of inquiry | 1,2,5 |
| Use their knowledge of research methodology to formulate questions, assess evidence, and draw conclusions about topics relevant to communication and media | 2,3,5,6,7 |
| Situate communication and media studies in relation to other academic disciplines and to the applied contributions of communication professionals, policymakers, activists and citizens | 2,5,6,7 |
| Apply theoretical knowledge, critical-thinking skills, and ethical principles to analyze problems related to communication and media | 1,2,3,6,7 |
| Communicate evidence-based arguments, both orally and in writing | 1,2,4,5,7 |
| Work effectively and respectfully with a variety of collaborators | 4,5,6,7 |

Appendix B // MA Communication and Media Studies revised calendar entries

M.A. in Communication and Media Studies (4.0 credits)

Students must follow either the coursework or research essay pathway for a total of 4.0 credits. All students are initially enrolled into the coursework pathway. Students wishing to complete a Research Essay must apply to switch, in consultation with the COMS Graduate Supervisor, at the beginning of their second term. Students may take one directed studies course (0.5 credit), [COMS 5808](#), with permission of the COMS Graduate Supervisor. Students may take one optional course (0.5 credit) outside the program, with permission of the COMS Graduate Supervisor.

Requirements - Coursework pathway (4.0 credits)

| | |
|--|-----|
| 1. 1.0 credit in: | 1.0 |
| COMS 5000 [0.5] Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] Approaches to Communication Research | |
| 2. 3.0 credits chosen from the list of optional courses | 3.0 |
| Total Credits | 4.0 |

Requirements – Research essay pathway (4.0 credits)

| | |
|--|-----|
| 1. 1.0 credit in: | 1.0 |
| COMS 5000 [0.5] Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] Approaches to Communication Research | |
| 2. 1.0 credit in: | 1.0 |
| COMS 5908 [1.0] Research Essay | |
| 3. 2.0 credits chosen from the list of optional courses | 2.0 |
| Total Credits | 4.0 |

Optional Courses

| | |
|---------------------------------|--|
| COMS 5102 [0.5] | Sound Studies |
| COMS 5200 [0.5] | Civic Media |
| COMS 5202 [0.5] | Persuasion |
| COMS 5203 [0.5] | Communication, Technology, Society |
| COMS 5205 [0.5] | Political Marketing |
| COMS 5206 [0.5] | Communication, Culture, Regulation |
| COMS 5207 [0.5] | Communication and Racialization |
| COMS 5208 [0.5] | Audiences, Consumption, Reception |
| COMS 5209 [0.5] | Climate Change and Communication |
| COMS 5212 [0.5] | History, Time, Memory |
| COMS 5214 [0.5] | The Local and the Global |
| COMS 5218 [0.5] | Special Studies of Media and Communication |
| COMS 5219 [0.5] | Regional Studies of Media |
| COMS 5220 [0.5] | Visual Culture |
| COMS 5221 [0.5] | Science and the Making of Knowledge |
| COMS 5222 [0.5] | Cultural Intersections |
| COMS 5223 [0.5] | Work in the Contemporary Media Environment |
| COMS 5224 [0.5] | Internet, Infrastructure, Materialities |
| COMS 5225 [0.5] | Critical Data Studies |
| COMS 5509 [0.5] | Gender, Sexuality, Culture |
| COMS 5808 [0.5] | Directed Studies |

Note: students may take up to 0.5 credit outside the program with permission of the COMS Graduate Supervisor.

M.A. Communication and Media Studies with Collaborative Specialization in Climate Change (4.0 credits)

Requirements - Research essay pathway:

| | | |
|---------------------------------|--|-----|
| 1. 1.0 credit in: | | 1.0 |
| CLIM 5000 [1.0] | Climate Collaboration | |
| 2. 0.0 credit in: | | |
| CLIM 5800 [0.0] | Climate Seminar Series | |
| 3. 1.0 credits in: | | 1.0 |
| COMS 5000 [0.5] | Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] | Approaches to Communication Research | |
| 4. 1.0 credit in: | | 1.0 |
| COMS 5908 [1.0] | Research Essay (in the specialization) | |
| 5. 1.0 credits from | the list of optional courses | 1.0 |
| Total Credits | | 4.0 |

M.A. Communication and Media Studies with Collaborative Specialization in Latin American and Caribbean Studies (4.0 credits)

Requirements - Research essay pathway

| | | |
|---------------------------------|--|-----|
| 1. 0.5 credit in: | | 0.5 |
| LACS 5000 [0.5] | Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | | |
| LACS 5800 [0.0] | Scholarly Preparation in Latin American and Caribbean Studies | |
| 3. 1.0 credit in: | | 1.0 |
| COMS 5000 [0.5] | Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] | Approaches to Communication Research | |
| 4. 1.0 credit in: | | 1.0 |
| COMS 5908 [1.0] | Research Essay (in the specialization) | |
| 5. 1.5 credits from | the list of optional courses | 1.5 |
| Total Credits | | 4.0 |

M.A. Communication and Media Studies with Collaborative Specialization in African Studies (4.0 credits)

Requirements - Research Essay pathway

| | | |
|---|--|------------|
| 1. 0.5 credit in: | | 0.5 |
| AFRI 5000 [0.5] | African Studies as a Discipline: Historical and Current Perspectives | |
| 2. 0.0 credit in: | | 0.0 |
| AFRI 5800 [0.0] | Scholarly Preparation in African Studies | |
| 3. 1.0 credit in: | | 1.0 |
| COMS 5000 [0.5] | Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] | Approaches to Communication Research | |
| 4. 1.0 credit in: | | 1.0 |
| COMS 5908 [1.0] | Research Essay | |
| 5. 1.5 credits chosen from the list of optional courses. | | 1.5 |
| Total Credits | | 4.0 |

**M.A. Communication and Media Studies
with Collaborative Specialization in Data Science (4.0 credits)**

Requirements - Coursework pathway

| | | |
|------------------------------------|--|------------|
| 1. 0.5 credit in: | | 0.5 |
| DATA 5000 [0.5] | Introduction to Data Science | |
| 2. 1.0 credit in: | | 1.0 |
| COMS 5000 [0.5] | Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] | Approaches to Communication Research | |
| 3. 0.5 credit from: | | 0.5 |
| COMS 5203 [0.5] | Communication, Technology, Society | |
| COMS 5221 [0.5] | Science and the Making of Knowledge | |
| COMS 5224 [0.5] | Internet, Infrastructure, Materialities | |
| COMS 5225 [0.5] | Critical Data Studies | |
| 4. 2.0 credits in electives | | 2.0 |
| Total Credits | | 4.0 |

Requirements - Research essay pathway

| | | |
|---|--|------------|
| 1. 0.5 credit in: | | 0.5 |
| DATA 5000 [0.5] | Introduction to Data Science | |
| 2. 1.0 credit in: | | 1.0 |
| COMS 5000 [0.5] | Foundations of Communication and Media Studies | |
| COMS 5605 [0.5] | Approaches to Communication Research | |
| 3. 0.5 credit in: | | 0.5 |
| COMS 5203 [0.5] | Communication, Technology, Society | |
| COMS 5221 [0.5] | Science and the Making of Knowledge | |
| COMS 5224 [0.5] | Internet, Infrastructure, Materialities | |
| COMS 5225 [0.5] | Critical Data Studies | |
| 4. 1.0 credit in: | | 1.0 |
| COMS 5908 [1.0] | Research Essay | |
| Research Essay on a Data Science topic approved by the Advisory Board representative from Communication in consultation with the graduate Committee of the Institute of Data Science. | | |
| 5. 1.0 credits in electives. | | 1.0 |
| Total Credits | | 4.0 |

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: James Casteel, Director and Graduate Supervisor
Institute of European, Russian and Eurasian Studies (EURUS)

CC: Mary Francoli, Interim Dean
Vandna Bhatia, Associate Dean (Academic)
Faculty of Public and Global Affairs

Date: March 5, 2026 (updated March 11, 2026)

Subject: A2 Major Modification to MA European, Russian, and Eurasian Studies

Overview of Proposed Graduate Calendar Changes for 2027-2028:

EURUS is proposing two calendar changes to our EURUS MA program for the 2027-2028 Graduate Calendar: 1) the addition of a coursework pathway for the MA and 2) an update to our language requirement for the MA (all pathways).

1. Addition of a Coursework Pathway for the EURUS MA

Summary of Change:

Introduction of Coursework Pathway for our MA Program in European, Russian, and Eurasian Studies.

Proposed New Calendar Language:

Requirements - Coursework pathway:

| | | |
|--|---|-----|
| 1. 0.5 credit in: | | 0.5 |
| EURR 5001 [0.5] | Interdisciplinary Seminar in European, Russian and Eurasian Studies | |
| 2. 0.5 credit in: | | 0.5 |
| EURR 5010 [0.5] | Research Design and Methodology in European, Russian and Eurasian Studies | |
| 3. 2.0 credit in course work in the selected concentration (Russian and Eurasian Studies or European and European Union Studies) | | 2.0 |
| 4. 2.0 credits in course work chosen with the approval of the graduate supervisor from the electives course list below | | 2.0 |

Rationale:

Provides a coursework only option to complete the EURUS MA program. Currently the MA program can only be completed with either the research essay or thesis pathway. In our recruitment activities, we have noticed increasing student interest in a coursework pathway. We have also had some issues with students who face challenges in completing the research essay component of their degree, particularly in cases where students have obtained full-time employment. The addition of a coursework pathway will also address limitations in our supervisory capacity as we had three faculty members (one appointed to and two associated with our program) retire in the last couple of years. In order to align the coursework pathway with our program learning outcomes that require students to complete an independent research project, we would have coursework students to complete a research-based project (term paper, policy briefs, or other formats) as an assignment in EURR 5010 Research Design and Methodology in European, Russian, and Eurasian Studies (the course in which research essay and thesis students work on their proposals).

2. Change to the MA Language Requirement from the 3000 level to the 2000 level**Proposed New Calendar Language:**

Each student must demonstrate language proficiency by the end of their degree. Students entering the M.A. program with no or minimal knowledge of a regional language will require extra coursework and/or summer language training to meet the language requirement.

