

DATE: April 20, 2018

TO: Senate



FROM: Dr. Lorraine Dyke, Vice-Provost & Associate Vice-President (Academic) for Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic), Chair, Senate Academic Program Committee

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

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**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 March 20<sup>th</sup> & 26<sup>h</sup>, 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 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.

<b>THAT</b> Senate approve the major modifications as presented below with effect from Fall 2019.
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**Major Modifications**

- 1. Bachelor of Global and International Studies, Specialization and Stream in Global Religions: Identity and Community**  
CUCQA approval: April 11, 2018  
SCCASP approval: April 17, 2018

**SAPC Motion April 19, 2018**

THAT SAPC recommends to Senate the approval of the introduction of the Bachelor of Global and International Studies, Specialization and Stream in Global Religions: Identity and Community as presented with effect from Fall 2019.

**Senate Motion April 27, 2018**

**THAT** Senate approve the introduction of the Bachelor of Global and International Studies, Specialization and Stream in Global Religions: Identity and Community as presented with effect from Fall 2019.

**2. Bachelor of Science, Concentration in Biodiversity, Natural History and Conservation Science**

CUCQA approval: April 11, 2018

SCCASP approval: April 17, 2018

**SAPC Motion April 19, 2018**

THAT SAPC recommends to Senate the approval of the introduction of the Bachelor of Science, Concentration in Biodiversity, Natural History and Conservation Science as presented with effect from Fall 2019.

**Senate Motion April 27, 2018**

**THAT** Senate approve the introduction of the Bachelor of Science, Concentration in Biodiversity, Natural History and Conservation Science as presented with effect from Fall 2019.

## Program Development and Curriculum Management

### Global Religions: Identity and Community Specialization and Stream in the Bachelor of Global and International Studies (BGINS) Religion program in the College of the Humanities

#### Executive Summary

##### Overview

The Department of Religion is proposing a new specialization called Global Religions: Identity and Community Specialization in the Bachelor of Global and International Studies (BGINS). This is a Track A2 major modification represents a program of 7.5 undergraduate credits in Religion courses (RELI) in the Religion program, College of the Humanities, in addition to the 4.5 core credits of the BGINS degree.

The Global Religions: Identity and Community Stream represents a program of 4.0 undergraduate credits in RELI courses in the Religion program of the College of the Humanities, in addition to the 4.0 core credits of the BGINS degree.

#### 1. Program Description

##### 1.1 Genesis and Concept

The Global Religions: Identity and Community Specialization and Stream allows students to engage in the academic study of religion in a global context. Students learn about the major world religions — Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism, and Indigenous Religions — by critically examining their particular beliefs, rituals, and practices and the ways in which these inform broader cultural, social, economic, and political issues in the wider world. They also learn to think about the complex ways in which religion informs identities and the construction of communities in many societies around the world today.

While traditional world religions programs often studied particular traditions in separate civilizational or traditional containers, our specialization encourages students to think about how different religious traditions have been informed by cultural encounters with different communities and religious traditions and have been shaped by broader global and international social, cultural and political forces. Religion informs power relations in society and contestations over power. Religious institutions can be aligned with political elites and provide legitimation to political regimes. But religion can also be a resource that marginalized social actors employ in order to imagine alternative social relations or moral economies that challenge hegemony.

There is a need for students to have greater understanding of the role of religion in global and international studies. Religion is an important component of identity in a globalized world (and even informs secular ones). In a world that is increasingly shaped by encounters between different religious communities, knowledge and literacy of the world's religious traditions and the ways that religion is intertwined with ethnic, national, and other identities is central. Students who complete the specialization will develop important skills in intercultural understanding and the values of diversity in a multicultural and multi-religious society.

The specialization builds on existing courses. There are no new resources required in order to launch the specialization. Only one additional course would be required to offer the specialization (*RELI*

1741 *Global Religions: Identity & Community* discussed below) and this course would be staffed by existing faculty.

## 1.2 Goals of the Program

The specialization is structured in such a way as to expose students to the diversity of religious traditions in the world. Students are required to take foundational and tradition-based courses drawing from two categories: 1) Judaism, Christianity, Islam, 2) Asian and Indigenous Religions. They also have to take core courses in the global study of religion that train them in the theory and method of studying religion and comparative courses that encourage them to think outside of particular traditions about which they have expertise or experience. Students emerge from the specialization able to apply their knowledge to the study of religion and with greater capacity to engage with a diverse and multicultural society.

Admissions Requirements: The Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include a 4U course in English (or *anglais*).

## 1.3 Structure of Specialization

The Global Religions: Identity and Community follows a 7.5 credit four-year sequence of Religion courses.

### Overview of Specialization:

Year Total	BGINS core	Specialization Core	Specialization requirements	Language requirement	Free Electives
1 – 5.0 credits	1.5 GINS core	0.5 RELI 1741	1.0 RELI Foundations	1.0 language	1.0 FYSM or electives
2 – 5.0 credits	1.5 GINS core	0.5 RELI 2741	1.5 RELI Foundations and Comparative	1.0 language	0.5 electives
3 – 5.0 credits	1.0 GINS core	0.5 RELI 3741	1.5 RELI Advanced Traditions and Comparative		2.0 IER requirement and electives
4 – 5.0 credits	0.5 GINS core	0.5 RELI 4741	1.0 RELI Fourth Year Honours & 0.5 Remaining Traditions and Comparative requirements		2.5 electives
TOTAL: 20 credits	4.5 credits GINS core	7.5 credits specialization		8.0 credits free electives (including language)	

### First Year

#### a) Global Religious Studies Core Courses:

Students in the Global Religious Studies Specialization are required to take a Global Religious Studies core course in each year of the degree that provide students with a firm theoretical and methodological grounding in the academic study of religion in global and transnational contexts. These courses also serve to foster a sense of community among students in the program.

In their first year, all students take *RELI 1741 Global Religions: Identity and Community* that will introduce students to the academic study of religion in global contexts. This course is the one new course that is being added in order to construct the specialization. While it serves as a core course for students in the specialization, it will be open to all first-year undergraduate students.

*RELI 1741 Global Religions: Identity and Community*

An introduction to major issues in the study of religion in global contexts drawing on historical and contemporary examples.

**b) Foundation Courses in Asian/Indigenous and Judaism/Christianity/Islam:**

The foundational courses in traditions and contexts introduce students to the history and development of the beliefs, doctrines, and practices of the main religious traditions in the world. These courses provide students with knowledge and religious literacy about different religious traditions from around the world and help them understand these traditions in their broader global context. The courses also introduce students to basic principles of the academic study of religion including methodological atheism.

In order to ensure breadth in global religious traditions, students are required to take 1.0 credits from courses in Judaism, Christianity, Islam and 1.0 credits from Asian and Indigenous Religions. These courses are chosen from a list of first- and second-year level tradition-based courses. Students may only count 0.5 credit of 1000 level courses to each category. Students would be expected to take 0.5 to 1.0 credits in these courses in their first-year and the remaining 1.0 to 1.5 credits in their second year.

We are aware that the selection of courses in some areas is greater for Judaism, Christianity, Islam than in the Asian or Indigenous Religion categories. This is in part due to the areas of specialization of our current faculty. Hiring faculty members in indigenous religions and in East Asian religions are high priorities for the unit, that would help us provide more options (especially for indigenous religions) in these foundational courses and in the advanced traditions and contexts category (discussed below).

**Second and Third Year:**

In the second and third year students take required courses from three categories:

**a) Global Religious Studies core courses:**

Students continue their specialization core course sequence in second and third year. *RELI 2741 Interpretations of Religions* provides an advanced introduction to the academic study of religion and core concepts in the field. In *RELI 3741 Classical Approaches to Religion* students engage with major theorists who have shaped the academic study of religion as a field.

**b) Foundational and Advanced Traditions and Contexts Courses**

In second year, students continue to take breadth courses in the Foundations in Judaism, Christianity, Islam and Foundations in Asian and Indigenous Religions categories at the 2000 level (see discussion in first-year section above).

In third year, students are required to take 1.0 credits of Advanced Traditions and Contexts courses. These courses are advanced third-year traditions-based courses that build on the Foundational courses and allow students to deepen and extend their knowledge and literacy of particular

religious traditions in the world and to further develop their ability to analyze them in historical and contemporary contexts.

### c) Comparative and Global Religions

Students take 1.5 credits in comparative and global religion courses. These courses take a comparative, thematic or global approach to the study of religion and encourage students to think critically about how particular issues or practices (death, gender and sexuality, violence, environment, etc.) are understood in different religious traditions, developing students' capacities for intercultural understanding. Students are required to take at least 0.5 credits at the third-year level.

#### Fourth Year:

Students take 1.5 credits in RELI at the fourth-year honours level. Students are required to take *RELI 4741 Contemporary Issues in the Study of Religion* which serves as a capstone course for the degree and which requires students to apply the ideas of contemporary theorists who have shaped the academic study of religion. This course completes their global religious studies core course sequence. The additional 1.0 credit consists of fourth-year honours seminars on topics that vary from year to year, tutorials, or an Honours Research Essay on a topic relevant to the Global Religions: Identity and Community Specialization.

The Global Religions: Identity and Community Stream follows the same logic and course sequence as the Specialization, but with the absence of the fourth-year Honours courses.

## 2. Current International, National, and Provincial Profile

There is a growing scholarly and student interest in the role of religion in global and international affairs. Many undergraduate programs in religious studies including Carleton offer programs in world religions. McGill University, has a minor in Religion and Globalization sponsored by their Initiative in Globalization and World Religions. Yet, there are no programs in Canada that integrate the academic study of religion in the context of a global and international studies undergraduate degree program (there are programs in religion and global studies offered by theological seminaries, but as faith-based programs, these are not programs that engage in the academic study of religion).

Internationally, Georgetown University through its Berkley Center for Religion, Peace, and World Affairs, offers a certificate in Religion, Ethics, and World Affairs for students in its School of Foreign Service and as a minor for regular BA students (<https://berkleycenter.georgetown.edu/projects/religion-ethics-and-world-affairs-certificate>). Cedar Crest College in Pennsylvania, a small liberal arts college offers a Concentration in Religion, Culture, and Society as part of its Global Studies major ([http://www.cedarcrest.edu/catalog/catalog2017-18/programs & courses/socsci global.shtm](http://www.cedarcrest.edu/catalog/catalog2017-18/programs%20&%20courses/socsci_global.shtm)). The University of Montana offers a Global Humanities and Religions BA program, but this program also does not expose students to social science approaches and does not possess the rigorous global and international studies core course sequence that is the hallmark of BGIInS. Arizona State University offers a BA degree with a concentration in Religion, Politics, and Global Affairs, but this is not part of a comprehensive global and international studies program.

The specialization in Global Religions: Identity and Community would thus be unique in Ontario, in Canada, and internationally, clearly differentiating it from other religious studies programs. An innovative aspect of the specialization is its clearly structured course structure, which in addition to the BGIInS global and international studies core courses includes courses on traditions, theory and method in religious studies and the study of religion in global contexts, and comparative religions.

