**Carleton**
**UNIVERSITY**
**Canada's Capital University**

Office of the Provost and
Vice-President (Academic)

*memorandum*

DATE:   March 29, 2019

TO:   Senate

FROM:   Dr. Jerry Tomberlin, Provost and Vice-President (Academic), Chair, Senate Academic Program
Committee

RE:   2018-19 Calendar Curriculum Proposals
**Undergraduate Major Modifications**

## Background

Following Faculty Board approval and, as part of academic quality assurance, major curriculum modifications are considered by the Carleton University Committee on Quality Assurance (CUCQA), the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP) and the Senate Academic Program Committee (SAPC) before being recommended to Senate.

## Documentation

Recommended calendar language, along with supplemental documentation as appropriate, are provided for consideration and approval.

## Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 2 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

> **THAT** Senate approve the major modifications as presented below with effect from Fall 2018.

## Major Modifications

1.  **BA Open Studies**
    CUCQA approval: March 13, 2019
    SCCASP approval: March 19, 2019

**SAPC Motion March 21, 2019**

THAT SAPC recommends to Senate the approval of the major modification to the BA in Open Studies as presented with effect from Fall 2018.

**Senate Motion March 29, 2019**

> **THAT** Senate approve the major modification to the BA in Open Studies program as presented with effect from Fall 2018.

2.  **BSc Open Studies**

CUCQA approval: March 13, 2019
SCCASP approval: March 19, 2019

**SAPC Motion March 21, 2019**
THAT SAPC recommends to Senate the approval of the major modification to the BSc in Open Studies as presented with effect from Fall 2018.

**Senate Motion March 29, 2019**

**THAT** Senate approve the major modification to the BSc in Open Studies program as presented with effect from Fall 2018.

# Executive Summary

# Open Studies B.A./B.Sc.

**MEMORANDUM**

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

**From:**  OVPAVP

**CC:**   Pauline Rankin, Dean, Faculty of Arts and Social Sciences
         André Plourde, Dean, Faculty of Public Affairs
         Chuck MacDonald, Dean, Faculty of Science

**Date:** March 8th, 2019

**Subject:** Major Modification to Open Studies B.A./B.Sc.(Track A1)

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### *Modification Description*

The executive summary outlines the Track A1 major modifications to the *Undeclared B.A./B.Sc*. Program. Firstly, the *Undeclared B.A./B.Sc* will undergo a name change to the *Open Studies B.A./B.Sc.*, and secondly, new graduation pathways for this degree designation will be introduced.

An examination of student audits in FASS, FPA, and FSCI suggested that a number of students had enough credits to complete B.A. or B.Sc. degrees, but they did not fulfil the requirements of a specific degree program.  Reasons for students not completing their degrees varied, but the current requirements were enough to prevent students from graduating.  The introduction of graduation pathways for these students would provide new opportunities for retention and graduation.

Students can apply directly to the *Open Studies B.A./B.Sc.* if they are unsure about which discipline they would like to pursue. Students are expected to apply to enter a thematic or discipline-specific program before beginning their second year of study and will be required to meet with an academic advisor at the Academic Advising Centre who will offer support in making this decision.

First year students in the Open Studies B.A.  should register in a B.A. First year-seminar and courses in a least three different disciplines leading to programs within the Faculty of Arts and Social Sciences.

First year students in the Open Studies B.Sc. should registers in 2.0 credits in Experimental Science, 1.0 credit in Mathematics, 1.0 credit in Mathematics, Experimental Science or Computer Science and 1.0 credit chosen from NSCI 1000 [0.5] and/or approved courses outside the Faculties of Science and Engineering (course categories are outlined in the courseleaf entry).

**To graduate from Open Studies B.A., students require**:
1. 6.0 credits from disciplines in the Faculty of Arts and Social Science or the Faculty of Public Affairs.
2. 9.0 credits in free electives.

**To graduate from Open Studies B.Sc., students require:**
1. 6.0 credits from disciplines in the Faculty of Science or the Faculty of Engineering and Design.
2. 9.0 credits in free electives.

**To graduate from the Open Studies B.A./B.Sc.:**
1. Students must complete 2.0 credits at the 3000 level or above;
2. Subject to individual program restrictions, students may be eligible to declare a minor.

In addition to the requirements presented here, **Open Studies B.A**. students must satisfy the Bachelor of Arts regulations, including the Breadth Requirement, and University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Performance Evaluation (consult the Academic Regulations of the University section of this Calendar). **Open Studies B.Sc**. students must satisfy the Bachelor of Science regulations, including the Breadth and Experimental Science Requirements, and University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Performance Evaluation (consult the Academic Regulations of the University section of this Calendar).

Advanced standing entry into the Open Studies B.A./B.Sc. program is restricted.  Student must consult with an academic advisor for more information and to receive permission to apply to graduate.

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## *Impact on Other Programs*

Students can find it difficult to decide which thematic or discipline-specific program they want to take for their academic studies. The Open Studies program enables students to begin their studies with a broad set of topics to help them narrow their focus and transition into a thematic or discipline-specific program. In this context, the program provides a starting point for students to move into other B.A. and B.Sc. programs.

For various reasons, students may not be able to complete their chosen thematic or discipline-specific programs. However, they may have completed the number of courses at or exceeding the minimum program requirements. In this context, while students don't qualify for a thematic or discipline-specific degree, they may be able to qualify for the Open Studies degree.

On entry, the Open Studies program helps students transition into other B.A. and B.Sc. programs. On exit, it provides the potential for students who are leaving a program to secure a credential for their efforts.

**Note**:

1. The Deans from FASS, FPA and Science have been consulted for this modification and have agreed to move it forward.


*Resources* (2 pages)

Advising of students in the program is required both on entry and exit. Advising on entry is already in place, and increases in advising, including mandatory advising, are in planning at Carleton. As is also the case, courses are provided by the existing faculties. Therefore, the program requires no new resources.

Date Submitted: 02/20/19 11:01 am

## Viewing: **<span style="color:darkred">TBD-1109 : Undeclared (B.A.)</span>** <span style="color:green">(B.A.</span> <span style="color:red">~~(B.A., B.Sc.)~~</span>

Last approved: 02/20/18 3:04 pm

Last edit: 03/08/19 3:06 pm

Last modified by: mikelabreque

**<span style="color:green">Changes proposed by: mikelabreque</span>**

## In Workflow

**1. TBD ChairDir UG**
**2. FPA ChairDir UG**
**3. FASS ChairDir UG**
**4. AS FCC**
**5. AS FBoard**
**6. PA FCC**
**7. PA FBoard**
**8. <span style="color:orange">CUCQA</span>**
9. PRE SCCASP
10. SCCASP
11. SAPC
12. Senate
13. PRE CalEditor
14. CalEditor

## Approval Path

1. 02/20/19 10:58 am
   Mike Labreque
   (mikelabreque): Rollback
   to Initiator
2. 02/20/19 11:01 am
   Mike Labreque
   (mikelabreque): Rollback
   to Initiator
3. 02/21/19 3:53 pm
   Mike Labreque
   (mikelabreque):
   Approved for TBD
   ChairDir UG
4. 02/26/19 1:37 pm
   David Mendeloff
   (davidmendeloff):
   Approved for FPA
   ChairDir UG
5. 02/26/19 1:44 pm
   Richard Mann
   (richardmann): Approved
   for FASS ChairDir UG
6. 02/26/19 1:48 pm
   Richard Mann
   (richardmann): Approved
   for AS FCC
7. 03/08/19 1:43 pm
   Richard Mann
   (richardmann): Approved
   for AS FBoard
8. 03/08/19 2:07 pm
   David Mendeloff

(davidmendeloff):
Approved for PA FCC
9. 03/08/19 2:09 pm
David Mendeloff
(davidmendeloff):
Approved for PA FBoard

## History

1. Oct 30, 2014 by sandra
2. Apr 18, 2017 by Sandra
   Bauer (sandrabauer)
3. Feb 20, 2018 by Mike
   Labreque (mikelabreque)

| | |
|---|---|
| Calendar Pages Using this Program | Undeclared<br>Open Studies |
| Effective Date | 2018-19 |
| Workflow | **majormod** ~~minormod~~ |
| Program Code | TBD-1109 |
| Level | Undergraduate |
| Faculty | Faculty of Arts and Social Sciences<br>Faculty of **Public Affairs** ~~Science~~ |
| Academic Unit | **Arts & Social Sciences (Faculty of)** ~~TBD~~<br>**Public Affairs (Faculty of)** |
| Degree | |
| Title | Undeclared **(B.A.)** ~~(B.A., B.Sc.)~~ |

# Program Requirements

## Open Studies Program
## Bachelor of Arts

**Students can find it difficult to decide which thematic or discipline-specific program they want to take for their academic studies.** ~~Bachelor of Arts Bachelor of Science Degree students may begin their studies in the B.A.or in the B.Sc.degree as Undeclared Students.This means that they have not yet chosen a program within the degree.~~**The Open Studies** ~~Undeclared students normally must apply to enter a~~ program **typically enables students to begin** ~~before beginning~~ their **studies with a broad set** ~~second year~~ of **topics to help them narrow their focus and transition into a thematic or discipline-specific program.** ~~study.~~ **The recommended course pattern for students is outlined** *below*. **Students are normally expected to apply to enter a thematic or discipline-specific program before beginning their second year of study and will be required to meet with an academic advisor at the Academic Advising Centre who will offer support in making this decision.**

**Advanced standing entry into the B.A. Open Studies program is restricted.  Please consult with an academic advisor for more information.**

~~The Academic Advising Centre offers support to Undeclared students in making this decision.~~ Academic Standing for **Open Studies Programs** ~~Undeclared Students~~

For purposes of Academic Performance Evaluation, ~~Undeclared~~ students **in Open Studies programs** are assessed using only the Overall CGPA.

## First-year Course Selection for B.A. Open Studies ~~Course Selection for Undeclared~~ Students

To give themselves the greatest range of choices **and transition to** ~~when selecting~~ a **more specific** program, **first-year Open Studies B.A.** ~~Undeclared students should conform to the following guidelines in selecting their courses. Bachelor of Arts Bachelor of Science Degree~~ **students should conform to** ~~may begin their studies in~~ **the following guidelines in selecting their initial courses.** ~~B.A.~~

**Open Studies B.A.** ~~Bachelor of Arts Undeclared B.A.~~ students should register in:

1. A B.A. First-year seminar (FYSM);
2. Courses in at least three different disciplines leading to programs within the **Faculty of Arts and Social Sciences or the Faculty of Public Affairs.** ~~B.A.~~

~~Bachelor of Science Undeclared B.Sc.students should register in:  Course Categories Approved Courses Outside the Faculties of Science and Engineering and Design Approved courses outside the faculties of Science and Engineering and Design are specified in the Academic Regulations for the Bachelor of Science Degre e section of this Calendar.~~
~~Appropriate Computer Science Courses~~

~~COMP 1004 [0.0]~~                    ~~Course COMP 1004 Not Found~~
~~COMP 1005 [0.5]~~                    ~~Introduction to Computer Science I~~
~~COMP 1006 [0.5]~~                    ~~Introduction to Computer Science II~~
~~Appropriate Mathematics Courses~~
~~Calculus~~
~~MATH 1002 [1.0]~~                    ~~Calculus and Introductory Analysis I~~
~~MATH 1007 [0.5]~~                    ~~Elementary Calculus I~~
~~Algebra~~
~~MATH 1102 [1.0]~~                    ~~Algebra I~~
~~MATH 1107 [0.5]~~                    ~~Linear Algebra I~~
~~Experimental Science Courses~~
~~Biology~~
~~BIOL 1103 [0.5]~~                    ~~Foundations of Biology I~~
~~BIOL 1104 [0.5]~~                    ~~Foundations of Biology II~~
~~Chemistry~~
~~CHEM 1001 [0.5]~~                    ~~General Chemistry I~~
~~CHEM 1002 [0.5]~~                    ~~General Chemistry II~~
~~CHEM 1005 [0.5]~~                    ~~Elementary Chemistry I~~
~~CHEM 1006 [0.5]~~                    ~~Elementary Chemistry II~~
~~Earth Sciences~~
~~ERTH 1006 [0.5]~~                    ~~Exploring Planet Earth~~
~~ERTH 1009 [0.5]~~                    ~~The Earth System Through Time~~
~~Physics~~

~~PHYS 1001 [0.5]~~                    ~~Foundations of Physics I~~

~~PHYS 1002 [0.5]~~                    ~~Foundations of Physics II~~

~~PHYS 1003 [0.5]~~                    ~~Introductory Mechanics and Thermodynamics~~

~~PHYS 1004 [0.5]~~                    ~~Introductory Electromagnetism and Wave Motion~~

~~PHYS 1007 [0.5]~~                    ~~Elementary University Physics I~~

~~PHYS 1008 [0.5]~~                    ~~Elementary University Physics II~~

~~1.  2.0 credits in Experimental Science~~                                      ~~2.0~~

~~2.  1.0 credits in Mathematics~~                                               ~~1.0~~

~~3.  1.0 credit in Mathematics, Experimental Science or Computer Science~~      ~~1.0~~

~~4. 1.0 credit chosen from:~~                                                   ~~1.0~~

~~NSCI 1000 [0.5]~~                    ~~Seminar in Science~~

~~and/or approved courses outside the faculties of Science and Engineering and Design~~

| Total Credits | 0.0 |
| --- | --- |

| | |
| --- | --- |
| New Resources | No New Resources |
| Summary | Adding B.A. and B.Sc. Open Studies programs to Calendar. |
| Rationale for change | |
| Transition/Implementation | |

| | |
| --- | --- |
| Program reviewer comments | **mikelabreque (02/20/19 10:58 am):** Rollback: To correct workflow<br>**mikelabreque (02/20/19 11:01 am):** Rollback: to correct workflow<br>**mikelabreque (02/20/19 11:06 am):** Split B.A. Undeclared entry out and added a new standalone entry for B.Sc. Undeclared (TBD-1940).<br>**davidmendeloff (02/26/19 1:37 pm):** Added the word "typically" to the second sentence of the program description.<br>**mikelabreque (03/08/19 3:06 pm):** Update to major mod and add workflow steps in, per OVPAVPA. |

