

DATE: October 12, 2018

TO: Senate

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

RE: Human Computer Interaction – **Governance**



SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed change in governance to Human Computer Interaction to take effect upon approval.

Senate Motion

THAT Senate approve the proposed change in governance to Human Computer Interaction as presented to take effect upon approval.

Background

There are three core academic units currently designated: Computer Science, Information Technology, and Psychology, and the governance of the program involves these three units. Since the program began in 2012, changes in faculty have led to a reduced interest from the Department of Psychology, and increased interest from the Institute of Cognitive Science. It is therefore proposed that the governance structure be changed to replace the participation from Psychology with participation from Cognitive Science. Letters of support have been provided by each of the affected units.

Attachments

Proposal for Amendment to Governance Structure

Carleton University
Masters Program in Human-Computer Interaction
**Proposal for
Amendment to Governance Structure**

July 10, 2018

Abstract

The Masters Program in Human-Computer Interaction (HCI) is an interdisciplinary program of 3 related degrees, MA, MASc, and MCS, in HCI. There are three core academic units designated: Computer Science, Information Technology, and Psychology, and the governance of the program involves these three units. Since the program began in 2012, changes in faculty have led to a reduced interest from the Department of Psychology, and increased interest from the Institute of Cognitive Science. It is therefore proposed that the governance structure be changed to replace the participation from Psychology with participation from Cognitive Science.

1 Program Overview

Human-Computer Interaction (HCI) is universally regarded as an interdisciplinary subject, involving important contributions from computer science and engineering, the social sciences, and the humanities. The subject is studied world-wide, and there are many journals and conferences. The Carleton Masters program is an interdisciplinary program of three degrees, Master of Arts, Master of Applied Science, and Master of Computer Science. The degrees each consist of five courses, and a thesis. The five courses are three common and compulsory courses, a research methods course that differs for each degree, and an elective course. The three core courses are HCIN 5100 *Fundamentals of HCI Design and Evaluation*, HCIN 5200 *Software and User Interface Development*, and HCIN 5300 *Emerging Interaction Techniques*. The research methods courses involve quantitative and qualitative methods, and simulation and software design. The elective course is chosen by students in consultation with their thesis advisors as appropriate to their research plans. The program is 2 years length, with the first year dominated by coursework, and the second year with the thesis. The program was approved in 2012, and began in the Fall term that year. There have been typically 10–12 domestic and 3-5 international new students each year. The day-to-day administration of the program was done by the School of Information Technology from 2012 to 2016, and since then by the School of Computer Science.

2 Summary of the Governance Change

There are three core academic units currently designated: Computer Science, Information Technology, and Psychology, and the governance of the program involves these three units. Since the program began in 2012, changes in faculty have led to a reduced interest from the Department of Psychology, and increased interest from the Institute of Cognitive Science. It is therefore proposed that the governance structure be changed to replace the participation from Psychology with participation from Cognitive Science.

3 Rationale for the Governance Change

Interest in HCI at Carleton goes back to the 1970s, when Psychology Professor Dick Dillon established the Computer User Research and Evaluation (CURE) lab, together with other colleagues from Psychology: Prof. Jo Wood and Prof. Warren Thorngate. In the early 2000's, all three retired, but Psychology appointed Prof. Gitte Lindgard and Prof. Avi Parush, along with Prof. Robert Biddle in the Office of the Dean of FASS but teaching in Psychology, the group was renamed as the HOT (Human Oriented Technology) Lab. This was the group that developed the HCI Masters Program, and the program included a number of faculty from Computer Science, Information Technology, and others from across the University.

In recent years, however, Prof. Biddle moved to Computer Science, Prof. Lindgard retired, and Prof. Parush left the University in 2016. There have no new appointments in Psychology with interest in HCI. The Department of Psychology has therefore expressed a desire to cease being involved in the HCI program.

The original proposal for the HCI Masters degree emphasized the interdisciplinary nature of HCI, and especially that it include expertise on human behaviour, cognition, and behaviour. This view is still strongly held by faculty involved in the program, and it is regretted that Psychology would no longer be involved. During the same time as interest in HCI in Psychology was diminishing, however, the Institute of Cognitive Science has been growing, and with several faculty members interested in HCI. Even the remaining Psychology faculty interested in HCI are cross-appointed to Cognitive Science.

It is therefore proposed that governance structure of the HCI Masters degree should no longer involve the Department of Psychology, and it should instead involve the Institute of Cognitive Science.

4 Resources

The governance change itself has no resource implications.

There are, however, issues that arise from the change. In particular, one of the core courses, HCIN 5100, was cross-listed from a Psychology course, PSYC 5105 *Fundamentals of HCI Design and Evaluation* that was cross-listed as HCIN 5100, and one of the options for the MA research methods course, HCIN 5403, was cross-listed from another Psychology course, PSYC 5106 *Research Methods in HCI*. Both these PSYC courses have been removed from the 2018/19 calendar. HCIN 5100 was taught by a Contract Instructor in Fall 2017, funded by FASS, and is planned to be taught by a Contract Instruction in Fall 2018, funded by the Faculty of Science. Responsibility in the longer term for this course needs to be determined. HCIN 5403 is a less critical issue, because it have not been offered since the HCI Masters program began, and there is an alternative MA research methods course available: HCIN 5400, which is cross-listed from CGSC 5101 *Experimental Methods and Statistics*. In the longer term, this issue also should be addressed.

The reason why we do not propose addressing either issue immediately is the HCI Masters Program is just beginning its Cyclical Program Review (CPR), scheduled to be completed in summer 2019. In addition to the issues described above, there are also other related considerations that need to be discussed in the CPR. We therefore propose the governance change now, and will involve Cognitive Science in the CPR, rather than Psychology. We will then propose any course or resourcing changes after the conclusion of the CPR.

5 Governance

The Principles of Governance of the HCI Masters program were described in section 4.1.1 of the original proposal, approved by OCGS in 2012. That text is revised below to reflect the changes proposed. In an appendix, the changes are made clear with references to the Department of Psychology struck out and replaced by those to the Institute of Cognitive Science. There were also several references to OCGS that are now deleted, and are also shown crossed out in the appendix. These are the only proposed changes.

The administration of the Program will be overseen by a Program Committee (the Graduate Committee on Human-Computer Interaction GC-HCI). GC-HCI will be chaired by the head of one of the contributing academic units (the School of Computer Science, the School of Information Technology and the Department of Psychology Institute of Cognitive Science) or their delegate. There will be an Associate Chair of GC-HCI, who will be the head of one of the contributing academic units (or their delegate) not currently providing the Chair of GC-HCI. The Committee will meet at least once a year.

It is anticipated that the Chair and the Associate Chair will rotate between the contributing academic units on a three-year cycle by mutual agreement of the contributing academic units and their Faculty Deans. It is in addition anticipated that the incoming Chair of GC-HCI will be its previous Associate Chair. The Dean of the Faculty of Graduate and Postdoctoral Affairs appoints the Chair and Associate Chair on a recommendation from the three contributing academic units and their Faculty Deans.

The Director of the Program will be recommended to the Dean of the Faculty of Graduate and Postdoctoral Affairs by GC-HCI. The Director will be one of the core faculty members responsible for delivering core courses as these are defined in this volume of the Brief. The term of the Program Director will be coterminous with that of the Chair of GC-HCI. The Director is appointed by the Dean of the Faculty of Graduate and Postdoctoral Affairs with the agreement of the relevant Faculty Dean.

GC-HCI will consist of the Director of the Program, the Director of the School of Computer Science, the Director of the School of Information Technology and the Director of the Institute of Cognitive Science (or their delegates); the Associate Chair (Graduate Affairs) or Graduate Supervisor of the three contributing academic units (or their delegates); the core faculty of the Program responsible for delivering core courses as these are defined in this volume of the Brief.

GC-HCI will be responsible for the general direction and development of the Program, including approving changes to core faculty as core faculty are defined by OCGS (that is, those faculty willing and qualified to supervise theses), monitoring the quality of the program (e.g., number and quality of applications, graduation rates and times-to-completion), promotion of the program, and program and curriculum development. It will be the body that forwards proposals for program and curriculum changes to the Programs Committee of the Faculty of Graduate and Postdoctoral Affairs or the Vice President's Academic and Research Committee (VPARC) as appropriate. GC-HCI may delegate detailed work on program and curriculum development to a sub-committee, including the Programs Steering Committee.

Decisions on course offerings, teaching assignments and related matters for each academic year will rest, jointly, with the Director of the School of Computer Science, the Director of the School of Information Technology and the Chair of the Department of Psychology Director of the Institute of Cognitive Science. However, it will be open to GC-HCI, in consultation with the Programs Steering Committee, to render advice on these matters to the two Directors and the Chair three Directors.

The Chair of GC-HCI will consult with the heads of academic units (other than those of the three contributing academic units) which have core faculty in the Program in OCGS terms concerning the contribution of these faculty members to teaching and supervision. The Chair of GC-HCI will also consult with the heads of these academic units concerning their offering of optional courses of relevance to the Program. The Chair may delegate such consultations to the Program Director.

A second committee, the Steering Committee, will work within the general guidelines set by GC- HCI, and will have responsibility for overseeing matters related to the day-to-day management of the program. The Committee will be chaired by the Director of the Program, and will consist of one core faculty member from each of the three contributing academic units, as well as one core faculty member from each of two other academic units providing core faculty to the Program in OCGS terms. These two academic units should be from different Faculties. Membership of the Steering Committee will be determined by GC-HCI.

The Steering Committee will be responsible for reviewing applications to the Program and making recommendations on admissions and funding to the Faculty of Graduate and Postdoctoral Affairs.

Administrative support for the Program will be provided by the Program Director's academic unit.

6 Letters of support

The academic units affected by this change are as follows, and letters from each are attached.

- School of Computer Science
- School of Information Technology
- Department of Psychology
- Institute of Cognitive Science

Appendix

The text below shows the governance proposal wording as above, but with the original wording crossed out to show the changes.

The administration of the Program will be overseen by a Program Committee (the Graduate Committee on Human-Computer Interaction GC-HCI). GC-HCI will be chaired by the head of one of the contributing academic units (the School of Computer Science, the School of Information Technology and the ~~Department of Psychology~~ Institute of Cognitive Science) or their delegate. There will be an Associate Chair of GC-HCI, who will be the head of one of the contributing academic units (or their delegate) not currently providing the Chair of GC-HCI. The Committee will meet at least once a year.

It is anticipated that the Chair and the Associate Chair will rotate between the contributing academic units on a three-year cycle by mutual agreement of the contributing academic units and their Faculty Deans. It is in addition anticipated that the incoming Chair of GC-HCI will be its previous Associate Chair. The Dean of the Faculty of Graduate and Postdoctoral Affairs appoints the Chair and Associate Chair on a recommendation from the three contributing academic units and their Faculty Deans.

The Director of the Program will be recommended to the Dean of the Faculty of Graduate and Postdoctoral Affairs by GC-HCI. The Director will be one of the core faculty members responsible for delivering core courses as these are defined in this volume of the Brief. The term of the Program Director will be coterminous with that of the Chair of GC-HCI. The Director is appointed by the Dean of the Faculty of Graduate and Postdoctoral Affairs with the agreement of the relevant Faculty Dean.

GC-HCI will consist of the Director of the Program, the Director of the School of Computer Science, the Director of the School of Information Technology and the ~~Chair of the Department of Psychology~~ Director of the Institute of Cognitive Science (or their delegates); the Associate Chair (Graduate Affairs) or Graduate Supervisor of the three contributing academic units (or their delegates); the core faculty of the Program responsible for delivering core courses as these are defined in this volume of the Brief.

GC-HCI will be responsible for the general direction and development of the Program, including approving changes to core faculty ~~as core faculty are defined by OCGS~~ (that is, those faculty willing and qualified to supervise theses), monitoring the quality of the program (e.g., number and quality of applications, graduation rates and times-to-completion), promotion of the program, and program and curriculum development. It will be the body that forwards proposals for program and curriculum changes to the Programs Committee of the Faculty of Graduate and Postdoctoral Affairs or the University's ~~Academic Programs, Priorities and Initiatives Committee (APPIC)~~ as appropriate. GC-HCI may delegate detailed work on program and curriculum development to a sub-committee, including the Programs Steering Committee.

Decisions on course offerings, teaching assignments and related matters for each academic year will rest, jointly, with the Director of the School of Computer Science, the Director of the School of Information Technology and the ~~Chair of the Department of Psychology~~ Director of the Institute of Cognitive Science. However, it will be open to GC-HCI, in consultation with the Programs Steering Committee, to render advice on these matters to the ~~two Directors and the Chair~~ three Directors.

The Chair of GC-HCI will consult with the heads of academic units (other than those of the three contributing academic units) which have core faculty in the Program ~~in OCGS terms~~ concerning the contribution of these faculty members to teaching and supervision. The Chair of GC-HCI will also consult with the heads of these academic units concerning their offering of optional courses of relevance to the Program. The Chair may delegate such consultations to the Program Director.

A second committee, the Steering Committee, will work within the general guidelines set by GC- HCI, and will have responsibility for overseeing matters related to the day-to-day management of the program. The Committee will be chaired by the Director of the Program, and will consist of one core faculty member from each of the three contributing academic units, as well as one core faculty member from each of two other academic units providing core faculty to the Program ~~in OCGS terms~~. These two academic units should be from different Faculties. Membership of the Steering Committee will be determined by GC-HCI.

The Steering Committee will be responsible for reviewing applications to the Program and making recommendations on admissions and funding to the Faculty of Graduate and Postdoctoral Affairs.

Administrative support for the Program will be provided by the Program Director's academic unit.

DATE: October 12, 2018

TO: Senate

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

RE: MA and Graduate Diploma in Linguistics; PHD in Linguistics, Language Documentation, and
Revitalization – **New Program Approval**



SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed MA and Graduate Diploma in Linguistics and the PHD in Linguistics, Language Documentation, and Revitalization programs to commence with effect from Fall 2019.

Senate Motion

THAT Senate approve the proposed MA and Graduate Diploma in Linguistics and the PHD in Linguistics, Language Documentation, and Revitalization programs to commence with effect from Fall 2019.

Background

These programs will reflect the evolution of linguistics from a theoretical model of linguistic knowledge to an interdisciplinary field concerned with language in cognitive and social domains. They will draw on the strengths of the linguistics faculty who have strong backgrounds in theoretical linguistics and are involved in interdisciplinary research and teaching.

Senators will note that the self-study (Appendix A) contains additions and changes using track changes. The tracked changes represent the unit's responses to the recommendations of the external reviewers and/or university committees. The Quality Council Appraisal Committee appreciates seeing easily identifiable evidence that the program champions have responded to the internal and external reviews.

Attachments

- Appendix A: Self-Study with Appendices
- Appendix B: Discussant's Report
- Appendix C: Site Visit Agenda and Brief Biographies of External Reviewers
- Appendix D: External Reviewers' Report
- Appendix E: Response to the External Reviewers' Report
- Appendix F: Discussant's Final Recommendation Report
- Appendix G: Recommendation from the Carleton University Committee on Quality Assurance
- Appendix H: Courseleaf Entries

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the MA and Graduate Diploma in Linguistics and

the PHD in Linguistics, Language Documentation, and Revitalization programs will be authorized to commence.



Institutional Quality Assurance Process

**MA in Linguistics
Graduate Diploma (2) in Linguistics
PhD in Linguistics, Language Documentation, and
Revitalization**

(Volume I)

October 2, 2018

Approvals Table

Program Lead

Lev Blumenfeld, SLaLS
Beth MacLeod, SLaLS

Date

Chair/Director

Jaffer Sheyholislami, SLaLS

Date

Dean:

Matthias Neufang
Faculty of Graduate & Postdoctoral Affairs

Date

Dean:

Pauline Rankin
Dean, Faculty of Arts & Social Sciences

Date

Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee	October 18 th , 2017
Financial Planning Group	October 30 th , 2017
Curriculum Committee	January 30 th , 2018
Faculty Board	February 14 th , 2018
Carleton University Committee on Quality Assurance	April 25 th , 2018
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Academic Program Committee	
Senate	
Quality Council	

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PART A: The Program

A.1 Program overview

Carleton University's School of Linguistics and Language Studies (SLaLS) has significant strengths that differentiate it from similar departments across Central and Eastern Canada. First, the linguistics program (LING) houses an especially interdisciplinary faculty with specializations in interface linguistics and cross-appointments in many other programs at Carleton, including Cognitive Science, Applied Linguistics and Discourse Studies (ALDS), Humanities, Psychology, Anthropology, English, and French. This interdisciplinarity and interface specialism enables us to develop programs of study that are unique in Canada. Second, SLaLS hosts both the LING program and the ALDS program under the same roof. This allows us to develop programs of study that draw on both theoretical and applied linguistics. While this shared housing is not unique in Canada, **and many other departments have strengths in linguistic fieldwork and documentation**, SLaLS is differentiated **by institutionally combining** theoretical and applied sides of documentation and revitalization. **This interdisciplinarity** allows us to build a unique home for the study of undocumented and indigenous languages.

We are proposing two innovative programs that draw on these unique strengths. Using the interdisciplinary strengths of LING, we are proposing a new concurrent-only Graduate Diploma (Type 2) in Linguistics. While this GDip will be available to any student enrolled in a graduate program at Carleton, it is specifically designed to interface with programs of study that LING faculty are cross-appointed with. The combination of the LING GDip with existing graduate programs at Carleton enables fifteen new graduate programs of study at Carleton (see below for details), all built around a particular interface with linguistics. No other program in Canada has anywhere near that many developed interdisciplinary programs of study in linguistics. Carleton University will now be the leading Canadian university for interdisciplinary research in linguistics with a total of 24 supervising faculty in fifteen programs of study.

To draw on the strength in language documentation and revitalization and its strength as both a home to theoretical and applied linguistics, SLaLS is proposing a joint LING-ALDS PhD program in **Linguistics, Language Documentation and Revitalization**. This degree will allow us to build SLaLS into a hub for Canadian research in language documentation east of the Rockies.

We are also proposing an MA in linguistics based on three factors: (1) the PhD will require an MA in linguistics for admission; (2) the MA and GDip will use the same course resources; and (3) LING has ample supervision resources to draw upon. This linguistics MA will use the same 5000-level courses that we will be using for the GDip, so it will be much more interdisciplinary in nature relative to other Canadian MA programs in Linguistics. The proposed MA in linguistics is a two-year thesis program, further differentiating it from neighbouring programs in Ontario and Quebec.

In total, we are proposing three new graduate programs in SLaLS: an MA in Linguistics, a concurrent (Type 2) Graduate Diploma in Linguistics, and a joint LING-ALDS PhD in **Linguistics, Language Documentation and Revitalization**.

A.1.1 Background

Context

Carleton's School of Linguistics and Language Studies (SLaLS) houses two degree programs, one in Linguistics and the other in Applied Linguistics and Language Studies (ALDS). They encompass two different perspectives on the study of language: Linguistics focuses on the structure of language, such as its system of sounds, words, sentences and meaning, while ALDS is concerned with language in context, including its use in social and educational settings. Currently Linguistics offers only an undergraduate Bachelor of Arts (BA) degree, while ALDS offers programs at the Bachelor's, Master's and PhD levels.

The field of linguistics has witnessed a significant shift in the last generation towards incorporating the methods of other cognitive disciplines (such as psychology, neuroscience, and computer science) into the study of linguistic structure and knowledge. It also continues to have strong ties to anthropology. As a result, linguistics has increasingly become an interface science with strong links to those other fields and finds itself at the nexus of a tightly connected group of disciplines concerned with language and its place in thought and society.

At the same time, as languages worldwide rapidly approach endangerment or extinction, linguistics has come to play an increasingly important role in language revitalization, maintenance, and documentation. It is a crucial element in the development of tools and methods necessary for collecting, processing, and archiving linguistic material, especially for minority and endangered languages. Research in language documentation and revitalization draws on expertise from both applied and theoretical linguistics, making SLaLS an ideal location for this type of research. SLaLS has already been nationally recognized as a hub of language documentation, as evidenced by Dr. Marie-Odile Junker's Governor General's Innovation Award (2017).

Our new programs will reflect the evolution of linguistics from a theoretical model of linguistic knowledge to an interdisciplinary field concerned with language in cognitive and social domains. The programs will also draw on the strengths of the linguistics faculty, who all have strong backgrounds in theoretical linguistics and are also involved in interdisciplinary research and teaching.

The proposed PhD in **Linguistics, Language Documentation and Revitalization** dovetails with the Calls to Action of the Truth and Reconciliation Commission concerning language and culture, particularly recommendation 16, which calls upon post-secondary institutions to create programs and certificates that support Indigenous languages.

Linguistics at Carleton University

The linguistics programs at Carleton have an unusual history, resulting in an academic unit with an idiosyncratic profile. Linguistics (LING) is not a department at Carleton, but rather is one of five academic units administered by the School of Linguistics and Language Studies. While linguistics forms the core of SLaLS, there is currently no graduate programs in linguistics at Carleton. Thus, the Linguistics unit's sole focus is the administration of the linguistics undergraduate programs, the most significant of which is the BA Honours in Linguistics. In the last decade, enrollment in the BA

Honours in Linguistics and BCogSci (especially relevant is the growth in the Linguistics stream) have led to significant growth of the unit. To administer the undergraduate programs and classes in linguistics, LING currently comprises seven full time faculty lines and another three cross-appointments. Seven of these positions were filled in the last dozen years. During this time we have been very successful at recruiting outstanding researchers (Toivonen, Hirotani, Blumenfeld, Gess, Siddiqi, MacLeod, Taniguchi, and Jesney), resulting in a faculty composed of internationally recognized specialists. During this same period, the Institute of Cognitive Science has hired three other linguists (Asudeh, Singh, and Jouravlev) and the French Department has hired yet another (Anonby). The resulting state of affairs is that Carleton University has become one of the major Canadian homes for research and study in linguistics. Factoring number of faculty, research activity and productivity, and international reputation, it is clear that Carleton has one of the four most prominent linguistics faculties in Central Canada (Toronto, McGill, and University of Ottawa being the other three).

Since the linguistics faculty has grown in support of an undergraduate-only program, the supervision from linguistics faculty exclusively goes to other graduate programs, primarily Cognitive Science, French, and ALDS. As an effect, Carleton University has built a linguistics faculty that exceptionally focuses on interdisciplinary research. All nine of the linguistics professors with appointments in SLALS have (at least) supervision appointments in other programs. Additionally, another dozen linguists not housed in SLALS have appointments in other programs. This means that the makeup of the linguistics faculty at Carleton is well differentiated from other programs and uniquely positioned to develop interdisciplinary programs.

One interdisciplinary field in particular is very well supported at Carleton: Language Documentation. Carleton University houses seven active language documentarians. Erik Anonby (French) is just completing a two-year external research fellowship supporting a language documentation project mapping the languages of Iran. Lev Blumenfeld has recently completed a series of external grant-funded field research trips to document Nauruan (a language spoken in the Central Pacific). Christopher Cox has been involved in several external grant-funded projects to develop computational tools for Indigenous language education and revitalization and to document Tsuut'ina and Kaska (Canadian Indigenous languages). Marie-Odile Junker is an internationally renowned expert on Cree documentation and description, and information technology applied to language revitalization; she was recently awarded the Governor General's Innovation Award. Kumiko Murasugi has a grant-funded research project on documenting the Inuit language in Canada and consults for the Inuit community on orthographic standardization. Ida Toivonen has a thriving research program documenting Inari Saami (an Indigenous language spoken in the circumpolar regions of Europe). This collection of research excellence demonstrates that Carleton University is well established as a documentation **hub alongside schools such as Toronto and UBC.**

In the context of this enormous faculty development in the last dozen years and the gains in our international reputation, it is increasingly significant that there are no Linguistics graduate programs at Carleton. Canadian graduate students have become savvy to the faculty resources at Carleton. For example, Dan Siddiqi is one of only two "pure" morphologists in central Canada since Alana Johns' retirement (the other is Tom Leu at UQAM) and Ida Toivonen and Ash Asudeh are the only constraint based syntacticians in central Canada. Students from nearby universities regularly attend our Reading Group meetings. They seek us out to be committee members. We even co-author papers with graduate students from nearby schools (for example, Melchin & Toivonen and

Fry & Siddiqi are both papers in production with uOttawa students and Carleton faculty). This of course sets aside the significant demand students have for access to our expertise in language documentation, where Marie-Odile Junker is a Canadian shining star. Students have been known to join programs that aren't perfect fits for their needs so they can work with us (ALDS and ICS being the most frequent recipients of these students).

The linguistics community in Canada, aware of the activities of our faculty, have expressed surprise that we do not have any graduate programs. We stand to make a significant, immediate impact on the graduate study of linguistics in Canada when we launch our programs. Graduate students simply want us to be contributing to graduate study in linguistics. And we want them as well. The lack of these programs, of course, have a significant impact on the productivity, reputation, and impact of the linguistics researchers at Carleton. Graduate students serve many important functions that are currently unavailable to us. For example, since we have a lack of reliable and quality TA support, we have to divert more faculty resources to undergraduate instruction than faculties would normally would be expected. Similarly, a lack of quality RA support affects the productivity of our own research by limiting the number of tasks we can delegate to assistants. Our labs are bottlenecked by the time constraints of the primary researchers. Perhaps most importantly, external funding opportunities usually assume that much of the funding will go to graduate student support. The lack of graduate students affects the depth and breadth of grant applications for support.

A.1.2 Program goals

The goal of the new graduate programs is to provide students with the skills and opportunities to apply linguistic theory to interdisciplinary contexts. In particular, the proposed MA and GDip programs address the growing interdisciplinarity of the study of language. The proposed PhD program in **Linguistics, Language Documentation and Revitalization** addresses the need for linguistically-trained personnel to help reduce the effects of language loss in local, national and global contexts.

The **PhD in Linguistics, Language Documentation and Revitalization** aims to generate a record of a language by investigating its structural properties and its role in the culture, and to train researchers working with endangered language communities to develop the tools and skills necessary to help maintain and promote their language and culture. Students in the program will apply their knowledge of linguistic theory in documentation projects involving classifying, annotating and analyzing linguistic data, and/or in creating materials to be used by the linguistic community in maintaining and revitalizing their language. They will also learn about language documentation and revitalization within the broader context of language policy and planning regarding endangered and minority languages. **Two types of scholarly output are typically produced in linguistic documentation: scholarly work that disseminates knowledge about understudied languages to other linguists and allied scholars, and work that is valuable to communities, such as dictionaries, learning and teaching materials, and grammars that are oriented to speakers rather than scholars. Expertise in the former type of work is concentrated in the LING unit in SLaLS, which houses theoretical linguists with interests in documentation and fieldwork. Expertise in community-oriented work is more widely distributed within SLaLS and other sister departments.**

Graduates will receive training in advancing knowledge in the field. The faculty in Linguistics and ALDS have expertise in a wide range of languages including Inuktitut, Cree, Saami, Nauruan, Kurdish, Mennonite Plautdietsch, and Tsuut'ina.

The **MA in Linguistics** will provide students with a solid grounding in theoretical linguistics covering the main areas of linguistic theory (phonetics, phonology, morphology, syntax and semantics), but it will be unique in its focus on the increasing interdisciplinarity of the field. The linguistics courses we offer will include an interdisciplinary component, encompassing the research interests of the linguistic faculty who are all cross-appointed in other units (e.g. cognitive science, ALDS, French, and English; see Table 16), and the interdisciplinary backgrounds of the GDip students who will also be enrolled in these courses. In addition, students will have the opportunity to take graduate courses in related areas such as psycholinguistics, language acquisition, and language documentation, as well as courses in Cognitive Science and French. The MA program is a natural pathway from our strong Honours program (B.A. Honours in Linguistics), which has a proven track record as a strong "feeder" program for students wishing to pursue more advanced degrees in linguistics at other universities as well as the ALDS and Cognitive Science graduate programs at Carleton. Since an MA in Linguistics is required for the PhD in **Linguistics, Language Documentation and Revitalization**, and our MA program draws on the same resources required for the GDip in Linguistics, the MA is a natural extension of the development of the other two programs.

The **GDip in Linguistics** is available to all graduate students at Carleton who are interested in integrating linguistics into their graduate program of study, but it is designed primarily for graduate students in ALDS, Cognitive Science, Anthropology, French, and English. One of the explicitly intended consequences of the Linguistics GDip program is to broaden the interdisciplinary preparation of doctoral students in these programs and make them marketable as potential hires in linguistics departments in addition to departments in their own fields. The GDip requires the same coursework as the MA Thesis program, and culminates with a Capstone Examination that ensures they have acquired the level of linguistic knowledge equivalent to a Master's in Linguistics. Three sister units in particular (ALDS, ICS, and English) can expect to see the program have significant appeal amongst their existing student populations as well as seeing increased admissions as a result of the opportunity. The Linguistics program is uniquely positioned to offer such an interdisciplinary graduate program because of its extensive existing interfaces with many other programs at Carleton including ALDS, Cognitive Science, English, French, Greek & Roman Studies, Law, Philosophy, Psychology, and Sociology & Anthropology, and its established reputation as a hub of interdisciplinary study.

The GDip can in principle be taken in combination with any graduate program. However, the following are the programs of study that are supported by faculty with appointments in SLALS. Also, the electives in the GDip are explicitly designed to accommodate these graduate programs. Together, the Linguistics GDip, the MA, and the PhD add to Carleton these explicitly developed programs of study:

Masters Level

Applied and Formal Linguistics	[MA in ALDS with a Linguistics GDip]
Cognition and Language	[MCogSc with a Linguistics GDip]
English Linguistics	[MA in English with a Linguistics GDip]
French Linguistics	[MA in French with a Linguistics GDip]
Linguistic Anthropology	[MA in Anthropology with a Linguistics GDip]
Linguistic Theory	[MA in Linguistics]
Psycholinguistics	[MCogSc with a Linguistics GDip]

Doctoral Level

Applied and Formal Linguistics	[PhD in ALDS with a Linguistics GDip]
Communication Disorders	[PhD in Cognitive Science with a Linguistics GDip]
English Literature and Linguistics	[PhD in Production of Literature w/ a Ling. GDip]
Language Acquisition and Development	[PhD in Cognitive Science with a Linguistics GDip]
Language Documentation and Revitalization	[PhD Language Documentation & Revitalization]
Language Processing	[PhD in Cognitive Science with a Linguistics GDip]
Linguistic Anthropology	[PhD in Anthropology with a Linguistics GDip]
Theory of Language and Mind	[PhD in Cognitive Science with a Linguistics GDip]
Sociolinguistics	[PhD in ALDS with a Linguistics GDip]

A.1.3 Program structure

The three proposed programs will incorporate cross-disciplinary elements into the study of linguistics in synergy with sister graduate programs such as ALDS and Cognitive Science:

- MA in Linguistics [5.0 credit], with two completion pathways
 - Course work + Thesis
 - Course work + Research Essay
- GDip (Type 2, concurrent) in Linguistics [2.5 credit]
- PhD in **Linguistics, Language Documentation and Revitalization** [10.0 credits]

The program courses are shown in Table 1 below. The electives that students select will depend on the strength of their linguistics background and individual interests.

Table 1. Program Overview

Course Topics	MA Thesis	MA Essay	GDip	PhD
Sound (Phonetics, Phonology)	0.5	0.5	0.5	N/A
Structure (Morphology, Syntax, Semantics)	0.5	0.5	0.5	N/A
Language Documentation	N/A	N/A	N/A	1.0
Revitalization Policy	N/A	N/A	N/A	0.5

LING elective	0.5	1.0	0.5	N/A
Electives from LING, ALDS, CGSC, FREN (GDip: add ANTH, ENGL) (GDip: this 1.0 credit also counted in home department)	1.0	2.0	1.0	1.5
Comprehensive Exam	N/A	N/A	N/A	0.0
GDip Capstone Exam	N/A	N/A	0.0	N/A
Qualifying Paper	N/A	N/A	N/A	0.0
Thesis or Essay	2.5	1.0	N/A	7.0
Total	5.0	5.0	2.5	10.0

The coursework is the same for the GDip and MA Thesis. GDip students will be required to pass an oral GDip Capstone Exam that assesses their knowledge of linguistic theory, as they will not be completing a research essay or thesis in linguistics. The MA Research Essay pathway requires an additional 1.5 credits in courses compared to the MA Thesis pathway. In the PhD program, in addition to the coursework students will be required to pass an oral comprehensive exam, complete a qualifying paper, submit a thesis prospectus, and defend their thesis.

A.1.3.1 MA in Linguistics

There are two completion pathways in the MA program: Thesis and Research Essay. Students will be admitted into one of the streams, but they will have the option of switching into the other stream, with the approval of the Graduate Supervisor, after their first semester in their program but before the end of their first year.

Both streams in the MA degree are expected to take a maximum of six terms to complete, including the summer. The Thesis option consists of 2.5 credits in courses and a 2.5-credit thesis, while the Research Essay option consists of 4.0 credits of courses and a 1.0-credit research essay. The projected timeline is three courses in the fall and two in the winter of the first year for both streams. The additional three courses in the Research Essay stream will be taken in the fall of the second year, when Thesis students will be working on their thesis. Students in both streams will finish their thesis/research essay in the summer of the second year. The program courses are shown in Table 2, and the milestones in Table 3.

Because the admission requirements do not necessarily expect a BA in linguistics, some students may have less background than others. Such students, at least at the initial stages after the program launches, will be advised to take more of the core theoretical courses, to give them sufficient background for their thesis/essay. After several years we will re-evaluate the program requirements in light of student population and student needs and consider a pathway for students without a full background in linguistics, if necessary.

Table 2. MA Courses

Course Topics	MA Thesis	MA Essay
Sound (Phonetics, Phonology)	0.5	0.5
Structure (Morphology, Syntax, Semantics)	0.5	0.5
LING elective	0.5	1.0

Electives from LING, ALDS, CGSC, FREN	1.0	2.0
Thesis or Essay	2.5	1.0

Table 3. Milestones for MA program

Activity	MA Thesis	MA Essay
Initial meeting with supervisor(s)	Year 1 Fall	Year 1 Winter
Coursework completed	Year 1	Year 2 Fall
Thesis Committee formed	Year 1 Winter	
Thesis proposal defended	Year 2 early Fall	
Thesis defended/Essay completed	Year 2 Spring	Year 2 Spring

Thesis pathway

Students in the Thesis pathway will meet with their supervisor at the beginning of Year 1 Fall to discuss their program and research and sign the Supervisor Agreement form.

Students will be enrolled in courses mainly in Year 1 Fall & Winter, although they may continue to take courses in Year 2 if a desired course is not offered in Year 1, or they wish to take only 2.0 credits of courses in Year 1.

Students will form a Thesis Committee that will provide guidance on their research program. The members of the committee will be decided on in consultation with their supervisor by the end of Year 1 Summer. The three-person committee will consist of a supervisor (a faculty member), possibly a co-supervisor (a faculty member or adjunct research professor), and up to two additional committee members (at least one a faculty member).

When a student has a comprehensive research plan, they will write up a thesis proposal, submit it to the Thesis Committee, and defend the proposal at a meeting that will be similar in format to the thesis defence. The meeting must take place by Oct. 15 of Year 2 Fall. Once the proposal is approved, the student can proceed with their research activities as stated in the proposal, although it is understood that the plans may need to be modified as the research progresses.

Research Essay pathway

The Research Essay option is designed for students for whom the Masters degree is their terminal graduate degree, or who decide that they are not interested in the in-depth research experience provided by the Thesis pathway given their career goals.

Students in the Research Essay option will take four full terms of courses (Years 1 and 2): 1.0 credit in core theoretical linguistics, 1.0 credit in theoretical linguistics or language and cognition, and 2.0 credits in LING electives or CGSC, ALDS, or FREN courses related to language, cognition and research methods. The electives that are selected will depend on the strength of the students' linguistics background and individual interests.

Students are expected to start their research essay in Year 1 Summer or Year 2 Fall. It should normally take two terms to complete. Students should meet with their supervisor before starting

their research essay. While there is no formal committee providing guidance to the students, they are encouraged to consult with other faculty members in Linguistics and other academic units. A member of the Graduate Studies Committee will be a second reader for the essay, with the decision on the final grade made by both the supervisor and second reader.

A.1.3.2 GDip in Linguistics

The concurrent GDip in Linguistics is intended for graduate students in ALDS, Anthropology, Cognitive Science, English, and French (our “sister departments”) who are interested in incorporating linguistics into their graduate programs, although it is also open to students from other departments who have sufficient background in linguistics. Because it requires a total of 2.5 credits, it is envisioned primarily as an addition to the student’s PhD program, although it is open to MA students as well (and only to MA students in French, which has no PhD program). Students will take 1.5 credits of core linguistic theory classes, which is the same requirement of core classes that we require of the MA program, thus serving the same pedagogical needs of a graduate program in linguistics. In addition, since they will not be writing a research essay or thesis like the MA students, they will be required to pass a GDip Capstone Examination that will assess their knowledge of linguistic theory. Each of our sister departments has been involved in the design of the GDip such that 1.0 credit of the GDip requirements overlaps with 1.0 of the home department’s PhD or MA requirements. If the GDip student is not registered in one of the sister departments, their home department will need to decide which of the GDip electives will count toward their degree requirements. If the GDip is taken concurrently with an MA degree, it will minimally require an additional semester of courses and time allotted to the GDip Capstone Exam. If taken concurrently with a PhD, it should not increase the program length as the courses and Comp Exam can be taken at any time during their program, although it could add up to one additional semester.

Table 4. GDip Courses

Course Topics	Credits
Sound (Phonetics, Phonology)	0.5
Structure (Morphology, Syntax, Semantics)	0.5
LING elective	0.5
Electives from LING, ALDS, CGSC, FREN, ANTH, ENGL	1.0
GDip Capstone Exam	0.0

Coursework

The required 1.5 credits in theoretical linguistics are the same as the core classes that we require of the MA program. The 1.0 credit of courses that are shared with the student’s home department must be chosen from the list of courses provided in the calendar language. This ensures that the overlapping classes contribute to a linguistics program of study as well as the home department’s program of study.

GDip Capstone Examination

After completing their coursework students must pass an oral GDip Capstone Exam that will evaluate their knowledge of linguistic theory. This is a crucial part of the program, as it will ensure

that students have achieved the level of linguistic proficiency specified in the learning outcomes regarding linguistic scholarship, research methods, and frameworks (see Table 13 in section B.1.1 below). Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests. Students will form a GDip Capstone Exam Committee, in consultation with the graduate supervisor, normally consisting of two faculty members who have full or cross-appointments in Linguistics. At the GDip Capstone Exam, they will be asked questions on the literature on theoretical linguistics. Because students who are admitted into the program will vary in their linguistics background, the GDip Capstone Exam will be custom designed for each student. Timing of the GDip Capstone Exam should be coordinated with the program of study for the student's home department. For most PhD students, the exam will happen after coursework has been completed. This will normally be the route for MA students as well. However, in cases where this would unnecessarily extend an MA student's program, exceptions will be made to accommodate the exam in the same term as their last course.

A.1.3.3 PhD in Linguistics, Language Documentation and Revitalization

The PhD program focuses on the application of linguistic theory to language documentation and revitalization. Students will take 1.5 credits of core courses in language documentation and revitalization, and an additional 1.5 credits in program electives. They will also be required to pass a Comprehensive Exam evaluating their knowledge of linguistic theory, submit and defend a Qualifying Paper (QP) that will assess their potential for conducting original research, submit and defend a thesis prospectus, and complete and defend their PhD thesis. It is expected that the program will take four years to complete. The program courses are shown in Table 5, and the milestones in Table 6.

Table 5. PhD Courses

Course Topics	Credits
Language Documentation	1.0
Revitalization Policy	0.5
Electives from LING, ALDS, CGSC, ANTH	1.5
PhD Thesis	7.0

Table 6. Milestones for PhD Program

Activity	Date
Initial meeting with supervisor(s)	Year 1 Fall
Coursework LING 6001 Language Documentation ALDS 6407 Revitalization Policy 1.5 credit in program electives	Year 1 Fall & Winter
QP Committee formed	Year 1 Summer
QP defended Comp Exam Committee formed Thesis Committee formed	Year 2 Fall
Comp Exam completed	Year 2 Winter

Prospectus defended	
Thesis defended	Year 4 Summer
Final thesis submitted	Year 4 Summer

Initial meeting with supervisor

Students are expected to have an initial meeting with their supervisor or co-supervisors early in the Fall of Year 1 to discuss their program and research and sign the Supervisor Agreement Form.

Coursework

The two core courses for this program are LING 6001 [1.0] (Language Documentation) and ALDS 6407 [0.5] (Revitalization Policy). These will be taken in the student's first year of study. Another 1.5 credits in electives will be selected from LING courses or ALDS, CGSC and ANTH courses related to language, linguistics, cognition, or research methodology. The electives that are selected will depend on the strength of the students' linguistics background and individual interests. All coursework should normally be completed by the end of Year 1 Winter.

Qualifying Paper (QP)

A Qualifying Paper (QP) is a standard component of PhD programs in linguistics. Students will be required to write a QP that will assess their potential for conducting original research (specified in Learning Outcomes 1 and 2; see Table 12 in section B.1.1) and/or demonstrate an application of linguistic theory to language documentation or revitalization (Learning Outcomes 3 and 6). Once the student has decided on a topic for their QP, they will form a QP committee in consultation with the supervisor. The committee will consist of the supervisor and two additional faculty members. Students will undergo an oral defence of their paper, which should take place by the end of Year 2 Fall.

Comprehensive Examination (Comp Exam)

After completing their coursework students must pass an oral Comp Exam that will evaluate their knowledge of linguistic theory and ensure that they have achieved the level of linguistic proficiency specified in Learning Outcome 1, i.e. the ability to evaluate, critique and interpret scholarship in theoretical linguistics (see Table 12 in section B.1.1 below). Assessing this knowledge is crucial for **two** reasons: (1) a goal of the PhD program is the application of linguistic theory to language documentation and revitalization projects; (2) the graduate linguistics courses are not obligatory for PhD students, in particular those with a strong linguistics background.

Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests. Students will form a Comp Exam Committee, in consultation with the supervisor, normally consisting of the supervisor and two additional faculty members who have full or cross-appointments in Linguistics. At the Comp Exam they will be asked questions on the literature and how the knowledge they gained from the readings will apply to their research agenda. Because **there many paths in documentation work, and many types of scholarly output**, the program **is purposefully open-ended as far as requirements are concerned; we expect to custom-design** the Comp Exam to the **students'**

individual needs. Students must complete the Comp Exam by the end of Year 2 Winter, which is after their QP defence and before their Prospectus defence. It is possible that students with a strong linguistics background will take the Exam earlier, before their QP defence.

Thesis Prospectus

The thesis prospectus is a document that specifies the background, direction and content of the student's research program that will result in the PhD dissertation. Before beginning work on the prospectus, students will form a thesis committee, in consultation with the supervisor, which will oversee their dissertation research. The committee will consist of the supervisor, an internal faculty member from linguistics, and an additional faculty member who may be from outside linguistics or Carleton. The prospectus should be between 40 and 60 double-spaced pages. It should contain a literature review, state the research questions, methodology for carrying out the research, and some preliminary results and/or analyses. Students will be required to orally defend the prospectus in a prospectus defence similar in format to the QP and thesis defences. The prospectus defence should take place by the end of Year 3 Fall, leaving 5 full terms in the program to complete and defend the PhD thesis.

PhD Thesis

After defending their prospectus in Year 2 Winter, students will have two full years in which to complete their thesis. The thesis will require a language documentation or revitalization component. Documentation could include the writing of a dictionary or grammar, **or part of a grammar**, of an Indigenous or other minority language. A thesis centred on language revitalization would involve determining what can and needs to be done to prevent further loss in endangered languages. Both components require working closely with speakers of the language under study: in documentation, to record the properties of their language, and in revitalization, to develop strategies and resources necessary to maintain and protect their language. Two of our courses, Language Documentation (required of all PhD student) and Field Methods (an elective) will cover ethical and social issues in conducting field research in Indigenous and other minority-language communities. The language speakers may be in Ottawa or surrounding areas, or further afield in northern Ontario, in other parts of Canada, in the United States, Central and South America, or overseas. Students will receive training and instruction on methods in language documentation and revitalization in their two core courses, with additional support provided by the supervisor throughout the course of their program. It is expected that supervisors will apply for funding to provide financial support to their students for fieldwork, and advise students to apply for funding as well to organizations such as Canadian Studies Network, Endangered Languages Fund, and SOAS (University of London), which all provide grants for field research.

A.1.4 Current Provincial and National Profiles

In this section we present tables detailing the structure of MA and PhD programs in Ontario, Quebec, and elsewhere in Canada, and explain differences between these programs and the ones that we are proposing. Differences between the MA programs include interdisciplinarity, language of instruction, and program length. Our PhD program is unique in **its interdisciplinary foundation**

that combines theoretical and applied linguistics, as well as allied fields, in its approach to linguistic documentation.

Crucially, though, it is the combination of all three programs—the MA, GDip and PhD—that will set Carleton apart from other universities in Canada. First and foremost, the interdisciplinary nature of all three programs will establish Carleton as the hub of interdisciplinary studies in linguistics, a place where interface linguistics is taken seriously and can be pursued at the highest levels. Secondly, with the potential for students in all three programs to take the same linguistics courses, this is a unique opportunity for students to interact closely and network with classmates from other disciplines. In addition, this program is an example of a concrete action in response to recommendation 16 of the Truth and Reconciliation Commission concerning the creation of post-secondary programs support Indigenous languages.

MA Programs

The tables below present information on Linguistics MA programs in Ontario (Table 7), Quebec (Table 8) and elsewhere in Canada (Table 9). The tables provide the following information on each program (where available): language of instruction, length of program in years, program requirements, enrolment numbers, and the focus of the program and additional notes. Unless indicated otherwise, the universities have PhD programs in Linguistics as well.

Table 7. Linguistics MA Programs in Ontario

University Department/Unit	Language	Length	Requirements	Enrol- ment	Focus/Notes
Proposed Program Carleton University SLaLS	English	2	6 courses; thesis or research essay	10	Generalist program with interface focus
University of Ottawa Linguistics	Bilingual	1	6 courses; research paper	5-12	Generalist
University of Toronto Linguistics	English	1	4 courses; research paper	7-16	Generalist
Western University Inter-faculty Program	English	2	5 courses; research paper		Formal, sociolinguistics, and applied linguistics components; MA only
York University Languages, Literatures, and Linguistics	English	1	6 courses; research paper		Sociolinguistics and language contact focus; coursework- only option available (8 courses)

Table 8. Linguistics MA Programs in Quebec

University Department/Unit	Language	Length	Requirements	Enrol- ment	Focus/Notes
McGill University Linguistics	English	2	8 courses, 2 seminars, research project	7-8 MA/PhD	McGill has intentionally low admission rates
Université Laval Language, Linguistics, Translation	French	2	6 courses, thesis		
Université de Montreal Linguistics and Translation	French	2	5 courses, 3 optional courses, thesis		
Université de Quebec à Chicoutimi Linguistics and Modern Languages	French	2	(see Laval)		MA offered as an extension of Laval's program
Université de Québec à Montreal Linguistics	French	2	2 years 7 courses, thesis	5-12	

Table 9. Linguistics MA Programs Elsewhere in Canada (all English except Moncton)

University Department/Unit	Length	Requirements	Enrol- ment	Notes
Memorial University Linguistics	2	5 courses thesis		Theoretical focus
Simon Fraser University Linguistics	2	6 courses thesis		Concurrent MA-BA program available; graduate certificate in a linguistics of a First Nations language
Université de Moncton Linguistics	2	3 courses thesis		Applied linguistics; French program
University of Alberta Linguistics	2	7 courses thesis	2-3 MSc	Psycholinguistics focus
University of British Columbia Linguistics	2	8 courses thesis	3-5	Documentation focus; reduced from larger past cohorts; MA coursework dormant
University of Calgary Languages, Linguistics, Literatures, & Cultures	2	6 courses thesis		
University of Manitoba Linguistics	2	6 courses thesis		Field methods required
University of Victoria Linguistics	2	6 courses thesis		Documentation focus

The MA programs in the tables above differ from the proposed program in key ways. First, the focus of the MA programs is almost universally broad. The few exceptions are Western and York, which focus on sociolinguistics, and the University of Alberta, which has a strong commitment to psycholinguistics. In general, however, most departments see the purpose of the MA programs as giving a broad education in all subfields of linguistics that would prepare students to go into a more specialized PhD program, or as a terminal degree preparing them for language-related employment outside of academia. The proposed Carleton MA in Linguistics will also be a generalist program, though it will differentiate itself from neighbouring programs by a specific focus on interfaces, especially in feeding linguistics-interface PhDs in related fields. At Carleton linguistics is viewed as a unified, coherent enterprise where subfields and related fields inform each other in a cross-disciplinary manner. Additionally, the theoretical outlook of the faculty at Carleton is more diverse than is typical of a program of its size.

Another difference is language of instruction. The University of Ottawa is bilingual, and programs in all the Quebec universities except for McGill are French.

Finally, our program also differs in both program length and depth. Of the three other English programs in the Toronto-Ottawa-Montreal corridor, two of them, University of Ottawa and University of Toronto, have MA programs that are only one year in length, and none of the three

main programs of comparison offer a thesis. The programs at the University of Toronto and University of Ottawa are intensive, one-year programs with a project similar in scope to our proposed Research Essay (called "Forum Paper" at the University of Toronto and "Research Paper" at the University of Ottawa). In Toronto, a two-year MA is available in exceptional cases. McGill also does not offer a thesis-based MA.

While we do not have hard empirical evidence, our anecdotal experience with students who graduate from our linguistics BA and go on to graduate work in linguistics tells us that a two-year, thesis-based degree in linguistics is a significant gap in our immediate geographic area. While the MA is intended as a stepping stone to a PhD, many students go into graduate work at the MA level while still undecided whether that degree will be a terminal one, or if they will continue in linguistics or another field at the PhD level. The MA is thus a crucial time when a student not just learns about the field, but has a chance to engage in a significant research project to test their own interest in, and aptitude for, advanced research. Some students find out that academia is not for them only after completing a major MA-level project; others, on the contrary, only become committed to their field of choice after a significant time spent testing the waters at the MA level.

A one-year MA simply does not give a student enough time to sort out these issues and plans. Given the timeline of applications to PhD programs, with most deadlines in early winter or even late November, a student must begin the application process barely a month into their MA degree, and long before they have even begun writing their MA-level paper or project.

The two-year MA with a thesis option is available in other fields, most notably in Cognitive Science at Carleton, where the MCogSc degree has been a successful pathway for many students interested in linguistics at the graduate level, but not yet ready to commit to applying to a PhD. The MCogSc degree, however, comes with natural limitations, being housed in an interdisciplinary unit and thus lacking in significant specialization in any one area; it is not an ideal degree for students who specifically want to do linguistics, due to absence of dedicated graduate classes and a critical mass of fellow students with similar interests. **Our proposed program offers "the best of both worlds": an availability of interdisciplinary connections without the loss of depth in the primary area of focus.**

Our proposed degree, thus, fills an important niche that is lacking in comparable linguistics departments in the Ottawa-Toronto-Montreal corridor. The reasoning above also makes it clear why it is the Thesis pathway in particular that we see as our unique offering: unlike equivalents of our Research Essay, the thesis option is generally not available at other universities.

PhD Programs

At the PhD level, two programs in linguistics **can be singled out as for their strong interest** in language documentation: UBC and University of Victoria (see Table 10). The University of Victoria additionally offers a certificate in Indigenous Language Revitalization, making it the clearest competitor to the proposed PhD in Canada. In addition, Simon Fraser University offers a Graduate Certificate in linguistics of a First Nations language. It is no accident that these programs are located in Western Canada, where a large number of highly endangered Indigenous languages are concentrated.

Table 10. PhD programs in Linguistics in Canada with a focus on Language Documentation

University Unit	Requirements	Enrolment	Focus/Notes
Carleton University Language documentation and revitalization	5 courses (3.0 credits); qualifying paper; comprehensive exam; thesis	4	Documentation and revitalization
University of British Columbia Linguistics	7 courses; 4 seminars; qualifying paper; thesis	2-3	Documentation; reduced from larger past cohorts
University of Victoria Linguistics	9 courses; candidacy exam; thesis		Documentation

Other PhD programs, including in the Montreal-Ottawa-Toronto corridor, also demonstrate strong commitment to documentation. Both the University of Toronto and McGill house world-renowned, comprehensive linguistics programs where almost all subfields of linguistics are well represented. A significant number of faculty at both institutions are experts in documentation, and have pursued a variety of documentation work in Canada and elsewhere. Not surprisingly, these schools attract students interested in documentation, both in its community-oriented aspect and in theoretically-oriented aspect. The University of Ottawa, while remaining a strongly theoretically-focused department, has in recent years attracted some students doing documentation work. What sets Carleton apart, as mentioned above, is its unique positioning in a unit with expertise not just in theoretical but also in applied linguistics. It is becoming increasingly clear that documentation expertise includes not just theoretical linguistics but expertise in revitalization and policy. Carleton is in a unique position to offer a program with this crucial component.