### 3. Mission and Strategic Direction

The Global Religions: Identity and Community specialization is clearly aligned with the strategic focus of the Carleton University Strategic Plan, “Collaboration, Leadership, and Resilience: Sustainable Communities – Global Prosperity” for 2013-2018. It contributes to the realization of Goal 1.1 to establish new undergraduate programs in areas associated with the University’s strategic focus. Since the program is designed to also feed into the MA Program in Religion and Public Life, it also contributes to the goal of ensuring alignment between the University’s undergraduate and graduate programs. The specialization helps to fulfill goal 1.2 of pursuing modest enrollment growth by responding to growing societal demands for knowledge of religious diversity. The specialization also offers students interested in the academic study of religion an integrated international experience component as part of the BGIInS degree that is in line with Goal 3.1’s emphasis on experiential learning. One option for fulfilling that requirement would be the RELI 3851 Topics in the Study of Religion Abroad course, one of five study abroad courses currently offered at Carleton. The program also contributes to realizing Goal 3.2 to extend the options for Carleton students to become aware of global issues and to provide opportunities for students to gain international experience at Carleton and abroad.

The new specialization is also in line with the 2017-2020 Carleton Strategic Mandate Agreement. It builds on key program areas of strengths in 7. Media, Communications, and Culture and 8. Global and International Studies and will contribute to the aims of program expansion in 1) Global and International Studies and 5) Community Engagement, Engaged Communities.

### 4. Impact on Other Programs

#### a) Effect on Existing Religion BA Program and Students

With the exception of the *RELI 1741 Global Religions: Identity and Community* course, this specialization builds on existing courses offered by the Religion program and therefore there should be no significant effect on the existing Religion BA Program and its students.

Our expectation, drawing on the experience of other units that offer both BA and BGIInS programs, is that the BGIInS specialization will attract a different pool of students than those in our existing BA program. Students applying to BGIInS are a select group of students with a strong interest in international issues and who want to study or work abroad. The experiential learning option provided by the BGIInS International Experience Requirement will be particularly attractive to them and differentiates the Global Religions specialization from the BA program in Religion. Many of the existing Religion BA students are often combined Honours students for whom BGIInS would not be an option, given the absence of a combined option in BGIInS. Our expectation is that the addition of this new program will increase the overall number of students in Religion’s undergraduate programs and that it would contribute to increasing enrollments in religion courses.

The specialization would complement the current Religion BA program. In designing the specialization, we also have aimed to align it with the focus of Religion’s MA program in “Religion and Public Life” and plan to actively recruit among Global Religions students for this program. Students who completed the Global Religions specialization would be well prepared for further studies in the Religion MA program as well as in other MA programs at Carleton.

Given that the specialization builds on existing courses for our BA program, there are no new resources required in order to launch the specialization and the addition of the program should not affect the delivery of our BA program.

#### **b) Impact on other Programs or Academic Units**

The specialization should have no impact on other programs or academic units at Carleton. For the BGLnS program, we expect that the specialization will expand the options available to prospective BGLnS students. The BGLnS program is unique among global studies programs in Canada in internationally in offering both global and international studies, combining social science and humanities approaches. We have actively consulted with BGLnS in the process of developing the specialization and the specialization was approved unanimously by the BGLnS curriculum committee and by the BGLnS Committee of Management. Our program is in line with the core pedagogical values of the BGLnS program and would contribute to expanding the offerings for students in its knowledge cluster in Mediation, Circulation, and Cultural Formations (See Appendix A below which outlines how the specialization adheres to the BGLnS guidelines).

### **5. Societal Need**

The Global Religions: Identity and Community specialization contributes to societal needs for citizens who are knowledgeable about the worlds' different religious traditions. Students will graduate from the program with essential critical skills and a capacity for intercultural understanding that is highly valued by employers both in Canada and globally.

Students with a degree in Global Religions would be excellent candidates for a number of positions that require intercultural competencies and analytical skills including careers in the advocacy, non-governmental organizations, public sector work, religious organizations, human resources, journalism, and healthcare. The critical skills and knowledge gained from the Global Religions specialization would also be excellent preparation for further study in professional schools such as education, social work, or law. Students would be excellent candidates for graduate programs in a number of humanities and social science disciplines including history, politics, international affairs, global development, religion, cultural studies, art history, among others.

### **6. Student Demand**

Given the presence of issues of religion in public discourse, global conflicts, and world news, there is a strong interest among students in having greater understanding of religion and its role in shaping cultures and identities. Judging from the recruitment numbers of other units with BGLnS specializations, we expect that our program would be a moderate sized specialization drawing between 10-15 students per year. The title of the specialization was chosen based on a survey of undergraduate students from a variety of majors who took first-year religion courses. The key terms in the title were chosen based on student responses.

### **7. Resources**

The Global Religions: Identity and Community specialization will require no new resources, since it builds on existing courses.

- a) Faculty resources: As the program builds on existing courses, no new faculty will be required in order to implement the program. The only new course that will be required (RELI 1741 Global



Religions: Identity and Community) will be resourced by shifting teaching assignments of existing faculty.

While no new faculty are needed to launch the program, in the last Religion cyclical review, the Religion program identified (and external reviewers supported) priorities for hiring faculty positions in Indigenous Religions and East Asian Religions, areas that are currently only covered by contract instructors or limited-term appointments (currently Religion has a two-year term Instructor in East Asian Religions for 2017-2019). Should the East Asian position be made permanent in the future or an Indigenous Religion position materialize, the Global Religions specialization would benefit from an expanded capacity to offer courses in these areas where there is a strong student interest.

- b) Contract Instructors: no additional contract instructors are expected to implement the program.
- c) Administrative support. No additional administrative support is expected in order to run the program. Students would receive advising through the religion undergraduate coordinator for the BA program in Religion, the College of the Humanities administrators, and the BGIInS administrators for their global and international studies core courses and international experience requirement.
- d) Library resources – no additional library resources are required since the specialization builds on the library resources for the existing Religion BA and MA program and the BGIInS program.
- e) Space: No additional space will be required to offer the program. The Religion program already possesses a lounge space for religion students that would also be used by Global Religions students.
- f) Equipment: no need of additional equipment.

## APPENDIX A: Specialization's Alignment with BGIInS Program Guidelines

### 1) Adherence to BGIInS Core Pedagogical Values

In both its aims and its structure of the Global Religions: Identity and Community specialization has been designed in line with the core pedagogical values of the BGIInS program, values to which the creators of the specialization subscribe.

#### a) Knowledge of Global and International Issues

The majority of religion courses have been designed with a global perspective in mind, introducing students to the variety of religious traditions in the world, and also how those traditions have been adapted and constructed differently in particular times and places.

Global and international issues are commonplace in many of the required and elective courses within the specialization. The foundational courses and many of the tradition courses are regionally or globally framed or deal with transnational themes such as diaspora (for example RELI 2230 Global Christianity, RELI 1720 Indigenous Religions in a Global Context, RELI 2110 Judaism, RELI 3141 Germans and Jews, Islam in the Modern World, RELI 2712 Religious Diversity of Canada, RELI 3420 Buddhism Beyond India, RELI 1715 South Asian Religions, RELI 1716 East Asian Religions). Specialized seminars and comparative courses also touch on global themes, such as religion and violence, religion and the environment, diversity, migration, and diaspora, religion and civil society. The required core course RELI 1741 Global Religions: Identity and Community will interrogate the entanglement of religion with the global past and present, and provide students with a grounding in global and transnational approaches to the study of religion.

#### b) Multiple Paths of Knowledge: Multi-/Inter-disciplinarity

The Global Religions: Identity and Community specialization is designed to provide an interdisciplinary approach to the study of global religious traditions. Courses in religion at Carleton draw on a number of humanities and social science disciplines including history, literature, art, sociology, anthropology, philosophy, psychology, philology, cultural studies, migration and diaspora studies to interrogate the complex ways in which religion informs social relations, past and present. Students will encounter different methods of studying religion such as critical examination of religious texts, ethnography, interviews, participant-observation, discourse analysis among others. Core courses in religious studies provide students with theoretical, conceptual, and methodological tools to engage in the academic study of religion.

#### c) Critical Awareness of Self and Others

An important aim of the Global Religions: Identity and Community specialization is to provide students with literacy about the diversity of religious traditions in the world. The academic study of religion requires students to examine traditions (including their own) from a critical perspective. Religious texts, beliefs, rituals, and practices, which all have meaning to their practitioners, are analyzed as social and cultural products of human action in the world.

The foundational courses and traditions courses in the specialization provides students with introductory and advanced knowledge about the history and contemporary situation of the world's major religious traditions. In addition, students are required to take courses in categories covering the major world traditions: Judaism, Christianity, and Islam; South and East Asian Religions and Indigenous Religions. This ensures that all students who complete the specialization would have the basic literacy necessary in traditions practiced in different parts of the world.

**d) Ethical Engagement in the World**

Students are encouraged to think critically about the ways that religion is embedded in power relations, past and present. Students can learn how religion has contributed to upholding contemporary political regimes but they also can explore the ways that marginalized communities use religion as a resource to challenge these regimes. Religion has long served as a resource for the development of ethical traditions. In studying religion, students will be introduced to a variety of ethical traditions for engaging with the world.

**e) Demonstrated Intercultural Competencies**

As mentioned above in the critical citizenship section, the knowledge of a variety of religious traditions, the history of their interactions with different global political regimes (ancient empires, high imperialism, neo-colonialism, globalization) is central to understanding the diversity of religions and cultures in the world. Students will emerge from the program with basic knowledge of religious tradition and their historical development of different religious traditions. This knowledge will provide them with intercultural competencies that will help them understand local practices in different regions of the world in which they are studying, working, or traveling as well as when they encounter diverse traditions at home.

**2) Alignment with BGINS Knowledge Cluster: Mediation, Circulation, and Cultural Formations**

The Global Religions: Identity and Community Specialization contributes to all three of the knowledge clusters of BGINS, but fits best in the “Mediation, Circulation, and Cultural Formations” which focuses on the “connections, communications, and engagements with socio-cultural dimensions of daily life.” Religion has been and remains a central factor in how people define their identities in the modern world. Religion informs the everyday life of people around the world and their encounters with institutions such as the state, the economy, the media, and law. Attending to how ordinary people interpret the world through the lens of religion can provide important insight into the workings of global systems of culture, politics, economy, and society. Students will learn to analyze religion as a social-cultural practice that is shaped by a variety of media and institutions, but which has meaning for its practitioners. Students knowledge of religion will also provide them with valuable critical skills that will foster their capacity to contribute to intercultural understanding.