Students should choose a language relevant to their concentration. For the Russian and Eurasian Studies concentration, the student may select German, Polish, Russian, Ukrainian or Serbian/Croatian. For the European and European Union Studies concentration the student may select French, German, Italian, Polish or Spanish. A student may request permission to use another major language to fulfil this requirement. However, the requested language:

- (a) must be utilized in undertaking research for the research essay or M.A. thesis pathways.
Must be relevant to the region/research interests for the coursework pathway.
- (b) its selection must be approved by the graduate supervisor.

Meeting the language requirement may be demonstrated by successful completion of the appropriate language from the following list with a minimum grade of B-. Students whose chosen language is not offered at Carleton would need to meet an equivalent level of proficiency (completion of second-year university coursework sequence in the language at Carleton).

List of Carleton courses that complete the language requirement:

| | |
|-----------------|-------------------------------|
| RUSS 2020 [0.5] | Second-Year Russian II |
| GERM 2020 [0.5] | Second-Year German II |
| GERM 2110 [0.5] | Intensive Second-Year German |
| SPAN 2020 [0.5] | Second-Year Spanish II |
| SPAN 2110 [0.5] | Intensive Second-Year Spanish |
| ITAL 2020 [0.5] | Second-Year Italian II |
| ITAL 2110 [0.5] | Intensive Second-Year Italian |
| FREN 1002 [1.0] | French 2 |

The language requirement can also be met in the following ways:

- 1) University-level coursework at another institution equivalent to completion of the second-year level language course sequence at Carleton. These courses may be taken before admission to the program, during the program on an exchange or with a letter of permission.
- 2) Completion of immersive, intensive language courses at an accredited language school in the region of study or certificates or secondary school transcripts demonstrating that students have met the required level of language proficiency.
- 3) A placement test offered by the School of Linguistics and Applied Language Study or the Department of French that demonstrates that students have met the required level of language proficiency.
- 4) A written translation exam (with dictionary) offered by the Institute.

Rationale:

As a regional studies program, EURUS students are required to use original language source material in their research projects, which necessitates proficiency in a regional language (reading knowledge with a dictionary). In recent years, course offerings at Carleton in relevant regional languages (Russian and German) have become more limited, especially at the advanced levels. In addition, technological development in translation software has made it possible to work with original-language source materials with fewer contact hours of language instruction than was required in the past. We had already reduced our language requirement from the 4000 level to the 3000-level effective in the 2026-2027 calendar. Given the limited resources in SLALS to run advanced-level language courses, we have decided to reduce the requirement further. This change brings our language requirement in line with our competition at Centre for European and Eurasian Studies at the University of Toronto. It is also in line with the Norman Paterson School of International Affairs' language requirement. This change makes it possible for a full-time MA student who enters the program with no training in the target language to complete the language requirement through coursework at Carleton within their two years in the program, assuming course availability.

Impact on Other Programs

We do not expect either of these changes to have a significant impact on other programs or academic units at Carleton. The introduction of the coursework pathway requires 1.0 additional credits in each students’ concentration, and we have capacity within our courses to accommodate these students. We do not expect that the introduction of a coursework option will take away from existing programs.

The change of the language requirement will align our program’s language requirement with the language requirements of other programs in international and global studies in our Faculty such as the Norman Paterson School of International Affairs and the Bachelor of Global and International Studies. Having this alignment will also facilitate course planning for the School of Linguistics and Applied Language Studies to offer a range of courses that will assist students in meeting this requirement.

Impact on Learning Outcomes and Curriculum Map

Summary of Changes to Learning Outcomes:

The addition of the coursework pathway requires a minor change to our MA program’s Learning Outcome #7. The original outcome expected students to “Conceptualize and execute a major independent research research project.” We removed the word “major” so that it reads “Conceptualize and execute an independent research project.” This language covers all the program pathways. On the curricular map for outcome #7, we differentiated the activities and artifacts for meeting that outcome for coursework and research essay/thesis pathways. Otherwise, the learning outcomes remain unchanged.

a. Learning Outcomes

Graduate Learning Outcomes and DLEs - EURUS MA Program

| No | Learning Outcomes | Degree Level Expectations Met |
|----|---|---|
| 1 | Apply theories and methods from various disciplines to cultural, political, and economic processes in selected regions of Europe, Russia, and Eurasia. | (1) Depth and breadth of knowledge (2) Research and scholarship (3) Application of knowledge (6) Awareness of limits of knowledge |
| 2 | Analyze historical and contemporary social, cultural, political, and economic processes in Europe, Russia and Eurasia, as they apply to the student’s chosen concentration (Europe and the European Union or Russia, Eurasia and Transition Studies). | (1) Depth and breadth of knowledge (2) Research and scholarship (3) Application of knowledge (6) Awareness of limits of knowledge |
| 3 | Demonstrate an ability to view historical and contemporary issues from the perspectives of the peoples of the region through thorough knowledge of their cultures and societies in a global context. | (1) Depth and breadth of knowledge (2) Research and scholarship (3) Application of knowledge (6) Awareness of limits of knowledge (7) experiential learning |

| | | |
|---|---|---|
| 4 | Identify and make use of opportunities for professional application of knowledge in potential career paths (government, non-governmental organizations, private sector, or continuation of higher education). | (2) Research and scholarship (4) Autonomy and professional capacity (7) experiential learning |
| 5 | Communicate effectively, in oral and written form, for academic and professional audiences, with an ability to synthesize and critically evaluate material as well as advance original arguments. | (2) Research and scholarship (4) Autonomy and professional capacity (5) Communication skills (7) Experiential Learning |
| 6 | Demonstrate reading comprehension and use research sources (e.g., newspapers, interviews, archives) in at least one language of the region (beyond English). | (2) Research and scholarship (3) Application of knowledge (4) Autonomy and professional capacity (5) Communication skills |
| 7 | Conceptualize and execute an independent research project. | (2) Research and scholarship (3) Application of knowledge (4) Autonomy and professional capacity (6) Awareness of the limits of knowledge (7) Experiential learning |

b. Program Curriculum Map

EURUS MA

| No | Learning Outcomes | Program Components ¹ | Level ² (I, R, M) | Activities and Artifacts ³ |
|----|---|---|---------------------------------|---------------------------------------|
| 1 | Apply theories and methods from various disciplines to cultural, political, and economic processes in selected regions of Europe, Russia, and Eurasia. | EURR 5001 (disciplinary approaches/theory) | I | Literature review |
| | | EURR 5010 (research approaches/methods) | I | Research proposal |
| 2 | Analyze historical and contemporary social, cultural, political, and economic processes in Europe, Russia and Eurasia, as they apply to the student's chosen concentration (Europe and the European Union or Russian and Eurasian and Studies). | Concentration and elective courses (see calendar) | R | Course assignments |
| | | Research project (EURR 5908/5909) | M | Thesis or Research Essay |
| 3 | Demonstrate an ability to view historical and contemporary | Concentration and elective courses (see calendar) | R | Course assignments and |

¹ Program components should include those core courses, elective courses, options (co-op, internship, mention Français, international experience), and other program requirements (language requirement, international experience) which contribute most directly to the achievement of the particular learning outcome.

² Level of delivery of each program component related to the particular learning outcome: I = introductory; R = Reinforcement; M = Mastery (relevant to the expected outcome at the degree level).

³ Activities can include presentations, group work, performance, role play, etc. Artifacts can include exams, papers, reports, portfolios, cases, etc.

| | | | | |
|---|---|---|-------|---|
| | issues from the perspectives of the peoples of the region through thorough knowledge of their cultures and societies in a global context. | | | experiential learning exercises |
| | | Research project (EURR 5908/5909) | M | Thesis or Research Essay |
| | | Support for research travel through CES/Kinross Fund; student exchanges and international language training; EU Study Tour (EURR 5302) | I/R/M | Participation in international programs; field research (and research report) |
| 4 | Identify and make use of opportunities for professional application of knowledge in potential career paths (government, non-governmental organizations, private sector, or continuation of higher education). | Exposure to non-academic career options: Opportunities for TA/RA employment; internship and associated course work (EURR 5301), EU Study Tour with internship (EURR 5302), Co-op program (EURR 5913); Career Nights with EURUS alumni and events with practitioners | I/R/M | Work products (e.g., policy papers) and activities in TA/RA position or work placement; participation in career-oriented events and planned networking sessions |
| | | Exposure to academic career options: All course work (see calendar), research project (EURR 5908/5909); conferences and guest lectures; opportunities for RA/TA employment and intensive work with faculty members | I/R/M | Course assignments, Thesis or Research Essay; guest lecture attendance; activities in TA/RA position |
| 5 | Communicate effectively, in oral and written form, for academic and professional audiences, with an ability to synthesize and critically evaluate material as well as advance original arguments. | All course work (see calendar) | I/R | Term papers, presentation, discussion |
| | | Research project (EURR 5908/5909) | M | Thesis or Research Essay |
| 6 | Demonstrate reading comprehension and use research sources (e.g., newspapers, interviews, archives) in at least one language of the region (beyond English). | Language requirement (fulfilled through course work or examination) | R/M | Course assignments or language exam |
| | | Research project (EURR 5908/5909) with requirement to use sources in regional language beyond English | M | Thesis or research essay |
| | | | | |
| 7 | Conceptualize and execute an independent research project. | Coursework Pathway: | | |
| | | EURR 5010 | I/R/M | Course assignments and Term Research Project |
| | | Research Essay and Thesis Pathways: | | |

| | | | | |
|--|--|-----------------------------------|-----|---------------------------------------|
| | | EURR 5010 | I/R | Proposal for research essay or thesis |
| | | Research project (EURR 5908/5909) | R/M | Research essay or thesis |

Students

There is a growing student demand for coursework-based master’s degrees and many programs at Carleton have moved to that model. In our recruitment activities, we regularly have inquiries from students who are interested in a course-work option. Drawing on the experience of programs with similar pathways such as Migration and Diaspora Studies, we expect that around one-third to one-half of the students admitted to the program will choose the coursework pathway (whether on admission or switching later in the program from the research essay or thesis pathway). We also expect that the addition of a coursework option will increase the number of applicants to our program. Our main competition, the Centre for European and Eurasian Studies at the University of Toronto, does not offer a coursework option. We expect that this will provide us with an edge in our recruitment activities.