Key: 1109

# Program Change Request

## **New Program Proposal**

Date Submitted: 02/20/19 11:21 am

## Viewing: **TBD-1938 : Open Studies B.A. General**

Last edit: 02/20/19 11:21 am

Last modified by: mikelabreque

**Changes proposed by: mikelabreque**

## In Workflow

1. **FPA ChairDir UG**
2. **FASS ChairDir UG**
3. **PA Dean**
4. **AS Dean**
5. **AS FCC**
6. **AS FBoard**
7. **PA FCC**
8. **PA FBoard**
9. **CUCQA**
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. PRE CalEditor
15. CalEditor

## Approval Path

1. 02/21/19 2:51 pm
   David Mendeloff
   (davidmendeloff):
   Approved for FPA
   ChairDir UG
2. 02/21/19 2:57 pm
   Richard Mann
   (richardmann): Approved
   for FASS ChairDir UG
3. 02/21/19 2:58 pm
   David Mendeloff
   (davidmendeloff):
   Approved for PA Dean
4. 02/21/19 3:01 pm
   Richard Mann
   (richardmann): Approved
   for AS Dean
5. 02/26/19 1:23 pm
   Richard Mann
   (richardmann): Approved
   for AS FCC
6. 03/08/19 1:43 pm
   Richard Mann
   (richardmann): Approved
   for AS FBoard
7. 03/08/19 2:07 pm
   David Mendeloff

| Calendar Pages Using this Program | **Open Studies** |
| --- | --- |

| Effective Date | 2018-19 |
| --- | --- |
| Workflow | majormod |
| Program Code | TBD-1938 |
| Level | Undergraduate |
| Faculty | Faculty of Arts and Social Sciences<br>Faculty of Public Affairs |
| Academic Unit | Arts & Social Sciences (Faculty of)<br>Public Affairs (Faculty of) |
| Degree | Bachelor of Arts |
| Title | Open Studies B.A. General |

## Program Requirements

## Open Studies Program Requirements
## B.A. General (15.0 credits)

Enrolment in the B.A. Open Studies program is restricted.  Please consult with an academic advisor for more information.

| | | |
| --- | --- | --- |
| 1. | **6.0 credits from disciplines in the Faculty of Arts and Social Sciences or the Faculty of Public Affairs** | **6.0** |
| 2. | **9.0 credits in free electives** | **9.0** |
| | Total Credits | 15.0 |

**Notes:**

1. Students must complete 2.0 credits at the 3000 level or above;
2. Subject to individual program restrictions, students may be eligible to declare a Minor.

In addition to the requirements presented here, students must satisfy the Bachelor of Arts regulations, including the Breadth Requirement, and University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Performance Evaluation (consult the Academic Regulations of the University section of this Calendar).

| New Resources | No New Resources |
| --- | --- |
| Summary | Adding B.A. Open Studies program for approval. |

Rationale

Transition/Implementation

Program reviewer
comments

Key: 1938

# Program Change Request

## New Program Proposal

Date Submitted: 02/20/19 11:06 am

## Viewing: **TBD-1940 : Undeclared (B.Sc.)**

Last edit: 02/20/19 11:06 am

Last modified by: mikelabreque

**Changes proposed by: mikelabreque**

### In Workflow

1. **SCI ChairDir UG**
2. **SCI Dean**
3. **SCI FCC**
4. **SCI FBoard**
5. **CUCQA**
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. PRE CalEditor
11. CalEditor

### Approval Path

1. 02/20/19 11:00 am Mike Labreque (mikelabreque): Rollback to Initiator
2. 02/20/19 12:40 pm Chuck MacDonald (chuckmacdonald): Approved for SCI ChairDir UG
3. 02/20/19 12:43 pm Chuck MacDonald (chuckmacdonald): Approved for SCI Dean
4. 02/20/19 5:37 pm Patrice Smith (patricesmith): Approved for SCI FCC
5. 02/28/19 5:26 pm Patrice Smith (patricesmith): Approved for SCI FBoard

| | |
|---|---|
| Calendar Pages Using this Program | Open Studies |
| Effective Date | 2018-19 |
| Workflow | majormod |
| Program Code | TBD-1940 |

| Level | Undergraduate |
|---|---|
| Faculty | Faculty of Science |
| Academic Unit | Science (Faculty of) |
| Degree | Bachelor of Science General |
| Title | Undeclared (B.Sc.) |

## Program Requirements

## Open Studies Program
## Bachelor of Science

Students can find it difficult to decide which thematic or discipline-specific program they want to take for their academic studies. The Open Studies program enables students to begin their studies with a broad set of topics to help them narrow their focus and transition into a thematic or discipline-specific program. The recommended course pattern for students is outlined *below*. Students are normally expected to apply to enter a thematic or discipline-specific program before beginning their second year of study and will be required to meet with an academic advisor at the Academic Advising Centre who will offer support in making this decision.

Advanced standing entry into the B.Sc. Open Studies program is restricted.  Please consult with an academic advisor for more information.

### Academic Standing for Open Studies Programs

For purposes of Academic Performance Evaluation, students in Open Studies programs are assessed using only the Overall CGPA.

### First-year Course Selection for B.Sc. Open Studies Students

To give themselves the greatest range of choices and transition to a more specific program, first-year Open Studies B.Sc. students should conform to the following guidelines in selecting their initial courses.

Open Studies B.Sc. students should register in:

1. **2.0 credits in Experimental Science** — **2.0**
2. **1.0 credit in Mathematics** — **1.0**
3. **1.0 credit in Mathematics, Experimental Science or Computer Science** — **1.0**
4. **1.0 credit chosen from:** — **1.0**
   **NSCI 1000 [0.5]**                                                   **Seminar in Science**
   **and/or approved courses outside the faculties of Science and Engineering and Design**

| Total Credits | 5.0 |
|---|---|

## Course Categories

**Experimental Science Courses**
**Biology**

**BIOL 1103** [0.5]                    **Foundations of Biology I**

**BIOL 1104** [0.5]                    **Foundations of Biology II**

**Chemistry**

**CHEM 1001** [0.5]                    **General Chemistry I**

**CHEM 1002** [0.5]                    **General Chemistry II**

**CHEM 1005** [0.5]                    **Elementary Chemistry I**

**CHEM 1006** [0.5]                    **Elementary Chemistry II**

**Earth Sciences**

**ERTH 1006** [0.5]                    **Exploring Planet Earth**

**ERTH 1009** [0.5]                    **The Earth System Through Time**

**Physics**

**PHYS 1001** [0.5]                    **Foundations of Physics I**

**PHYS 1002** [0.5]                    **Foundations of Physics II**

**PHYS 1003** [0.5]                    **Introductory Mechanics and Thermodynamics**

**PHYS 1004** [0.5]                    **Introductory Electromagnetism and Wave Motion**

**PHYS 1007** [0.5]                    **Elementary University Physics I**

**PHYS 1008** [0.5]                    **Elementary University Physics II**

**Appropriate Mathematics Courses**

**Calculus**

**MATH 1002** [1.0]                    **Calculus and Introductory Analysis I**

**MATH 1007** [0.5]                    **Elementary Calculus I**

**Algebra**

**MATH 1102** [1.0]                    **Algebra I**

**MATH 1107** [0.5]                    **Linear Algebra I**

**Appropriate Computer Science Courses**

**COMP 1005** [0.5]                    **Introduction to Computer Science I**

**COMP 1006** [0.5]                    **Introduction to Computer Science II**

## Approved Courses Outside the Faculties of Science and Engineering and Design

Approved courses outside the faculties of Science and Engineering and Design are specified in the _Academic Regulations for the Bachelor of Science Degree_ section of this Calendar.

| | |
|---|---|
| New Resources | No New Resources |
| Summary | Separating Undeclared section into separate entries for B.A. and B.Sc. |
| Rationale | |
| Transition/Implementation | |
| Program reviewer comments | **mikelabreque (02/20/19 11:00 am):** Rollback: to correct workflow |

Key: 1940

# Program Change Request

## New Program Proposal

Date Submitted: 02/20/19 11:22 am

## Viewing: **TBD-1939 : Open Studies B.Sc. General**

Last edit: 02/20/19 11:22 am

Last modified by: mikelabreque

**Changes proposed by: mikelabreque**

### In Workflow

1. **SCI ChairDir UG**
2. **SCI Dean**
3. **SCI FCC**
4. **SCI FBoard**
5. **CUCQA**
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. PRE CalEditor
11. CalEditor

### Approval Path

1. 02/20/19 12:40 pm
   Chuck MacDonald
   (chuckmacdonald):
   Approved for SCI ChairDir
   UG
2. 02/20/19 12:43 pm
   Chuck MacDonald
   (chuckmacdonald):
   Approved for SCI Dean
3. 02/20/19 5:37 pm
   Patrice Smith
   (patricesmith): Approved
   for SCI FCC
4. 02/28/19 5:26 pm
   Patrice Smith
   (patricesmith): Approved
   for SCI FBoard

| | |
|---|---|
| Calendar Pages Using this Program | Open Studies |
| Effective Date | 2018-19 |
| Workflow | majormod |
| Program Code | TBD-1939 |
| Level | Undergraduate |
| Faculty | Faculty of Science |

| | |
|---|---|
| Academic Unit | Science (Faculty of) |
| Degree | Bachelor of Science General |
| Title | Open Studies B.Sc. General |

## Program Requirements

## Open Studies Program Requirements
## B.Sc. General (15.0 credits)

Enrolment in the B.Sc. Open Studies programs is restricted.  Please consult with an academic advisor for more information.

| | | |
|---|---|---|
| **1.** | **6.0 credits from disciplines in the Faculty of Science or the Faculty of Engineering and Design** | **6.0** |
| **2.** | **9.0 credits in free electives** | **9.0** |
| | Total Credits | 15.0 |

**Notes:**

1. Students must complete 2.0 credits at the 3000 level or above;
2. Subject to individual program restrictions, students may be eligible to declare a Minor.

In addition to the requirements presented here, students must satisfy the Bachelor of Science regulations, including the Breadth and Experimental Science Requirements, and University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Performance Evaluation (consult the Academic Regulations of the University section of this Calendar).

| | |
|---|---|
| New Resources | No New Resources |
| Summary | Adding B.Sc. Open Studies program for approval. |
| Rationale | |
| Transition/Implementation | |
| Program reviewer comments | |

Key: 1939

DATE:   March 29, 2019

TO:      Senate

FROM:  Dr. Jerry Tomberlin, Provost and Vice-President (Academic), Chair, Senate Academic Program
         Committee

RE:      2019-20 Calendar Curriculum Proposals
         **Graduate & Undergraduate Major Modifications**

## Background

Following Faculty Board approval and, as part of academic quality assurance, major curriculum modifications are considered by the Carleton University Committee on Quality Assurance (CUCQA), the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP) and the Senate Academic Program Committee (SAPC) before being recommended to Senate.

## Library Reports (as required)

In electronic communications dated November 29th, 2018 members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the 2019-20 major modifications included below.

## Documentation

Recommended calendar language, along with supplemental documentation as appropriate, are provided for consideration and approval.

## Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 4 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

| **THAT** Senate approve the major modifications as presented below with effect from Fall 2019. |
| --- |

## Major Modifications

1. **Ph.D. International Affairs**
   CUCQA approval: February 27, 2019
   SCCASP approval: March 5, 2019

**SAPC Motion March 7, 2019**

THAT SAPC recommends to Senate the approval of the major modification to the PhD in International Affairs program as presented with effect from Fall 2019.

**Senate Motion March 29, 2019**

**THAT** Senate approve the major modification to the PhD in International Affairs program as presented with effect from Fall 2019.

2. **Minor in Heritage Conservation**
   CUCQA approval: February 27, 2019
   SCCASP approval: March 5, 2019

**SAPC Motion March 7, 2019**
THAT SAPC recommends to Senate the approval of the introduction of the Minor in Heritage Conservation as presented with effect from Fall 2019.

**Senate Motion March 29, 2019**

**THAT** Senate approve the introduction of the Minor in Heritage Conservation as presented with effect from Fall 2019.

3. **Bachelor of Engineering, Architectural Conservation and Sustainability Engineering**
   CUCQA approval: February 27, 2019
   SCCASP approval: March 5, 2019

**SAPC Motion March 7, 2019**
THAT SAPC recommends to Senate the approval of the major modification to the Bachelor of Engineering, Architectural Conservation and Sustainability Engineering program as presented with effect from Fall 2019.

**Senate Motion March 29, 2019**

**THAT** Senate approve the major modification to the Bachelor of Engineering, Architectural Conservation and Sustainability Engineering program as presented with effect from Fall 2019.

4. **ALDS 4307: Practicum in Teaching English as Foreign Language**
   CUCQA approval: February 27, 2019
   SCCASP approval: March 5, 2019

**SAPC Motion March 7, 2019**
THAT SAPC recommends to Senate the approval of the introduction of ALDS 4307 as presented with effect from Fall 2019.