## APPENDIX B: Program Structure

### Bachelor of Global and International Studies

#### Specialization in Global Religions: Identity and Community

1. 4.5 credits in: Core Courses                      4.5

GINS 1000 [0.5] Global History

GINS 1010 [0.5] International Law and Politics

GINS 1020 [0.5] Ethnography, Globalization and Culture

GINS 2000 [0.5] Ethics and Globalization

GINS 2010 [0.5] Globalization and International Economic Issues

GINS 2020 [0.5] Global Literatures

GINS 3010 [0.5] Global and International Theory

GINS 3020 [0.5] Places, Boundaries, Movements and Global Environmental Change

GINS 4090 [0.5] Honours Seminar in Global and International Studies

2. 0.0 credit in: International Experience Requirement Preparation

GINS 1300 [0.0] International Experience Requirement Preparation

3. 7.5 credits in: the Specialization

a. 1.5 credit in Global Religious Studies Core

RELI 1741 Global Religions: Identity and Community [0.5]

RELI 2741 Interpretations of Religion [0.5]

RELI 3741 Classical Approaches to Religion [0.5]

b. 1.0 credit from Foundations in Judaism, Christianity, and Islam (no more than 0.5 credit at 1000 level)

RELI 1710 Judaism, Christianity, Islam

RELI 2110 Judaism

RELI 2121 Hebrew Bible

RELI 2122 Early Judaism

RELI 2220 Early Christianity

RELI 2225 Christianity 300-1500

RELI 2226 Christianity 1500-1900

RELI 2230 Global Christianity

RELI 2310 Islam

RELI 2320 Islam Modern World

RELI 2330 The Qur'an

RELI 2350 Classic Islamic Thought

RELI 2731 Dimensions of Modern Atheism

RELI 2735 Greek Religion

RELI 2737 Roman Religion

c. 1.0 credit from Foundations in Asian or Indigenous Religions (no more than 0.5 credit at 1000 level)

RELI 1715 South Asian Religions  
 RELI 1716 East Asian Religions  
 RELI 1720 Indigenous Religions in a Global Context  
 RELI 2410 Buddhism  
 RELI 2510 Hinduism  
 RELI 2515 Religion and Aesthetics in India  
 RELI 2750 Sikhism  
 RELI 2720 Indigenous Religions of Canada

d. 1.0 credits in Advanced Traditions and Contexts

RELI 3130 Love, Sex, and Marriage in Judaism  
 RELI 3131 Judaism and Gender  
 RELI 3140 Holocaust Encounters  
 RELI 3141 Germans and Jews  
 RELI 3220 Reformation Europe  
 RELI 3230 Jesus of Nazareth  
 RELI 3231 Paul of Tarsus  
 RELI 3232 Christian Discipline  
 RELI 3250 Evangelical Christianity in Social-Historical Perspective  
 RELI 3322 Shi'i Islam  
 RELI 3330 Sufism  
 RELI 3331 Islam and Gender  
 RELI 3340 The Life and Image of Muhammad.  
 RELI 3350 The Hadith Literature: An Introduction  
 RELI 3420 Early Buddhism  
 RELI 3422 Buddhism Beyond India  
 RELI 3520 Early Hinduism  
 RELI 3522 Modern Hinduism  
 RELI 3732 Studies in Greek Art  
 RELI 3733 Studies in Roman Art

e. 1.5 credit from Comparative and Global Religion (at least 0.5 credit at 3rd year level)

RELI 2535 Religion and Gender  
 RELI 2711 Love and Its Myths  
 RELI 2712 Religious Diversity of Canada  
 RELI 2713 Mysticism  
 RELI 2732 Death and Afterlife  
 RELI 2736 Religion and Society  
 RELI 2738 Philosophy of Religion  
 RELI 2840 Topics in Religion  
 RELI 3710 Religion and the Environment  
 RELI 3722 Religion and Violence  
 RELI 3734 Religion, Gender, and Sexuality  
 RELI 3840 Topics in Religion  
 RELI 3850 Topics in the Study of Religion Abroad

f. 1.5 credits from Honours Courses:



## Stream in Global Religions: Identity and Community

1. 4.0 credits in: Core Courses                      4.0

GINS 1000 [0.5] Global History  
 GINS 1010 [0.5] International Law and Politics  
 GINS 1020 [0.5] Ethnography, Globalization and Culture  
 GINS 2000 [0.5] Ethics and Globalization  
 GINS 2010 [0.5] Globalization and International Economic Issues  
 GINS 2020 [0.5] Global Literatures  
 GINS 3010 [0.5] Global and International Theory  
 GINS 3020 [0.5] Places, Boundaries, Movements and Global Environmental Change

2. 4.0 credits from: the Stream

a. Global Religious Studies Core

RELI 1741 Global Religions: Identity and Community [0.5]  
 RELI 2741 Interpretations of Religion  
 RELI 3741 Classical Approaches to Religion

b. Foundations in Judaism, Christianity, and Islam

RELI 1710 Judaism, Christianity, Islam  
 RELI 2110 Judaism  
 RELI 2121 Hebrew Bible  
 RELI 2122 Early Judaism  
 RELI 2220 Early Christianity  
 RELI 2225 Christianity 300-1500  
 RELI 2226 Christianity 1500-1900  
 RELI 2230 Global Christianity  
 RELI 2310 Islam  
 RELI 2320 Islam Modern World  
 RELI 2330 The Qur'an  
 RELI 2350 Classic Islamic Thought  
 RELI 2731 Dimensions of Modern Atheism  
 RELI 2735 Greek Religion  
 RELI 2737 Roman Religion

c. from Foundations in Asian or Indigenous Religions

RELI 1715 South Asian Religions  
 RELI 1716 East Asian Religions  
 RELI 1720 Indigenous Religions in a Global Context  
 RELI 2410 Buddhism  
 RELI 2510 Hinduism  
 RELI 2515 Religion and Aesthetics in India  
 RELI 2750 Sikhism  
 RELI 2720 Indigenous Religions of Canada

d. Advanced Traditions and Contexts

RELI 3130 Love, Sex, and Marriage in Judaism  
 RELI 3131 Judaism and Gender  
 RELI 3140 Holocaust Encounters  
 RELI 3141 Germans and Jews  
 RELI 3220 Reformation Europe  
 RELI 3230 Jesus of Nazareth  
 RELI 3231 Paul of Tarsus  
 RELI 3232 Christian Discipline  
 RELI 3250 Evangelical Christianity in Social-Historical Perspective  
 RELI 3322 Shi'i Islam  
 RELI 3330 Sufism  
 RELI 3331 Islam and Gender  
 RELI 3340 The Life and Image of Muhammad.  
 RELI 3350 The Hadith Literature: An Introduction  
 RELI 3420 Early Buddhism  
 RELI 3422 Buddhism Beyond India  
 RELI 3520 Early Hinduism  
 RELI 3522 Modern Hinduism  
 RELI 3732 Studies in Greek Art  
 RELI 3733 Studies in Roman Art

e. Comparative and Global Religion

RELI 2535 Religion and Gender  
 RELI 2711 Love and Its Myths  
 RELI 2712 Religious Diversity of Canada  
 RELI 2713 Mysticism  
 RELI 2732 Death and Afterlife  
 RELI 2736 Religion and Society  
 RELI 2738 Philosophy of Religion  
 RELI 2840 Topics in Religion  
 RELI 3710 Religion and the Environment  
 RELI 3722 Religion and Violence  
 RELI 3734 Religion, Gender, and Sexuality  
 RELI 3840 Topics in Religion  
 RELI 3850 Topics in the Study of Religion Abroad

B. Credits Not Included in the Major CGPA (7.0 credits):

3. 7.0 credits in: Free Electives            7.0

C. Additional Requirements

4. The Language requirement must be met.

Total Credits 15.0



# Program Change Request

## New Program Proposal

Date Submitted: 01/15/18 9:11 pm

Viewing: **TBD-1809 : BGINS Specialization in Global Religions: Identity and Community**

Last edit: 01/15/18 9:11 pm

Last modified by: jamescasteel

Changes proposed by: jamescasteel

### In Workflow

1. GINS ChairDir UG
2. HUMM ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA

10. Future Cycle
11. PRE SCCASP
12. SCCASP
13. SAPC
14. Senate
15. PRE CalEditor
16. CalEditor

### Approval Path

1. 01/12/18 5:19 pm  
Chris Brown  
(chrisbrown): Rollback to Initiator
2. 02/01/18 11:18 am  
Chris Brown  
(chrisbrown): Approved for GINS ChairDir UG
3. 02/01/18 11:41 am  
Shane Hawkins  
(shanehawkins): Approved for HUMM ChairDir UG
4. 02/01/18 11:48 am  
Hugh Shewell  
(hughshewell): Approved for PA Dean
5. 03/01/18 4:02 pm  
Richard Mann  
(richardmann): Approved for AS Dean
6. 03/01/18 10:23 pm  
Hugh Shewell  
(hughshewell): Approved for PA FCC

- 7. 03/02/18 2:35 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
- 8. 03/07/18 4:04 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FBoard
- 9. 03/09/18 4:37 pm  
Richard Mann  
(richardmann): Approved  
for AS FBoard

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1809
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	College of the Humanities Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies Honours
Title	BGINS Specialization in Global Religions: Identity and Community

## Program Requirements

### Bachelor of Global and International Studies Specialization in Global Religions: Identity and Community (20.0 credits)

#### A. Credits Included in the Major CGPA (12.0 credits)

##### 1. 4.5 credits in Core Courses

4.5

- [GINS 1000 \[0.5\]](#)      **Global History**
- [GINS 1010 \[0.5\]](#)      **International Law and Politics**
- [GINS 1020 \[0.5\]](#)      **Ethnography, Globalization and Culture**
- [GINS 2000 \[0.5\]](#)      **Ethics and Globalization**
- [GINS 2010 \[0.5\]](#)      **Globalization and International Economic Issues**
- [GINS 2020 \[0.5\]](#)      **Global Literatures**
- [GINS 3010 \[0.5\]](#)      **Global and International Theory**
- [GINS 3020 \[0.5\]](#)      **Places, Boundaries, Movements and Global Environmental Change**
- [GINS 4090 \[0.5\]](#)      **Honours Seminar in Global and International Studies**