GDip

Our research has not found any program in Canada with an equivalent to the proposed GDip that functions as a rider for sister departments within the university. However, McMaster’s PhD in the Cognitive Science of Language is comparable to a Carleton PhD in Cognitive Science with a Linguistics GDip. While McMaster’s PhD (and MA) includes courses in theoretical linguistics, their focus is on the cognitive neuroscience of language, thus they admit students with backgrounds in linguistics, psychology, neuroscience, speech sciences, health sciences, communication studies, multimedia, computer science and engineering.

A.1.5 Student Demand

Graduate Diploma in Linguistics

As the nature of linguistic research evolves, there has been a corresponding demand for interface programs of study. The GDip is designed to appeal to those students interested in interface linguistics, a population whose growth at Carleton is charted by the course enrolments in these undergraduate courses. Because this niche market is not being served by competing programs, we believe Carleton will be the place for students to pursue this kind of work in the Toronto-Ottawa-

Montreal corridor. Students are increasingly aware of employment demand for scholars with expertise in interface linguistics, further driving demand for interdisciplinary programs of study. For example, computational linguistics is becoming a burgeoning field of employment as high-tech companies employ linguists to improve their search algorithms, voice recognition technology, and other challenges involving language and computation.

MA in Linguistics

The proposed MA program would fulfill the needs of students graduating from our undergraduate Linguistics programs who express interest in pursuing graduate studies at Carleton. Currently they must enrol in the ALDS MA program, or the MCoGSc program offered by ICS. Additionally, of the six Linguistics MA programs in the Montreal-Ottawa-Toronto corridor, half are in French-language or bilingual universities (UQAM, University of Montreal, and University of Ottawa), and two of them (Ottawa and Toronto) offer a one-year MA program (see section A.2 above).

PhD in Linguistics, Language Documentation and Revitalization

There is currently no PhD program in Canada that is similar to the proposed program in its interdisciplinary focus. There are three factors that indicate there will be a demand for researchers formally trained in language documentation. Linguistics programs are putting increased value in researchers investigating historically understudied languages, which in Canada most naturally includes our Indigenous languages. A career in academia is a natural fit for students who have a strong formal linguistics background and who apply this knowledge in their PhD thesis.

Currently, PhD students pursuing projects related to documentation in the Ottawa area either find themselves in the ALDS PhD program, which serves only one side of their needs (revitalization policy), or at the University of Ottawa, which serves another (theoretical linguistics). It is only natural that combining the two will fill an existing need.

We expect graduates to be strong candidates for positions in Linguistics departments, but also Anthropology, Sociology, and Applied Linguistics, depending on the nature of their research. The current federal government has made the documentation and preservation of Canada's Indigenous languages one of its primary research mandates. Thus, there will be increased demand for researchers formally trained in language documentation and have knowledge of language policy and planning, radically improving the employability of our graduates.

A.2 Mission and Strategic Directions

The three proposed programs are aligned with the Strategic Mandate Agreement (2014-2017), as agreed upon by Carleton University and the Ministry of Training Colleges and Universities (MTCU; now known as the Ministry of Advanced Education and Skills Development (MAESD)). Our programs are particularly relevant to Program Offerings, and Areas of Institution Strength ("Media, Communications, and Culture"). The proposed programs are consistent with Carleton's Strategic Integrated Plan, aligning with aspects of Programs and Enrolment (Theme 1), Research (Theme 2), and Students (Theme 3).

The MA and GDip in Linguistics reflect the value of interdisciplinarity presented in Carleton's Strategic Integrated Plan (2013-2018). The MA will focus on linguistic theory but will include courses from interdisciplinary fields, while the GDip is developed exclusively for students in other disciplines to incorporate linguistics into their studies. The **PhD in Linguistics, Language Documentation and Revitalization** reflects the following values presented in the Strategic Integrated Plan: (i) experiential learning and student engagement, particularly hands-on research and community engagement as students learn about and document languages that are in danger of becoming extinct; (ii) collaboration and partnerships, in particular with minority and Indigenous communities; (iii) diversity and accessibility in welcoming Indigenous students with diverse backgrounds and educational experiences.

More specifically, the three programs fulfill the following goals in the Strategic Integrated Plan:

Academic strengths and societal needs (Goal 1-1). The new programs will build on the strength of our undergraduate programs in Linguistics, and the discipline-specific and interdisciplinary research areas of the Linguistics faculty, to provide students with interdisciplinary experience and meet the needs of endangered language communities.

Research-intensive reputation (Goal 2-1). Carleton has a well-deserved reputation for facilitating interdisciplinary research and teaching. The GDip will strengthen Carleton's natural interdisciplinarity by providing a formal mechanism to cement close interactions between linguistics and its sister disciplines.

Student employability and future success (Goal 3-1). There is an increasing employment demand for scholars with expertise in interface linguistics. By combining the GDip with PhDs in various disciplines, students will gain experience in areas such as psycholinguistics, language acquisition, linguistic anthropology, cognitive linguistics, neurolinguistics, and computational linguistics. These are high-demand areas of study; much of the cutting-edge research is in these interface areas, and many of the jobs in linguistics seek candidates with expertise in interface linguistics.

Global community (Goal 3-2). Students in the PhD program may have a chance to experience the language and culture of people in areas outside of Canada, such as Central or South America, Finland, Australia, or the South Pacific.

Supporting Indigenous communities (Goal 3-4). The PhD program fulfills this goal exceptionally well, as the primary goal of the program is to provide students with the training and skills to document and help maintain and revitalize minority, especially Indigenous, languages. This involves collaboration with Indigenous communities to determine what methods and resources will best meet their needs.

A.3 Relationship to other programs at Carleton

Within SLaLS, we anticipate that ALDS will see small but non-trivial effects of the proposed programs. The GDip will appeal to students in the ALDS PhD and MA programs who are interested in developing a foundation of formal linguistic theory for their applied linguistics research program. Similarly, the graduate courses in linguistics will appeal to ALDS graduate students who do not necessarily want to enroll in the GDip. It is likely that some students in the MA in Linguistics will apply to the ALDS PhD, thus broadening the pool of Carleton applicants to their program. On the other hand, we also expect that students will apply to the new Language Documentation and

Revitalization PhD instead of the ALDS PhD, although this would not be a loss to the ALDS graduate program since the proposed PhD is a joint degree with both ALDS and Linguistics. Indeed, the PhD and MA programs in ALDS have such a large audience that the proposed graduate programs will not reduce ALDS admissions but will facilitate a net increase in their students. Finally, we expect that developing graduate programs in Linguistics will increase the visibility of the discipline and have a positive effect on undergraduate enrolment. Moreover, having graduate student TAs will allow further growth in the undergraduate programs, as class sizes are currently restricted by the lack of qualified TAs.

Outside of SLALS, we expect increased enrolments in all programs, as well as increased flows of students and ideas across disciplines. More specifically, because the interdisciplinary nature of our MA and PhD programs requires students to take courses in other units such as Cognitive Science, French, or Anthropology, we anticipate that class sizes in those units could increase. However, given the large number of courses that students can choose from, the impact on any one class should be minimal. Similarly, our graduate courses would accommodate students from other units. The proposed programs should have a positive effect on recruitment in the other units, as graduates from our MA program might apply to their PhD programs, and their PhD programs are more attractive due to the added linguistics training their students will receive with the GDip.

PART B: Program Learning Outcomes and Assessment

B.1 Program learning outcomes and degree level expectations

B.1.1 Learning outcomes and degree level expectations

Students who graduate from the MA program in linguistics will gain literacy in the core areas of theoretical linguistics, allowing them to interpret and evaluate primary literature in the field. They will have a broad knowledge of research methodologies employed in the field, both theoretical and experimental, and will be able to employ those methodologies in testing hypotheses about linguistic data. In addition, MA students in the thesis stream will demonstrate an ability to produce independent research, and thus show their preparedness for further graduate study in the field.

While the MA program is structured around the theoretical core of the field, the PhD program is focused on language documentation, and thus the learning outcomes are different from the MA-level outcome in some respects, and similar in others. PhD students, similarly to MA students, are expected to gain broad knowledge in the field that would allow them to interpret and evaluate the primary literature, and to apply a variety of research methodologies to evaluating hypotheses. In addition, students will demonstrate abilities and skills specific to language documentation, both in terms of methodologies of linguistic fieldwork, and in terms of ethically working in communities of speakers.

The GDip is a concurrent-only degree (Type 2), intended to give literacy in the field of linguistics to graduate students in adjacent fields. The learning outcomes for the GDip are similar to those of the project-stream MA degree, because both have the goal of providing a broad education that orients students in the ideas and tools of linguistics. The two degrees differ in the depth and quantity of exposure, with the MA degree providing significantly more than the GDip; thus the expected

outcomes are at a lower level than the MA: where MA expects the ability to "analyze" and "critique" scholarship and methodologies, the GDip expects students to "explain" them.

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing MSc and PhD programs. The DLEs for graduate programs are:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity / autonomy

Table 11. MA Learning Outcomes

Outcomes	Degree level mapping	Program mapping
<p>1. Be able to evaluate, critique, and interpret scholarship in theoretical linguistics.</p>	<p>1,5</p>	<p>Requirements 1-3 (core theoretical courses; 1.5 credits Thesis pathway, 2.0 credits Research Essay pathway), Research Essay (Research Essay pathway) and Thesis (Thesis pathway)</p>
<p>2. Be able to analyze, evaluate, and apply research methods in theoretical linguistics, experimental linguistics, and/or field linguistics and choose the right methods for the research question.</p>	<p>1,2,3</p>	<p>Requirements 1-3 (core theoretical courses; 1.5 credits Thesis pathway, 2.0 credits Research Essay pathway); requirement 4 (1.0 credits Thesis pathway, 2.0 credits Research Essay pathway); Research Essay (Research Essay pathway) and Thesis (Thesis pathway)</p>
<p>3. Be able to develop and test hypotheses about linguistic data.</p>	<p>2,4,6</p>	<p>Requirements 1-3 (core theoretical courses; 1.5 credits Thesis pathway, 2.0 credits Research Essay pathway); Research Essay (Research Essay pathway) and Thesis (Thesis pathway)</p>
<p>4. Be able to use a theoretical framework by forming and testing questions and hypotheses within it.</p>	<p>1,4</p>	<p>Requirements 1-3 (core theoretical courses; 1.5 credits Thesis pathway, 2.0 credits Research Essay pathway); Research Essay (Research Essay pathway) and Thesis (thesis pathway)</p>
<p>5. (Specific to thesis pathway): Be able to produce and defend original research in linguistics and disseminate that research in academic venues.</p>	<p>2,5,6</p>	<p>Thesis</p>

Table 12. PhD Learning Outcomes

Outcomes	Degree level mapping	Program mapping
1. Be able to evaluate, critique, and interpret scholarship in theoretical linguistics.	1,5	Requirement 3 (core courses, 1.5 credits); Qualifying Paper; Comp Exam
2. Be able to analyze, evaluate, and apply research methods in theoretical linguistics, experimental linguistics, and/or field linguistics and choose the right methods for the research question.	1,2,4	Requirement 3 (core courses, 1.5 credits); Qualifying Paper
3. Be able to analyze, evaluate, and apply traditional and innovative methods in language documentation.	1,2,3	ALDS 6407, LING 6801; Qualifying Paper
4. Be able to produce and defend original research of publishable quality and disseminate that research in academic venues.	2,5,6	Thesis
5. Be able to demonstrate professional ethics of field research in linguistic communities.	2,3,5	ALDS 6407, LING 6801; Qualifying Paper; Thesis
6. Be able to develop policies to assist with the revitalization and preservation of endangered languages.	3,5,6	ALDS 6407; Qualifying Paper; Thesis

Table 13. GDip (2) Learning Outcomes

Outcomes	Degree level mapping	Program mapping
1. Be able to explain and interpret scholarship in theoretical linguistics.	1,5	Requirements 1-3 (core theoretical courses, 1.5 credits); GDip Capstone Exam
2. Be able to explain and apply research methods in theoretical linguistics, experimental linguistics, and/or field linguistics and choose the right methods for the research question.	1,2,3	Requirements 1-3 (core theoretical courses, 1.5 credits); requirement 4 (1 credit); GDip Capstone Exam
3. Be able to develop and test hypotheses about linguistic data.	2,4,6	Requirements 1-3 (core theoretical courses, 1.5 credits);
4. Be able to use a theoretical framework by forming and testing questions and hypotheses within it.	1,4	Requirements 1-3 (core theoretical courses, 1.5 credits); GDip Capstone Exam

B.1.2 Articulation of the learning outcomes

General note. Linguistics as a discipline involves experiential learning at all levels. Even courses that appear to be mostly about theoretical linguistics are often experiential because students work actively on problem sets from the first day of doing linguistics. Courses such as field methods and language revitalization are experiential by nature because they engage students with members of other, often distant, cultures, and with individuals who have different ideas on language structure and function. Field experience is experiential to an even greater degree. Thus, the learning model in all the proposed programs in linguistics falls squarely within the mandate of fostering experiential learning.

B.1.2.1 Outcomes common to all three programs

Learning outcome 1 (MA, PhD, GDip). All students in the graduate program are expected to gain literacy in theoretical linguistics. For MA and GDip students this is achieved primarily through the courses covering the four core areas of the field (phonology, syntax, morphology, and semantics, LING 5007, 5004, 5005, 5505, 5510). In all these courses, students would normally write a research paper and present their work orally. The order in which students take these courses depends on the schedule, and thus the courses may act as the initial introduction to theoretical scholarship or as reinforcement of skills already acquired. MA students will master this learning outcome in the Research Essay or Thesis. For PhD students these courses are optional, so this learning outcome will mainly be achieved through their Qualifying Paper. All students will gain further knowledge of theoretical linguistics through the readings for their Comp or GDip Capstone Exam.

Learning outcome 2 (MA, PhD, GDip). A diversity of research methodologies exists in linguistics. Some are covered in theoretical courses, some in other courses offered in Linguistics or adjacent fields. Experimental methods are covered in Phonetics (LING 5077), Cognitive Neuroscience of Language (LING 5601), and First Language Acquisition (LING 5603); courses focused specifically on experimental methods are Statistics (LING 5606) and Psycholinguistics Research Methods (LING 5605). Field methods are covered in LING 5801. In all these courses students are expected to deliver research papers and oral presentations. Since these courses are optional for PhD students, this learning outcome will mainly be achieved through their Qualifying Paper. All students will gain further knowledge of theoretical linguistics through the readings for their Comp or GDip Capstone Exam.

B.1.2.2 MA and GDip outcomes

Learning outcome 3 (MA, GDip). A key part of theoretical or experimental literacy is the ability to develop testable hypotheses about quantitative and qualitative linguistic data. These abilities are introduced and reinforced in the same courses as listed above – theoretical courses and courses covering various research methodologies – and students in the Thesis stream will demonstrate a mastery in their thesis research project. Especially data-heavy courses are Phonetics (5077) and the psycholinguistics sequence (LING 5601, 5603, 5605).

Learning outcome 4 (MA, GDip). Understanding the content and predictions of linguistic theories, and being able to formulate and evaluate hypotheses within a theory, is a key part of literacy in the field. It is a core component of any course where students engage in current research, such as the core 5000-level theoretical courses, and courses covering experimental methods. Again, depending on the order in which the courses are taken, they may be treated as “introductory” or “reinforcement” component in relation to this learning outcome.

B.1.2.3 PhD outcomes

Learning outcomes 3,5,6 (PhD). Language documentation methodologies are covered in two courses: the linguistic documentation/data collection and analysis is covered in Language Documentation (LING 6801), while ALDS 6407 covers the policy side of working with endangered and Indigenous languages. As part of these courses, students would be exposed to traditional and innovative field methods, and become aware of ethical issues surrounding working with Indigenous communities. Normally a student in a field methods class, possibly in collaboration with other students, would produce a sketch of the grammar or part of a grammar of a language under investigation. ALDS 6407 would expect students to produce research papers. Interaction with speakers of target languages is a key aspect of field methods/documentation courses. The Qualifying Paper and Thesis will also play a major role in the achievement of these learning outcomes.

Learning outcome 4 (PhD). Students will be expected to produce and disseminate original research in academic venues. This research may originate from a paper written for a course, the Qualifying Paper or their thesis.

B.2 Program structure and curriculum map

Table 14. Curriculum map for MA and GDip

Course	LO1	LO2	LO3	LO4	LO5
LING 5007 Phonology LING 5004 Syntax LING 5005 Morphology LING 5505 Semantics LING 5510 Lexical Semantics	I,R	I,R	I,R	I,R	
LING 5077 Phonetics LING 5101 Historical Linguistics: English LING 5601 Cognitive Neuroscience of Language LING 5603 First Language Acquisition		I,R	I,R		
LING 5605 Psycholinguistic Research Methods LING 5606 Statistics for Language Research LING 5801 Field Methods		I,R	I,R	I,R	
LING 5907 GDip Capstone Exam	M	M		M	
LING 5908 Research Essay	M	M	M	M	
LING 5909 Thesis (MA)	M	M	M	M	M

I=introductory, R=reinforcement, M=mastery

Table 15. Curriculum map for PhD

Course	LO1	LO2	LO3	LO4	LO5	LO6
LING 5007 Phonology	R,M	R,M		I,R		
LING 5004 Syntax						
LING 5005 Morphology						
LING 5505 Semantics						
LING 5510 Lexical Semantics						
LING 5077 Phonetics		R,M				
LING 5101 Historical linguistics: English						
LING 5601 Cognitive Neuroscience of Language						
LING 5603 First Language Acquisition						
LING 5704 Language, Culture, and Cognition						
LING 5605 Psycholinguistic Research Methods		R,M				
LING 5606 Statistics for Language Research						
LING 5801 Field Methods						
LING 6801 Language Documentation			I,R		I,R	
ALDS 6407 Revitalization Policy			I,R		I,R	I
ALDS 5202 Curriculum in Language Teaching						
ALDS 5407 Language Policy and Planning						
ALDS 5501 Language Testing and Assessment						
LING 6908 Qualifying Paper	M	M	M	M	M	M
LING 6907 Comprehensive exam	M	M				
LING 6909 Thesis			M	M	M	R

I=introductory, R=reinforcement, M=mastery

B.3 Program learning outcomes assessment plan

SLaLS will have a graduate program committee responsible for managing the graduate programs, including assessment of the learning outcomes. It will consist of the graduate supervisor and 2-3 faculty members in the unit.

During the initial phase of the programs, outcomes will be assessed by both faculty and students.

MA and GDip students' learning outcomes will be assessed based on the following:

- Deliverables in courses (papers and presentations)
- Self-evaluation surveys asking students to reflect on their progress in relation to learning outcomes.
- Annual evaluation of student progress by the graduate program committee.
- GDip Capstone Exam (GDip students)
- Thesis Proposal defense (MA Thesis students)
- Thesis defense (MA Thesis students)

PhD students' outcomes will be assessed in a similar fashion, with additional measures based on requirements specific to this stream of the program.

- Deliverables in courses (papers and presentations)
- Self-evaluation surveys asking students to reflect on their progress in relation to learning outcomes.
- Annual evaluation of student progress by the graduate program committee.
- Comprehensive exams
- Prospectus defense
- Thesis defense

In addition to course-based evaluation, students will be given regular surveys to describe their progress in relation to the learning outcomes. The graduate program committee will meet annually to evaluate each student's progress in terms of the program requirements and learning outcomes.

B.4 Program Essential Requirements

Requirements essential for a student's success in completing the program will fall under three main categories: 1) Knowledge and skills within the discipline; 2) Discipline in the social context (for PhD); 3) Communication in the discipline.

Knowledge and skills within the discipline

- A strong foundation in the core areas of theoretical linguistics (phonetics, phonology, morphology, syntax, semantics)
- An ability to understand and critically evaluate arguments for theoretical positions
- An ability to make arguments for and against formal analyses of linguistic phenomena
- An ability to design experimental studies to evaluate theoretical hypotheses
- An ability to situate one's own research in the context of the field

Discipline in the social context (for PhD)

- An understanding of the sources of cross-linguistic data in fieldwork and documentation
- An understanding of ethical issues surrounding work with Indigenous communities, in particular issues of ownership of materials, ownership of knowledge, and rights to dissemination
- An ability to articulate the nature of the researcher/speaker relationship in the context of linguistic fieldwork, in particular ways in which research takes place "with" rather than "on" speakers, and ways in which it benefits all participants
- An understanding of the role of the linguist, and limitations of that role, in language revitalization

Communication in the discipline

- Capacity to effectively communicate scientific ideas and findings to audience in the field, including theoretical, experimental, and documentary work
- Effectively develop research proposals and protocols, summarize previous research activities with brevity and clarity, and present research to audiences in the discipline
- Effectively present the research goals and results to non-specialist audiences, in particular to speakers of Indigenous languages who are participants of linguistic research projects

The program essential requirements of the MA in Linguistics, GDip (2) in Linguistics, and PhD in Language Documentation and Revitalization have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

PART C: Governance

The Director of SLaLS, the Assistant Director of Linguistics, the Assistant Director of ALDS, and the Linguistics Graduate Supervisor are responsible for running the proposed graduate programs. They represent the programs to the broader university community, and work closely with faculty and students in managing the day-to-day operations of the programs.

The Linguistics Graduate Program Committee is the main decision-making body within SLaLS for matters relating to the program. The Linguistics Graduate Management Committee assists the Graduate Supervisor of Linguistics in the day-to-day running of the program.

The long-term vision of the programs is articulated by the faculty members involved in it, through regular meetings of the Graduate Program Committee.

C.1 Linguistics Graduate Supervisor

The Linguistics Graduate Supervisor is appointed for a three-year term, and is responsible for the operations of the graduate program, with the assistance of the Linguistics Graduate Program Committee. The Graduate Supervisor, in collaboration with FGPA, sets annual targets for intake of new students into the program, liaises with FGPA regarding financial offers to students, and liaises with FGPA, the Director, and other faculty members during the admissions process to ensure such targets are met.

The Graduate Supervisor assists the current graduate students in selecting their courses and meeting other milestones in their progress through the programs, in collaboration with students' supervisors. The Graduate Supervisor, in conjunction with the Program Administrator, ensures the accuracy and completeness of each students' academic audit on an annual basis, or whenever necessary to enable graduation. The Graduate Supervisor convenes the meeting of the Linguistics Graduate Program Committee when necessary to discuss ongoing business, and for the annual evaluation of the graduate students.

C.2 Linguistics Graduate Program Committee

The Linguistics Graduate Program Committee consists of all faculty in SLaLS who supervise in the proposed program and a graduate student representative, all of whom are voting members of the committee. It makes decisions on matters regarding the programs, including curriculum changes, and articulates the vision for the programs. The Graduate Program Committee meets simultaneously with the corresponding Undergraduate Program Committee.

C.3 Linguistics Graduate Management Committee

The Linguistics Graduate Management Committee, consisting of 2-3 faculty members involved in the graduate programs, assists the Graduate Supervisor in managing the programs. Meetings of the Graduate Management Committee are convened when necessary by the Graduate Supervisor, and focus on matters such as student evaluation, advising the Assistant Director about course offerings, and developing curriculum-related proposals for presentation to the broader Graduate Program Committee.

C.4 School Administrator

The School Administrator will delegate administrative responsibilities relating to the proposed programs to her staff. This includes ensuring that students' payroll profiles are up to date, assisting students with registration as needed, and scheduling courses, comprehensive exams, thesis defences, and other events related to graduate studies in SLALS. The School Administrator or a delegate is normally the first point of contact for students needing information regarding their status, funding, enrolments, and audits.

After the launch of the program, administrative resource needs will be evaluated. The current School Administrator is burdened with administering a fairly large ALDS graduate program, and it remains to be seen whether additional resources (perhaps part-time) are warranted.

PART D: The Faculty

D.1 Faculty appointed to the unit or program

Linguistics has a wealth of supervisory resources that are currently under-utilized by the linguistics unit. Lev Blumenfeld, Kumiko Murasugi, Masako Hirotsu, and Daniel Siddiqi are all faculty with 100% appointments in linguistics, and what limited supervision they currently do is donated to other programs via 0% appointments. Additionally, linguistics has a very large pool of cross-appointed faculty (seen in Table 16) who currently do not have the opportunity to supervise graduate students in linguistics.

Table 16. Full and cross-appointed LING faculty (as of July 1, 2018)

Name	Rank	M/F	Appt status	LING (%)	Other unit(s)	Super- vision	Specializations
Arshia Asudeh	Full	M	Tenured	0	CGSC	D	Semantics
Donna Patrick	Full	F	Tenured	0	ANTH	D	Sociolinguistics; Revitalization
Ida Toivonen	Full	F	Tenured	50	CGSC	D	Syntax; Semantics; Language Documentation
Marie-Odile Junker	Full	F	Tenured	75	ALDS, CGSC	D	Semantics; Language Documentation; Revitalization
Monique Senechal	Full	F	Tenured	0	PSYC, CGSC	D	Language Acquisition
Randall Gess	Full	M	Tenured	25	ALDS, FREN	D	Phonetics; Phonology
Carmen LeBlanc	Assoc	F	Tenured	0	FREN	D	Sociolinguistics
Daniel Siddiqi	Assoc	M	Tenured	100	CGSC, ENGL	D	Morphology; Syntax; English Linguistics
Erik Anonby	Assoc	M	Tenured	0	ALDS, FREN	D	Phonology; Language Documentation
Jaffer Sheyholislami	Assoc	M	Tenured	0	ALDS	D	Functional linguistics; Sociolinguistics
John Logan	Assoc	M	Tenured	0	PSYC, CGSC	D	Psycholinguistics
Kumiko Murasugi	Assoc	F	Tenured	100	CGSC	D	Syntax; Language Documentation
Lev Blumenfeld	Assoc	M	Tenured	100	CGSC	D	Phonology; Language Documentation
Masako Hirotani	Assoc	F	Tenured	100	CGSC	D	Psycholinguistics
Rajvinder Singh	Assoc	M	Tenured	0	CGSC	D	Semantics; Pragmatics
Robin Norris	Assoc	F	Tenured	0	ENGL	D	Old English Linguistics
Shane Hawkins	Assoc	M	Tenured	0	HUM	D	Historical Linguistics
Siobahn Bly Calkin	Assoc	F	Tenured	0	ENGL	D	Middle English Linguistics
Christopher Cox	Assist	M	Tenure track	0	ALDS	D	Language Documentation; Revitalization
Olessia Jouravlev	Assist	F	Tenure track	0	ICS	D	Neurolinguistics
Bethany MacLeod	Assist	F	Tenure track	100	ALDS	D	Phonetics; Phonology
Converted term instructor line (undergrad program growth)	Assist		Tenure track	100	(CGSC)	D	Language Acquisition
Converted term instructor line (undergrad program growth)	Assist		Tenure track	100	(CGSC)	D	Psycholinguistics, Communication Disorders
Projected Hire (Net New Line for graduate programs)	Assist		Tenure track	100	(CGSC)	D	Semantics, Computational Linguistics

As shown above, linguistics projects a very large pool of supervisory faculty, with 24 faculty members committing resources to supervision, eight (i.e. those with 100% LING appointments) of whom will commit most of their supervision to the new programs.

The available supervision for language documentation is similarly impressive. When the Language Documentation and Revitalization PhD launches, it will be one of the largest such programs in North America (see Table 17).

Table 17. Language Documentation and Revitalization PhD Supervising Faculty

Name	Rank	Appoint SLALS	Specializations
Lev Blumenfeld	Associate	100%	Phonology; Language Documentation
Christopher Cox	Assistant	100%	Language Documentation; Revitalization
Marie-Odile Junker	Full	100%	Semantics; Language Documentation; Revitalization
Kumiko Murasugi	Associate	100%	Syntax; Language Documentation
Ida Toivonen	Full	50%	Syntax; Semantics; Language Documentation
Erik Anonby	Associate	0%	Phonology; Language Documentation
Donna Patrick	Full	0%	Sociolinguistics; Revitalization

What is especially important about this pool of resources in Table 16 is that all but one of these faculty have appointments in the sister departments whose programs are designed to be complemented by the GDip. It is likely that PhD and MA supervision of GDip students in the sister programs will come from this pool of faculty with cross-appointments in Linguistics and one or more sister departments. For example, we expect students interested in a CGSC PhD to be supervised by one of the thirteen linguists listed here with a full or partial appointment in ICS. In this way, not only are these programs designed to encourage graduate enrolment in the linguistics program and exploit those resources at the MA and PhD levels, but it is also the intention that these programs will grow enrolment in sister PhD and MA programs while exploiting the same resources. We thus anticipate that our faculty who have 100% appointments in linguistics will see not only new supervision in the MA and PhD in linguistics, but also significantly increased PhD supervision in the GDip-related departments to which they are cross-appointed.

D.2 Faculty research funding

Table 18. Research Funding from Carleton University

Year	Canadian	Internal (Carleton) Grants/Awards	International Sources	Tri-Agency (including CRC)	Grand Total
2010-2011	70,000	12,500		173,966	256,466
2011-2012		10,000		108,090	118,090
2012-2013	28,052	7,000		94,020	129,072
2013-2014	187,943	10,000		96,513	294,456
2014-2015	214,696	32,333		162,277	409,306

2015-2016	125,863	5,000		271,526	402,389
2016-2017	253,225	14,500		210,751	478,476
Grand Total	879,780	91,333		1,117,143	2,088,256

D.3 Distribution of thesis supervision

There are currently no linguistics graduate programs, and thus no thesis supervision in linguistics. All of the faculty listed here have supervisory responsibilities in other units (not shown here).

D.4 Current teaching assignments

Table 19. Distribution of teaching assignments

Instructor	Rank	Courses	Credit Weight	2017/18	2016/17	2015/16	Notes
Asudeh, Arshia	Full Prof.	CGSC2001 - Introduction to Cognitive Sci	0.5		X	X	
		CGSC3301 - Language and Cognitive Science	0.5	X	X	X2	
		CGSC5003 - Cognition and Language	0.5	X			
		CGSC5103 - Formal Methods	0.5	X		X	
		Total Credit Weight		1.5	1	2	
Gess, Randall	Full Prof.	FREN3451 - Analyse linguistique francais	0.5	X			
		FREN/LING4412/FREN5003 - Diversite du français/Linguistic du francais II	0.5	X			cross-listed/ piggybacked courses
		Total Credit Weight		1			
Junker, Marie-Odile	Full Prof.	ALDS5905 -Special Topics in ALDS (Words and Meaning)	0.5		X		
		ALDS5303 - Ling Analysis, Culture & Cognition	0.5			X	
		FREN2401 - Fonctionnement d'une langue	0.5	2X	2X		
		LING3001 - Language Typology & Universals	0.5			X	
		Total Credit Weight		1	1.5	1	
Patrick, Donna	Full Prof.	ANTH1002 - Introd. to Issues in Anthro.	0.5	X	X	X	
		ANTH4610 - Adv Stud in Indigenous Peoples	0.5	X	X	X	
		ANTH5208 - Anthropology of Indigeneity	0.5	X		X	
		NRTH5000 - Core Seminar: Northern Canada	0.5	X			
		Total Credit Weight		2	1	1.5	
Sénéchal, Monique	Full Prof.	PSYC2500 - Developmental Psychology	0.5	2X			
		PSYC5505 – Theories of Developmental Psych	0.5	X			
		PSYC5412 - Topics in Adv Stats & Methods	0.5		X		
		PSYC3505 - Exceptional Children	0.5		X		

		PSYC6114 - Teaching Practicum	0.5			2X	
		Total Credit Weight		1.5	1	1	
Toivonen, Ida	Full Prof.	CGSC5100 - Issues in Cognitive Science	0.5		2X		
		CGSC5100 - Issues in Cognitive Science	0.5			2X	
		LING1001 - Introduction to Linguistics I	0.5		2X		
		LING1100A/V - The Mysteries of Language	0.5	2X			
		LING3505/PHIL3506 - Semantics I	0.5		2X	2X	cross-listed
		Total Credit Weight		1	3	2	
Anonby, Erik	Associate	FREN2401 - Fonctionnement d'une langue	0.5			2X	
		FREN3414 - Sociolinguistique du français	0.5			X	
		FREN/LING4412/FREN5003 - Diversité du français/Linguistique du français	0.5			X	Piggybacked/x-listed
		FREN2401 - Fonctionnement d'une langue					
		Total Credit Weight		0	0	2	
Blumenfeld, Lev	Associate	LING1001 - Introduction to Linguistics I	0.5	X	X	X	
		LING1100A/V - The Mysteries of Language	0.5		X	X	
		LING3007 - Phonology I	0.5		X	X	
		LING3101 - Historical Linguistics I	0.5	X			
		LING4007 - Phonology II	0.5			X	
		Total Credit Weight		1	1.75	2.25	
Calkin, Siobhain	Associate	ENGL2300 - British Literatures I	0.5	2X	2X	2X	
		ENGL3200 - Medieval Literature	0.5		X		
		ENGL3202 - Chaucer	0.5	X		X	
		ENGL4208/5208 - Studies in Medieval Literature/Studies in Middle-English Literature	0.5	X	X	X	
		Total Credit Weight		2	2	2	
Hawkins, Shane	Associate	CLCV1002 - Survey of Greek Civilization	0.5	2X			
		CLCV4801 - Sem. in Greek & Roman Studies	0.5			X	
		GREK3900 - Studies in Greek Poetry	0.5			X	
		RELI1011 - Introductory Hebrew I	0.5	4X			
		Total Credit Weight		3		1	
Hirotsu, Masako	Associate	LING3601/PSYC3709 - Language Processing & the Brain I	0.5	X	X	X	cross-listed
		LING3603/PSYC3508 - Child Language	0.5		X	X	cross-listed

		LING4009 - Special Topic in Linguistics	0.5	X	X	X	
		LING4601 - Language processi&the Brain II	0.5		X	X	
		Total Credit Weight		1	2	2	
Leblanc, Carmen	Assistant	FREN3050 - Competences Critiques	0.5			X	
		FREN3412 - Morphologie et semantique	0.5	X	X	X	
		FREN3414 - Sociolinguistique du francais	0.5	X	X		
		FREN4412/FREN5003 - Diversite du français/Linguistic du francais II	0.5		X		piggybacked
		FREN4414/LING4414 - Analyse du francais	0.5		X	X	cross-listed
		FREN5001 - Theories linguist. francaises	0.5			X	
		Total Credit Weight		1	2	2	
Logan, John	Associate	CGSC1001 - Mysteries of the Mind	0.5		2X		
		CGSC5101 - Experimental Methods & Stats	0.5		2X		
		HCIN5400 - Experimental Methods & Stats	0.5		2X		
		PSYC2002B/V - Intro to Statistics in Psych	0.5	2X	2X	2X	
		Total Credit Weight		1	4	1	
Murasugi, Kumiko	Associate	LING1001 - Introduction to Linguistics I	0.5	X			
		LING2005 - Linguistic Analysis I	0.5		x2		
		LING3004 - Syntax I	0.5	X	X	X	
		LING3009 - Special Topics in Linguistics	0.5		X		
		LING4009 - Special Topic in Linguistics	0.5	X			
		Total Credit Weight		1.5	2	0.5	
Norris, Robin	Associate	ENGL1008 - English Grammar: Fundamentals	0.5	X			
		ENGL2105 - History of the Language	0.5			X	
		ENGL4105 - Old English Language & Lit.	0.5		X	X	
		ENGL5207 - Studies Anglo-Saxon Literature	0.5		X	X	
		Total Credit Weight		0.5	1	1.5	
Sheyholislami, Jaffer	Associate	ALDS2202 - Analysis of Written Lang Use	0.5		X	X	
		ALDS4709 - Systemic-Functional Linguistic	0.5			X	
		ALDS4801 - Major Structures of English	0.5		X		
		ALDS5002 - Inquiry Strategies in ALDS	0.5	X			
		ALDS5001 - Directions in ALDS	0.5		X	X	

		ALDS5102 - Systemic-Functional Linguist	0.5			X	
		ALDS5407 - Language Policy and Planning	0.5		X		
		ALDS5408 - Critical Discourse Analysis	0.5	X			X
		ALDS5605 - Rsrc & Theory Workplace Writin	0.5		X		
		Total Credit Weight		1	2.5	2.5	
Siddiqi, Daniel	Associate	LING3005 - Morphology I	0.5	X	X		X
		LING3007 - Phonology I	0.5	X			
		LING4004 - Syntax II	0.5		X		X
		LING4005 - Morphology II	0.5	X			X
		LING4101 - Hist Ling II: The Evol of Engl	0.5		X		
		LING4505/PHIL4505 - Semantics II	0.5				X cross-listed
		Total Credit Weight		1.5	1.5	2	
Singh, Rajvinder	Associate	CGSC3301 - Language and Cognitive Science	0.5	X			
		CGSC5103 - Formal Methods	0.5	X			
		FYSM1607 - Thinking and Knowing	0.5	2X			
		Total Credit Weight		2			
Cox, Christopher	Assistant	ALDS1001 - Lang Matters: Intro. to ALDS	0.5	X			
		ALDS3202 - Language in Society	0.5	X			
		ALDS5904 – Spec Top Language Documentation	0.5	X			
		Total Credit Weight		1.5			
Jouravlev, Olessia	Assistant	CGSC 3908 – Hons Seminar	0.5	2X			
		CGSC 3908 – Hons Seminar	0.5	2X			
		CGSC 5901 – Spec Topic Cognitive Science	0.5	X			
		Total credit weight		2.5			
MacLeod, Bethany	Instructor	ALDS1001 - Lang Matters: Intro. to ALDS	0.5				X
		ALDS2201 - Analysis of Oral Language Use	0.5		X		
		ALDS3202 - Language in Society	0.5				X
		FYSM1204 - Language and Social Identity	0.5		2X		
		LING1001 - Introduction to Linguistics I	0.5				X
		LING2005 - Linguistic Analysis I	0.5				X
		LING2007 - Phonetics	0.5		3X		2X
		Total Credit Weight			3	3	

D.5 Contract instructors

With the proposed hires, the new graduate programs will not require any contract instructors except in cases of multiple leaves in one semester.

PART E: Program Admission and Enrolment

E.1 Admissions requirements

The normal requirement for admission to the MA program is a BA Honours degree in linguistics or a related field (e.g. applied linguistics, cognitive science, psychology, and anthropology). Students must have achieved a minimum of B+ in a relevant field and B overall in their academic work in the last two years of study.

The accelerated pathway in SLALS is a flexible and individualized plan of graduate study for students in their final year of a Carleton B.A. Honours Linguistics degree. Students may receive advanced standing with transfer of credit of up to 1.0 credit, which can reduce their time to completion. The Accelerated Pathway requirements are two LING courses at the 5000-level and a minimum overall CGPA of B+.

The normal requirement for admission into the PhD program is an MA degree in Linguistics with a minimum GPA of A-.

The normal requirement for admission to the GDip is undergraduate or graduate coursework in linguistics or related fields, and concurrent enrolment in a graduate program such as Applied Linguistics and Discourse Studies, Anthropology, Cognitive Science, English, or French.

E.2 Class sizes and course and program capacity

Based on the projected enrolment (see next section), we anticipate the class sizes of core LING courses to be 10-12 students composed of MA, PhD and GDip students. Because there is a wide selection of elective cross-listed and piggy-backed courses, each of those courses should only see an increase of 2-3 students from our programs.

As discussed in F.3.2 below, there are 7 faculty members who are likely to supervise in the PhD program, and 24 in the MA and GDip. Given these numbers, we expect the program capacity to be around 36 students.

E.3 Projected enrolment

Based on enrolments in linguistics programs in the Ottawa, Toronto and Montreal area and their acceptance rates, we are projecting 10 new enrolments in the MA program every year. We expect to have a steady state of 20 MA students after five years.

Because there is no exactly comparable program in this subject, it is difficult to project enrolment in the Language Documentation and Revitalization program with precision. The comparable programs on the West Coast are very popular and successful. **Neighboring programs (Toronto, McGill) have thriving populations of students doing a variety of documentation work.** However, because the program involves intensive field research and draws on a limited set of supervision resources, we will need to limit enrolment to no more than four students per year.

Based on feedback from CogSci and ALDS graduate students, we expect the GDip to generate significant interest. We are projecting 4 MA or PhD students in other units to enroll in the GDip every year. We expect to have a steady state of 8 GDip students after five years.

PART F: Student Experience and Satisfaction

F.1 Student orientation, advising, and mentoring

The home unit of the students is the School of Linguistics and Language Studies. (Co-) supervisors of the students may reside in other units. Graduate student orientation will be delivered through the Faculty of Graduate Studies and Postdoctoral Affairs (FGPA). SLALS, overseen by the Graduate Supervisor, will also provide a department-specific graduate orientation for all new graduate students, similar to the orientation currently offered to graduate students in the MA and PhD programs in ALDS.

Each student in the MA and PhD programs will have a Supervisor who will advise them through their progress in the programs, and in their research activities. They will also have a Graduate Advisory Committee that will be chosen by the Supervisor, in consultation with the student, and signed off by the Graduate Supervisor. This committee will assess the student's progress, provide expert feedback on the project direction and results, and may play a general or supplementary role in advising the student on career goals. Normally this committee will form the Thesis committee for those students who are writing and defending theses. Each GDip student will be assigned a linguistics Advisor to guide them through their courses and Comp Exam.

There is an active intellectual community in linguistics, cross-cutting several departments (SLALS and ICS in particular), who run reading groups, colloquia, and other events that bring together linguists from across campus and beyond. Upper-level undergraduates participate in this community actively, both individually (e.g. students writing honours theses), and through the undergraduate student society (CATL).

Thus, the graduate students in the proposed program will find an active preexisting community to join, and will enrich it through their diverse interests, backgrounds, and through sheer numbers. We expect the students to form a graduate student society, parallel to the existing society in ALDS. On the assumption that there will be a physical space, such as a graduate lounge and labs, where students can congregate and work, the linguistics graduate community in SLALS will be a tightly-knit and active one.

F.2 Career paths of graduates

The research skills developed by the graduates of these programs will provide them with greater career opportunities and qualifications for further study than those with only a B.A. Career paths for linguistics graduates include computational linguistics, lexicography, language education, translation and interpretation, publishing, marketing and branding, law, national security, and the media industry (e.g. film).

Career paths of graduates

Educational	Public Sector	Private Sector	Non-Profit
<ul style="list-style-type: none">• language teaching• academic researcher• university/college instructor• university/college professor (PhD or PhD+GDip)	<ul style="list-style-type: none">• regulatory agencies (e.g. education)• national security agencies• Tri-Council research agencies (grant administration, management and research promotion)• translation/interpretation	<ul style="list-style-type: none">• Natural language processing• computational linguistics• machine translation• marketing, branding• publishing• translation/interpretation	<ul style="list-style-type: none">• Language revitalization• language documentation• language rights advocacy• language policy consultancy

PART G: Resources

The proposed plan requires initial investment in space and faculty, as presented in the attached business plan.¹ We are assuming a significant influx of qualified TAs that will be able to teach undergraduate tutorials at the 1000 and 2000 level. These tutorials will allow us to offer LING 1001, LING 2005, and LING 2007 with much larger course caps, enabling us to close one section of LING 1001 and two sections each of LING 2005 and LING 2007. This means that we will save 2.5 credits of teaching resources as a direct consequence of launching these new graduate programs. These 2.5 credits saved are also factored into our budget.

G.1 Support and technical staff

The existing architecture in SLALS is able to accommodate these new programs and will easily handle the administration of the new programs. No new staff will be required.

The new Linguistics Graduate Supervisor position requires a net new 0.5 credit course release. This will cost us 0.5 credit of the 2.5 credits we save from switching to tutorial classes. This cost of 0.5 credit has been factored into our budget.

¹ We currently have two term lecturers in LING serving as leave replacements and covering undergraduate program growth. To permanently cover undergraduate program growth, FASS has converted those term lines to Assistant Professor lines, to start in Fall 2019. One of the two lines will be a language acquisitionist and the other will be a psycholinguist with a focus on communication disorders. We assume the existence of these permanent lines in the business plan.

G.2 Space

FASS has committed to providing the space required by these programs: an experimental lab equipped with a sound booth and other equipment for students and faculty to test participants; a language acquisition and language documentation lab where researchers can meet with children and Indigenous language speakers in a quiet space for recording; and a graduate student lounge. The experimental lab will also be used by students in the undergraduate program for course projects.

SLaLS is currently housed in two locations. Linguistics, ALDS, CTESL and CCDP are in Paterson Hall, while Modern Languages and ESL are in St. Patrick's Building. It is very likely that the units in Paterson Hall will be relocating to St. Patrick's Building sometime in the next few years, and we understand that the space we require will come during that move.

We are seeking funding from FPG for the equipment for these spaces, the costs of which are included in the budget. Expenses for these spaces are listed on an attached spreadsheet. The total cost for all three spaces is estimated to be around \$85,000. It is worth noting that the undergraduate program also requires the development of these lab spaces. LING has been developing grant proposals to build that space independently (to no avail thus far), so the investment in space for the graduate program will also pay huge dividends to the undergraduate program once the TA pool hits steady state.

G.3 Library Resources

These programs do not require increased library holdings at launch. The library has subscriptions to the top journals in linguistics, psycholinguistics, cognitive science, and language documentation, and many journals in these and related fields are now open access as well.

G.4 New Courses

We are developing entirely new MA and Doctorate programs. This requires that we launch with many new graduate courses. We are accomplishing this through two means. First, we will be developing a small number of new classes that will serve as the core classes for the program. Second, we will be cross-listing and piggy-backing about a dozen extant classes to serve as the electives for the programs (with piggy-backed courses only available for a small number of units for the MA and GDip).

Table 20. New 5000-level courses to be developed

Code	Title	Note
LING 5004	Syntax	
LING 5007	Phonology	
LING 5005	Morphology	
LING 5077	Phonetics	
LING 5505	Semantics	To be cross-listed with PHIL

Table 21. New 6000-level courses to be developed

Code	Title	Note
LING 6801	Language Documentation	1.0 credit course
ALDS 6407	Revitalization Policy	

Table 22. New Thesis and Research Essay Courses

Code	Title	Note
LING 5907	Graduate Diploma Capstone Exam	0.0 credit
LING 5908	Research essay	1.0 credit
LING 5909	MA thesis	2.5 credits
LING 6907	Doctoral Comprehensive Exam	0.0 credit
LING 6908	Qualifying Paper	0.0 credit
LING 6909	PhD thesis	7.0 credits

Table 23. New 5000-level courses to be cross-listed with extant 5000-level ALDS courses

New Code	Cross-listed code	Title	Note
LING 5608	CGSC 5003 ALDS 5301	Language and Cognition	Offered by ICS
LING 5704	ALDS 5303	Linguistic Analysis, Culture & Cognition	Offered by ALDS

Table 24. New 5000-level courses to be piggy-backed on existing 4000 level courses

New Code	4000-level code	Cross-listed code	Title	Note
LING 5009	LING 4009		Special Topics in Linguistics	
LING 5101	LING 4101	ENGL 5101	Historical Linguistics: English	
LING 5412	LING 4412	FREN 5003 FREN 4412	Linguistique du français II	Offered by FREN
LING 5413	LING 4413	FREN 5200 FREN 4413	Aspect linguistique particulier	Offered by FREN
LING 5414	LING 4414	FREN 5001 FREN 4414	Théories linguistiques françaises	Offered by FREN
LING 5415	LING 4415	FREN 5002 FREN 4415	Linguistique du français I	Offered by FREN
LING 5510	LING 4510	PHIL 5XXX PHIL 4055	Lexical Semantics	
LING 5601	LING 4601		Cognitive Neuroscience of Language	
LING 5603	LING 4603		First Language Acquisition	
LING 5605	LING 4605		Psycholinguistic Research Methods	
LING 5606	LING 4606 ALDS 4606	ALDS 5604	Statistics for Language Research	
LING 5801	LING 4801	ALDS 5801	Linguistic Field Methods	

Net new courses for the programs, excluding the thesis courses (which do not expend faculty teaching resources, but rather expend supervision resources) total 4.0 credits: 2.5 for 5000-level courses and 1.5 for 6000-level graduate courses.

G.5 Faculty

As shown above in section G.4, the new program requires 4.0 credits in new core classes. As described above, 2.0 of these credits will be funded through changing the design of undergraduate courses from several smaller sections to large lecture classes with TA-led tutorials, freeing up teaching resources. We will thus require only one faculty hire, at the rank of assistant professor, to cover the remaining 2.0 units. Our budget includes a two-year instructor position from 2019-2021 (years 1 and 2) that we will then close and hire permanently at the Assistant Professor rank (to begin in year 3). This allows us to use the extra teaching resources of an instructor while we transition to the tutorial classes (allowing us to reach MA steady state) and allows the university to invest in a term rather than permanent position in the first two years of the program. The planned hire is a semanticist with a specialty in computational linguistics. Semantics is the ideal hire for the graduate program line because since we already have supervision in semantics via Drs. Singh, Asudeh, Toivonen, and Junker, we will not require semantics supervision during the first two years of the program. We will, however, require a 5000-level course in semantics to be offered in both of the first two years of the program (as it will be a required course), for which we currently do not have a permanent instructor. The focus on computational linguistics addresses a major gap in the

linguistics faculty at Carleton, as this subfield is one of the most marketable for linguistics graduate students. Additionally, since we have specifically designed an interface program, it is important that we have on our faculty a computational linguist who can facilitate the interface with computer science in the future.

Faculty resources fall into two relevant domains for this proposal: supervision and course offerings. Supervision was discussed in detail in section D.1, so the remainder of the section will focus on course offerings.

We will be designing seven new stand-alone (i.e. not piggy-packed or cross-listed) graduate courses in total: five at the 5000-level (Table 20) and two at the 6000-level (Table 21). Two of the 5000-level courses, Phonology and Phonetics, will satisfy the first requirement of the MA programs and the GDip. Similarly, three classes, Syntax, Morphology, and Semantics, will satisfy the second requirement. The 6000-level courses will be offered in alternating years until the PhD reaches steady-state, at which point they will be offered every year. The cost of running them every year is what is assumed in the budget.

Two new 5000-level LING courses will be cross-listed with extant graduate courses offered by ALDS and ICS (Table 23).

Eight undergraduate LING courses, fewer than four of which are offered any one year, are available as piggy-backed courses to the graduate students (Table 24). As well, four undergraduate FREN courses, in which the language of instruction is French, will be available to students as piggy-backed LING courses. All of these courses, which will serve as program electives, will not require new resources.

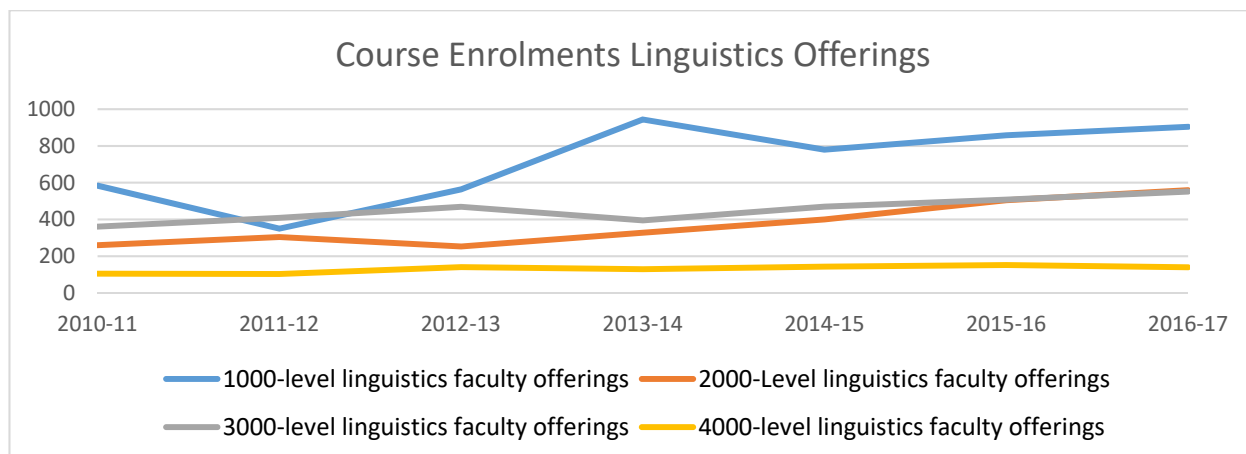
As mentioned above, the resources required to run the core courses is 4.0 credits a year. Additionally, the new graduate supervisor position requires a 0.5 credit release, bringing the total cost to 4.5 credits. These costs will be covered by new faculty resources (see Table 16 above) and increased TA support.