**Senate Motion March 29, 2019**

**THAT** Senate approve the introduction of ALDS 4307 as presented with effect from Fall 2019.

# Program Change Request

Date Submitted: 08/31/18 3:03 pm

## Viewing: **PHD-43 : Ph.D. International Affairs**

Last approved: 02/01/18 4:54 pm

Last edit: 02/28/19 2:49 pm

Last modified by: christinanoja

**Changes proposed by: patricialacroix**

## In Workflow

1. **INAF ChairDir GR**
2. **GRAD FCC**
3. **GRAD FBoard**
4. **CUCQA**
5. **PRE SCCASP**
6. SCCASP
7. SAPC
8. Senate
9. CalEditor

## Approval Path

1. 09/13/18 3:07 pm
   Yiagadeesen Samy
   (yiagadeesensamy):
   Approved for INAF
   ChairDir GR
2. 01/16/19 5:26 pm
   Sandra Bauer
   (sandrabauer): Approved
   for GRAD FCC
3. 01/24/19 11:45 am
   Sandra Bauer
   (sandrabauer): Approved
   for GRAD FBoard
4. 01/30/19 10:22 am
   Christina Noja
   (christinanoja): Approved
   for CUCQA
5. 02/05/19 3:17 pm
   Mike Labreque
   (mikelabreque): Rollback
   to CUCQA for PRE
   SCCASP
6. 02/28/19 2:49 pm
   Christina Noja
   (christinanoja): Approved
   for CUCQA

## History

1. Nov 12, 2014 by vickih
2. Nov 12, 2014 by sandra
3. Nov 12, 2014 by sandra

| | |
|---|---|
| Calendar Pages Using this Program | International Affairs |
| Effective Date | 2019-20 |
| Workflow | **majormod** ~~minormod~~ |
| Program Code | PHD-43 |
| Level | Graduate |
| Faculty | Faculty of Public Affairs |
| Academic Unit | Norman Paterson School of International Affairs |
| Degree | Doctor of Philosophy |
| Title | Ph.D. International Affairs |

# Program Requirements

## Ph.D. **International Affairs (10.0 credits)**

**Requirements (10.0 credits):**

1. **1.5 credits in:**                                                                              1.5

    **INAF 6001** [0.5]      **Qualitative Research Methods**

    **INAF 6002** [0.5]      **Quantitative Research Methods**

    **INAF 6003** [0.5]      **Advanced International Policy Analysis**

2. **0.5 credit in required INAF economics course for the declared field (listed below)(see Note, below)**     0.5

3. **1.5 credits in courses in the declared field (listed below)**                                    1.5

4. **0.0 credit in:**

    **INAF 6800** [0.0]        **Doctoral Field Comprehensive Seminar**

5. **0.5 credit from Doctoral Field Examination in the declared field:**           **0.5**

    **INAF 6100** [0.5]        **Doctoral Field Examination in Conflict Management and Resolution**

    **INAF 6200** [0.5]        **Doctoral Field Examination in International Development Policy**

    **INAF 6300** [0.5]        **Doctoral Field Examination in International Economic Policy**

6. **Language requirement (see details below)**

7. **1.0 credit in:**           **1.0**

    **INAF 6905** [0.0]        **Doctoral Research Seminar**

8. **5.0 credits in:**           **5.0**

    **INAF 6909** [4.5]        **Doctoral Research Thesis**

Total Credits           10.0

**Note: students without strong economics training may be required to complete additional INAF economics courses.**

## Language Requirement

**Doctoral students must successfully complete an examination in a second language ~~proficiency~~ administered by the ~~Carleton University's~~ School of Linguistics and Language Studies, or meet the ~~the~~ equivalent standard as determined by the ~~the~~ School of Linguistics and Language Studies. Students are expected ~~strongly encouraged~~ to complete this ~~take the opportunity to improve their language skills during their doctoral studies, including during their summer terms, This~~ requirement ~~must be completed~~ or demonstrate significant progress ~~demonstrated~~ by the end of their second year. ~~the third year of the program.~~**

~~International Affairs (10.0 credits) All Ph.D.candidates must be registered full time for the duration for their program. Detailed Program Requirements First and Second Year Note:policy and methods courses and field courses, along with their corresponding comprehensive examinations, will be offered in alternate years. The course requirements and the corresponding comprehensive examination must be successfully completed in the year that they are offered, in order to progress to the next year of study. Students who have not successfully completed the required courses and corresponding comprehensive examination will be subject to a review to determine continuation in the program.By the end of the second year of the program students must have completed 5.0 credits:4.0 credits of compulsory courses, and 1.0 credit in comprehensive examinations. Third Year By the end of the third year, students are expected to have completed:INAF 6900, which includes successfully defending their Research Prospectus;the language requirement; and all other required courses and comprehensive examinations.Students who have not successfully completed the Research Prospectus defence by the end of the third year will be subject to a review to determine continuation in the program. In the event that progress is deemed unsatisfactory, the student may be required to withdraw from the program.In exceptional cases, students may be permitted to continue to register in INAF 6900 but they must maintain continuous registration in INAF 6900 until successful defence of their Research Prospectus, in order to remain in the program. Continuation in the program will be assessed each term.Subsequent years The student is required to be enrolled continuously in the PhD thesis, including summer terms, until the completion and successful defence of the doctoral thesis. Comprehensive examinations Two comprehensive examinations (0.5 credit each) must be completed with a grade of Satisfactory or Distinction by the end of the second year of the program.A student must successfully complete the comprehensive examination in policy and methods based, on their compulsory policy and~~

methods courses, INAF 6001, INAF 6002 and INAF 6003.The field comprehensive examination is based on a set of readings provided at the beginning of fall term and studied and discussed in the doctoral field comprehensive seminar that takes over the fall and winter semester of alternate years.Preparation includes the coursework, self-directed study and study with their proposed doctoral supervisor, and the required participation in the doctoral field comprehensive seminar in their second year.A candidate whose performance on a comprehensive examination is not deemed satisfactory by the examining board may be required to submit to either an oral examination or may be required to repeat the examination in a subsequent term.  Failure in the comprehensive examination on the second attempt will result in removal from the program.Doctoral Research Seminar and Prospectus Defence A seminar where theoretical, methodological and practical research issues and the students' thesis prospectus are discussed and presented.Participation is mandatory for all students who have completed their comprehensive examination, until they defend their prospectus.Thesis (4.5 credits) **Completion Timeline** All

| | | | |
|---|---|---|---|
| 1. | 0.5 credit in: | | 0.5 |
| | INAF 6001 [0.5] | Qualitative Research Methods | |
| 2. | 0.5 credit in: | | 0.5 |
| | INAF 6002 [0.5] | Quantitative Research Methods | |
| 3. | 0.5 credit in: | | 0.5 |
| | INAF 6003 [0.5] | Advanced International Policy Analysis | |
| 4. | 0.5 credit in: | | 0.5 |
| | INAF 6004 [0.0] | Course INAF 6004 Not Found | |
| 5. | 0.5 credit in economics in the declared field, as offered by the School | | 0.5 |
| 6. | 1.5 credits in coursework, in the declared field | | 1.5 |
| 7. | 0.0 credit in: | | 0.5 |
| | INAF 6800 [0.0] | Doctoral Field Comprehensive Seminar | |
| 8. | 0.5 credit in field comprehensive examination | | |
| 9. | 0.5 credit in coursework in the secondary field | | 0.5 |

Requirements:

1. A demonstrated ability in a second language

| | | |
|---|---|---|
| 2. | 1.5 credits in compulsory research methods and policy analysis courses | 1.5 |
| 3. | 1.5 credits in elective courses in the declared field | 1.5 |
| 4. | 0.5 credit in the compulsory economics course. Students without strong economics training in previous degrees will be required to do a second economics course in the School (0.5 credit), which is extra to the degree. | 0.5 |
| 5. | 0.5 credit in a secondary field compulsory course. Students without a strong foundation in the secondary field will be required to do a second elective course (0.5 credit) which is extra to the degree. | 0.5 |
| 6. | 0.5 credit in the comprehensive examination in the area of policy and methods | 0.5 |
| 7. | 0.5 credit in the comprehensive field seminar and examination in the declared field | 0.5 |
| 8. | 0.5 credit in the doctoral research seminar and public defence of the doctoral research prospectus | 0.5 |
| 9. | 4.5 credits in the doctoral thesis | 4.5 |

Total Credits 0.0

Ph.D. **students** candidates **must be registered full time for the duration of** for **their program. Students** candidates are **expected to complete the** required **5.0** to successfully complete and defend a thesis equivalent to 4.5 **credits of coursework and the field examination** on a topic approved **by the end of their second year.** the School. **Students will not** In exceptional cases, students may **be allowed** permitted **to** continue to **register in** INAF 6909 INAF 6900 but they must maintain continuous

registration in INAF 6900 **until** ~~successful defence of~~ **their research prospectus has been successfully defended.** ~~Research Prospectus, in order to remain in the program.~~ ~~Continuation in the program will be assessed each term.~~ ~~The course requirements and the corresponding comprehensive examination must be successfully completed in the year that they are offered, in order to progress to the next year of study.~~ **Students who have not successfully completed these requirements on time** ~~the required courses and corresponding comprehensive examination~~ **will be subject to a review to determine continuation in the program. Students registered** ~~who have not successfully completed the Research Prospectus defence by the end of the third year will be subject to a review to determine continuation~~ **in** <u>INAF 6909</u> **are expected to demonstrate evidence of research** ~~the program. In the event that~~ **progress annually, and will be** ~~is deemed unsatisfactory, the student may be~~ **required to present their work at the NPSIA Research Seminar Series or show equivalent research activity.** ~~withdraw from the program.~~

## Comprehensive Examination

**Successful completion** ~~examinations Two comprehensive examinations (0.5 credit each) must be completed with a grade~~ **of** ~~Satisfactory or Distinction by~~ **the doctoral field comprehensive examination permits** ~~end of~~ **the student to continue to** ~~second year of~~ **the next year in the program. A student** ~~candidate~~ **whose performance on the doctoral field** ~~a~~ **comprehensive examination is not deemed satisfactory by the** ~~the~~ **examining board will** ~~may~~ **be required to repeat the** ~~submit to either an oral~~ **examination** ~~or may be required to repeat the examination~~ **in a subsequent term.** ~~term.~~ ~~Failure in the comprehensive examination on the second attempt will result in removal from the program.~~

~~Language Requirement Doctoral students must successfully complete an examination in second language proficiency administered by Carleton University's School of Linguistics and Language Studies, or meet the equivalent standard as determined by the School of Linguistics and Language Studies.There is an administrative fee for the standard test which also provides a certificate of language proficiency.Students are strongly encouraged to take the opportunity to improve their language skills during their doctoral studies, including during their summer terms, This requirement must be completed or significant progress demonstrated by the end of the third year of the program.~~

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|---|---|
| New Resources | No New Resources |
| Summary | For clarity, unnecessary information and advice items have been removed. The two tables of requirements consolidated into a single set of requirements.<br><br>Doctoral Research Seminar moves from 0.5 credit to 1.0 credit, which requires deleting/adding a new course (6905).<br><br>Secondary field course (0.5 credits) removed.<br><br>Policy and Methods comprehensive examination consolidated and merged so that only one comprehensive examination is now required.<br><br>Weight of the doctoral dissertation increased from 4.5 to 5.0 to keep the doctoral program at 10.0 credits.<br><br>Language requirement changed, from completed by end of the third year to end of the second year.<br><br>Language regarding the completion timeline consolidated and simplified. |
| Rationale for change | The current calendar entry is confusing and difficult to follow. At FGPA's request, this information was consolidated and simplified. The separate Policy and Methods comprehensive examination was becoming redundant, since students already receive a grade for each of the 3 courses that comprise the content for the comprehensive exam. Students will now register in one comprehensive examination, depending on their area of research. In practice, this will mean that students will be able to complete their comprehensive exam earlier in their program. The secondary field course was removed, as it is no longer a relevant element of the student's program; there is only one "field" covered by the comprehensive exam. The doctoral research seminar (6905) was increased to 1.0 credit, |

which includes a defence of the doctoral prospectus, to reflect the complexity of the work required in successfully defending the prospectus. With the changes proposed, the language requirement can be expected to be completed by the end of the second year, rather than the third year. A certificate is no longer provided so that language was removed.

Transition/Implementation | Students will be able to complete the program requirements according to the Graduate Calendar regulations of the year in which they were admitted to the program.

Program reviewer comments

**sandrabauer (11/26/18 10:31 am):** Replaced INAF 6900 [0.5] WITH INAF 6905 [1.0]
**sandrabauer (12/21/18 1:55 pm):** Major mod Track B. IQAP 2.6.1.1.13.
**jamesopp (12/21/18 3:02 pm):** Drafted a new summary/rationale/transition for departmental approval.
**sandrabauer (01/16/19 5:25 pm):** Additional adjustments further to discussion w. NPSIA/D.Long 1/16/2019
**mikelabreque (02/05/19 3:17 pm):** Rollback: Rollback, as requested.
**christinanoja (02/06/19 9:23 am):** CN updated summary and rationale to reflect actual changes being made

Key: 965

**Template for Major Modifications: A2**

**MEMORANDUM**

**To:**     Carleton University Committee on Quality Assurance (CUCQA)

**From:**  Peter Thompson, Susan Ross, Jerzy Elznanowski, **School of Indigenous and Canadian Studies,** Mariana Esponda, School of Architecture and Urbanism

**CC:** Pauline Rankin, Richard Mann

**Date: February 6, 2019**

**Subject:** Introduction of a New Nested Minor: Heritage and Conservation

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*Program Description*

Carleton University has long been a leader in the study of Heritage Conservation, particularly within English-speaking Canada[1]. Heritage Conservation is an interdisciplinary field that has practical roots in advocacy, community-based pedagogy, and sustainable planning – key elements of Carleton's Strategic Integrated Plan. We are proposing a new minor in **Heritage and Conservation** which will draw on these transformative ideas to augment existing programs in Carleton's B.A.