The addition of a coursework option should have a positive impact on student experience in the program. For students who choose co-op, a popular option in our program, having a coursework option will be beneficial in completing their program in a timely fashion and transitioning from co-op to full-time employment. Research essay and thesis students will also benefit from the more manageable supervisory loads of their faculty supervisors.

Resources

No new resources are required to introduce this pathway.

- a. Faculty resources: no additional faculty are required. Pathway will draw on existing course offerings.
- b. Contract instructors: no additional contract instructors will be required.
- c. Administrative support: no additional administrative support will be required.
- d. Library resources: no additional library resources will be required.
- e. Space: no additional space will be required.
- f. Equipment: no additional equipment will be required.
- g. Graduate Student Funding: No additional graduate student funding should be required.

Governance

There is no change to our governance structure in introducing this pathway.

Tuition

Tuition would be assessed in the same manner as our current MA program pathways.

March 31, 2026

To: FPGA Faculty Board
From: David Mendeloff, Interim Faculty Board Secretary and Chair, FPGA Faculty Board Executive Committee

Re: Motion to Amend the Constitution and Bylaws

At the February 20, 2026 meeting, Faculty Board was consulted on proposed changes to the Faculty Board Constitution and Bylaws to remove the Clerk as an elected Faculty Board position. A memo was included in the February 20 binder providing the background and rationale for this proposed change and giving formal notice of a Motion to amend the Constitution and Bylaws at the April 10, 2026 meeting. That memo and the revised Constitution and Bylaws (with tracked changes) are attached. A summary of proposed changes to each document is below.

MOTION

THAT Faculty Board approve the amendments to the FPGA Faculty Board Constitution and Bylaws as presented.

Summary of proposed changes to the Constitution

1. Add new language to Membership (Article II.1): "(c) An administrative staff member as a non-voting member, appointed by the Office of the Dean to serve as Clerk."
2. Amend the section on Executive Officers (Article II.2(b)) to remove reference to Clerk as an elected position filled by a faculty member, and to remove the responsibility of Clerk to carry out the duties of Secretary in the Secretary's absence.
3. Amend the section on Elections (Article II.3) to remove all references to Clerk.
4. Amend the section on Faculty Board Meetings and Procedures (Article IV) to remove references to Clerk.
5. Amend the description of Faculty Board Executive (Article V.1) to indicate that Clerk is now a non-voting resource member.
6. Update the date of adoption by Faculty Board and History of Adoptions and Amendments.

Summary of proposed changes to the Bylaws

1. Update Election Procedures (Section I) to remove references to Clerk.
2. Update Membership of Executive Committee (Section II.1(a)) to indicate that Clerk is now a non-voting resource member.
3. Update Responsibilities of Executive Committee (Section II.1(b)) to remove reference to Clerk
4. Update the date of adoption by Faculty Board.

- Attachments:
1. Proposed change to Faculty Board governance and notice of motion to amend the constitution, February 10, 2026
 2. Draft FPGA Faculty Board Constitution February 2026 (with tracked changes)
 3. Draft FPGA Faculty Board Bylaws February 2026 (with tracked changes)

February 10, 2026

To: FPGA Faculty Board

From: David Mendeloff, Interim Faculty Board Secretary

Re: Proposed change to Faculty Board governance and notice of motion to amend the constitution

FPGA Faculty Board currently has two elected Executive Officer positions (Secretary and Clerk) and up to two elected positions on Faculty Board Executive for faculty members. For several years now faculty colleagues have expressed little to no interest in serving in these important roles. As per the [FPGA Faculty Board Constitution](#), when these positions are vacant, Faculty Board Executive may appoint someone on an interim basis to serve until the next election. The expectation is that this practice is an exception, rather than a rule.

Given the ongoing difficulties in recruiting nominees for these positions, I would like to propose that **Faculty Board eliminate the Clerk as an elected position and instead designate it as a purely administrative support position filled by an administrative staff member in the Dean's Office**. This is effectively how the position has been filled since Fall 2023, without issue, and is the current practice followed by the Faculty Boards of Science, Sprott and Engineering. The [Academic Governance of the University \(AGU\) policy](#) does not explicitly require Faculty Boards to have a Clerk position.

The Clerk is responsible for recording the proceedings of Faculty Board and Faculty Board Executive meetings, recording attendance at meetings and ensuring quorum is met, assisting the Secretary with technical aspects of administering elections, and assisting the Secretary with communication and distribution of meeting materials.

I invite Faculty Board members to share their views on this proposal at our meeting on February 20. If there is no significant opposition to this proposed change, a formal motion to amend the constitution and bylaws will be presented at the April 10 Faculty Board meeting. The proposed changes to the constitution and bylaws are attached for your consideration.

Attachment: FPGA Faculty Board Constitution Amended Feb 2926.pdf
FPGA Faculty Board Bylaws Amended Feb 2026.pdf

CARLETON UNIVERSITY

CONSTITUTION
of
THE FACULTY OF PUBLIC AND GLOBAL AFFAIRS
FACULTY BOARD

I. Description of the Faculty of Public and Global Affairs Faculty Board

- I.1 The plenary organ of the Faculty of Public and Global Affairs (“FPGA”) shall be the Faculty of Public and Global Affairs Faculty Board (“Faculty Board”).
- I.2 Faculty Board shall serve as a forum for discussion and decision on academic concerns related to the students and programs within the Faculty of Public and Global Affairs and that fall within the purview and authority of Faculty Boards as defined by the [Academic Governance of the University policy \(the “AGU”\)](#) and described in Art. III below.
- I.3 Wherever this Constitution refers to “units of the Faculty,” it shall mean those departments, schools, institutes and colleges identified in the AGU as being recognized by the Carleton University Senate as the component academic units of the Faculty of Public and Global Affairs.

II. Composition and Structure

II.1 Membership

- (a) In accordance with the AGU, membership of FPGA Faculty Board shall consist of the following persons *ex officio*, all as voting members:
- (i) The Dean of the Faculty of Public and Global Affairs;
 - (ii) All full-time faculty members as defined in paragraph 3.3.2 of the AGU with at least 50% appointment within the Faculty of Public and Global Affairs.
 - (iii) Those students who are elected or appointed members of departmental, school, college and institute boards of all units of the Faculty of Public and Global Affairs. Undergraduate student members shall normally be elected or appointed by the Carleton Academic

Student Government (CASG). Graduate student members shall normally be elected or appointed by the student associations of their unit or program of study.

(b) One representative of the Faculty of Arts and Social Sciences (FASS) as non-voting member, appointed by the Secretary of FASS Faculty Board.

~~(b)~~(c) An administrative staff member as a non-voting member, appointed by the Office of the Dean to serve as Clerk.

II.2. Executive Officers

(a) The Secretary of Faculty Board

(i) Pursuant to the provisions of Clause II.3 below, Faculty Board shall elect one of its voting faculty members as Secretary for a term of three years beginning on the first day of July next following the election.

(ii) The duties of the Secretary shall consist of:

- (1) calling and chairing meetings of Faculty Board and of the Executive Committee;
- (2) representing the Faculty as a member of the University Senate, and reporting recommendations of Faculty Board to Senate;
- (3) reporting relevant proceedings of Senate to Faculty Board;
- (4) serving as electoral officer of Faculty Board;
- (5) such other duties as may be assigned to the Secretary by this Constitution or resolutions of Faculty Board.

(b) The Clerk of Faculty Board

~~(i) Pursuant to the provisions of Clause II.3 below, Faculty Board shall elect one of its voting faculty members as Clerk for a term of three years beginning on the first day of July next following the election.~~

~~(ii)~~(i) The duties of the Clerk shall consist of:

- (1) giving notice of and recording the proceedings of Faculty Board meetings and keeping the attendance roll;
- (2) giving notice of and recording proceedings of Executive Committee meetings;
- ~~(3) carrying out the duties of the Secretary of Faculty Board in the Secretary's absence;~~

~~(4)~~(3) such other duties as may be assigned to the Clerk by this Constitution or resolutions of Faculty Board.

II.3 Elections

- (a) Election of Secretary ~~and Clerk~~ of Faculty Board
 - (i) Except as otherwise provided for in valid University or Senate documents, the election of the Secretary ~~and the Clerk~~ of Faculty Board shall take place during April at a properly-constituted meeting of Faculty Board. Alternatively, the Executive Committee may call for an electronic poll to be conducted during April over a designated voting period established by the Executive Committee. In either case the election shall be conducted in accordance with the procedures prescribed in the Faculty Board Bylaws.
 - (ii) The office of Secretary ~~or Clerk (as the case may be)~~ shall be deemed to be vacated should the incumbent be absent from the University for longer than six consecutive months.
 - (iii) Should the office of Secretary ~~or Clerk (as the case may be)~~ become vacant for any reason whatsoever, then the remaining members of the Executive Committee shall appoint another faculty member of Faculty Board to serve in that office until a replacement is elected. Such election shall be held in the April next following the creation of the vacancy.
- (b) Election of Faculty Members to Committees of Faculty Board
 - (i) Except as otherwise provided for in valid University or Senate documents, wherever in this Constitution it is provided that faculty members shall be elected to committees of Faculty Board, then such election shall take place during April at a properly-constituted meeting of Faculty Board. Alternatively, the Executive Committee may call for an electronic poll to be conducted during April over a designated voting period established by the Executive Committee. In either case, the election. In either case the election shall be conducted in accordance with the procedures prescribed in the Faculty Board Bylaws.
 - (ii) Any elected faculty member of a committee of Faculty Board shall be deemed to have vacated the position should the incumbent be absent from the University for longer than six consecutive months.