##### 2. 0.0 credit in:

**GINS 1300 [0.0] International Experience Requirement Preparation****3. 7.5 credits in: the Specialization****7.5****a. 1.5 credits in Global Religious Studies Core****RELI 1741 [0.0] Global Religions: Identity and Community****RELI 2741 [0.5] Interpretations of Religion****RELI 3741 [0.5] Classical Approaches to Religion****b. 1.0 credit from Foundations in Judaism, Christianity, and Islam (no more than 0.5 credit at the 1000 level)****RELI 1710 [0.5] Judaism, Christianity, Islam****RELI 2110 [0.5] Judaism****RELI 2121 [0.5] Hebrew Bible****RELI 2122 [0.5] Early Judaism****RELI 2220 [0.5] Early Christianity****RELI 2225 [0.5] Christianity 300-1500****RELI 2226 [0.5] Christianity 1500-1900****RELI 2230 [0.5] Global Christianity****RELI 2310 [0.5] Islam****RELI 2320 [0.5] Islam in the Modern World****RELI 2330 [0.5] The Qur'an****RELI 2350 [0.5] Classical Islamic Thought****RELI 2731 [0.5] Dimensions of Modern Atheism****RELI 2735 [0.5] Greek Religion****RELI 2737 [0.5] Roman Religion****c. 1.0 credit from Foundations in Asian or Indigenous Religions (no more than 0.5 credit at the 1000 level)****RELI 1715 [0.5] South Asian Religions****RELI 1716 [0.5] East Asian Religions****RELI 1720 [0.5] Indigenous Religions in Global Context****RELI 2410 [0.5] Buddhism****RELI 2510 [0.5] Hinduism****RELI 2515 [0.5] Religion and Aesthetics in India****RELI 2750 [0.5] Sikhism****RELI 2720 [0.5] Indigenous Religions of Canada****d. 1.0 credit in Advanced Traditions and Contexts****RELI 3130 [0.5] Love, Sex and Marriage in Judaism****RELI 3131 [0.5] Judaism and Gender****RELI 3140 [0.5] Holocaust Encounters****RELI 3141 [0.5] Germans and Jews****RELI 3220 [0.5] Reformation Europe****RELI 3230 [0.5] Jesus of Nazareth****RELI 3231 [0.5] Paul of Tarsus****RELI 3232 [0.5] Christian Discipline****RELI 3250 [0.5] Evangelical Christianity in Social-Historical Perspective****RELI 3322 [0.5] Shi'i Islam****RELI 3330 [0.5] Sufism****RELI 3331 [0.5] Islam and Gender****RELI 3340 [0.5] The Life and Image of Muhammad**

<a href="#">RELI 3350</a> [0.5]	<b>The Hadith Literature: An Introduction</b>
<a href="#">RELI 3420</a> [0.5]	<b>Early Buddhism</b>
<a href="#">RELI 3422</a> [0.5]	<b>Buddhism Beyond India</b>
<a href="#">RELI 3520</a> [0.5]	<b>Early Hinduism</b>
<a href="#">RELI 3522</a> [0.5]	<b>Modern Hinduism</b>
<a href="#">RELI 3732</a> [0.5]	<b>Studies in Greek Art</b>
<a href="#">RELI 3733</a> [0.5]	<b>Studies in Roman Art</b>

**e. 1.5 credits from Comparative and Global Religion (at least 0.5 credit at the third-year level)**

<a href="#">RELI 2535</a> [0.5]	<b>Religion and Gender</b>
<a href="#">RELI 2711</a> [0.5]	<b>Love and Its Myths</b>
<a href="#">RELI 2712</a> [0.5]	<b>Religious Diversity of Canada</b>
<a href="#">RELI 2713</a> [0.5]	<b>Mysticism</b>
<a href="#">RELI 2732</a> [0.5]	<b>Death and Afterlife</b>
<a href="#">RELI 2736</a> [0.5]	<b>Religion and Society</b>
<a href="#">RELI 2738</a> [0.5]	<b>Philosophy of Religion</b>
<a href="#">RELI 2840</a> [0.5]	<b>Topics in Religion</b>
<a href="#">RELI 3710</a> [0.5]	<b>Religions and the Environment</b>
<a href="#">RELI 3722</a> [0.5]	<b>Religion and Violence</b>
<a href="#">RELI 3734</a> [0.5]	<b>Religion, Gender, and Sexuality</b>
<a href="#">RELI 3840</a> [0.5]	<b>Topics in Religion</b>
<a href="#">RELI 3850</a> [0.5]	<b>Topics in the Study of Religion Abroad</b>

**f. 1.5 credits from Honours Seminars and Honours Research Essay:**

<a href="#">RELI 4741</a> [0.5]	<b>Contemporary Issues in the Study of Religion</b>
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and

**1.0 credit in RELI at the 4000 level**

**B. Credits Not Included in the Major CGPA (8.0 credits)**

**4. 8.0 credits in free electives**

**8.0**

**C. Additional Requirements**

**5. The International Experience requirement must be met.**

**6. The Language requirement must be met.**

Total Credits

20.0

New Resources

No New Resources

Summary

Addition of new specialization in Global Religions: Identity and Community for BGINs degree program.

Rationale

The Global Religions: Identity and Community Specialization allows students to engage in the academic study of religion in a global context. Students learn about the major world religions by critically examining their particular beliefs, rituals, and practices and the ways in which these inform broader cultural, social, economic, and political issues in the wider world. They also learn to think about the complex ways in which religion informs identities and the construction of communities in many societies around the world today. This specialization will be unique in Canada and globally in providing a program in the academic study of religion that is integrated into a global and international studies degree program.

**Transition/Implementation** Specialization builds on existing courses and therefore we do not expect any impact on existing students and programs. The program will enrich BGINs by filling a gap in the study of religion and by increasing the number of degree options in the BGINs knowledge cluster mediation, circulation, and cultural formations. Specialization will begin in the 2019-2020 academic year.

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**Program reviewer comments** **chrisbrown (01/12/18 5:19 pm):** Rollback: 1) Categories need to be re-numbered -- category 3 appears twice. 2) As category 5 it needs to be added that they must meet the international experience requirement. 3) A question for James Casteel: in the category 3f it references Global Religions, Cultures and Identities, which is the old title for this specialization. Should it instead reference Global Religions: Identity and Community, i.e. the new title?

Key: 1809

# Program Change Request

## New Program Proposal

Date Submitted: 01/12/18 4:33 pm

Viewing: **TBD-1810 : BGINS Stream in Global Religions: Identity and Community**

Last edit: 01/12/18 4:33 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

### In Workflow

1. GINS ChairDir UG
2. HUMM ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA

10. Future Cycle
11. PRE SCCASP
12. SCCASP
13. SAPC
14. Senate
15. PRE CalEditor
16. CalEditor

### Approval Path

1. 02/01/18 11:18 am  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 02/01/18 11:41 am  
Shane Hawkins  
(shanehawkins):  
Approved for HUMM  
ChairDir UG
3. 02/01/18 11:49 am  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/01/18 4:02 pm  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/01/18 10:24 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/02/18 2:36 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC

7. 03/07/18 4:04 pm  
 Hugh Shewell  
 (hughshewell): Approved  
 for PA FBoard  
 8. 03/09/18 4:37 pm  
 Richard Mann  
 (richardmann): Approved  
 for AS FBoard

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1810
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	College of the Humanities Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies General
Title	BGINS Stream in Global Religions: Identity and Community

## Program Requirements

### Bachelor of Global and International Studies Stream in Global Religions: Identity and Community (15.0 credits)

#### A. Credits Included in the Major CGPA (8.0 credits)

- |   |            |
|---|------------|
| <b>1. 4.0 credits in: Core Courses</b>  | <b>4.0</b> |
| <u><a href="#">GINS 1000</a></u> [0.5] <b>Global History</b>  |            |
| <u><a href="#">GINS 1010</a></u> [0.5] <b>International Law and Politics</b>                                |            |
| <u><a href="#">GINS 1020</a></u> [0.5] <b>Ethnography, Globalization and Culture</b>                        |            |
| <u><a href="#">GINS 2000</a></u> [0.5] <b>Ethics and Globalization</b>                                      |            |
| <u><a href="#">GINS 2010</a></u> [0.5] <b>Globalization and International Economic Issues</b>               |            |
| <u><a href="#">GINS 2020</a></u> [0.5] <b>Global Literatures</b>  |            |
| <u><a href="#">GINS 3010</a></u> [0.5] <b>Global and International Theory</b>                               |            |
| <u><a href="#">GINS 3020</a></u> [0.5] <b>Places, Boundaries, Movements and Global Environmental Change</b> |            |
| <b>2. 4.0 credits from: the Stream</b>  | <b>4.0</b> |
| <b>a. Global Religious Studies Core</b>   |            |
| <u><a href="#">RELI 1741</a></u> [0.0] <b>Global Religions: Identity and Community</b>                      |            |
| <u><a href="#">RELI 2741</a></u> [0.5] <b>Interpretations of Religion</b>                                   |            |
| <u><a href="#">RELI 3741</a></u> [0.5] <b>Classical Approaches to Religion</b>                              |            |

**b. Foundations in Judaism, Christianity, and Islam**

<a href="#">RELI 1710</a> [0.5]	Judaism, Christianity, Islam
<a href="#">RELI 2110</a> [0.5]	Judaism
<a href="#">RELI 2121</a> [0.5]	Hebrew Bible
<a href="#">RELI 2122</a> [0.5]	Early Judaism
<a href="#">RELI 2220</a> [0.5]	Early Christianity
<a href="#">RELI 2225</a> [0.5]	Christianity 300-1500
<a href="#">RELI 2226</a> [0.5]	Christianity 1500-1900
<a href="#">RELI 2230</a> [0.5]	Global Christianity
<a href="#">RELI 2310</a> [0.5]	Islam
<a href="#">RELI 2320</a> [0.5]	Islam in the Modern World
<a href="#">RELI 2330</a> [0.5]	The Qur'an
<a href="#">RELI 2350</a> [0.5]	Classical Islamic Thought
<a href="#">RELI 2731</a> [0.5]	Dimensions of Modern Atheism
<a href="#">RELI 2735</a> [0.5]	Greek Religion
<a href="#">RELI 2737</a> [0.5]	Roman Religion

**c. from Foundations in Asian or Indigenous Religions**

<a href="#">RELI 1715</a> [0.5]	South Asian Religions
<a href="#">RELI 1716</a> [0.5]	East Asian Religions
<a href="#">RELI 1720</a> [0.5]	Indigenous Religions in Global Context
<a href="#">RELI 2410</a> [0.5]	Buddhism
<a href="#">RELI 2510</a> [0.5]	Hinduism
<a href="#">RELI 2515</a> [0.5]	Religion and Aesthetics in India
<a href="#">RELI 2750</a> [0.5]	Sikhism
<a href="#">RELI 2720</a> [0.5]	Indigenous Religions of Canada

**d. Advanced Traditions and Contexts**

<a href="#">RELI 3130</a> [0.5]	Love, Sex and Marriage in Judaism
<a href="#">RELI 3131</a> [0.5]	Judaism and Gender
<a href="#">RELI 3140</a> [0.5]	Holocaust Encounters
<a href="#">RELI 3141</a> [0.5]	Germans and Jews
<a href="#">RELI 3220</a> [0.5]	Reformation Europe
<a href="#">RELI 3230</a> [0.5]	Jesus of Nazareth
<a href="#">RELI 3231</a> [0.5]	Paul of Tarsus
<a href="#">RELI 3232</a> [0.5]	Christian Discipline
<a href="#">RELI 3250</a> [0.5]	Evangelical Christianity in Social-Historical Perspective
<a href="#">RELI 3322</a> [0.5]	Shi'i Islam
<a href="#">RELI 3330</a> [0.5]	Sufism
<a href="#">RELI 3331</a> [0.5]	Islam and Gender
<a href="#">RELI 3340</a> [0.5]	The Life and Image of Muhammad
<a href="#">RELI 3350</a> [0.5]	The Hadith Literature: An Introduction
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<a href="#">RELI 3422</a> [0.5]	Buddhism Beyond India
<a href="#">RELI 3520</a> [0.5]	Early Hinduism
<a href="#">RELI 3522</a> [0.5]	Modern Hinduism
<a href="#">RELI 3732</a> [0.5]	Studies in Greek Art