The School of Indigenous and Canadian Studies has sustained a vibrant M.A. program in Heritage Conservation for almost thirty years. This program grew under the leadership of Julian Smith and Herb Stovel during this period. Looking to expand capacity in the area and to bolster the role of Heritage Conservation at Carleton, in 2014, the School hired two new faculty members: Susan Ross (in a "strategic" position) and Jurek Elżanowski, both of whom have built relationships between various faculty members and programs working on Heritage Conservation at Carleton and are in the process of being cross-appointed to the School of Architecture and Urbanism. By adding their expertise in sustainable heritage conservation practices and critical heritage and memory studies to that of the existing complement of faculty in the School, whose work engages themes related to heritage in various ways, SICS is in a position to consolidate its course offerings into a focused Minor program. This program will tap into Carleton's emerging critical mass of expertise in Heritage Conservation across faculties. In 2016 and 2017, Professors Ross and Elżanowski led a survey on Carleton's strengths in Heritage Conservation. One of the recommendations

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[1] Many of the existing programs in Heritage Conservation in Canada are in Quebec. There are Canada Research Chairs appointed in areas related to built heritage at three Quebec universities.

of that report was to find ways to consolidate some of the university's existing courses into focused programs at both the undergraduate and graduate levels. This Minor will build on existing linkages between SICS and units such as History, ICSLAC, Business, Architecture, and Engineering and will provide a potential opportunity to partner with Algonquin College's Heritage Institute.

The discipline of Heritage Conservation is undergoing a period of expansion and evolution. Established approaches to Heritage Conservation have been challenged over the past twenty years by the emergence of "heritage studies," which critically examines definitions of heritage, why it matters, who it serves, and who makes decisions as to what is preserved. Carleton is uniquely positioned to build on existing institutional strengths in this area in the School of Indigenous and Canadian Studies and elsewhere by creating an innovative program that will address intersecting questions surrounding built heritage, intangible heritage, dissonance, Indigenous understandings of heritage, memory studies, cultural landscapes, commemoration, and tourism. Following the renaming of the School of Indigenous and Canadian Studies in 2016, and the Truth and Reconciliation Commission's Calls to Action directly and indirectly related to heritage contexts, an emerging part of discussions in our classes is on approaches to decolonizing heritage and its conservation, as institutionalized, practiced, and taught in Canada.

The School of Indigenous and Canadian Studies sponsors an annual Heritage Conservation symposium, an annual Herb Stovel Memorial Lecture on Heritage Conservation, and has been involved in a number of other heritage initiatives in Ottawa and beyond. In addition to this, the School has an impressive record of fostering interdisciplinary and innovative teaching at Carleton. The School of Indigenous and Canadian Studies houses the only Canadian Studies program in Canada to offer degrees at the undergraduate, Masters, and PhD levels. In 2008, External Reviewers noted that the School of Indigenous and Canadian Studies has an "enviable reputation" and maintains national prominence. This is, in part, because of the School's unique offerings in Heritage Conservation and the links between this element of the School and the wider community (in Ottawa, nationally, *and* internationally).

In sum, a Minor in **Heritage and Conservation** provides a number of advantages:

- It allows students interested in the relationship between theory and hands-on heritage conservation practices to market themselves with a minor in Heritage and Conservation;
- It allows Carleton to present itself as one of the few universities in Canada with comprehensive programming in Heritage Conservation;
- It provides an opportunity for Carleton to link with Algonquin College's Heritage Institute.
- It increases the pool of potential applicants for our MA and PhD programs;
- It strengthens our MA and PhD programs by providing students with teaching opportunities in Heritage Conservation courses;
- It will increase linkages between the School of Indigenous and Canadian Studies and other programs and departments across campus, especially the History and Theory

of Architecture program housed in the School for the Study of Art and Culture, the Graduate Diploma in Architectural Conservation that runs out of the Azrieli School of Architecture, Department of Civil and Environmental Engineering, and the Public History program.

## Proposed Minor:

### Minor in Heritage and Conservation [4.0 credits]

The Minor in Heritage and Conservation is open to all undergraduate degree students.

### Requirements

1. 0.5 credits in HCON 1101/CDNS 1101: Ottawa: Exploring National Institutions
2. 0.5 credits in HCON 2400/CDNS 2400: Heritage Conservation in Canada
3. 0.5 credits in HCON 3700/CDNS 3700: Canadian Cultural Traditions or ARCC 3501: Fundamentals of Conservation and Sustainability
4. 0.5 credits in HCON 4400/CDNS 4400: Cultural Landscape and Cultural Identity in Canada or HCON 4403/CDNS 4403: Heritage Conservation and Sustainability
5. **2.0 credits from the list of Approved Heritage Conservation Electives in Appendix A**


### *Impact on Other Programs*

While Heritage Conservation is taught in many contexts across Canada, the National Roundtable on Heritage Education annual meetings, held since 2004, reveal a number of common concerns for these programs, perhaps most importantly the problem of limited resources for capacity building. Established programs such as the one housed at the Université de Montréal have explored changes in their curriculum, and newer institutions such as the Willowbank School of Restoration Arts have responded to a perceived need to connect conservation theory to craft skill development and cultural landscape approaches. Carleton is in the unique position of having significant resources and institutional support in place for heritage conservation. Thus, the university has the opportunity to fill a significant gap in heritage conservation education in Ontario and across the country by developing this Minor program at the same time as it looks to formalize its MA stream in Heritage Conservation. Existing programs focus on planning, museum conservation, cultural resource management, and architectural conservation. Carleton's proposed Minor will be unique in its focus on both tangible and intangible heritage, dissonance, critical approaches to heritage and commemoration, and links between Indigenous, local, national, and international forms of heritage.

A Minor in **Heritage and Conservation** housed in the School of Indigenous and Canadian Studies will have a positive effect on the BA, as it will provide more opportunity for students to find a program that they are interested in and that delivers a mix of hands-on and theoretical grounding for the job market. We propose developing a separate course code (**HCON**) for listing the five core courses included in the minor. Down the road, it might be useful to explore cross-listing some of the approved electives as HCON courses.

a. **Contributions to other programs at Carleton**
   We envision this Minor contributing significantly to existing programs both in FASS and other faculties at Carleton. Because of the interdisciplinary nature of our program, our students will continue to take Canadian-focused courses in other units. The fact that we are offering this as a minor will allow students who are interested in Heritage Conservation to pursue this interest while simultaneously exploring their interests in other subjects at Carleton. Thus, this new minor will benefit our partners in the BA by potentially increasing their pool of prospective students. Because of two recent hires in SICS, including a strategic position in Heritage Conservation, the impact on the rest of the university will be minimal. We currently have the requisite number of courses on the books for students to complete this minor, and the capacity to ensure that they will be taught regularly and by tenure-stream faculty hired specifically for the Heritage program. Increasing the choices available to prospective students and offering a distinctive and innovative new program will make it easier to recruit students to the School. Carleton is now offering undergraduate degrees in conservation and sustainability in both Architecture and Engineering, something that is unique in Canada. Since 2010 for Architecture and 2013 for Civil Engineering, CDNS 2400 has been a required course. It now regularly has up to 90 students enrolled, providing a unique context for BA, B.A.S. and B.Eng co-teaching. Further, we have had strong expressions of interest from other programs, particularly History and Theory of Architecture to develop this Minor, as it will complement the interests of their students.

b. **Contributions from other programs at Carleton.**
   Students enrolled in the Minor in **Heritage and Conservation** will take 2.0 credits in Approved Electives. The list of Approved Electives will include courses from Canadian Studies, Indigenous Studies, Geography, Art History, Environmental Studies, African Studies, and History.  We have forwarded our proposal to these units and are in the process of receiving statements of support.

*Student Demand*

A Minor in Heritage and Conservation will provide students with excellent career training. In addition to the communication and critical thinking skills they will gain throughout their B.A., students will be exposed to practical skills in Heritage Conservation and will have the opportunity to complete hands-on class projects where they will participate in documenting sites around the city, making use of technological and critical tools in their encounters with these spaces.

*Resources*

A new minor in Heritage and Conservation will strengthen the School of Indigenous and Canadian Studies financially by attracting new students, fostering a partnership with Algonquin College, and increasing the pool of potential students for our MA and PhD programs.

## 1. Faculty, support and technical staff

Two relatively recent hires with specific expertise in this area have bolstered the department's strength in Heritage Conservation (in addition to these faculty members, at least four others in the School of Indigenous and Canadian Studies work on public memory, commemoration, heritage or other related issues and have taught in this area previously), so we are not asking for additional teaching resources at this time. The minor will be housed in the School of Indigenous and Canadian Studies and will be governed by the School's Committee of Management, School Committee, and Undergraduate Committee.

## 2. Space

Office and teaching space will be housed in the School of Indigenous and Canadian Studies. Seminar courses will be offered in 1216 Dunton Tower and students will have access to the School of Indigenous and Canadian Studies student lounge, where they can use computer facilities and a large existing library. In addition to the computer in the lounge, students will have access to Wifi on the floor and to the university's computer facilities. **No new space is required for faculty, staff, or students at this time.**

## APPENDIX A

## Program Learning Outcomes

- Communicate complex ideas across a range of formats, including written, oral, visual, aural, multimedia, and material.

- Articulate and critically analyze links and points of tension between local, national, and international approaches to heritage conservation, commemoration, and tourism.

- Recognize and apply essential terminology, concepts, principles, and activities related to heritage conservation in Canada today.

- Develop and exercise judgment when examining conservation issues in the community and analyze the values inherent in those judgments.

- Design and implement research projects that draw on and break down a range of methodologies, which could include archival, qualitative, creative, object-, community-, web-, and field-based.

- Confront complex issues related to the relationship between occupying space and colonialism, the ethics of public performance, tensions between theory and practice, and the clash between western and Indigenous epistemologies and ways of being connected to the land.

**APPENDIX B**

**African Studies**

**AFRI 3004 [0.5 credit]**
**The African City**
Historical emergence and contemporary issues of the African city.

**AFRI 3005 [0.5 credit]**
**African Migrations and Diasporas**
Movements of African peoples, from the slave trade era to the present. African diaspora communities around the world and their relationship with Africa.

**Architecture**

**ARCH 4200 [0.5 credit]**
**Architectural Conservation Philosophy and Ethics**
Analysis of philosophical theories and related approaches to the material transformation of buildings. Micro-histories in architectural conservation theory and practice; overview of historical and contemporary concepts in architectural conservation. Preservation, restoration, rehabilitation, reconstruction, adaptive re-use, conservation anamnesis, diagnosis.

**Art History**

**ARTH 1200 [0.5 credit]**
**History and Theory of Architecture 1: Prehistory to 1600**
A survey of Western architecture from prehistory to ca. 1600, considering technological, formal, intellectual and social developments that informed the built environment through a range of building types.

**ARTH 1201 [0.5 credit]**
**History and Theory of Architecture 2: 1600 to Present**
A survey of Western architecture from ca. 1600 to the present, considering technological, formal, intellectual, and social developments that informed the built environment through a range of building types.

**ARTH 2510 [0.5 credit]**
**Architecture of the 18th and 19th Centuries**
A survey of key monuments, theories, forms and technological developments of eighteenth- and nineteenth-century architecture.

**ARTH 2610 [0.5 credit]**
**Twentieth-Century Architecture**
Developments in architectural form and culture through the course of the twentieth

century, with emphasis on the formation and subsequent critique of the Modern Movement.

**ARTH 3002 [0.5 credit]**
**Canadian Architecture**
Canadian architecture from the seventeenth century to the present day, covering both stylistic and technological developments. Building styles, methods, and materials in the context of social and economic conditions and construction techniques.

**ARTH 3005 [0.5 credit]**
**American Architecture**
The cultural history of the United States as expressed through its architectural heritage. Selected buildings and complexes from the earliest settlements through the early twentieth century are examined.

**ARTH 3701 [0.5 credit]**
**Art and Architecture on Site**
The study of art and/or architecture on site outside the National Capital Region, in Canada or internationally. May include a combination of study in Ottawa and on site. Locations vary. Students are expected to bear all travel and other costs arising from site visits.

**ARTH 3710 [0.5 credit]**
**Architecture and Empire**
The impact of imperial power and aspiration on the built environment, from the Ancient world to the present day, taking 'empire' in its broadest political, social and economic sense.

**ARTH 4610 [0.5 credit]**
**Topics in Modern Architecture or Design**
Selected topics in architecture and design of the Modern era.

A**RTH 4701 [0.5 credit]**
**Art and Architecture on Site**
Intensive study of art and/or architecture on site outside the National Capital region, in Canada or internationally. May include a combination of study in Ottawa and on site. Students are expected to bear all travel and other costs arising from site visits.


**Environmental Studies**

**ENST 1020 [0.5 credit]**
**People, Places and Environments**
Introduction to human geography. Examination of relationships between people, communities, society and the natural environment at local to global scales. Population change, cultural patterns, and historical, economic, political and environmental forces that shape human activity and experiences from place to place.

**ENST 2001 [0.5 credit]**
**Sustainable Futures: Environmental Challenges and Solutions**
Individual and collective responses to pressing environmental problems. Innovative ways in which the environment can be protected and restored, taking into consideration socioeconomic, political and cultural factors. Topics include environmental lifestyles, sustainable communities, food systems, environmental design, and political activism.


**First Year Seminars**

**FYSM 1504 [1.0 credit]**
**Society and the Designed Environment**
Inquiry into the relation between human societies and the material environment which they inhabit and use. Focus is on the ways in which groups create the environments in which they live and the ways in which those environments influence and reproduce the groups.


**Geography**

**GEOG 1020 [0.5 credit]**
**People, Places and Environments**
Introduction to human geography. Examination of relationships between people, communities, society and the natural environment at local to global scales. Population change, cultural patterns, and historical, economic, political and environmental forces that shape human activity and experiences from place to place.

**GEOG 2300 [0.5 credit]**
**Space, Place and Culture**
Introduction to social and cultural geography, including how theories of space, place, landscape, power, and knowledge can be used to understand the geographic dimensions of social and cultural life. Topics include culture and identity, migration and transnationalism, nature, gender, sexuality, race, colonialism, consumption, and work.