- (iii) Should a vacancy occur for any reason whatsoever in any elected faculty member position on a committee of Faculty Board, then the remaining members of that committee shall appoint another faculty member to serve in that position until a replacement is elected in accordance with the procedures prescribed in the Faculty Board Bylaws. Such election shall be held in the April next following the creation of the vacancy.
- (c) Election of Students to Committees of Faculty Board
- (i) Wherever in this Constitution it is provided that FPGA students shall be represented on committees of Faculty Board, those students shall be elected or appointed by their respective representative student government body – the Carleton Student Government Association (CASG) or Graduate Student Association (GSA) – as required, according to its own procedures.
 - (ii) Any elected or appointed student member of a committee of Faculty Board shall be deemed to have vacated the position should the incumbent be absent from the University for longer than six consecutive months.
 - (iii) Should a vacancy occur for any reason whatsoever in any elected student position on a committee of Faculty Board, then the remaining members of that committee shall appoint another student to serve in that position until a replacement is elected or appointed. Such election or formal appointment by the relevant representative student government body shall take place according to its own procedures as soon as possible following a declared vacancy.

III. Faculty Board Responsibilities

- III.1 As established by the AGU, unless otherwise determined by Senate, the Faculty Board shall:
- (a) consider and make recommendations to Senate on new and revised academic degrees, certificates, diploma programs and courses administered by the units constituting the Faculty of Public and Global Affairs;
 - (b) consider and make recommendations to Senate on new and revised academic regulations as they affect the degree, certificate, diploma programs and courses administered by the units constituting the Faculty of Public and Global Affairs;

- (c) consider and make recommendations to Senate on the establishment, deletion, renaming or reorganization of units responsible for the delivery of academic programs in the Faculty of Public and Global Affairs; and
- (d) review and affirm the recommendations of the University and Graduate Registrars for the awarding of degrees, certificates and diplomas that fall within its purview;

III.2 In addition to those responsibilities delegated to Faculty Board by Senate as described in Article III.1 above, the Faculty Board shall:

- (a) receive and consider recommendations to Senate respecting academic matters from the units constituting the Faculty of Public and Global Affairs;
- (b) make such recommendations to the Dean of the Faculty or to Senate as the Board may deem proper for achieving the objects and purposes of the University.

IV. Faculty Board Meetings and Procedures

IV.1 Chair

The Secretary serves as Chair of Faculty Board. In the absence of the Secretary, ~~the Clerk serves as Chair. If both the Secretary and Clerk are absent, then~~ Faculty Board will elect one of its faculty members to serve as Chair.

IV.2 Meetings

- (a) Meetings of Faculty Board shall be conducted in accordance with Robert's Rules of Order and Procedure (to the extent that those Rules are not inconsistent with this Constitution) and such bylaws as may be adopted by Faculty Board.
- (b) The Faculty Board shall meet at the call of its Executive Committee no less than once per academic term and no later than November 30 of the Fall term, and April 30 of the Winter term. Extraordinary meetings of the Board may be called by the Executive Committee or within 15 working days of the written request of 12 of its voting members.
- (c) Except as may otherwise be determined by Faculty Board, meetings of Faculty Board shall be open to all members of the Carleton University community. Faculty Board may, on 48 hours' notice, close a meeting or part of a meeting to

any or all categories of spectators in accordance with the provisions of the AGU. Student members of Faculty Board shall not participate in any closed parts of meetings or when individual student cases are discussed.

(d) Quorum

- (i) A quorum at all meetings of Faculty Board shall consist of 15 voting members of the Board including at least one member from at least 5 units, provided that a majority of those in attendance at any meeting of the Board shall be faculty members of FPGA units.
- (ii) If the provisions of Article IV.2(d)(i) are not met, the Chair may delay the start of proceedings by up to 30 minutes. If at that time quorum is not met, the meeting shall be cancelled and all business postponed to the next regularly scheduled meeting or extraordinary meeting, as per Article IV.2(b) above.
- (iii) If a quorum is present when the Chair calls the meeting to order, the quorum is presumed to continue until adjournment. If, in the course of the meeting, quorum is challenged and it is ascertained that a quorum is no longer present, the meeting shall be adjourned.
- (iv) In order to ensure quorum is met, by October 1 of each year, each Chair or Director of an FPGA unit, and each Co-Director in the School of Journalism and Communication, shall provide to the Clerk of Faculty Board the names of two faculty members in their unit who have been given as part of their normal duties attendance at Faculty Board Meetings.

(e) Voting

- (i) Voting shall be by show of hands unless some other method is decided upon by motion. In the case of elections, voting shall be by secret ballot wherever there are more nominees than places. In cases where the number of nominees is equal to or less than the number of elected positions, nominees shall be approved by acclamation without a formal vote.
- (ii) In order to vote, a member of Faculty Board must be present. Proxy votes are not allowed. Individuals formally appointed into an Acting position that carries an *ex officio* voting membership may participate in Faculty Board as voting members, unless they are already a voting member. (A member may only have one vote on each motion.)

- (f) Notice
 - (i) Except as otherwise provided for in this Constitution, notices of meetings with agenda and all relevant documentation shall be circulated to members of Faculty Board not less than 5 working days in advance of its meetings.
 - (ii) Notice of motion for main motions shall be provided to the Clerk Secretary not less than 10 working days in advance of the relevant scheduled Faculty Board meeting.
 - (iii) In exceptional cases notice of motion may be waived only if those conditions as described in Rule 6 of the Senate Rules of Order are met. These are: The motion has been received by the Clerk at or before the start of the meeting; the motion responds to circumstances that developed after the date for proper notice; the action specified in the motion cannot be delayed to permit consideration at the next meeting of Faculty Board; the motion addresses an issue of importance to the Faculty or University; a 2/3 majority of those present agrees to waive the requirement for notice after hearing the motion read.
- (g) After approval by Faculty Board, the minutes of each Faculty Board meeting shall be posted by the Office of the Dean of the Faculty of Public and Global Affairs on the internal website (intranet) of the Faculty of Public and Global Affairs. The records of all prior meetings shall be permanently maintained on the internal website (intranet).

V. Committees of the Faculty Board

V.1 Standing Committees

(a) Executive Committee

The Executive Committee shall consist of:

- (i) the Dean, the Associate Deans, the Assistant Deans, the Secretary of Faculty Board ~~and the Clerk of Faculty Board~~, as *ex officio* members;
- (ii) one FPGA undergraduate student selected by the Carleton Academic Student Government (CASG) pursuant to the provisions of Clause II.3 above for a one-year term beginning immediately upon their selection;

(iii) one FPGA graduate student selected by the Graduate Student Association (GSA) pursuant to the provisions of Clause II.3 above for a one-year term beginning immediately upon their selection; and

(iv) as many as two FPGA faculty members elected by Faculty Board pursuant to the provisions of Clause II.3 above for a one-year term beginning on the first day of July next following the election.

~~(iv)~~ (v) The Clerk of Faculty Board as non-voting resource.

(b) Undergraduate Curriculum Committee (UCC)

The Undergraduate Curriculum Committee shall consist of:

(i) the undergraduate degree program coordinators from each of the units of the Faculty;

(ii) the Associate Dean with responsibility for undergraduate academic affairs in the Faculty and the Secretary of Faculty Board, as *ex officio* members;

(iii) one FPGA undergraduate student appointed or elected pursuant to the provisions of Clause II.3 above for a one-year term beginning immediately upon their selection;

(iv) the University Registrar (or the Registrar's designate) as *ex officio* non-voting member; and

(v) the Undergraduate Curriculum and Calendar Officer in a non-voting capacity to serve as a resource for the Committee.

(c) Graduate Curriculum Committee (GCC)

The Graduate Curriculum Committee (GCC) shall consist of:

(i) one graduate program coordinator from each of the units of the Faculty, except for the School of Journalism and Communication, which shall be represented by one graduate program coordinator from Communication and Media Studies and one from Journalism;

(ii) the Associate Dean with responsibility for graduate academic affairs in the Faculty and the Secretary of Faculty Board, as *ex officio* members;

- (iii) one FPGA graduate student appointed or elected pursuant to the provisions of Clause II.3 above for a one-year term beginning immediately following their selection;
- (iv) the Graduate Registrar (or the Registrar's designate) as *ex officio* non-voting member; and
- (v) the Graduate Curriculum and Calendar Officer in a non-voting capacity to serve as a resource for the Committee.

(d) Research Committee

The Research Committee shall consist of:

- (i) the Dean and the Associate Dean with responsibility for research in the Faculty;
- (ii) no more than five (5) faculty members from units of the Faculty, chosen by the Dean and Associate Dean with responsibility for research in the Faculty in consultation with Chairs and Directors; and
- (iii) such other members of the Faculty as may be invited to participate by the Chair of the Committee.

(e) Joint Committee on Admissions and Studies (JCAS)

The Joint Committee on Admissions and Studies shall consist of:

- (i) four faculty members, two from the Faculty of Arts and Social Sciences (as defined in its Constitution) and two from the Faculty of Public and Global Affairs appointed by the Executive Committee of the appropriate Faculty Boards, to serve a three-year term, renewable;
- (ii) two alternate faculty members, one from each Faculty Board, appointed by the appropriate Faculty Board Executive Committees for a three-year period, who will be called upon to replace regular members who are unable to attend;
- (iii) one Admissions Officer and one representative from the Registrar's Office as *ex officio* non-voting members.
- (iv) Terms of Office will normally commence July 1st.

V.2 *Ad Hoc* Committees

- (a) Faculty Board shall be entitled to establish such other standing or *ad hoc* committees as it sees fit, to determine the composition and terms of reference of such committees, and to appoint the initial members of such committees, provided that
 - (i) no such committee shall remain a committee of Faculty Board for more than two years from the date of the meeting of Faculty Board at which it was established unless its composition are incorporated in this Constitution; and
 - (ii) all elections subsequently necessary to fill positions on such committees are held pursuant to the provisions of Clause II.3 above.

VI. **Bylaws and Constitutional Amendments**

VI.1 Bylaws of Faculty Board

- (a) Bylaws of Faculty Board shall be adopted by a simple majority of the votes cast at a duly-constituted meeting of Faculty Board at which a quorum is present.
- (b) Notice of proposed amendment, repeal or adoption of bylaws must be given in writing not less than 30 days prior to the meeting at which those proposals are intended to be considered.