We expect our new graduate programs to reach a steady state of about 36 total graduate students (20 MA, 16 PhD). This will be a dramatic change to the pool of Linguistics TAs, who are currently from other programs (primarily ICS and ALDS). Given the increase in the number of qualified linguistics TAs for our undergraduate courses, our plan is to offer fewer sections of our larger classes (e.g. LING 1001, 2005 and 200&), relying on the TAs to hold weekly lab sessions. We currently offer four sections each of LING 2005 and 2007, and three sections of LING 1001. With a linguistics TA pool, we can shift the design of those courses so that they are large lecture courses with small labs/tutorials led by TAs. Investing in our graduate programs now becomes an investment in the undergraduate program once we reach projected steady state. In this way, the design of the new graduate programs frees up resources from the undergraduate program in order to teach the graduate classes.

These proposed graduate programs will have an important positive effect on our already excellent undergraduate program. We have seen enormous course enrolment growth this decade, with a 55% increase in first year enrolments between 2010-2011 and 2016-2017. In the same time period,

we saw a 115% increase at the second year, 53% at the third year, and 39% at the fourth year levels. See Table 25 below.

Table 25. Linguistics Undergraduate Course Enrolments



The Linguistics undergraduate program currently employs fifteen full-time TAs per semester. These TAs come mostly from ALDS and CGSC graduate programs, some of which have linguistics undergraduate backgrounds. However, this number is actually quite lower than our ideal TA usage, which would require TAs supplied from a linguistics program.

Projecting our needs for TAs requires that we consider all three factors discussed:

- a) Linguistics currently employs the bare minimum of necessary TAs simply because there is a lack of qualified TAs at Carleton (as a result of the lack of a graduate linguistics program);
- b) Growth in course enrolments (Table 25) has resulted in many classes soon requiring double the TA investment they currently have;
- c) Moving existing faculty into graduate courses will in part be funded by creating TA-led tutorials at the first and second year levels.

G.6 Graduate funding

As these programs are additional programs in SLALS, they will inherit the structure of graduate funding packages from ALDS. We are assuming 80% of MA students and 100% of PhD students will be funded via TAships. The current model for funding of domestic students in SLALS in 2017-2018 is a combination of TAships and scholarships totaling an average of \$12,200 per year for MA students and \$17,700 per year for PhD students.

The third and possibly fourth year of the PhD program involve field research. During this time, the students may not be on campus. Thus funding through TAships will not be available to these

students. Funding for these students will need to come primarily from external grants. We can't guarantee external grants, of course, but we recognise that there are many sources for language documentation field research. As we mentioned above, all the supervising faculty in the language documentation program have significant external funding, which can be used to send students into the field. Additionally, there are many resources available to the students interested in researching Indigenous peoples in the field, such as Canadian Studies Network, Endangered Languages Fund, and SOAS (University of London).

PART H: Development of the Self-Study

A Graduate Program Committee consisting of the following members developed the self-study:

Daniel Siddiqi (Lead), Associate Professor, Linguistics
Lev Blumenfeld, Associate Professor, Linguistics
Christopher Cox, Assistant Professor, ALDS
Beth MacLeod, Instructor 2, Linguistics & ALDS
Kumiko Murasugi, Associate Professor, Linguistics
Jaffer Sheyholislami, Associate Professor, ALDS
Rajvinder Singh, Associate Professor, Cognitive Science
Ida Toivonen, Professor, Linguistics & Cognitive Science

The following provided advice and feedback in the process of developing the self-study:

Sandra Bauer, Program Officer, FGPA
Michael Brklacich, Associate Dean (Grad Programs & Research), FASS
Adrian Chan, Assistant Vice-President (Academic), OVPAVPA
Wallace Clement, Interim Dean, FASS
Robyn Green, Program Officer, QA (Academic), OVPAVPA
Leslie MacDonald-Hicks, Program Officer, FGPA
Richard Mann, Associate Dean (Curriculum, Programs & Planning), FASS
Matthias Neufang, Dean, FGPA
James Opp, Associate Dean (Programs), FGPA
Andrea Thompson, Program Assessment Specialist, QA (Academic), OVPAVPA
Sara Wills, Program Assessment Specialist, QA (Academic), OVPAVPA

This document was authored by Daniel Siddiqi, Kumiko Murasugi, and Lev Blumenfeld.

PART I: Calendar Language

I.1 Admissions requirements

I.1.1 MA program

The normal requirement for admission to the master's program is a BA Honours degree in linguistics or a related field (e.g. applied linguistics, cognitive science, psychology, and anthropology).

Students must have achieved a minimum of B+ in a relevant field and B overall in their academic work in the last two years of study.

Accelerated Pathway. The accelerated pathway in the School of Linguistics and Language Studies is a flexible and individualized plan of graduate study for students in their final year of a Carleton B.A. Honours Linguistics degree. Students in their third year of study in the B.A. Honours degree in Linguistics should consult with both the Undergraduate Advisor and the Graduate Supervisor to determine if the accelerated pathway is appropriate for them and to confirm their selection of courses for their final year of undergraduate studies. Students may receive advanced standing with transfer of credit of up to 1.0 credit, which can reduce their time to completion in the MA program. The Accelerated Pathway requirements are two LING courses at the 5000-level and a minimum overall CGPA of B+.

I.1.2 PhD program

The normal requirement for admission to the PhD in **Linguistics, Language Documentation and Revitalization** program is a Master's degree in Linguistics with at least an overall GPA of A-.

I.1.3 GDip program

In order to apply for admission into the Graduate Diploma in Linguistics, students must first be enrolled in a graduate program at Carleton. Application for those programs is independent of application for the GDip. The normal requirement for admission to the GDip is undergraduate or graduate coursework in linguistics or closely related fields. Preference will be given for students enrolled in one of these programs: Applied Linguistics and Discourse Studies, Anthropology, Cognitive Science, English, or French.

I.2 Program requirements

MA		Linguistics
Requirements – Thesis Pathway (5.0 credits)		
1. 0.5 credit from:		0.5
LING 5007 [0.5]	Phonology	
LING 5077 [0.5]	Phonetics	
2. 0.5 credit from:		0.5
LING 5004 [0.5]	Syntax	
LING 5005 [0.5]	Morphology	
LING 5505 [0.5]	Semantics	
3. 0.5 credit from:		0.5
LING 5004 [0.5]	Syntax	
LING 5005 [0.5]	Morphology	
LING 5007 [0.5]	Phonology	
LING 5077 [0.5]	Phonetics	
LING 5603 [0.5]	Language and Cognition	
LING 5704 [0.5]	Linguistic Analysis, Culture & Cognition	
LING 5505 [0.5]	Semantics	
4. 1.0 credit from any 5000-level LING course, or chosen from the list of optional courses:		1.0
CGSC 5005 [0.5]	Cognition and Neuroscience	
CGSC 5101 [0.5]	Experimental Methods and Statistics	
FREN 5100 [0.5]	Le monde francophone: linguistique et littérature	
FREN 5300 [0.5]	Méthodologie de la recherche	
5. 2.5 credits in:		2.5
LING 5909 [2.5]	MA Thesis	
Total credits		5.0

MA Linguistics Requirements – Research Essay Pathway (5.0 credits)		
1. 0.5 credit from:		0.5
LING 5007 [0.5]	Phonology	
LING 5077 [0.5]	Phonetics	
2. 0.5 credit from:		0.5
LING 5004 [0.5]	Syntax	
LING 5005 [0.5]	Morphology	
LING 5505 [0.5]	Semantics	
3. 1.0 credit from:		1.0
LING 5004 [0.5]	Syntax	
LING 5005 [0.5]	Morphology	
LING 5007 [0.5]	Phonology	
LING 5077 [0.5]	Phonetics	
LING 5608 [0.5]	Language and Cognition	
LING 5704 [0.5]	Linguistic Analysis, Culture & Cognition	
LING 5505 [0.5]	Semantics	
4. 2.0 credits from any 5000-level LING course, or chosen from the list of optional courses:		2.0
CGSC 5005 [0.5]	Cognition and Neuroscience	
CGSC 5101 [0.5]	Experimental Methods and Statistics	
FREN 5100 [0.5]	Le monde francophone: linguistique et littérature	
FREN 5300 [0.5]	Méthodologie de la recherche	
5. 1.0 credit in:		1.0
LING 5908 [1.0]	Research Essay	
Total credits		5.0

PhD in Linguistics, Language Documentation and Revitalization (10.0 credits)		
1.	1.0 credit in:	1.0
	LING 6801 [1.0] Language Documentation	
2.	0.5 credit in:	0.5
	ALDS 6407 [0.5] Revitalization Policy	
3.	1.5 credits from:	1.5
	ALDS 5202 [0.5] Curriculum in Language Teaching	
	ALDS 5302 [0.5] Second Language Acquisition	
	ALDS 5407 [0.5] Language Policy and Planning	
	ALDS 5501 [0.5] Language Testing and Assessment	
	ANTH 5106 [0.5] North American Indigenous Peoples	
	ANTH 5208 [0.5] Anthropology of Indigeneity	
	ANTH 5210 [0.5] Special Topics in Indigenous Studies	
	ANTH 5305 [0.5] Special Topics in Ethnography	
	CGSC 5101 [0.5] Experimental Methods and Statistics	
	LING 5004 [0.5] Syntax	
	LING 5005 [0.5] Morphology	
	LING 5007 [0.5] Phonology	
	LING 5077 [0.5] Phonetics	
	LING 5608 [0.5] Language and Cognition	
	LING 5704 [0.5] Linguistic Analysis, Culture & Cognition	
	LING 5505 [0.5] Semantics	
4.	0.0 credits in:	
	LING 6907 [0.0] Doctoral Comprehensive Examination	0.0
	LING 6908 [0.0] Qualifying Paper	0.0
5.	7.0 credits in:	7.0
	LING 6909 [7.0] PhD Thesis	
Total credits		10.0

Graduate Diploma in Linguistics (2.5 credits)		
1.	0.5 credit from:	0.5
	LING 5007 [0.5]	Phonology
	LING 5077 [0.5]	Phonetics
2.	0.5 credit from:	0.5
	LING 5004 [0.5]	Syntax
	LING 5005 [0.5]	Morphology
	LING 5505 [0.5]	Semantics
3.	0.5 credit from:	0.5
	LING 5004 [0.5]	Syntax
	LING 5005 [0.5]	Morphology
	LING 5007 [0.5]	Phonology
	LING 5077 [0.5]	Phonetics
	LING 5505 [0.5]	Semantics
4.	1.0 credit from any 5000-level LING course, or chosen from the following list:	1.0
	ALDS 5102 [0.5]	Systemic-Functional Linguistics
	ALDS 5207 [0.5]	Pedagogical Grammar
	ALDS 5301 [0.5]	Language and Cognition
	ALDS 5302 [0.5]	Second Language Acquisition
	ALDS 5303 [0.5]	Linguistic Analysis, Culture & Cognition
	ALDS 5407 [0.5]	Language Policy and Planning
	ANTH 5106 [0.5]	North American Indigenous Peoples
	ANTH 5107 [0.5]	Issues in North American Ethnohistory
	ANTH 5208 [0.5]	Indigeneity
	ANTH 5210 [0.5]	Special Topics in Indigenous Studies
	ANTH 5305 [0.5]	Special Topics in Ethnography
	ANTH 5906 [0.5]	Field Work
	CGSC 5002 [0.5]	Experimental Research in Cognition
	CGSC 5003 [0.5]	Cognition and Language
	CGSC 5005 [0.5]	Cognition and Neuroscience
	CGSC 5101 [0.5]	Experimental Methods and Statistics
	CGSC 5103 [0.5]	Formal Methods
	CGSC 5303 [0.5]	Linguistic Analysis, Culture & Cognition
	ENGL 5207 [0.5]	Studies in Anglo-Saxon Literature

ENGL 5208 [0.5]	Studies in Middle English Literature
ENGL 5303 [0.5]	Studies in Early Modern Literature I
ENGL 5305 [0.5]	Studies in Early Modern Literature II
FREN 5001 [0.5]	Théories linguistiques françaises
FREN 5002 [0.5]	Linguistique du français I
FREN 5003 [0.5]	Linguistique du français II
FREN 5004 [0.5]	Linguistique du français canadien
FREN 5100 [0.5]	Le monde francophone: linguistique et littérature
FREN 5200 [0.5]	Aspects linguistiques particulier
FREN 5300 [0.5]	Méthodologie de la recherche
5. 0.0 credits in:	
LING 5907 [0.0]	Graduate Diploma Capstone Examination
Total credits	2.5

I.3 Courses

I.3.1 New Courses

LING 5004 [0.5 credit]

Syntax

A graduate seminar in contemporary syntactic theory.
Seminar three hours a week.

LING 5005 [0.5 credit]

Morphology

A graduate seminar in contemporary morphological theory.
Seminar three hours a week.

LING 5007 [0.5 credit]

Phonology

A graduate seminar in contemporary phonological theory.
Seminar three hours a week.

LING 5009 [0.5 credit]

Special Topics in Linguistics

Examination of a topic or more specialized area in linguistics or language study.

This course is repeatable for credit when the topic changes.

Also offered at the undergraduate level with different requirements as LING 4009 for which additional credit is precluded.

Seminar three hours a week.

LING 5077 [0.5 credit]**Phonetics**

A graduate seminar in contemporary phonetics.
Seminar three hours a week.

LING 5101 [0.5 credit]**Historical Linguistics: English**

A theory-intensive course that will study the development of English starting with Proto-Indo-European progressing through Common Germanic to the stages of English itself. Topics include phonological sound changes, phonemic inventories, and morphological and syntactic typology. Also listed as ENGL 5101.

Also offered at the undergraduate level with different requirements as LING 4101 for which additional credit is precluded.
Seminar three hours a week.

LING 5412 [0.5 credits]**Linguistique du français II**

Réflexions sur des problèmes théoriques liés à la linguistique du français. Le contenu précis de ce cours varie selon les années. La description actuelle se trouve sur le site web départemental carleton.ca/French. The course is taught in French, but students will submit written assignments in English.

Also listed as FREN 5003.

Also offered at the undergraduate level with different requirements as LING 4412 and FREN 4412 for which additional credit is precluded.

Seminar three hours a week.

LING 5413 [0.5 credits]**Aspect linguistique particulier**

Étude approfondie d'un aspect de la prononciation, de la grammaire ou du lexique français. Le contenu précis de ce cours varie selon les années. La description actuelle se trouve sur le site web départemental carleton.ca/french. The course is taught in French, but students will submit written assignments in English.

Also listed as FREN 5200.

Also offered at the undergraduate level with different requirements as LING 4413 and FREN 4413 for which additional credit is precluded.

Seminar three hours a week.

LING 5414 [0.5 credits]**Théories linguistiques françaises**

Étude du français, dans ses dimensions morphologiques, syntaxiques ou phonologiques. Le contenu précis de ce cours varie selon les années. Consulter le site Web. The course is taught in French, but students will submit written assignments in English. Also listed as FREN 5001. Also offered at the undergraduate level with different requirements as LING 4414 and FREN 4414 for which additional credit is precluded. Seminar three hours a week.

LING 5415 [0.5 credits]**Linguistique du français I**

Étude du français par l'intermédiaire de l'analyse portant sur des sources variées. Le contenu précis de ce cours varie selon les années. La description actuelle se trouve sur le site web départemental carleton.ca/French. The course is taught in French, but students will submit written assignments in English. Also listed as FREN 5002. Also offered at the undergraduate level with different requirements as LING 4415 and FREN 4415 for which additional credit is precluded. Seminar three hours a week.

LING 5505 [0.5 credit]**Semantics**

A graduate seminar in contemporary semantics. Also listed as PHIL 5650. Seminar three hours a week.

LING 5510 [0.5 credit]**Lexical Semantics**

Study of the meaning of words. Topics may include lexical decomposition, meaning variation, lexical relations, and lexical aspect. Also listed as PHIL 5660. Also offered at the undergraduate level with different requirements as LING 4510 and PHIL 4055 for which additional credit is precluded. Seminar three hours a week.

LING 5601 [0.5 credit]**Cognitive Neuroscience of Language**

Further study of psychological and neurolinguistic mechanisms of adult language processing. May include topics from first language acquisition. Also offered at the undergraduate level with different requirements as LING 4601 for which additional credit is precluded. Seminar three hours a week.

LING 5603 [0.5 credit]

First Language Acquisition

Advanced topics in language acquisition and development, and the relative contributions of the environment, cognitive development, and inborn knowledge.

Seminar three hours a week.

LING 5605 [0.5 credit]

Psycholinguistic Research Methods

This course introduces students to experimental methodologies used in current psycholinguistic studies. Topics include experimental design and techniques, descriptive statistics, and interpreting and reporting research findings.

Also offered at the undergraduate level with different requirements as LING 4605 for which additional credit is precluded.

Seminar three hours a week.

LING 5606 [0.5 credit]

Statistics for Language Research

Application of statistical procedures to analysis of language data and to problems of measurement in experimental linguistics, applied linguistics, psycholinguistics, and related fields.

Also listed as ALDS 5604

Also offered at the undergraduate level with different requirements as LING 4606 and ALDS 4606 for which additional credit is precluded.

Seminar three hours a week.

LING 5608 [0.5 credit]

Language and Cognition

Structure and representation of linguistic knowledge in human cognition. Evidence from child language acquisition, language processing and language impairment.

Also listed as CGSC 5003 and ALDS 5301.

Seminar three hours a week.

LING 5704 [0.5 credit]

Linguistic Analysis, Culture and Cognition

Universals of language from a cross-cultural perspective. Study of lesser-known languages leading to critical understanding of universal human concepts and communication practices in culture-specific configurations. Cross-linguistic analysis as a means to general understanding of diversity and universality in human cognition.

Also listed as ALDS 5303.

Seminar three hours a week.

LING 5801 [0.5 credit]**Field Methods**

With a language consultant, students discover the phonological, morphological, and syntactic structures of the target language using linguistic elicitation. Language will vary from year to year, but will normally be a non-European language. Language documentation, data management, ethical issues surrounding research in Indigenous communities.

Also listed as ALDS 5801.

Prerequisite(s): only open to LING and ALDS students.

Also offered at the undergraduate level with different requirements as LING 4801 for which additional credit is precluded.

Seminar three hours a week.

LING 5907 [0.0 credit]**Graduate Diploma Capstone Examination**

Students must pass an oral exam that will evaluate their knowledge of linguistic theory. Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests.

LING 5908 [1.0 credit]**Research Essay****LING 5909 [2.5 credits]****MA Thesis****ALDS 6407 [0.5 credit]****Revitalization Policy**

The core PhD seminar in Revitalization Policy. Topics include the detailed examination of foundational texts, current theories, research methodologies, and best practices in language revitalization. Includes significant focus on interactions with language communities, field methods, and related ethics.

Seminar three hours a week.

LING 6801 [1.0 credit]**Language Documentation**

The core PhD seminar in Language Documentation. Topics include the detailed examination of foundational texts, current theories, research methodologies, and best practices in language documentation. Includes significant focus on interactions with language communities, field methods, and related ethics.

Seminar three hours a week.

LING 6907 [0.0 credit]**Doctoral Comprehensive Examination**

Students must pass an oral comprehensive exam that will evaluate their knowledge of linguistic theory. Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests.

LING 6908 [0.0 credit]**Qualifying Paper**

Students are required to write a Qualifying Paper (QP) that assesses their potential for conducting original research. Their QP must include aspects of both linguistic theory and language documentation and/or revitalization, although the proportion devoted to each component will vary from student to student.

LING 6909 [7.0 credits]**PhD Thesis****I.3.2 Existing courses**

There are currently no graduate courses in Linguistics.

PART J: Attachments

Appendix 1: Budget for laboratory facilities

Room	Equipment	Units	Cost per unit	Total cost	Source
Acquisition & Documentation Lab	Dell computers (Optiplex 7040)	1	1618	1,618.00	http://www.dell.com/ca/business/p/optiplex-7040-desktop/pd?ref=PD_Family
	Dell computer monitor - 27" Ultra HD P2715Q	2	949.99	1,899.98	http://accessories.dell.com/sna/products/Gaming_Accessories/productdetail.aspx?c=ca&l=en&s=bsd&cs=cabsdt1&sku=210-ADOF
	Wireless keyboard & mouse	1	49.96	49.96	http://www.staples.ca/en/Logitech-Wireless-Desktop-MK320-English/product_898133_2-CA_1_20001
	Workstation desk	1	282.99	282.99	http://www.officedepot.com/a/products/355800/Lorell-Cherry-Flip-Top-Training-Table/
	Large table, 56-3/4"x28-3/8"	1	293.95	293.95	http://www.staples.ca/en/Bush-Aspen-Large-Rectangular-Conference-Table-Hansen-Cherry/product_601922_2-CA_1_20001
	Chair	4	157.23	628.92	http://www.staples.ca/en/Staples-Mid-Back-Leather-Executive-Chair-Black/product_618350_2-CA_1_20001
ROOM TOTAL:				4,773.80	

Computer & Sound Lab	Soundproof booth (6' x 8')	1	12455 USD	17,437.00	http://www.whisperroom.com/sound-booth-models#.Vszo3UrK1I
	iMac computer (incl. mouse and keyboard), 21.5" with retina display	3	1899	5,697.00	http://www.apple.com/ca/shop/buy-mac/imac
	Dell computers (Optiplex 7040)	4	1618	6,472.00	http://www.dell.com/ca/business/p/optiplex-7040-desktop/pd?ref=PD_Family
	Dell computer monitor - 27" Ultra HD P2715Q	5	949.99	4,749.95	http://accessories.dell.com/sna/products/Gaming_Accessories/productdetail.aspx?c=ca&l=en&s=bsd&cs=cabsdt1&sku=210-ADOF
	Wireless keyboard & mouse	4	49.96	199.84	http://www.staples.ca/en/Logitech-Wireless-Desktop-MK320-English/product_898133_2-CA_1_20001
	Workstation desk	6	282.99	1,697.94	http://www.officedepot.com/a/products/355800/Lorell-Cherry-Flip-Top-Training-Table/
	Chair	8	157.23	1,257.84	http://www.staples.ca/en/Staples-Mid-Back-Leather-Executive-Chair-Black/product_618350_2-CA_1_20001
	Microphone - small	2	109	218.00	https://www.stevesmusic.com/microphones/wireless/at829cw-cardioid-condenser-lavalier-microphone
	Microphone - large	1	1799.95 USD	2,519.93	http://www.dpamicrophones.com/microphones/ddicate/4011a-cardioid-microphone
	Headset	6	119	714.00	https://www.amazon.ca/Sennheiser-HD-280-PRO-Headphone/dp/B00IT0IHOY/ref=sr_1_2?ie=UTF8&qid=1484858184&sr=8-2&keywords=sennheiser+hd280+pro

	Speakers	2	180	360.00	http://www.amazon.ca/M-Audio-AV42-Professional-Monitor-Speakers/dp/B00X741TB0/ref=sr_1_1?ie=UTF8&qid=1456268756&sr=8-1&keywords=professional+speakers
	Digital recorder	1	2679 USD	3,750.60	http://www.taiaudio.com/sound-devices-722-portable-audio-recorder?gclid=COlm7nPissCFQwxaQodQ8UPhA
	Response box	2	650	1,300.00	https://www.pstnet.com/hardware.cfm?ID=102
	Laser printer (all-in-one)	1	378.98	378.98	http://www.bestbuy.ca/en-ca/product/hewlett-packard-hp-laserjet-pro-all-in-one-laser-printer-with-fax-cf485a-bgj-cf485a-bgj/10372617.aspx?path=858e603318e118c954b5e50e233a573den02&fromBrandStore=hewlett%20packard
	Large table, 56-3/4"x28-3/8"	1	293.95	293.95	http://www.staples.ca/en/Bush-Aspen-Large-Rectangular-Conference-Table-Hansen-Cherry/product_601922_2-CA_1_20001
	Manual projection screen	1	279.96	279.96	http://www.staples.ca/en/EluneVision-Atlas-Controlled-Return-Mechanism-Manual-Screen-4-3-100-Diagonal/product_1828198_2-CA_1_20001
	Data projector	1	999.99	999.99	http://www.bestbuy.ca/en-CA/product/epson-epson-powerlite-hc2040-1080p-3lcd-home-theatre-projector-v11h707020-f/10392171.aspx?path=ed6a1f62b67d48f854682aee56fa9230en02
	Software - SPSS	2	130	260.00	http://carleton.ca/ccs/all-services/computers/site-licensed-software/spss-v-21/
	Chalkboard, 3'x4'	1	92.3	92.30	http://www.staples.ca/en/Quartet-Green-Chalkboard-with-Aluminum-Frame-36-x-48-/product_QRT45134_2-CA_1_20001
	Cabinet for equipment	1	219.94	219.94	http://www.staples.ca/en/ProSource-42-Locking-Steel-Storage-Cabinets/product_SS2000551_2-CA_1_20001
ROOM TOTAL				48,899.22	

Grad Lounge	Conference table	1	735.99	735.99	http://www.officedepot.com/a/products/832259/Bush-Business-Furniture-Conference-Table-Kit/
	Chair	18	157.23	2,830.14	http://www.staples.ca/en/Staples-Mid-Back-Leather-Executive-Chair-Black/product_618350_2-CA_1_20001
	Sofa	1	999	999.00	http://www.ikea.com/ca/en/catalog/products/00245069/
	Coffee table	1	149	149.00	http://www.ikea.com/ca/en/catalog/products/80176284/
	Workstation desk	12	1149.94	13,799.28	http://www.staples.ca/en/Bestar-Pro-Biz-Office-System-Single-Right-L-Desk-Workstation-Full-Wall-Cappuccino-Cherry/product_892733_2-CA_1_20001
	Cubicle panels	7	433.26	3,032.82	http://www.staples.ca/en/Bush-ProPanel-66-H-x-60-W-Privacy-Panel-Harvest-Tan/product_571780_2-CA_1_20001
	Bookshelves	4	69.99	279.96	http://www.officedepot.com/a/products/1997479/South-Shore-Furniture-Axess-4-Shelf/
	Refrigerator	1	599.52	599.52	http://www.sears.ca/en/refrigerators-freezers/18-cu.-ft.-top-mount-refrigerator----970r42412-5213632_l.html?cgid=wh3_appliances_refrigerators_freezers#start=1&cgid=wh3_appliances_refrigerators_freezers
	Microwave	1	229.99	229.99	http://www.sears.ca/en/counter-top/1.1-cu.-ft.-counter-top-microwave---stainless-steel-5193229_l.html?q=microwave&lang=default&start=1
ROOM TOTAL				22,655.70	

SUBTOTAL	76,328.72
TAX (13%)	9,922.73
FINAL TOTAL	86,251.45

Institutional Quality Assurance Process

New Program Not Requiring a Library Report

Date: October 10th, 2017

From: Judy Senecal, Research Support Services, MacOdrum Library

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

cc Matthias Neufang, Dean of Graduate and Postdoctoral Affairs
Wallace Clement, Dean of Arts and Social Sciences
David Wood, Director of the School of Linguistics and Language Studies
Christina Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Leslie MacDonald-Hicks, Program Officer, Office of Graduate Studies and Postdoctoral Affairs
Robyn Green, Program Officer, 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 of Collection Development and Acquisitions
Colleen Neely, Assessment Projects 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 new program:

- MA and Ph.D. in Linguistics

This is a formal notification for your records.

Statement of Support from Sister Unit

Proposal: (New program)

Linguistics—G.Dip (Type 2)

Linguistics – M.A.

Language Documentation and Revitalization – Ph.D.

Confirmation of course access for Linguistics students:

The proposed courses listed here has presented in the Volume 1 Self-Study for the new programs.

ENGL 5207 [0.5]	Studies in Anglo-Saxon Literature
ENGL 5208 [0.5]	Studies in Middle English Literature
ENGL 5303 [0.5]	Studies in Early Modern Literature I
ENGL 5305 [0.5]	Studies in Early Modern Literature II

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Robin Norris

Title: Chair

Academic Unit: Department of English Language and Literature

Date: 24 April 2018

Notes:

Statement of Support from Sister Unit

Proposal: (New program)

Linguistics—G.Dip (Type 2)
Linguistics – M.A.
Language Documentation and Revitalization – Ph.D.

Confirmation of course access for Linguistics students:

The proposed courses listed here has presented in the Volume 1 Self-Study for the new programs.

ANTH 5106 [0.5]	North American Indigenous Peoples
ANTH 5107 [0.5]	Issues in North American Ethnohistory
ANTH 5208 [0.5]	Anthropology of Indigeneity
ANTH 5210 [0.5]	Special Topics in Indigenous Studies
ANTH 5305 [0.5]	Special Topics in Ethnography
ANTH 5906 [0.5]	Fieldwork

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Aaron Doyle

Title: Chair

Academic Unit: Department of Sociology and Anthropology

Date: April 25, 2018

Notes:



Carleton
UNIVERSITY

INSTITUTE OF
Cognitive Science

2017 February 8

Letter in Support of Proposed Graduate Programs in SLALS

To Whom it May Concern:

I am writing in support of the proposed new graduate programs in SLALS. The Institute of Cognitive Science is currently the only program available at Carleton that accommodates students who are interested graduate work in Linguistics. Accordingly, all of the linguistics faculty members in SLALS are also cross-appointed in Cognitive Science and currently supervise M.Cog.Sc. and Ph.D. students whose focus on is on linguistics within Cognitive Science. Theoretical linguistics is one of the core disciplines that contributes to the interdisciplinarity of Cognitive Science. We have carefully considered the potential impact of these new programs on the existing Masters and Ph.D. programs in Cognitive Science.

We hypothesize that the proposed Graduate Diploma in Linguistics would be of interest to those Ph.D. students in Cognitive Science whose research is in the area of linguistics, currently 5 students out of the current enrolment of 15. I conducted an informal survey and, roughly consistent with this ratio, six students (17%) currently in either the M.Cog.Sc. or the Ph.D. indicated that the GDip would be of interest to them. Thus, in any single year, we might expect one or two Cognitive Science students to be interested in the G.Dip.

We also considered the possibility that the proposed MA program might draw from the group of Masters students interested in linguistics who currently choose to study in the Institute of Cognitive Science. Currently, this is a relatively small proportion of students (15%) but it has been greater in the past. Given these fluctuations, it is also possible that our Masters enrolment would not be affected at all, or would increase because the added attraction of the GDip would encourage more students to go on to do the Ph.D. in Cognitive Science after the MA degree. A conservative estimate, therefore, would be that our enrolment at the Masters level would not be affected.

The proposed Ph.D. program is unlikely to affect the current Ph.D. enrolment in Cognitive Science. However, I think it would potentially attract students from the M.Cog.Sc. to continue their graduate training at Carleton; I can think of several former students from Cognitive Science whose interests aligned closely to those of the proposed Ph.D. So the Ph.D. would expand the options at the Ph.D. level for students already at Carleton.

We have space for a small number of additional students in potential elective courses in the proposed M.A. and Ph.D. We could work with SLALS to ensure that some coordination of course offerings occurred that would mutually benefit both units.

In summary, the Institute of Cognitive Science strongly supports the creation of these graduate programs in SLALS. It seems very likely that they will enrich the experiences of students in Cognitive Science through a wider opportunity for relevant courses, through recruitment of

additional faculty members with interest in linguistics and language processes, and through even greater collaboration across units.

Sincerely,

A handwritten signature in cursive script that reads "Jo-Anne LeFevre". The signature is written in black ink and is positioned below the word "Sincerely,".

Jo-Anne LeFevre, Ph.D.
Director

STATEMENT OF SUPPORT FROM SISTER UNIT

Proposal: (New program)

Linguistics—G.Dip (Type 2)
Linguistics – M.A.
Language Documentation and Revitalization – Ph.D.

Confirmation of course access for Linguistics students:

The proposed courses listed here have been presented in the Volume 1 Self-Study for the new programs.

FREN 5001 [1.0]	Théories linguistiques françaises
FREN 5002 [1.0]	Linguistique du français I
FREN 5003 [0.5]	Linguistique du français II
FREN 5004 [0.5]	Linguistique du français canadien
FREN 5100 [0.5]	Le monde francophone: linguistique et littérature
FREN 5200 [0.5]	Aspect linguistique particulier
FREN 5300 [0.5]	Méthodologie de la recherche

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Catherine Khordoc

Title: Chair

Academic Unit: Department of French

Date: 28-11-2017 .

Notes:



August 30, 2018

Prof. Daniel Siddiqi
School of Linguistics and Language Studies
Carleton University

Re: Master of Arts in Linguistics, PhD in Language Documentation and Revitalization, Graduate Diploma (Type 2) in Linguistics

Dear Dr. Siddiqi,

I am extremely pleased to provide a letter of support for the proposed Master of Arts (MA) in Linguistics, PhD in Language Documentation and Revitalization, and Graduate Diploma (Type 2) in Linguistics. The proposed programs build on the strengths of the School of Linguistics and Language Studies, and the Faculty of Arts and Social Sciences. Carleton's research strength in this area is internationally recognized, and the programs will further enhance Carleton University's reputation as a research-intensive comprehensive university.

The Master of Arts and Graduate Diploma in Linguistics reflect the value of interdisciplinarity, a core Carleton strength. Building on the research excellence of the linguistics faculty members, these programs offer a solid grounding in linguistics theory while emphasizing interdisciplinary components. Students in related PhD and Master's programs will be able to distinguish their studies by adding the Graduate Diploma credential.

The PhD in Language Documentation and Revitalization offers hands-on research and community engagement, opportunity for collaboration and partnerships, and particularly encourages participation by Indigenous students. The program addresses the need for linguistically trained personnel to help reduce the effects of language loss in local, national and global contexts.

Both the doctoral program and Graduate Diploma are unique in Canada, which furthers Carleton's commitment to providing an innovative student experience, as outlined in its Strategic Mandate Agreement (SMA). All three proposed programs offer a truly collaborative experience and aim to solve real-world problems.



Carleton
UNIVERSITY

Faculty of
**Graduate and
Postdoctoral Affairs**

The Faculty of Graduate and Postdoctoral Affairs (FGPA) strongly supports these new and exciting graduate programs which will continue to grow our academic and research excellence and provide students with an exceptional learning experience. FGPA is committed to support graduate students in the proposed MA and PhD programs to the anticipated steady-state of 20 MA and 16 PhD students; this will be accomplished through scholarships and teaching assistantships.

Sincerely yours,

Prof. Matthias Neufang
Dean
Faculty of Graduate and Postdoctoral Affairs
Carleton University



Canada's Capital University

Office of the Dean
Faculty of Arts and Social Sciences
330 Paterson Hall
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada
Tel: (613) 520-2355
Fax: (613) 520-4481

October 3, 2018

Professor Jaffer Sheyholislami
Interim Director
School of Linguistics and Language Studies
Carleton University

**Re: Master of Arts in Linguistics, PhD in Language Documentation and Revitalization,
Graduate Diploma (Type 2) in Linguistics**

Dear Dr. Sheyholislami:

It is my pleasure to offer unqualified support for the proposed Master of Arts in Linguistics, the PhD in Language Documentation and Revitalization, and the Graduate Diploma (Type 2) in Linguistics. These innovative programs will benefit from the scholarly achievements of internationally-recognized faculty members in the School of Linguistics and Language Studies, which is housed in the Faculty of Arts and Social Sciences at Carleton University. With the combination of unique interdisciplinary programming delivered by award-winning researchers, these new degree options no doubt will attract world-class graduate students. The addition of these MA and PhD programs to our existing graduate offerings will solidify the research reputation of our faculty and further profile Carleton University's commitment to research excellence. The added option of a Graduate Diploma will be of interest to students in a range of related PhD and Master's programs and will enhance their graduate education and post-graduation opportunities.

Of particular significance is the PhD in Language Documentation and Revitalization that will offer significant experiential learning and community engagement possibilities, particularly with respect to Indigenous languages. Such opportunities are possible due to the sustained and substantial engagement of our faculty members with community partners and our extensive experience working collaboratively with a range of linguistic communities in local, national and international contexts where languages are under threat of extinction. This unique program promises to produce highly-skilled graduates with applied experience who are capable of dealing effectively with threatened linguistic groups.

The PhD, Master's and Graduate Diploma each reflect Carleton's commitment to excellence in the student experience. All three programs are consistent with the parameters outlined in Carleton's Strategic Mandate Agreement.

The Faculty of Arts and Social Sciences enthusiastically supports these new programs which will build on our significant research expertise in Linguistics and will continue to expand the

academic and research opportunities available to our students. We look forward to welcoming and supporting the anticipated steady-state of 20 MA and 16 PhD students in partnership with our Faculty of Graduate and Postdoctoral Affairs.

Sincerely,

A handwritten signature in black ink that reads "L. Pauline Rankin". The signature is written in a cursive style with a small flourish at the end.

L. Pauline Rankin
Dean
Faculty of Arts and Social Sciences
Carleton University

Review of the New Program Proposals in FASS: MA in Linguistics, Graduate Diploma (2) in Linguistics and PhD in Language Documentation & Revitalization

Discussant's Report

April 15, 2018

Michel Rod, Sprott School of Business

Summary

Carleton's School of Linguistics and Language Studies (SLaLS) houses two degree programs, one in Linguistics and the other in Applied Linguistics and Language Studies (ALDS), with Linguistics focusing on the structure of language, such as its system of sounds, words, sentences and meaning, while ALDS concerning itself with language in context, including its use in social and educational settings. Currently Linguistics offers only an undergraduate Bachelor of Arts (BA) degree, while ALDS offers programs at the Bachelor's, Master's and PhD levels. To draw on its strengths in language documentation and revitalization and serving as a home to both theoretical and applied linguistics, SLaLS is proposing three new programs: 1) a new 2.5 credit concurrent-only Graduate Diploma (Type 2) in Linguistics; 2) a 10 credit joint LING-ALDS PhD program in Language Documentation and Revitalization; and 3) a 5 credit MA in linguistics. The GDip will be available to any student enrolled in a graduate program at Carleton, but is designed to interface with programs of study with whom LING faculty are cross-appointed.

Distinctiveness and Strengths

The self-study does an excellent job at reviewing related programs in the Toronto-Ottawa-Montreal corridor, elsewhere provincially, and nationally. In addition, the self-study highlights that the proposed GDip and PhD programs are completely unique in Canada (and perhaps anywhere). Drawing on the interdisciplinary strengths of LING, the combination of the LING GDip with existing graduate programs at Carleton enables fifteen new graduate programs of study at Carleton, all built around a particular interface with linguistics. No other program in Canada has anywhere near that many developed interdisciplinary programs of study in linguistics which could result in Carleton being the leading Canadian university for interdisciplinary research in linguistics with a total of 24 supervising faculty in fifteen programs of study. Drawing on the twin strengths in language documentation and revitalization and to its strength in both theoretical and applied linguistics, the PhD will be completely unique in Canada and build SLaLS into a hub for Canadian research in language documentation outside of British Columbia. Although slightly less unique, the MA will be much more interdisciplinary relative to other Canadian MA programs in Linguistics and is comprised of a two-year thesis program further differentiating it from Masters programs in Ontario and Quebec.

Strategic Alignment

The three proposed programs reflect the value of *interdisciplinarity* and *supporting Indigenous communities* presented in Carleton's (2013-2018) Strategic Integrated Plan and to the 2014-2017 Strategic Mandate Agreement. With the new 2017-2020 Strategic Mandate Agreement approved, some of this text could be updated appropriately.

Learning Outcomes

The learning outcomes are well articulated. The curriculum mapping is well explained and justified, and the assessment plan is reasonable.

The program may wish to consider how students can be involved directly in the program improvements and governance (e.g., student representatives in the curriculum committee). This would allow for a constant student voice and perspective to inform the program.

A minor question but for the MA Learning Outcomes, #3 states “Be able to develop and test hypotheses about linguistic data. Does this restrict students to only taking quantitative approaches in their thesis research and will qualitative approaches be dismissed.

Program Structure

The program structure is sensible and does a good job serving the learning outcomes. I do wonder however, whether having the exact same timeline to completion for both the MA Thesis and Essay options is reasonable – given the statement “Once the proposal is approved, the student can proceed with their research activities as stated in the proposal, although it is understood that the plans may need to be modified as the research progresses” (pg 12). My assumption is that this is probably the same with the ALDS Masters options and this experiences justifies the current proposed timelines.

The only other point to note in terms of program structure is that there remains an element of ‘looseness’ for those applicants whose academic background is in Indigenous studies or who are members of Indigenous communities. With a lack of training in linguistics and the possibility of having to take additional courses, this could have an impact on time to completion.

Admissions

The admissions requirements appear similar to other MA/PhD programs and are reasonable.

Governance

The governance of the proposed programs is comprehensive and appears to be appropriate. The Director of SLaLS, the Assistant Director of Linguistics, the Assistant Director of ALDS, and the Linguistics Graduate Supervisor are responsible for running the proposed graduate programs. The Linguistics Graduate Program Committee (comprised of all faculty in SLaLS who supervise in the proposed programs, all of whom are voting members of the committee and who make decisions on matters regarding the programs, including curriculum changes, and articulate the vision for the programs) is the main decision-making body within SLaLS for matters relating to the program. The Linguistics Graduate Management Committee assists the Graduate Supervisor of Linguistics in its day-to-day running.

Faculty

The faculty complement appears appropriate, with 24 faculty members committing resources to the MA and GDip along with 7 faculty members who are likely to supervise in the PhD. However, the program requirements necessitate one new hire at the Assistant Professor level as stated in section G5, yet, in Table 16, it illustrates the need for three new hires at the Assist. Professor level with the conversion of one Instructor to Assist. Professor. This needs to be clarified. It is unclear from the self-study if funding for these new hires is confirmed, which is important given that the programs appear to be dependent upon them. Having said this, these details are likely provided in the self-study business plan as referenced below under ‘Resources’.

Students

Based on enrolments and acceptance rates in linguistic programs in the Toronto-Ottawa-Montreal corridor, projected enrolment in the MA is 10 new students per year with a steady state of 20 MA students after five years.

As there is no comparable PhD program anywhere else, significant interest in the PhD is expected. Given that the program involves intensive field research and draws on a limited set of supervision resources, enrolment will be limited to no more than four students per year.

Based on feedback from CogSci and ALDS graduate students, the GDip is expected to generate significant interest with projected enrolment of 4 MA or PhD students in other units to enroll in the GDip yearly and an expected steady state of 8 GDip students after five years.

Resources

Details of the requirements for space and faculty are provided in a business plan that accompanied the self-study (but which was not made available to the discussant – rather, it wasn't requested, not that it wasn't made available!). This business plan makes several key assumptions which include (separate to these program proposals) conversion of two term positions into faculty positions in 2018/19 as well as the conversion of an additional instructor to Assist Prof.

The other major assumption is that there will be a significant influx of qualified TAs to teach u/g tutorials which will have the follow-on effect of increasing course caps further enabling the closing of sections of specific LING courses, thus freeing up 2.5 credits of teaching resources. There is no requirement for additional support/technical staff nor for additional library resources.

The self-study notes that FASS has committed to providing all of the space required to accommodate these three new programs and funding will be sought from FPG for equipment.

General Comments

Overall, the self-study is well-structured, providing a good explanation of the programs and a convincing justification. Drawing on the strength in language documentation and revitalization and its strength as both a home to theoretical and applied linguistics, SLALS is proposing two new programs that are completely unique in Canada and another that together, should effectively meet the needs and desires of students and their future employers.

Summary of Recommendations

1. Consider the effects of course scheduling and sequencing in terms of student progression especially with respect to how students whose academic background is in Indigenous studies or who are members of Indigenous communities and lack a linguistics background can be accommodated.
2. Confirm whether conversions from Instructor to faculty are approved and whether funding applications to equip newly-allocated space is approved.

-
3. Appropriately update the self-study with the new 2017-2020 Strategic Mandate Agreement.

Recommendations on External Reviewers

Given the relatively small number of scholars working in the areas that serve as the focus of the three proposed new programs, and the fact that the Program Lead has solicited contributions to various published outputs from this small community of scholars, the Program Lead specifically noted that perceived conflicts of interest are unfounded based on his editorial record and has noted that the Graduate Program Committee has carefully considered this possible perception in determining that no such conflict exists.

Of the ten potential external reviewers indicated, four are from the US and six are in Canada. Of these, four are male with three from the US and one from Alberta, while the remaining six are female with five in Canada and one in the US.

1. Martina Wiltschko (UBC)
2. Elizabeth Ritter (University of Calgary)
3. Mark Baker (Rutgers)
4. Monica Macaulay (Wisconsin-Madison)
5. David Beck (Alberta)
6. George Broadwell (Florida)
7. Keren Rice (University of Toronto)
8. Leslie Saxon (University of Victoria)
9. Lisa Travis (McGill)
10. Alan Yu (University of Chicago)

Site Visit
Masters in Linguistics, Graduate Diploma in Linguistics and the
PhD in Language Documentation and Revitalization
September 13th and 14th

External Reviewers: Keren Rice from the University of Toronto and Martina Wiltschko from the University of British Columbia

Internal Review: Dr. Robin Norris, Department of English Language and Literature

Time	September 13, 2018	Location
8:30- 9:30	Meeting with Dr. Lorraine Dyke, Vice-Provost and Associate Vice- President (Academic) (refreshments provided)	421D Tory Building
9:35-10:05	Meeting with Dr. Matthias Neufang, Dean, Faculty of Graduate & Postdoctoral Affairs	512 Tory Building
10:05-10:35	Meeting with Dr. Jerry Tomberlin, Interim Provost & Vice-President (Academic)	503 Tory Building
10:35- 11:00	Meeting with Dr. Anne Bowker Associate Dean of Student Affairs, Dean, Faculty of Arts & Social Sciences	330 Paterson Hall
11:00-12:30	Meeting with Dr. Jaffer Sheyholislami, Dr. Beth MacLeod, Assistant Director, School of Linguistics and Language Studies and Dr. Lev Blumenfeld, Graduate Supervisor	246 Paterson Hall
12:30-1:45	Lunch (Beth MacLeod, Lev Blumenfeld, Dan Siddiqi, Mako Hirotani,, Jaffer Sheyholislami, Keren Rice, Martina Wiltschko and Robin Norris)	Baker's Grill
2:00 to 3:30	Meeting with the Undergraduate Students (refreshments provided)	2017 Dunton Tower
3:30-4:30	Meeting with Administrative Staff	246 Paterson Hall
6:00	Dinner	TBD
Time	September 14, 2018	Location
9:30 – 11:00	Meeting with the Faculty (refreshments provided)	246 Paterson Hall
11:00-12:00	Meeting with Graduate Students from the Applied Linguistics Program	246 Paterson Hall
12:00-1:15	Lunch (Beth Macleod, Lev Blumenfeld, Dan Siddiqi, Ai Taniguchi, Mako Hirotani, Jaffer Sheyholislami, Ida Toivonen, Christopher Cox, Erik Anonby, Kumiko Murasugi, Keren Rice, Martina Wiltschko and Robin Norris)	Baker's Grill
1:30-3:00	External Reviewers meet on their own to begin preparing the report *SEE NOTE: speaker series event	246 Paterson Hall
3:00-4:00	Meeting with Dr. Dwight Deugo, Assistant Vice-President (Academic)	421 TB

Lunch reservation name: Dr. Lev Blumenfeld

*Note: There is a SLaLS speaker series event --Ashley Farris-Trimble (SFU), which will held be from 1:00-3:30 pm. The External Reviewers have the option of shorting the report writing session in order to attend.

External Reviewers for the Masters in Linguistics, Graduate Diploma in Linguistics and the PhD in Language Documentation and Revitalization

Keren Rice
University of Toronto



Keren Rice is a professor of linguistics and Director of the Centre for Aboriginal Initiatives at the University of Toronto. She completed her Ph.D. thesis in 1976 and began her teaching career as an Assistant Professor at the Faculty of Arts and Science in 1984. She progressed through the ranks to Professor in 1990 and was named the Canada Research Chair in Linguistics and Aboriginal Studies in 2003.

Keren has spent the last three decades studying the Slavey language of Canada's Northwest Territory, and has been deeply engaged in work to maintain and revitalize this language. Her unparalleled contribution includes producing an in-depth dictionary of one Slavey dialect as well as a grammar of the language that has served as a model for grammars of many other languages. Through her work on Slavey, she was a member of a committee that worked to standardize the writing system of the language. In addition to this work, Keren worked with a team on the development of language curriculum and materials. As well as her language activist work, Keren has also made many scholarly contributions on the Slavey language and other languages of the Athapaskan family, and her work is held in the highest regard in the field of linguistics. Keren has brought her research directly into the community for the benefit of native teachers and students by developing training programs and language preservation strategies for native teachers in Northern communities. As well as contributing to Athapaskan linguistics, Keren's work has also impacted general theoretical linguistics, shedding light on the structure and properties of sound systems within human grammar.

Keren is a popular and effective teacher with a long record of dedication and innovation as she constantly seeks ways to improve student's learning experiences. In the Department of Linguistics, she has developed and taught several new courses and worked to be responsive to students' needs while at the same time demanding a strong intellectual rigour. In addition to courses considered core and in a linguistics program, she recently developed a new course in language revitalization. She has also been involved in the creation of web-based materials, both for the introductory linguistics course in which students demand extra problem sets of practice and for the higher level field methods course, where an easy to use database program is a necessity. As Director of the Aboriginal Studies Program, she has overseen the development of all the program courses. The most recent addition, a course in research methodology, engages students in research within the broader Toronto community, as a way for them to learn how to do research.

Keren has written numerous books and articles in linguistics and Aboriginal studies, and has served on the editorial boards of the several journals. Her honours and awards include a Faculty of Arts and Science Outstanding Teacher Award in 1998, a Bloomfield Book Award from the Linguistics Society of America for *A Grammar of Slavey*, a book which is cited for its encyclopedia scope, its organizational precision, and enduring value to linguists. She was also awarded the Killam Research Fellowship for the study of Athapaskan languages in 1993-1994; a Connaught Research Leave Fellowship in 2001-2002; and was recognized in an Honours Ceremony at First Nations House in 2005.

Keren's impressive list of publications includes *Hare Noun Dictionary*; *Current Issues in Athapaskan Linguistics: Current Perspectives on a Language Family*; and *Morpheme Order and Semantic Scope: Word Formation in the Athapaskan Verb*. She also co-edited *Athapaskan Prosody*, published in 2005. Her forthcoming book is entitled *Featural Markedness*. She is editor of the *International Journal of American Linguistics* and is a long-standing member of the board of the Social Sciences and Humanities Research Council (SSHRC), where she serves on the Standing Committee and the Standing Committee on Ethics and Integrity. She served as president of the Canadian Linguistics Association from 1998 to 2002 and was elected a fellow of the American Academy for the Advancement of Science in 2005.

Martina Wiltschko
University of British Columbia



In my graduate education at the University of Vienna, I was trained in theoretical linguistics with an emphasis on syntactic theory as well as interface-issues (syntax-morphology, syntax-semantics, and syntax-pragmatics). At this time my primary language focus was on Germanic. After completing my graduate work I came to the University of British Columbia in 1996 as a postdoctoral researcher and later as a faculty member. Here I expanded my language specialization to include Upriver Halkomelem (Salish) and Blackfoot (Algonquian) and Ktunaxa (aka Kutenai). This meant breaking into research areas that were completely new to me: I had never done linguistic fieldwork and I had never worked on a non-Indo-European language. These areas, and more recently also the study of Ktunaxa, are the ones that still define my research and teaching agenda. With this background, I have started to work on German again. But now I focus exclusively on my own dialect (Upper Austrian). With this work I am actively contributing to

one of our department's core strength: the integration of linguistic fieldwork and theoretical linguistics.

After developing a framework for the discovery and comparison of functional categories (“The universal spine hypothesis”) reported on in my 2014 monograph, I branched out to discover and compare categories that are typically neglected in grammatical analyses, namely sentence peripheral particles (such as Canadian *eh*) and its kin. I am currently working on a monograph, in which I extend the spine to include a complex layer dedicated to regulate the grammar of interactive language (working title: *Interactional Structure. Towards a formal typology of discourse markers*).