**GEOG 2400 [0.5 credit]**
**Cities and Urbanization**
Introduction to the study of cities, urbanization and suburbanization. Geography of urban experience, development and change across the globe. Urbanization processes, patterns and issues in different cities and regions; the relationships among urban areas.

**GEOG 3023 [0.5 credit]**
**Cities in a Global World**
Introduces the study of cities as "systems of cities", the political economy of linkages

between urban places located unevenly in space, and "cities as systems". Case studies of socio-cultural, political and economic relations within biophysical and built environments.

**GEOG 3021 [0.5 credit]**
**Geographies of Culture and Identity**
Examination of culture, identity and place over time. Colonial and other historical processes that have shaped societies from place to place; relationships between cultural groups and their natural surroundings; gender, ethnicity, nationality and other dimensions of identity; impacts of globalization.

**GEOG 4021 [0.5 credit]**
**Seminar in Culture, Identity and Place**
Selected topic or field of inquiry concerning the geographic dimensions of culture, identity and place.


## History

**HIST 3209 [0.5 credit]**
**Canadian Urban History**
Introduction to urban growth and development in Canada. The historical basis of the urban pattern and its influence in Canada and the internal structure and institutions of Canadian cities. Ottawa is used as a case study. (Field c).

**HIST 3809 [0.5 credit]**
**Historical Representations**
An examination of how historical narratives have been produced in relation to sites of public memory. The public presentation of history through a wide range of themes, which may include museum exhibits, commemorations and popular culture. (Field e).

**HIST 3814 [0.5 credit]**
**Crafting Digital History**
This course applies the creative use of information and media/computing technologies to address the digital cultural heritage issues of public historians, archaeologists, and anthropologists. Topics may include webscraping, data mining, designing and implementing research databases, and visual storytelling of those results. (Field e).

**HIST 4302 [1.0 credit]**
**Canada: Ideas & Culture**
A seminar on ideas, culture, and society in Canada.


## Indigenous Studies

**INDG 2015 [0.5 credit]**
**Indigenous Ecological Ways of Knowing**
Indigenous peoples' relationships with the non-human world in both historical and contemporary contexts. Topics may include: the origins of Indigenous ecological ways of knowing, Indigenous languages, collective stewardship, water, land, and challenges to maintaining traditional knowledge.

**INDG 4001 [0.5 credit]**
**Indigeneity in the City**
This course begins with an examination of the relationship between Indigenous peoples and the construction of cities and urban space. Culminates in the undertaking of research projects that directly link students to the urban Indigenous community in Ottawa.

# Program Change Request

## New Program Proposal

Date Submitted: 08/30/18 10:30 am

## Viewing: **MHC : Minor in Heritage and Conservation**

Last edit: 01/18/19 9:41 am

Last modified by: mikelabreque

**Changes proposed by: donnamalone**

### In Workflow

1. **CANS ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **CUCQA**
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. PRE CalEditor
11. CalEditor

### Approval Path

1. 09/07/18 12:47 pm
   Peter Thompson
   (peterthompson):
   Approved for CANS
   ChairDir UG
2. 10/29/18 1:35 pm
   Richard Mann
   (richardmann): Approved
   for AS Dean
3. 11/22/18 9:41 am
   Richard Mann
   (richardmann): Rollback
   to CANS ChairDir UG for
   AS FCC
4. 11/22/18 10:31 am
   Peter Thompson
   (peterthompson):
   Approved for CANS
   ChairDir UG
5. 12/03/18 1:21 pm
   Richard Mann
   (richardmann): Approved
   for AS Dean
6. 12/07/18 9:20 am
   Richard Mann
   (richardmann): Approved
   for AS FCC
7. 01/21/19 9:14 am
   Richard Mann
   (richardmann): Approved
   for AS FBoard

| | |
|---|---|
| Effective Date | 2019-20 |
| Workflow | majormod |
| Program Code | MHC |
| Level | Undergraduate |
| Faculty | Faculty of Arts and Social Sciences |
| Academic Unit | School of Indigenous and Canadian Studies |
| Degree | |
| Title | Minor in Heritage and Conservation |

# Program Requirements

## Minor in Heritage and Conservation (4.0 credits)

The Minor in Heritage and Conservation is open to all undergraduate degree students.

**Requirements**

| | | |
|---|---|---|
| 1. **2.0 credits in:** | | **2.0** |
| **CDNS 1101** [0.5] | **Ottawa: Exploring National Institutions** | |
| **CDNS 2400** [0.5] | **Heritage Conservation in Canada** | |
| **CDNS 3700** [0.5] | **Cultural Traditions in Canada** | |
| **CDNS 4400** [0.5] | **Cultural Landscape and Cultural Identity in Canada** | |
| or **CDNS 4403** [0.5] | **Heritage Conservation and Sustainability** | |
| 2. **2.0 credits from Approved Heritage Conservation Electives** | | **2.0** |
| Total Credits | | 4.0 |

## Approved Heritage Conservation Electives

**African Studies**

| | |
|---|---|
| **AFRI 3004** [0.5] | **The African City** |
| **AFRI 3005** [0.5] | **African Migrations and Diasporas** |

**Art History**

| | |
|---|---|
| **ARTH 1200** [0.5] | **History and Theory of Architecture: Prehistory to 1500** |
| **ARTH 1201** [0.5] | **History and Theory of Architecture: 1500 to Present** |
| **ARTH 2510** [0.5] | **Architecture of the 18th and 19th Centuries** |
| **ARTH 2610** [0.5] | **Twentieth-Century Architecture** |
| **ARTH 3002** [0.5] | **Canadian Architecture** |
| **ARTH 3005** [0.5] | **American Architecture** |
| **ARTH 3701** [0.5] | **Art and Architecture on Site** |
| **ARTH 3710** [0.5] | **Architecture and Empire** |
| **ARTH 4610** [0.5] | **Topics in Modern Architecture or Design** |

ARTH 4701 [0.5]          Art and Architecture on Site

**Environmental Studies**

ENST 1020 [0.5]          People, Places and Environments

**Geography**

GEOG 1020 [0.5]          People, Places and Environments

GEOG 2300 [0.5]          Space, Place and Culture

GEOG 3021 [0.5]          Geographies of Culture and Identity

GEOG 3023 [0.5]          Cities in a Global World

GEOG 4021 [0.5]          Seminar in Culture, Identity and Place

**History**

HIST 3209 [0.5]          Canadian Urban History

HIST 3809 [0.5]          Historical Representations

HIST 3814 [0.5]          Crafting Digital History

HIST 4302 [1.0]          Canada: Ideas & Culture

**Indigenous Studies**

INDG 2015 [0.5]          Indigenous Ecological Ways of Knowing

INDG 4001 [0.5]          Indigeneity in the City

| | |
|---|---|
| New Resources | No New Resources |
| Summary | We are proposing a new Minor in Heritage and Conservation which brings together a series of existing courses in the School of Indigenous and Canadian Studies. |
| Rationale | Carleton University has long been a leader in the study of Heritage Conservation, particularly within English-speaking Canada . Heritage Conservation is an interdisciplinary field that has practical roots in advocacy, community-based pedagogy, and sustainable planning – key elements of Carleton's Strategic Integrated Plan. We are proposing a new minor in Heritage and Conservation which will draw on these transformative ideas to augment existing programs in Carleton's B.A. |
| Transition/Implementation | We envision this Minor launching in Fall 2019. Students currently enrolled in the BA will be eligible to move courses they've already taken into the new Minor. Advisors in the School will be happy to work with students who are interested in taking up the Minor. |
| Program reviewer comments | **elizabethbruce (09/24/18 3:10 pm):** Program updated from TBD-1913 to MHC<br>**richardmann (11/22/18 9:41 am):** Rollback: Please remove the 4th year COMS courses<br>**mikelabreque (01/09/19 1:58 pm):** Reviewed by ML 01-09-19.<br>**mikelabreque (01/18/19 9:41 am):** Adding "or CDNS 4403" to CDNS 4400, per OVPAVPA. |

Key: 1913

STATEMENT OF SUPPORT FROM SISTER UNIT

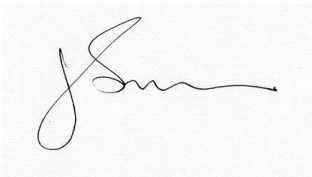RE:  **Minor in Heritage and Conservation, School of Indigenous and Canadian Studies**

[ X]  I support this change unconditionally.

[  ]  I do not support this change.

[ ]  I support this change, with the following reservations:

Signature:

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 7 September 2018

Notes:

# STATEMENT OF SUPPORT FROM SISTER UNIT

RE: **Minor in Heritage and Conservation, School of Indigenous and Canadian Studies**

[✓] I support this change unconditionally.

[ ] I do not support this change.

[ ] I support this change, with the following reservations:

Signature:

Name: Brian Foss

Title: Director

Academic unit: School for Studies in Art & Culture

Date: 30/1/19

Notes:

## STATEMENT OF SUPPORT FROM SISTER UNIT

RE: {Briefly describe proposal for which support is being sought}

Indigenous and Canadian Studies program in Heritage Conservation

[ ] I support this change unconditionally.

[ ] I do not support this change.

[✓] I support this change, with the following reservations: IAS cannot guarantee that both AFRI 3004 + AFRI 3005 will be offered in any given year.

Signature: CTDuff

Name: CHRISTINE DUFF

Title: Acting Director

Academic unit: Institute of African Studies.

Date: 4 Feb. 2019

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE:  {Briefly describe proposal for which support is being sought}
"Sister Unit" support for the Minor in Heritage Conservation.

[ x ]  I support this change

unconditionally.

[  ]  I do not support this change.

[  ]  I support this change, with the following reservations:

Signature:

Name:  Jill Stoner

Academic Unit:  Azrieli School of Architecture and Urbanism

Date:  12 February, 2019

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: **Minor in Heritage and Conservation, School of Indigenous and Canadian Studies**


[✓ ]  I support this change

unconditionally. [  ]  I do not support this

change.

[  ]  I support this change, with the following reservations:


Signature:

Name:              Dominique Marshall

Title:               Chair

Academic unit:    History

Date:               1 October 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE:  **Minor in Heritage and Conservation, School of Indigenous and Canadian Studies**

[x ]  I support this change unconditionally.

[  ]  I do not support this change.

[  ]  I support this change, with the following reservations:

Signature:

Name:  Mario Santana Quintero

Title: Associate Professor, Civil and Environmental Engineering

Academic unit:

Date: Jan 30, 2019

Notes:

# Program Change Request

## New Program Proposal

Date Submitted: 01/22/19 11:16 am

## Viewing: **TBD-1917 : Architectural Conservation and Sustainability Engineering Bachelor of Engineering**

Last edit: 01/22/19 11:16 am

Last modified by: hengkhoo

**Changes proposed by: hengkhoo**

### In Workflow

1. **CIVE ChairDir UG**
2. **ENG Dean**
3. **ENG FCC**
4. **ENG FBoard**
5. **CUCQA**
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. PRE CalEditor
11. CalEditor

### Approval Path

1. 09/27/18 10:38 am
   Yasser Hassan
   (yasserhassan):
   Approved for CIVE
   ChairDir UG
2. 10/01/18 1:17 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG Dean
3. 11/30/18 12:55 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG FCC
4. 12/06/18 1:54 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG FBoard
5. 01/16/19 8:42 am
   Mike Labreque
   (mikelabreque): Rollback
   to Initiator
6. 01/22/19 12:35 pm
   Yasser Hassan
   (yasserhassan):
   Approved for CIVE
   ChairDir UG
7. 01/27/19 7:33 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG Dean
8. 01/27/19 7:41 pm
   Jerome Talim

| | |
|---|---|
| Effective Date | 2019-20 |
| Workflow | majormod |
| Program Code | TBD-1917 |
| Level | Undergraduate |
| Faculty | Faculty of Engineering and Design |
| Academic Unit | Department of Civil and Environmental Engineering |
| Degree | Bachelor of Engineering |
| Title | Architectural Conservation and Sustainability Engineering Bachelor of Engineering |

# Program Requirements

## Architectural Conservation and Sustainability Engineering (21.5 credits)

**First year**

1. **4.5 credits in:**                                                                                                              **4.5**

    **ARCH 1000 [0.5]**    **Introduction to Architecture**

    **CHEM 1101 [0.5]**    **Chemistry for Engineering Students**

    **ECOR 1051 [0.0]**    **Fundamentals of Engineering I**

    **ECOR 1052 [0.0]**    **Fundamentals of Engineering II**

    **ECOR 1053 [0.0]**    **Fundamentals of Engineering III**

    **ECOR 1054 [0.0]**    **Fundamentals of Engineering IV**

    **ECOR 1055 [0.0]**    **Introduction to Engineering Disciplines I**

    **ECOR 1056 [0.0]**    **Introduction to Engineering Disciplines II**

    **MATH 1004 [0.5]**    **Calculus for Engineering or Physics**

    **MATH 1104 [0.5]**    **Linear Algebra for Engineering or Science**

    **PHYS 1004 [0.5]**    **Introductory Electromagnetism and Wave Motion**

2. **0.5 credit in Science Elective**                                                                                         **0.5**

**Second year**

3. **5.5 credits in:**                                                                                                              **5.5**