VI.2 Constitutional Amendments and Review

- (a) This Constitution may be adopted or amended by a vote of 2/3 of the votes cast at a duly-constituted meeting of the Faculty Board at which a quorum is present.
- (b) Notice of proposed constitutional amendments must be given in writing not less than 30 days prior to the meeting at which those proposals are intended to be considered.
- (c) The Constitution shall be reviewed by Executive Committee no less than every five years

Adopted by Faculty Board: 20256/0204/10

Approved by Senate: 20256/02XX/28XX

Next Review: 2030/02

History of Adoption and Amendments

Approved at *proforma* Faculty Board meeting 97/1/31

Amended 98/12/03 (Article III.2 and IVA – establishing Joint BA Curriculum Committee)

Amended 2000/03/07 (Article I.2 adding Institute of Criminology and Criminal Justice)

Amended 2005//04/27 (Modifications to Article IV and IVA to direct undergraduate course and program proposal changes from PAM BA units to the PAM APCC, and modifying the structure and mandate of the Joint BA Curriculum committee)

Amended 2005/10/20 (Modifications to Article IV – structure and mandate of Joint Committee on Admissions and Studies)

Amended 2006/04/24 (Change of name to Faculty of Public Affairs, new preamble, creation of standing Research Committee, modifying election procedures and consequential amendments)

Amended 2007/03/08 (Changing name of Institute of European and Russian Studies to Institute of European, Russian and Eurasian Studies)

Amended 2011/12/07 (full revision)

Amended 2019/11/14 (Amended article I.7 to remove exclusion of designated Faculty Board unit representatives from serving on Executive Committee)

Amended 2023/04/06 (Amended Article III.2 to change name of APCC to Undergraduate Curriculum Committee; added Graduate Program Committee as Article III.3 and renumbered subsequent sub-articles; amended Article III.5.2 to update membership of Committee of Chairs and Directors; amended Article III.8.iii to update membership of Computing Committee; various minor edits for grammar and style.)

Amended 2023/11/27 (full revision)

Amended 2025/02/10 (full revision in accordance with new Senate template and SAGC review.)

[Amended 2026/04/10 \(removal of Clerk as elected position\).](#)

BYLAWS
of
THE FACULTY OF PUBLIC AND GLOBAL AFFAIRS
FACULTY BOARD

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I. Election Procedures

I.1 Election of Secretary ~~and Clerk~~ of Faculty Board

(a) Timing

In accordance with the Constitution of the Faculty of Public and Global Affairs Faculty Board (“the Constitution”), the election of the Secretary ~~and the Clerk~~ of Faculty Board shall take place during April at a properly constituted meeting of Faculty Board (the “Meeting”). Alternatively, the Executive Committee may call for an electronic vote (“E-Poll”) to be conducted during April over a designated voting period (“Voting Period”) established by the Executive Committee. In either case, the election shall be conducted in accordance with the procedures outlined below.

(b) Nomination procedures

- (1) Not less than 4 (four) weeks prior to the Meeting or Voting Period (as the case may be), the Secretary shall circulate to members of Faculty Board a call for nominations of FPGA faculty members to be received by the Clerk of Faculty Board not later than 2 (two) weeks prior to the Meeting or Voting Period.
- (2) All nominations shall be signed by one FPGA faculty member and the nominee.
- (3) The Executive Committee shall circulate a list of those who are properly nominated with notice of the Meeting or, in the case of an E-Poll, not less than 5 (five) working days in advance of the Voting Period.

(c) Elections

- (1) The Secretary ~~and the Clerk~~ shall be elected from among the nominees listed pursuant to paragraph I.1(b)(3) above by a simple majority of the votes cast at the Meeting, or by E-Poll.
- (2) Pursuant to the Constitution, voting shall be by secret ballot in cases wherever there are more nominees than positions.
- (3) In cases where the number of nominees is equal to or less than the number of elected positions, nominees shall be approved by acclamation of Faculty Board without a formal vote.

(d) Vacancies

- (1) Should the office of Secretary ~~or Clerk (as the case may be)~~ become vacant, as defined by the Constitution, then the remaining members of the Executive Committee shall appoint another FPGA faculty member to

serve in that office until a replacement is elected in accordance with the provisions outlined above.

- (2) Such election shall be held in the April next following the creation of the vacancy.

I.2 Election of Faculty Members to Committees of Faculty Board

(a) Timing

In accordance with the Constitution, wherever it is provided that faculty members of committees of Faculty Board shall be elected, then such election shall take place during April at a properly constituted meeting of Faculty Board (the "Meeting"). Alternatively, the Executive Committee may call for an electronic vote ("E-Poll") to be conducted during April over a designated voting period ("Voting Period") established by the Executive Committee. In either case, the election shall be conducted in accordance with the following procedures:

(b) Nomination procedures

- (1) Not less than 4 (four) weeks prior to the Meeting or the E-Poll (as the case may be), the Secretary shall circulate to members of Faculty Board a call for nominations of FPGA faculty members to be received by the Clerk of Faculty Board not later than 2 (two) weeks prior to the Meeting or Voting Period.
- (2) All nominations shall be signed by one FPGA faculty member and the nominee.
- (3) The Executive Committee shall circulate a list of nominees to elected faculty member positions on committees of Faculty Board with notice of the Meeting, or, in the case of an E-Poll, not less than 5 working days in advance of the Voting Period.

(c) Elections

- (1) Faculty member positions on committees of Faculty Board shall be elected from among the nominees listed pursuant to paragraph I.2(b)(3) by a simple majority of the votes cast at the Meeting or by E-Poll.
- (2) Pursuant to the Constitution, voting shall be by secret ballot in cases wherever there are more nominees than positions.
- (3) In cases where the number of nominees is equal to or less than the number of elected positions, nominees shall be approved by acclamation of Faculty Board without a formal vote.

(d) Vacancies

- (1) Should a vacancy as defined by the Constitution occur for any reason whatsoever in any elected faculty member position on a committee of Faculty Board, then the remaining members of that committee shall appoint another member to serve in that position until a replacement is elected in accordance with paragraphs 1.2(b) and (c) above.
- (2) Such election shall be held in the April next following the creation of the vacancy.

II. Terms of Reference and Procedures for Standing Committees

II.1 Executive Committee

(a) Membership

As established by the Constitution, the Executive Committee shall consist of:

- (1) the Dean, the Associate Deans, the Assistant Deans, and the Secretary of Faculty Board ~~and the Clerk of Faculty Board~~, as *ex officio* members;
 - (2) one FPGA undergraduate student selected by the Carleton Academic Student Government (CASG) pursuant to Clause II.3 of the Constitution for a one-year term beginning immediately upon their selection;
 - (3) one FPGA graduate student selected by the Graduate Student Association (GSA) pursuant to Clause II.3 of the Constitution for a one-year term beginning immediately upon their selection; and
 - (4) as many as two FPGA faculty members elected by Faculty Board pursuant to Clause II.3 of the Constitution for a one-year term beginning on the first day of July next following the election.
- ~~(4)~~(5) The Clerk of Faculty Board as non-voting resource.

(b) Responsibilities

The Committee shall:

- (1) call meetings of Faculty Board;
- (2) establish annually prior to the start of the academic year the dates for Faculty Board meetings for the upcoming academic year;
- (3) call for any extraordinary meetings of Faculty Board as may be deemed necessary by the Executive Committee;
- (4) plan the forthcoming business of Faculty Board and arrange the agenda of its meetings;

- (5) oversee the election of Secretary, ~~Clerk~~ and the elected faculty members of committees of Faculty Board pursuant to Clause II.3 of the Constitution;
- (6) act on behalf of Faculty Board between meetings of Faculty Board;
- (7) report all decisions taken by the Committee under paragraph (f) above to Faculty Board at its next regularly called meeting.

(c) Meetings and Procedures

- (1) The Secretary of Faculty Board shall act as Chair of the Executive Committee.
- (2) The Executive Committee shall meet at the call of the Secretary as required to carry out its responsibilities.
- (3) Meetings of the Executive Committee shall be closed to everyone other than members of the Executive Committee and those invited to attend at the request of the Executive Committee.
- (4) Quorum shall be 50% of Executive Committee members.
- (5) A record of all decisions shall be recorded by the Clerk, or in the Clerk's absence, by a member appointed by the Executive Committee.

II.2 Undergraduate Curriculum Committee (UCC)

(a) Membership

As established by the Constitution, the Undergraduate Curriculum Committee (UCC) shall consist of:

- (1) the undergraduate degree program coordinators from each unit of the Faculty as described in Article I of the Constitution;
- (2) the Associate Dean with responsibility for undergraduate academic affairs in the Faculty and the Secretary of Faculty Board, as *ex officio* members;
- (3) one FPGA undergraduate student appointed or elected by CASG as per Clause II.3 of the Constitution for a one-year term beginning immediately upon their selection;
- (4) the University Registrar (or the Registrar's designate) as *ex officio* (non-voting) member; and
- (5) the Undergraduate Curriculum and Calendar Officer in a non-voting capacity to serve as a resource for the Committee.

(b) Responsibilities

The Committee shall:

- (1) receive, review and initiate recommendations to Faculty Board for new and revised undergraduate degree, certificate, and diploma programs and courses administered by the units of the Faculty;
- (2) receive, review and initiate recommendations to Faculty Board concerning general or Faculty regulations in the undergraduate Calendar, specifically those governing admission, registration, examinations, academic standing, promotion and graduation;
- (3) review and comment on all proposed regulations originating outside the Committee that affect the academic progress of undergraduates in the Faculty;
- (4) consult with other Faculties concerning combined and cross-Faculty undergraduate programs or regulations affecting students in the Faculty; and
- (5) in consultation with the Secretary of Faculty Board, the UCC Chair shall annually establish a date by which all units of the Faculty must submit recommendations to the Committee for Calendar changes governing their undergraduate programs and courses for the following academic year.