**Report of the Academic External Review Committee for New Programs:
Masters in Linguistics, Graduate Diploma in Linguistics, PhD in Language
Documentation and Revitalization, September 13-14, 2018**

Reviewers:

Keren Rice, University of Toronto

Martina Wiltschko, University of British Columbia

submitted October 2, 2018

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External Review Committee site visit: Introduction

The Academic External Review Committee consisted of Prof. Keren Rice (University of Toronto), and Prof. Martina Wiltschko (University of British Columbia). To evaluate the proposed new programs (Masters in Linguistics, Graduate Diploma in Linguistics, and PhD in Language Documentation and Revitalization) we spent two days (September 13-14 2018) on site at Carleton University. We met with a variety of academic administrators including the Vice-Provost and Associate Vice-President (Academic), the Assistant Vice-President (Academic), the Interim Provost and Vice-President (Academic), the Dean of the Faculty of Graduate Studies & Postdoctoral Affairs, and the Dean of the Faculty of Arts & Social Sciences. We also met with faculty in the School of Linguistics and Language Studies, with approximately twenty undergraduate students, as well as with three graduate students. In addition, we received written reports from two students who could not be present physically.

Overall evaluation

Our overall findings are very positive. The proposed programs are very strong and will meet many of the goals of Carleton's vision and strategic plan. The programs are clearly related to Carleton's Strategic Integrated Plan (<https://carleton.ca/about/strategic-plan/>).

Carleton University will be known nationally and internationally as a leader in collaborative teaching and learning, research and governance. Our students, faculty and staff will be critically engaged, productive citizens and highly qualified contributors to the 21st century. At Carleton, we encourage creative risk-taking enabling minds to connect, discover and generate transformative knowledge. Through education, research, service and innovation, and through the building of sustainable communities, we can foster new ideas and future leaders to create a more sustainably prosperous future for Canada and the world.

The proposed programs will enhance the national and international visibility of Carleton University in collaborative research, teaching, and learning and will serve to strengthen an already strong unit at Carleton.

In addition, the proposed programs support a number of goals included in the strategic plan of the University, including the following:

Goal 1-1: to develop new programs and initiatives that build on academic strengths and respond to societal needs

Goal 2-1: to enhance Carleton University as a highly reputable research-intensive comprehensive university.

Goal 3-1: to ensure the employability and future success of our students through experiential learning, engagement.

Goal 3-4: to support aboriginal communities and position Carleton as a university of choice for aboriginal students by implementing the university's aboriginal Co-ordinated strategy.

We note that the last goal listed above (Goal 3-4) would clearly be met with the development of a PhD program in language documentation and revitalization. However, for this particular

aspect of the proposal, we have some significant hesitations which concern the structure of the program as currently proposed. At the same time, we recognize that the School of Linguistics and Language Studies identifies Goal 3-4 as critical and sees itself as a potentially major player in the fulfillment of this goal, and we are in full agreement about the quality of the contribution that they will make.

In this report, we first address the context, and then comment on each of the proposed programs separately, followed by comments on governance, the faculty, resources, and students. For each of these areas we identify strengths and weaknesses of the proposed programs and we make some recommendations on how the School might address the weaknesses.

The context

Carleton's School of Linguistics and Language Studies (SLaLS) houses two programs, i) Linguistics and ii) Applied Linguistics and Language Studies. There are close links with Cognitive Science (mostly through cross-appointments of faculty members). It is a major strength of the existing programs that they centre around and build on the interdisciplinarity which is a major hallmark of Carleton. While the discipline of Linguistics as a whole is inherently interdisciplinary as it encourages work both within and between disciplines, Carleton stands out in that General Linguistics and Applied Linguistics are housed together within one school. The three proposed programs are all designed to deepen this type of interdisciplinary engagement through the introduction of graduate degrees and a diploma in Linguistics.

The proposed programs

MA in Linguistics

Goals and rationale

According to the review document, the proposed MA in Linguistics “*will provide students with a solid grounding in theoretical linguistics in the main areas of linguistic theory (phonetics, phonology, morphology, syntax, and semantics, but it will be unique in its focus on the interdisciplinarity of the field.*” (p.9) In addition to course work and thesis/essay, students in the MA program will be expected to serve as teaching assistants, supporting the thriving undergraduate program. While we feel that the uniqueness of this program is somewhat overstated, we fully agree that the program is of high value for Linguistics, SLaLS, and the University more generally. Specifically, while other universities across Canada offer similar programs, we believe that the demand for such a program is high enough that it fully justifies one of its kind at Carleton.

At the home universities of the external reviewers, linguistics continues to grow in undergraduate numbers at a time when student enrolments within the humanities are dropping. An MA in Linguistics can lead to many pathways, both continuing in Linguistics (or a cognate discipline) towards a PhD but also providing a strong foundation for other pursuits. For instance, students who have finished an MA in linguistics frequently pursue a career in Speech Language Pathology. Furthermore, an increasing number of recent graduates receive employment in computational areas (as recognized in the study). The LinguistList, a listserv in Linguistics, advertises jobs of interest to students with degrees in linguistics at all levels in a wide range of areas.

Profile of the program

The MA program's intellectual profile and curriculum are appropriate. There are two options, an MA thesis or an MA essay. All students must receive training in 'core' linguistics (a .5 credit course in sound [phonetics, phonology], a .5 course in structure [morphology, syntax, semantics]), and will be encouraged to take electives outside of these core courses. (We note that the linguistics courses themselves encourage interdisciplinarity within linguistics.) This structure enhances the profile of Carleton as a university where interdisciplinarity is celebrated.

In terms of admissions requirements to the MA, applicants must have an honours BA in linguistics or a related field; examples given are applied linguistics, cognitive science, psychology, and anthropology. A student without the appropriate background in linguistics might have difficulty getting sufficient depth of knowledge in linguistics to be successful in this MA program. We suggest that the School consider the type of MA program that is suitable for someone entering without a background in linguistics. This will likely affect mostly the kind of thesis/paper expected from such a student, but will also be important in guiding students in what coursework they are encouraged to select.

Learning outcomes and degree level expectations

Overall, the learning outcomes and degree level expectations are good. We recommend, however, that learning outcome 4 be reconsidered.

Learning outcome 4: Be able to critically assess the strengths and weaknesses of competing linguistics frameworks and grammatical architectures.' This seems inappropriate at MA level. At that level, students should be able to use a framework, form questions and hypotheses within that framework, and test those questions and hypotheses.

It is difficult for students at the MA level to understand particular frameworks let alone evaluate competing ones.

We further note here that linguistics as a discipline has long involved experiential learning at all levels, BA, MA, and PhD. Many students take courses with a strong laboratory component and anyone who does fieldwork experiences working with speakers of unknown languages. In fieldwork, students of linguistics are trained in working with people, and often this involves working with people of different cultural backgrounds, with different ideas about language, its use, its structure, and so on. Even courses that appear to be mostly about linguistic theorizing are often experiential because they are designed to involve students as active learners (e.g., students work on problem-sets, doing linguistics from the first day of an introductory course). Hence, the proposed learning outcomes fall squarely within the mandate of fostering experiential learning.

Interest in the program

The undergraduate students we met during our visit showed considerable interest in the development of the graduate programs. One of the reasons for this interest was their enthusiasm for the current undergraduate program in linguistics. This speaks to the strength of the Linguistics and its faculty: they clearly attract and foster enthusiastic students. We note that there is currently significant discussion in our universities about the softness of the market for graduate school with respect to Canadian applicants. Our sense from meeting with undergraduates at

Carleton is that many of them would choose to spend two more years at Carleton doing an MA, and we were told that there is an interest on the part of international applicants as well.

Summary and recommendations

The MA proposal is very strong, and it will serve a valuable role with its explicit focus on interdisciplinarity. We have two recommendations.

MA Program Recommendation 1: Review the MA learning outcomes, in particular learning outcome 4.

MA Program Recommendation 2: Consider defining pathways for students who enter the program without strong undergraduate background in linguistics.

Graduate Diploma in Linguistics (GDip)

Goals and rationale

The Graduate Diploma in Linguistics “*is intended for graduate students in Applied Linguistics and Discourse Studies (ALDS), Anthropology, Cognitive Science, English, and French who are interested in incorporating linguistics into their graduate programs.*” (p. 9) It is also open to graduate students in other areas. It is intended primarily for PhD students, with the goal to achieve greater depth in linguistics so as to complement the background they are getting in their discipline. It greatly enhances interdisciplinarity.

Profile of the program

Students who elect to do a GDip will be required to take the core linguistics courses that are required for the MA as well as 1.5 electives, .5 of which must be from Linguistics. Again, we note positively the varied nature of the linguistics courses. Students will also do a GDip Capstone Oral Exam to evaluate their knowledge of linguistic theory.

This is an exciting program, and there is likely to be considerable interest among potential students. The Department of Linguistics at the University of Toronto regularly has graduate students from a number of other departments including language departments, philosophy, and computer science taking courses that would give them the equivalent of a GDip (without the capstone), and, based on this as well as on the interest expressed by students we talked with, we expect that there will be strong interest in this program.

Learning outcomes and degree level expectations

Given that Linguistics is likely to be a secondary area of interest for students in this program, the learning outcomes seem overall appropriate. Again, we question whether learning outcome 4 (be able to describe the strengths and weaknesses of competing linguistics frameworks and grammatical architectures) will truly be possible, given that students in the GDip will likely have relatively little depth in linguistics.

Interest in the program

Based on our conversation with three PhD students from Applied Linguistics and Discourse Studies and the focus on interdisciplinarity at Carleton, we believe that there will be interest in

this program. Moreover, since this type of structured program is less common in other universities, we expect that it might draw from a larger pool of potential applicants.

Summary and recommendation

Like the MA proposal, the GDip is very strong, and it will serve a valuable role with its explicit focus on interdisciplinarity. We have just one recommendation.

Graduate Diploma Program Recommendation: Review the Graduate Diploma Program learning outcomes, in particular learning outcome 4.

PhD program

Goals and rationale

The proposed PhD program focuses on the application of linguistic theory to language documentation and revitalization. We found it important to understand that Cognitive Science and ALDS both offer pathways to PhD level work in linguistics broadly construed. The proposed PhD is designed to appeal to students interested in doing **language documentation** and **language revitalization**.

Profile of the program

It is helpful to begin with the goals of the program as defined by the description of the PhD thesis: *'The thesis will require a language documentation or revitalization component.*

Documentation could include the writing of a dictionary or grammar of an Indigenous or other minority language, and in the case where those already exist, the documentation research could focus on a particular aspect of the grammar such as phonology, morphology or syntax. A thesis centered on language revitalization would involve determining what can and needs to be done to prevent further loss in endangered languages.' (page 16).

To discuss the profile of the program, the term '*documentation*' requires consideration. There is both a broad and a narrow definition of this term in the discipline today. The use of the phrase '*documentation and revitalization*' suggests to the reviewers the narrow definition. Students and scholars who pursue language documentation in this sense typically produce grammars, dictionaries¹ and other appropriate material on a language where this type of material does not yet exist. In addition, language documentation in the narrow sense subsumes in-depth descriptive work on a particular topic in a language where a basic description of the grammar is available but no in-depth work into particular aspects of the grammar has been conducted. In the narrow definition of documentation, much of the material is drawn from language in use, with elicitation playing a smaller role. This type of work often informs theoretical linguistics. Crucially, however, the goal of language documentation in the narrow sense is not to directly contribute to linguistic theorizing. Instead, its goal is to contribute to the description of individual languages and their use.

There is also a broader definition of documentation, which subsumes all research that involves working with speakers of a language and bringing old and new data to bear; in this sense, the

¹ We note that the goal of writing a grammar or a dictionary of an underdocumented language is highly ambitious for a PhD program.

term documentation might be used to describe work that is theoretical in nature, with the primary goal being to develop theory. For documentation in this sense, the description of the data is a secondary goal – though it still is a goal as well. Most linguistic departments across Canada (and North America more generally) contribute to language documentation in this broad sense (and a number contribute in the narrow sense as well). In this context, the current proposal is somewhat misleading as it overstates the uniqueness of a program that focusses on documentation.

SLaLS is an excellent place to take on such a program as it houses well-known linguists interested in documentation of both types: some contribute to documentation and revitalization while others have a focus on theoretical work, though they too are engaged in gathering novel data and as such contribute to language documentation in the broader sense.

As remarked above, the inclusion of *language revitalization* suggests that the proposed PhD program aims to contribute to training in language documentation in the narrow sense. Given this background, the goals of the program seem at odds with the learning outcomes. Learning outcome 1 focuses on scholarship in theoretical linguistics. This seems appropriate for a PhD in general linguistics (which would include language documentation in the broad sense), but it is not clear that it is an appropriate goal for a PhD called *language documentation and revitalization*. Learning outcome 2 focuses on analysis, evaluation, and application of research methods in theoretical linguistics, experimental linguistics and/or field linguistics. This is again a strong goal, but it does not seem consistent with the narrow focus in the title of the PhD. We are very supportive of the idea of a PhD program requiring courses in documentation and revitalization policy, and feel that these types of courses will be instrumental in Carleton taking on a leadership role. Specifically, as noted above, while most departments across North America can be described as including some form of language documentation, not many offer required training in documentation and revitalization at the PhD level. A required foundation in documentation and revitalization is unusual (although not unique) as it will shape and change the questions that are asked. The title of the program strikes us as inappropriate, however, for what the program is really about.

Appropriateness of the program

One goal of the PhD program as defined in the study is to serve the needs of Canadian Indigenous communities, and we comment on that in this section. We have one major concern over this goal. (And we expressed this concern during the site visit.) Carleton University, like other Canadian institutions, is seeking to build its relationship with Indigenous communities. Linguistics is well placed to build these relationships given that several faculty members already have strong ties to Indigenous communities. However, we find the recommendation that Indigenous students be recruited at the PhD level to be problematic. There are many things that both the institution and the SLaLS need to consider in the development of a program in language documentation and revitalization that serves the needs of Indigenous students. It is inherent to this type of work that it has a strong potential to be of service to Indigenous communities.

We recommend that SLaLS rethink this aspect of the proposed PhD program. Specifically, we recommend that they explore the needs of communities in collaboration with those communities. The communities themselves should have a voice in determining what kind of training might be most useful and appropriate to attract students from those communities. Given the existing ties of

several faculty members with communities, consultation of this type with the communities is feasible. During our discussion with the faculty during the site visit, the possibility for a Type III GDip in documentation and revitalization came up and we would very much support such a proposal provided that it be discussed with those communities that Carleton hopes to draw students from. We suggest that the School look at the University of Victoria programs in language revitalization. (<https://www.uvic.ca/partners/indigenous/language/index.php>). Another program that might be worthwhile to consider is the Master of Arts in Native American Languages and Linguistics at the University of Arizona (<https://linguistics.arizona.edu/NAMA>). We note that many of the Indigenous students that we have worked with are not particularly interested in theoretical linguistics; they are interested instead in ways of sustaining and reclaiming their languages. We further note the importance of the presence of a full-time continuing Indigenous faculty member for such a program to be successful.

Learning outcomes and degree level expectations

We identified what we view as an inconsistency in the description of the PhD program and its learning outcomes, as discussed above. This can be addressed, we believe, not by changing the content of the program but by changing the title. Some possibilities include: i) *Language sciences, documentation, and revitalization*; ii) *Linguistics, documentation, and revitalization*; iii) *Knowledge of language*.

Interest in the program

The areas of language documentation and revitalization are currently of great interest to students. This is evidenced by the number of students attending relevant summer schools (e.g., CoLang <https://colang.lin.ufl.edu/>) as well as the interest of both undergraduates and graduate students in the programs of the members of the Review Committee.

Summary and Recommendations

We are impressed with the proposed PhD program but feel that it needs some rethinking. We believe, however, that this is certainly possible within the current plan. First, based on the experience of both members of the Review Committee, it is premature to focus on Indigenous areas without doing the necessary community consultation, investigating other programs that have the aim of serving needs of communities in terms of language, working with existing units on campus in terms of support for Indigenous students, funding, and the like. This effort requires university-wide consideration of how the needs of today's Indigenous communities can best be met.

Second, we recommend that consideration be given to a different name for this PhD program, showing the breadth of the program, and at the same time developing a program that stands out in that all students must get background in documentation and revitalization, and are thus thinking of the practical as well as the theoretical value of their work. Carleton is extremely well placed for such a PhD program to thrive. Existing strengths in theory, applied work, experimental work, and so on all inform each other and will provide a richness of understanding of languages. All of these areas will feed into revitalization, and, with revitalization as a goal for all in some way, even if not immediate, the program will clearly be differentiated from others.

We were particularly impressed by the fact that the theoretical and applied linguists appear to work well together in SLaLS (and the linguists work well with people in other units also). This presents SLaLS with real opportunity to develop a program with the potential of be a leader within Canada. For documentation and revitalization to work it is essential that linguists collaborate with experts in developing pedagogical materials for language learning, as well as policy writing around language. To the best of our knowledge, no linguistics program within Canada has theoretical linguists with an interest in language documentation (in both the narrow and the broad sense) and applied linguists under one roof.

PhD Recommendation 1. Rethink the ways of attracting Indigenous students to the program. We suggest that this part be put on hold until appropriate consultation both within and beyond Carleton University is done.

PhD Recommendation 2. Consider alternative names for the PhD program to be more consistent with the learning outcomes, while keeping the requirements for coursework in the areas of language documentation and revitalization.

Governance

The governance structure is appropriate.

We understand that there are changes planned in the non-academic administrative structure. Based on conversations with staff, we recommend that these changes be made as soon as the new graduate programs are approved in order to accommodate the larger numbers of students at the graduate level. Specifically, it would be useful for administrative staff to be housed within the same office so that office work can be efficiently divided. If the reorganization is not possible, it might be necessary to add another staff position, possibly a part-time position, as current staff feel stretched as it is, and the proposed programs will increase their already heavy workload.

Governance Recommendation: In order to keep workloads manageable, staff concerns should be addressed when the programs are approved so that the staff can deal with issues around growth in an already very large unit.

The faculty

The faculty in Linguistics and cognate areas are very strong and well respected, both nationally and internationally. We see strong collaboration between linguists of all different stripes with different assumptions, theories, and methodologies.

The supervisory needs for the programs have been carefully considered, to the extent possible without having graduate students actually present. It is likely that the establishment of the graduate programs will lead to rethinking of the undergraduate program, and how to sustain its excellence. There are sufficient faculty resources for this to happen, assuming that the new positions outlined in the plan are forthcoming; see the recommendation under Resourcing.

Resourcing

The faculty resources in the area of language documentation and revitalization are strong. There are also plans to hire new faculty. The need for positions in particular areas has been carefully

thought through, with attention to the needs of both the undergraduate and graduate programs and the impact on the undergraduate program. We also note that the proposed hirings are in areas that are of value in terms of employability of graduating students. We had reassurance from people in administration that these positions have been committed. In order to have a successful program for Indigenous students, it will be important to hire an Indigenous faculty member.

Deployment of faculty resources to the graduate programs relies on attracting sufficient students to be able to begin restructuring the undergraduate program, having tutorials (led by graduate student teaching assistants) rather than multiple sections of the same class. Assuming that MA students are of the quality of the undergraduates that we met, this appears to be a feasible plan.

Resourcing Recommendation 1: The appropriate administration should guarantee the hiring of the faculty positions discussed in the plan.

Resourcing Recommendation 2: Hire at least one Indigenous faculty member before a program for Indigenous students is established.

Students

We met with around twenty undergraduate students and three graduate students from Applied Linguistics and Discourse Studies. Uniformly, students were keen and excited about their programs, and we did not hear any complaints. Their enthusiasm for the proposed programs was palpable.

There are models for supervision, given that PhD programs exist in Applied Linguistics and Discourse Studies and in Cognitive Science. The plans for supervision are clearly laid out in the proposal.

The graduate students we talked with are in the Applied Linguistics and Discourse Studies PhD program. All were doing interesting work, and work that relies heavily on the interdisciplinarity at Carleton. All were enthusiastic of their programs and excited about the new programs, although appropriately cautious about stretching themselves too thin.

Summary and recommendations

Our overall impressions are very positive. It is clear that a lot of thought has gone into these programs, seeking to create programs that will serve the interests of Linguistics, of SLaLs, and of Carleton University more broadly. Here we summarize the major recommendations in the report.

The MA proposal is very strong, and it will serve a valuable role with its explicit focus on interdisciplinarity. We have one major recommendation.

Review the MA learning outcomes, in particular learning outcome 4.

Consider defining pathways for students who enter the program without strong undergraduate background in linguistics.

Like the MA proposal, the GDip is very strong, and it will serve a valuable role with its explicit focus on interdisciplinarity. We have one major recommendation.

Review the Graduate Diploma learning outcomes, in particular learning outcome 4.

We are impressed with the proposed PhD but feel that it needs some rethinking, which we believe to be possible within the current plan. First, we believe that it is premature to focus on Indigenous areas without first doing the necessary community consultation, investigating the program at the University of Victoria as well as similar programs (e.g., University of Arizona), working with existing units on campus in terms of support for Indigenous students, funding, supported by university-wide attempts to make the university level education feasible.

Second, we recommend that consideration be given to a different name for this program, showing the breadth of the program, and at the same time developing a program that stands out in that all students must get background in the areas of documentation and revitalization, and are thus cognizant of the practical as well as the theoretical value of their work. Carleton is extremely well placed for such a PhD program to thrive. Existing strengths in theory, applied work, experimental work, fieldwork, etc. all inform each other and will provide richness of understanding of languages. All of these areas will feed into revitalization, and having revitalization as a goal, even if not immediate, will affect how the PhD courses and advising are structured and delivered. We were particularly impressed by the fact that the theoretical and applied linguists in SLALS appear to work well together. This presents SLALS with a real opportunity to develop a program which has the potential to be a leader within Canada. For documentation and revitalization to work, it is essential that linguists collaborate with experts in developing pedagogical materials for language learning, as well as policy writing around language. To the best of our knowledge, no linguistics program within Canada has theoretical linguists with an interest in language documentation (both in the narrow and in the broad sense) and applied linguists under one roof.

Our recommendations are as follows.

Rethink the way of attracting Indigenous students to the program. We suggest that this part be put on hold until appropriate consultation both within and beyond Carleton University is done.

Consider alternative names for the PhD program to be more consistent with the learning outcomes, while keeping the requirements for coursework in the areas of language documentation and revitalization.

With respect to governance, we are concerned about the need for the staff to be under the same roof.

In order to keep workloads manageable, staff concerns should be addressed when the programs are approved so that the staff can deal with issues around growth in an already very large unit.

With respect to resources, we recommend that the hirings outlined in the study be guaranteed.

The appropriate administration should guarantee the hiring of the faculty positions discussed in the plan.

Hire at least one Indigenous faculty member before a program for Indigenous students is established.

October 3, 2018

Dwight Deugo
Assistant Vice-President (Academic)

Dear Dr. Deugo,

We are grateful to the external reviewers for their visit, the productive discussions with faculty and students, and the report. We appreciate the positive evaluation of our program and the thoughtful and constructive suggestions for improvement. Below are comments on specific suggestions.

<p>(p.3,4) “MA Program Recommendation 1: Review the MA learning outcomes, in particular learning outcome 4.</p> <p>“At [the MA] level, students should be able to use a framework, form questions and hypotheses within that framework, and test those questions and hypotheses.”</p> <p>“Even courses that appear to be mostly about linguistic theorizing are often experiential because they are designed to involve students as active learners (e.g., students work on problem-sets, doing linguistics from the first day of an introductory course). Hence, the proposed learning outcomes fall squarely within the mandate of fostering experiential learning.”</p>	<p>Learning outcome 4 revised to: “Be able to use a theoretical framework by forming and testing questions and hypotheses within it.”</p> <p>Language on experiential learning added to the articulation of learning outcomes.</p>
<p>(p.3,4) MA Program Recommendation 2: Consider defining pathways for students who enter the program without strong undergraduate background in linguistics.</p> <p>“We suggest that the School consider the type of MA program that is suitable for someone entering without a background in linguistics. This will likely affect mostly the kind of thesis/paper expected from such a student, but will also be important in guiding students in what coursework they are encouraged to select.”</p>	<p>The point is well-taken that the MA program might not provide enough background for someone with no prior knowledge of linguistics. We believe revision of the requirements is unnecessary to address this concern. After the program launches, we will evaluate the needs of the incoming student population and manage the gaps in their background through advising towards appropriate coursework, and through tailoring thesis/essay expectations accordingly. If there is a significant population of students without a background in linguistics, alternatives such as modifying requirements or creating pathways can be considered in the future.</p>

<p>(p.5) “Graduate Diploma Program Recommendation: Review the Graduate Diploma Program learning outcomes, in particular learning outcome 4.”</p>	<p>See comment on the parallel recommendation for the MA program.</p>
<p>(p.10) “PhD Recommendation 1. Rethink the ways of attracting Indigenous students to the program. We suggest that this part be put on hold until appropriate consultation both within and beyond Carleton University is done.”</p>	<p>We agree with the comments by the reviewers that recruitment of indigenous students is premature without appropriate consultation on the ground. We have discussed the recommendation and decided to postpone such recruitment until a later date. Relevant changes to Vol.1 have been made.</p> <p>In due course, we intend to follow the reviewers’ suggestion of pursuing a “type 3 Gdip” (not concurrent with another degree) that would be designed to serve such a population of students, and others with no background in linguistics. This will be done, however, only following proper consultation with indigenous groups both on campus and more broadly in the region, and in collaboration with the University-level push to pursue indigenous initiatives.</p> <p>Additionally, as the reviewers correctly point out, appeal to indigenous students will be greatly enhanced after hiring of indigenous faculty.</p>
<p>(p.10) “PhD Recommendation 2. Consider alternative names for the PhD program to be more consistent with the learning outcomes, while keeping the requirements for coursework in the areas of language documentation and revitalization.”</p>	<p>We agree that the name, as it stood, was not properly reflective of the contents of the program. Following extensive discussion among all the faculty at SLALS and other departments involved in this program, we have arrived at the following name: <i>Linguistics, language documentation, and revitalization</i>. We feel that this name reflects both its commitment to theoretical linguistics as a foundation of the study of endangered and minority languages, and its commitment to an interdisciplinary approach that involves not only theoretical study but revitalization policy and other applied areas, which are the strength of Carleton, as pointed out by the reviewers.</p> <p>Relevant changes have been made to vol.1.</p>

<p>(p.2) “While we feel that the uniqueness of [the MA] program is somewhat overstated...”</p> <p>(p.6)“In this context, the current proposal is somewhat misleading as it overstates the uniqueness of a [PhD] program that focusses on documentation.”</p>	<p>Changes have been made throughout vol.1 toward a more accurate depiction of other PhD and MA programs in Canada and Carleton’s place among them.</p>
<p>(p.8) Governance Recommendation: In order to keep workloads manageable, staff concerns should be addressed when the programs are approved so that the staff can deal with issues around growth in an already very large unit.</p>	<p>Language added on reevaluating staffing needs after the program is launched.</p>

Sincerely

Lev Blumenfeld, SLaLS
Program lead

New Program Proposal in MA in Linguistics; Gdip in Linguistics and PhD in Linguistics, Language Documentation, and Revitalization

Discussant's Report on the Response to the External Reviewer's Report

October 4th, 2019

Dwight Deugo, Office of the Vice-Provost and Associate Vice-President (Academic)

The proposed graduate programs in Linguistics had a site visit on September 13-14th, 2018. The PhD program was originally named the PhD in Language Documentation, and Revitalization but upon the external reviewers' request, it has since been changed to PhD in Linguistics, Language Documentation and Revitalization. The External Reviewers were Dr. Keren Rice, University of Toronto and Dr. Martina Wiltschko, University of British Columbia. The External Reviewers Report was submitted on October 3rd, 2018 and the unit responded on October 4th, 2018.

The External Reviewers' Report stated that their "overall impressions are very positive" and "that a lot of thought has gone into these programs, seeking to create programs that will serve the interests of Linguistics, of SLaLs, and of Carleton University more broadly".

There were seven main recommendations in the External Reviewers Report:

1. Review the MA and Gdip. learning outcomes, in particular learning outcome 4.
2. Consider defining pathways for students who enter the program without strong undergraduate background in linguistics.
3. Rethink the way of attracting Indigenous students to the program. We suggest that this part be put on hold until appropriate consultation both within and beyond Carleton University is done.
4. Consider alternative names for the PhD program to be more consistent with the learning outcomes, while keeping the requirements for coursework in the areas of language documentation and revitalization.
5. In order to keep workloads manageable, staff concerns should be addressed when the programs are approved so that the staff can deal with issues around growth in an already very large unit.
6. The appropriate administration should guarantee the hiring of the faculty positions discussed in the plan.
7. Hire at least one Indigenous faculty member before a program for Indigenous students is established.

The unit addressed the recommendations in the following ways:

1. While recommendation 1 indicated a review of the learning outcomes, it was only outcome #4 that was of concern. Their general comment was that, "Overall, the learning outcomes and degree level expectations are good". The unit revised learning outcome #4 for both the MA and Gdip to read: "Be able to use a theoretical framework by forming and testing questions and hypotheses within it." The Program Assessment Specialist, Dr. Andy Thompson (OVPAVPA), agrees that this new language is sound. The new language also mirrors the wording suggested by the reviewers.
2. Changes to the program were considered, but the unit believes that revisions are unnecessary as "gaps" in new student background can be managed through "advising towards appropriate coursework, and through tailoring thesis/essay expectations accordingly". Students having less background will be advised to take more of the core theoretical courses in order to supplement their background for their thesis/essay. Should many students who lack a background in linguistics apply for the program, new pathways will be considered by the unit in the future. This demand-based response is reasonable.
3. The unit agreed with this recommendation and the recruitment of Indigenous students has been postponed until further consultation with Indigenous communities can be conducted. At this time, the unit will pursue a type III Gdip. (not concurrent with another degree) to encourage "such a population of students, and other with no background in linguistics".
4. The unit has altered the name of the PhD program to: *Linguistics, Language Documentation, Revitalization*. This new name reflects the commitment to "theoretical linguistics and its commitment to an interdisciplinary approach". It also addresses external reviewers' comment of the name showing the breadth of the program.
5. Language was added on reevaluating staffing needs after the program is launched, as noted on pp. #35 of Vol. 1. This demand-based approach seems reasonable and recognizes the potential workload increase of the School Administrator.
6. New positions noted in the program's business plan were confirmed by FPG on October 30th, 2017. As found on page #48 in Vol 1, The unit's budget includes a two-year instructor position from 2019-2021 (years 1 and 2) and a position at the Assistant Professor rank (to begin in year 3).
7. The note to hire at least one Indigenous faculty member before a program for Indigenous students is established has also been integrated into the unit's response. The university is committed to hiring indigenous faculty and is currently working on the details of an initiative for this effort. This effort also addresses the comment that "this effort requires university-wide consideration of how the needs of today's Indigenous communities can best be met".

Overall, the External Reviewers Report was positive about the proposed program and the unit has addressed positively the recommendations raised in the External Reviewers Report. I believe the reviewers' major concern was that both Carleton and the unit need to consider the needs of Indigenous students and the needs of communities in collaboration with the Indigenous community. Moreover, these communities should have a voice in determining the training. These concerns have been addressed by the unit in their response to recommendation #3 and #7. The unit has also updated Vol. 1 to address concerns that the uniqueness of the program has not been overstated.

New Program Proposal—MA in Linguistics; Gdip in Linguistics; and PhD in Language Documentation

The proposed program MA and GDip and Linguistics and the PhD in Linguistics, Language Documentation, and Revitalization can be Recommended to Proceed.

Date: October 10, 2018

To: Dr. Lev Blumenfeld, Program Lead
School of Linguistics and Language Studies

From: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic); Chair,
Carleton University Committee on Quality Assurance

Cc: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic)
Dr. Dwight Deugo, Assistant Vice-President, Office of the Vice-Provost and Associate Vice-
President (Academic)
Dr. Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Dr. Pauline Rankin, Dean, Faculty of Arts and Social Sciences
Dr. James Opp, Associate Dean (Programs), Faculty of Graduate and Postdoctoral
Affairs
Dr. Richard Mann, Associate Dean (Curriculum, Programs & Planning), Faculty of Arts
and Social Sciences
Christina Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Dr. Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice- President
(Academic)
Sandra Bauer, Program Officer (Graduate Studies), Faculty of Graduate and Postdoctoral
Affairs

RE: Outcome of New Program Proposal

The Carleton University Committee on Quality Assurance (CUCQA) met on **October 10th, 2018** to consider the unit's Response to the External Reviewers' report for the following new program proposal:

- **MA in Linguistics**
- **Graduate Diploma (2) in Linguistics**
- **PhD in Linguistics, Language Documentation, and Revitalization**

In accordance with article 3.5.6 of Carleton's Institutional Quality Assurance Process, the Carleton University Committee on Quality Assurance has categorised the programs as "**Recommended to commence**".

The External Reviewers' Report made a number of recommendations:

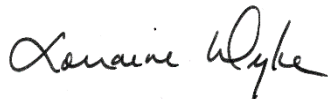
1. Review the MA and Gdip. learning outcomes, in particular learning outcome 4.

2. Consider defining pathways for students who enter the program without strong undergraduate background in linguistics.
3. Rethink the way of attracting Indigenous students to the program. We suggest that this part be put on hold until appropriate consultation both within and beyond Carleton University is done.
4. Consider alternative names for the PhD program to be more consistent with the learning outcomes, while keeping the requirements for coursework in the areas of language documentation and revitalization.
5. In order to keep workloads manageable, staff concerns should be addressed when the programs are approved so that the staff can deal with issues around growth in an already very large unit.
6. The appropriate administration should guarantee the hiring of the faculty positions discussed in the plan.
7. Hire at least one Indigenous faculty member before a program for Indigenous students is established.

The unit's Response to the External Reviewer's Report addressed all of the above points.

The Committee wishes to thank the unit for their submission and congratulate the unit on a successful new program proposal. In addition to CUCQA approval, the program was approved by the Senate Academic Programs Committee (SAPC) on **October 11th, 2018**. The next stage in the new program approval process is the submission of the new program brief to Carleton University Senate (**October 19th, 2018**). Before the program can be advertised and officially commence, approval from both the Ontario Universities' Council on Quality Assurance and the Ministry of Advanced Education and Skills Development is required. Both of these submissions will occur in November 2018. The earliest expected result from the Ontario Universities' Council on Quality Assurance is December 2018 and from the Ministry of Advanced Education and Skills Development is March 2019.

Please do not hesitate to contact me should you have any questions or concerns.



Vice-Provost & Associate Vice-President (Academic)
Professor, Management and Strategy

Program Change Request

New Program Proposal

Date Submitted: 04/30/18 3:00 pm

Viewing: **TBD-1819 : M.A. in Linguistics**

Last edit: 08/24/18 4:38 pm

Last modified by: sandrabauer

Changes proposed by: traceywright

In Workflow

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

Approval Path

1. 04/30/18 12:35 pm
Tracey Wright
(traceywright): Rollback
to Initiator
2. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR
3. 06/04/18 9:34 am
Richard Mann
(richardmann): Approved
for AS Dean
4. 09/04/18 11:44 am
James Opp (jamesopp):
Approved for GRAD Dean

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1819
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Degree	Master of Arts
Title	M.A. in Linguistics

Program Requirements

M.A. Linguistics (5.0 credits)

Students will establish their programs in consultation with the School's supervisor of graduate studies. Each candidate will select one of the following program paths:

Requirements - Thesis Pathway (5.0 credits)

- | | | |
|--|---|------------|
| 1. 0.5 credit from: | | 0.5 |
| <u>LING 5007</u> [0.0] | Phonology | |
| <u>LING 5077</u> [0.0] | Phonetics | |
| 2. 0.5 credit from: | | 0.5 |
| <u>LING 5004</u> [0.0] | Syntax | |
| <u>LING 5005</u> [0.0] | Morphology | |
| <u>LING 5505</u> [0.0] | Semantics | |
| 3. 0.5 credit from: | | 0.5 |
| <u>LING 5004</u> [0.0] | Syntax (If not already used to fulfil Item 2 above) | |
| <u>LING 5005</u> [0.0] | Morphology (If not already used to fulfil Item 2 above) | |
| <u>LING 5007</u> [0.0] | Phonology (If not already used to fulfil Item 1 above) | |
| <u>LING 5077</u> [0.0] | Phonetics (If not already used to fulfil Item 1 above) | |
| <u>LING 5505</u> [0.0] | Semantics (If not already used to fulfil Item 2 above) | |
| <u>LING 5608</u> [0.0] | Language and Cognition | |
| <u>LING 5704</u> [0.0] | Linguistic Analysis, Culture and Cognition | |
| 4. 1.0 credit from any 5000-level LING course, or chosen from the list of optional courses: | | 1.0 |
| <u>CGSC 5005</u> [0.5] | Cognition and Neuroscience | |
| <u>CGSC 5101</u> [0.5] | Experimental Methods and Statistics | |
| <u>FREN 5100</u> [0.5] | Le monde francophone: linguistique et littérature | |
| <u>FREN 5300</u> [0.5] | Méthodologie de la recherche | |
| 5. 2.5 credits in: | | 2.5 |
| <u>LING 5909</u> [0.0] | M.A. Thesis | |

Total Credits 5.0

Requirements - Research Essay Pathway (5.0 credits)

- | | | |
|----------------------------|---|------------|
| 1. 0.5 credit from: | | 0.5 |
| <u>LING 5007</u> [0.0] | Phonology | |
| <u>LING 5077</u> [0.0] | Phonetics | |
| 2. 0.5 credit from: | | 0.5 |
| <u>LING 5004</u> [0.0] | Syntax | |
| <u>LING 5005</u> [0.0] | Morphology | |
| <u>LING 5505</u> [0.0] | Semantics | |
| 3. 1.0 credit from: | | 1.0 |
| <u>LING 5004</u> [0.0] | Syntax (If not already used to fulfil Item 2 above) | |
| <u>LING 5005</u> [0.0] | Morphology (If not already used to fulfil Item 2 above) | |
| <u>LING 5007</u> [0.0] | Phonology (If not already used to fulfil Item 1 above) | |
| <u>LING 5077</u> [0.0] | Phonetics (If not already used to fulfil Item 1 above) | |

LING 5505 [0.0]	Semantics (If not already used to fulfil Item 2 above)	
LING 5608 [0.0]	Language and Cognition	
LING 5704 [0.0]	Linguistic Analysis, Culture and Cognition	
4. 2.0 credits from any 5000-level LING course, or chosen from the list of optional courses:		2.0
CGSC 5005 [0.5]	Cognition and Neuroscience	
CGSC 5101 [0.5]	Experimental Methods and Statistics	
FREN 5100 [0.5]	Le monde francophone: linguistique et littérature	
FREN 5300 [0.5]	Méthodologie de la recherche	
5. 1.0 credit in:		1.0
LING 5908 [0.0]	Research Essay	
Total Credits		5.0

New Resources	Faculty
Summary	Add M.A. in Linguistics.
Rationale	Volume I of the new program proposal was submitted January 4, 2018, and was approved by CUCQA, including approval for a faculty hire.
Transition/Implementation	New graduate program to be introduced per program proposal.

Program reviewer comments	<p>tracewright (04/30/18 12:35 pm): Rollback: add header</p> <p>sandrabauer (08/24/18 4:30 pm): Adjusted Item 3 to list all courses as in V1 and add comment "if not already used etc."</p> <p>sandrabauer (08/24/18 5:04 pm): Moved SAPC up in workflow to reflect actual approval sequence</p> <p>sandrabauer (08/28/18 11:51 am): ok per v1</p>
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Key: 1819

Program Change Request

New Program Proposal

Date Submitted: 04/30/18 3:00 pm

Viewing: **TBD-1821 : Graduate Diploma in Linguistics**

Last edit: 10/09/18 10:53 am

Last modified by: sandrabauer

Changes proposed by: traceywright

In Workflow

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

Approval Path

1. 04/30/18 12:35 pm
Tracey Wright
(traceywright): Rollback to Initiator
2. 05/02/18 3:02 pm
David Wood
(davidwood): Approved for LALS ChairDir GR
3. 06/04/18 9:34 am
Richard Mann
(richardmann): Approved for AS Dean
4. 09/04/18 11:44 am
James Opp (jamesopp): Approved for GRAD Dean

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1821
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Degree	Graduate Diploma
Title	Graduate Diploma in Linguistics

Program Requirements

Graduate Diploma in Linguistics (2.5 credits)

Requirements:

- | | | |
|---|--|-----|
| 1. 0.5 credit from: | | 0.5 |
| | LING 5007 [0.0] Phonology | |
| | LING 5077 [0.0] Phonetics | |
| 2. 0.5 credit from: | | 0.5 |
| | LING 5004 [0.0] Syntax | |
| | LING 5005 [0.0] Morphology | |
| | LING 5505 [0.0] Semantics | |
| 3. 0.5 credit from: | | 0.5 |
| | LING 5004 [0.0] Syntax (If not already used to fulfil Item 2 above) | |
| | LING 5005 [0.0] Morphology (If not already used to fulfil Item 2 above) | |
| | LING 5007 [0.0] Phonology (If not already used to fulfil Item 1 above) | |
| | LING 5077 [0.0] Phonetics (If not already used to fulfil Item 1 above) | |
| | LING 5505 [0.0] Semantics (If not already used to fulfil Item 2 above) | |
| 4. 1.0 credit from any 5000-level LING course, or chosen from the following list: | | 1.0 |
| | ALDS 5102 [0.5] Systemic-Functional Linguistics | |
| | ALDS 5207 [0.5] Pedagogical Grammar in Second and Foreign Language (SL/FL) Teaching | |
| | ALDS 5301 [0.5] Language and Cognition | |
| | ALDS 5302 [0.5] Second Language Acquisition and Learning Theories | |
| | ALDS 5303 [0.5] Linguistic Analysis, Culture and Cognition | |
| | ALDS 5407 [0.5] Language Policy and Planning | |
| | ANTH 5106 [0.5] North American Indigenous Peoples | |
| | ANTH 5107 [0.5] Issues in North American Ethnohistory | |
| | ANTH 5208 [0.5] Anthropology of Indigeneity | |
| | ANTH 5210 [0.5] Special Topics in Indigenous Studies | |
| | ANTH 5305 [0.5] Special Topics in Ethnography | |
| | ANTH 5906 [0.5] Fieldwork | |
| | CGSC 5002 [0.5] Experimental Research in Cognition | |
| | CGSC 5003 [0.5] Cognition and Language | |
| | CGSC 5005 [0.5] Cognition and Neuroscience | |
| | CGSC 5101 [0.5] Experimental Methods and Statistics | |
| | CGSC 5103 [0.5] Formal Methods | |
| | CGSC 5303 [0.5] Linguistic Analysis, Culture and Cognition | |
| | ENGL 5207 [0.5] Studies in Anglo-Saxon Literature | |
| | ENGL 5208 [0.5] Studies in Middle English Literature | |
| | ENGL 5303 [0.5] Studies in Early Modern Literature I | |
| | ENGL 5305 [0.5] Studies in Early Modern Literature II | |
| | FREN 5412 [0.0] Diversité du français | |
| | FREN 5414 [0.0] Analyse du français | |
| | FREN 5415 [0.0] Variation du français | |

FREN 5004 [0.5]**Linguistique du français canadien****FREN 5100 [0.5]****Le monde francophone: linguistique et littérature****FREN 5300 [0.5]****Méthodologie de la recherche****5. 0.0 credit in:****0.0****LING 5907 [0.0]****Graduate Diploma Capstone Examination**

Total Credits

2.5

New Resources

Faculty

Summary

Add Graduate Diploma in Linguistics.

Rationale

Volume I of the new program proposal was submitted January 4, 2018, and was approved by CUCQA, including approval for a faculty hire.

Transition/Implementation

New graduate program to be introduced per program proposal.

Program reviewer
comments**tracewright (04/30/18 12:35 pm):** Rollback: add header**sandrabauer (08/24/18 5:01 pm):** Re: Item 4 - proposals to renumber some FREN courses are in workflow. Make adjustments only after those changes have received approval**sandrabauer (08/24/18 5:04 pm):** Moved SAPC up in workflow to reflect actual approval sequence**sandrabauer (08/28/18 11:51 am):** ok per v1**sandrabauer (10/09/18 10:54 am):** Electives list updated to reflect pending FREN minor mods.

Key: 1821

Program Change Request

New Program Proposal

Date Submitted: 04/30/18 3:00 pm

Viewing: **TBD-1820 : Ph.D. in Linguistics,
Language Documentation and
Revitalization**

Last edit: 10/09/18 10:48 am

Last modified by: sandrabauer

Changes proposed by: traceywright

In Workflow

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

Approval Path

1. 04/30/18 12:35 pm
Tracey Wright
(traceywright): Rollback
to Initiator
2. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR
3. 06/04/18 9:34 am
Richard Mann
(richardmann): Approved
for AS Dean
4. 09/04/18 11:44 am
James Opp (jamesopp):
Approved for GRAD Dean

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1820
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Degree	Doctor of Philosophy
Title	Ph.D. in Linguistics, Language Documentation and Revitalization

Program Requirements

Ph.D. Linguistics, Language Documentation and Revitalization (10.0 credits)

Students will establish their programs in consultation with the School's supervisor of graduate studies.

Requirements:

1. 1.0 credit in:		1.0
LING 6801 [0.0]	Language Documentation	
2. 0.5 credit in:		0.5
ALDS 6407 [0.0]	Revitalization Policy	
3. 1.5 credits from:		1.5
ALDS 5202 [0.5]	Curriculum in Language Teaching	
ALDS 5302 [0.5]	Second Language Acquisition and Learning Theories	
ALDS 5407 [0.5]	Language Policy and Planning	
ALDS 5501 [0.5]	Language Testing and Assessment	
ANTH 5106 [0.5]	North American Indigenous Peoples	
ANTH 5208 [0.5]	Anthropology of Indigeneity	
ANTH 5210 [0.5]	Special Topics in Indigenous Studies	
ANTH 5305 [0.5]	Special Topics in Ethnography	
CGSC 5101 [0.5]	Experimental Methods and Statistics	
LING 5004 [0.0]	Syntax	
LING 5005 [0.0]	Morphology	
LING 5007 [0.0]	Phonology	
LING 5077 [0.0]	Phonetics	
LING 5505 [0.0]	Semantics	
LING 5608 [0.0]	Language and Cognition	
LING 5704 [0.0]	Linguistic Analysis, Culture and Cognition	
4. 0.0 credit in:		0.0
LING 6907 [0.0]	Doctoral Comprehensive Examination	
LING 6908 [0.0]	Qualifying Paper	
5. 7.0 credits in:		7.0
LING 6909 [0.0]	Ph.D. Thesis	
Total Credits		10.0

New Resources

Faculty

Summary

Add Ph.D. in Linguistics, Language Documentation and Revitalization.

Rationale

Volume I of the new program proposal was submitted January 4, 2018, and was approved by CUCQA, including approval for a faculty hire.

Transition/Implementation

New graduate program to be introduced per program proposal.

Program reviewer comments

traceywright (04/30/18 12:35 pm): Rollback: add header
sandrabauer (08/24/18 5:04 pm): Moved SAPC up in workflow to reflect actual approval sequence

sandrabauer (08/28/18 11:51 am): ok per v1

sandrabauer (10/09/18 10:48 am): Title updated to add word "Linguistics" per external reviewers.

Key: 1820

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:24 pm

Viewing: **LING 5004 : Syntax**

Last edit: 04/30/18 3:24 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)
[Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:01 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5004

Title Syntax

Title (short) Syntax

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description A graduate seminar in contemporary syntactic theory.

Prerequisite(s)

Seminars three hours a week.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5004 Syntax.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9452
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:24 pm

Viewing: **LING 5005 : Morphology**

Last edit: 04/30/18 3:24 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)
[Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5005

Title Morphology

Title (short) Morphology

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description A graduate seminar in contemporary morphological theory.

Prerequisite(s)

Seminars three hours a week.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5005 Morphology.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9453
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:24 pm

Viewing: **LING 5007 : Phonology**

Last edit: 04/30/18 3:24 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)
[Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:01 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5007

Title Phonology

Title (short) Phonology

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description A graduate seminar in contemporary phonological theory.

Prerequisite(s)

Seminars three hours a week.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5007 Phonology.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9454
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:24 pm

Viewing: **LING 5009 : Special Topic in Linguistics**

Last edit: 04/30/18 3:24 pm

Changes proposed by: **traceywright**

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:01 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	Faculty
Level	Graduate
Course Code	LING
Course Number	5009
Title	Special Topic in Linguistics
Title (short)	Special Topic in Linguistics

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	
Course Description	Examination of a topic or more specialized area in linguistics or language study. Topic to be announced.
Prerequisite(s)	This course is repeatable for credit when the topic changes.

Class Format Seminars three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses LING 4009.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5009 Special Topic in Linguistics

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9455
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:25 pm

Viewing: **LING 5077 : Phonetics**

Last edit: 04/30/18 3:25 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)
[Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5077

Title Phonetics

Title (short) Phonetics

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description A graduate seminar in contemporary phonetics.

Prerequisite(s)

Seminars three hours a week.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5077 Phonetics

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer comments

Key: 9456
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:25 pm

Viewing: **LING 5101 : Historical Linguistics: English**

Last edit: 04/30/18 3:25 pm

Changes proposed by: **traceywright**

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	Faculty
Level	Graduate
Course Code	LING
Course Number	5101
Title	Historical Linguistics: English
Title (short)	Historical Ling: English

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description A theory-intensive course that will study the development of English starting with Proto-Indo-European progressing through Common Germanic to the stages of English itself. Topics include phonological sound changes, phonemic inventories, and morphological and syntactic typology.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ENGL 5101.

Piggybacked Courses LING 4101.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5101 Historical Linguistics: English.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9457
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:25 pm

Viewing: **LING 5505 : Semantics**

Last edit: 04/30/18 3:25 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)
[Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:01 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5505

Title Semantics

Title (short) Semantics

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description A graduate seminar in contemporary semantics.

Prerequisite(s)

Seminars three hours a week.

Class Format

Precluded Courses

Also listed as PHIL 5650.

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5505 Semantics.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer comments

Key: 9462
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5510 : Lexical Semantics**

Last edit: 04/30/18 3:26 pm

Changes proposed by: traceywright

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources No New Resources

Level Graduate

Course Code LING

Course Number 5510

Title Lexical Semantics

Title (short) Lexical Semantics

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant
Experiential
Learning

Course Description Study of the meaning of words. Topics may include lexical decomposition, meaning variation, lexical relations, and lexical aspect.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as PHIL 5660.

Piggybacked Courses LING 4510 and PHIL 4055.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5510 Lexical Semantics.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer comments

Key: 9463
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5601 : Cognitive Neuroscience of Language**

Last edit: 04/30/18 3:26 pm

Changes proposed by: **traceywright**

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	LING
Course Number	5601
Title	Cognitive Neuroscience of Language
Title (short)	Cognitive Neuroscience Languag

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description Further study of psychological and neurolinguistic mechanisms of adult language processing. May include topics from first language acquisition.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses LING 4601.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5601 Cognitive Neuroscience of Language.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer
comments

Key: 9464
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5603 : First Language Acquisition**

Last edit: 04/30/18 3:26 pm

Changes proposed by: **traceywright**

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	Faculty
Level	Graduate
Course Code	LING
Course Number	5603
Title	First Language Acquisition
Title (short)	First Language Acquisition

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description Advanced topics in language acquisition and development, and the relative contributions of the environment, cognitive development, and inborn knowledge.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses LING 4603.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5603 First Language Acquisition.

Rationale for new
course

LING 5603/4603 First Language Acquisition is being developed as a part of the new graduate programs in Linguistics. The undergraduate course is being piggy-backed with LING 5603 to offer a 4000-level elective to the Psycholinguistics and Communication Disorders concentration.

This course should have an audience on par with our other 4000 level offerings of approximately 15-30 students. Additionally, this class will likely serve 5-6 LING graduate students each time it is offered, approximately every other year.

Course reviewer
comments

Key: 9465
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5605 : Psycholinguistic Research Methods**

Last edit: 04/30/18 3:26 pm

Changes proposed by: traceywright

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5605
Title	Psycholinguistic Research Methods
Title (short)	Psycholinguist Research Method

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description This course introduces students to experimental methodologies used in current psycholinguistic studies. Topics include experimental design and techniques, descriptive statistics, and interpreting and reporting research findings.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as LING 4605.

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5605 Psycholinguistic Research Methods.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer
comments

Key: 9466
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5606 : Statistics for Language Research**

Last edit: 04/30/18 3:26 pm

Changes proposed by: **traceywright**

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5606
Title	Statistics for Language Research
Title (short)	Statistics: Language Research
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	
Course Description	Application of statistical procedures to analysis of language data and to problems of measurement in experimental linguistics, applied linguistics, psycholinguistics, and related fields.
Prerequisite(s)	

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ALDS 5604.

Piggybacked Courses ALDS 4606 and LING 4606.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5606 Statistics for Language Research

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer comments

Key: 9467
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:26 pm

Viewing: **LING 5608 : Language and Cognition**

Last edit: 04/30/18 3:26 pm

Changes proposed by: **traceywright**

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5608
Title	Language and Cognition
Title (short)	Language and Cognition
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	
Course Description	Structure and representation of linguistic knowledge in human cognition. Evidence from child language acquisition, language processing and language impairment.
Prerequisite(s)	

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ALDS 5301 and CGSC 5003.