**RELI 3733 [0.5] Studies in Roman Art**

**e. Comparative and Global Religion**

**RELI 2535 [0.5] Religion and Gender**

**RELI 2711 [0.5] Love and Its Myths**

**RELI 2712 [0.5] Religious Diversity of Canada**

**RELI 2713 [0.5] Mysticism**

**RELI 2732 [0.5] Death and Afterlife**

**RELI 2736 [0.5] Religion and Society**

**RELI 2738 [0.5] Philosophy of Religion**

**RELI 2840 [0.5] Topics in Religion**

**RELI 3710 [0.5] Religions and the Environment**

**RELI 3722 [0.5] Religion and Violence**

**RELI 3734 [0.5] Religion, Gender, and Sexuality**

**RELI 3840 [0.5] Topics in Religion**

**RELI 3850 [0.5] Topics in the Study of Religion Abroad**

**B. Credits Not Included in the Major CGPA (7.0 credits)**

**3. 7.0 credits in free electives 7.0**

**C. Additional Requirements**

**4. The Language requirement must be met.**

**Total Credits 15.0**

New Resources No New Resources

Summary Insert summary here

Rationale Insert rationale here

Transition/Implementation Insert implementation here

Program reviewer  
comments

# New Course Proposal

Date Submitted: 01/12/18 4:18 pm

Viewing: **RELI 1741 : Global Religions:  
Identity and Community**

Last edit: 02/08/18 9:11 am

Changes proposed by: **sandrabauer**

Programs referencing this course [BGINS Specialization in Global Religions: Identity and Community](#)

## In Workflow

1. HUMM ChairDir UG
2. AS FCC
3. AS FBoard
4. Future Cycle
5. PRE SCCASP
6. SCCASP
7. Banner

## Approval Path

1. 01/15/18 11:20 am  
Shane Hawkins  
(shanehawkins): Approved for HUMM ChairDir UG
2. 01/17/18 10:25 am  
Richard Mann  
(richardmann): Approved for AS FCC
3. 01/19/18 2:40 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
4. 01/22/18 2:58 pm  
Mike Labreque  
(mikelabreque): Approved for PRE SCCASP
5. 02/08/18 9:11 am  
Mike Labreque  
(mikelabreque): Rollback to PRE SCCASP for SCCASP

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Undergraduate
Course Code	RELI
Course Number	1741

Title	Global Religions: Identity and Community
Title (short)	Global Religions Ident&Comm
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanities
Credit Value	0.50
Course Description	An introduction to major issues in the study of religion in global contexts, drawing on historical and contemporary examples.
Prerequisite(s)	
Class Format	Lecture three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Unpaid Placment	No
Summary	Add summary text here
Rationale for new course	Add rationale here
Course reviewer comments	<b>mikelabreque (02/08/18 9:11 am):</b> Rollback: Rollback for Future Cycle.

Key: 9408  
Not an admin

## Institutional Quality Assurance Process

### Major Modifications Not Requiring a Library Report

*Date:* March 20<sup>th</sup>, 2018

*From:* George Duimovich – Associate University Librarian (Collections and Technology)

*To:* Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

*cc*

Shane Hawkins, Director of the College of the Humanities  
Richard Mann, Associate Dean (Curriculum, Programs & Planning)  
Wallace Clement, Dean of the Faculty of Arts and Social Sciences (Interim)  
Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)  
Christine Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)  
Wayne Jones, University Librarian  
David Sharp, Head, Collection Development and Acquisitions  
Laura Newton Miller, Assessment Librarian

### Recommendation

After review of Carleton University Library's information resources and services, no additional Library resources are required and so no report from the Library is necessary for the QA process for the major modification of the following:

Global Religions: Identity and Community:

Specialization and Stream in the Bachelor of Global and International Studies (BGINS)

This is a formal notification for your records.

## Track A2 Major Modification

Biology with Concentration in Biodiversity, Natural History and Conservation Science  
B.Sc. Honours (20.0 credits)

### Program Description (Overview)

#### 1. A description of the genesis of the idea or concept for the new program

Biology, like all scientific disciplines, is constantly changing and evolving. Courses within our existing programs are highly regarded among both our students and their employers. We, as a department, are committed to maintaining and improving our position as leader in Biology education. To this end, we are proposing to add a new area of concentrated study for our B.Sc. Honours program – a concentration in Biodiversity, Natural History and Conservation Science. This new concentration will directly address interest expressed by current and prospective students as well as employers of our graduates.

The Department of Biology currently offers several (see box below) programs in Biology and the Biological Sciences. Within our B.Sc. Honours program, we currently offer recognition in four areas of concentration. This new concentration will allow us to directly address interest expressed from students wanting to study and enter careers that address current and pressing global problems related to biodiversity (species distributions and abundances, species inter-relatedness and evolutionary history), natural history (species inter-dependency, species interaction and interactions with their environments) and conservation science (habitat and environment preservation, management, and usage). Biology is the new economy and this concentration will help position Carleton as a forward thinking leader in this area.

#### Current Programs in Biology (2017-18)

Biology – B.Sc. Honours
Biology – B.Sc. Honours
• Concentration in Ecology, Evolution and Behaviour
• Concentration in Health Science
• Concentration in Molecular and Cellular Biology
• Concentration in Physiology
Biology – B.Sc. Major
Biology – B.Sc. General
Bioinformatics – B.Sc. Honours
Biotechnology – B.Sc. Honours
Neuroscience – B.Sc. Combined Honours
Biology and Physics - B.Sc. Combined Honours
Biology and Earth Sciences – B.Sc. Combined Honours
Biology - B.A. Honours
Biology – B.A. General
Biology and Humanities - B. Hum Combined Honours

## 2. The principal goals of the program

The principle goals of this new program are:

- To address the expressed interests of current and prospective students. This will increase student satisfaction with our existing programs and encourage prospective students to consider Carleton and the Department of Biology.
- To produce graduates with knowledge and practical skills that meet demands for specific employment opportunities. Carleton biology graduates are sought for their biology skills for positions in many government roles – Parks Canada, Ministry of Natural Resources, Department of Fisheries and Oceans, Agriculture and Agri-Food Canada, Environment and Climate Change Canada, The Canadian National Collection of Insects, Arachnids and Nematodes, The Canadian Museum of Nature, and many more. The fact that our University is located in Canada’s capital further enhances the attractiveness of our graduates to these important positions. These same graduates are also sought after in the private sector, for example by natural resource companies that need to evaluate the impacts of their activities on the living environment. A program of study that has a specific focus on the skills these employers seek demonstrates Carleton’s commitment to meeting the needs of our students and will contribute to positioning Carleton as a leader in Biology education.

In sum, this new concentration has been designed to provide a solid foundation in biological study related to Biodiversity, Natural History and Conservation Science. This concentration allows students to additionally focus on taxon specific (“whole organism”) courses (increasingly important for students seeking certain types of employment or graduate studies).

Our department currently has faculty expertise in all areas proposed in this new concentration (no new faculty resources are required). Additionally, three newly proposed courses (BIOL 4505; BIOL 4506; BIOL 4507) will support this new concentration (no new courses or course-resources are specifically required for this proposed new concentration). As time passes, it is anticipated that this concentration will provide important incentive for new faculty and staff hiring decisions and for creation of new courses (especially practical, lab-based, courses – *experiential learning* will be at the heart of this program like all of our Biology programs).

The Department of Biology, in reference to other departments and units at Carleton, is uniquely suited to offer this concentration of study.

3. The program structure (e.g., required and elective courses) and options (e.g., concentrations, co-op, study abroad, experiential opportunities, etc.; at the graduate level: fields, thesis, research essay, project and coursework) and mode of delivery (e.g., online, hybrid, etc.). This section should be clear on the character and number of net new courses required for the program, as this will largely determine the need for additional faculty.

The proposed concentration requires students to take 5.5 credits in Biodiversity, Natural History and Conservation Science courses. At the heart of our concentration in Biodiversity, Natural History and

Conservation Science is: 1) a core set of required courses – see section A4 in the program details below, and 2) options and encouragement for students to complete whole organism (taxon specific) courses— see section A6. The concentration provides a solid foundation in biodiversity, natural history and conservation science, but the core courses specifically focus on the unique requirements of graduates to have skills in mathematics and statistical analysis, modern molecular biology skills (for phylogenetics), and a solid foundation in evolutionary theory and ecological science. These core courses distinguish this concentration from our concentration in Ecology, Evolution and Behaviour. Students in this concentration will be encouraged to complete their capstone course (Honours thesis) with a supervisor (on or off campus) in an area relevant to their specific interests.

The concentration takes full advantage of courses recently added to our biology curriculum – namely Herpetology, and Ecology of Freshwater Invertebrates. three of which are being proposed concurrently with this concentration. These proposed courses (BIOL 4505 Coral Reefs; BIOL 4506 Cactus Biology; BIOL 4507 Ecological Parasitology) courses will be added regardless of whether or not this proposed concentration is approved. The concentration does not rely on these courses being approved.

The mode of delivery of courses, and the content of individual courses, is a combination of lectures, hands-on labs, tutorials and workshops. Biology has long held a focus on practical skills and we continue this tradition with our new course additions.

## **Biology with Concentration in Biodiversity, Natural History and Conservation Science B.Sc. Honours (20.0 credits)**

### **A. Credits Included in the Major CGPA (11 credits)**

<b>1. 2.0 credits in:</b>		<b>2.0</b>
BIOL 1103 [0.5]	Foundations of Biology I	
BIOL 1104 [0.5]	Foundations of Biology II	
BIOL 4905 [1.0]	Honours Workshop	
or BIOL 4907 [1.0]	Honours Essay and Research Proposal	
or BIOL 4908 [1.0]	Honours Research Thesis	
<b>2. 2.5 credits in:</b>		<b>2.5</b>
BIOL 2001 [0.5]	Animals: Form and Function	
BIOL 2002 [0.5]	Plants: Form and Function	
BIOL 2104 [0.5]	Introductory Genetics	
BIOL 2200 [0.5]	Cellular Biochemistry	
BIOL 2600 [0.5]	Introduction to Ecology	
<b>3. 0.5 credit from:</b>		<b>0.5</b>
BIOL 3201 [0.5]	Cell Biology	
BIOL 3205 [0.5]	Plant Biochemistry and Physiology	
BIOL 3303 [0.5]	Experimental Microbiology	
BIOL 3305 [0.5]	Human and Comparative Physiology	
BIOL 4207 [0.5]	Advanced Embryology & Developmental Biology	
<b>4. 3.0 credits in:</b>		<b>3.0</b>
BIOL 2903 [0.5]	Natural History and Ecology of Ontario	
BIOL 3602 [0.5]	Conservation Biology	
BIOL 3604 [0.5]	Analysis of Ecological Relationships	
BIOL 3608 [0.5]	Principles of Biogeography	
BIOL 3609 [0.5]	Evolutionary Concepts	