(c) Meetings and Procedures

- (1) The Associate Dean (Academic) shall chair the Committee.
- (2) The Committee shall meet at the call of its Chair as required to carry out its responsibilities.
- (3) Meetings of the Committee shall be closed to everyone other than members of the Committee and those invited to attend at the request of the Committee.
- (4) Quorum shall be 50% of voting members.
- (5) The chair shall ensure that a record of committee decisions is maintained.

II.3 Graduate Curriculum Committee (GCC)

(a) Membership

As established by the Constitution, the Graduate Curriculum Committee (GCC) shall consist of:

- (1) one graduate program coordinator from each unit of the Faculty, as described in Article I of the Constitution, except for the School of Journalism and Communication, which shall be represented by one graduate program coordinator from Communication and Media Studies and one from Journalism;
- (2) the Associate Dean with responsibility for graduate academic affairs in the Faculty and the Secretary of Faculty Board, as *ex officio* members;
- (3) one FPGA graduate student appointed or elected by GSA as per Clause II.3 of the Constitution for a one-year term beginning immediately upon their selection;
- (4) the Graduate Registrar (or the Registrar's designate) as *ex officio* (non-voting) member; and
- (5) the Graduate Curriculum and Calendar Officer in a non-voting capacity to serve as a resource for the Committee.

(b) Responsibilities

The Committee shall:

- (1) receive, review and initiate recommendations to Faculty Board for new and revised graduate degree, certificate, and diploma programs and courses administered by the units of the Faculty;
- (2) receive, review and initiate recommendations to Faculty Board concerning general or Faculty regulations in the graduate Calendar, specifically those governing admission, registration, examinations, academic standing, promotion and graduation;
- (3) review and comment on all proposed regulations originating outside the Committee that affect the academic progress of graduate students in the Faculty;
- (4) consult with other Faculties concerning cross-Faculty graduate programs or regulations affecting students in the Faculty; and
- (5) in consultation with the Secretary of Faculty Board, the GCC Chair shall annually establish a date by which all units of the Faculty must submit recommendations to the Committee for Calendar changes governing their graduate programs and courses for the following academic year.

(c) Meetings and Procedures

- (1) The Associate Dean (Academic) shall chair the Committee.
- (2) The Committee shall meet at the call of its Chair as required to carry out its responsibilities.

- (3) Meetings of the Committee shall be closed to everyone other than members of the Committee and those invited to attend at the request of the Committee.
- (4) Quorum shall be 50% of voting members.
- (5) The chair shall ensure that a record of committee decisions is maintained.

II.4. Research Committee

(a) Membership

As established by the Constitution, the Research Committee shall consist of:

- (1) the Dean and the Associate Dean with responsibility for research in the Faculty
- (2) no more than five (5) faculty members from units of the Faculty (as described in Article I of the Constitution), chosen by the Dean and Associate Dean in consultation with Chairs and Directors. The composition of the committee shall be diverse and broadly representative, taking into consideration the breadth of faculty research areas and approaches, academic rank, and other priorities and commitments; and
- (3) such other members of the Faculty as may be invited to participate by the Chair of the Committee.

(b) Responsibilities

The Research Committee shall:

- (1) consider issues related to the support, encouragement and promotion of research in the Faculty, and to make recommendations as it considers appropriate; and
- (2) report to Faculty Board through the Chair of the Committee.

(c) Meetings and Procedures

- (1) The Associate Dean shall act as Chair.
- (2) The Committee shall meet at the call of the Chair as required.
- (3) The chair shall ensure that a summary record of committee meetings is maintained.

II.5 Joint Committee on Admissions and Studies (JCAS)

(a) Membership

As established by the Constitution, the Joint Committee on Admissions and Studies (JCAS) shall consist of:

- (1) four faculty members, two from the Faculty of Arts and Social Sciences (as defined in its Constitution) and two from the Faculty of Public and Global Affairs appointed by the Executive Committee of the appropriate Faculty Boards, to serve a three-year term, renewable;
- (2) two alternate faculty members, one from each Faculty Board, appointed by the appropriate Faculty Board Executive Committees for a three-year period, who will be called upon to replace regular members who are unable to attend;
- (3) one Admissions Officer and one representative from the Registrar's Office as *ex officio* non-voting members.
- (4) Terms of Office will normally commence July 1.

(b) Responsibilities

The Joint Committee on Admissions and Studies shall:

- (1) hear and decide petitions and appeals concerning the interpretation of, exceptions to, or administrative application of academic regulations affecting the admission and academic progression and graduation of students registered in undergraduate programs in either the Faculty of Arts and Social Sciences, the Faculty of Public and Global Affairs, or both;
- (2) actively monitor the admissions and academic regulations specific to undergraduate programs in either the Faculty of Arts and Social Sciences, the Faculty of Public and Global Affairs, or both, and make recommendations to the relevant Faculty Boards regarding regulatory change when needed;
- (3) prior to the start of each Fall term submit to both Faculty Boards a report on its activities covering the prior academic year.

(c) Meetings and Procedures

- (1) The JCAS shall select a Chair from among its members for a two-year term. The position of Chair shall alternate between the two Faculties.
- (2) The JCAS shall meet as required to consider petitions in a timely fashion.
- (3) Quorum shall be the Chair and two faculty representatives.

- (4) The Admissions Officer representative shall maintain a record of all meetings and committee decisions.

Adopted by Faculty Board: ~~February~~ April 10, 2025⁶

Date: April 2, 2026
To: FPGA Faculty Board
From: Josh Greenberg
Re: **Report of the Associate Dean (Research and Graduate)**

Canada Impact+ Research Chair

The FPGA Impact+ Research Chair adjudication committee reviewed around 30 applications from international candidates over two intake periods in January and March. The top recommended candidate from Intake 1 was nominated by the university committee and their application has now gone forward to the Tri-Council for adjudication. The university committee will meet in late April to review all Carleton nominees from Intake 2, of which there are two recommended candidates from FPGA. The results are expected to be announced by the Tri-Council this summer, with successful candidates joining Carleton as early as September 2026.

Canada Impact+ Research Trainee Award (CIRTA)

Carleton was allocated 10 CIRTA positions (6 PhD, 4 Postdoc) as part of the federal government's efforts to recruit talented international researchers to Canada. Awards are valued at \$40,000/year for 3 years (PhD) and \$70,000/year for 2 years (Postdoc). A committee chaired by the AVP Graduate Studies reviewed 63 nominations for these awards. FPGA candidates were very competitive, being successful recommended for 3 doctoral awards and 1 postdoctoral award (x-appt in FASS). Winners of the PhD awards have been notified by the Tri-Council and will (hopefully) join us in September.

Canada Impact+ Emerging Leaders

This program represents a \$120M investment by the federal government to help universities bring more internationally based early career researchers to Canada. We are still waiting on guidance about how this program will work and when we can begin outreach and recruitment. Our expectation is that we'll hear more when the results of the Impact+ Research Chair competition are announced.

Chair in Philanthropy

The dean has reached an agreement with the committee's nominated candidate for Canada's first Chair in Philanthropy. We are thrilled with the calibre of the successful candidate's research program and are excited to welcome them to Carleton. The paperwork is currently being finalized, and a public announcement will follow soon.

CERC in Arctic Defence and Security

An FPGA committee was established in May 2025 to recruit candidates for a prestigious Canada Excellence Research Chair position in Arctic Defence and Security. A strong candidate was identified through this process. They were subsequently interviewed and successfully recommended by a university-wide committee co-chaired by the Provost and VPRII. The candidate worked closely over several months with a team of subject matter experts and our colleagues in CORIS; they recently submitted their final application to the Tri-Council. We anticipate learning the results of this competition by January 2027.

SSHRC Development Grants

After a lengthy period of review and evaluation, the SSHRC Explore Research Development Grant (RDG) and [SSHRC Exchange Grant](#) programs will be returning with funding opportunities for eligible faculty members. The Exchange program supports innovative Knowledge Mobilization and was relaunched on April 2 with an application deadline of May 1. The RDG will be relaunched soon—watch for announcements in the OVPRII Funding Newsletter about both programs in the coming weeks.

FPGA Tri-Council Grant Success

I'm pleased to report that FPGA researchers continue to perform very well in Tri-Council grant competitions. We received notification from SSHRC last week that FPGA faculty members were awarded \$1.8M through the Insight Grant program, and that 5 of 11 applications were fully funded. Carleton performed well in this round of competition overall with a 59% success rate (national average 41%). In other Tri-Council news, we had two applications for Connection Grants ranked in the first sextile and fully funded at \$74,885, and 1 Partnership Development Grant totaling \$199,174. Congratulations to our researchers as well as our amazing research support and development team of Tobi Kozakewich and Michael Agnew.

Graduate Recruitment

Graduate recruitment for 2026-27 continues to go well. We are tracking closely to our enrolment goals across all programs. This has been challenging for programs given the university's difficult financial circumstances, a reduction in graduate scholarship funding, and continuing operational changes relating to the restructuring of Graduate Studies. Thank you to all FPGA Graduate Supervisors and their admissions committees, and our Graduate Administrators, for continuing with our rolling admissions process.

Dick, Ruth and Judy Bell Lecture

This year's Bell Lecture, **We Are All Ukrainians Now: Ukraine in a World of Global Hegemons**, will be delivered by The Honourable Chrystia Freeland. The event is

scheduled for Wednesday, May 6th and will be held in the Atrium of Richcraft Hall. Please register [here](#).

Author Meets Readers

Our penultimate AMR for the term was on April 2 at Irene's Pub, featuring a discussion about Dr. Joshua Steckley's (Banting Postdoctoral Fellow, Dept of Political Science) new book, *The Nightcrawlers: A Story of Worms, Cows & Cash in the Underground Bait Industry*.

Our final AMR of the year is on May 7 and will feature Tracey Lauriault's recent book, "Collaborative Research in the Datafied Society." Please [register](#) in advance.

To: FPGA Faculty Board

From: Paul Wilson, Associate Dean (Students and Enrolment)

Re: Report for February Faculty Board Meeting

Date: April 10, 2026

I wish to bring the following points to the attention of Faculty Board.