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5608 Language and Cognition.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer
comments

Key: 9468
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:27 pm

Viewing: **LING 5704 : Linguistic Analysis, Culture and Cognition**

Last edit: 04/30/18 3:27 pm

Changes proposed by: traceywright

Programs referencing this course [M.A. in Linguistics](#)
[Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5704
Title	Linguistic Analysis, Culture and Cognition
Title (short)	Ling Analysis,Cultur,Cognition

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description Universals of language from a cross-cultural perspective. Study of lesser-known languages leading to critical understanding of universal human concepts and communication practices in culture-specific configurations. Cross-linguistic analysis as a means to general understanding of diversity and universality in human cognition.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ALDS 5303.

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 5704 Linguistic Analysis, Culture and Cognition.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer
comments

Key: 9469
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:27 pm

Viewing: **LING 5801 : Linguistic Field Methods**

Last edit: 04/30/18 3:27 pm

Changes proposed by: traceywright

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5801
Title	Linguistic Field Methods
Title (short)	Linguistic Field Methods

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	

Course Description With a language consultant, students discover the phonological, morphological, and syntactic structures of the target language using linguistic elicitation. Language will vary from year to year, but will normally be a non-European language. Language documentation, data management, ethical issues surrounding research in Indigenous communities.

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ALDS 5801.

Piggybacked Courses LING 4801.

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Field Course

*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 LING 5801 Linguistic Field Methods.

Rationale for new course New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course.

Course reviewer
comments

Key: 9470
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:27 pm

Viewing: **LING 5907 : Graduate Diploma
Capstone Examination**

Last edit: 04/30/18 3:27 pm

Changes proposed by: traceywright

Programs referencing
this course [Graduate Diploma in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5907
Title	Graduate Diploma Capstone Examination
Title (short)	Graduate Diploma Capstone Exam

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.0
Significant Experiential Learning	

Course Description Students must pass an oral exam that will evaluate their knowledge of linguistic theory. Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests.

Prerequisite(s)

Class Format Unscheduled.

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Satisfactory/Unsatisfactory

Schedule Type Other

*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 LING 5907 Graduate Diploma Capstone Examination.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9471
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:28 pm

Viewing: **LING 5908 : Research Essay**

Last edit: 04/30/18 3:28 pm

Changes proposed by: **traceywright**

Programs referencing
this course [M.A. in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5908

Title Research Essay

Title (short) Research Essay

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 1.0

Significant
Experiential
Learning

Course Description Research essay.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type *Research Essay

*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 LING 5908 Research Essay.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer
comments

Key: 9472
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:28 pm

Viewing: **LING 5909 : M.A. Thesis**

Last edit: 04/30/18 3:28 pm

Changes proposed by: traceywright

Programs referencing
this course [M.A. in Linguistics](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code LING

Course Number 5909

Title M.A. Thesis

Title (short) M.A. Thesis

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 2.50

Significant
Experiential
Learning

Course Description M.A. Thesis.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Thesis/Dissertation

Schedule Type *Masters Thesis

*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 LING 5909 M.A. Thesis.

Rationale for new course New M.A. Linguistics added for 2019-20.

Course reviewer comments

Key: 9473
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:28 pm

Viewing: **LING 6801 : Language Documentation**

Last edit: 04/30/18 3:28 pm

Changes proposed by: traceywright

Programs referencing this course [Ph.D. in Language Documentation and Revitalization](#)

Effective Date	2019-20
Workflow	minormod
New Resources	Faculty
Level	Graduate
Course Code	LING
Course Number	6801
Title	Language Documentation
Title (short)	Language Documentation

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	1.0
Significant Experiential Learning	

Course Description The core PhD seminar in Language Documentation. Topics include the detailed examination of foundational texts, current theories, research methodologies, and best practices in language documentation. Includes significant focus on interactions with language communities, field methods, and related ethics.

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Prerequisite(s)

Class Format Seminars three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 LING 6801 Language Documentation.

Rationale for new course New Ph.D. in Language Documentation and Revitalization added for 2019-20.

Course reviewer
comments

Key: 9475
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:28 pm

Viewing: **LING 6907 : Doctoral Comprehensive Examination**

Last edit: 04/30/18 3:28 pm

Changes proposed by: **traceywright**

Programs referencing this course [Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	6907
Title	Doctoral Comprehensive Examination
Title (short)	Doctoral Comprehensive Exam

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.0

Significant
Experiential
Learning

Course Description Students must pass an oral comprehensive exam that will evaluate their knowledge of linguistic theory. Students will be provided with a reading list of literature in theoretical linguistics that they should be familiar with, based on their core linguistics courses and their research interests.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Satisfactory/Unsatisfactory

Schedule Type Comprehensive

*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 LING 6907 Doctoral Comprehensive Examination.

Rationale for new course New Ph.D. in Language Documentation and Revitalization added for 2019-20.

Course reviewer comments

Key: 9476
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:29 pm

Viewing: **LING 6908 : Qualifying Paper**

Last edit: 04/30/18 3:29 pm

Changes proposed by: **traceywright**

Programs referencing this course [Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources No New Resources

Level Graduate

Course Code LING

Course Number 6908

Title Qualifying Paper

Title (short) Qualifying Paper

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.0

Significant
Experiential
Learning

Course Description Students are required to write a Qualifying Paper (QP) that assesses their potential for conducting original research. Their QP must include aspects of both linguistic theory and language documentation and/or revitalization, although the proportion devoted to each component will vary from student to student.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Satisfactory/Unsatisfactory

Schedule Type Other

*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 LING 6908 Qualifying Paper.

Rationale for new course New Ph.D. in Language Documentation and Revitalization added for 2019-20.

Course reviewer comments

Key: 9477
Not an admin

Course Change Request

New Course Proposal

Date Submitted: 04/30/18 3:29 pm

Viewing: **LING 6909 : Ph.D. Thesis**

Last edit: 04/30/18 3:29 pm

Changes proposed by: traceywright

Programs referencing this course [Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:02 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources No New Resources

Level Graduate

Course Code LING

Course Number 6909

Title Ph.D. Thesis

Title (short) Ph.D. Thesis

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 7.0

Significant
Experiential
Learning

Course Description Ph.D. Thesis.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Thesis/Dissertation

Schedule Type *PhD Thesis

*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 LING 6909 Ph.D. Thesis.

Rationale for new course New Ph.D. in Language Documentation and Revitalization added for 2019-20.

Course reviewer comments

Key: 9478
Not an admin

New Course Proposal

Date Submitted: 04/30/18 3:20 pm

Viewing: **ALDS 6407 : Revitalization Policy**

Last edit: 10/03/18 4:21 pm

Changes proposed by: traceywright

Programs referencing this course [Ph.D. in Language Documentation and Revitalization](#)

In Workflow

1. **LALS ChairDir GR**
2. **GRAD FCC**
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 05/02/18 3:03 pm
David Wood
(davidwood): Approved
for LALS ChairDir GR

Effective Date 2019-20

Workflow minormod

New Resources Faculty

Level Graduate

Course Code ALDS

Course Number 6407

Title Revitalization Policy

Title (short) Revitalization Policy

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Significant Experiential Learning None

Course Description The core PhD seminar in Revitalization Policy. Topics include the detailed examination of foundational texts, current theories, research methodologies, and best practices in

language revitalization. Includes significant focus on interactions with language communities, field methods, and related ethics.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 6407 Revitalization Policy

Rationale for new course New Ph.D. in Language Documentation and Revitalization added for 2019-20.

Course reviewer
comments

Key: 9474
Not an admin

New Course Proposal

Date Submitted: 10/11/18 3:32 pm

Viewing: **LING 5412 : Linguistique du français II**

Last edit: 10/11/18 4:00 pm

Changes proposed by: sandrabauer

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/11/18 3:11 pm
Mike Labreque
(mikelabreque): Rollback to Initiator
2. 10/11/18 3:50 pm
Mike Labreque
(mikelabreque): Approved for LALS ChairDir GR
3. 10/11/18 3:57 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
4. 10/11/18 4:00 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5412
Title	Linguistique du français II
Title (short)	Linguistique du français II

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	None
Course Description	Réflexions sur des problèmes théoriques liés à la linguistique du français. Le contenu précis de ce cours varie selon les années. Consulter le site web carleton.ca/French . The course is taught in French, but students will submit written assignments in English.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	FREN 5003.
Piggybacked Courses	LING 4412 and FREN 4412.
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Unpaid Placement	No
Summary	Add LING 5412 Linguistique du français II
Rationale for new course	New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course. Entry is based on 2018-19 Calendar for the purposes of V1. FREN is updating their courses and this course may be subject to further changes in the course description and cross-listing reference after those changes are approved.
Course reviewer comments	sandrabauer (10/11/18 12:13 pm) : Updated description to match FREN 5412. Corrected x-list reference. mikelabreque (10/11/18 3:11 pm) : Rollback: Rollback, as requested. mikelabreque (10/11/18 3:50 pm) : Approved on behalf of LALS. Course proposal was previously approved and rolled back per FGPA for minor correction.

Key: 9458
Not an admin

New Course Proposal

Date Submitted: 10/11/18 3:36 pm

Viewing: **LING 5413 : Aspect linguistique particulier**

Last edit: 10/11/18 3:40 pm

Changes proposed by: sandrabauer

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/11/18 3:11 pm
Mike Labreque
(mikelabreque): Rollback to Initiator
2. 10/11/18 3:50 pm
Mike Labreque
(mikelabreque):
Approved for LALS
ChairDir GR
3. 10/11/18 3:57 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
4. 10/11/18 4:01 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5413
Title	Aspect linguistique particulier
Title (short)	Aspect ling. particulier

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	None
Course Description	Étude approfondie d'un aspect de la prononciation, de la grammaire ou du lexique français. Le contenu précis de ce cours varie selon les années. Consulter le site web départemental carleton.ca/french . The course is taught in French, but students will submit written assignments in English.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	FREN 5200
Piggybacked Courses	LING 4413 and FREN 4413.
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Unpaid Placement	No
Summary	Add LING 5413 Aspect linguistique particulier.
Rationale for new course	New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course. Entry is based on 2018-19 Calendar for the purposes of V1. FREN is updating their courses and this course may be subject to further changes in the course description and cross-listing reference after those changes are approved.
Course reviewer comments	sandrabauer (10/11/18 12:15 pm) : Updated course description to match FREN 5413. Updated x-ref to FREN 5413 as it had changed. mikelabreque (10/11/18 3:11 pm) : Rollback: Rollback, as requested. mikelabreque (10/11/18 3:40 pm) : Updating summary title, as requested. mikelabreque (10/11/18 3:50 pm) : Approved on behalf of LALS. Course proposal was previously approved and rolled back per FGPA for minor correction.

Key: 9459
Not an admin

New Course Proposal

Date Submitted: 10/11/18 3:42 pm

Viewing: **LING 5414 : Théories linguistiques françaises**

Last edit: 10/11/18 3:42 pm

Changes proposed by: **sandrabauer**

In Workflow

1. **LALS ChairDir GR**
2. **GRAD FCC**
3. **GRAD FBoard**
4. **PRE SCCASP**
5. SCCASP
6. Banner

Approval Path

1. 10/11/18 3:11 pm
Mike Labreque
(mikelabreque): Rollback to Initiator
2. 10/11/18 3:51 pm
Mike Labreque
(mikelabreque):
Approved for LALS
ChairDir GR
3. 10/11/18 3:57 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
4. 10/11/18 4:02 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5414
Title	Théories linguistiques françaises
Title (short)	Théories ling. françaises

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	None
Course Description	Étude du français, dans ses dimensions morphologiques, syntaxiques ou phonologiques. Le contenu précis de ce cours varie selon les années. Consulter le site Web. The course is taught in French, but students will submit written assignments in English.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	FREN 5001.
Piggybacked Courses	LING 4414 and FREN 4414.
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Unpaid Placement	No
Summary	Add LING 5414 Théories linguistiques françaises.
Rationale for new course	New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course. Entry is based on 2018-19 Calendar for the purposes of V1. FREN is updating their courses and this course may be subject to further changes in the course description and cross-listing reference after those changes are approved.
Course reviewer comments	sandrabauer (10/11/18 12:16 pm) : Updated course description to match FREN 5414. Updated x-ref field. mikelabreque (10/11/18 3:11 pm) : Rollback: Rollback, as requested. mikelabreque (10/11/18 3:50 pm) : Approved on behalf of LALS. Course proposal was previously approved and rolled back per FGPA for minor correction.

Key: 9460
Not an admin

New Course Proposal

Date Submitted: 10/11/18 3:46 pm

Viewing: **LING 5415 : Linguistique du français I**

Last edit: 10/11/18 3:46 pm

Changes proposed by: sandrabauer

In Workflow

1. LALS ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/11/18 3:12 pm
Mike Labreque
(mikelabreque): Rollback to Initiator
2. 10/11/18 3:51 pm
Mike Labreque
(mikelabreque):
Approved for LALS
ChairDir GR
3. 10/11/18 3:57 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
4. 10/11/18 4:02 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	No New Resources
Level	Graduate
Course Code	LING
Course Number	5415
Title	Linguistique du français I
Title (short)	Linguistique du français I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Significant Experiential Learning	None
Course Description	Étude du français par l'intermédiaire de l'analyse portant sur des sources variées. Le contenu précis de ce cours varie selon les années. Consulter le site web départemental carleton.ca/French . The course is taught in French, but students will submit written assignments in English.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	FREN 5415.
Piggybacked Courses	FREN 4415 and LING 4415.
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Unpaid Placement	No
Summary	Add LING 5415 Linguistique du français I.
Rationale for new course	New M.A. Linguistics added for 2019-20. Adding cross-listing to an existing course. Entry is based on 2018-19 Calendar for the purposes of V1. FREN is updating their courses and this course may be subject to further changes in the course description and cross-listing reference after those changes are approved.
Course reviewer comments	sandrabauer (10/11/18 12:17 pm) : Updated description to match FREN 5415. Updated x-list to FREN 5415. mikelabreque (10/11/18 3:12 pm) : Rollback: Rollback, as requested. mikelabreque (10/11/18 3:51 pm) : Approved on behalf of LALS. Course proposal was previously approved and rolled back per FGPA for minor correction.

Key: 9461
Not an admin

DATE: October 12, 2018

TO: Senate

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

RE: MA & Graduate Diplomas in Migration and Diaspora Studies – **New Program Approval**

SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed MA and Graduate Diplomas in Migration and Diaspora Studies programs to commence with effect from Fall 2019.

Senate Motion

THAT Senate approve the proposed MA and Graduate Diplomas in Migration and Diaspora Studies programs to commence with effect from Fall 2019.

Background

These programs will be the first graduate-level programs in Canada to combine Migration Studies with Diaspora Studies. These interdisciplinary programs will also be unique in that they aim to combine academic studies in Migration and Diaspora Studies with practical experience in these fields.

Senators will note that the self-study (Appendix A) contains additions and changes using track changes. The tracked changes represent the unit's responses to the recommendations of the external reviewers and/or university committees. The Quality Council Appraisal Committee appreciates seeing easily identifiable evidence that the program champions have responded to the internal and external reviews.

Attachments

- Appendix A: Self-Study with Appendices
- Appendix B: Discussant's Report
- Appendix C: Site Visit Agenda and Brief Biographies of External Reviewers
- Appendix D: External Reviewers' Report
- Appendix E: Response to the External Reviewers' Report
- Appendix F: Discussant's Final Recommendation Report
- Appendix G: Recommendation from the Carleton University Committee on Quality Assurance
- Appendix H: Courseleaf Entries

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the MA and Graduate Diplomas in Migration and Diaspora Studies programs will be authorized to commence.



Carleton
UNIVERSITY

Office of
Quality Assurance
(Academic Programs)

Institutional Quality Assurance Process

Migration and Diaspora Studies

Master of Arts

and Graduate Diplomas

(Type 2 & 3)

New Program Approval

Volume I: Self-Study

July 2018

Approvals Table

This table will record that the brief has been approved by: 1) the team chair on behalf of the team; 2) the head of the academic unit or chair of the program committee (in the case of interdisciplinary programs not administered exclusively by one academic unit) on behalf of the unit or program committee; 3) the Faculty Dean(s).

Dr. James Casteel

Program Lead	Date
---------------------	-------------

Chair/Director	Date
-----------------------	-------------

Dean(s):	Date
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Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee	November 15 th , 2017
Financial Planning Group	December 6 th , 2017
Curriculum Committee	May 23 rd , 2018
Faculty Board	May 30 th , 2018
Carleton University Committee on Quality Assurance	June 27 th , 2018
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Academic Program Committee	
Senate	
Quality Council	

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A. The Program

A.1 Program overview

The Migration and Diaspora Initiative at Carleton University is proposing an innovative interdisciplinary graduate program in Migration and Diaspora Studies. This program will be the first program in Canada to combine Migration Studies and Diaspora Studies in one master's degree program and one of the few internationally to do so. MDS is also proposing a Graduate Diploma in Migration and Diaspora Studies [2.5 credits]. This diploma will be offered in two versions. The Type 2 concurrent Diploma allow students enrolled in another graduate program (MA or PhD) at Carleton to add credentials in Migration and Diaspora Studies to their degree. The Type 3 direct-entry Diploma allows students to gain additional graduate-level credentials in Migration and Diaspora Studies for professional or academic purposes.

MA in Migration and Diaspora Studies (5.0 credits)

The proposed program will start in fall 2019 and has three completion pathways:

- Coursework and thesis
- Coursework and research essay
- Coursework only

In addition to combining both Migration Studies and Diaspora Studies into one interdisciplinary MA program, the program will also be unique in that it aims to combine academic studies in Migration and Diaspora Studies with practical experience in these fields. Each completion pathway possesses valuable experiential learning opportunities. Students have the option of doing either a **Practicum Option** in Migration and Diaspora Studies or a **Co-operative Education Option** in which students work two academic terms in full-time paid employment. Both the Practicum and the Co-op Options allow students to combine their academic studies with real-world work experience and will aid students in the transition from their studies to the job market.

The administrative home of the interdisciplinary MA and Graduate Diploma Programs in Migration and Diaspora Studies (MDS) will be the Arthur Kroeger College of Public Affairs in the Faculty of Public Affairs. The College is already responsible for three high-profile interdisciplinary degrees at Carleton University: the Bachelor of Public Affairs and Policy Management (BPAPM), the Master of Political Management (MPM) and the Bachelor of Global and International Studies (BGInS). The graduate programs in MDS will be housed in the College in a similar fashion as the MPM and BGInS programs. As with the BGInS Program, the MA and Graduate Diploma in MDS will be delivered in collaboration with the Faculty of Arts and Social Sciences.

Origins of the proposal

The Migration and Diaspora Studies Initiative focuses on the social, economic, cultural and political implications of the movement and transnational settlement of people. It brings together scholars in the humanities, social sciences, and public affairs with the aim of creating a collegial community for interdisciplinary and multidisciplinary inquiry into Migration and Diaspora Studies. The Initiative was launched in 2011 with the support of the Office of the VP Research and International. The MDS Initiative received a seven-year, \$400,000 grant from the TD Bank Group in 2012 with which it has supported an annual Graduate Fellowship in MDS and dozens of successful national and international events that bring together participants from government, business, academe and civil society. In addition, in 2012, the Metropolis Project, an international research network of researchers, policy makers, and community groups, moved its Secretariat to Carleton University and has been actively involved with the MDS Initiative. The MDS Initiative developed

Canada's first undergraduate program in Migration and Diaspora Studies with the launch of the Migration and Diaspora Studies Specialization in the Bachelor of Global and International Studies program in 2015. The MDS Initiative won a cross-campus competition for a university strategic hire in Migration and Diaspora Studies, an appointment that began in 2014 in the Department of History, and which was made with the expectation that the candidate would contribute to the development and delivery of graduate programs in Migration and Diaspora Studies. In 2017, the MDS Initiative also was successful in obtaining a Tier 1 Canada Research Chair in Immigration and Refugee Law and Policy in 2017, a position that will be housed in the Department of Law and Legal Studies with an expected starting date of July 1, 2019, and who also will be expected to contribute to the program.

The MA in Migration and Diaspora Studies responds to growing student demand, including the anticipated needs of over 200 students in the first Bachelor of Global and International Studies cohort that will be due to graduate in June 2019 and will be looking for a follow-up degree at the Master's level. The MDS MA and Graduate Diploma are the next steps in building on the successful interdisciplinary collaboration in teaching and research that has established Carleton as a global hub for Migration and Diaspora Studies.

Societal need

The intertwined phenomena of refugee movements, diverse forms of migration and mobility, and diasporas define our times. There are more displaced persons today than at any time since World War Two. According to the United Nations, the number of international migrants, defined as persons living in a country other than where they were born, reached 244 million globally in 2015, a 41% increase since 2000. The social, economic, political and cultural opportunities and consequences of human mobility are immense and have been the focus of much scholarly and public attention. While Canada is often characterized as a "success story" for its reception and integration of migrants, challenges of inclusion and civic participation remain evident. The perspectives and experiences of migrants themselves provide compelling testimony to the nature of the issue. Similarly, inclusive approaches to policy and practice are linked to innovative forms of research and thinking on these issues.

The proposed graduate programs in Migration and Diaspora Studies provide a significant opportunity to equip and empower the future generations of scholars, practitioners, policymakers and citizens to more fully engage with the phenomenon of human mobility, and to develop more inclusive, rights-based and sustainable responses. The experiential learning components of the programs allow opportunities for students to apply their knowledge outside the classroom and engage directly with the communities, organizations, and institutions that they are studying.

Current international, national and provincial profile

In preparation for this proposal, the MDS Initiative received support from the Office of the Dean, Faculty of Public Affairs, to conduct a comprehensive survey of similar program offerings in Canada and internationally (see **Appendix 6 Survey of Comparable Graduate Programs**). The survey found that there is **no comparable MA program in Canada and only four comparable programs in the world**.

The only directly equivalent program to the proposed MA in Migration and Diaspora Studies is the MSc in Migration and Diaspora Studies at the School of Oriental and African Studies (SOAS), University of London, in the UK. While there are graduate programs relating to some aspects of Migration and/or Diaspora Studies at the University of Toronto, Ryerson, Western, and York (and in some cases these are not stand-alone programs

but diplomas or combined MA with another discipline), there is no university in Canada that currently offers an interdisciplinary, stand-alone MA in this area. The MDS MA will be unique in Canada, providing unparalleled opportunities for students to bridge subject knowledge across several fields and engage with **both** Migration **and** Diaspora Studies.

The Graduate Diploma in Migration and Diaspora Studies will also be unique in Canada and globally. While there are institutions in Ontario such as York University that offer a graduate diploma in Migration and Refugee Studies and the University of Toronto offers a collaborative degree (but not a diploma) in Diaspora and Transnational Studies, there are no diploma programs that combine Migration Studies and Diaspora Studies.

The Migration and Diaspora Studies Initiative at Carleton as a faculty-driven research initiative has drawn attention to the considerable research and teaching expertise at Carleton in these fields and has worked to expand Carleton's presence as a national and global leader in research and teaching in Migration and Diaspora Studies. The creation of the MA and Graduate Diploma programs in MDS are the logical next step in building on Carleton's expertise in this area that will contribute to drawing more attention to Carleton's profile in this area.

Program goals

The MDS MA and Graduate Diploma programs will be the first graduate-level programs in Canada that combines Migration Studies with Diaspora Studies. The programs will allow students to address such interconnected issues as refugee movements, migration, mobility, and diasporas that inform the modern world. They bring together a broad spectrum of academics and practitioners from the humanities, social sciences, and public affairs to examine the cultural, social, economic, and political implications of the movement and transnational settlement of people. The programs support historically informed and forward-looking approaches to the analysis of cultural and social identities, diversity and integration, exile and memory, forced migration, and refugee communities.

Migration Studies and Diaspora Studies are two interdisciplinary fields that developed independently from one another. Each draws on different intellectual traditions and is informed by distinct theoretical and methodological approaches. Yet, there is considerable overlap between the questions they explore and the issues that they study. Bringing these two fields into dialogue with each other is a productive endeavor that empowers students to address the multinational and transnational ties and practices of migrant and diaspora communities both historically and in our contemporary world.

Students in the MDS graduate programs will be able to analyze state and non-state agents, including migrant and diaspora communities, and how they interact with transnational economic, social, cultural, and political structures. Students will examine the diverse ways in which migrants bridge and maintain engagements between "host countries" and "societies of origins;" how they mobilize social and political action in societies of settlement and departure; and articulate transnational and diaspora identities that can work within, against, and across nation-states. Students will also be able to study the rich traditions of visual art, film, literature, music and other forms of creative expression that migrant and diaspora communities have created, works that often provide critical perspectives on dominant social, cultural, and political imaginaries and open up important new ways of re-imagining identities, communities, and belonging.

Students in the MDS graduate programs will become informed global citizens who will develop skills and credentials to position them for law school or PhD programs in a variety of disciplines, as well as jobs in public service, cultural institutions and creative industries, migration and humanitarian INGOs, and migration and settlement-related agencies.

The proposed MA and Graduate Diploma programs build on the research strengths and scholarly reputations of the 47 MDS faculty associates (17 serving as core faculty for the MDS MA) drawing from 25 units and who have nurtured connections among faculty and students over the past six years. As additional faculty are hired who work in areas relevant to MDS (such as the Tier 1 Canada Research Chair mentioned above), we expect that this list will grow. Drawing on MDS's distinctive commitment to cross-faculty, interdisciplinary collaboration, the program brings together social sciences and humanities approaches to the study of migration and diaspora. This multidisciplinary approach also mirrors and builds on Carleton's Bachelor of Global and International Studies (BGInS)' hallmark emphasis on exposing students to critical conversations between Global Studies and International Studies, that draws on a variety of disciplinary and interdisciplinary approaches in the humanities and the social sciences. Indeed, we expect that the MDS MA will be an attractive option for graduating BGInS students.

A.2 Mission and strategic directions

The MDS MA and Graduate Diploma programs are in line with Carleton University's mission statement, which identifies Carleton as "an independent, collegial university dedicated to the advancement of learning through disciplinary and interdisciplinary teaching, study and research, the creation and dissemination of knowledge, and the betterment of its community." In particular, the MDS programs aim to foster excellence in interdisciplinary academic research in Migration and Diaspora Studies while at the same time encouraging students to be engaged with the local community, Canada, and the world through practicum and co-op placements, and MDS events involving academics and practitioners from government and the community. The MDS graduate programs embody Carleton University values such as excellence, interdisciplinarity, internationalization and global outreach, experiential learning and student engagement, collaboration and partnership, efficiency and sustainability, diversity and accessibility, and accountability.

The MDS MA and Graduate Diploma programs will also contribute to fulfilling a number of goals that are indicated in the Carleton Strategic Integrated Plan (SIP) "Collaboration, Leadership, and Resilience: Sustainable Communities – Global Prosperity." As innovative, interdisciplinary graduate programs that emerged from an interdisciplinary faculty initiative involving 47 faculty members from multiple disciplines and faculties, the MDS MA and Graduate Diploma programs work towards fulfilling the SIP's Goal 1-1 "to develop new programs and initiatives that build on academic strengths and respond to societal needs." Graduate students will participate in local, national and international collaborations to enrich and sustain Goal 2-1 "to enhance Carleton University as a highly reputable research - intensive comprehensive University." The MDS graduate programs aim to combine cutting edge academic research with real-world experience. The practicum option of the MDS MA and Graduate Diploma programs and, for full-time MA students, participation in the university's co-op program will leverage and develop linkages with organizations to engage Goal 3-1 "to ensure the employability and future success of our students through experiential learning, engagement, innovative teaching, and holistic support services." The degree programs have a clear international component that advances Goal 3-2 "to have an internationalization strategy that provides our students with a variety of opportunities to be knowledgeable, active citizens in a global community."

The new offering will fit the Strategic Mandate Agreement's mission to support existing strengths in Public Policy, Administration and Governance, Media, Communications and Culture, and Law and Social Justice, as well as expand program offerings in Global and International Studies and Business, Entrepreneurship and Innovation. As with the SIP, the degree will facilitate the ability of graduate students and faculty to undertake collaborative research with external partners in government as well as NGOs, cultural institutions, and private sector partners. MA and Diploma students will have opportunities to gain international exposure and experience throughout their degree, including experiential learning and study abroad programs.

A.3 Relationship to other academic programs at Carleton

Contributions to other programs at Carleton

The Migration and Diaspora Studies Initiative at Carleton is a prime example of a cross-faculty and interdisciplinary research network that emerged from faculty members based on their research and teaching interests and their desire to expand Carleton's profile in this area. The MDS MA and Graduate Diploma programs build on strong relationships with faculty members in a variety of programs across the university. MDS has already contributed to sponsoring events and supporting graduate students in a variety of programs, helping to maintain collegial relations. Units have also benefitted from the MDS Initiative's efforts to expand the faculty contingent in this area (for example, History received a university strategic hire in MDS and Law and Legal Studies recently completed the hire of a Tier 1 Canada Research Chair).

Building on these established relationships, the MDS graduate programs will contribute to the growth and sustainability of Migration and Diaspora Studies graduate courses in a number of units. The MDS MA and Graduate Diploma programs will attract students to Carleton who may not have chosen it otherwise. Their presence will help increase the enrolment in MDS elective courses offered by various units across campus. Units will have the option of cross-listing special topics courses with MDS, a strategy that has proven successful (particularly with smaller graduate programs) in providing a diverse range of course options while maintaining viable enrolments. In addition, other units at Carleton that work with MDS will continue to benefit from MDS conferences, workshops, visiting speakers, and other events and activities that have established Carleton as a national and global leader in Migration and Diaspora Studies.

Contributions from other programs at Carleton

MDS will not have faculty appointed directly to the unit. Rather it will draw on dedicated faculty working in the area of MDS from across the university. It will require contributions from faculty in other units to run the program (in particular the core courses), but it will also benefit these units by helping to increase enrolment in Migration and Diaspora Studies and related courses.

The main mechanism for outlining these commitments will be letters of support from units whose faculty are involved in MDS through graduate supervisions, offering courses on the MDS electives list, or serving on MDS MA program committees. Core faculty in MDS will have a zero-percent cross-appointment between MDS and their home unit. Zero-percent cross-appointments are granted graduate supervisory privileges in the program. According to university policy, these cross-appointments are renewed every five years. At the time of renewal, the MDS Committee of Management would confirm with cross-appointed faculty that they wish to continue their involvement and that they are still actively contributing to MDS.

In terms of MA supervisions, we anticipate a substantial majority of students in the MA program will choose the coursework pathway rather than the thesis pathway when they apply to the program. We expect that

only a small number, two to four students per cohort, will choose the research essay or thesis options. While this will add to the workload of faculty in terms of supervisions, the overall impact should be minimal. Our expectation is that MDS faculty will find the opportunity to work with students conducting research in Migration and Diaspora Studies an attractive one.

MDS will also regularly need to borrow faculty from other units (by trading contract instructor teaching for their time) to deliver the core courses of the MA and Graduate Diploma programs for which MDS is responsible (MGDS 5001, MGDS 5002, and MGDS 5003).

The Department of History, the home unit of the university strategic hire in Migration and Diaspora Studies, Daniel McNeil, will support 0.5 credit of teaching on an annual basis to the MDS core course sequence.

In certain cases, MDS may need to trade additional credits in order to offer special topics courses when there is strong student demand and no offerings available from other units.

The majority of course offerings for the MDS graduate programs draw on courses from 19 programs. Letters of support made with each supporting unit will ensure that MDS students have access to these courses.

Units from which letters of support have been provided include:

Religion Program in the College of the Humanities; School of Indigenous and Canadian Studies; Department of English Language and Literature; Department of French; Department of Geography; Department of History; Department of Law and Legal Studies; Department of Sociology and Anthropology; Department of Political Science; Institute of European, Russian and Eurasian Studies; Institute for Comparative Studies in Literature, Art, and Culture; Norman Paterson School of International Affairs, Art History and Music in the School for Studies in Art and Culture; School of Journalism and Communication; School of Public Policy and Administration; and School of Social Work, and the Carleton Cooperative Education Office.

Film Studies has expressed support for the program, and we hope to add relevant Film courses to the electives list in the future.

B. Program Learning Outcomes and Assessment

B.1 Program learning outcomes and degree level expectations

The same learning outcomes apply to both the MA program and the Graduate Diploma in MDS, with the exception of Research Competency 2a which only applies to MA students (Diploma students are not required to take MGDS 5003).

Table B.1: Learning outcomes and degree level expectations

Learning Outcomes	Degree Level Expectations Met
1. Critical Competencies	
a. Identify and analyze critical debates and issues in the field of migration and diaspora studies.	depth and breadth of knowledge; awareness of the limits of knowledge
b. Identify disciplinary and interdisciplinary theories, concepts, and methods in the field of migration and diaspora studies.	depth and breadth of knowledge; research and scholarship

c. Investigate the issues and debates surrounding specialized topics or areas in migration and diaspora studies.	depth and breadth of knowledge; awareness of the limits of knowledge; research and scholarship
2. Research Competencies	
a. Design and conduct a research project in the field of migration and diaspora studies drawing on primary and secondary sources (Applies to MA program only. Does not apply to Graduate Diploma program).	depth and breadth of knowledge; research and scholarship; application of knowledge; autonomy and professional capacity
b. Apply disciplinary and interdisciplinary theories, concepts, and methods in the field of migration and diaspora studies to the analysis of particular issues and debates in migration and diaspora studies.	depth and breadth of knowledge; research and scholarship; application of knowledge; communication skills; awareness of the limits of knowledge
c. Engage with and employ historically informed and forward-looking approaches to the fields of migration and diaspora studies.	depth and breadth of knowledge; research and scholarship; application of knowledge
3. Practical Competencies	
a. Synthesize and critically evaluate material and advance original arguments in order to communicate effectively in the field of migration and diaspora studies.	application of knowledge, communication skills, autonomy and professional capacity
b. Participate in opportunities for professional application of knowledge in migration and diaspora studies to enhance critical conversations in the field.	application of knowledge, autonomy and professional capacity

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing degree program.

Graduate

The DLEs for degrees at the graduate level are represented by the following six categories:

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

Additional information on the DLEs can be found at: <http://oucqa.ca/framework/appendix-1/>

B.2 Program structure and curriculum map

B.2.1 Program structure - MA in Migration and Diaspora Studies

The MA in Migration and Diaspora Studies is a stand-alone, two-year master's degree.

The program will be 5.0 credits with three completion pathways that all allow for a practicum placement option and/or a co-op placement option (for detailed calendar language and course descriptions, see Appendix 1 and 2):

All of the pathways for completion have a strong research component, with MGDS 5003 Research Seminar providing all students sufficient grounding in research methods in Migration and Diaspora Studies. Judging from the experience of other programs at Carleton that have introduced coursework-only pathways in their MA programs, we expect that the majority of students will choose the coursework pathway. The term paper for MGDS 5003 will serve as a capstone research project for coursework students. The research essay and thesis pathways allow students to conduct their own extended research projects. The research essay and thesis options will be particularly beneficial to students interested either in public and private sector positions that involve applied humanities and social sciences research or who wish to continue with doctoral studies. The Research Essay option allows students the opportunity to develop and conduct their own research project producing a 40-50 page essay. The thesis option allows students to conduct an in-depth research project with a more extensive primary source base and theoretical conceptualization than the research essay, producing an 80-100 page thesis.

All three pathways in the MA program are open to all students. At the time of admission to the program, students will consult with the program director regarding which pathway is best suited for their particular research interests, current research abilities, and career ambitions. In order to ensure that students pursuing the research essay or thesis option have the necessary background, methodological training, and capacity to work independently to conduct an extended research project, all students who choose the research essay or thesis option will need to have completed the three MGDS core courses before registering for the MGDS 5908 Research Essay or MGDS 5909 Thesis courses. Students choosing the research essay or thesis pathways will undergo an academic review at the end of the second term of full-time study (or after completing 3.0 credits if part-time). Normally, thesis students would be required to maintain a minimum A- (10.0) average in order to continue in the pathway. Research essay students would be required to maintain a minimum B+ (9.0) average in order to continue in the pathway. Our expectation is that the majority of the students in the program would meet the GPA threshold for the research essay pathway and a significant number for the thesis pathway. The minimum threshold is aimed at ensuring that all students who are pursuing these options possess the necessary research skills to engage in an extended independent research project, which will help us with student retention.

Requirements: Thesis Pathway [5.0 credits]

1.	0.5 credit in	MGDS 5001 Introduction to Migration and Diaspora Studies	0.5
2.	0.5 credit in	MGDS 5002 Key Issues in Migration and Diaspora Studies	0.5
3.	0.5 credit in	MGDS 5003 Research Seminar in Migration and Diaspora Studies	0.5

4.	1.5 credits in	1.5 credits in MDS electives (see below) May include up to 1.0 credit of repeated sections of MGDS 5101 Practicum in Migration and Diaspora Studies	1.5
5.	2.0 credits in	MGDS 5909 MA Thesis	2.0

Requirements: Research Essay Pathway [5.0 credits]

1.	0.5 credit in	MGDS 5001 Introduction to Migration and Diaspora Studies	0.5
2.	0.5 credit in	MGDS 5002 Key Issues in Migration and Diaspora Studies	0.5
3.	0.5 credit in	MGDS 5003 Research Seminar in Migration and Diaspora Studies	0.5
4.	2.5 credits in	2.5 credits in MDS electives (see below) May include up to 1.0 credit of repeated sections of MGDS 5101 Practicum in Migration and Diaspora Studies	2.5
5.	1.0 credits in	MGDS 5908 MA Research Essay	1.0

Requirements: Coursework Pathway [5.0 credits]

1.	0.5 credit in	MGDS 5001 Introduction to Migration and Diaspora Studies	0.5
2.	0.5 credit in	MGDS 5002 Key Issues in Migration and Diaspora Studies	0.5
3.	0.5 credit in	MGDS 5003 Research Seminar in Migration and Diaspora Studies	0.5
4.	3.5 credits in	3.5 credits in MDS electives (see below) May include up to 1.0 credit of repeated sections of MGDS 5101 Practicum in Migration and Diaspora Studies	3.5

Full-Time Student 2 Year Program Completion Pathways:

MDS MA Full-Time Coursework Sequence 5.0 credits:

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credits MDS electives (may include MGDS 5101 Practicum)	Optional summer courses in order to complete requirements on a faster timeline.
2 (2.0 credits)	2.0 credit MDS electives		

MDS MA Full-Time Research Essay Sequence 5.0 credit:

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credits MDS electives (may include MGDS 5101 Practicum)	Optional summer courses in order to complete requirements on a faster timeline.
2 (2.0 credits)	1.0 credit MDS electives; 1.0 credit MDS Research Essay		

MDS MA Full-Time Thesis Sequence 5.0 credit:

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credits MDS electives (may include MGDS 5101 Practicum)	Optional summer courses in order to complete requirements on a faster timeline.
2 (2.0 credits)	2.0 credit MDS MA Thesis		

MDS MA Full-Time Coursework with Co-op Sequence 5.0 credit:

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credits MDS electives (may include MGDS 5101 Practicum)	Co-op Work term (May register for 0.5 credit MDS electives).
2 (2.0 credits)	Co-op work term (May register for 0.5 credit MDS electives).	1.5 credit MDS electives	0.5 credit MDS electives (if not completed during work terms)

MA Full-Time Research Essay with Co-op sequence (5.0 credits):

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credit MDS electives (may include MGDS 5101 Practicum)	Co-op Work term (May register for 0.5 credit MDS electives)
2 (2.0 credits)	Co-op Work term (May register for 0.5 credit MDS electives)	1.0 credit Research Essay 1.0 credit MDS electives (if not taken during co- op work terms)	

MA Thesis Full Time Coursework with Co-op Sequence (5.0 credits):

Year	Fall	Winter	Summer
1 (3.0 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	MGDS 5003 + 1.0 credit MDS electives (may include MGDS 5101 Practicum)	Co-op Work term (May register for 0.5 credits)
2 (2.0 credits)	Co-op Work term (May register for 0.5 credit)	2.0 credits MDS MA Thesis	

Part-time Student Program Completion Pathways

As a program that combines academic research and practical experience, we expect that the MDS MA degree will also be an attractive option for part-time students working in migration NGOs, community organizations, or the public sector who wish to acquire the necessary credentials for advancing their careers and deepening their knowledge of MDS issues (these students also may opt for the Type 3 Direct-Entry Diploma option described below).

Part-time MA students may take up to 1.25 credits per term and are required to complete their degree requirements within a period of six calendar years after the date of initial registration. Depending on the number of credits students elect to take per term, part-time students should be able to complete the degree program in five terms taking 1.0 credit per term or ten terms (4-5 years) if taking 0.5 credit a term. The coursework sequences below are based on a student working full-time who could take 0.5 credit per term in the fall and winter terms. Students could accelerate this timeline by taking summer courses or by taking 1.0 credit in some or all terms. Part-time students will be encouraged to complete their MGDS core courses within two years from their initial registration.

Part-time students will be eligible to complete the coursework, research essay, and thesis pathways. The co-op option requires students have full-time status and therefore is not available to part-time students. Part-time students will be eligible for the practicum option, ideally in the winter of Year 3 after they have completed their core course sequence.

Part-Time MA Coursework Sequence (5.0 credits):

Year	Fall	Winter	Summer
1 (1.0 credit)	MGDS 5001	0.5 credit MDS elective	Optional summer courses to complete requirements on a faster timeline.
2 (1.0 credit)	MGDS 5002	MGDS 5003	
3 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives (may include MGDS 5101 Practicum)	
4 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives	
5 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives	

Part-Time MA Research Essay Sequence (5.0 credits):

Year	Fall	Winter	Summer
1 (1.0 credit)	MGDS 5001	0.5 credit MDS elective	Optional summer courses to complete requirements on a faster timeline.
2 (1.0 credit)	MGDS 5002	MGDS 5003	
3 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives (may include MGDS 5101 Practicum)	
4 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives	
5 (1.0 credit)	1.0 credit Research Essay		

Part-Time MA Thesis Sequence (5.0 credits):

Year	Fall	Winter	Summer
1 (1.0 credit)	MGDS 5001	0.5 credit MDS elective	Optional summer courses to complete requirements on a faster timeline.
2 (1.0 credit)	MGDS 5002	MGDS 5003	
3 (1.0 credit)	0.5 credit MDS electives	0.5 credit MDS electives (may include MGDS 5101 Practicum)	
4 (1.0 credit)	2.0 credits M.A. Thesis		
5 (1.0 credit)			

M.A. Program Elements

Core Courses: The program will be anchored by a series of core courses that include three new 0.5 credit courses (MGDS 5001, MGDS 5002, and MGDS 5003).

MGDS 5001: Introduction to Migration and Diaspora Studies [0.5 credit]

An advanced introduction to major themes in and approaches to both Migration Studies and Diaspora Studies, drawing on different disciplinary and interdisciplinary perspectives.

MGDS 5002 Key Issues in Migration and Diaspora Studies [0.5 credit]

Seminar on the social, cultural, economic and political implications of the movement and transnational settlement of people with a multidisciplinary and multiscalar approach to topics such as citizenship, forced migration, diasporic communities, exile, immigration, global identities and transnationalism.

MGDS 5003: Research Seminar in Migration and Diaspora Studies [0.5 credit]

Research design and methodology in Migration and Diaspora Studies. Coursework students design a

research project to be completed during the term. Research essay and thesis pathway students produce a proposal and work on the initial stages of their research project.

MDS will be responsible for running these courses and ensuring that the different disciplinary perspectives included in MDS are represented in the core course. **All three core courses are required for MDS MA students; MGDS 5001 and 5002 are required for MDS diploma students.**

MGDS 5001 and 5003 would be reserved for MDS students in order to create a sense of community among each cohort. MGDS 5002 could be opened up to students in other graduate programs, depending on space available. Once the program reaches capacity, the MGDS 5002 would likely need to be restricted to MDS students only. Since different faculty may be teaching in these courses in different terms, the MDS graduate committee will work with the program director to develop course-level learning outcomes for each of these courses. These will be used to ensure consistency from year to year but still allow for flexibility in how individual instructors approach the core.

In terms of course delivery, MGDS 5001 and 5003 will benefit from team teaching to ensure a greater breadth of expertise. This will be done by splitting two main instructors between the courses (each with a 0.25 credit assignment in 5001 and 0.25 credit in 5003). MGDS 5002 will be assigned to one faculty member, given its tighter topical focus. All of the courses will feature occasional guest appearances by other MDS faculty and related experts to address specific issues or viewpoints.

1) MGDS 5001 Introduction to Migration and Diaspora Studies will serve as a foundational course to the MA program. Students will receive grounding in the different disciplines and interdisciplinary approaches in the fields of both Migration Studies and Diaspora Studies. Students will be encouraged to consider the different types of questions that scholars working in these fields pose and what can be gained from bringing them, and their varied subfields, into conversation and also by attending to the differences. Topics to be covered will include diaspora; citizenship; immigration and settlement; refugees and displacement; global migration; migration governance; transnationalism; creative expressions of migrant communities in art, literature, and other media; and race, gender and multiculturalism.

The course will include sessions informed by both humanities and social sciences approaches in studying migration and diaspora. While the assignments will vary, the focus will be on developing skills to engage with the scholarly literature at the graduate level and to write a critical review of the broader literature that relates to a particular topic in migration and diaspora studies. Ideally this paper will assist them in developing their own research project in MGDS 5003 (or to help them to explore and narrow potential topics for their research essay and thesis ideas).

While the exact topics and format of the course will vary depending on the instructor(s) involved, the course will be organized by different themes and/or disciplinary/interdisciplinary perspectives. A sample organization of 12 weeks is included below:

MGDS 5001 Introduction to Migration and Diaspora Studies

Contexts and Concepts in Migration and Diaspora

This section will provide students with a grounding in the history of global migration patterns, with a particular emphasis on imperial and postcolonial networks of migration and diaspora theory and discourse. It will explore the tensions between concepts of diaspora, the nation and the indigene. Sessions would also introduce students to key terms in migration and diaspora studies.

1) Empires and Migration

2) Diasporas, Nations, Indigeneity

Politics of Migration and Diaspora

This section will cover current regimes and patterns of global migration, borders and attempts to manage migration; issues of citizenship and integration; dynamics of inclusion/exclusion; and refugees and international law.

3) Global Migration Regimes

4) Citizenship, Integration, Multiculturalism

5) Refugees and International Law

Experiencing Migration and Diaspora

This section will emphasize the experience of migrants and migration, and diaspora members, identities and relationships drawing on ethnographic, sociological, historical, and cultural studies approaches. The focus here would be on migrant and diaspora subjectivities and the ways that social movements among migrant and diaspora populations provide different frameworks for experiencing the world, which often work in tension with and even challenge the nation-state.

6) Gender, Race, Class

7) Diasporas and Transnationalism

8) Memory, Temporality, and Displacement

9) Space, Place, "Homelands"

Representing Migration and Diaspora

This section will focus on creative expressions of migrant and diaspora communities and also how migration and diaspora is representing in museum exhibitions.

10) Narrating Migration

11) Aesthetics of Diaspora

12) Exhibiting Migration and Diaspora

2) **MGDS 5002 Key Issues in Migration and Diaspora Studies** will deepen and further develop students' knowledge in Migration and Diaspora Studies by focusing on a key issue or set of issues. The course will revolve around a core, topical subject (e.g. Europe's refugee challenge, the tightening of international borders, diasporic cultural production) and explore it in depth, but from different perspectives. Topics might address such issues as citizenship, forced migration, diasporic communities, exile, immigration, global identities and transnationalism, indigeneity, among others, or a combination of these themes. While MGDS 5001 provides breadth with an overview of the different approaches in Migration and Diaspora Studies, MGDS 5002 is about providing depth and allowing students to analyze one issue or a set of issues from a variety of disciplinary perspectives.

This course will be taught by a single faculty member, but will involve guest presentations to allow a diversity of ways of looking at the topic in question. It will be important to ensure that the topic chosen lends itself to an analysis from multiple disciplinary and interdisciplinary perspectives.

3) **MGDS 5003 Research Seminar in Migration and Diaspora Studies** will ensure that all students in the program develop their research skills in Migration and Diaspora Studies. The course will focus on research design and methodology with a student-centered approach. Students will be given the opportunity to design, research, write, and present material from their own research project. For those enrolled in the coursework-only option, this course serves as a research capstone project for the degree. For research essay and thesis options, the course provides a space for students to develop the proposals and initial stages of their MA research essay or thesis projects. The course would provide grounding in research questions, methodology, the different research techniques and approaches that are employed in Migration and Diaspora Studies as well as the practicalities of researching and writing in the humanities and social sciences. This course is intended to provide a hands-on approach in which students learn through experience by applying some of these techniques to answer their own research questions and which help them move forward with their own research project.

While format may change, the course will cover the following topics: research design in the humanities, research design in the social sciences, and specific research methods/techniques (interviews, participant observation, ethnography, archives, literary and textual analysis, visual culture; museums). Topics could be adjusted to correspond to the interests of students in a particular cohort. Many sessions would be run in a workshop format in which students would present their own research project — research questions, theories and hypotheses, methodology — as well as draft material from their term paper or from their research essay or thesis. The course would aim to foster a research community, as students would be required to provide constructive criticism and feedback on other students work.

As mentioned, ideally this course would be taught by 2 instructors, with each splitting 0.5 credit of faculty teaching time between MGDS 5001 and MGDS 5003.

Practicum Course Option: As we expect that many students will want to combine their research experience with practical competencies working in the field of Migration and Diaspora Studies, the program also allows students to complete up to 1.0 credit in a **Practicum Course Option, MGDS 5101**. Students gain academic credit for practicum placements with a host organization working on issues relating to Migration and Diaspora

Studies. The instructor responsible for the academic oversight of the practicum will provide guidance to students in finding suitable placements through contacts that MDS has in the Ottawa-area and elsewhere. While the instructor will attempt to place the student in an assignment that is most suitable to the student's interests, background, and career trajectory, ultimately, the successful securing of a placement will be the student's responsibility. MDS already has connections with a variety of NGOs and government programs in the Ottawa area. The placement instructor would also be responsible for evaluating written assignments based on the placement and the overall evaluation of the course. Students may repeat **MGDS 5101** in cases where they extend their practicum for an additional term or arrange a second practicum at a different organization. As the degree program aims to promote experiential learning by integrating academic, applied research skills, and practical experience in MDS, we allow MA students to count up to 1.0 credit of practicum courses towards their MDS electives requirement.

The practicum course complements the co-op education option (see below). Because the practicum placements will likely be at NGOs or community organizations whereas the co-op placements will likely be in the federal government, the type of work experience that each option provides will be different. Practicums are usually one day a week during the semester (approximately 100-120 hours) whereas co-op placements are full-time positions. We see these options as complementary given the different types of work experience that co-op and practicum placements are likely to offer. Students would have the option of completing both a practicum and a co-op placement as part of their degree program.

MGDS 5101 [0.5 credit]

Practicum in Migration and Diaspora Studies

A practicum placement in an organization that works in an area relevant to Migration and Diaspora studies. Requires academic written assignments. Course may be repeated once.

Co-operative Education Option: The co-op option would allow another path for students to combine their research experience in Migration and Diaspora Studies with practical competencies through full-time employment during their studies. The co-op program would be administered by Carleton's Co-op office in collaboration with the MDS Program Director and guidelines follow the university co-op regulations for graduate programs. Students who choose the co-op option are required to complete two work terms at a co-op placement in addition to their program requirements. Students are allowed to take 0.5 credit in coursework during their co-op work terms. The co-op option is only available to full-time students. Given Carleton's location in the national capital region, the federal government would be the main employer for co-op students. We already have contacts in Citizenship and Immigration Canada who have expressed interest in hiring MDS MA students. Students in the co-op option should still be able to complete the degree requirements within two calendar years from admission (see the outlines of co-op course sequences above). Co-op students may also choose to do a practicum.

Additional MGDS Courses:

In addition to the three core courses and the practicum course, the program will have **MGDS 5900** a special topics course, **MGDS 5901** a directed reading course, and course codes for the research essay and thesis (**MGDS 5908, MGDS 5909**).

MGDS 5900 [0.5 credit]

Special Topics in Migration and Diaspora Studies

Advanced topics in Migration and Diaspora studies. Topics will vary from term to term.

As the program is structured to build on elective courses offered by other units, **MGDS 5900 Special Topics in Migration and Diaspora Studies** is necessary to allow the program to offer courses that fulfill students' elective requirements on relevant topics that change from year to year, providing the program some flexibility in cases where other units are not offering courses in particular areas where there is strong student demand. The course also serves as a vehicle to facilitate the cross-listing of special topics courses on topics in Migration and Diaspora Studies offered by other units but which are not formally listed as calendar courses. The particular topic of the special topics courses will appear on the students' transcript.