or BIOL 3611 [0.5]	Evolutionary Ecology	
BIOL 4104 [0.5]	Evolutionary Genetics	
<b>5. 1.0 credit from:</b>		1.0
BIOL 2303 [0.5]	Microbiology	
BIOL 3004 [0.5]	Insect Diversity	
BIOL 3102 [0.5]	Mycology	
BIOL 3202 [0.5]	Principles of Developmental Biology	
BIOL 3303 [0.5]	Experimental Microbiology	
BIOL 3601 [0.5]	Ecosystems and Environmental Change	
BIOL 3605 [0.5]	Field Course I	
BIOL 3801 [0.5]	Plants and Herbivores	
BIOL 3802 [0.5]	Animal Behaviour	
<b>6. 1.5 credit from:</b>		1.5
BIOL 4103 [0.5]	Population Genetics	
BIOL 4203 [0.5]	Evolution of Sex	
BIOL 4207 [0.5]	Advanced Embryology & Developmental Biology	
BIOL 4318 [0.5]	Adaptations to Extreme Environments	
BIOL 4500 [0.5]	Ornithology I	
BIOL 4501 [0.5]	Ornithology II	
BIOL 4502 [0.5]	Herpetology	
BIOL 4503 [0.5]	Fish Ecology, Conservation and Management	
BIOL 4504 [0.5]	Ecology of Freshwater Invertebrates	
BIOL 4505 [0.5]	Coral Reefs	
BIOL 4506 [0.5]	Cactus Biology	
BIOL 4507 [0.5]	Ecological Parasitology	
BIOL 4603 [0.5]	Insect Evolution and Biology	
BIOL 4604 [0.5]	Landscape Ecology	
<b>7. 0.5 credit in:</b>		0.5
BIOL 3901 [0.5]	Research Proposal	
or BIOL 4901 [0.5]	Directed Special Studies	
or 4000-level BIOL		
<b>B. Credits Not Included in the Major CGPA (9.0 credits)</b>		
<b>8. 1.0 credit in:</b>		1.0
CHEM 1001 [0.5]	General Chemistry I	
CHEM 1002 [0.5]	General Chemistry II (See Note 2, below)	
<b>9. 1.0 credit in:</b>		1.0
BIOL 1105 [0.5]	Biological Methods, Analysis and Interpretation	
MATH 1007 [0.5]	Elementary Calculus I	
<b>10. 1.0 credit from:</b>		1.0
COMP 1005 [0.5]	Introduction to Computer Science I	
COMP 1006 [0.5]	Introduction to Computer Science II	
MATH 1107 [0.5]	Linear Algebra I	
PHYS 1007 [0.5]	Elementary University Physics I	
or PHYS 1003 [0.5]	Introductory Mechanics and Thermodynamics	
PHYS 1008 [0.5]	Elementary University Physics II	
or PHYS 1004 [0.5]	Introductory Electromagnetism and Wave Motion	
STAT 2507 [0.5]	Introduction to Statistical Modeling I	
<b>11. 1.0 credit in</b> Science Faculty electives		1.0
<b>12. 2.0 credits in</b> Science Continuation courses (not in BIOL)		2.0
Students are encouraged to consider the following courses as options:		
ERTH 2312 [0.5]	Paleontology	



ERTH 3111 [0.5]	Vertebrate Evolution II	
ERTH 3112 [0.5]	Vertebrate Evolution I	
ENSC 3106 [0.5]	Aquatic Science and Management	
<b>13. 2.0 credits in</b> Approved Courses Outside the Faculties of Science and Engineering and Design (may include NSCI 1000)		<b>2.0</b>
Students are encouraged to consider the following courses as options:		
ENST 2000 [0.5]	Nature, Environment and Society: Theoretical Perspectives	
ENST 2001 [0.5]	Sustainable Futures: Environmental Challenges and Solutions	
ENST 3022 [0.5]	Environmental and Natural Resources	
INDG 2015 [0.5]	Indigenous Ecological Ways of Knowing	
<b>14. 1.0 credit in</b> free electives.		<b>1.0</b>
<hr/>		
Total Credits		20.0

**Notes:**

1. Students should choose their second year courses carefully to ensure that they have the necessary prerequisites for upper year courses in Biology.
2. For **Item 8** above, CHEM 1001 and CHEM 1002 are strongly recommended for this program. Students may substitute CHEM 1001 and CHEM 1002 with CHEM 1005 and CHEM 1006, respectively. Students choosing CHEM 1005 and CHEM 1006 will be required to obtain a grade of B- or higher in CHEM 1006 to take BIOL 2200 and more advanced courses in BIOC and CHEM. Students completing CHEM 1005 with a grade of B- or higher are encouraged to register for CHEM 1002.

**Student demand**

A significant motivation for creation of this concentration was expressed interest from students at recruitment events (Ontario University Fair and other events). Students are specifically interested in careers related to significant global problems in species conservation and biodiversity.

Students currently enrolled in our existing concentration in Ecology, Evolution and Behaviour have also expressed interest in this new concentration as it more directly addressed their interests. We anticipate a certain number of current students to switch into this new concentration once approved, but the students all remain within our suite of concentrations.

An undergraduate program in this area will increase interest in our graduate M.Sc. and Ph.D. programs from students (globally). Our faculty currently co-supervise graduate and undergraduate students with a number of adjunct professors located off campus (e.g. at the Canadian Museum of Nature, Agriculture and Agri-Food Canada, Environment and Climate Change Canada, and the Canadian National Collection of Insects). This new concentration is expected to increase and strengthen these beneficial relationships.

**Resources – explain why no resources are needed.**

We do not require additional resources for this program.

The courses within this program are currently taught by members of our department. We anticipate this program will increase interest from our adjuncts to contribute to teaching these courses.

### Impact on Other Units

There should be no major impacts on other academic units. The core part of the program is similar to our existing Biology concentrations and the required courses offered by other units are the same. Most of the courses, required and optional, are Biology courses.

# Program Change Request

## New Program Proposal

Date Submitted: 03/02/18 4:59 pm

Viewing: **TBD-1815 : Biology with  
Concentration in Biodiversity, Natural  
History and Conservation Science**

Last edit: 04/17/18 12:48 pm

Last modified by: mikelabreque

Changes proposed by: [laurathomas](#)

### In Workflow

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

### Approval Path

1. 03/02/18 4:59 pm  
Laura Thomas  
(laurathomas): Approved  
for BIOL ChairDir UG
2. 03/02/18 5:37 pm  
Patrice Smith  
(patricesmith): Approved  
for SCI Dean
3. 03/15/18 2:43 pm  
Patrice Smith  
(patricesmith): Approved  
for SCI FCC
4. 03/22/18 3:44 pm  
Patrice Smith  
(patricesmith): Approved  
for SCI FBoard
5. 04/16/18 12:30 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/17/18 12:49 pm  
Mike Labreque  
(mikelabreque):  
Approved for PRE  
SCCASP
7. 04/17/18 3:45 pm  
Dan Begin (danbegin):  
Approved for SCCASP

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1815
Level	Undergraduate
Faculty	Faculty of Science
Academic Unit	Department of Biology
Degree	Bachelor of Science Honours
Title	Biology with Concentration in Biodiversity, Natural History and Conservation Science

## Program Requirements

### Biology with Concentration in Biodiversity, Natural History, and Conservation Science B.Sc. Honours (20.0 credits)

#### A. Credits Included in the Major CGPA (11 credits)

<b>1. 2.0 credits in:</b>		<b>2.0</b>
<a href="#">BIOL 1103</a> [0.5]	Foundations of Biology I	
<a href="#">BIOL 1104</a> [0.5]	Foundations of Biology II	
<a href="#">BIOL 4905</a> [1.0]	Honours Workshop	
or <a href="#">BIOL 4907</a> [1.0]	Honours Essay and Research Proposal	
or <a href="#">BIOL 4908</a> [1.0]	Honours Research Thesis	
<b>2. 2.5 Credits in:</b>		<b>2.5</b>
<a href="#">BIOL 2001</a> [0.5]	Animals: Form and Function	
<a href="#">BIOL 2002</a> [0.5]	Plants: Form and Function	
<a href="#">BIOL 2104</a> [0.5]	Introductory Genetics	
<a href="#">BIOL 2200</a> [0.5]	Cellular Biochemistry	
<a href="#">BIOL 2600</a> [0.5]	Ecology	
<b>3. 0.5 credit from:</b>		<b>0.5</b>
<a href="#">BIOL 3201</a> [0.5]	Cell Biology	
<a href="#">BIOL 3205</a> [0.5]	Plant Biochemistry and Physiology	
<a href="#">BIOL 3303</a> [0.5]	Experimental Microbiology	
<a href="#">BIOL 3305</a> [0.5]	Human and Comparative Physiology	
<a href="#">BIOL 4207</a> [0.5]	Advanced Embryology & Developmental Biology	
<b>4. 3.0 credits in:</b>		<b>3.0</b>
<a href="#">BIOL 2903</a> [0.5]	Natural History and Ecology of Ontario	
<a href="#">BIOL 3602</a> [0.5]	Conservation Biology	
<a href="#">BIOL 3604</a> [0.5]	Analysis of Ecological Relationships	
<a href="#">BIOL 3608</a> [0.5]	Principles of Biogeography	

<u>BIOL 3609</u> [0.5]	Evolutionary Concepts	
or <u>BIOL 3611</u> [0.5]	Evolutionary Ecology	
<u>BIOL 4104</u> [0.5]	Evolutionary Genetics	
<b>5. 1.0 credit from:</b>		<b>1.0</b>
<u>BIOL 2303</u> [0.5]	Microbiology	
<u>BIOL 3004</u> [0.5]	Insect Diversity	
<u>BIOL 3102</u> [0.5]	Mycology	
<u>BIOL 3202</u> [0.5]	Principles of Developmental Biology	
<u>BIOL 3303</u> [0.5]	Experimental Microbiology	
<u>BIOL 3601</u> [0.5]	Ecosystems and Environmental Change	
<u>BIOL 3605</u> [0.5]	Field Course I	
<u>BIOL 3801</u> [0.5]	Plants and Herbivores	
<u>BIOL 3802</u> [0.5]	Animal Behaviour	
<b>6. 1.5 credits from:</b>		<b>1.5</b>
<u>BIOL 4103</u> [0.5]	Population Genetics	
<u>BIOL 4203</u> [0.5]	Evolution of Sex	
<u>BIOL 4207</u> [0.5]	Advanced Embryology & Developmental Biology	
<u>BIOL 4318</u> [0.5]	Adaptations to Extreme Environments	
<u>BIOL 4500</u> [0.5]	Ornithology I	
<u>BIOL 4501</u> [0.5]	Ornithology II	
<u>BIOL 4502</u> [0.5]	Herpetology	
<u>BIOL 4503</u> [0.5]	Fish Ecology, Conservation and Management	
<u>BIOL 4504</u> [0.5]	Ecology of Freshwater Invertebrates	
<u>BIOL 4603</u> [0.5]	Insect Evolution and Biology	
<u>BIOL 4604</u> [0.5]	Landscape Ecology	
<b>7. 0.5 credit in:</b>		<b>0.5</b>
<u>BIOL 3901</u> [0.5]	Research Proposal	
or <u>BIOL 4901</u> [0.5]	Directed Special Studies	
or BIOL at 4000-level or above		
<b>B. Credits Not Included in the Major CGPA (9.0 credits)</b>		
<b>8. 1.0 credit in:</b>		<b>1.0</b>
<u>CHEM 1001</u> [0.5]	General Chemistry I	
<u>CHEM 1002</u> [0.5]	General Chemistry II	
<b>9. 1.0 credit in:</b>		<b>1.0</b>
<u>BIOL 1105</u> [0.5]	Biological Methods, Analysis and Interpretation	
<u>MATH 1007</u> [0.5]	Elementary Calculus I	
<b>10. 1.0 credit from:</b>		<b>1.0</b>
<u>COMP 1005</u> [0.5]	Introduction to Computer Science I	
<u>COMP 1006</u> [0.5]	Introduction to Computer Science II	
<u>MATH 1107</u> [0.5]	Linear Algebra I	
<u>PHYS 1007</u> [0.5]	Elementary University Physics I	
or <u>PHYS 1003</u> [0.5]	Introductory Mechanics and Thermodynamics	
<u>PHYS 1008</u> [0.5]	Elementary University Physics II	
or <u>PHYS 1004</u> [0.5]	Introductory Electromagnetism and Wave Motion	
<u>STAT 2507</u> [0.5]	Introduction to Statistical Modeling I	