Recruitment and Enrolment

Admissions data (that is, applications, approvals and confirmations) remain strong for FPGA overall and for most of our units and degree programs. Compared to last year at this time, applications for FPGA are up almost 12%, while approvals are up 9% and confirmations up almost 20%. I have annexed a table to this memo which shows admissions data for the Faculty and the University overall, for FPGA units, and for FPGA degree programs (table 1).

Undergraduate Recruitment Office reports that the March Open House, held on Saturday, March 14, 2026, was a success, with 31% more students attending this year than last year. I have annexed a copy of their March Open House 2026 Report to this memo, in case you wish to review it.

UGR will be holding the Spring Open House on Saturday, May 9. The focus of this event will be connecting with prospective students looking to apply for September 2027 admission.

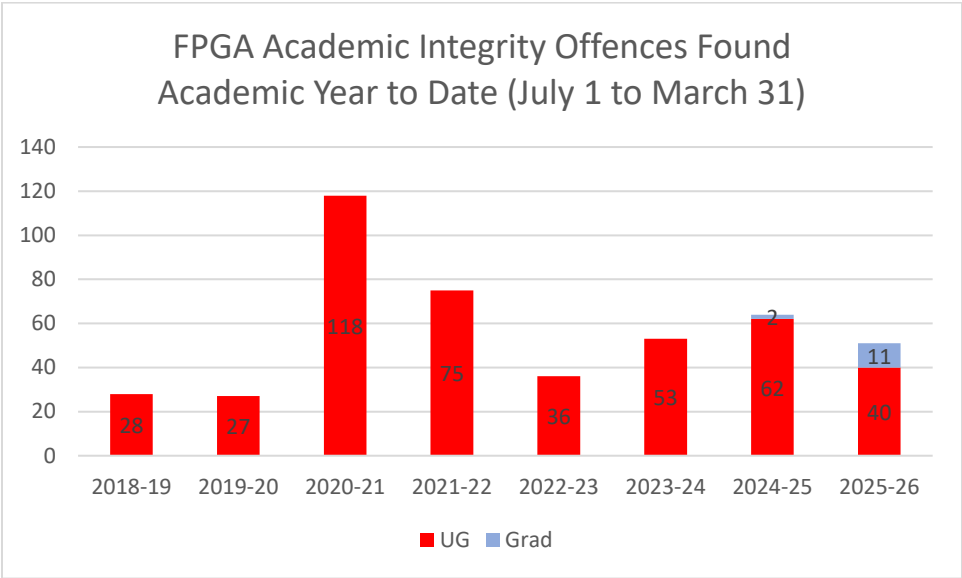
Academic Integrity

I anticipate that, as usual, academic integrity cases will pick up as instructors mark end of semester assignments and as we move into the exam period. I have annexed a chart (figure 1) showing the number of academic integrity offences found in the academic year to date (July 1 to March 31) from 2018/19 to the present. The data show case numbers continuing at levels lower than during the pandemic but higher than pre-pandemic. Looking ahead, it is reasonable to anticipate continued pressure on academic integrity processes as generative artificial intelligence tools become better and more widely accessible to students. This underscores the importance of reconsidering assessment design in this new context, as well as providing clear guidance to students in each course on the boundary between acceptable and unacceptable use of AI.

Table 1: Admissions as of April 1, 2026

| | Percent Change from Last Year | | |
|----------------------------------|-------------------------------|-----------|---------------|
| | Applications | Approvals | Confirmations |
| | | | |
| Carleton All | 9 | 8.3 | 10.7 |
| FPGA | 11.6 | 9 | 19.7 |
| | | | |
| Communications and Media Studies | -2 | 0.7 | 14 |
| Criminology | 0.3 | -3.5 | 20.5 |
| Economics | 4.9 | 8.3 | 33.3 |
| EURUS | 138.5 | 83.3 | 100 |
| Journalism | -8.9 | -11 | -8.6 |
| Law and Legal Studies | 9.6 | 5.9 | 8.2 |
| PAPM | 36.4 | 39.5 | 41.9 |
| Political Science | 34.4 | 39.2 | 37.3 |
| Social Work | 45.3 | n.a. | n.a. |
| | | | |
| B.A. Honours | 13.3 | 13.6 | 17 |
| B. COMS | -0.8 | 1.9 | 19.5 |
| B. ECON Honours | 10.3 | 13.5 | 31.8 |
| B. GINS | 12.9 | 6.8 | 3.6 |
| B. Journalism | -4.5 | -10.5 | -19.4 |
| B. Journalism/Humanities | 10.4 | 7.3 | 55.6 |
| B. MPD | -21.2 | -18.4 | 0 |
| B. PAPM | 34 | 38.4 | 38.7 |
| B. SW | 45.3 | n.a. | n.a. |

Figure 1: FPGA Academic Integrity Offences Found, by Academic Year (2018-2019 to present)



The March Open House at Carleton University welcomed over 3200 prospective and admitted students, along with their supporters, to campus to learn more about academic programs, student services, and campus life. This year’s event placed a particular focus on engaging applicants who had already received offers of admission, providing them with opportunities to explore their chosen programs, attend academic presentations, and connect with faculty, staff, and current students. Dedicated applicant programming, including an applicant reception and targeted information sessions, was designed to help admitted students deepen their understanding of the student experience and support their decision-making as they consider Carleton as their university of choice.

OBJECTIVES OF PARTICIPATION

- Provide prospective and admitted students with an opportunity to experience campus life firsthand.
- Support applicant conversion by helping admitted students gain a deeper understanding of their academic programs and the student experience.
- Showcase academic programs, student services, and support resources available at the university.
- Strengthen connections between prospective students, applicants, and the broader campus community.
- Highlight the welcoming and inclusive environment of the university.

KEY METRICS

| Metric | 2025 | 2026 | % Change |
|----------------|------|------|----------|
| Total Guests | 2518 | 3201 | +27.1% |
| Total Students | 1030 | 1349 | +31.0% |

CHANGES FROM LAST YEAR

- **Expanded applicant-focused programming:** The event introduced dedicated applicant engagement opportunities, including an Applicant Reception and an applicant presentation, designed to support admitted students as they consider accepting their offer.
- **Enhanced campus engagement opportunities:** Additional spaces and activities were utilized to provide more opportunities for visitors to interact with academic units, student services, and current students.
- **Updated floorplans for better traffic flow:** The Program Fairs for the Faculties of Science and Engineering and Design were reorganized to reduce congestion and make it easier for attendees to move between program tables.
- **Themed program panels:** All sessions within the Faculty of Engineering and Design were grouped under broader themes to help streamline scheduling and make it easier for attendees to navigate related areas of study.
- **Enhanced Logistics:** The creation of an internal event overview document for staff and faculty, an optional virtual walkthrough prior to the event, and a dedicated Residence Tours MS Teams chat ensured smooth coordination and real-time communication.

IMPACT ON RECRUITMENT GOALS

The March Open House supported undergraduate recruitment by increasing engagement with prospective and admitted students, particularly through enhanced applicant-focused programming. The event's growth in attendance and targeted engagement opportunities strengthened conversion efforts by helping applicants better understand their academic programs and campus experience. Overall, the event contributed to recruitment goals by reinforcing student interest and supporting informed enrollment decisions.

SUMMARY OF PARTICIPANT FEEDBACK

- Strong overall experience, with ~90–95% positive feedback across key areas.
- Registration and overall impression of Carleton were well received (~95%+ positive).
- Most attendees felt the event met expectations (~90% positive).
- Pre-event communication was generally effective (~80% positive), with room to further enhance clarity.



To: FPGA Faculty Board
From: Vandna Bhatia, Associate Dean (Academic)
Re: Report to Faculty Board
Date: April 3, 2026

TEACHING ASSISTANT ALLOCATIONS

TA allocations for summer 2026 will begin the week of April 6th. If you are assigned a TA, please complete the Assignment of Duties form as soon as possible to ensure your TA has time to accept the assignment before the term begins. More information about TA allocation in FPGA can be found at [TA Allocations & Resources](#) on the FPGA intranet.

Over the summer, I plan to prepare an instructors' handbook on working with TAs, update TA Handbook from last year. Please get in touch if you have any suggestions about information that should be included and/or any other feedback.

CURRICULUM UPDATES

I've worked with units on calendar changes, including several major program modifications, for 2026-28 and 2027-28. These changes have been discussed by FPGA's Undergraduate and Graduate Curriculum Committees. A summary list of program changes is attached to this report.

The UGCC approved an updated version of the [FPGA Grading Guidelines](#), which are available on the FPGA intranet site only. The guidelines include new standard letter grade descriptors/interpretations that instructors may find useful to consider when specifying grade expectations, rubrics for assignments, and for assessment. Updated information about grade distributions in the Faculty are also included.

FPGA DEFERRED MIDTERM PILOT

We received 18 requests for deferred midterm tests in the Winter term, and 206 students in total participated. As of the winter 2026 term, Exam Services has also begun to offer [scheduled deferred midterms](#) (over multiple weekends throughout the term), I will assess whether there is added value to continuing the FPGA pilot in 2026-27.

CARLETON COMMITTEES

I attend meetings of the **Undergraduate Affairs Committee**. At UGAF, SES and RO reported that they are considering options for moving the fall deferred exam period to earlier in January. This is to enable more timely notifications to students who have prerequisite courses in the fall that affect their winter registration and schedules.

OTHER

I'm a member of FPGA's **Strategic Enrolment Committee**. The committee met with chairs, directors and staff across units, and is preparing the first of two reports.

Summary of Proposed Program Modifications in FPGA (2025-26)

Graduate Programs

Communication and Media Studies (MA) – effective 2027-28

- Restructured to a 12-month program, reduced credits from 5.0 to 4.0, removed thesis option
- Renamed from MA in Communication to MA in Communication and Media Studies
- Collateral changes to MA programs with collaborative specialization in Latin American and Caribbean Studies and in Climate Change.