A directed readings course, **MGDS 5901**, is also being included in the calendar language to allow for the possibility of a faculty member working with a student to provide a course in material that is not covered in other courses in the program. **MGDS 5908** Research Essay and **MGDS 5909** are for the respective Research Essay and Thesis options.

MGDS Electives List

The remaining coursework credits are completed through courses offered in other units that are listed on the MDS Electives List (see below). This list includes courses offered by Art History; Indigenous and Canadian Studies; Institute for Comparative Studies in Literature, Art, and Culture; Journalism and Communication; English; Institute of European, Russian, and Eurasian Studies; French; Geography; History; Law and Legal Studies; Migration and Diaspora Studies; Music; Norman Paterson School of International Affairs; Public Policy and Administration; Political Science; Religion; Sociology and Anthropology; and Social Work.

Migration and Diaspora Studies Electives List:

- ANTH 5109 Ethnography, Gender, and Globalization
- ARTH 5112 Topics in Historiography, Methodology, and Criticism (only with approved topics in Migration and Diaspora Studies)
- ARTH 5115 Topics in Modern and Contemporary Art (only with approved topics in Migration and Diaspora Studies)
- ARTH 5117 Community/Identity
- CDNS 5501 Decolonizing Canada: Cultural Politics and Collective Identities
- CDNS 5601 Constructing Canada, The Politics of National Identity
- CLMD 6102 Issues in Transnationalism
- COMS 5207 Communication and Racialization
- COMS 5222 Cultural Intersections
- COMS 5214 The Local and the Global
- ENGL 5004 Studies in Transnational Literatures
- ENGL 5008 Studies in African Literature
- ENGL 5009 Studies in South Asian Literature
- ENGL 5010 Studies in Caribbean Literature
- EURR 5304 Europe and International Migration
- FREN 5100 Le monde francophone: linguistique et littérature
- FREN 5600 Littératures du monde francophone
- GEOG 5005 Global Environmental Change: Human Implications
- GEOG 5400 Territory and Territoriality

GEOG 5600 Empire and Colonialism
HIST 5314 Colonialism and Postcolonialism in Canada
HIST 5710 Race and Empire
HIST 5711 Selected Topics in Migration and Diaspora Studies
HIST 5712 African History Special Topics
HIST 5713 Latin America and Caribbean History Special Topics
INAF 5707 Complex Humanitarian Emergencies
INAF 5708 Humanitarian Assistance
LAWS 5007 Race, Ethnicity, and the Law
LAWS 5663 Human Rights, Citizenship, and Global Justice
MGDS 5101 Practicum in Migration and Diaspora Studies
MGDS 5900 Special Topics in Migration and Diaspora Studies
MGDS 5901 Directed Readings in Migration and Diaspora Studies
MUSI 5017 Music and Globalization
PADM 5422 Urban and Local Government
PSCI 5100 Indigenous Politics of North America
PSCI 5107 Globalization, Adjustment, and Democracy in Africa
PSCI 5200 Nationalism
PSCI 5201 Politics in Plural Societies
PSCI 5209 Migration and Global Politics
RELI 5850 Seminar in the Study of Religion (only with approved topics in Migration and Diaspora Studies)
SOC 5404 Race, Ethnicity, and Class in Contemporary Societies
SOC 5406 Citizenship and Globalization
SOWK 5011 Social Work and Social Justice
SOWK 5015 Indigenous Knowledge and Theory for Social Work
SOWK 5021 Advanced Social Work Practice with Groups and Communities
SOWK 5702 Special Topics in Social Work (only with approved topics in Migration and Diaspora Studies)

With the permission of the MDS Program Director, students are allowed to take up to 1.0 credit in courses that are not on the Migration and Diaspora Studies electives list, but which are relevant to their specific program or research interests. As all students have to complete a research project (coursework students in MGDS 5003, research essay and thesis students in MGDS 5003 and in their research essay or thesis), this provides students flexibility in their courses to deepen their knowledge in particular subjects that are relevant for their research and program goals. For example, a student studying international law and migration might require general coursework in the institutions and practice of international law; a student studying the history of migration in Central Asia might require courses in Soviet history; a student studying African diaspora literature might require courses in post-colonial literature and theory, or a student working on a research essay or thesis might require a particular methodology course in qualitative or quantitative methods.

Options for a Mandatory Experiential Learning Component for the MDS MA

The MDS MA was designed with experiential learning options such as the practicum and co-op option built into the program. One option that MDS is interested in exploring is the possibility of making experiential learning a **mandatory** component for all pathways through the MA program and possibly for the GDIP

programs. This could include work/practicum placements, international experience, or an experiential learning project course.

If we were to make experiential learning mandatory, we would allow students different options of doing so:

- Practicum
- Co-op Placement
- Completing a Carleton course offered abroad
- Participating in an international study abroad program or placement
- Creating an 0.5 credit experiential learning project course

For the experiential learning project course a few options might be considered:

Model 1 would be a 0.5 credit group project course. The group project would be led by an MDS-affiliated faculty member who has on-going research collaborations with external partners. The faculty member would work with the external partner in advance to develop a group project that students could undertake through a 12-week course, beginning with consultation with the partner, project design, group research, a mid-term meeting with the partner, and the presentation of final results to the partner in the final class meeting of the term. Students would work closely with the faculty member to develop their individual contributions to the group project, with the requirements of the course reflecting the individual contributions to the group project. The project would be contained within the 12-weeks of term, with workload comparable to a 5000-level course. Model 1 would require resources for a faculty member or contract instructor to teach the 0.5 credit course.

Model 2 would be a 0.5 credit directed reading course, working directly under the supervision of a faculty member engaged in on-going collaborative work with an external partner. Faculty members could propose a program of work, through which the student completes work in support of on-going collaboration. The faculty and student would develop course requirements, with the project to be contained within the 12-weeks of term and for the requirements to constitute a workload comparable to a 5000-level course and subject to the approval of the MA Program Director. A requirement for the course would be that students are involved in an initial meeting with the external partner to agree on the scope of work to be undertaken, a mid-term meeting to discuss preliminary results and to solicit feedback, and a final meeting to present results. Model 2 would not require additional faculty resources as this would be in support of a faculty members on-going work and would be supervision additional to their teaching load.

The advantage of model 1 is the collaborative engagement of students, the coherence that can be ensured through the supervision of a single faculty member, and a higher degree of faculty support as this would be counted as part of their teaching load.

The advantage of model 2 is that the placement could respond to the wider range of interests of students and be more supportive of individual faculty research interests and collaborations with external partners, although faculty interest may be limited if the course is not counted as part of their teaching load.

In terms of demand, we anticipate that some two-thirds of students will be attracted to the co-op and placement streams in the program, meaning that only a third of students (and perhaps less if some do international exchange) would need to be accommodated through the course-based experiential learning option. In real terms, this could mean 8 or 9 students a year out of the target cohort size of 25 students a year.

MDS would appreciate feedback from the external reviewers on these options and the overall feasibility of making experiential learning a mandatory component of the program.

B.2.2 Program Structure - Graduate Diplomas in Migration and Diaspora Studies

The **Type 2 Graduate Diploma in Migration and Diaspora Studies** allows students enrolled in another graduate degree program (M.A. or PhD) at Carleton to gain credentials in Migration and Diaspora Studies that supplement their home degree. We expect this option might be attractive to students enrolled graduate programs in the humanities and social sciences whose research interests relate to Migration and Diaspora Studies (in particular, Sociology; Anthropology; History; Film Studies; Art History; Economics; Law and Legal Studies; English; Cultural Mediations; French; Linguistics; Canadian Studies; Geography; Music and Culture; Religion, International Affairs; Political Science; Political Economy; Social Work).

The **Type 3 Graduate Diploma in Migration and Diaspora Studies** is a direct-entry graduate diploma. Much like the part-time MA option, we expect the Type 3 Diploma to attract applicants working in the public or private sector who have completed a Bachelor-level degree and wish to gain additional credentials in Migration and Diaspora Studies. The Type 3 Graduate Diploma also provides a vehicle to allow students who do not meet the admissions requirements for the MA program but who demonstrate strong potential for graduate level study in MDS, to take graduate-level courses. Students who perform well in the Diploma would have the option to apply to the MA Program in MDS and the possibility of counting credits taken for the Diploma program towards an MA degree. The Type 3 Diploma also provides an option for MA Students in MDS who run into issues or decide not to complete the MDS MA program (whether for academic, personal, professional, medical, or other reasons) but who have completed sufficient credits for the Diploma to exit the MA program and still receive a credential.

Both the Type 2 and Type 3 Diploma builds on the same core courses and MDS electives as the MDS MA. MDS Diploma students would take **MGDS 5001 Introduction to Migration and Diaspora Studies** and **MGDS 5002 Key Issues in Migration and Diaspora Studies** as core courses to anchor their program. The remaining 1.5 credits of coursework would be in MDS Electives. Diploma students are not required to conduct an original research project as part of their program of study, and therefore they do not need to take MGDS 5003 Research Seminar. Type 2 concurrent Diploma students would still need to fulfill any requirements for research methodology and producing original research in their home graduate program. Type 2 Diploma students would be allowed to count 1.0 credit of coursework for both their home program and the MDS Diploma.

Graduate Diploma (Type 2 and 3) in Migration and Diaspora Studies

Requirements: (2.5 credits)

1.	0.5 credit in	MGDS 5001 Introduction to Migration and Diaspora Studies	0.5
2.	0.5 credit in	MGDS 5002 Key Issues in Migration and Diaspora Studies	0.5

3.	1.5 credits in	MDS electives (see below) May include 0.5 credit of MGDS 5101 Practicum in Migration and Diaspora Studies. For Type 2 Diploma Students, up to 1.0 credit of courses may also count towards home unit degree program.	1.5
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Graduate Diploma Course Sequence (2.5 credits):

Year	Fall	Winter	Summer
1 (2.5 credits)	MGDS 5001 + MGDS 5002 + 0.5 credit MDS electives	1.0 credits MDS electives (may include MGDS 5101 Practicum)	

Type 2 Diploma Students would also need to fulfill the degree requirements for their home program. Diploma students may choose to spread out their courses over multiple years.

B.2.3 Program curriculum map

Graduate Diploma students are not required to complete outcome 2a. Program components MGDS 5003, MGDS 5908, MGDS 5909 apply to the MA program only and not to Diploma students.

Table B.2: Program curriculum map

Learning Outcomes	Program Components ¹	Level ² (I, R, M)	Activities and Artifacts ³
<i>1. Critical Competencies</i>			
a) Identify and analyze critical debates and issues in the fields of Migration and Diaspora Studies	MGDS 5001 MGDS 5002 MGDS 5003; MGDS 5908; MGDS 5909	I R /M M	Critical Literature Review Essay (MGDS 5001); Course assignments (MGDS 5002 and MGDS 5003); research essay and thesis
b) Identify disciplinary and interdisciplinary theories, concepts, and methods in the fields of Migration and Diaspora Studies.	MGDS 5001 MGDS 5002 MGDS 5003	I R /M M	Critical Literature Review Essay (5001) Course assignments MGDS 5002, 5003.
c) Investigate the issues and debates surrounding specialized topics or areas in Migration and Diaspora studies.	MGDS 5001 MGDS 5002, MDS elective courses MGDS 5003; MGDS 5908, MGDS 5909	I R /M M	Course assignments, Research Papers (5003 or others), Research Essay or thesis.

<i>2. Research Competencies</i>			
a) Design and conduct a research project in Migration and Diaspora Studies drawing on primary and secondary sources (Applies to MA program only. Does not apply to Graduate Diploma program).	MGDS 5003;	I / R / M	Research paper (coursework option) Course term papers Research essay or thesis (RE/thesis options)
	MDS elective courses	R	
	MGDS 5003, 5908, 5909	M	
b) Apply disciplinary and interdisciplinary theories, concepts, and methods to the analysis of particular issues and debates in Migration and Diaspora Studies.	MGDS 5001; MGDS 5002; MGDS 5003	I / R / M	Course assignments; 5003 Research paper (mastery of coursework option) Research essay or thesis (RE/thesis options) Research paper assignments in Coursework
	MGDS 5908, 5909	R / M	
	MDS elective courses	R / M	
c) Engage with and employ historically informed and forward-looking approaches to the fields of Migration and Diaspora Studies	MGDS 5001	I	Course assignments Course assignments Research Paper, Research essay or thesis
	MGDS 5002; MDS electives	R / M	
	MGDS 5003; MGDS 5908, 5909	M	
<i>3) Practical Competencies:</i>			
a) Synthesize and critically evaluate material and advance original arguments in order to communicate effectively in the fields of Migration and Diaspora Studies.	MGDS 5001, 5002, 5003	I / R / M	Course assignments 5001, 5002; 5003 research paper (mastery for coursework option) Course assignments research essay or thesis (Mastery for RE and thesis
	MDS electives	R / M	
	MGDS 5908 or 5909	R / M	

b) Participate in opportunities for professional application of knowledge in the fields of Migration and Diaspora Studies to enhance critical conversations in the field.	Core courses MGDS 5001, 5002, 5003	I / R / M	Core course requirement to attend certain number of MDS events per term.
	MDS events, conferences, workshops with visiting scholars or practitioners; career and professional development events; TA and RA opportunities	I / R / M	Activities in TA/RA positions, practicum or co-op placements, or participation in career-oriented events
	MGDS 5101 practicum; co-op option.	R / M	Written assignments for practicum courses or for co-op
	International experience for students who participate in exchange options to study or work abroad.	R / M	Feedback from students participating on exchanges

B.3 Program learning outcomes assessment plan

Who: The MDS graduate committee will be responsible for the assessment of learning outcomes. As a faculty-led process, the participation of core instructors who have the most contact with students will be essential for assessing outcomes, but also of other faculty who teach and supervise MDS students.

How: The graduate committee will organize a meeting or strike a subcommittee on an annual basis at the end of term (ideally in April). The meeting/subcommittee would involve the instructors of MDS core courses, if not already represented on the graduate committee. These meetings will offer an opportunity for critical reflection on issues that the program has faced in the past academic year and for program assessment. The timing will also allow potential changes to assignments to be incorporated into the course planning for the fall term. In addition, it will allow for necessary calendar changes to be submitted for the next calendar change cycle.

We expect that this assessment structure will facilitate an ongoing conversation among faculty members teaching in the program about how they might continually strive to improve the program’s delivery, also helping to ensure consistency in years when different faculty teach core or elective courses. The assessment committee may request a review of assignments or written work of students in core courses. We will request that core course instructors use electronic submissions of assignments through CU Learn. Supervisors will also be requested to submit electronic copies of MA research essays and theses to the program director. If

necessary to gather data to assess a particular outcome, the committee may also initiate surveys of students or alumni or arrange for student interviews or focus groups. The committee may also request feedback from other faculty involved in teaching or supervising MDS students as needed to assess a particular outcome.

Assessment of the outcomes will take place on a **rotating schedule** that addresses the outcomes associated with one of the areas of competencies in each year (critical, research, and practical), ensuring that each set of outcomes is assessed twice in a seven-year period.

For the **critical competencies** outcomes, most of the material necessary for assessing outcomes would be provided by the core courses (especially for 1a and 1b). For 1c, which deals with specialized knowledge, it may also be necessary for the assessment committee to survey instructors teaching MDS elective courses and collect artifacts (term papers or other course assignments) from them.

For the **research competencies** outcomes, MGDS 5003 will be the main vehicle that ensures that all students are taught research skills. Course assignments, the final research paper for the course, and feedback/reflections from course instructors will be the main artifacts for assessing outcomes. MA theses and research essays will also provide artifacts for students in the thesis and research essay streams.

For the **practical competencies** outcomes, core instructors, faculty involved in organizing MDS events, and the instructor teaching the Practicum courses will be involved in the consultation. Surveys, focus groups or interviews with students and alumni of the program could be employed in the assessment process as needed.

When: As mentioned, the annual outcome assessment meeting would be held in April at the end of the academic year. The assessment of outcomes will alternate between critical, research, and practical competencies (although the committee may adjust the schedule in cases where particular issues are deemed to need urgent attention, as long as each outcome is discussed twice over the cycle).

Seven Year Cycle for assessment of learning outcomes

Cycle	Outcomes	Form
Year 1	Critical Competencies	Meeting of core instructors to provide feedback and identify issues; may involve review of assignments submitted electronically as needed. Instructors teaching elective courses would be asked to provide feedback by email.
Year 2	Research Competencies	Meeting of core instructors to provide feedback and identify issues. May involve review of research papers for 5003, MA research essays, or theses as needed.
Year 3	Practical Competencies	Meeting of core instructors including instructor(s) responsible for practicum course to identify issues. May

		involve survey of students and alumni.
Year 4	Critical Competencies	Meeting of core instructors to provide feedback and identify issues; if necessary, may involve review of assignments submitted electronically. Instructors teaching elective courses would be asked to provide feedback by email.
Year 5	Research Competencies	Meeting of core instructors to provide feedback and identify issues. May involve review of research papers for 5003, MA research essays, and MA theses as needed.
Year 6	Practical Competencies	Meeting of core instructors including instructor(s) responsible for practicum course to identify issues. May involve survey of students and alumni.
Year 7	Critical Competencies	Meeting of core instructors to provide feedback and identify issues; if necessary, may involve review of assignments submitted electronically. Instructors teaching elective courses would be asked to provide feedback by email.

Dissemination Plan: The results of the assessment including an outline of which outcomes were assessed, how the assessment was done, the results of the assessment, and an assessment action plan (see below) to address any issues will be circulated by email to the Committee of Management and to faculty teaching in the MDS graduate programs or supervising MDS students.

Assessment Action Plan: In the results of the assessment, the assessment committee would write an assessment action plan that would describe which outcomes were assessed, how the assessment was done, the results of the assessment, and the actions to be taken to address any issues that emerged during the process of assessment. The Program Director and the Graduate Committee would be responsible for ensuring that actions recommended in the plan are acted upon.

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

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

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

B.4 Program Essential Requirements

Program essential requirements are defined by the Ontario Human Rights Commission as “the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that... program.” The program essential requirements are components that contribute to the achievement of the learning outcomes of the program.

Excerpt from the Ontario Human Rights Commission report: The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education:

Appropriate accommodations should not lead to lowered standards or outcomes: rather, an appropriate accommodation will enable the student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.

The aim of accommodation in a post-secondary educational context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in equal opportunity to attain the same level of performance, or enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted for the purpose of achieving equal opportunity and meets the individual's disability-related needs.

See more at: <http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities>

Paul Menton Centre

The program essential requirements of the Master of Arts in Migration and Diaspora Studies have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

Students with disabilities may require accommodations for practicum and coop placements. Making arrangements for accommodations off-campus is typically achieved through consultation and collaborative efforts between the academic unit and the PMC, while working with the placement site to ensure the student is appropriately accommodated.

C. Governance

The proposed MA has the support of the deans of FPA and FASS. MDS will be located in Kroeger College in the Faculty of Public Affairs. It will draw on the template of the Bachelor of Global and International Studies program (also located in Kroeger College) to establish a broad interdisciplinary program that will be equally at home in arts, social sciences and public affairs.

The MA in MDS will be a self-governing program under the general administrative direction of the associate dean and Kroeger College director. An MDS program director will serve as the academic head of the MDS program. The associate dean and director of the College will ultimately be responsible for the MDS budget and for major academic and administrative issues while the program director will be responsible for academic leadership and ongoing operations as described below.

A committee of management will be responsible for setting the overall policy direction of MDS graduate programs as well as the Bachelor of Global and International Studies Specialization in Migration and Diaspora Studies. The Kroeger College director will chair the committee and committee members will include the MDS program director (see below), the coordinator of the BGInS Specialization in Migration and Diaspora Studies, plus six faculty members affiliated with the MDS Program, drawn on an equal basis from the Faculty of Arts and Social Sciences and the Faculty of Public Affairs. The committee will have two standing committees: the MDS graduate committee and the MDS undergraduate committee. The program director and the committee of management may create ad hoc committees to address specific issues as needed.

The program director, as academic head of the program and graduate supervisor, will be a member of the existing Carleton faculty with a strong research and teaching profile in Migration and Diaspora Studies. Ideally, this person will be at the rank of associate professor or higher and have significant experience with Carleton's administration. The business plan includes 1.0 credit course release for this person (for the graduate supervisor role and for another program component, see below). The program director will be appointed jointly by the dean of the Faculty of Arts and Social Sciences and by the dean of Public Affairs. The committee of management will be responsible for recommending candidates for the program director to the deans. The expectation is that this position will rotate between the two faculties.

The program director will be administratively responsible for the day-to-day operations of the program, including managing the budget and the curriculum, and annual consultations with supporting units for program support, resourcing and timetabling.

The MDS graduate committee consists of the program director as chair and MDS-affiliated faculty as members (ideally, faculty teaching the core courses for the degree). This committee is established to handle the ongoing issues and administration of the program. It considers proposals for curriculum changes and recommends them to the committee of management for approval. The MDS graduate committee will also be responsible for the assessment of the program's learning outcomes and may constitute an assessment subcommittee for that purpose. The graduate committee is also responsible for admissions and student recruitment and may constitute subcommittees to evaluate applications to the MA program and the graduate diploma program.

D. The Faculty

D.1 Faculty appointed to the unit or program

As an interdisciplinary program that involves faculty from a number of disciplines and interdisciplinary units on campus, the MDS MA and Graduate Diploma will not have substantive faculty appointments, but rather draw on core faculty members (currently 17) who will have a zero-percent cross-listed appointment with MDS. This model will provide flexibility since the teaching of core courses and MDS sponsored elective courses can rotate among the MDS core faculty contingent. Core faculty will be faculty who are actively involved in the supervision of MDS students, who teach MDS electives or core courses, and/or serve on committees for the MDS MA. Students will also be able to choose MA research supervisors from an extended list of 47 MDS faculty associates (including the core faculty) from 25 units. Supervisors who are not core faculty will need to be approved on an individual basis by the MDS program director and by the Faculty of Graduate and Postdoctoral Affairs. The number of core faculty is not fixed but may be expanded to include other faculty teaching and researching in MDS at the graduate level and who wish to be involved in the program. Faculty who are often being asked to supervise students in MDS would be encouraged to be cross-listed. The Department of Law and Legal Studies recently completed the hire of a Tier 1 Canada Research Chair in Immigration and Refugee Law and Policy who will also join the core faculty and be available to work for students when the program launches in fall 2019. Membership in the core faculty requires the approval of the MDS committee of management.

MDS will operate by trading course credits with faculty members' home units to buy out their time to teach core courses in the program (MGDS 5001, MGDS 5002, MGDS 5003, MGDS 5101 practicum course, and elective courses offered by MGDS on topics where there is strong demand and that highlight critical, contemporary issues not covered by other courses offerings). Given that the MDS strategic hire was appointed in the Department of History and has an obligation to contribute to teaching in the MDS graduate program, the History department will support 0.5 credit of teaching in the MDS core course sequence. This can be done either by providing a faculty member to teach in MDS as part of his or her History teaching load or by trading CI credit so that MDS may find an alternate instructor. The MDS graduate elective courses consist of courses taught by core faculty as part of their regular teaching assignments in their home units.

Faculty resources:

- 1.0 course credit release for program director, who will also serve as graduate supervisor of the MA and graduate diploma programs. The program director would receive 0.5 credit of this course release for the graduate supervisor role within MDS and an additional 0.5 credit for covering another program component (for example a core course such as MGDS 5003 Research Seminar or the practicum course MGDS 5101 Practicum).
- 1.0 course credit for current faculty members to teach the three new mandatory core seminars MGDS 5001, MGDS 5002, and MGDS 5003. The remaining 0.5 credit of this teaching will be covered by the Department of History.
- 0.5 course credit for a current faculty member to teach the practicum course (MGDS 5101)
- The MDS MA and graduate diploma programs will also have funding for 0.5 credit of courses taught by contract instructors in Year 1, 1.0 credit in Years 2 and 3 and annual funding for 1.5 credit of courses taught by contract instructors from Year 4 onward. Depending on program needs, these CI

credits could also be traded with other units to have faculty members teach MDS elective courses that highlight critical and contemporary issues.

Summary of faculty/CI resources

- Year 1: MDS 2.5 credits + 0.5 credit from History
- Year 2-3: MDS 3.0 credits + 0.5 credit from History
- Year 4 onward: MDS 3.5 credits + 0.5 credit from History

The 17 core faculty for the MDS graduate programs bring with them a considerable range of teaching, research, and supervisory experience from a variety of disciplinary perspectives. Faculty teaching and research interests cover different aspects of Migration and Diaspora Studies including migration and international law; migration governance; citizenship and belonging; refugee regimes; ethnographic approaches to migrant and diaspora communities; histories of migration and forced displacement; diasporic art, literature, and culture; diasporic intellectual history; transnationalism; intersections of gender, race, and class, among others (see the overview of core faculty research and teaching interest below). Students will be able to draw on a strong range of regional and thematic specialization as well as disciplinary expertise in the fields.

The core faculty include five full professors, eight associate professors, and four assistant professors (two tenured, two tenure-track), providing an even distribution across rank and experience with supervisions. Women represent 58% of the core faculty, and the majority of full professors are women. **Seven of the seventeen core faculty members are visible minorities and among those who are not visible minorities are immigrants to Canada or belong to a diaspora. There is considerable diversity in the core faculty and also among the extended list of MDS faculty associates.** Currently, none of the core faculty members are close to retirement. The core faculty are appointed or cross-appointed to different units across campus: Bachelor of Global and International Studies; College of the Humanities; Department of English Language and Literature; Department of History; Department of Law and Legal Studies; Department of Sociology and Anthropology; Department of Political Science; Institute of African Studies; Institute of European, Russian and Eurasian Studies; Institute of Political Economy; Institute for Comparative Studies in Literature, Art, and Culture; Pauline Jewett Institute for Women's and Gender Studies; School for Studies in Art and Culture; School of Indigenous and Canadian Studies; Sprott School of Business.

While resources are not currently available, once the MA is established, MDS will explore with university advancement the possibility of establishing a postdoctoral fellow or visiting scholar position. This will provide another means of broadening the range of research interests and to provide a diversity of international perspectives.

Overview of core faculty research and teaching interests

Art, Literature, and Culture

Sarah Casteel, Department of English/Institute for Comparative Studies in Literature, Art, and Culture – postcolonial literature, Caribbean literature, Black-Jewish literary relations, Black Holocaust fiction

Ming Tiampo, School for Studies in Art and Culture: Art History – transnational and global art history; transnational modernism in postwar Japan; art and decolonization in France; curatorial studies

Malini Guha, School for Studies in Art and Culture: Film Studies – women cinema, migration and spatiality in cinema; postcolonial and post-imperial modes of mobility, migration, displacement, and settlement in cinema

History

James Casteel, Institute of European, Russian, and Eurasian Studies/College of the Humanities: Religion - memory and migration among post-Soviet diasporas in Germany; transnational approaches to modern and contemporary European history; diaspora history

Audra Diptee, Department of History – trans-Atlantic history of slavery and abolitionism; Caribbean and African Diaspora history

Daniel McNeil, Department of History (Strategic Hire in MDS) – history of African and Black Diaspora; racism and sexuality; trans-Atlantic history

Jeff Sahadeo, Institute of European, Russian, and Eurasian Studies/Department of Political Science – history of Russia, Central Asia, and the Caucasus, history of migration from Central Asia to the Soviet Union; politics of race in the Soviet Union; post-Soviet diasporas

Anne Trépanier, School of Indigenous and Canadian Studies – Canadian identity politics and narratives, strategies for intercultural mediation, French language, culture, and identity in North America

Sociology and Anthropology

Kamari Clarke, Kroeger College (Bachelor of Global and International Studies)/Department of Law and Legal Studies – anthropology and law, secularism and religious transnationalism; international criminal court and tribunals

Daiva Stasiulis, Department of Sociology & Anthropology – sociology of international migration; issues of citizenship, race and gender; migrant women and domestic work; lived citizenship among the Lebanese diaspora

William Walters, Department of Political Science/Department of Sociology & Anthropology – political sociology of migration, border studies, and citizenship

Law and Politics

James Milner, Department of Political Science – global refugee regimes; global refugee policy; politics of asylum in the global south.

Christina Gabriel, Department of Political Science – politics of international labor migration, citizenship and migration, gender and politics, multiculturalism

Umut Özsu, Department of Law and Legal Studies – international law and population transfers; international refugee law and human rights law, international law of decolonization.

Geography

Amrita Hari, Pauline Jewett Institute for Women’s and Gender Studies – global migrations, transnationalisms, diasporic formations and citizenship; gendered division of labor and Indian hi-tech migration

Martin Geiger, Institute of European, Russian, and Eurasian Studies/Department of Political Science – politics of borders and international migration management; international organizations and migration; global competition for STEM labor; European Union and migration

Business

Luciara Nardon, Sprott School of Business – international business, multiculturalism and the role of culture in management cross-cultural communication

Table D.1: Core program faculty

*D=full privileges; M=full privileges at master’s level only; CD=co-supervision privileges at doctoral level, full privileges at master’s level;
 CDM=co-supervision privileges only at both doctoral and master’s level; CM=co-supervision privileges at master’s level, no privileges at doctoral level

Faculty Name	Rank	M/F	Appointment Status	Percentage Appointment	Supervision Privileges*	Academic Unit Affiliations
Sarah Casteel	Professor	F	Tenured	75%/25%/0%	D	English/Institute for Comparative Studies in Art, Literature, and Culture / Institute of African Studies
Kamari Clarke	Professor	F	Tenured	50%/50%	D	Kroeger College (Bachelor of Global and International Studies)/Law & Legal
Daiva Stasiulis	Professor	F	Tenured	100%	D	Department of Sociology and Anthropology
Ming Tiampo	Professor	F	Tenured	100%/0%	D	School for Studies in Arts & Culture: Art History/ Institute for Comparative Studies in Art, Literature, and Culture
William Walters	Professor	M	Tenured	50%/50%	D	Department of Political Science/Department of Sociology and Anthropology
James Casteel	Associate Professor	M	Tenured	25%/25%	D	Institute of European, Russian, and Eurasian Studies/ College of Humanities: Religion
Audra Diptee	Associate Professor	F	Tenured	100%	D	Department of History
Christina Gabriel	Associate Professor	F	Tenured	100%/0%	D	Department of Political Science/Institute of Political Economy
Daniel McNeil	Associate Professor	M	Tenured	100%/0%/0%	D	Department of History/ Institute for Comparative Studies in Art, Literature, and Culture/Institute of African Studies
James Milner	Associate Professor	M	Tenured	100%	D	Department of Political Science

Faculty Name	Rank	M/F	Appointment Status	Percentage Appointment	Supervision Privileges*	Academic Unit Affiliations
Luciara Nardon	Associate Professor	F	Tenured	100%	D	Sprott School of Business
Jeff Sahadeo	Associate Professor	M	Tenured	50%/50%	D	Institute of European, Russian, and Eurasian Studies/Department of Political Science
Anne Trépanier	Associate Professor	F	Tenured	100%	D	School of Indigenous & Canadian Studies
Martin Geiger	Assistant Professor	M	Tenure-Track	50%/50%	D	Department of Political Science/ Institute of European, Russian, and Eurasian
Malina Guha	Assistant Professor	F	Tenured	100%	D	School for Studies in Arts & Culture: Film Studies
Amita Hari	Assistant Professor	F	Tenured	100%	D	Pauline Jewett Institute for Women's and Gender Studies
Umut Özsu	Assistant Professor	M	Tenure-Track	100%	D	Department of Law and Legal Studies

D.2 Faculty research funding

Table D.2: Operating Research Funding by Source and Year

Year	Source					
	Canadian Industry	Federal Government (excluding Tri-Agency, CRC, CFI, NCE)	Internal (Carleton) Grants/Awards	Ontario (including OCE and MRI)	Tri-Agency (including CRC)	Grand Total
2012-2013			15,000		46,514	61,514
2013-2014			7,000		18,440	25,440
2014-2015	5,000		45,500		19,038	69,538
2015-2016			37,500		34,450	71,950
2016-2017		3,000	41,000	52,000	141,791	237,791
2017-2018			35,000		108,375	143,375
Grand Total	5,000	3,000	181,000	52,000	368,607	609,607

D.3 Distribution of thesis supervision

The 17 core faculty members for the Migration and Diaspora Studies MA are appointed/cross-appointed to 16 different units across campus. They are a highly engaged and active group of faculty with ample experience in supervision. Judging from the experience of other programs with a coursework option, we expect that most students in the MA will opt for the coursework option. With that in mind, we do not expect that the MDS MA will place a large demand of thesis supervision on faculty teaching in the program. While the core faculty would be the most likely candidates for supervision, the MDS MA also has a longer list of 47 faculty associates (including the core faculty) who would be available to supervise students in the MA program (subject to approval of the Faculty of Graduate and Postdoctoral Affairs) and providing students pursuing the thesis and research essay options with a broad range of expertise and disciplinary backgrounds from which to choose a supervisor (see Appendix 8).

Table D.3: Distribution of thesis supervision

Faculty Name	Rank	Completed				Current			
		Undergraduate	Master's	PhD	PDF	Undergraduate	Master's	PhD	PDF
Sarah Casteel	Professor		12	3				4	
Kamari Clarke	Professor	31	5	18				1	
Daiva Stasiulis	Professor	13	26	2			1	3	
Ming Tiampo	Professor		11	1				6	
William Walters	Professor		20	8	4		7	4	
James Casteel	Associate Professor		20				6		
Audra Diptee	Associate Professor		4				2		
Christina Gabriel	Associate Professor	5	2	2				1	
Daniel McNeil	Associate Professor	49	22				2	3	
Jeff Sahadeo	Associate Professor	9	40	1			7		1
James Milner	Associate Professor	21	6				3	5	
Luciara Nardon	Associate Professor							1	
Anne Trépanier	Associate Professor		6					3	
Martin Geiger	Assistant Professor	1				1	1		
Malina Guha	Assistant Professor		6						
Amrita Hari	Assistant Professor		4						
Umut Özsü	Assistant Professor						3	1	
TOTAL		129	184	35	4	1	32	32	1
MEAN SUPERVISIONS		7.59	10.82	2.06	0.24	0.59	1.88	1.88	0.59

D.4 Current Teaching Assignments

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
CASTEEL, Sarah Abigail	CLMD6102 / ENGL 5004 - Issues in Transnationalism / Studies in Transnational Literature	0.5	x	x	x	
Professor	CLMD6900 - Research and Prof. Development	0.5	x	x	x	
	GINS2020 - Global Literatures	0.5	x	x		
	HIST5904 - Directed Studies: Non-Cdn	0.0	x			
	ENGL2957 - Literatures of the Americas II	0.5			x	
	Total		1.5	1.5	1.5	
CLARKE, Maxine Kamari	GINS1020 - Ethnography, Glob and Culture	0.5	x	xx	xx	
Professor	GINS3010 - Global and Intl Theory	0.5	x		x	
	ANTH5708 - Special Topics in Anthropology	0.5	x			
	LAWS5903 - Contemporary Topics	0.5	x			
	GINS1010 - International Law and Politics	0.5		x		
	Total		2.0	1.5	1.5	
STASIULIS, Daiva K.	SOCI4040 - Adv. Stud. In Soc. Of Gender	0.5	x		x	
Professor	SOCI5406 - Citizenship and Globalization	0.5	x		x	
	Total		1.0		1.0	
TIAMPO, Ming	ARTH5218 - Museum Studies & Curatorial / CURA 5000 Curatorial Studies Proseminar	0.5	x	x	x	
Professor	CLMD6102 – Transnationalism / ARTH 5117 Community/Identity	0.5		x	x	
	ARTH5777 - Art Exhibition Studio	0.5		x	x	
	Total		0.5	1.0	1.0	

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
WALTERS, William	PSCI4303/ PSCI5303/SOCI5407 - Governmentality and Politics	0.5		x	x	
Professor	PSCI4809 - Honours Sem on a Sel Top	0.5		x		
	SOCI4850 - Contemp. Problems in Sociology	0.5		x	x	
	SOCI5400 - Political Sociology	0.5		x	x	
Total			0	2.0	1.5	
CASTEEL, James E.	EURR5001 - Seminar Eur., Russ., Eurasian	0.125	x	x		Team Taught Course
Associate Professor	EURR5303/EURR4303/HIST 4606 - Cont Europe: Postwar to EU	0.25		X		Co-taught
	RELI 3141/HIST3718 - Germans and Jews	0.5		X		
	RELI5850/RELI4850/EURR 5201 – Religion, Migration, Diaspora	0.5	x			
Total			0.75	1.0	0	
DIPTEE, Audra						
Associate Professor	HIST1707 - World History	0.5	x	x	x	
	HIST2710 - Introduction to Caribbean History	0.5	x	x	x	
	HIST4703 - The Global South / AFRI 4000 Advanced Topics African Studies	0.5	x			
	HIST4915 - Topics in History / AFRI 4000 Advanced Topics African Studies	0.5		x		
	HIST5710 - Race and Empire	0.5	x	x		
	HIST5804 - Problems Hist of Women, Gender	0.5			x	
	HIST5904 - Directed Studies: Non-Cdn	0.0		x		
	HIST5915/HIST4915 - Topics in History / AFRI 4000 Advanced Topics African Studies	0.5			x	

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
	HIST6906 - Ph.D. Tutorials	0.0			x	
	Total		2.0	2.0	2.0	
GABRIEL, Christina Louise	PSCI4807 - Migration & Mobility: Politics	0.5	x	x	x	
Associate Professor	PSCI6907 - Research Methods and Design	0.5	x	x	x	
	PSCI2002 - Canadian Political Environment	0.5	x			
	PSCI3006 - Social Power in Cdn Politics	0.5		x	x	
	PSCI6000 - Political Process in Canada I	0.5		x		
	PSCI5009 - Cdn Political Economy	0.5			x	
	Total		1.5	2.0	2.0	
MCNEIL, Daniel	MGDS2000 - Migration and Diaspora Studies	0.5	x	x	x	
Associate Professor	CLMD6101 - Interdiscip in Cultural Theory	0.5	x	x		
	HIST3907 - Transnation or Thematic Topic	0.5	x	x		
	ENGL3702 - American Culture	0.5	x			
	HIST5904 - Directed Studies: Non-Cdn	0.5		x		
	HIST3810A - Historical Theory	0.5			x	
	HIST3810B - Historical Theory	0.5			x	
	Total		2.0	2.0	1.5	
MILNER, James	GPOL3000 - Global & Comparative Politics	0.5	x	x	x	
Associate Professor	GPOL3100 - Internship in Global Politics	0.5	x			
	PSCI3600 - International Institutions	0.5		x	x	
	PSCI4817 - Intl Politics Forced Migration	0.5	x	x	x	
	PSCI5209 - Migration & Gbl Politics	0.5	x	x	x	

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
	Total		2.0	2.0	2.0	
NARDON, Luciana	BUSI2702 - Intro to Internat'l Management	0.5	x	x		
Associate Professor	BUSI4719 - Practicum in International Bus	0.5		xxx	xx	
	BUSI6705 - Sem. In Int'l Bus. II	0.5			x	
	BUSI6901 - Special Topics	0.5	x			
	IBUS5716 - Management of Int Business	0.25	x	x	xx	
	IBUS5721 - Regional and Global Business Str	0.25	x		xx	
	Total		1.5	1.5	1.5	
SAHADEO, Jeffery Frank	EURR100 - Intro European Russian Studies	0.25	x	x	x	Team Taught Course
Associate Professor	EURR4207/PSCI4503 - Politics of Central Eurasia	0.5	x		x	
	EURR5001 - Seminar Eur., Russ., Eurasian	0.125	x	x	x	Team Taught Course
	EURR4306/ EURR5306 - Soviet Union: Power & Culture/HIST4608 - The Soviet Union	0.5	x			
	EURR5010 - Res. Des&Meth Europ, Russ&Eura	0.125	x	x	x	Team Taught Course
	PSCI3105 - Imperialism	0.5	x	x	x	
	EURR4209/PSCI4504 - Poltics: Caucasus & Caspian Basin	0.5		x		
	EURR4305/ EURR5305 /HIST4607/ HIST5607 - Imperial Russia & Russian Revolution	0.5		x		
	EURR5901 - Tut. In Russian-Area Studies	0.0			x	
	EURR4203/ EURR5203 /HIST4603/ HIST5603 - Imperial and Soviet Russia	0.5			x	
	Total		2.0	2.0	2.0	

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
TREPANIER, Anne	FINS2511/CDNS 2511 - Intro soc et cul quebec (F)	0.5	x	x	x	
Associate Professor	FINS2510/CDNS2510 - Introduction to Québec Society	0.5	xx	x	x	
	CDNS4510 - Québec Studies	0.5			x	
	CDNS5003 - Selected Topics	0.5			x	
	Total		1.5	1.0	2.0	
GEIGER, Martin	EURR5304/EURR4304 - Europe and Int'l Migration	0.5	x	x		
Assistant Professor	PSCI3608 - Mobility and Migration	0.5	x	x	x	
	PSCI4610 - Politics of Migration Mgt	0.5	x	x	x	
	PSCI1501 - Politics of Migration	0.5	x			
	EURR2001 - Curr Issue Euro Politic&Societ	0.5		x	x	
	EURR5106/PSCI5609 - Sel Top: Euro Integ Studies	0.5			x	
	EURR4908 - Honours Essay	0.0	x	x	x	
	Total		2.0	2.0	2.0	
GUHA, Malini	FILM4001 - Research&Critical Methodologies	0.5	x	x	x	
Assistant Professor	ENGL2600/FILM2606 - History of World Cinema I	0.5	x		x	
	FILM4901 - Special Topic	0.5	x			
	FILM5002 - Special Topics	0.5	x			
	FILM4805 - Practicum in Film Studies	0.5		x	x	
	FILM2607/ENGL2601 - History of World Cinema II	0.5	x		x	
	FILM4806 - Practicum in Film Studies	0.5			x	
	FILM4904 - Independent Study	0.0			xx	
	FILM5801 - Graduate Internship	0.5			x	

Name	Courses Taught	Credit Value	2017-18	2016-17	2015-16	Notes
	Total		2.5	1.0	4.0	
HARI, Amrita	WGST2801 - Activism Feminisms&Soci Justic	0.5		x	x	
Assistant Professor	WGST3810 - Feminist Research	0.5		x	x	
	WGST4003/ WGST5003 - Transitions in Wom&GendStud	0.5		x	x	
	WGST5905 - Program Seminar	1.0	x			
	WGST5907 - Women's and Gender Issues	0.5		x	x	
	Total		1.0	2.0	2.0	
ÖZSU, Faik Umut	LAWS1000 - Introduction to Legal Studies	1.0	x	x		
Assistant Professor	LAWS2601 - Public International Law	0.5	x			Taught as Summer course, extra to normal load.
	LAWS4603 - Transitional Justice	0.5	x	x		
	LAWS5663/LAWS6003 - Hum. Rights, Cit. & Gl. Justice	0.5	x			
	Total		2.5	1.5		

D.4.1 Contribution of faculty from other Carleton units and programs

As mentioned above in the faculty section, the MDS MA and Graduate Diploma programs will be dependent on the commitment of faculty working in Migration and Diaspora Studies from a variety of units on campus with the 17 core faculty appointed or cross-appointed to 16 units. Core MDS faculty who teach regularly in MDS graduate programs, serve on MDS MA committees, and teach central MDS elective courses for the program will be eligible to have a zero-percent cross appointment with MDS. Cross-appointments will require approval of the MDS Committee of Management and the appropriate Deans.

In addition, an extended list of 47 MDS faculty associates from other units who teach and research in the area, will be available as additional resources for students to consult or to supervise MA research essays and theses.

D.5 Contract instructors

Carleton's location in the national capital region provides the MDS program with a number of opportunities to attract highly qualified contract instructors with unique practical and professional experience in the fields of Migration and Diaspora Studies (public officials who work on migration or diaspora issues, members of NGOs, immigrant settlement organizations, etc.).

The MDS MA and Graduate Diploma programs will have funding for 0.5 credit of courses taught by contract instructors in Years 2 and 3 and annual funding for 1.0 credit of courses taught by contract instructors from Year 4 onward.

These credits for Contract Instructors would be used to support the teaching of critical and contemporary issues in MDS that would serve as MDS electives. It would also allow for the program to involve practitioners in the field of MDS in the instruction of the program (practitioners in government or policy circles or who work for NGOs or advocacy organizations).

In addition, Contract Instructor credits could also be traded with other units on campus to have faculty members teach MDS elective courses that highlight critical issues.

E. Program Admission and Enrolment

E.1 Admission requirements

Admission requirements for the MA degree are outlined in the calendar language in Appendix 3. MDS requires students to have completed a four-year BA Honours degree or equivalent (such as the Bachelor of Global and International Studies) in a social sciences or humanities discipline or interdisciplinary program relevant to Migration and Diaspora Studies (for example, sociology, history, anthropology, geography, law and legal studies, human rights, cultural studies, gender studies, languages, literary studies, film studies, art history, economics, political science, area studies, global and international studies, religious studies, race and ethnic studies). We expect students to have a B+ average or above in their last two years of undergraduate study. In certain cases, we will admit students with lower grades if they have shown improvement over the course of their degree or if their performance is better in courses that are more applicable to the degree. We will also consider practical experience working with migration or diaspora issues.

The Admissions Committee considers whether files will be accepted or rejected. For those who are accepted, the committee will rank them and then consider appropriate funding packages within the envelope provided by the Faculty of Graduate and Postdoctoral Affairs.

Students will be required to submit a statement of interest, two letters of recommendation, and university transcripts when applying to the program. The statements of interest written by the students are important, since they provide a rationale for why they wish to enter the program, what objectives they will try to achieve, and how their prior academic and work/life experience has prepared them for graduate study. Letters of recommendation will be central for helping to evaluate the student's capacity to engage in graduate work. We would expect some exposure to critical competencies relevant for the MDS degree as well as some experience in developing research competencies. Transcripts will be used to judge academic performance and exposure to different social science and humanities disciplines relevant to the program.

To be admitted to the MDS Type 2 Graduate Diploma, students must be enrolled in a master's or doctoral program at Carleton University. To apply to the Type 2 Diploma program, students must submit a letter of support from their supervisor or a faculty member in their home program along with a 1-2 page statement of interest that outlines the reasons for wishing to enroll in the Migration and Diaspora Studies Diploma program.

To be admitted to the MDS Type 3 Graduate Diploma, students must have completed a Honours Bachelor or equivalent 4-year undergraduate university degree. Applicants to the Type 3 Graduate Diploma must submit a 1-2 page statement of interest in the program, a letter of recommendation from a faculty member, and their university transcripts. If they have relevant work or volunteer experience in the area, applicants may submit a letter of recommendation from an employer or supervisor in addition to the academic reference letter.

The graduate committee will assess applications to the Diploma programs following a similar process as described for the MA. No funding decisions are necessary for Diploma program students. Type 2 Diploma students receive funding packages through their home program. Type 3 Diploma students do not receive funding through graduate studies.

Admission requirements and timely completion

Through the process of **graduate admissions** we seek to gauge if students have the appropriate blend of knowledge, skills, and previous academic success to proceed through the program and graduate in a timely manner. We will be attuned to assessing how students' previous academic and practical experience have prepared them to succeed in fulfilling the three main competencies in our learning outcomes (critical competencies, research competencies, and practical competencies). The graduate core courses are designed to help introduce concepts and approaches in the field and provide all students with sufficient grounding and a common language in Migration and Diaspora Studies as well as research skills required to complete the degree program. Our expectation is that students who meet the admissions requirements outlined in E.1. will be well-prepared to meet the learning outcomes of the MA and the Graduate Diploma programs.

E.2 Class sizes and course and program capacity

Class sizes for MGDS 5001, MGDS 5002, and MGDS 5003 as core courses for the program would be capped at 25 students.

Class sizes for elective courses will vary, but most are offered as seminars with caps ranging from 20-25 students. At this time, it is difficult to predict which courses might have capacity issues. The MDS elective list contains a broad range of courses and we expect that a sufficient number should be on offer in each year of the program. In addition, many faculty teach courses in Migration and Diaspora Studies under departmental special topics courses. If certain courses become high demand courses for the program, we will communicate with the respective department to ensure that sufficient spots for our students can be guaranteed.

Approximately 2-4 students per cohort will require supervision for their research essay or thesis, depending upon the pathway chosen. As the opportunities for supervision are spread across both the 17 core faculty members and the broader faculty complement (47) associated with the MDS Research Network, MDS clearly has adequate capacity for supervision. The Program Director will advise students as they choose supervisors for their research projects and encourage students to approach the most suitable candidates with expertise to supervise their projects. The Program Director will monitor supervisions and try to ensure that these are distributed broadly among MDS affiliated faculty, and not placing too much of a burden on any particular faculty member.

E.3 Projected enrolment

We anticipate significant student demand for admission to the MA in MDS, given the uniqueness of the program, proximity to the policy and practitioner communities in Ottawa, admission demands in related programs in Canada, and registration demands in relevant graduate courses at Carleton. Current graduate students at Carleton associated with the MDS research network have already established an MDS Student Society, demonstrating the interest in this research area.

Our objective for the MA is to attract 13 full-time students (11 domestic and two international) in Year One and grow to admit 18 full-time students (16 domestic and two international) in Year Two, reaching capacity of 20 full-time (18 domestic /two international) students by Year 4. These numbers are based on the prospective student demand (see below) and on comparisons with similar programs such as the University of London Master of Arts in Migration and Diaspora Studies which has cohorts of 25 students per year. Comparable interdisciplinary MA programs at Carleton such as the MA in European and Russian Studies attract a similar number of students. Unlike these examples, the MDS MA does possess a coursework-only pathway, an option that many students find attractive and which will contribute to the program meeting enrollment expectations.

All three pathways through the MA (coursework-only, research essay, thesis) are open to all students. Based on the experience of other units at Carleton such as the English Department and Norman Paterson School of International Affairs that have coursework options for their MA degrees, we expect that the majority of incoming students will choose the coursework-only pathway with a smaller number of 2-4 students per year applying to the research essay or thesis pathways (approximately one-fifth of students in each cohort).

For the Graduate Diploma in Migration and Diaspora Studies (Type 2 and 3), we expect between 3-5 students per year.

For the MA Program, we anticipate demand from three specific profiles of prospective students:

- *New graduate students to Carleton:* Carleton's growing institutional profile in Migration and Diaspora Studies, coupled with the research profile of the 47 affiliated MDS faculty from 25 units and recent success with multi-year research funding has already resulted in an increase in interest from prospective graduate students to Carleton. We expect that most prospective students would not otherwise have applied to Carleton. Given the interdisciplinary nature of the program, any prospective students that are not 'net new' will be drawn from a variety of disciplinary programs. In collaborating and receiving support from existing disciplinary programs to select and identify interdisciplinary 'MDS electives,' we expect to enhance the Carleton experience for students seeking to enroll in courses with significant MDS content while securing a disciplinary degree. We also anticipate that the new program will increase enrolment in existing courses in Migration and Diaspora Studies in units that are not currently functioning at or near capacity.
- *Graduating Carleton undergraduate students:* Given their interdisciplinary training and engagement with global issues, students in Carleton's Bachelor of Global and International Studies degree, a program which admits over 200 students each year, are ideal candidates for the MDS MA. The MA Program launch in the Fall of 2019 is planned to allow us to recruit from the first graduating cohort of BGIInS students. Students in the BGIInS Specialization in Migration and Diaspora Studies would be prime candidates for continued graduate studies in the field. In addition, we expect that students from related BGIInS Specializations such as Global Politics; Global and Transnational History; Globalization, Culture and Power; Global Law and Social Justice; Global Media and Communication; Globalization and the Environment; Global Literatures; Africa and Globalization; Europe and Russia in the World; and Latin American and Caribbean Studies will also find the MDS MA to be an attractive option.

MDS affiliated faculty have noted that a significant number of students in related 4000-level undergraduate seminars express a desire to continue in this field and lament the lack of a specialized MA program at Carleton. Many of these students apply to graduate programs abroad, especially in the UK. An MA program at Carleton would help retain these students.

- *Professional and mid-career applicants:* Given its location in Ottawa, Carleton is close to a significant concentration of practitioners, policy-makers, advocates and others engaged in issues of migration and diaspora at the local, national and global level. Proximity to these individuals, government departments and agencies, non-governmental organizations and community groups provide opportunities for exchange and co-op and practicum placements for interested students, and such proximity will also result in interest from individuals working in these contexts to apply to the MA in MDS at Carleton as a mid-career option for reflection and career development. These students might also find the Type 3 Graduate Diploma program an attractive option.