<b>11. 1.0 credit in Science Faculty electives</b>	<b>1.0</b>
<b>12. 2.0 credits in Science Continuation courses (not in BIOL)</b>	<b>2.0</b>
<b>Students are encouraged to consider the followign courses as options:</b>	
<a href="#">ERTH 2312</a> [0.5]	<b>Paleontology</b>
<a href="#">ERTH 3111</a> [0.5]	<b>Vertebrate Evolution II</b>
<a href="#">ERTH 3112</a> [0.5]	<b>Vertebrate Evolution I</b>
<a href="#">ENSC 3106</a> [0.5]	<b>Aquatic science and Management</b>
<b>13. 2.0 credits in Approved Courses outside the Faculties of Science and Engineering and Design (may include NSCI 1000)</b>	<b>2.0</b>
<b>Students are encouraged to consider the following courses as options:</b>	
<a href="#">ENST 2000</a> [0.5]	<b>Nature, Environment and Society: Theoretical Perspectives</b>
<a href="#">ENST 2001</a> [0.5]	<b>Sustainable Futures: Environmental Challenges and Solutions</b>
<a href="#">ENST 3022</a> [0.5]	<b>Environmental and Natural Resources</b>
<a href="#">INDG 2015</a> [0.5]	<b>Indigenous Ecological Ways of Knowing</b>
<b>14. 1.0 credit in free electives</b>	<b>1.0</b>
Total Credits	20.0

**Notes:**

1. Students should choose their second year courses carefully to ensure that they have the necessary prerequisites for upper year courses in Biology.
2. For **Item 8** above, [CHEM 1001](#) General Chemistry I and [CHEM 1002](#) General Chemistry II are strongly recommended for this program. Students may substitute [CHEM 1001](#) General Chemistry I and [CHEM 1002](#) General Chemistry II with [CHEM 1005](#) Elementary Chemistry I and [CHEM 1006](#) Elementary Chemistry II, respectively. Students choosing [CHEM 1005](#) Elementary Chemistry I and [CHEM 1006](#) Elementary Chemistry II will be required to obtain a grade of B- or higher in [CHEM 1006](#) Elementary Chemistry II to take [BIOL 2200](#) Cellular Biochemistry and more advanced courses in BIOC and CHEM. Students completing [CHEM 1005](#) Elementary Chemistry I with a grade of B- or higher are encouraged to register for [CHEM 1002](#) General Chemistry II.

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New Resources	No New Resources
Summary	Add new concentration in biodiversity
Rationale	We have unique strengths in Biodiversity, Natural History and Conservation Science. Adding this concentration allows us to match student interest with our teaching and research strengths.
Transition/Implementation	none
Program reviewer comments	<b>mikelabreque (04/17/18 12:43 pm):</b> Removed BIOL 4505, BIOL 4506 and BIOL 4507 from item 6. Once those courses are approved, courses will be re-added and program amendment will go back to SCCASP. Per SCCASP April 17/18. Program going to next Senate without those courses for the purposes of getting the program into the University viewbook. <b>mikelabreque (04/17/18 12:48 pm):</b>

Key: 1815

## Institutional Quality Assurance Process

### Library Report for Concentration in Biodiversity, Natural History and Conservation Science, Biology

#### New Program

*Date:* March 26, 2018

*Compiled by:* Heather MacDonald, Health and Biosciences Librarian

*Submitted to:* Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

*cc*

Owen Rowland, Chair, Biology Department  
Dwight Duego, Interim Dean, Faculty of Science  
Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)  
Christine Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)  
Wayne Jones, University Librarian  
George Duimovich, Associate University Librarian (Collections and Technology)  
David Sharp, Head, Collection Development and Acquisitions  
Laura Newton Miller, Assessment Librarian

## Overview and Recommendations

An analysis of Carleton University Library's information resources and services in support of the program demonstrates that the Library does not require additional funds to support it.

## Library Collections

### **Subject Specific**

The Library's collection includes specific resources to support the Concentration in Biodiversity, Natural History and Conservation Science in Biology. These include 90% of the top-ranked 20 journals in Journal Citation Reports, classified under the subject categories: Biodiversity Conservation, Ecology and Zoology. In addition, the Library's collections of journals in Biology are also strong.

During the 2016/2017 academic year, the Library's spending for collections in all areas was about \$6.4 million. About \$2.5 million was spent on general electronic resources which benefit all subject areas. In addition to that amount, the following table shows the amounts spent on electronic resources (databases, journals, ebooks, indexes), print journals, and monographs related to Biology, Environmental Science, and Environmental Studies.

<b>Library Collections Spending, 2016/2017:</b>	<b>Electronic Resources</b>	<b>Monographs</b>
<b>Biology</b>	\$83,483.98	\$1,760.53
<b>Environmental Science</b>	\$1,709.55	\$495.25
<b>Environmental Studies</b>	\$672.79	\$1,229.93

## Teaching, Learning, and Research

The information-literate student is one who is able to access information efficiently, critically assess it, assimilate and synthesize it effectively. The Library's programs and services are grounded in Ontario's Quality Assurance Framework, articulated in *Ensuring the Value of University Degrees in Ontario*, the Council of Ontario Universities' guide to degree level expectations in the province.

### **Instruction, Teaching, and Practicums**

The total number of in-class instruction sessions provided by Library staff in all subject areas during 2016/2017 was 444, and the total number of students attending was 17,817. There was also one practicum (hands-on learning opportunity, critical enquiry project). The Librarian design(s) classes and practicum opportunities to meet the needs of specific assignments and course requirements while addressing broad learning objectives.



## Services and Spaces

### ***Individual Research Consultations***

Library staff provided 6,613 individual research consultations in total in 2015/2016 for all faculties. Data for 2016/17 is not available. Consultations can be scheduled for quantitative and qualitative research, as well as for GIS support.

### ***Research Help Desks***

Last year, onsite research help was also available at three service points: the main Research Help desk, the Maps, Data, and Government Information Centre (MADGIC) desk, and the Archives and Research Collections (ARC) help desks. The main and MADGIC desks were open seven days a week during the fall and winter terms, and were supplemented with phone, email, and chat reference services. These three service points had 9,176 visits in 2016/17. For the academic year 2017/18, the Library has amalgamated Reference Services and MADGIC into Research Support Services, and combined research support is being offered from the Research Help desk on the main level of the Library. In response to reduced demand for in-person support and increased demand for online support, hours of in-person service have been reduced to 10:00-16:00 on weekdays. They are supplemented by extended online Ask a Librarian CHAT service Monday-Thursday, 10:00-22:00, Friday 10:00-17:00, and weekends 12:00-18:00. ARC in-person research help hours are weekdays 09:00-12:00, 13:00-16:00 only.

## General Information about the Library

The Library has undergone extensive renovations since 2012-13, including two additions (West and East), and extensive renovations to the interiors. The East addition consists of five storeys of renovated space, totaling 28,500 square feet, punctuated by a large new reading room on the main floor, and an open-concept façade from top to bottom. The West addition consists of a two-storey addition, Levels 4 and 5, totaling 45,700 square feet of new library space. The fourth and fifth floor addition located at the rear of the building includes expanded group study rooms, digital media study rooms, the Discovery Centre with three innovative learning labs, and a special collections study area. Throughout the existing portion of the library, approximately 34,700 square feet was renovated, creating many modernized departmental spaces, including Technical Services and Collections, Reference Services, MADGIC, ARC, Reserves, and Interlibrary Loans. Renovations to the Technical Services and Collections office resulted in new study space on the third floor at the rear of the building.

The Discovery Centre is a 9,500 square foot collaborative workspace for undergraduate research. This dynamic learning environment is outfitted with ergonomic, accessible and stylish furniture as well as state-of-the-art technology. Complete with three Library Laboratories (a gaming lab, a learning lab, and a multimedia lab), this multi-purpose space can be adapted to suit a wide range of needs.

The Library's collection includes 1,063,846 printed monographs and 872,396 e-books, and licensed access to 78,408 electronic journals. In addition, the Library has substantial collections of government documents and other resources, maps, data, rare books and other special research collections, printed journals, archives, theses, multimedia resources (audio, DVD, streaming video), musical scores, computer games, emerging technology, as well as licensed access to a broad range of full-text and indexing databases. For a snapshot of details, see Appendix.

Subject specialists and liaison librarians, working with faculty members and coordinated by the Head of Collection Development and Acquisitions, build and maintain the Library's collection by developing subject-specific collection policies that guide the systematic selection of materials. The Library also provides a request form on its website where a user may suggest a book or other item for purchase. Although the majority of monographs are collected in print format, the library is increasing its e-book collections. Students and faculty already have access to many e-books in a wide range of subjects and disciplines.

In order to enhance its purchasing power (particularly for electronic resources), the Library is an active member of two major cooperative partnerships: the Ontario Council of University Libraries (OCUL), a consortium of the 21 academic libraries in the province; and the Canadian Research Knowledge Network (CRKN), a consortium of 75 academic libraries across the country.

The Library's annual acquisitions budget for the 2017/2018 fiscal year is \$6.6 million, and its staffing and operating budget is \$10.5 million.