European, Russian, and Eurasian Studies (MA) – effective 2026-27

- Add a coursework only pathway
- Adjust language requirement: minimum 2000-level course proficiency

Economics (MA) – effective 2026-27

- Change program degree from MA to MSc in Economics
- Collateral changes to MSc concentrations and Collaborative Specializations in Data Science, African Studies, and Climate Change
- Updates to courses, removal of outdated preclusions

Economics (MA-MBA) – effective 2026-27

- [Deletion of the joint MA-MBA program \(Master of Arts Economics with Concentration in Financial Economics - Master of Business Administration with Concentration in Finance and Economics\)](#) –

Migration and Diaspora Studies (MA) – effective 2026-27

- Clarify accelerated pathway admission requirements to MA

International Affairs (MA) – effective 2026-27

- Reduce number of fields from 8 to 4, with associated changes to core and field courses
- Deletion of internship options
- Collateral changes to MA programs with collaborative specializations in African Studies, Climate Change, Cybersecurity, Data Science, LACS
- Updates to course descriptions, prerequisites

International Affairs (MIPIS) – effective 2026-27

- Deletion of the M.Eng Infrastructure Protection and International Security
- Governance changes to move the program into NPSIA/FPGA exclusively
- Course offerings in MIPIS and Collaborative Specialization in Cybersecurity updated to reflect deletion of M.Eng IPIS program
- Course offerings also updated for Graduate Diploma in IPIS

Political Economy (GDip) – effective 2026-27

- Eliminate Type 3 Graduate Diploma in Work and Labour

Public Policy and Administration (MPPA) – effective 2026-27

- Add advanced completion option to Collaborative Specialization in Climate Change

- Deletion of Indigenous Policy and Administration concentration

Public Policy and Administration (GDip) – effective 2026-27

- Deletion of the Graduate Diploma in Indigenous Policy and Administration

Public Policy and Administration (MPP-SEV) – effective 2026-27

- Updates to courses for MPP – Sustainable Energy and Environment program

Undergraduate Programs

Global and International Studies – effective 2027-28

- Deletion of all existing specializations and streams
- Replaced by new BGIInS, BGIInS Honours, BGIInS Combined Honours pathways
- New concentrations for BGIInS Honours to replace specializations
- Deletion of specialization and stream in Latin American and Caribbean Studies, with no replacement

Communication and Media Studies – effective 2026-27

- Updates to course lists for Honours, Combined Honours, and 15-credit programs

Economics – effective 2026-27

- Deletion of Post-Baccalaureate Diploma in Economics
- Updates to required and elective courses for Concentration in Math and Quantitative Economics, Economics and Math Combined Honours, and Economics and Statistics Combined Honours

Journalism (BJ-HUM) – effective 2026-27

- Remove language requirement
- Updates to program course list

Journalism – effective 2026-27

- Updates to courses for BJ, BJ Honours, BJ Combined Honours, BJ-COMS Combined Honours, BJ Honours with Concentration in Health Sciences, and Minor in News Media and Information
- Updates to courses for BMPD

Law and Legal Studies – effective 2026-27

- Renamed Concentration in Business Law and Private Power for Honours and Combined Honours programs
- Updated course lists for the revised concentration

Political Science – effective 2027-28

- Update to program language requirement

Public Affairs and Policy Management – effective 2027-28

- Deletion of all existing specializations and streams
- Replaced by new BPAPM Honours with Concentration, three new concentrations, four optional streams, and a new PAPM-COMS Combined Honours
- Includes addition of newly piggybacked INAF and PADM courses

2026-04-03

To: FPGA Faculty Board
From: Yanling Wang, Associate Dean, Equity & Inclusion
Subject: April 2026 Report

Five items included in this report.

1. FPGA Excellence Award Celebration

Please mark your calendar and join colleagues for the 2026 Excellence celebration. **It is from 2 to 4 in Loeb Lounge on May 14.**

At the Celebration, winners for this year's excellence will be announced. It is a great chance to mingle with colleagues and to congratulate winners for their success.

The excellence categories are: Research Excellence Award, Teaching Excellence Award, Equity and Inclusion Excellence Award, Public Commentary Award, Public Engagement Award and Staff Excellence Award.

2. A Heads-up on Embedding EDIR into Teaching Resource Hub

The Dean's Office has been developing a resource hub for instructors to reference. The Hub is a collection of useful resources covering all areas of developing a syllabus. It will be made available in the Spring on FPGA's intranet for instructors who look for ideas to start or deepen embedding equity, diversity, inclusion and indigenization in their courses.

3. Recipients from FPGA for the CU-CUASA EDI Research and Teaching Innovation Award

Congratulations to the following three FPGA colleagues who are among the 2026 deserving recipients:

- Professor Matthew Pearson from School of Journalism and Communications: *"From the margins to the mainstream: Tracing Toronto Star's evolving coverage of the queer community's Pride celebration"*
- Professor Lama Mourad from NPSIA: *"Protocol 97: Democratizing global-governance education through AI-assisted experiential learning"*
- Professor Adrian Harewood from School of Journalism and Communications: *"History in action- A community Journalism partnership between Carleton University's School of Journalism and Communication & Black Ottawa Scene"*

4. C.J. Scott Memorial Award in International Relations and Diplomacy (\$1,000)

Congratulations to Nyabuol Biel Gang for winning the C.J Scott Memorial Award in International Relations and Diplomacy.

Nyabuol is an undergraduate student in BGIInS. Among the many impressive and impact generating work, Nyabuol has been serving as a member of the Canadian Refugee Education Council, advising the Ministry of International Development on the Together for Learning Campaign. In addition, Nyubuol served as the refugee youth advisor for Generation Unlimited Leadership under CEO Kevin Frey, focusing on refugee youth engagement in green skills and innovation, as a member of the Young People's Action Team.

5. Student EDIR Community Excellence Award (\$1,000)

Congratulations to Kiara Gibbs-Cawker, a 4th year undergraduate student at Bachelor of Global and International Studies. Kiara has sustained volunteer and paid role in enriching students' life and experience in equity, diversity and inclusion. She serves as the EDI Student Program Coordinator for African, Caribbean, and Black programming, and RISE Coordinator for Racialized and International Student Experience at Carleton University Students' Association, developing programming supporting students navigating the intersections of race, culture and international transition.

To: FPGA Faculty Board
From: David Mendeloff, Associate Dean (Faculty Affairs)
Date: April 2, 2026

Re: **Report of the Associate Dean (Faculty Affairs)**

Academic leadership appointments

Prof. Dennis Kao has been appointed Director of the **School of Social Work** for a five-year term effective July 1. Please join me in congratulating Dennis and thanking the appointment committee: Allison Everett, Pamela Grassau, Andrea Kenny, Beth Martin, Jeff Sahadeo, Karen Sewell and students Maria Jackson and Lilli Green. I also want to thank Deborah Connors who has done a tremendous job leading the School over the past two years.

Prof. Jennifer Stewart has been re-appointed as Director of the **School of Public Policy and Administration** for a three-year term, resuming after her well-deserved administrative leave in 2026-27. Please join me in congratulating Jennifer on her re-appointment.

A call has been issued for the Director of the **College of Global Studies**. The Dean has now assembled an appointment committee, which she will be chairing.

The Dean has asked me to chair the appointment committee for the next **Associate Dean (Students and Enrolment)**. The committee will be meeting in mid-April to make a recommendation.

Faculty Governance

Faculty Board Executive Positions. I am disappointed to report that we did not receive a single nomination for our elected Faculty Board positions for next year. As I noted in my remarks to Faculty Board in February, I am serving as Faculty Board Secretary only because no one else has stepped forward to take it on. Without a Secretary, Faculty Board would not be able to convene. It is important to note that while I am serving in this role as a faculty member, it really should be filled by someone who is not also an Associate Dean. Faculty Board is an independent Faculty body and should not be perceived as being run by the Dean's office. If anyone missed the deadline for nominations and would like to take on this role (or to serve on the Executive Committee), please contact me. These are not onerous service commitments, but they are important to ensure robust Faculty governance.

Constitution. Since no nominations were submitted for the role of Clerk, we will be proceeding with an amendment to the Constitution and Bylaws at the April 10 meeting to remove the Clerk as an elected position and to have it filled by an administrative staff member in the Dean's office. As noted in the presentation to Faculty Board last month, this is the current practice of all Faculty Boards except for FASS and FPGA. It is also effectively how we have operated since Fall 2023, without issue. (Thank you, Laurie Jaeger and Stephanie Bourk!)

University governance

Senate Quality Assurance and Planning Committee (SQAPC) is looking for two FPGA faculty members to serve on the committee for next year. If you are a current or former Chair or Director, have served as a program supervisor/coordinator/director, chaired or served on your unit's curriculum committee, or have been involved in your unit's Cyclical Program Review, you are well qualified to serve on this committee! Please consider putting your name forward. Contact me if you are interested or for more information about the committee.

Senate. Elections were recently held for Senate vacancies starting July 1, 2026. Congratulations to FPGA students Brian Timmons, Joshua Chicoine and Madvan Nikhil Sewpal on their elections as student Senators. Unfortunately, no nominations were received from FGPA faculty members for two vacant seats. Please be on the lookout for calls for nominations to fill those vacancies.

have been involved in your unit's Cyclical Program Review, you are well qualified to serve on this committee! Please consider putting your name forward. Contact me if you are interested or for more information about the committee.

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To: FPGA Faculty Board
From: David Mendeloff, Chair, FPGA Faculty Board Executive Committee
Date: April 2, 2026

Re: **Report of the Faculty Board Executive Committee**

The Executive Committee conducted the following business since the last Faculty Board meeting on February 20, 2026:

April Faculty Board Agenda

The Executive Committee reviewed the April Faculty Board agenda via email on March 31-April 1, 2026 and approved the agenda by unanimous consent.

Revision to Confirmed Winter Graduation List

Subsequent to Faculty Board confirmation of the Winter undergraduate graduation list, the RO notified me that one student had withdrawn their application for graduation due to an internship opportunity this term. As a result they updated the graduation list that we previously confirmed. No action was required by Faculty Board.