Table F.3: Projected Enrolment

	Full Time				Part Time				Total Enrolment
	Domestic		International		Domestic		International		
	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	
Year 1 (2019)	11	11	2	2	0	0	0	0	13
Year 2 (2020)	16	27	2	4	1	1	0	0	32
Year 3 (2021)	16	32	2	4	1	2	0	0	38
Year 4 (2022)	18	34	2	4	1	3	0	0	41
Year 5 (2023)	18	36	2	4	1	4	0	0	44
Year 6 (2024)	18	36	2	4	1	4	0	0	44

F. Student Experience and Satisfaction

F.1 Student orientation, advising, and mentoring

The MDS Program Director will organize student orientation activities for all new MDS MA and GDIP students at the beginning of the Fall 2019 term. Students will be introduced to the program requirements and practical matters of being a graduate student at Carleton. An MDS graduate program handbook will be made available to all students and posted on the MDS website. MDS core faculty, especially those teaching in the MDS core courses, will be encouraged to participate in the orientation events. The program director may also organize a social event (BBQ or similar) for new students and MDS faculty, to help students make connections with MDS faculty and to encourage a sense of community. Students will also be made aware of the MDS student society and encouraged to be involved in it.

Upon entry to the program, each student will be assigned an MDS faculty mentor. The mentor will serve as a resource for the students to consult in addition to the program director and core course instructors and will ensure that all students have contact with MDS faculty relevant to their area of research. For research essay and thesis students, the faculty mentor remains in the role until a suitable supervisor is found. For coursework students, the faculty mentor will likely to remain throughout the program unless a more appropriate mentor to the student's research interest is identified. For coursework students, the faculty mentor will serve as a resource (in addition to the course instructor) when writing their capstone research paper for MGDS 5003.

The program director will be responsible for advising students and assist students in registration and discussing program options. The program director along with the instructor running the practicum course in a given year will also be the main points of contact for advising students on the co-op and practicum options. The instructors of the core courses for the MDS MA program will also be involved in advising and mentoring students academically and in helping thesis and research essay students make connections with potential supervisors. All students considering the research essay and thesis options will be expected to have identified a potential supervisor by the time they have completed MGDS 5003. The instructor for that course will work with the program director and faculty mentors to assist students in finding appropriate supervisors for their research projects. MDS core faculty are committed to involving MDS students in their research projects and will provide students with mentorship.

In the 2018-2019 academic year, the MDS Steering Committee will constitute a graduate committee drawing on MDS core faculty and faculty associates. This committee will be responsible for recruitment,

communication, and planning for the launch of the MA program in the Fall of 2019. The program director will work with the MDS graduate committee to prepare a graduate handbook for the MDS MA program that explains program requirements and different pathways through the program. The handbook will also include guidelines for MDS theses and research essays. The handbook will ensure that both faculty and students are aware of MDS procedures. MDS already has a web site at Carleton to promote MDS events and resources for students. A website for the MDS graduate programs will be added to assist in recruitment and to provide information to current students. The MDS administrator in Kroeger College will develop email lists to facilitate communication with prospective and current students. The MDS Research Initiative already possesses an active email list for circulating information about MDS and community events and opportunities, including MDS placement and employment opportunities. MDS students will be encouraged to join the MDS email list.

MDS will also explore possibilities with university advancement to obtain additional resources to support MDS students. An international travel bursary is a high priority that could support for students studying, conducting research, or working in practicums abroad. Other priorities include support for a postdoctoral fellow or for a visiting scholar, both of which would provide opportunities to internationalize the faculty teaching MDS courses and to cover topics that existing faculty do not.

Once the program is established, MDS will also consider other options to enhance student experience, such as the potential of partnering with another international institution to create a dual degree program.

F.2 Career paths of graduates

The MA program in Migration and Diaspora Studies, with its unique blending of academic and practical experience, will prepare students for a number of potential career paths. As an interdisciplinary degree program with a strong emphasis on research, the program will provide solid foundation for doctoral study in a variety of fields. It also would prepare students well for professional degree programs such as Law School, Social Work, and Education, all fields where background in MDS would be helpful. MDS students research skills and practical experiences would provide excellent preparation for work in a variety of government agencies at the local, provincial, and national level as well as in public museums and heritage sites. As many co-op placements are made with the federal government, we expect that many co-op students might transition from their co-op placement to a federal government career path. In the private sector, students' intercultural skills and knowledge of issues of migration and mobility would be excellent preparation for work in human resources or international business. In addition, likely employers include non-profit organizations, non-governmental organizations, or community organizations, that deal with issues such as immigrant settlement, refugees, and advocacy for migrants. The practicum placement course will be particularly valuable for providing students with expertise and practical experience in these areas.

Career Paths of Graduates			
Educational Opportunities	Public Sector Employment Opportunities	Private Sector Employment Opportunities	Non-Profit Organizations
<ul style="list-style-type: none"> • PhD study in social sciences or humanities 	<ul style="list-style-type: none"> • Federal government agencies: <ul style="list-style-type: none"> ○ Canadian Heritage 	<ul style="list-style-type: none"> • Human resources (intercultural communication, 	<ul style="list-style-type: none"> • Immigrant settlement organizations

<p>disciplines or interdisciplinary programs</p> <ul style="list-style-type: none"> • Law school • Social work 	<ul style="list-style-type: none"> ○ Canadian Human Rights Commission ○ Canada Border Services Agency ○ Immigration and Refugee Board ○ Immigration, Refugees, and Citizenship ○ Global Affairs Canada ○ International Development Research Centre • Provincial government agencies <ul style="list-style-type: none"> ○ Ministry of Citizenship and Immigration • Municipal government agencies • Museums and heritage sites • International organizations <ul style="list-style-type: none"> ○ International Organization for Migration ○ United Nations High Commissioner for Refugees • College/university administration (international student offices) 	<p>multiculturalism and diversity)</p> <ul style="list-style-type: none"> • Corporate philanthropy (companies that support refugees and migrant issues) <ul style="list-style-type: none"> ○ TD Canada Bank ○ General Motors Canada ○ Hewlett Packard Foundation ○ Manulife • International business 	<p>(examples from Ottawa area)</p> <ul style="list-style-type: none"> ○ Refugee 613 ○ YMCA-YWCA Newcomer Information Centre ○ Immigrant Women Services Ottawa ○ Jewish Family Services ○ Catholic Centre for Immigrants ○ World Skills • Charities that deal with migrants or refugees: <ul style="list-style-type: none"> ○ Canadian Red Cross ○ United Way ○ Amnesty International ○ Community Foundations of Canada • Non-governmental organizations working on refugee or migration issues: <ul style="list-style-type: none"> ○ Canadian Council for Refugees • Community organizations
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F.3 Student-faculty ratios

Based on the current faculty contingent cross-appointed to MDS, it is estimated that at capacity there will be 44 students for 17 core faculty members. The faculty involved in the program are engaged and committed to working with MDS graduate students, but their contact with students will vary depending on which courses are being taught, which department is 'home' for the faculty member, and who teaches the core courses and department-based electives. For the majority of students who are in the coursework pathway, there would likely be 4-5 key faculty members who would form their point of contact.

Students in the thesis or research essay pathways will be able to seek out supervision from the extended list of potential supervisors, namely the 47 faculty members (including the 17 core faculty) who are associated with the MDS Research Network at Carleton.

MDS faculty have built strong research networks across departmental and faculty lines, and so opportunities for further mentorship will be fostered in this environment. In particular, for students interested in pursuing the thesis or research essay pathways, we will encourage students to take full advantage of these opportunities to link their research interests to ongoing projects, and encourage supervisors to forge valuable connections between their research projects and the proposed research of MDS MA students.

F.4 Graduate Student Funding

Full-time domestic graduate students (projected)							
	Intake	Continuing	Dept. Scholarship	Teaching Assistantships		Total	Avg/Student
				Number	Amount*		
Year 1	11	11	33,000	5	54,000	87,000	7,909
Year 2	16	27	81,000	13	140,400	221,400	8,200
Year 3	16	32	96,000	16	172,800	268,800	8,400
Year 4	18	34	102,000	17	183,600	285,600	8,400
Year 5	18	36	108,000	18	194,400	302,400	8,400

*Based on a Teaching Assistantship valued at \$10,800 per year, subject to changes in the collective agreement.

MDS core faculty have been very successful in securing SSHRC and other research funding and using those funds to support students. Research assistant positions provide students with mentorship as they work closely with an MDS faculty member on a research project and gain experience in the conduct of research, applying methodologies, and analysis. Core faculty in MDS are committed to working with MDS MA students, particularly those in the MA thesis and research essay pathways. Research assistantships cannot be guaranteed, but we expect that the type of student this program will attract will likely be highly competitive in obtaining these positions. For example, Martin Geiger currently holds multi-year funding from the Ontario Ministry of Research and Innovation for a project “Managing Migration for Innovation and Growth” that would be available for MDS MA students to apply to when the program launches and would be an ideal fit with the profile of student that we are aiming to attract. MDS MA students would also have the possibility of applying for research assistants at the various research centres and networks associated with MDS (see the list in H.2 b. below).

MDS Type 2 Diploma Students would receive student funding through their home graduate program. Type 3 Diploma students do not receive student funding.

F.5 Teaching opportunities for doctoral students (PhD programs only)

Not applicable.

G. Resources

G.1 Support and technical staff

In its extensive activities so far, MDS has operated largely through ‘volunteer’ support staff from partners in the Institute for Comparative Studies in Literature, Art and Culture and the Department of History who have assisted in: program management of the MDS Specialization in BGInS; the sponsoring of conferences and policy workshops; graduate research; the hosting of guest speakers and postdoctoral fellows; the administration of TD Bank funding, which provides \$50,000 annually for continued liaison with the MDS-related international community and a graduate scholarship; and the fostering of several new research and pedagogical networks.

The creation of the MA and Graduate Diploma provides an opportunity to consolidate the administrative support for MDS activities (graduate program, undergraduate program, research network, workshops, speakers, community outreach) and provide a clear institutional home for students in MDS. Centralizing the administrative support and advising for all MDS programs in one location with a dedicated administrative contact person would improve the student experience in MDS programs and would also provide the possibility of developing future academic programs such as an MDS undergraduate minor. It would also facilitate synergies among MDS programs (for example, building on the faculty and administrative support for the MA practicum course, opening up practicum placement options for MDS undergraduate students in the BGInS Specialization). **Resources for the administrative position were approved by the Financial Planning Group on December 6, 2017.**

Administrative Support:

One full-time MDS administrator is required in order to support the MDS MA Program, MDS BGInS Specialization, and MDS Research Network activities. Responsibilities of the administrator would include:

- Administrative support for the MDS MA program
- Administrative support for the BGInS Specialization in Migration and Diaspora Studies
- Administrative support for practicum placement courses
- Administrative support for MDS Research Network workshops, events, and conferences, all events that enrich the student experience of MA and BGInS students.

Resources for an administrative position were granted by the Financial Planning Group on December 6, 2017.

G.2 Space

Currently, despite the array of activities that MDS Initiative has been involved in, it has no dedicated office or meeting space on campus. The creation of the MDS MA program provides the opportunity to give MDS a physical presence on campus and to centralize the different MDS activities in one administrative home. Adequate space for student interaction will also be important for the success of the MA and serve to foster collaboration, peer-learning, intellectual exchange, and a sense of identification with the program. The program director would also benefit from proximity with the MDS BGInS Specialization Coordinator and the MDS administrator. Consolidating MDS programs in one location would also facilitate student interaction among MDS MA and MDS BGInS undergraduate students (key for recruitment to the MA) and provide a

space for MDS faculty involved in its programs or research network from a variety of units to meet for workshops and other forms of collaboration.

The MDS MA Program has the following space requirements:

- One office for the Program Director.
- One office for the full-time Program Administrator.
- One shared office for post-doctoral fellows, contract instructors, visiting faculty, and research assistants. This office could also be utilized by the MDS BGINS Specialization coordinator for student advising.
- A board/seminar room for management committee meetings, workshops, and core seminars
- Shared student office space for 10-15 students.
 - Full-time students in the program will be provided with access to shared office space with tables, chairs, and wireless internet connection (10-15 work stations). While in the first year less space will be required, as the program grows, more space may be needed.
 - If necessary, the Program Director may negotiate with MDS affiliated units or research centres for student office space on an annual basis (particularly for students with teaching assistants or research assistants in other units).
 - We expect that the most demand for student office space will be for students in their first-year, as second year students who are not doing a research essay or thesis option would likely have less need of it due to co-op placements or international exchanges. As a two-year program, we expect to have 40-45 full-time students once the program is at its full capacity.
 - The issue of student work space will be revisited once the program is up and running and when the program undergoes its first cyclical review.

MDS will work with the Director of Kroeger College and the Dean of Faculty of Public Affairs to ensure that adequate space is available for the program. The actual space that will be made available will be determined by the University Space Management Committee.

a. Laboratory facilities (as applicable)

No laboratory facilities are required for this program beyond the facilities that are utilized by existing courses on the MDS electives list.

b. Unit/program and affiliated research facilities (as applicable)

Students in the MDS MA program will benefit from the ties of the MDS Initiative to a variety of research networks and research centres that sponsor events, have Research Assistant positions, and provide research opportunities such as conferences and workshops.

Carleton-based initiatives:

Migration and Diaspora Studies Initiative Research Network: The MDS Initiative emerged as a faculty-driven, interdisciplinary research network at Carleton that since its founding in 2011 has had considerable success in expanding Carleton's profile in Migration and Diaspora Studies. Notably, the program received funds from TD Bank to support events and graduate student fellowships. The

Initiative also sponsored the strategic hire in Migration and Diaspora Studies. MDS has constructed a strong research network and involved graduate students, who formed a Migration and Diaspora Studies Student Society. Future MDS students will benefit from the extensive intellectual community in this field that has been fostered by MDS at Carleton. With the institutionalization of the MDS MA program, the MDS Initiative will continue to foster an MDS Research Network to promote research and encourage the development of opportunities for students working in this area.

International Metropolis Project: The International Metropolis Project is an international network of researchers, policy makers, and community groups engaged in identifying, understanding, and responding to developments in migration and diversity, based institutionally at Carleton. Metropolis hosts the International Metropolis conference, the largest annual gathering of experts from academia, government, and civil society in the fields of migration, integration, and diversity.

Centre for Transnational Cultural Analysis (CTCA): A Carleton University Research Centre, CTCA is a research hub that brings together scholars and students working with transnational approaches to studies in the humanities. In collaboration with the Institute for Comparative Studies in Art, Literature, and Culture, it organizes the Cultural Transfers Workshop Series that allows faculty and students to present their research.

Mobility & Politics: Mobility & Politics is a joint faculty-student research cluster that meets regularly to analyze the political causes and effects of migration and mobility. Members of the cluster analyze the changing role of states, international organizations, and other stakeholders seeking to regulate and take influence on movements of people, and, in general, the transformation of migration governance at the level of national, regional and global politics.

Exceptional/Exceptionable Space: A research collaboration between Migration and Diaspora Studies and the School of Architecture and Urbanism.

Zelikovitz Centre for Jewish Studies (ZC): The ZC, a Carleton University Research Centre, promotes scholarly inquiry into the historical, religious, social, culture, and political aspects of Jewish life and serves as a meeting point for scholars and the wider community. It sponsors guest speakers, workshops, and conferences and offers an annual graduate student conference organized by students on issues in Jewish and diaspora studies. It also provides practicum opportunities, supported by stipends, that are open to all students to work in a variety of Jewish community organizations.

MDS students may also benefit from student/faculty reading groups such as the **Postcolonial/Decolonial Reading Group** and the **World Studies Reading Group**, informal networks of scholars who meet regularly to discuss significant texts in the field.

Collaborative Research Initiatives involving Carleton MDS faculty

Borders in Globalization: Borders in Globalization (BIG) is an innovative, integrative, and sustainable network of academic partners from Canada, the United States, Europe, Asia, and the Middle East, which is engaged with non-academic organizations that are involved in the management of borders and borderlands in Canada and worldwide.

Canadian Association of Latin American and Caribbean Studies (CALACS) working group on migration: CALACS is a diverse and vibrant Canadian based international scholarly organization that promotes disciplinary and interdisciplinary research and teaching. The Association disseminates and mobilizes knowledge of Latin America and the Caribbean and their Diasporas through networks and partnerships in Canada and abroad. The working group (in association with the Regional Network of Civil Organizations for Migration (RRCOM)):

Canadian Network on Humanitarian History: A multidisciplinary group interested in the History of humanitarian aid in academia, archives and NGOs.

Global Refugee Policy Network: This network fosters greater discussion and collaboration on research relating to the making, implementation and evaluation of 'global refugee policy' (a formal statement of, and a proposed course of action in response to, a problem relating to protection, solutions or assistance for refugees or other populations of concern to the global refugee regime).

c. University and unit/program computer facilities and computing resources (as applicable)

Student shared office space will have wireless internet access. Students will be expected to provide their own laptop computers to access the network. Students will be able to utilize software for which the university has a site license and will be able to access the electronic resources of the Carleton library.

G.3 Library resources

As the MDS program builds on existing disciplinary and interdisciplinary programs, no additional library resources are expected.

The Report from the Library is included as **Appendix 5** of the self-study.

The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program, for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.

The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library's main monographs vendor, publishers' lists and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources which are essential to the program and those which are simply "nice to have." Generally speaking, the reports list only the essential resources, with

costing obtained from the vendors or agents from which the Library would obtain the materials: each item is listed and costed individually and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

H. Development of the Self-Study

The self-study was developed in a collaborative process by members of the steering committee and associated faculty in the Migration and Diaspora Studies Initiative at Carleton. An initial executive summary document, business plan and other documentation, including an extensive survey compiling data on current programs in Migration Studies and Diaspora Studies in Canada and globally, was drafted by the MDS steering committee (Daniel McNeil, Ming Tiampo, Sarah Casteel, James Milner, Martin Geiger, Daiva Stasiulis, and Jeff Sahadeo) through in person meetings and exchange of drafts by email. After receiving the enthusiastic support of VPARC for the executive summary and business plan, the steering committee invited James Casteel, EURUS/College of the Humanities to take the lead in drafting the self-study based on the executive summary document and other documentation. Members of the steering committee provided feedback and comments on the self-study document by email and in meetings. As such, the self-study is a product of a collaborative process and reflects the overall values and aims of the MDS faculty behind this initiative.

Appendix 1: Proposed Calendar Program Description

Program Requirements

M.A. in Migration and Diaspora Studies (5.0 Credits)

Requirements — Coursework Pathway

1. 1.5 credits in:
 - MGDS 5001 [0.5] Introduction to Migration and Diaspora Studies
 - MGDS 5002 [0.5] Key Issues in Migration and Diaspora Studies
 - MGDS 5003 [0.5] Research Seminar in Migration and Diaspora Studies
2. 3.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (MGDS 5101) may count towards this requirement.

Requirements — Research Essay Pathway:

1. 1.5 credits in:
 - MGDS 5001 [0.5] Introduction to Migration and Diaspora Studies
 - MGDS 5002 [0.5] Key Issues in Migration and Diaspora Studies
 - MGDS 5003 [0.5] Research Seminar in Migration and Diaspora Studies
2. 2.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (MGDS 5101) may count towards this requirement.
3. 1.0 credit in MGDS 5908 MA Research Essay

Note: a minimum of 9.0 CGPA is required in the first 3.0 credits of coursework for students to continue in the Research Essay Pathway.

Requirements — Thesis Pathway:

1. 1.5 credits in:
 - MGDS 5001 [0.5] Introduction to Migration and Diaspora Studies
 - MGDS 5002 [0.5] Key Issues in Migration and Diaspora Studies
 - MGDS 5003 [0.5] Research Seminar in Migration and Diaspora Studies

2. 1.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (MGDS 5101) may count towards this requirement.
3. 2.0 credits in MGDS 5909 MA Thesis

Note: a minimum of 10.0 CGPA is required in the first 3.0 credits of coursework for students to continue in the Thesis Pathway.

Graduate Diploma in Migration and Diaspora Studies (2.5 credit)

The Type 2 Graduate Diploma is for graduate students enrolled in a Carleton graduate program who seek to add a graduate-level credential in Migration and Diaspora Studies to their existing degree program. The Type 3 Diploma is for individuals who are not currently registered in a Carleton graduate program, but wish to gain a graduate-level credential in Migration and Diaspora studies for academic or professional reasons. Both diplomas require 2.5 credits. Students may take the program on either a part-time or full-time basis.

Requirements: (Type 2 and Type 3 Graduate Diploma)

1. 1.0 credit in:
 - MGDS 5001 Introduction to Migration and Diaspora Studies
 - MGDS 5002 Key Issues in Migration and Diaspora Studies
2. 1.5 credits from Migration and Diaspora Studies Electives (see below). Only 0.5 credit in Migration and Diaspora Studies practicum placements (MGDS 5101) may count towards this requirement.

Note: for Type 2 Graduate Diploma students, with approval from both units up to 1.0 credit may be counted toward both the diploma and the degree.

Migration and Diaspora Studies Electives List

ANTH 5109 Ethnography, Gender, and Globalization

ARTH 5112 Topics in Historiography, Methodology, and Criticism (only with approved topics in Migration and Diaspora Studies)

ARTH 5115 Topics in Modern and Contemporary Art (only with approved topics in Migration and Diaspora Studies)

ARTH 5117 Community/Identity

CDNS 5501 Decolonizing Canada: Cultural Politics and Collective Identities

CDNS 5601 Constructing Canada: The Politics of National Identity

CLMD 6102 Issues in Transnationalism

COMS 5207 Communication and Racialization

COMS 5222 Cultural Intersections

COMS 5214 The Local and the Global

ENGL 5004 Studies in Transnational Literatures

ENGL 5008 Studies in African Literature

ENGL 5009 Studies in South Asian Literature

ENGL 5010 Studies in Caribbean Literature

EURR 5304 Europe and International Migration

FREN 5100 Le monde francophone: linguistique et littérature

FREN 5600 Littératures du monde francophone

GEOG 5005 Global Environmental Change: Human Implications

GEOG 5400 Territory and Territoriality

GEOG 5600 Empire and Colonialism

HIST 5314 Colonialism and Postcolonialism in Canada

HIST 5710 Race and Empire

HIST 5712 African History Special Topics

HIST 5713 Latin America and Caribbean History Special Topics

INAF 5707 Complex Humanitarian Emergencies

INAF 5708 Humanitarian Assistance

LAWS 5007 Race, Ethnicity, and the Law

LAWS 5663 Human Rights, Citizenship, and Global Justice

MGDS 5101 Practicum in Migration and Diaspora Studies

MGDS 5900 Migration and Diaspora Studies Special Topics

MUSI 5017 Music and Globalization

PADM 5422 Urban and Local Government

PSCI 5100 Indigenous Politics of North America

PSCI 5107 Globalization, Adjustment, and Democracy in Africa

PSCI 5200 Nationalism

PSCI 5201 Politics in Plural Societies

PSCI 5209 Migration and Global Politics

RELI 5850 Seminar in the Study of Religion (only with approved topics in Migration and Diaspora Studies)

SOCI 5404 Race, Ethnicity, and Class in Contemporary Societies

SOCI 5406 Citizenship and Globalization

SOWK 5011 Social Work and Social Justice

SOWK 5015 Indigenous Knowledge and Theory for Social Work

SOWK 5021 Advanced Social Work Practice with Groups and Communities

SOWK 5702 Special Topics in Social Work (only with approved topics in Migration and Diaspora Studies)

Note: With approval of the program director, up to 1.0 credit in courses that are not in Migration and Diaspora Studies but which are relevant to the student's program or research interests may be counted towards the MDS electives requirement.

Co-operative Education Program in the MA in Migration and Diaspora Studies

The co-op education program provides students in the MA Program in Migration and Diaspora Studies the opportunity to combine work placements with academic study. The practical experiences obtained in the workplace will reflect and extend knowledge and skills learned in the classroom and will help to develop career interests and marketable expertise. All students in the MA Program in Migration and Diaspora Studies have the opportunity to enroll in the co-op education program.

Co-op Admission Requirements

Students interested in admission into the co-op education option in Migration and Diaspora Studies must apply by the end of the first semester of academic study.

To be eligible for admission to the Co-Operative Education program in Migration and Diaspora Studies, students must:

- a. be registered in the MA Program in Migration and Diaspora Studies;
- b. have successfully completed by the start date of their first work term 2.0 credits of course requirements for the MA in Migration and Diaspora Studies which must include a minimum of 1.0 credits from MGDS 5001, MGDS 5002, and MGDS 5003;
- c. be registered as a full-time student in each academic term prior to work term;
- d. be eligible to work in Canada (for off-campus work placements).

Meeting the preceding requirements only establishes eligibility for admission to the co-op option - the prevailing job market may limit enrolment in it. Students should also note that hiring priority is given to Canadian citizens for co-op positions under the auspices of the Public Service Commission. Work terms for Migration and Diaspora Studies co-op students exist in a variety of public and private sector fields. Every effort will be made to ensure that there are appropriate work opportunities available, but there are no assurances that a co-op position will be found. Students with a high CGPA, enthusiasm, and potential, however, will have a competitive edge in securing co-op employment. Students will be assisted by the Carleton University Co-op Office to find work term positions.

Registration

Students who are accepted into the Co-op Education Option in Migration and Diaspora Studies must be registered in MGDS 5913 [0.0] Co-operative Work Term in each work term.

Note: This course does not carry academic course credit, but is noted on academic transcripts. Students are permitted to enroll in one 0.5 credit course during each work term.

Graduation

Students must successfully complete two work terms, in addition to the M.A. in Migration and Diaspora Studies requirements, to successfully graduate and receive a co-op designation on their final transcript and diploma.

Appeals

The Co-op Office administers the regulations and procedures applicable to the co-op option, and will report any situation of a student failing to report to a placement or being required to withdraw from the co-op option for any reason to the Migration and Diaspora Studies Program Director for a final decision. Any decision may be appealed through the normal channels of the University.

Students admitted to the Co-operative Education program must successfully complete two work placements each work term lasting four months, to receive a Co-operative Education designation on their academic transcript. Students register in the 0.0 credit Co-operative Education course MGDS 5913 and are permitted to enrol in one additional 0.5 credit course during each work term.

More information on Co-operative Education regulations can be found in Section 14 of the general regulations section of this Graduate Calendar.

Appendix 2: Proposed Calendar Copy -- Course Descriptions

MGDS 5001 [0.5 credit]

Introduction to Migration and Diaspora Studies

An advanced introduction to major themes in and approaches to both Migration Studies and Diaspora Studies, drawing on different disciplinary and interdisciplinary perspectives. Prerequisite(s): enrolment in the MGDS MA program or permission of the department.

MGDS 5002 [0.5 credit]

Key Issues in Migration and Diaspora Studies [0.5 credit]

Seminar on the social, cultural, economic and political implications of the movement and transnational settlement of people with a multidisciplinary and multiscalar approach to topics such as citizenship, forced migration, diasporic communities, exile, immigration, global identities and transnationalism. Also listed as HIST 5711.

MGDS 5003 Research Seminar in Migration and Diaspora Studies

Research design and methodology in Migration and Diaspora Studies. Coursework students design a research project to be completed during the term. Research essay and thesis pathway students produce a proposal and work on the initial stages of their research project. Prerequisite(s): enrolment in the MGDS MA program or permission of the department.

MGDS 5101 [0.5 credit]

Practicum in Migration and Diaspora Studies [0.5 credit]

An practicum placement in an organization that works in an area relevant to migration and diaspora studies. Requires academic written assignments. Course may be repeated. Prerequisite(s): permission of the department.

MGDS 5900 [0.5 credit]

Special Topics in Migration and Diaspora Studies

Advanced topics in Migration and Diaspora Studies. Topics vary from term to term.

MGDS 5901 [0.5 credit]

Directed Readings in Migration and Diaspora Studies

Directed readings on a specific topic in Migration and Diaspora Studies. Prerequisite(s): permission of the department.

MGDS 5908 Research Essay [1.0 credit]

A research essay on a topic relating to Migration and Diaspora Studies. The topic must be approved by the supervisor. Prerequisite(s): permission of the department.

MGDS 5909 M.A. Thesis [2.0 credits]

Prerequisite(s): permission of the department.

MGDS 5913 Co-operative Work Term [0.0 credit]

Prerequisite(s): registration in the Co-Operative Education Program option in the M.A. program in Migration and Diaspora Studies.

Appendix 3: Admission Requirements

Academic Regulations

See the General Regulations section of this Calendar.

All candidates are required to obtain a grade of B- or higher in each course of the program.

M.A. in Migration and Diaspora Studies

Admission

The normal requirement for admission to the master's program is a bachelor's honours degree (or equivalent), with at least a B+ average.

For admission to the program, applicants should normally possess a four-year undergraduate degree (or equivalent) in a humanities or social science discipline or interdisciplinary program. Previous coursework in Migration and Diaspora Studies is an asset. Practical experience working with migrant or diaspora issues will also be taken into consideration.

Accelerated Pathway

The accelerated pathway in Migration and Diaspora Studies is a flexible and individualized plan of graduate study for students in their final year of a Carleton undergraduate degree.

Students in their third year of study in a Carleton undergraduate degree should consult with both the Undergraduate Advisor in their program of study and the Migration and Diaspora Studies Program Director to determine if the accelerated pathway is appropriate for them and to confirm their selection of courses for their final year of undergraduate studies.

Accelerated pathway requirements

1. At least 1.0 credit in MDS elective courses (5000 level or higher).
2. Minimal overall CGPA of A-.

Students may receive advanced standing with transfer of credit of up to 1.0 credit which can reduce their time to completion.

Admissions Requirements for Diploma in Migration and Diaspora Studies (Type 2)

- Enrolment in a master's or doctoral degree program at Carleton University.
- Letter of support from the student's supervisor or if no supervisor has been assigned, a faculty member in the home program.
- A 1-2 page statement of interest from the applicant outlining the reasons for wishing to enrol in the Migration and Diaspora Studies Diploma program.

Admissions Requirements for Diploma in Migration and Diaspora Studies (Type 3)

- An honours bachelor's degree (or equivalent) in a related discipline, with an average of B+ or higher. University transcripts must be submitted as part of the application.

- A 1-2 page statement of interest from the applicant outlining the reasons for wishing to enrol in the Migration and Diaspora Studies Diploma program
- An academic letter of recommendation. In addition, students with relevant professional or practical experience may submit a letter from their supervisor/employer.

Appendix 4: Library Report



Institutional Quality Assurance Process

New Program Not Requiring a Library Report

Date: October 17th, 2017

From: David Sharp, Head of Collection Development and Acquisitions, MacOdrum Library

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

Cc: Matthias Neufang, Dean of Graduate and Postdoctoral Affairs
Andre Plourde, Dean of Public Affairs
Wallace Clement, Dean of Arts and Social Sciences
Chris Brown, Director of BGIaS
Christina Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Leslie MacDonald-Hicks, Program Officer, Office of Graduate Studies and Postdoctoral Affairs
Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)
Wayne Jones, University Librarian
George Duimovich, Associate University Librarian (Collections and Technology)
Colleen Neely, Assessment Projects 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 new program:

- MA in Migration and Diaspora Studies

This is a formal notification for your records.

Appendix 5: Survey of Comparable Graduate Programs

Details of Current International, National and Provincial Profile

MA in Migration and Diaspora Studies

Introduction

The purpose of this report is to serve as a starting point for a comparative analysis of graduate programs in subject areas of migration and diaspora studies across Canada and abroad, to support the development of a proposal for an MA in Migration and Diaspora Studies in Carleton University.

This report specifically identifies several master's-level programs in Canada with a focus on migration, diaspora, transnationalism, refugees, immigration and settlement. The report also identifies a select number of prominent examples of programs in the US, UK, Europe, Australia and Asia, despite the primary focus is to produce a comprehensive mapping of all programs in Canada, including Québec. In addition to identifying programs, the report also makes references to research centres, networks, and groups, wherever appropriate.

For each program the report identifies, the following details have been recorded:

1. Title of program
2. Number of students admitted per cohort and number of students graduating
3. Stated learning objectives of the program
4. Structure of the program (number of years and terms)
5. Program requirements (breadth and depth of focus)
6. Elements of the program (placement options)
7. Pathways through the program (coursework v. thesis; options relating to thematic areas of focus)
8. Recruitment messages (pitch to prospective students)
9. Composition of teaching team (faculty members, contract instructors, practitioners, etc.)
10. Student funding opportunities

CANADA

ALBERTA

Programs

Based on the research conducted, programs specifically focused on migration, diaspora, resettlement, immigration or transnational studies could not be identified. However, University of Alberta and University of Calgary have migration and postcolonial research groups respectively.

Research centres and groups

Migration Views is a digital forum at the University of Alberta. The website acts as an initiative to collect scholarly, professional, political, academic, and personal reflections on migration and the ongoing EU refugee crisis. The website brings these perspectives together in an attempt to highlight the connections

between the rich range of academic work on campus on migration and voices from the broader community.

Migration Views also conducted a roundtable in January titled 'Is Canada Shaping a New Model for Managing the Refugee Crisis? Reflections from Government, Academia, Community and Civil Society in Canada, alongside the EU perspective'.

<http://migrationviews.ualberta.ca/category/political/>

Similar to the postcolonial/de-colonial reading group run in Carleton, University of Calgary's Department of English runs a **Postcolonial Studies Research Group**. The group was formed in 2004 to foster research on issues around postcolonial studies. By way of its monthly meetings the group hears and critiques papers and presentations. The topics presented include Displacement, Differentiation, Difference: The Reproduction of Culture and Space in Globalized China, The Absent Ethnic/West Indian in Mainstream Canadian Writings, Black Pills for National Sickness - Africa's Earliest Liberation Literature, Racism, Health and Wellness, and Contemporary Native Literature: Its Oral Context.

<https://english.ucalgary.ca/content/postcolonial-studies-research-group>

BRITISH COLUMBIA

Programs

1. University of British Columbia

Bachelor of Arts Minor in Asian Canadian and Asian Migration Studies

- While UBC does not offer a graduate level program on migration, their Bachelor of Arts Minor in Asian Canadian and Asian Migration Studies serves as a good reference point in the context of our MA program development.
- The university has not imposed any limits on the number of people they would admit in this minor component of the Bachelor of Arts program. However, the 2014-2015 and 2015-2016 academic year saw a total of 10 students graduating from this program.
- The program's rationale goes back to the forcible expulsion of 76 Japanese-Canadian students from UBC in 1942. This has prompted an attempt to respond to community issues and concerns by engaging students in multidisciplinary and intercultural research. The program also prides itself in contributing to the building of a dynamic and sustainable Asian Canadian community initiative at UBC by emphasizing collaborative linkages between researchers.
- The minor comprises 18 credits of approved courses, at least nine credits of which must be from the program's primary courses, that focus on critical issues and methodologies specific to the field of Asian Canadian and Asian Migration Studies, often with a bent towards community-oriented research and knowledge production.
- The program involves innovative interdisciplinary courses designed to equip students to participate in community engagement initiatives. Courses encompass a range of issues and tend to have strong focus on critical issues and methodologies specific to the field of Asian Canadian and Asian Migration Studies. Students can undertake other courses across disciplines that might help supplement their research and learning interests.

- While the program does not clearly outline the prospects of placement after the completion of the minor, the program involves interdisciplinary teaching and courses which are designed to equip students to participate in community engagement initiatives.
- While coursework is the only option for completion of this minor, the specifications of the program outline that this will grow to include a community research component that gives interested students the opportunity to undertake an intensive research experience with the support of a program advisory board.
- No clear information is specified other than the focus on community engagement activities.
- Most teaching members are faculty members.
- Since it is a minor program, funding opportunities are not clearly outlined for this specific program.
- <http://acam.arts.ubc.ca/>

Certificate in International Development

- UBC also offers a Certificate in International Development which is offered entirely online and offers a varied cross section of courses, one of which is titled Migration and Displacement
- There is no clear information available on how many students are undertaking this certificate program considering that it is offered entirely online.
- The certificate program is designed for people who wish to add international development knowledge and intercultural expertise to their skill sets in order to contribute more effectively to development projects
- The course is offered entirely online and is supposed to take six to seven weeks for coursework, in addition to one week for placement in an international location
- The curriculum for the certificate provides a broad overview of issues in international development. A diverse choice of electives allows students to specialize their skills set depending on their particular needs. The Migration and Displacement course, for example, takes a comprehensive look at migration as a form of displacement of peoples across the globe. The course compels students to consider how contemporary migration is moving beyond boundaries and explore the root causes of forced migration and how this is directly linked to survival, including the livelihood and well-being of families, communities and remittance-dependent economies. The course takes a critical look at present global policies, initiatives and alternatives to forced migration.
- Students have the option of undertaking a field study elective which lasts a week. The opportunity to participate in a field study is either in Thailand or Brazil for this year's certificate program. This gives students an opportunity to learn directly from Southern development practitioners.
- The certificate is offered online and does not consist of class contact.
- The certificate is designed for those working or planning to work in the field of international development, individuals interested in global issues and those considering future studies.
- The teaching team consists of practitioners, theorists and other professionals who have hands-on experience in the field.
- There is no specific financial aid available for people pursuing this certificate.
- <https://cstudies.ubc.ca/courses/migration-displacement/md615>
- <https://cstudies.ubc.ca/programs/international-development-certificate>

2. University of the Fraser Valley

A ***Graduate Certificate in Migration and Citizenship*** was recently launched.

- Program is aimed at employed professionals who wish to expand their skills or recent university graduates who are interested in the field of immigration and resettlement
- Program can be completed in 8 months full time; 2-3 years part-time.
- Program is multi-disciplinary and uses real case studies to investigate human movement, resettlement, and belonging.
- Students are required to complete 4 courses for the degree. This includes three core courses Context and Patterns of Migration; Refugees, Migrants, and the Global Political Economy; and Professional Practice. In addition, they complete one elective course chosen from Racial, Ethnic, and Intercultural Relations; Families, Genders, and Migration; Human Security, Rights, and Citizenship, and the State; Identity, Belonging, and Settlement.
- Program aims to prepare students for career paths in non-governmental organizations, government bodies, community services, local settlement agencies, immigration consultancies, humanitarian relief organizations, and intergovernmental organizations.
- Students may also use the courses taken for the certificate to bridge into the Migration and Citizenship Graduate Diploma or another relevant graduate program.

<https://www.ufv.ca/migration/programs/migration-and-citizenship-graduate-certificate/>

A ***Graduate Diploma in Migration and Citizenship*** was recently launched.

- Program is aimed at employed professionals who wish to expand their skills or recent university graduates who are interested in the field of immigration and resettlement
- 20 months full time, 3-4 years part time. Students must complete the coursework requirements for the Graduate Certificate (see above) plus a practicum, a capstone/portfolio project, and one additional elective course chosen from the list for the Certificate program. The additional requirements add one year to the completion time of the Certificate program.
- Program is multi-disciplinary and uses real case studies to investigate human movement, resettlement, and belonging.
- Practicum requires 300 hours of field placement and professional experience. Students are expected to keep a weekly journal as a record of their experience.
- Capstone Project has student develop and present a personal portfolio in which they reflect on their experience during the practicum.
- Program aims to prepare students for career paths in non-governmental organizations, government bodies, community services, local settlement agencies, immigration consultancies, humanitarian relief organizations, and intergovernmental organizations.

<https://www.ufv.ca/migration/programs/migration-and-citizenship-graduate-certificate/>

Diaspora Studies Certificate

- No clear information on the number of student enrolment is outlined.
- This certificate draws its offerings from across a few UFV Arts disciplines, and is designed for students who are considering diaspora-related graduate work or careers in public service, community development, social policy, immigration and settlement, and diaspora-related arts. Students will develop knowledge and skills that will help them develop their careers and pursue further studies in these areas. The certificate will also prepare them to be thoughtful, informed, and engaged citizens of an increasingly complex world.
- The program is designed to take students one to three semesters.
- The program consists of interdisciplinary and comparative courses in diaspora studies and analyzes experiences of transnational movement and settlement in terms of how these are historically and politically informed, how they shape forms of cultural production, expression, and identity, and how they are lived in everyday life.
- While students are able to complete the program through coursework, they are also able to complete the certificate by undertaking an internship in a specific discipline in addition to pursuing two courses from the electives.
- Students are able to pursue this certificate through coursework or through an internship. With respect to thematic focus on coursework students are expected to undertake classes in religions in diaspora, literature, migration and community formations, race, ethnicity and migration, multiculturalism, diaspora and indigeneity, and postcolonial and de-colonial studies. Evidently, the depth of courses offered is quite varied.
- The program description shows that upon graduating from this program, students are able to pursue careers in public service, community development, social policy, immigration and settlement, and diaspora-related arts.
- Since the university offers this program concurrently with any other UFV Arts Program, the teaching team predominantly consists of faculty members
- There are no specific bursaries, scholarships, or student financial aid granted specifically for those who pursue this program.
- https://www.ufv.ca/calendar/current/ProgramsR-Z/SCMS_DIASPORA.htm

3. University of Victoria

Programs

- While UVIC does not offer a graduate program on migration studies, the Continuing Studies @UVIC department offers a ***Diploma in Intercultural Education*** which consists of an Immigration and Refugee Studies component.
- There are no clear data available on the number of students admitted or graduating.
- The program is designed to provide students with a clearer understanding of the challenges connected with intercultural relations and cross-cultural communication, and of various approaches taken to their resolution, a clearer understanding of issues concerning cultural conflicts, racism, power and equity, skills which will facilitate intercultural relations and cross-cultural communication in the community, workplace or in international settings, skills which will assist in reducing conflict and inequality based on racism and ethnocentrism.
- The program is designed to take eight months from September to April.

- The Intercultural Education program curriculum consists of eight upper-level courses (12.0 units), comprising four core courses (6.0 units) and four elective courses (6.0 units); plus a 3.0 unit practicum or final project (or 1.5 units of each).
 - Four elective courses need to be from the IET420: *Immigration and Refugee Studies: Settlement, Integration and Belonging in Canada* category
 - This focuses on the global movement of people and on issues of migration (voluntary and forced, of immigrants and refugees), and challenges personal understandings of the field of immigration studies. The course also examines international legal definitions and categorizations of the different populations studied and introduces a social justice intervention model in addressing the settlement, integration and adaptation issues of these populations. The course analyzes new trends in immigration studies and global population movement and will conclude with an exploration of a personal competency framework development for working with immigrants and refugees in Canada.
- There are no placement options in this Diploma program considering its expedited nature.
- The program can be completed only by coursework.
- The pitch provided to prospective students consists of possible recruitment of graduating students as Community/social service/non-profit sector workers, International development workers, Immigration and settlement officers, Educators, Government administrators or managers, Employment equity and diversity officers, Cultural agency workers.
- There is no clear information on what the teaching team comprises.
- With respect to program specific scholarships, the UVic Continuing Studies Bursary offers bursaries totaling \$1,000 to assist learners in furthering their education. Bursaries are awarded to learners who can display evidence of a commitment to lifelong learning and who can demonstrate financial need. Besides this several General Bursaries and Emergency Funding options are available for students.

<https://continuingstudies.uvic.ca/culture-museums-and-indigenous-studies/courses/immigration-and-refugee-studies-settlement-integration-and-belonging-in-canada>

<https://continuingstudies.uvic.ca/upload/PDF/Culture,%20Museums,%20and%20Indigenous%20Studies/programs/IE-Program-Brochure.pdf>

Research Centers and Groups

- Centre for Asia-Pacific Initiatives launched a dedicated ***Migration and Mobility Program***, which will bring together experts in the field from all over the world to share expertise and knowledge of migration and mobility issues related to Asia. The first two research projects in the program have received funding from the Social Sciences, Humanities and Research Council of Canada (SSHRC):
 - **Women, migration and family**
 - **Stateless children in Indonesia**

<https://www.uvic.ca/research/centres/capi/research/home/projects/migration-mobility/index.php>

- ***Canadian Association of Refugee and Forced Migration Studies (CARFMS)***

Established in June 2008, the mandate of the CARFMS is to foster an independent community of scholars dedicated to advancing and disseminating Canadian refugee and forced migration research, establishing active partnerships and collaborations among researchers, teachers, practitioners, policy makers and advocates, and supporting publications, conferences, and other fora that contribute to open and inclusive communication and networking around issues relating to refugee and forced migration studies in Canada and elsewhere.

<http://carfms.org/>

MANITOBA

Programs

Based on the research conducted, programs specifically focused on migration, diaspora, resettlement, immigration or transnational studies could not be identified in Manitoba. However, University of Manitoba and University of Winnipeg have research groups on migration and transnational studies.

Research Centers and Groups

- The ***Migration Law Research Cluster (MLRC)*** at Robson Hall in University of Manitoba is engaged in research on the intersections between law and migration, including the areas of immigration law and policy, refugee law and policy and migrant settlement and resettlement. The MLRC seeks to build knowledge and understanding in these areas and to foster interdisciplinary collaboration and community engagement.

<http://law.robsonhall.com/research/migration-law-research-cluster/>

- The University of Winnipeg launched the new ***Centre for Transnational Mennonite Studies (CTMS)*** earlier this year. CTMS will facilitate the study of transnational relations among Mennonites who today are spread around the world. This Centre will be a research and educational hub that brings a global perspective to the migration of Mennonites. CTMS focuses on three geographical exchanges: Canada-Russia, the Global North and South, and Canada- Latin America. By taking a transnational focus, the Centre emphasizes common experiences of Mennonites around the world. These experiences include: religious renewal, environmental sustainability, forced migration, ethnic division, Indigenous-settler relations, and a commitment to peace and nonviolence.

<http://news-centre.uwinnipeg.ca/all-posts/uwinnipeg-launches-the-centre-for-transnational-studies/>

NOVA SCOTIA

Programs

While there are no specific graduate programs focused on migration and diaspora studies in Nova Scotia, some programs do allow for specialization in certain areas of migration studies.

1. Saint Mary's University

Doctor of Philosophy in International Development Studies

This program is committed to integrating and synthesizing methods and theories of the social sciences to undertake original research relating to the political economy of globalization.

- The information on the number of students per cohort is unclear.
- The PhD program is a three-year research based program focused on rigorous research of various topics on *political economy of globalization*
- This is a three-year program
- The general focus of all doctoral research will be the political economy of globalization. However students may wish to further specialize their research within the political economy of globalization by emphasizing gender, the environment, rural social movements, migration, development theory, labor, or any combination of the foregoing.
- It is a three-year research intensive program and does not have any specific placement options.
- The program is geared towards students coming up with a dissertation that would effectively be defended by the end of the three years
- There is no clear information on recruitment pitches that students are provided
- Most courses are at a doctoral level and are taught by full-time faculty members in the Department of International Studies.
- Students admitted full-time to the PhD in IDS may be eligible for funding of a student stipend through funds provided by the Faculty of Graduate Studies and Research.

<http://www.smu.ca/academics/phd-in-international-development-studies.html>

2. Dalhousie University

- Dal is offering an ***International Summer Institute on Migration and Identity*** in an attempt to bring together academics, researchers and students from both sides of the Atlantic.
- Students will engage in seminar-style learning and discussion with experts from Canada and Europe.
- The Summer Institute on Migration and Identity course is worth three credit hours and is condensed into two weeks.

<https://www.dal.ca/faculty/arts/centre-european-studies/activities/migration-identity.html>

ONTARIO

Programs

1. University of Toronto

Diaspora and Transnational Studies

- The university's Centre for Diaspora and Transnational Studies offers a collaborative Master's and Doctoral program in ***Diaspora and Transnational Studies***
- Since it is a collaborative program, there is no clear information of the number of people admitted in it.
- The Collaborative Master's Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives at the graduate level to augment the pre-existing undergraduate program and to contribute to increased research collaboration.
- The program is structured to get students registered in a graduate program to be able to undertake a collaborative element.
- The eligible programs are: *Anthropology, Cinema Studies, Comparative Literature, Criminology and Socio-legal Studies, Drama, Theatre and Performance Studies, English, Geography, German Literature, Culture and Theory, History, History of Art, Near and Middle Eastern Civilizations, Political Science, Religion, Slavic Languages and Literatures, Sociology, Sociology in Education (OISE), Spanish, and Women and Gender Studies.*
- Students are required to meet respective degree requirements of the participating unit. Students must meet the requirements of the collaborative program as follows:
- 0.5 full-course equivalent (FCE) seminar in Comparative Research Methods in Diaspora and Transnational Studies. As part of the Research Methods seminar, students are required to submit an ethnographic, archival, or documentary paper on a diasporic community in Toronto or elsewhere.
- 0.5 FCE Graduate Topics in Diaspora Studies (DTS 2000H). The theme of the course is decided each year by the Program Committee.
- If the student undertakes a major paper or thesis in their home department, this will be on a topic in diaspora and transnational studies, approved by the Program Committee.
- There are no placement options in this program.
- While coursework is the primary mode of completion of this program, students undertaking a major paper or thesis in their home department, should do so on a topic in diaspora and transnational studies, approved by the Program Committee. Students must also submit a copy of the final thesis or project to the Centre for Diaspora and Transnational Studies.
- The program's recruitment pitch is quite strong. They detail the career opportunities for students who undertake this program in addition to showing giving students information on who employs graduates of this program, the skills they will develop in the program, sample job postings and information on how to get experience and to get involved in various activities. As much as the list says that it is not exhaustive, it provides a good deal of detailed information for students interested in the program, at <https://www.utm.utoronto.ca/careers/careers-by-major-diaspora-and-transnational-studies>
- The teaching team comprises tenured professors and instructors.
- No specific funding or bursaries are listed for this program.

<http://cdts.utoronto.ca/index.php/graduate/program-information/>

Collaborative Graduate Program in Ethnic and Pluralism Studies

- Since this is a collaborative program, no clear information on the number admitted is provided.
- Ethnic, Immigration, and Pluralism Studies at the Munk School of Global Affairs supports and promotes interdisciplinary research and teaching on ethnic diversity and interethnic group

relations in Canadian society in a comparative context. Its purpose is to develop graduate programs in the study of ethnicity, and to involve faculty, professionals, and students from various disciplines. The program offers students with an opportunity to widen their horizons – to expand their knowledge beyond a single disciplinary base, and to take advantage of the wealth and diversity of academic resources available at the University of Toronto.

- The program is structured to get students registered in a graduate program to be able to undertake a collaborative element. The eligible programs are as follows:
 - Anthropology, Centre for European, Russian, and Eurasian Studies (CERES), Curriculum, Teaching and Learning (CTL), Geography, Global Affairs (MGA), History, Centre for Industrial Relations and Human Resources (CIRHR), Political Science, Religion, School of Public Policy and Governance (SPPG), Social Work, Sociology, Social Justice Education (SJE), Leadership, Higher and Adult Education (LHAE), and Women and Gender Studies Institute (WGSJ).
- Students are required to meet respective degree requirements of the participating unit. Students must meet the requirements of the collaborative program as follows:
 - a. TWO 0.5 FCE (Full Course Equivalent) courses in ethnicity from two different disciplines, chosen from the list of approved courses. At least one of the two courses will be in a discipline other than the one in which the student is enrolled.
 - b. Coordinating seminar in ethnicity (JTH3000H – see below) offered in the Fall semester and taught by the program director.
 - c. When a practicum is required for the completion of a Master’s degree, it will focus on ethnicity.
 - d. The major paper or thesis, as required by the graduate unit, will be in the area of ethnic studies.
- There are no placement options in this program.
- While coursework is the primary mode of completion of this program, students undertaking a major paper or thesis in their home department, should do so on a topic in ethnic and pluralism studies.
- The university informs prospective students of the possibility of undertaking employment in various fields. Their pitch is that expertise in the study of ethnicity is greatly valued by social agencies, consulting firms, hospitals, civic organizations, and other institutions that deal with issues that include: immigration and immigrant adjustment, Native Peoples, race and race relations, attitudes towards diverse cultures, minority group conflicts, and cultural diversity policies.
- The teaching team is predominantly comprised of tenured professors from various departments of the university
- No specific funding or bursaries are listed for this program.

<http://munkschool.utoronto.ca/ethnicstudies/>

<http://munkschool.utoronto.ca/ethnicstudies/graduate-program/>

2. Ryerson University

Master of Arts in Immigration and Settlement Studies

- There is no clear information on the number of students admitted in the program.
- The Master of Arts in Immigration and Settlement Studies is an innovative new program that explores immigration trends, policies & programs in Canada from multi-disciplinary

perspectives. The program caters to the needs of students wishing to undertake the program on either a full-time or part-time basis with no difference in the program taken by full-time and part-time students. The program also ensures that all graduate students will have an opportunity to interact with other researchers from government, community agencies and partners from other universities in the Metropolis Project, and the Joint Centre for Research in Immigration and Settlement (CERIS) and prepares graduates for careers in many community, government and private positions, as well as further academic pursuits.