    **ARCC 2202 [0.5]**    **Architectural Technology 1**

    **CCDP 2100 [0.5]**    **Communication Skills for Engineering Students**

    **CDNS 2400 [0.5]**    **Heritage Conservation in Canada**

    **CIVE 2200 [0.5]**    **Mechanics of Solids I**

    **CIVE 2700 [0.5]**    **Civil Engineering Materials**

   **ECOR 2050** [0.5]       **Design and Analysis of Engineering Experiments**

   **ENVE 1001** [0.5]       **Architecture and the Environment**

   **MAAE 2300** [0.5]       **Fluid Mechanics I**

   **MAAE 2400** [0.5]       **Thermodynamics and Heat Transfer**

   **MATH 1005** [0.5]       **Differential Equations and Infinite Series for Engineering or Physics**

   **MATH 2004** [0.5]       **Multivariable Calculus for Engineering or Physics**

**Third year**

4. **5.5 credits in:**                                     **5.5**

   **ARCC 2203** [0.5]       **Architectural Technology 3**

   **ARCC 3202** [0.5]       **Architectural Technology 4**

   **CIVE 3202** [0.5]       **Mechanics of Solids II**

   **CIVE 3203** [0.5]       **Introduction to Structural Analysis**

   **CIVE 3204** [0.5]       **Introduction to Structural Design**

   **CIVE 3205** [0.5]       **Design of Structural Steel Components**

   **CIVE 3206** [0.5]       **Design of Reinforced Concrete Components**

   **CIVE 3207** [0.5]       **Historic Site Recording and Assessment**

   **CIVE 3209** [0.5]       **Building Science**

   **CIVE 4202** [0.5]       **Wood Engineering**

   **ECOR 3800** [0.5]       **Engineering Economics**

**Fourth year**

5. **4.0 credits in:**                                     **4.0**

   **ARCH 4200** [0.5]       **Architectural Conservation Philosophy and Ethics**

   **CIVE 4601** [0.5]       **Building Pathology and Rehabilitation**

   **CIVE 4918** [1.0]       **Design Project**

   **ECOR 4995** [0.5]       **Professional Practice**

   **ENVE 4105** [0.5]       **Green Building Design**

   **ENVE 4106** [0.5]       **Indoor Environmental Quality**

   **ENVE 4107** [0.0]       **Building Services Engineering**

6. **1.5 credits from:**                                  **1.5**

   **CIVE 3208** [0.5]       **Geotechnical Mechanics**

   **CIVE 4200** [0.5]       **Matrix Analysis of Framed Structures**

   **CIVE 4201** [0.5]       **Finite Element Methods in Civil Engineering**

   **CIVE 4302** [0.5]       **Reinforced and Prestressed Concrete Design**

   **CIVE 4303** [0.5]       **Urban Planning**

   **CIVE 4307** [0.5]       **Municipal Hydraulics**

   **CIVE 4308** [0.5]       **Behaviour and Design of Steel Structures**

   **CIVE 4400** [0.5]       **Construction/Project Management**

   **CIVE 4403** [0.5]       **Masonry Design**

   **CIVE 4407** [0.5]       **Municipal Engineering**

   **CIVE 4500** [0.5]       **Computer Methods in Civil Engineering**

   **CIVE 4614** [0.5]       **Building Fire Safety**

   **CIVE 4907** [1.0]       **Engineering Research Project**

   **CIVE 4917** [0.5]       **Undergraduate Directed Study**

   **ENVE 3003** [0.5]       **Water Resources Engineering**

   **ENVE 4003** [0.5]       **Air Pollution and Emissions Control**

   **ENVE 4200** [0.0]       **Climate Change and Engineering**

| | | |
|---|---|---|
| **MECH 4407** [0.5] | **Heating and Air Conditioning** | |
| **SREE 4002** [0.5] | **The Energy Economy, Reliability and Risk** | |
| Total Credits | | 21.5 |

Note: Students admitted starting from fall 2019 are not eligible to select either the Structural or Environmental stream of the program.

| | |
|---|---|
| New Resources | No New Resources |
| Summary | Replace ECOR 1010, 1101, 1606 and 2606 with ECOR 1051, 1052, 1053, 1054, 1055 and 1056.<br>Remove CIVE 2004, ENVE 2001, add ENVE 4107; Engg. elects:<br>Add CIVE 3208, 4307, 4407, ENVE 3003, 4200, |
| Rationale | Change to engineering core courses No longer offer two streams in the program. New consolidated program is based on the Structural stream. Add engineering electives to the Structural stream to provide more coverage in water resources and waste management, and sustainability. Add ENVE 4107 to improve the sustainability content ENVE 2001 no longer required. CIVE 2004 materials are already covered in other courses in the program. |
| Transition/Implementation | In progress |
| Program reviewer comments | **mikelabreque (01/16/19 8:42 am):** Rollback: Rollback for modification to ECOR courses. |

Key: 1917

# Course Change Request

## New Course Proposal

Date Submitted: 11/09/18 4:48 pm

## Viewing: **ALDS 4307 : Practicum in Teaching English as a Foreign Language**

Last edit: 11/09/18 4:48 pm

**Changes proposed by: traceywright**

| Calendar Pages referencing this course | Applied Linguistics and Discourse Studies<br>Linguistics and Language Studies |
|---|---|

### In Workflow

1. **LALS ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **CUCQA**
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. PRE CalEditor
11. Banner

### Approval Path

1. 09/18/18 2:22 pm Tracey Wright (traceywright): Rollback to Initiator
2. 09/19/18 4:08 pm Tracey Wright (traceywright): Approved for LALS ChairDir UG
3. 10/31/18 10:11 am Richard Mann (richardmann): Approved for AS FCC
4. 11/09/18 4:24 pm Mike Labreque (mikelabreque): Rollback to Initiator
5. 11/09/18 4:49 pm Tracey Wright (traceywright): Approved for LALS ChairDir UG
6. 11/14/18 9:49 am Richard Mann (richardmann): Approved for AS Dean
7. 01/30/19 10:08 am Richard Mann (richardmann): Approved for AS FCC
8. 02/08/19 9:13 am Richard Mann (richardmann): Approved for AS FBoard

| | |
|---|---|
| Effective Date | 2019-20 |
| Workflow | majormod |
| New Resources | No New Resources |
| Level | Undergraduate |
| Course Code | ALDS |
| Course Number | 4307 |
| Title | Practicum in Teaching English as a Foreign Language |
| Title (short) | Practicum in Teaching EFL |
| Faculty | Faculty of Arts and Social Sciences |
| Academic Unit | School of Linguistics and Language Studies |
| Credit Value | 0.50 |
| Significant Experiential Learning | Practica or Placements (including Clinical Placements) |
| Course Description | Investigates the processes of classroom learning in a global context, with observation and some teaching experience in English as a Foreign language (EFL) classes abroad (i.e., outside Canada). Students must attend practicum placements. |
| Prerequisite(s) | fourth-year standing in the BGInS Specialization in Teaching English in Global Contexts, or permission of the instructor. |
| Class Format | Practicum placements. |
| Precluded Courses | |
| Also listed as | |
| Piggybacked Courses | |
| Grade Mode | Standard Letter Grade |
| Schedule Type | *Practicum |
| | *May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details. |
| Unpaid Placement | No |
| Summary | Add ALDS 4307 Practicum in Teaching English as a Foreign Language |
| Rationale for new course | This course is a modification of the existing Practicum in Teaching ESL, ALDS 4206, which is a year-long course to fit the requirements of the BGInS Specialization in Teaching English in Global Contexts. |

This course is a new 30-hour practicum that will better fit with the requirements of teaching overseas, and is designed to be a course taught outside of Canada at a host institution.

| | |
|---|---|
| Course reviewer comments | **traceywright (09/18/18 2:22 pm):** Rollback: review edits<br>**mikelabreque (11/09/18 4:24 pm):** Rollback: Hi Tracey: The OVPAVPA considers this new course to be a major modification. Can you resubmit it as such back into workflow?<br>**mikelabreque (01/08/19 9:37 am):** Reviewed by ML 01-08-19. |

Key: 9549
Not an admin

| DATE: | March 29, 2019 |
|---|---|
| TO: | Senate |
| FROM: | Dr. Jerry Tomberlin, Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee |
| RE: | Final Assessment Report and Executive Summary: Graduate Programs in Communication Studies |

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the graduate programs in Communication Studies.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of March 7, 2019:

**THAT** SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Communication Studies.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan will be posted

on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

**Senate Motion March 29, 2019**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Communication Studies.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**


**Cyclical Review of the graduate programs
in Communication Studies
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's graduate programs in Communication are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The graduate programs in Communication reside in the School of Journalism and Communication, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Journalism and Communication, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on February 27, 2019.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

**FINAL ASSESSMENT REPORT**

**Introduction**

The graduate programs in Communication reside in the School of Journalism and Communication, a unit administered by the Faculty of Public Affairs.This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of GOOD QUALITY (Carleton's IQAP 7.2.12).

The site visit, which took place on June 11 and 12th, 2018, was conducted by Dr. Matthew McAlister from Penn State University, and Dr. Darin Barney from McGill University.The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the School of Journalism and Communication. The review committee also met with faculty members, contract instructors, staff, and graduate students.

The External Reviewers' report, submitted on December 17, 2018 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Opportunities for program improvement and enhancement
- Program Considerations
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the School of Journalism and Communication (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of the School of Journalism and Communication, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

 This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the School of Journalism and Communication Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

**Strengths of the programs**

*General*

The External Reviewers' Report states that "the Communication and Media Studies program contributes to the University's strategic and academic plans primarily through its high standards of practice and in research and teaching," and "our site visit made it clear that Communication and Media Studies is home to a vibrant and supportive collegial culture that extends through faculty and students alike, embodying the university's values of respect, inclusivity, flexibility and community."

*Faculty*

Speaking with regard to faculty, the external reviewers' stated:

"On the assumption of the successful hiring of three pending faculty lines during the next cycle, and the potential for one-two after that, the program will be in good shape in terms of faculty numbers. The active and impressive research program of the recent faculty they have hired and their integration in and contribution to the current supportive culture also promises to help the unit avoid being too heavy at the assistant-professor level, as now untenured faculty are expected to move through the promotion and tenure process. Supporting this optimism, several stakeholders praised the recent faculty hires of the program.  All indications are that the department's commitment to diversity in hiring will be continued, which of course we strongly endorse."

*Students*

The external reviewers noted that "the MA and PhD programs in Communication and Media Studies at Carleton are oriented towards critical, scholarly, research-based study of the dynamic issues and phenomena surrounding media, communication, technology and culture. Program requirements, curricular elements, and extra-curricular activity contribute to preparing students for a range of academic and non-academic career paths upon graduation." From their conversations with students the reviewers suggested that the unit explore ways to clarify and communicate the unit norms around registration status, program extension and funding access.

*Curriculum*

The external reviewers noted that the mode of delivery of the program was appropriate and the "intellectual profile, objectives, curriculum and learning outcomes are consistent with current international and national standards of the discipline."

**Opportunities for program improvement and enhancement**

The External Reviewers' Report made 18 recommendations for improvement:

 1. That administrative support staff be expanded in the program including, at the very least, a full-time Graduate Administrator whose work responsibilities are exclusive to the graduate program.

2. That the unit's commitment to diversity in hiring be continued.

3. That IT Staffing in the unit be considered for expansion.

4. That trends in library database and trends in digital culture be examined in consultation with relevant faculty to generate future strategies to maximize library resources and their contribution to digital media research.

5. That the unit examine the need for a TA Mentor to assist graduate student teachers/teaching assistants in the program.

6. That future graduate seminars in Communication and Media Studies continue to be held in Richcraft Hall, in the renovated space of what is currently the Survey Research Center.

7. That the unit engage in continuing conversations about the viability of summer program offerings.

8. That the graduate program supervisor clarify the status of the foreign language competency expectations for particular cohorts.

9. That program administration continue to work to clarify expectations concerning the second comprehensive exam.

10. That program administration continue to work to clarify the expectations of the initial faculty mentor.

11. That graduate students be given additional opportunity for feedback in the annual revision of the Graduate Handbook and that the Handbook be placed in a particularly prominent location on the program's Graduate website.

12. That the University, the Faculty of Graduate and Postdoctoral Affairs and the unit work to develop strategies for providing predictable funding at adequate levels for PhD students entering the latter stages of their degree programs.

13. That the unit work with the University and the Faculty of Graduate and Postdoctoral Affairs to develop strategies for providing additional conference travel funding for PhD students.

14. That the Faculty of Graduate and Postdoctoral Affairs and the University make strenuous efforts to improve funding arrangements for international graduate students, such that their recruitment becomes feasible.

15. That the graduate program supervisor explore additional ways to clarify, effectively communicate and consistently apply unit norms concerning late-stage registration status and program extensions.

16. That the unit be encouraged to consolidate its strengths and to develop and pursue collegially generated priorities that build upon the solid foundation that has been established in its graduate programs.

17. That the unit be encouraged to continue its deliberate, intentional approach to collegial development of assessment metrics and practices consistent with its mission and appropriate to its specific program content, objectives and priorities.

18. That the unit be supported in applying collegially established definitions and criteria that are reflective of local practice in meeting university-wide requirements to provide "experiential learning" credits or similar initiatives. It is further recommended that any initiative to develop additional experiential learning programming be deferred until adequate support staff resources are in place.

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan.

**The Outcome of the Review**

As a consequence of the review, the graduate programs in Communication were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

**The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Journalism and Communication, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report that was considered by CUCQA on February 27, 2019. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. In the case of the programs in Communication the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2021.