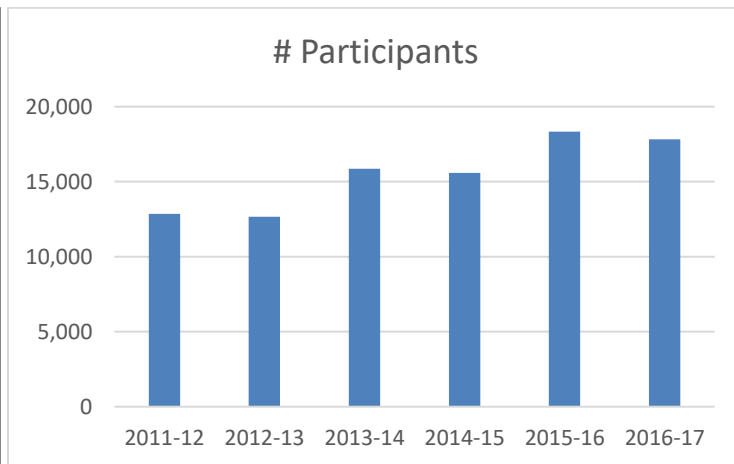
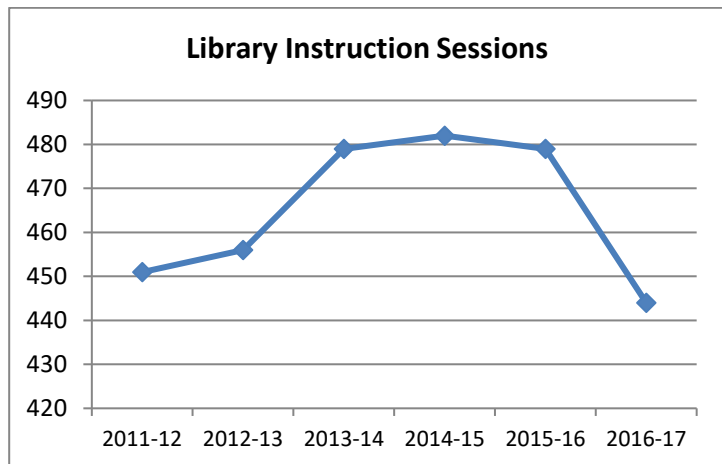
The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions budget is part of the academic planning and Quality Assurance processes for new programs. For many years, Carleton's acquisitions budget has been small in comparison to the national average of academic library budgets, and it still has some catching up to do. However, the gap is narrowing, thanks to recent years' increases to the Library's base budget. The Library is dedicated to regular assessment of its resources and services. Staff use an assortment of qualitative and quantitative techniques to evaluate collections and services in order to make sound decisions within budget parameters.

The Library strongly supports the principles and practices of open access. The University's institutional repository, CURVE, was established in 2011 and is maintained by the Library. It includes not only a growing archive of the broad intellectual output of the University, but also digitized versions of most of the theses accepted at Carleton since 1955 – and as of 2014 houses all new Carleton theses deposited electronically. The Library contributes to CURIE, the University's program to provide funding for faculty and researchers who are publishing in open access journals, and also hosts 6 OA journals online using the Open Journal Systems management and publishing system.

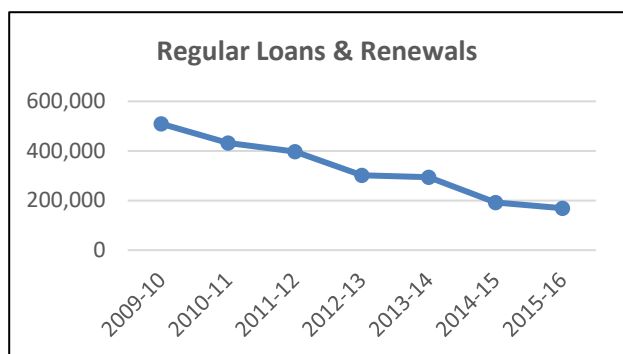
# AT A GLANCE: CARLETON UNIVERSITY LIBRARY

Statistics as of May 1, 2017 except where indicated.

## Teaching, Learning, & Research



## Research Experience



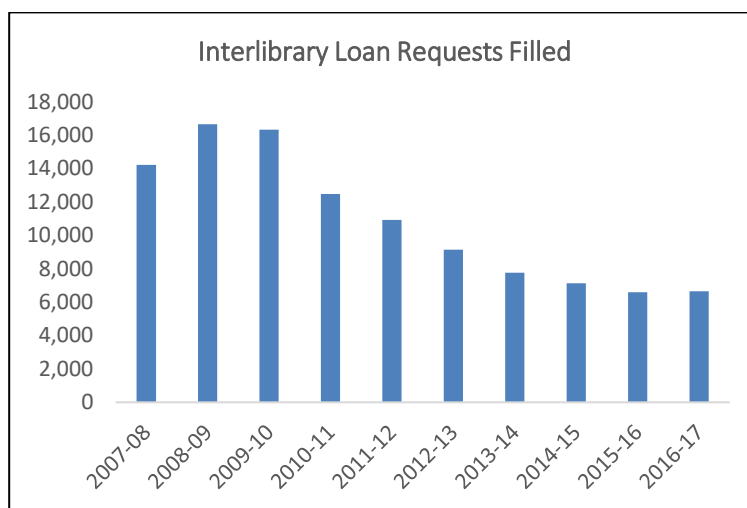
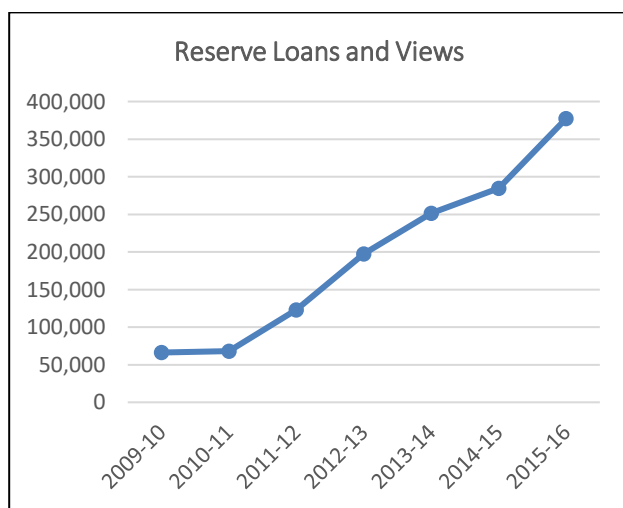
### Highlights:

- CURVE - Carleton's Institutional Repository
- Open Access Funding for Faculty, Staff, & Students
- Research Data Management Training
- Open Access Awards for Graduate Students
- Discovery Centre for Undergraduate Research & Engagement
- Professional Skills Training for Graduate Students
- Jacob Siskind Music Resource Centre

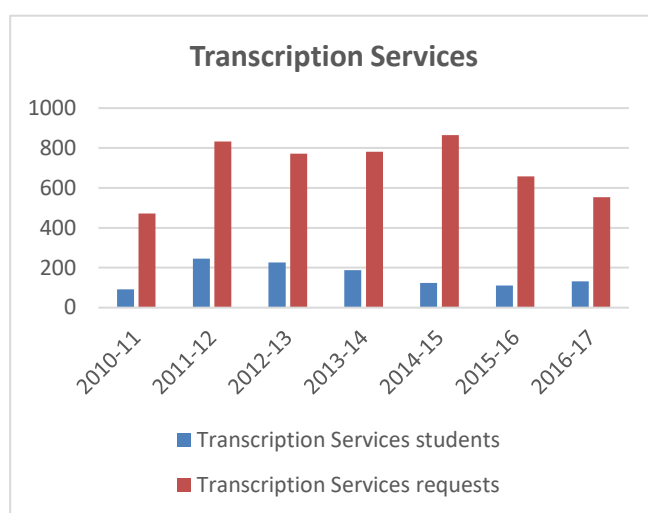
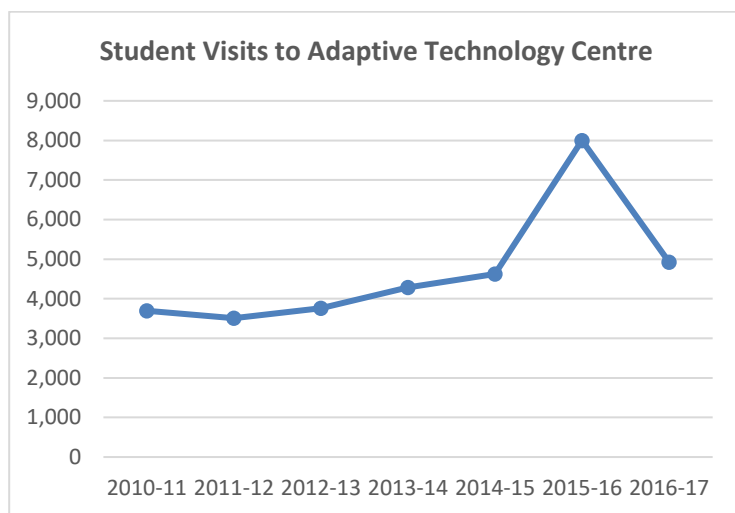
### Electronic Usage

**E-journal downloads (2016/17):**  
1,678,457

**Library Web Visits (2016-17):**  
967,397



## Student Learning Experience



### Highlights:

- Over 1.3 million visits in a year
- 2,320 seats
- 176 workstations
- 41 bookable group study rooms
- Group & graduate study rooms
- Innovative Study areas
- Adaptive Technology Centre
- 24 hour access at peak times

## Organizational Excellence

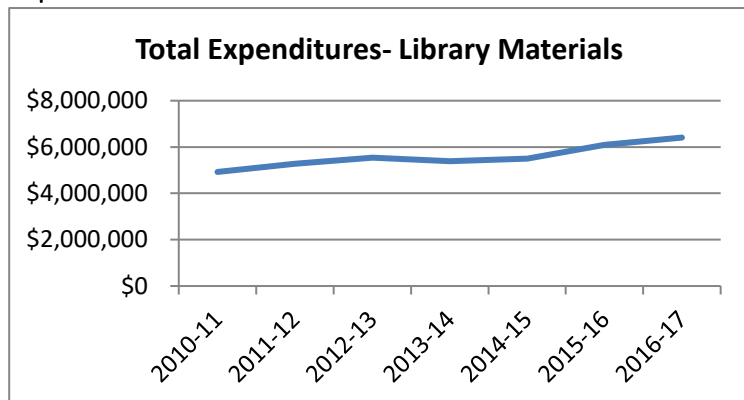
### Collection Facts

# Print Volumes	1.8 million
# Manuscripts & Archives	1672.6 linear metres
Percentage of Total Collection Budget Allocated to E-Resources (2016/17)	81%
# Cartographic Materials	161,396
# E-books	872,396
# E- Journals	78,408

### Ranking & Comparisons

<b>Globe &amp; Mail 2017 Canadian University Report</b>	
Average	Library Resource Spending
<b>Maclean's - Comprehensive Universities (2017)</b>	
6th/15	Library Expenses
14 <sup>th</sup> /15	Library Acquisitions
<b>Carleton Service Satisfaction- Students (2016)</b>	
8.5/10	Overall satisfaction- Library
<b>Carleton Service Satisfaction- Employees (2015)</b>	
8.6/10	Overall satisfaction- Library

### Expenditures



<b>Library collection expenditures (2015/16)</b>	Carleton = \$6,097,308 National Average = \$11,474,968
<b>Library collections expenditure as a percentage of University budget (2014/2015)</b>	Carleton = 1.47% National Average = 1.82%