**The Next Cyclical Review**

The next cyclical review of the graduate programs in Communication will be conducted during the 2024-25 academic year.

| Communication Studies ( GR Programs)<br><br>Action Plan<br><br>December 2018 | | | | |
|---|---|---|---|---|
| **External Reviewer Recommendations** | **Action Item** | **Owner** | **Timeline** | **Will the action described require calendar changes? ( Y or N)** |
| **1. That administrative support staff be expanded in the program including, at the very least, a full-time Graduate Administrator whose work responsibilities are exclusive to the graduate program.** | A formal request will be prepared with the annual 2019-20 budget submission | Unit to prepare a budget submission<br><br>Funding decision to be made by the University, upon recommendation of the Dean of FPA | mid-2019 | N |

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|---|---|---|---|---|
| **2. That the unit's commitment to diversity in hiring be continued.** | None | Unit | Continuing | N |
| **3. That IT Staffing in the unit be considered for expansion.** | None at this time | Unit | Continuing | N |
| **4. That trends in library database and trends in digital culture be examined in consultation with relevant faculty to generate future strategies to maximize library resources and their contribution to digital media research.** | Formalize terms of reference for unit library rep to ensure consultation with Library and Graduate Committee to develop a program strategy for digital media research | Unit | To begin 2019-20 | N |
| **5. That the unit examine the need for a TA Mentor to assist graduate student teachers/teaching assistants in the program.** | An application will be submitted to EDC in Winter 2019 for a TA Mentor for 2019-20 | Unit (graduate supervisor) | Winter 2019 for 2019-20 academic year | N |

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| **6. That future graduate seminars in Communication and Media Studies continue to be held in Richcraft Hall, in the renovated space of what is currently the Survey Research Center.** | Classes will be scheduled at the time the 2019-20 timetable is set | Unit | Winter 2019 for 2019-20 academic year | N |
| **7. That the unit engage in continuing conversations about the viability of summer program offerings.** | As a pilot, we have scheduled two graduate seminars for Spring 2019 to test student demand; however, a commitment to pursuing this more fully will require additional resources. | Unit | Spring 2019 | N |
| **8. That the graduate program supervisor clarify the status of the foreign language competency expectations for particular cohorts.** | The foreign language requirement no longer exists. Students will be notified individually that this requirement has been eliminated from the program. | Unit | Immediate | N |
| **9. That program administration** | | | | |

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| **continue to work to clarify expectations concerning the second comprehensive exam.** | The program has already developed a brief summary document and the Graduate Supervisor has begun meeting with second year PhD students as a cohort to clarify expectations about the second comprehensive examination. | Unit | Immediate | N |
| **10. That program administration continue to work to clarify the expectations of the initial faculty mentor.** | No new action | Unit | Continuing | N |
| **11. That graduate students be given additional opportunity for feedback in the annual revision of the Graduate Handbook and that the Handbook be placed in a particularly prominent** | Handbook to be posted to program website. | Unit | Continuing | N |

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| **location on the program's Graduate website.** | | | | |
| **12. That the University, the Faculty of Graduate and Postdoctoral Affairs and the unit work to develop strategies for providing predictable funding at adequate levels for PhD students entering the latter stages of their degree programs.** | We have initiated discussions with FGPA on this subject and will continue to pursue possible strategies that we hope may result in improved financial packages for students. | FGPA and FPA, with support from Unit | Continuing | N |
| **13. That the unit work with the University and the Faculty of Graduate and Postdoctoral Affairs to develop strategies for providing additional conference travel** | The unit will pursue additional opportunities for conference travel funding in consultation with FPA and FGPA. | FGPA and FPA, in consultation with Unit | Continuing | N |

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| **funding for PhD students.** | | | | |
| **14. That the Faculty of Graduate and Postdoctoral Affairs and the University make strenuous efforts to improve funding arrangements for international graduate students, such that their recruitment becomes feasible.** | The unit will continue to pursue opportunities to offer attractive funding packages to qualified international graduate students | FGPA, with support from the Unit | Continuing | N |
| **15. That the graduate program supervisor explores additional ways to clarify, effectively communicate, and consistently apply unit norms concerning late-stage registration status and program extensions.** | While there is no need for "new action", the unit will continue to make new and current students aware of the time-to-completion goals, and to ensure that requests for program extensions are appropriate in relation to student research projects. | FGPA and Unit | Continuing | N |

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| **16. That the unit be encouraged to consolidate its strengths and to develop and pursue collegially generated priorities that build upon the solid foundation that has been established in its graduate programs.** | No new action | Unit | Continuing | N |
| **17. That the unit be encouraged to continue its deliberate, intentional approach to collegial development of assessment metrics and practices consistent with its mission and appropriate to its specific program content, objectives and priorities.** | No new action | Unit | Continuing | N |

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|---|---|---|---|---|
| **18. That the unit be supported in applying collegially established definitions and criteria that are reflective of local practice in meeting university-wide requirements to provide "experiential learning" credits or similar initiatives. It is further recommended that any initiative to develop additional experiential learning programming be deferred until adequate support staff resources are in place.** | We have an open file on experiential learning in the graduate committee and are discussing ways to integrate it into our program for 2019-2020. We will investigate the possibility of requesting new fiscal and base funding to aid our efforts from the Office of the Provost and FPA through special and annual budget submission processes. | Unit | Continuing | N |

DATE:       March 29, 2019

TO:         Senate

FROM:       Dr. Jerry Tomberlin, Provost and Vice-President (Academic), and Chair, Senate Academic
            Program Committee

RE:         Final Assessment Report and Executive Summary: Undergraduate Programs in
            Mathematics & Statistics

The purpose of this memorandum is to request that Senate approve the Final Assessment Report
and Executive Summary arising from the cyclical review of the undergraduate programs in
Mathematics & Statistics.

The request to Senate is based on a recommendation from the Senate Academic Program Committee
(SAPC), which passed the following motion at its meeting of March 7, 2019:

**THAT** SAPC recommends to SENATE the approval of the Final Assessment Report and Executive
Summary arising from the cyclical program review of the undergraduate programs in Mathematics and
Statistics.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of
the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality
Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015
and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015)
stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC
and Senate is to ensure that due process has been followed and that the conclusions and
recommendations contained in the Final Assessment Report and Executive Summary are reasonable in
terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members
of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and
Executive Summary. These appendices constitute the basis for reviewing the process that was
followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can,
however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report,
are subject to approval by the Carleton University Committee on Quality Assurance, the Senate
Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program
Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be
forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted
on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President
(Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

**Senate Motion March 29, 2019**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical
Review of the undergraduate programs in Mathematics and Statistics.

**CARLETON UNIVERSITY COMMITTEE ON**
**QUALITY ASSURANCE**

**Cyclical Review of the undergraduate programs**
**in Mathematics and Statistics**
**Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Mathematics and Statistics are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The undergraduate programs reside in the School of Mathematics and Statistics, a unit administered by the Faculty of Science.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Mathematics and Statistics and the Dean of the Faculty of Science, in a response to the External Reviewers' report that was submitted to CUCQA on October 24, 2018.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

**FINAL ASSESSMENT REPORT**

**Introduction**

The undergraduate programs in Mathematics and Statistics reside in the School of Mathematics and Statistics, a unit administered by the Faculty of Science. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on February 12th and 13th, 2018, was conducted by Dr. John Braun from the University of Western Ontario, and Dr. Keith Taylor from Dalhousie University.

The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), and the Dean of the Faculty of Science The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on March 26, 2018, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the School of Mathematics and Statistics (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of the School of Mathematics and Statistics, and the Dean of the Faculty of Science to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the School of Mathematics and Statistics and the Dean of the Faculty of Science, regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

## Strengths of the programs

*General*

The External Reviewers' Report states that "the School delivers high quality education", making specific mention of the dedication of faculty and staff to the delivery of classes and expectations from students. The External Reviewers' reported a "strong positive impression of the programs under review."

*Faculty*

The External Reviewers' Report indicates that faculty members "have a range of expertise and active research areas that enable them to give solid coverage of the core areas in mathematics and statistics." The External Reviewers observed a high number of contract instructors being used in the delivery of service courses and concluded "by using almost all of the talent of permanent faculty members on courses primarily designed for their own students and leaving the vast bulk of the service teaching to contract instructors, the School risks attrition in its service teaching."

*Students*

The External Reviewers stated that "the students they talked to were enthusiastic about what they were learning and appreciative of the devotion of faculty and staff."

*Curriculum*

The External Reviewers noted that "a package of courses that are already available to students in the CAMS program could be included as a Data Analytics minor, certificate or designation."

## Opportunities for program improvement and enhancement

The External Reviewers' Report made 8 recommendations for improvement:

Recommendation 1:

The School should continue with including geometry as an area of priority for upcoming searches but expand the scope of types of geometer keeping in mind the fit within the current research areas. This will enhance the applicant pool.

Recommendation 2:

The School should reconsider having the hiring of an actuary into a regular faculty position as a priority. Rather, it should try to identify one or more professional actuaries, employed by agencies in the Ottawa region, with an interest in teaching specialized courses for the School. If solid connections can be established, this will provide a valuable bridge to the professional community. The focus for a tenure-track hire could be re-directed towards an allied area of statistics or financial mathematics.

Recommendation 3:

The School should consider developing a first year course on statistical computing as an option for students that could replace a current half credit course in computer science.

Recommendation 4:

Learning objectives for each course should have more detail on specific topics and skills to improve the continuity in natural sequences of courses.

Recommendation 5:

Efforts should be made to incorporate presentations by students in select third year courses where it would enhance the learning experience.

Recommendation 6:

The School is encouraged to provide a package of courses along the lines of Data Analytics which might be attractive to students who might want to be employed as Data Scientists.

Recommendation 7:

The issue of common first year requirements and the nature of these courses is intertwined with several related issues. The School should take a unified approach to redesigning the first and, to some extent, second year courses and requirements. We list some ideas and principles: 1) Split 1002 and 1102 into 0.5 credit pieces designing content so as to ease the interchange at the end of both terms between the honours sequence and the non-honours or service sequences. There will be students flowing each way, at least for the calculus. 2) Nurture the interest of students in all the program streams through content in first year. 3) Provide the bulk of the students the opportunity to build their mathematical maturity more gradually through the program.

Recommendation 8:

Bring service teaching closer to the central mission of the School. This likely involves devoting more of the teaching responsibilities of permanent faculty to these courses. The budget implications can be mitigated perhaps by replacing contract positions with teaching-only permanent positions.

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan.

**The Outcome of the Review**

As a consequence of the review, the undergraduate programs in Mathematics and Statistics were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

**The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Mathematics and Statistics and the Dean of the Faculty of Science in a response to the External Reviewers' Report that was considered by CUCQA on October

24th, 2018. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

The School was generally pleased with the report and unconditionally agreed to implement recommendations #1,# 4, #7, and if resources permit, recommendations #2, #3, #5, #6, and #8.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A report will be submitted by the academic unit(s) and Faculty Dean(s) and forwarded to CUCQA for its review.  In the case of the programs in Mathematics and Statistics, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2020.

**The Next Cyclical Review**

The next cyclical review of the undergraduate programs in Mathematics and Statistics will be conducted during the 2023-24 academic year.

| External Reviewer Recommendation & Categorization | Action Item | Owner | Timeline | Will the action described require calendar changes? ( Y or N) |
|---|---|---|---|---|
| 1. The School should continue with including geometry as an area of priority for upcoming searches, but expand the scope of types of geometer keeping in mind the fit within the current research areas. This will enhance the applicant pool. | In accordance with hiring priorities, and once more immediate needs in Actuarial Science are met, a request and rationale for this position will be prepared by the Planning Committee on behalf of the School. | Planning Committee | 2 years | N |
| 2. The School should reconsider having the hiring of an actuary into a regular faculty position as a priority. Rather, it should try to identify one or more professional actuaries, employed by agencies in the Ottawa region, with an interest in teaching specialized courses for the School.  If solid connections can be established, this will provide a valuable bridge to the professional community. The focus for a tenure-track hire could be re-directed towards an allied area of statistics or financial mathematics. | In consultation with the Dean, the School is moving forward with a plan to hire full time faculty member in actuarial science and related areas. | Planning committee | 1 year | N |
| 3. The School should consider developing a first year course on statistical computing as an option for students that could replace a current half credit course in computer science. | Under discussion within the Statistics and CAMS program committees who will in turn provide a detailed proposal to the Undergraduate Curriculum | Undergraduate Committee | 1 year | N |

| | | | |
|---|---|---|---|
| | Committee for associated calendar changes. | | | |

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|---|---|---|---|---|---|
| 4. Learning objectives for each course should have more detail on specific topics and skills to improve the continuity in natural sequences of courses. | Survey of students will be conducted under auspices of OIRP. Based on the outcome of this, potential areas of concern will be identified and addressed. | Undergraduate Committee | 2-3 Years | Possibly |
| 5. Efforts should be made to incorporate presentations by students in select third year courses where it would enhance the learning experience. | Under discussion within all program committees, under the auspices of the Undergraduate Curriculum Committee. Based on the outcomes of these discussions, proposals for associated calendar changes will be submitted | Undergraduate Committee | 1 year | Possibly |
| 6. The School is encouraged to provide a package of courses along the lines of Data Analytics which might be attractive to students who might want to be employed as Data Scientists. | Under discussion by the Statistics Program Committee who will in turn report and provide proposals for calendar changes to the Undergraduate Committee. | Undergraduate Committee | 1 year | Y |
| 7. The issue of common first year requirements and the nature of these courses is intertwined with several related issues. The School should take a unified approach to redesigning the first and, to some extent, second year courses and requirements. | Under discussion by the Mathematics Program Committee who will in turn report and provide proposals for calendar changes to the Undergraduate Committee | Undergraduate Committee | 1 year | Y |

| | | | | |
|---|---|---|---|---|
| 8. Bring service teaching closer to the central mission of the School. This likely involves devoting more of the teaching responsibilities of permanent faculty to these courses. The budget implications can be mitigated perhaps by replacing contract positions with teaching-only permanent positions. | Hiring process for Instructor in Statistics is under way, expect position to be filled for July 2019. Further teaching needs are being discussed and will be incorporated into School's Strategic Plan. In consultation with the Dean, requests for further such positions may be warranted | For current hire: Hiring Committee For longer term needs: Planning Committee | 1 year for current hire 2-3 years for longer term needs | N |

**Carleton**
UNIVERSITY
**Canada's Capital University**

Office of the Provost and
Vice-President (Academic)

*memorandum*

DATE:       March 29, 2019

TO:         Senate

FROM:       Dr. Jerry Tomberlin, Provost and Vice-President (Academic), and Chair, Senate Academic
            Program Committee

RE:         Final Assessment Report and Executive Summary: Undergraduate & Graduate Programs
            in Political Science

The purpose of this memorandum is to request that Senate approve the Final Assessment Report
and Executive Summary arising from the cyclical review of the undergraduate and graduate
programs in Political Science.

The request to Senate is based on a recommendation from the Senate Academic Program Committee
(SAPC), which passed the following motion at its meeting of March 7, 2019:

**THAT** SAPC recommends to SENATE the approval of the Final Assessment Report and Executive
Summary arising from the cyclical program review of the undergraduate and graduate programs in
Political Science.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of
the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality
Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015
and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015)
stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC
and Senate is to ensure that due process has been followed and that the conclusions and
recommendations contained in the Final Assessment Report and Executive Summary are reasonable in
terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members
of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and
Executive Summary. These appendices constitute the basis for reviewing the process that was
followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can,
however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report,
are subject to approval by the Carleton University Committee on Quality Assurance, the Senate
Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program
Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be
forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted
on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President
(Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

**Senate Motion March 29, 2019**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical
Review of the undergraduate and graduate programs in Political Science.

**CARLETON UNIVERSITY COMMITTEE ON**
**QUALITY ASSURANCE**
**Cyclical Review of the undergraduate and graduate programs in Political Science**
**Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's graduate programs are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The undergraduate and graduate programs in Political Science reside in the Department of Political Science, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Chair of the Department of Political Science, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on February 27, 2019.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

**FINAL ASSESSMENT REPORT**

**<u>Introduction</u>**

The undergraduate and graduate programs in Political Science reside in the Department of Political Science, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of GOOD QUALITY (Carleton's IQAP 7.2.12).

The site visit, which took place on March 29 and 30, 2017, was conducted by Dr. Ryan Balot from the University of Toronto, and Dr. Lucian Ashworth from Memorial University. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Chair of the Department of Political Science. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on April 24, 2017 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on five documents:

- The Self-study developed by members of the Department of Political Science  (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C).
- The response and action plan from the Chair of the Department of Political Science, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix D) agreed to by the Chair of the Department of Political Science, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

**Strengths of the programs**

*General*

The External Reviewers' Report states that "Political Science has a strong profile on campus and outmatches other departments in collaborative programs such as BGINS. It provides a superior education at the undergraduate and graduate levels. Our belief is that the Department currently enjoys robust health along virtually all dimensions."

*Faculty*

The external reviewers observed that "the Department's faculty expressed extremely high levels of satisfaction with their experiences as researchers and educators at the university," reporting "a high degree of concord, morale, and agreement over fundamentals." With impressive research activities, the "faculty recognize that research funding is highly useful in furthering the Department's educational mission at all levels." The external reviewers' report notes that the "faculty have heavy supervisory loads," which are " compounded by the faculty supervision of honours essays from other units- for example from the BGINS program, which has no core faculty of its own."

*Students*

In speaking to the quality of the undergraduate programs, the external reviewers note that "the undergraduate programs benefit from a motivated and professional teaching staff, many of which bring their research strengths to bear in their instruction. The support for students provided by faculty and staff was strong, and it was clear that this commitment by the Department to undergraduate teaching excellence had translated into student satisfaction with the programs, as well as a strong sense that the students were happy to identify with the Department."

In review of the graduate programs, the external reviewers' believe that the the M.A. degree in Political Science offers a distinctively valuable theoretical and academic experience for those interested in doing advanced work in the field," and was effective in giving students a first-rate educational experience. They felt the PhD program "produces students who make original contributions to our understanding of politics," and that the department "meets its learning objectives by providing doctoral students with the education necessary to become professional academics and research-oriented civil servants."

*Curriculum*

While satisfied with the structure of programs overall, the external reviewers noted one peculiarity of the PhD structure in that "the required core courses are offered on a biannual, rather than an annual, basis. The consequence is that first-year students might possibly be forced to delay taking courses that are essential to their programs, and they have occasionally changed major fields in order to accommodate the course offerings."

The external reviewers provided comment on the current resourcing structure of the MA:

"..despite the faculty's feeling that the M.A. program is under-resourced, it seems necessary in the current budgetary environment to create efficiencies at this level, either by combining undergraduate, M.A. and doctoral courses in seminars, or by reducing the size of the M.A. program and diverting some of the faculty resources saved thereby into the B.A. and Ph.D. programs. To some extent, the faculty have already implemented this recommendation by offering what the self-study calls "piggy-backed" courses, combining 4000 and 5000 level courses, but it seems advisable to expand these efforts considerably."

**Opportunities for program improvement and enhancement**

The External Reviewers' Report made 17 recommendations for improvement:

*General*

1. Encourage more engagement with seminars and departmental events
2. Development of course offerings in indigenous and aboriginal politics
3. Training for contractual instructors
4. Review commitment to quantitative methods instruction

*University and Faculty Level Issues*

5. Hiring of a tenure track replacement in political theory
6. Concrete acknowledgment of work done by principal supervisors on undergraduate and graduate thesis (especially for supervisions in interdisciplinary programs)
7. Improving and encouraging international recruitment

*Undergraduate Programs*

8. Address the problem of falling enrolments in the BA Political Science programs
9. Enter into a dialogue between the Department; the Faculty; and students on 4th year courses
10. Promote conversations across subfields on expectation and workloads in courses

*Graduate Programs*

11. Look into offering more at the MA level on Canadian aboriginal studies
12. Move resources from MA teaching to BA and PhD teaching
13. More communication to MA students on program expectations
14. Reducing core course load on the PhD
15. Offering core PhD courses on an annual, rather than biannual basis
16. Assign each incoming PhD student with a faculty mentor
17. Rationalization of PhD office space.

**The Outcome of the Review**

As a consequence of the review, the graduate programs in Communication were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

**The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Chair of the Department of Political Science, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report that was considered by CUCQA on February 27, 2019. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 27, 2019.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. In the case of the programs in Political Science the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2020.

**The Next Cyclical Review**

The next cyclical review of the undergraduate and graduate programs in Political Science will be conducted during the 2022-23 academic year.

**Cyclical Program Review Action Plan**
**For the Department of Political Science**

DATE:           30 January 2019
TO:             Office of the Vice Provost, Tiffany Douglas, Program Review Officer
FROM:           Elinor Sloan, Chair, Department of Political Science
APPROVALS:      Andre Plourde, Dean FPA, 25 January 2019
                James Opp, Associate Dean (Programs), FGPA, 29 January 2019
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The Department of Political Science is pleased to present its action plan in response to the External Reviewers' report, the departmental response, and CUCQA's memo of February 1, 2018. We apologize for the delay. This response was prepared by Jonathan Malloy, past-Chair of the Department of Political Science, and revised by Elinor Sloan, Chair of Political Science in consultation with David Mendeloff, Associate Dean (Academic), Faculty of Public Affairs. The Department appreciates the valuable input from the reviewers and takes all the recommendations seriously.

CUCQA has additionally requested "that the Action Plan include clarification on course requirements for students admitted to the Ph.D. after completing the M.A., where the student has taken Ph.D. courses during their M.A. program. In these cases, are the courses double counted, repeated, and/or replaced?"

*Departmental Answer:* This situation rarely or never arises as M.A. students are strongly discouraged from taking 6xxx level PhD courses, which are all tied to the comprehensive exams or dissertation. The program does not double count credit.

| Recommendation from External Reviewers | Responsible Actors | Action/Response | Timeline |
|---|---|---|---|
| 1. *Encourage more engagement with seminars and Departmental events* | Department Chair | • The Department's physical facilities for social interaction and intellectual community have improved significantly in the past two years with a now fully operating lounge for faculty, staff and graduate students; a new graduate student reading room; and conversion of our meeting room to an electronic facility to encourage and facilitate remote participation.<br>• A new discussion series for both faculty and graduate students on "Classics of Social Sciences" is in its second year and has been very successful. | • Ongoing<br><br><br>• Ongoing |

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| 2. *Development of course offerings in indigenous and aboriginal politics* | Department Chair | • The Department will be seeking permission to offer a 0.5 FYSM on Canadian Indigenous Relations in winter term 2020 (no additional resources required). CI identified.<br>• The Department will be creating a 3000-level course called "Global Indigenous Politics" in the 2020/21 cycle to be offered by a faculty member in the academic year 2021/22 (Gopika Solanki).<br>• Colleagues are being strongly encouraged to integrate Indigenous Learning Bundles into their courses in 2019/20. | • Academic year 2019/20<br>• Academic year 2020/21<br>• Academic year 2021/22 |
| 3. *Training for contract instructors, especially with regard to students with severe personal issues, including mental health* | Department Chair | • The instructor manual and quick reference site for instructors on the Department of Political Science website have been updated to provide instructors with information on how to assist students and on the (substantial) university resources available to students. | • Completed December 2018 |
| 4. *Review commitment to quantitative methods instruction.* | Department Chair | • As noted in our response to the reviewers' report, we believe our current model is appropriate. This recommendation speaks to broader debates in the discipline of political science about the balance between methodological approaches. We believe that the Department's current balanced approach is highly consistent with Canadian norms. | n/a |
| 5. *Hiring of a tenure track replacement in political theory;* | Department Chair | • Hiring was completed in 2017-18 | • Completed 2017-18 |

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| 6. *Concrete acknowledgement of work ["financial or through course abatement"] done by principal supervisors on undergraduate and graduate theses (especially for supervision in interdisciplinary programs);* | Department Chair/Dean FPA | • Starting with the May 2019 CDI submissions, faculty will be required to highlight their supervisions for the previous year.<br>• At the May departmental retreat the chair will start a conversation with faculty on how to concretely account for supervisions. | • May 2019 onward |
| 7. *Improving and encouraging international recruitment.* | Department Chair/FGPA | • The primary factor identified here is funding, and the Department welcomes the recent work of FGPA in improving funding packages for international graduate students. | • Ongoing |
| 8. *Address the problem of falling enrolments in the BA Political Science programs;* | Department Chair | • This is a perpetual issue that the Department continues to monitor, with competition among other similar Carleton programs (e.g. BPAPM, BGInS*, etc.) being an important factor. BA enrolments stayed steady for fall 2018.<br>• In 2017-18 the Department introduced two new 1000 level courses to attract more non-PSCI majors and encourage interest in PSCI programs.<br><br>* Political Science enrolments include the Global Politics specialization within the BGInS program; this is outside the BA program and the recommendation's focus. | • Monitoring is ongoing<br><br>• New courses introduced in 2017-18. |
| 9. *Enter into a dialogue between* | Department Chair, | • We will initiate a consultation with faculty, | • 2019/20 |

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| *the Department, Faculty and students on 4th year courses;* | Department Curriculum Committee | EDC and ODFPA to determine how best to address the problem of access to 4000 level courses, with an expectation to have a solution in place by Fall 2019 for implementation in 2020-21. | |
| *10. Promote conversations across subfields on expectations and workloads in courses.* | Departmental Teaching Mentor | • Our Departmental Teaching Mentor will be encouraged to include this sort of conversation as one of the initiatives. | • Ongoing |
| *11. Look into offering more at the MA level on Canadian aboriginal studies;* | Department Chair | • Expansion of programming at the MA level is not foreseeable with current resources, and would need to be coordinated with other Carleton programs, especially in Indigenous and Canadian Studies and the School of Public Policy and Administration.<br>• This recommendation appears to contradict #12 below. | n/a |
| *12. Move resources from MA teaching to BA and PhD teaching;* | Department Chair | • Recommendations #12, #14, and #15 suggest a significant reorganization of the department's graduate programming for reasons that are not clear, especially as the reviewers also state, specifically referring to the PhD program, that "*With respect to coursework, the Departmental requirements are roughly comparable to other, similar doctoral programs in Canada."* a*nd "[t]he structure and content of the program conform to what has become the standard model within Canadian Political Science*." | n/a |

| | | The reviewers do not identify specific aberrations, overlaps or deficiencies, or any other issues that would warrant a major rethinking and upheaval of current programming. <br>• The Department does reiterate its commitment to continuous improvement and rethinking its curricular models outside the cyclical review process, including its graduate programs. For example, in 2010 we moved our PhD core courses to a biennial basis in response to student requests and to create a better learning experience; in 2011-12 we undertook for our own purposes a major benchmarking review of our MA program; and in 2014 we introduced a new Gender and Diversity field. | |
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| *13. More communication to MA students on program expectations;* | Graduate Supervisor | • The Department plans to begin a regular "reorientation" seminar in the winter term to follow up on the fall orientation. | • Winter 2019 and onward |
| 14. *Reducing core course load on the PhD;* | | See #12 above | n/a |
| *15. Offering core PhD courses on an annual, rather than biennial, basis;* | | • In 2010, we began rotating our six core courses, three every year, to increase class sizes and to free up resources for other parts of the program. We will continue this approach with the exception of the International Relations core course, which is too large to offer every other year. The department is considering | • Ongoing, to be decided for the 2021/22 academic year |

| | | offering that course on an annual basis. | |
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| 16. *Assign each incoming PhD student with a faculty mentor;* | Graduate Supervisor | • The graduate supervisor will work with students to provide them with suggestions on who to approach as a supervisor.<br>• When making PhD offers the graduate committee considers whether or not there is a faculty member who could reasonably be expected to supervise the student, based on expertise (i.e. sometimes not an exact match, but a "close enough" match) | • Ongoing |
| 17. *Rationalization of PhD office space.* | Department Chair | • The report speaks more broadly to space for "graduate students" in general. The Department has created a new graduate quiet-space reading room that provides suitable space for students without assigned office space. | • Completed summer 2018 |