- The Master's program should ideally take three terms to complete which consists of two terms of coursework and one term of either placement or a major research paper.
- This program is designed to:
 - i. enhance in-depth knowledge, through four core courses, of the key historical, theoretical, methodological, policy and program literature and issues in the field of immigration and settlement studies in Canada
 - ii. explore and critically assess, through a selection of courses and seminars, some of the social, economic, political, cultural, spatial, policy, service-delivery and human rights aspects of immigration and settlement
 - iii. compare the experience of migration and settlement in Canada with other countries, through the incorporation of international perspectives in curriculum
 - iv. provide focused discussions of the theoretical, conceptual, methodological issues/concepts practitioners need to know (and think) about when using related information
 - v. develop a critical understanding of the methodological and practical issues facing research in the field
 - vi. generate, through a practicum, an understanding of the ways in which information in the field is utilized, in both practice and policy-making contexts
 - vii. demonstrate an ability to contribute to knowledge in the field through the preparation of a research paper or demonstration project paper
 - viii. provide opportunities for completion of the degree on a full-time and part-time basis
- This program provides students with an option to complete a 150-hour field placement at an organization engaged in immigration or settlement policy or programs, allowing students to link classroom learning to work experience. During the Winter term, students attend presentations by practitioners on policy, service delivery, and advocacy. Typically, students complete their placement during the Spring/Summer term. Post-placement, students share their placement experiences at a symposium and submit a reflective report on their personal and professional learning. Some of the organizations that students have undertaken placement in are as follows:
 - Government of Canada: Department of Citizenship and Immigration Canada
 - Government of Canada: Department of Canadian Heritage
 - City of Toronto
 - Amnesty International
 - United Nations High Commission for Refugees (UNHCR)
 - Council of Agencies Serving South Asians
 - Institute of Canadian Citizenship
 - Mosaic Edition News
 - Arab Community Centre of Toronto
 - Community Social Planning Council of Toronto
- The program is available through course work and placement/major research paper mode.

- No clear information on the pitch for post-completion recruitment was provided in the program description. However, the program is driven towards students' ability to develop networks in the field.
- The teaching team entirely comprises of experienced professors in the field of migration policy and settlement studies.
- Although there is no specific scholarship or bursary designed for this program, the handbook lists general scholarships like Ryerson Graduate Fellowship (RGF), Ryerson Graduate Development Award (RGDA), Ontario Graduate Scholarship (OGS), Ontario Graduate Fellowship (OGF), and QEII-GSST.
<http://www.ryerson.ca/graduate/programs/immigration/>

3. University of Western Ontario

Migration and Ethnic Relations – collaborative graduate program

- Since it is a collaborative program, there is no clear information of the number of people admitted in it. However, 16 students are currently registered in the program.
- The collaborative program is designed to bring together graduate students and faculty to study questions of migration, ethnic relations, cultural diversity, conflict, acculturation and the integration of migrants, from the perspective of various social science disciplines. The collaborative program is an add-on to existing well-established graduate programs
 - The program is structured to get students registered in a graduate program to be able to undertake a collaborative element. The eligible programs are Anthropology, Geography, Hispanic Studies, History, Political Science, Psychology, Sociology, and Women's Studies and Feminist Research.
- The combination of solid disciplinary training with advanced interdisciplinary training provides students with the tools necessary to better understand and conduct research in Migration and Ethnic Relations. The program includes a common colloquium series, course offerings that span departments, and the opportunity to work with faculty members in a variety of departments within the Faculty of Social Science and Arts and Humanities. Upon graduation, students receive a specialization in Migration and Ethnic Relations. In order to obtain a Specialization in Migration and Ethnic Relations, students must complete the following:
 - a. Colloquium Series in Migration and Ethnic Relations MER 9000 (non-credit requirement, though some departments may allow this to be taken for credit).
 - b. Two half courses from the MER Course list, including one from a program other than the student's home program.
 - c. Thesis or major paper in the area of Migration and Ethnic Relations
 - d. In the case of a thesis, the thesis advisor and the university examiner must be from faculty associated with the collaborative program
- There are no placement options in this program
- While coursework is the primary mode of completion of this program, students undertaking a major paper or thesis in their home department, should do so on a topic in migration and ethnic relations.
- The program's recruitment pitch is not clear, but many research opportunities and networking opportunities are listed on the program description.
- The teaching team comprises experienced professors in their respective fields.
- No specific funding or bursaries are listed for this program.
<http://migration.uwo.ca/>

4. York University

Graduate Diploma in Refugee and Migration Studies

- There is no clear information available on the number of students admitted in the program.
- The graduate diploma is intended to give recognition to those students who have undertaken a concentrated research and study program in the area of refugee and migration studies. The Graduate Diploma in Refugee and Migration Studies is a unique opportunity for students to complement their regular graduate degrees, with a specialization in the growing field of forced migration studies.
- The program is awarded concurrently with the Master's or Doctoral program the student is registered in.
- The program is designed to encourage students to undertake concentrated research in refugee and migration studies and to provide graduates with skills to serve in Canadian and international communities in the vital area of public and humanitarian policy. The program requirements are as follows:
 - a. Candidates must complete a total of six credits in one or two of the courses listed on list of courses by program.
 - b. Candidates are required to complete 30 hours of volunteer work in total. Volunteer hours must be completed within the time period of the diploma
 - c. Complete a major research paper, thesis, or dissertation that is supervised/advised by a faculty member who has been approved by the Education Committee.
 - d. All students enrolled in the Diploma Program must attend a minimum of 8 CRS seminar presentations over the course of their degree.
 - e. Active membership in CRS Student Caucus is required. For example, attendance at Caucus meetings, participation in annual Graduate Student Conference, etc.
- 30 hours of volunteer work is mandatory to complete this diploma.
- The Graduate Diploma is offered concurrently with a Master's or a Doctoral program, and requires coursework completion in addition to thesis or major research paper
- The program's recruitment pitch is not clear, but many research opportunities through the Centre for Refugee Studies and networking opportunities are listed on the program's description.
- The program is taught by experienced professors and researchers.
- There are no specific funding opportunities designed for this program.
<https://futurestudents.yorku.ca/graduate/programs/diplomas/refugee-and-migration-studies>
<http://crs.info.yorku.ca/programs/diploma>

Joint European Master in International Migration and Social Cohesion (MISOCO)

- The program was not accepting applications for 2016-2017
- The Joint European Master in International Migration and Social Cohesion (MISOCO) is a two-year international Master's with the support of the Erasmus Mundus program of the European Commission which offers students the unique opportunity to study international migration in three European countries. The program seeks to explore the critical elements of international migration and the incorporation of immigrants in the society of destination.
- It is a two-year international Master's program offered across three countries.
 - a. The Erasmus Mundus Joint European Master in International Migration and Social Cohesion is offered by the University of Amsterdam's Graduate School of Social Sciences, in collaboration with the University of Deusto in Bilbao (Spain), University College Dublin

(Ireland), the University of Latvia in Riga, (Latvia) and the University of Osnabruck (Germany). Students will study in three European countries. In the first year the students attend University of Amsterdam and University of Deusto. Both universities offer consolidated expertise in theoretical and methodological approaches to migration studies.

- b. The second year is used for specialisation at one of the other European institutes. The University College Dublin, University of Latvia or University of Osnabrück will provide students with focused teaching and research in their specialised areas under the supervision of leading experts.
- The program aims to educate students in advanced theories, techniques, and methodologies in the field of Migration Studies. Students will be able to translate perceived societal problems into relevant social scientific research questions and contribute to the solution of such problems by combining insights from fundamental social theory joined with substantive theories.
 - a. Students are expected to obtain 30 ECTS credits in each of the four semesters of the degree, totaling 120 ECTS credits.
 - i. Semesters one, two and three consist of taught modules.
 - ii. Semester one is based at the University of Amsterdam
 - iii. Semester two is based at the University of Deusto
 - iv. Semester three is based at the University College Dublin, University of Latvia or University of Osnabrück depending on the student's specialization.
 - v. Semester four is also based at the university where the student specializes and concerns the writing of the Master thesis under the supervision of three academic staff members involved in the program. The subject of the thesis must be mutually agreed upon by the student and the academic adviser.
 - vi. The thesis must be submitted before the end of the fourth semester.
 - There is a possibility of, if not volunteer internships, placements or at least contacts for service-based or participatory fieldwork within MISOCO.
 - The program is completed through coursework and thesis
 - No clear pitch for recruitment is made. However, it is safe to assume that given the program's distribution across countries, students are likely to develop networks through research projects and placements
 - Teaching team comprises researchers, scholars and professors in the field of migration studies
 - The Erasmus Mundus Scholarships are available for students designed specifically for this program

<http://www.misoco.org/>

<http://www.misoco.org/about-misoco/consortium-members/york-university/york-university.html>

5. McMaster University

The university does not offer a graduate program but McMaster offers an ***African and African Diaspora Studies (AADS) Minor***. It is an interdisciplinary program that spans over 15 departments within McMaster University and provides students with the opportunity to explore the histories, cultures, politics and ideas of Africa and the African diaspora. The AADS program at McMaster is

uniquely defined by the extent of student involvement in the initiative, and its interdisciplinary nature. Minor programs require a total of 24 units in the subject of choice.

<http://www.humanities.mcmaster.ca/africanhistory/>

6. University of Windsor

The university does not provide a graduate program but offers a Combined Honours in Diaspora Studies. Diaspora Studies is available as a minor, and as a major within a Combined Honours B.A. (to be taken with another subject Major) in the Faculty of Arts and Social Sciences at the University of Windsor. The Combined Honours degree in Diaspora Studies is an interdisciplinary program, requiring courses from seven different departments, including Political Science, Psychology, Sociology, Social Work, English, Communication Studies, and History.

<http://www.uwindsor.ca/political-science/344/combined-honours-diaspora-studies>

Research Centres and Groups

The University of Toronto's Munk School of Global Affairs runs a **Global Migration Research Institute** which is an online magazine with contributions from participating University of Toronto scholars working in the field of Global Migration.

<http://munkschool.utoronto.ca/ethnicstudies/gmri/>

The International Migration Research Centre is a research centre in Wilfrid Laurier University and Balsillie School of International Affairs is mandated to serve as a focal point for debate, research, policy analysis, and proposal development related to international migration and mobility at the global, national and regional scale.

The Centre establishes research relationships and seminars encouraging involvement with all Laurier faculties. Activities conducted include sponsoring research, assisting with the development of research proposals, conducting seminars, organizing and conducting conferences, and linking members of the business community, community organizations and governmental actors with academic scholars and scholarship.

The Centre fosters research in the areas of new policy development and alternative models and practices of managing both temporary and permanent forms of international migration. The mission will be to develop and sponsor research linkages and activities with scholars throughout Laurier and share and discuss the implications of this research with nongovernmental and governmental actors and representatives (e.g. Citizenship and Immigration Canada, Human Resources and Social Development Canada, Kitchener-Waterloo Multiculturalism Centre, Waterloo Region Immigrant Employment Network (WRIEN), The Working Centre, etc.).

Research areas are: Representation, Discourse and Social Politics, Mobility and Transnationalism, Temporary Migrant and Undocumented Workers, Culture, Identity, and Religion, Refugees, Asylum, and Displacement, Governance and Public Policy, Migration and Development Nexus, Environment

and Migration, Skill Training and Migration, Gender and Migration, Citizenship and Pluralism, Health, Security and Detention.

<http://imrc.ca/>

The **Western Centre for Research on Migration and Ethnic Relations** in University of Western Ontario facilitates research that draws on academic knowledge to inform public policy and practice on migration and ethnic relations in Canada and internationally. The goals of the Centre are to foster interdisciplinary research among faculty and students on questions of direct relevance to migration and ethnic relations, provide training opportunities for students beyond the borders of their own discipline and Western, and forge links with policy makers, the academic community in Canada and internationally, and the community at large. The Centre informs policy and practice on migration and ethnic relations through the research conducted under the auspices of the Centre and as the academic home of the Pathways to Prosperity Partnership, a SSHRC funded alliance of federal and provincial migration ministries; municipalities; national, regional, and local organizations involved in newcomer settlement and integration; and researchers from over 50 universities.

http://migration.uwo.ca/research_centre/index.html

The **Centre for Refugee Studies (CRS)** at York is an interdisciplinary community of researchers dedicated to advancing the well-being of refugees and others displaced by violence, persecution, human rights abuses, and environmental degradation through innovative research, education, and policy engagement. Since its inception in 1988, CRS is recognized as an international leader in the creation, mobilization, and dissemination of new knowledge that addresses forced migration issues in local, national and global contexts. CRS is one of the largest and most active research hubs related to refugee and forced migration studies in the world. The Centre for Refugee Studies fosters interdisciplinary and collaborative research and knowledge mobilization and invites inquiries from likeminded institutions and scholars worldwide. Projects include *Refugee integration and long-term health outcomes in Canada*, *Borderless Higher Education for Refugees*, *Indo-Chinese Refugee Movement*.

<http://crs.info.yorku.ca/>

The **Ryerson Centre for Immigration and Settlement (RCIS)** aims to be a leader in the transdisciplinary exploration of international migration, integration, and diaspora and refugee studies. In addition to supporting research in these areas, the Centre's mission includes mentoring students and consolidating Ryerson's reputation as the pre-eminent site of knowledge development and exchange with governments, community organizations, and other academics. The overall goal of the RCIS is to advance policy-related research and scholarship in the areas of immigration and settlement studies, both nationally and internationally. Some of the projects are - ***Integration Trajectories of Immigrant Families***, ***Partnership for Change: The RBC Immigrant, Diversity and Inclusion Project***, ***Towards the Creation of a Sanctuary Province***, ***Selling (off) Diversity: The Governance of Ethnic Business Districts in Transatlantic Comparison***

Programs

Based on the research conducted, programs specifically focused on migration, diaspora, resettlement, immigration or transnational studies could not be identified. However, universities across Québec have migration research groups.

Research centres and groups

The **Centre Métropolis Du Québec - Immigration Et Métropoles (CMQ-IM)** is an interuniversity consortium of research that spans across six universities in Québec. The National Institute of Scientific Research – the Center for Urbanization, Culture and Society is the host institution. The five other institutions are The University of Montreal, Concordia University, HEC Montreal, McGill University and University of Sherbrooke.

The program's research focuses on six main areas: Citizenship and Social, Cultural, Linguistic and Civic Integration; Economic integration and labor market; Families, Children and youth; The role of collective action in times of new arrivals and members of minority groups; Justice, police and security; Housing, neighborhood and urban environment.

The French version is included to confirm accuracy of translation:

Le Centre Métropolis du Québec - Immigration et métropoles (CMQ-IM) est un consortium de recherche interuniversitaire composé de six universités québécoises. L'Institut national de recherche scientifique - Centre Urbanisation Culture Société est l'institution-hôte. Les cinq autres institutions sont : l'Université de Montréal, l'Université Concordia, HEC Montréal, l'Université McGill et l'Université de Sherbrooke.

Le program de recherche du CMQ-IM est réparti en 6 domaines de recherche :

Domaine 1 – Citoyenneté et intégration sociale, culturelle, linguistique et civique

Domaine 2 – Intégration économique et marché du travail

Domaine 3 – Familles, enfants et jeunes

Domaine 4 – Rôle des collectivités d'accueil pour les nouveaux arrivants et les membres des minorités

Domaine 5 – Justice, police et sécurité

Domaine 6 – Logement, vie de quartier et environnement urbain

Centre de recherche en immigration, ethnicité et citoyenneté (CRIEC) is a conjoint research centre between Concordia University and University of Quebec in Montreal. The foci of research are:

Axe 1 : Gestion des mobilités: enjeux de sécurité et d'insécurité / Mobility management: issues of security and insecurity

Axe 2 : Citoyenneté, droit(s) et processus de subjectivation et d'assujettissement / Citizenship, Right(s) and Process of Subjectivization and Subjugation

Axe 3 : L'insertion des immigrants dans les espaces du travail et les organisations / Integration of immigrants in workplaces and organizations

Axe 4 : Intégration, exclusions, et processus identitaires / Integration, exclusions and identity processes

Concordia University's **Centre for Immigration Policy Evaluation (CIPE)** is a research centre whose activities are based on the premise that informed decision-making regarding immigration-relates issues must rest on clear knowledge about public policies and their impacts on immigrants as well as on receiving societies.

UNITED STATES OF AMERICA

DePaul University

- DePaul University's ***Refugee and Forced Migration Studies graduate program*** is the first of its kind in the United States.
- There is no clear information on the number of students accepted into this program.
- The program is designed to:
 - Develop an understanding of the causes and consequences of refugees and forced migration
 - Apply conceptual methodologies and legal frameworks towards an analysis of refugee protection regimes and human rights law
 - Understand health issues related to refugees, internally displaced persons, and forced migrants
 - Acquire skills to work at non-governmental agencies and non-profit institutions in the field
 - Pursue original research
- Students are required to complete 12 courses for a total of 54 quarter hours, spread over six quarters and one summer. These credits include classroom instruction as well as internships.
- The program provides a mix of academic and practical training designed to prepare students for careers in refugee resettlement and asylum, and legal and NGO work, and academia. Students from different backgrounds are sought to participate in the program. The program is designed for those who have experience working with displaced peoples and those who want training before working in the field.
- The program is broadly interdisciplinary and students take classes in law, history, public service and international studies.
- The program is very hands on since there are two sets of practicums built in, during the first summer and in the second year. The two sets of practicums are built into the program, during the first summer and second year. Organizations DePaul works with include Refugee One, Heartland Alliance, UNHCR and more. The program offers hands-on training working with refugees and other forced migrants, and with the agencies and institutions assisting them.
- The program is completed through coursework and practicums.
- The program's combination of theoretical and pragmatic learning makes graduates highly valued across industries – training them for careers in Academia, Refugee resettlement, Legal work, Asylum, Non-governmental organizations (NGO).
- The teaching team comprises experienced professors and researchers in the field of migration studies.

<http://las.depaul.edu/academics/refugee-and-forced-migration-studies/Pages/default.aspx>

University of San Francisco

Master in Migration Studies

- 11 students are currently registered in this program.

- Students study topics of global migration with top researchers, professors, project practitioners, and policy makers in the field of migration studies. The program includes one semester of studies at Universidad Iberoamericana in Mexico City.
- The Master in Migration Studies is a two-year, 34-unit program. Students spend their first semester at the USF, followed by a semester at the Universidad Iberoamericana in Mexico City (classes are conducted in English). Students return to USF for their second year.
- The program consists of six core courses, four special topics courses, and four research seminars.
 - UNIVERSITY OF SAN FRANCISCO – *Introduction to Migration Studies, Research Methods, Public Policy and Social Implications of Migration, Identities and Cultural Manifestations of Migration* Practicum in Social Interventions in Migration, Special Topics, Research Seminars
 - UNIVERSIDAD IBEROAMERICANA – *Migratory Mobility: Theoretical and Practical Analysis, Special topics, Research Seminar*
- Summer fieldwork and immersion trips are available, including opportunities offered worldwide by the more than 200 Jesuit universities and Jesuit-affiliated institutes and social service agencies.
- The program is completed by coursework and research seminars, including internships and fieldwork.
- Graduates are prepared for careers in local, state and national governmental agencies; policy think tanks and policy and planning consulting firms; community-based non-profits and non-governmental organizations; international agencies; advocacy and public interest organizations; philanthropic organizations and foundations; and other private-sector entities.
- The teaching team comprises experienced professors and researchers in the field of migration studies
- In addition to Federal Student Loans for US Citizens, those in the program could be offered Teaching and Research Assistantships.

<https://www.flipsnack.com/USFCAGRADPROGRAMS/migration-studies.html>

<https://www.usfca.edu/arts-sciences/graduate-programs/migration-studies>

UNITED KINGDOM

1. University of London

- ***Master of Arts in Migration and Diaspora Studies*** offered by the School of Oriental and African Studies.
- The number of students admitted in this program is not clear.
- This MA is designed to appeal to students from a variety of backgrounds who:
 - Wish to know more of the transnational nature of the modern world;
 - Wish to continue their anthropological study at a postgraduate level and engage in critical contemporary theory;
 - Wish to understand cultural transformation from a global perspective;
 - Come from other disciplines, such as Law or Politics, and now wish to incorporate an anthropological perspective on issues of migration and diaspora.
- The program can be completed in one calendar year (Full-Time) or Two or three years (Part-Time, daytime only). The course is designed to offer students a chance to pursue specialist interests by a considered selection of courses to suit their individual needs. It provides:

- a broad-based MA program for students with some background in issues of migration and diaspora who wish to enhance their knowledge in the light of continuing contemporary research.
- a special interest MA, which will enable students to study diaspora and migration issues in depth in relation to a particular discipline or region.
- The program attracts students from around the world and encourages a transdisciplinary approach to issues of migration and diaspora, providing historical depth as well as perspectives from anthropology, sociology, and postcolonial studies. The program also works closely with a number of departments across the school, such as Development Studies, the Centre for Gender Studies as well as Law and Politics, which also run migration and diaspora related courses. Most of these courses are available as options on the program, making it a unique MA in terms of both its breadth and depth.
- Being an intensive one year program, it does not include a placement option
- The program consists of four elements, three examined courses and a 10,000-word dissertation on an approved topic.
- In the recent past, students have been highly successful in going on to further study and a number have received scholarships for research degrees at SOAS and elsewhere. Many have also gone on to work with NGOs and in the public sector as well as arts organizations. This program will give students specialized research training in Migration and Diaspora Studies, including a relevant language. Over the years the SOAS department has trained numerous leading anthropologists who have gone on to occupy lectureships and professorships throughout the world. Equally, students gain skills during their degree that transfer well to areas such as information and technology, government service, the media and tourism. Postgraduate students leave SOAS with a portfolio of widely transferable skills which employers seek, including analytical and critical skills; ability to gather, assess and interpret data; high level of cultural awareness; and problem-solving. A postgraduate degree is a valuable experience that provides students with a body of work and a diverse range of skills that they can use to market themselves when they graduate.
- The teaching team includes lecturers and tutors who enable effective learning possible
- A number of internal scholarships are available to students pursuing this program:
 - Felix Non- Indian Scholarship
 - Felix Scholarships
 - John Loiello AFSOAS FISH Scholarship
 - SOAS Master's Scholarships - Faculty of Arts & Humanities
 - Sasakawa Postgraduate Studentship
 - The Prospect Burma Scholarship

<https://www.soas.ac.uk/migrationdiaspora/>

Master of Science in Migration Mobility and Development offered by the School of Oriental and African Studies

- The number of students admitted in this program is not clear.
- has been developed to meet the needs of people working, or hoping to work, in international agencies, humanitarian organisations, and NGOs and students intending to go on to carry out PhD research. The program attracts applicants with a variety of academic and working backgrounds.

- The program can be completed in one calendar year (Full-Time) or Two or three years (Part-Time, daytime only). This innovative new program in the Department of Development Studies offers students the opportunity to combine study and analysis of critical perspectives on development and the increasingly important and related field of migration studies.
- The MSc in Migration, Mobility and Development will focus attention on the political economy of migration from a historical perspective, major trends in migration theories, and different forms of and approaches to the study of migration and displacement. The program draws on the expertise of staff in development, migration and forced migration contexts from the Development Studies department, and encourages inter-disciplinary dialogue with other relevant departments and centres within SOAS. The program's 20-week core modules will focus on the migration–development nexus, broadly conceived and defined. It will also expose students to a range of interlocking theoretical approaches which set out to account for constructions of and responses to migration and migrants, as well as to the scope and scale of migratory processes.
- Being an intensive one year program, it does not include a placement option.
- The program consists of four elements, three examined courses and a 10,000-word dissertation on an approved topic.
- A postgraduate degree in Migration, Mobility and Development from SOAS provides graduates with a portfolio of widely transferable skills sought by employers, including analytical skills, the ability to think laterally and employ critical reasoning, and knowing how to present materials and ideas effectively both orally and in writing. An MSc in Migration, Mobility and Development is a valuable experience that provides students with a body of work and a diverse range of skills that they can use to market themselves with when they graduate.
- The teaching team includes lecturers and tutors who enable effective learning possible
- A number of internal scholarships are available to students pursuing this program:
 - Felix Non- Indian Scholarship
 - Felix Scholarships
 - John Loiello AFSOAS FISH Scholarship
 - SOAS Master's Scholarships - Faculty of Arts & Humanities
 - Sasakawa Postgraduate Studentship
 - The Prospect Burma Scholarship

<https://www.soas.ac.uk/development/programs/prog/>

Master of Arts in Refugee Protection and Forced Migration Studies by distance, School of Advanced Study

- There is no clear information provided on the number of registered students.
- The MA in Refugee Protection and Forced Migration Studies provides a rigorous theoretical and practical understanding of the field of international refugee law and forced migration. It is unique in being the only program of its type offered by distance learning. The MA degree will enable students to acquire a solid legal, practical and theoretical understanding of refugee protection and forced migration, developing expertise through a choice of elective modules. They will be expected to will hone their self-reliance in dealing with - and critiquing - law, policy and practice in the field, and will also learn how to gather, organize and deploy evidence to form balanced judgements and develop policy recommendations.
- The program is structured to suit people's schedules. Students will be required to take 6 modules (two core, four elective) and undertake a dissertation. The MA in Refugee Protection and Forced Migration Studies is designed to be studied part-time over a two-year period.

- The core modules are *Protecting Human Rights, Refugees and Displaced Persons in International Law* and *An Introduction to Refugee and Forced Migration Studies*. The elective modules are varied and allow students to choose four from the following options: *Asylum Law in Europe: Towards Regional Harmonisation of International Protection*, *Asylum and Refugees in Africa and Latin America: Alternative Models for Refugee Protection*, *Internal Displacement in Law and Policy: War and Beyond*, *Gender, Sexual Identity and Age in the Refugee Context*, *Securing Refugee Protection in Practice*, *Advanced International Refugee Law*, *Statelessness, Nationality and the Protection of Stateless Persons*, *Displacement, Healthcare and Humanitarian Action*.
- Since it is delivered online, there are no placement options available.
- The course is completed over two years through coursework and a dissertation.
- This MA enables students to combine their studies with ongoing professional and domestic commitments. This program is designed for those who wish to pursue careers in a range of professional contexts in the refugee, human rights or humanitarian fields. Potential employers include international agencies, such as the United Nations High Commissioner for Refugees (UNHCR), the International Committee of the Red Cross (ICRC) and the International Organization for Migration (IOM), governmental bodies and non-governmental organizations.
- Being an online program, it is not clear on who comprises the teaching team. However, through a Virtual Learning Environment (VLE) students have access to Associate Tutors who provide academic guidance throughout their studies and peer-to-peer learning in online discussion forums.
- Two scholarships are available each year for the MA in Refugee Protection and Forced Migration Studies:
 - Sadako Ogata Scholarship – This is available to applicants who are nationals of and resident in low and lower-middle income countries as listed on the World Bank website.
 - Guy S. Goodwin-Gill – The Guy S. Goodwin-Gill Scholarship is open to all, and particularly welcome applications from candidates who are nationals of and residing in low- and middle-income countries.
 - Professionals in Humanitarian Assistance & Protection – Members of the Professionals in Humanitarian Assistance & Protection (PHAP) will receive bursary of 10% on all fees for this MA program.

<http://www.londoninternational.ac.uk/refugee-migration>

2. University of Oxford

MSc in Refugee and Forced Migration Studies (nine-month program)

- There is no clear information provided on the number of registrants in the program.
- The program places forced migration in an academic framework, preparing students for doctoral study or for work relevant to human rights, refugees and migration. The Master's degree aims to help students develop:
 - An understanding of the complex and varied nature of forced migration and refugeehood; of their centrality to global, regional and national processes of political, social and economic change; and of the needs and aspirations of forcibly displaced people themselves
 - A broad understanding of the literature on forced migration and refugees
 - A better understanding of the various research methodologies and approaches relevant to the field of refugees and forced migration studies

- Original thinking, unique research skills and sound evaluative tools
- An understanding of the contribution of various social science disciplines to the study of refugees and forced migration
- The MSc in Refugee and Forced Migration Studies enables students to explore forced migration through lectures, classes, seminars and individual and small group tutorials. During the academic year, students write a thesis, submit coursework and sit two formal written examinations.
- The structure and the program requirements are as follows:
 - In the first term, students will follow core courses which introduce the subject of forced migration from anthropological, political and legal perspectives. There is also a course dedicated to research methods relevant to the study of forced migration.
 - In the second term, students will take a further core course on morality and continue to study research methods. In addition to this, students will choose two options courses from a list which changes from year to year.
 - In the third term, students will write a 10,000- to 15,000-word thesis. This is typically a desk-based study, since there is little time to undertake individual fieldwork within the nine months of the course. Although students may attend other optional courses, they will only be examined on the core courses, and two chosen option courses and the thesis.
- Being an intensive nine-month program there are no placement options offered.
- The degree is completed by students in three terms through coursework and a dissertation.
- Graduates of the MSc in Refugee and Forced Migration Studies have gone on to doctoral degrees, law school, and work relevant to human rights, refugees, and migration. Graduates of the course are now employed in organisations such as the UNHCR, the International Organisation for Migration, UNDP, Save the Children, the European Council on Refugees and Exiles, Amnesty International, Human Rights Watch, the Brookings and MacArthur Foundations, as well as national governments and universities around the world.
- The teaching team comprises professors, scholars and researchers who are experts in the field of refugee and forced migration studies.
- The financial aid available to students are as follows:
 - Departmental Award: Competitive scholarship offering full fees and a contribution towards living costs for at least one student a year from a developing country (as defined by the UN) to study on the degree. All applicants from eligible countries are automatically considered.
 - University scholarships: A range of scholarships for international students are awarded annually, including from funders such as Fulbright, Rhodes, Weidenfeld and Clarendon. Eligibility criteria vary, a separate application may be required and competition is university-wide.
 - ESRC Migration Pathway Studentships: Students from the UK or Europe who plan to continue to doctoral study after the MSc on a migration-related topic may apply for one of the three ESRC Migration Pathway Studentships awarded by Oxford's Doctoral Training Centre each year.
 - Research Methods Field Work Support Fund: To assist students with UK travel costs incurred in conducting their group research projects.
 - Belinda Allan Travel Fund: Small travel grants to students from the global South for research purposes or to present conference papers.

- Glenn Hendricks Hardship Fund: For current students who find themselves in unexpected financial difficulties.

<https://www.rsc.ox.ac.uk/study/msc-refugee-forced-migration-studies/overview>

MSc in Migration Studies

- There is no clear information provided on the number of registrants in the program
- This nine-month interdisciplinary master's degree analyses migration from a global perspective and as an integral part of development and social change. The Master's degree aims to help students gain:
 - Skills in critical analysis and research, and develop an ability to contribute new perspectives to the study of migration.
 - An understanding of the dilemmas facing policy-makers at both national and international level and the ability to help transfer theoretical knowledge to policy-oriented research.
- The MSc in Migration Studies introduces students to key migration concepts, methods and theories across the social sciences, and prepares them for further research or for a career in policy and international development. During the academic year, students write a thesis, and submit coursework.
- The structure and the program requirements are as follows:
 - In the first and second terms students will follow three core courses: International Migration in the Social Sciences, Migration, Globalisation and Social Transformation, Methods in Social Research
 - These will be supplemented by a fortnightly discussion class, Keywords: a Key to Migration Debates and Social Thought.
 - In the second term, students will choose two option courses from a list which changes from year to year
 - In the final term, students will write a dissertation of up to 15,000 words.
- Being an intensive nine-month program there are no placement options offered.
- The degree is completed by students in three terms through coursework and a dissertation.
- Graduates of the MSc in Migration Studies have gone on to doctoral degrees, law school, research and consultancy. Many are now employed by organisations such as the European Commission, ILO, IOM, UNICEF, RAND, Red Cross, Red Crescent, think tanks, national governments and leading universities.
- The teaching team comprises professors, scholars and researchers who are experts in the field of refugee and forced migration studies.
- No specific grants are provided for students undertaking this program

<http://www.qeh.ox.ac.uk/content/msc-migration-studies>

EUROPE

IRELAND

University College of Cork

Masters of Arts in Contemporary Migration and Diaspora Studies

- There is no clear information of the number of registrants in the program
- This is the only MA level course on migration studies currently offered by a university in Ireland. The course has developed an international reputation for excellence in the field of migration studies. An MA in CMDS gives students a comprehensive understanding of debates relating to migration in Irish and European society today. The MA in Contemporary Migration and Diaspora Studies (MA in CMDS) is an exciting, interdisciplinary course addressing all aspects of migration, integration and diaspora studies in Ireland. The course will:
 - give students a thorough knowledge of the major theoretical and empirical issues in migration and diaspora studies today and explain the significance of migration and diaspora debates for Irish and European society, with reference to policy and legal perspectives, geographical and social science debates, diaspora and Irish identity, new communities, and a range of issues related to rights, identities, citizenship status and welfare
 - equip students with a range of specific skills-based social science research methodologies
 - Give students the opportunity to show these skills in a written dissertation using a range of theoretical, empirical, policy and action research perspectives
- This program is structured to be completed in 1 year Full-time
- The depth and focus of the modules offered are as follows:
 - Introduction to Migration and Diaspora Studies that focus on trends in migration at an Irish, European and global level, Theories and models of migration studies from different disciplinary perspectives, Gender and migration, Immigration regimes and how governments manage migration and emerging EU debates, Policy responses to migration, and Diasporic and transnational perspectives
 - Methods in Migration and Diaspora Studies – This module will introduce students to some of the key principles, methodologies, sources and techniques of social research, with a particular focus on migration and diaspora studies. Students will have the opportunity to explore these methods and develop students' own research skills. By the end of the module, students will be able to design and conduct a social research project, and have started to planning students' dissertation.
 - Case Studies and Current Issues in migration and Diaspora Studies – This module brings a range of expert guest speakers to UCC so that students can engage with issues relevant to the practice of migration and diaspora studies at first hand.
- Students can opt for 'Work Placement' option to get first-hand experience of work with a number of non-governmental organisations active in the Irish migration/integration/community development sector. Each work placement varies, but students typically spend time 'shadowing' a mentor as part of their overall experience.
- The MA is completed entirely through coursework
- Their pitch for recruitment is not quite strong. An MA in CMDS gives you a comprehensive understanding of debates relating to migration in Irish and European society today. Students will become skilled in social science research methodologies. Students will use these skills to write a dissertation using a range of theoretical, empirical, policy and action research approaches. These skills are increasingly recognised as important in many associated careers.
- Teaching team comprises entirely of experienced professors in this field.
- There are no specific grants available for this program. However, there are a number of graduate student grants that students are able to apply to:
<https://www.ucc.ie/en/cke72/>

DENMARK

University of Copenhagen

Master of Arts in Advanced Migration Studies

- There is no clear information on the number of students registered in this program
- The Master's degree in Advanced Migration Studies is an ambitious, interdisciplinary two-year degree program offered in English that provides students with a comprehensive understanding of the opportunities and challenges presented by international migration.
- The program is completed in two years by students pursuing it full-time. Students undertake seven course modules and one thesis which should take eight terms in total
- The MA in Advanced Migration Studies is organised and administered by Centre for Advanced Migration Studies (AMIS) in association with the Saxo Institute, and is unique in drawing on a very comprehensive research environment of more than 50 scholars affiliated with AMIS, covering a wide range of academic disciplines. The program combines humanities and social science approaches to migration, including ethnology, anthropology, sociology, sociology of religion, history, philosophy, political science, sociolinguistics, education, and literary and media studies. Throughout the program, different approaches are combined, for example:
 - contemporary patterns of migration are contextualised by historical accounts of the role of migration;
 - immigration and integration policies are scrutinised using both philosophical analysis of their underlying values and anthropological analysis of their impact on the everyday lives of migrants;
 - the experience of being a migrant is investigated both through migrant literature (and other artistic expressions) and ethnographic accounts of the lives of migrants; and
 - migrant identity formation (and counter-identification) are studied on the basis of both sociolinguistic and sociological accounts of identity.
- One of the modules either involves Migration Research in Practice or Project Management that will provide students with off-campus experience.
- Students complete this degree through coursework and thesis.
- The master's program in Advanced Migration Studies qualifies for a career in political institutions concerned with immigration and integration policies (e.g. at the national level and in local government), private companies facing the challenges of diversity management and recruitment of international talent, unions and organisations concerned with migrants in the labour market and various aspects of immigration and integration, NGOs making policy recommendations and assisting public institutions to cater for migrants, private companies providing analyses of issues related to migration to national and local government, cultural institutions committed to representing the history, culture and artistic expressions of migrants, as well as universities and other research institutions.
- Students are taught by experienced professionals and scholars in the area of migration studies.
- No clear information on funding is provided.

<http://studies.ku.dk/masters/migration-studies/>

GERMANY

University of Oldenburg

European Master in Migration and Intercultural Relations (EMMIR)

- About 24 students are currently registered in the program.
- EMMIR, combining the expertise of European and African universities, strongly encourages students to critically evaluate the existing body of knowledge and to conduct their own research projects. Students will have the benefits and challenge of an international learner group where participants' different backgrounds will offer valuable intercultural perspectives for the study of migration.
- The degree is completed in two years or four semesters full-time. The first semester will be in Oldenburg and the second semester will be completed in Stavanger in Norway.
- The two key terms of reference for this study program are migration and intercultural relations. There are four program foci: Gender, Development, Representation, Education.
- Students must undertake a placement in the third semester of their study. Focus module and internship will be undertaken with the help of Research Teams and Supervision Groups in the Czech Republic, Germany, Norway, Slovenia, Sudan, South Africa and Uganda.
- Students complete this program through coursework, internship and thesis.
- No clear information is provided on the recruitment pitch.
- The teaching team are from various universities across Europe and Africa, and are experts in the field of migration studies.
- There is no specific financial aid available for students in this program.

<http://www.emmir.org/programme/summary/>

AUSTRALIA

Victoria University

Graduate Certificate in Australian Migration Law and Practice

- No clear data is available on the number of registrants.
- This course is designed to meet the needs of the migration agent industry and enhance the career prospects for students. At the completion of the Graduate Certificate in Australian Migration Law and Practice, students will be able to:
 - Review conceptual frameworks and exhibit specialised technical knowledge of migration and administrative law employing independent judgement in their application in wide ranging contexts and communities;
 - Interpret relevant requirements of the Migration Act contextualised in cross-disciplinary knowledge in order to initiate creative solutions to multi-faceted problems, while respecting and valuing the diversity of clients;
 - Provide complex assessment of and advocate for regulatory decisions for a range of stakeholders in a number of ways, including briefs, responses and visa applications, while balancing the interests of individuals and public good; and
 - Exemplify ethical and professional standards in the provision of migration law advice to clients both independently and also as a member of a team.
- To attain the award of Graduate Certificate in Australian Migration Law and Practice students will be required to complete in total 48 credit points (equivalent to 4 units) in 0.5 years full-time.
- The following are the courses offered:
 - Australian Migration Law

- Australia's Visa System
- Visa Compliance, Cancellation and Review
- Applied Migration Law
- There is no placement option considering that this is a six month program.
- The Course is completed entirely through coursework.
- Students who successfully complete the mandatory units of study are recognised by the Migration Agents Registration Authority (MARA) as satisfying the knowledge requirement for initial registration as a migration agent.
- There is no clear information on the teaching team.
- There are no grants available for students in this program.

<https://www.vu.edu.au/courses/graduate-diploma-in-migration-law-igml>

ASIA

Research Centres and Groups

Calcutta Research Group (India)

Interrogating Forced Migration: A Research and Workshop Program

Mahanirban Calcutta Research Group in association with the Maulana Abul Kalam Azad Institute of Asian Studies, ICSSR and Taft Foundation is going to organize a six days long workshop on Forced Migration Studies.

The aim of the workshop is to interrogate the given concepts in forced migration studies and its dynamics. This may involve a reflection of some of the concepts, such as, race and racism, humanitarianism, voluntary and forced migration, mixed and massive forms of forced migration, protection, return, camp as an extraordinary site, border as method of study and analysis, exclusion and inclusion as methods of a political society to deal with outsiders, the idea of autonomy of migration, and finally the absolute polarity between citizens and forced migrants (including its various incarnations) as representations of rights-bearing subjectivity and a fundamental situation of rightlessness. Such reflections may take place through a number of methods, such as historical, genealogical, logical, case study method, critical-legal, feminist, ethnographic, and philosophical and ethical.

The workshop has five modules:

1. Violence in the borderland and forced migration in West Bengal –Bangladesh Border
2. Violence in the borderland and forced migration in Central Asia and West Asia
3. Rohingya refugees in India
4. Research Methodology in Forced Migration Studies
5. Conceptual issues in Forced Migration Studies

<http://www.mcrg.ac.in/wc.asp>

Appendix 6: Letters of Support from Sister Units

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- ARTH 5112 Topics in Historiography, Methodology, and Criticism (only with approved topics in Migration and Diaspora Studies)
- ARTH 5115 Topics in Modern and Contemporary Art (only with approved topics in Migration and Diaspora Studies)
- ARTH 5117 Community/Identity

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: *Mitchell Frank*

Name: Mitchell Frank

Title: Assistant Director (Art History)

Academic unit: School for Studies in Art and Culture

Date: 4 June 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- CDNS 5501 Decolonizing Canada: Cultural Politics and Collective Identities
- CDNS 5601 Constructing Canada, The Politics of National Identity

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Peter Thompson

Title: Associate Professor and Director

Academic unit:

School of

Indigenous and

Canadian Studies

Date: May 21, 2018

Notes: This is a very exciting initiative that we are thrilled to support.

June 13, 2018

From: Josh Greenberg
Professor and Director, School of Journalism and Communication

To: James Casteel
Associate Professor, Institute of European, Russian and Eurasian Studies

Re: Letter of Support for MA in Migration and Diaspora Studies

Dear Dr. Casteel,

The Communication and Media Studies program confirms its support of the new MA in Migration and Diaspora Studies. We see this as an important development that will make a valuable contribution to the menu of graduate program offerings in the Faculty of Public Affairs.

Specifically, you have requested that the following graduate seminars in Communication be identified as approved electives for students completing their MA in MDS:

COMS 5207 – Communication and Racialization
COMS 5222 – Cultural Intersections
COMS 5204 – The Local and the Global

I agree that these courses are relevant and offer an important point of contact between our programs. However, as we have discussed, I wish to be clear that our support is conditional. The graduate program in Communication is in a period of continued and anticipated future growth. This has generated some capacity challenges, including higher than usual enrolment demands in certain courses in any given semester. For this reason, I cannot guarantee that spaces will always be available in these courses to students in the MDS program (or that these courses will always be offered). Nevertheless, we are willing to accommodate registration requests from your students and see participation between our programs as a positive development.

Josh Greenberg
Professor and Director
School of Journalism and Communication



Memorandum

Date: May 28, 2018

To: Donald Russell, Clerk of Senate

From: Kathleen Hickey, Manager, Co-operative Education

Cc: Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
André Plourde, Dean, Faculty of Public Affairs
Barry Wright, Associate Dean, Faculty of Public Affairs and Director, Arthur Kroeger College of Public Affairs
Suzanne Blanchard, Vice-President (Students and Enrolment) and University Registrar
Courtney Régimbald, Director, Co-op and Career Services

Re: Support for Creation of Co-op Option in Master of Arts, Migration and Diaspora Studies (MDS)

The Co-operative Education Office supports the creation of a co-op option in the Master of Arts, Migration and Diaspora Studies (MDS). This program option will be advertised in the 2019-2020 academic calendar.

For new M.A. MDS admits, the first opportunity to participate in a co-op work term will be the Summer 2020 term. The deadline for applications will be December 31, 2019.

Please do not hesitate to contact me for further information or details. Thank you.

A handwritten signature in blue ink that reads "Kathleen Hickey".

Kathleen Hickey
Manager, Co-operative Education

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- ENGL 5004 Studies in Transnational Literatures
- ENGL 5008 Studies in African Literature
- ENGL 5009 Studies in South Asian Literature
- ENGL 5010 Studies in Caribbean Literature

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change

unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Robin Norris

Title: Chair

Academic unit: English Language and Literature

Date: 25 May 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA Program in Migration and Diaspora Studies new program.

Inclusion of EURL 5304 Europe and International Migration as a course that fulfills the Migration and Diaspora Studies electives requirement. Course could also be cross-listed with MDS.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 

Name: Achim Hurrelmann

Title: Director

Academic unit: Institute of European, Russian and Eurasian Studies

Date: April 26, 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

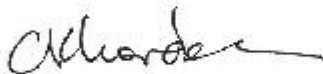
- FREN 5100 Le monde francophone: linguistique et littérature
- FREN 5600 Littératures du monde francophone

as courses that fulfill the Migration and Diaspora Studies electives requirement.

support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: 
Name: Catherine Khordoc
Title: Chair
Academic unit: French
Date: 24 May 2018.
Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- GEOG 5005 Global Environmental Change: Human Implications
- GEOG 5400 Territory and Territoriality
- GEOG 5600 Empire and Colonialism

as courses that fulfill the Migration and Diaspora Studies electives requirement.

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: Department of Geography and Environmental Studies

Date: 23 May 2018

Notes:

Unit page #

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA Program in Migration and Diaspora Studies new program.
Inclusion of RLLI 5850 Seminar in Religion (approved topics only) as a course that fulfills the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature: *Shane Hawkins*

Name: *Shane Hawkins*

Title: *Director, College of the Humanities*

Academic unit: *College of the Humanities*

Date: *24 May 2018*

Notes: _____

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- CLMD 6102 Issues in Transnationalism

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally. [

] I do not support this change.

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

Signature:



Name: Ming Tiampo

Title: Director

Academic unit: Date: ICSLAC. May 17, 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- LAWS 5007 Race, Ethnicity, and the Law
- LAWS 5663 Human Rights, Citizenship, and Global Justice

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature:



Name: Ron Saunders

Title: Chair

Academic unit: Law and Legal Studies

Date: 14 June 2018

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs In Migration and Diaspora Studies new program.

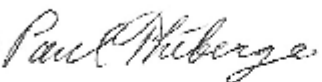
Inclusion of **MUSI 5D17 Music and Globalization** as a course that fulfills the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature:



Name: **Paul Th  berge**

Title: **Assistant Director**

Academic unit: **SSAC (Music)**

Date: **13 June 2018**

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- INAF 5707 Complex Humanitarian Emergencies
- INAF 5708 Humanitarian Assistance

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations: NPSIA will prioritize NPSIA students for these courses.

Signature:



Name: Yagadeesen (Teddy) Samy

Title: Director/Professor

Academic unit: Norman Paterson School of International Affairs (NPSIA)

Date: June 8, 2018

Notes: We would be happy to cross-list other relevant courses on a year to year basis.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- PSCI 5100 Indigenous Politics of North America
- PSCI 5107 Globalization, Adjustment, and Democracy in Africa
- PSCI 5200 Nationalism
- PSCI 5201 Politics in Plural Societies
- PSCI 5209 Migration and Global Politics

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Political Science is happy to support the new MDS graduate program and allow MDS students access to these courses as electives. The Department however notes that PSCI 5209 is already a popular and fully-subscribed seminar that regularly meets its maximum enrolment caps. Consequently it may at times need to limit access to PSCI students only. This will be regularly revisited on a year-to-year basis in consultation with MDS and course instructors.

Signature:



Name: **Jonathan Malloy**

Title: **Chair**

Academic unit:

Political Science

Date: **May 18, 2018**

Unit page #

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- ANTH 5109 Ethnography, Gender, and Globalization
- SOCI 5404 Race, Ethnicity, and Class in Contemporary Societies
- SOCI 5406 Citizenship and Globalization

as courses that fulfill the Migration and Diaspora Studies electives requirement.

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

Signature:


Name:

Title: Chair

Academic unit:

Date:

Notes:


Aaron Doyle
Department of Sociology and Anthropology
June 7, 2018

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

The School of Social Work intends to include **SOWK 5011 Social Work and Social Justice**, **SOWK 5015 Indigenous Knowledge and Theory for Social Work**, **SOWK 5021 Advanced Social Work Practice with Groups and Communities** and **SOWK 5702 Special Topics in Social Work** as courses that fulfill the Migration and Diaspora Studies electives requirements

I support this change unconditionally.

I do not support this change.

I support this change, with the following reservations:

We will do so pending full implementation of our program redesign and available space in these courses. The fully revised MSW, if approved, will be implemented September 2019.

Signature: 

Name: Sarah Todd

Title: Graduate Supervisor

Academic unit:

Social Work

Date: June 11, 2017

Notes:

Unit page 4

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: MA and Graduate Diploma Programs in Migration and Diaspora Studies new program.

Inclusion of

- HIST 5314 Colonialism and Postcolonialism in Canada
- HIST 5710 Race and Empire
- HIST 5711 Selected Topics in Migration and Diaspora Studies
- HIST 5712 African History Special Topics
- HIST 5713 Latin America and Caribbean History Special Topics

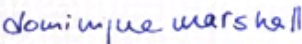
as courses that fulfill the Migration and Diaspora Studies electives requirement.

Because the Department of History received a Strategic Hire in Migration and Diaspora Studies with the expectation that this faculty member would contribute to graduate-level teaching in MDS, the Department of History will support 0.5 credit of the teaching of the Migration and Diaspora Studies graduate core course sequence. If the Strategic Hire is not available to teach at the graduate level in MDS a particular year, History will trade a contract instructor credit with MDS so that MDS can buy out the time of another faculty member to deliver a course in the core course sequence.

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: 10 August 2018

Notes: Given that Dr. McNeil was the Strategic hire for MDS, it makes sense for him to offer a regular graduate offering in this field. It will likely also suit his long-term interests. It might also prove beneficial for the dept. to mount a course that is a required course for the MDS program, thus bringing non-historians into our grad courses. The letter addresses any potential staffing issues.

August 28, 2018

Dr. Lorraine Dyke
Vice-Provost and Associate Vice-President (Academic)
Carleton University

RE: New Program Proposal – Migration and Diaspora Studies (MA and Graduate Diplomas)

Dear Dr. Dyke,

I am writing to express my strong support for the proposed graduate programs in Migration and Diaspora Studies. This proposal is a collaborative effort that brings together more than 45 faculty members from three Faculties: Arts and Social Sciences, Public Affairs, and the Sprott School of Business. The development of the proposal has itself been a highly collaborative project since committee members have been drawn from many different academic units at Carleton. I am confident that the programs will deliver very rewarding learning experiences to students.

I congratulate the program development committee on their innovative and interdisciplinary program designed to address the implications of the transnational settlement of people along many dimensions. All three programs are designed to incorporate both academic and experiential-learning components. Students will thus have opportunities to acquire real-world experience connected to their subjects of academic study through means such as practica and co-op placements. Upon completion, graduates will be well prepared for employment in the public and private sectors, including with non-governmental organizations, international agencies, and non-profits.

The proposed programs are clearly aligned with Carleton's Strategic Integrated Plan, building on academic strengths and expertise from numerous academic units, including History, Sociology and Anthropology, Studies in Art and Culture, Law and Legal Studies, and Political Science, among others. The program also aligns areas of program growth of global and international studies, especially our Bachelor of Global and International Studies, now entering its fourth year of operations.

There are no comparable programs currently offered in Canada and these would join a small number of similar programs offered at renowned universities around the world. Carleton is ideally positioned to bring together the expertise needed to deliver graduate programs of exceptional quality in this area, hence why these elicit my strong support.

Sincerely,



André Plourde
Dean, Faculty Public Affairs



Carleton
UNIVERSITY

Canada's Capital University

Office of the Dean
Faculty of Arts and Social Sciences
330 Paterson Hall
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada
Tel: (613) 520-2355
Fax: (613) 520-4481

October 3, 2018

Professor Jeff Sahadeo
Program Director
Migration and Diaspora Studies
Carleton University

Re: Master of Arts in Migration and Diaspora Studies

Dear Professor Sahadeo:

I am delighted to offer enthusiastic support for the proposed Master of Arts and Graduate Diploma (Type 2 and Type 3) in Migration and Diaspora Studies. These innovative programs are drawn from a field of significant and expanding research and teaching strength at Carleton University. The exciting combination of the faculty members from the Faculty of Arts and Social Sciences collaborating with faculty members from the Faculty of Public Affairs has resulted in a distinguished scholarly team uniquely qualified to offer students an interdisciplinary, globally-focussed graduate experience that will investigate some of the most pressing social, economic and political issues of our time. I am particularly pleased to support the MA program which will be the only one of its kind in Canada and only one of four comparable programs worldwide.

Students will be drawn to the Migration and Diaspora graduate program because of the reputation of internationally-recognized faculty members across the humanities and social sciences. They will benefit from stimulating opportunities to participate in collaborative, experiential learning research projects. With the combination of unique interdisciplinary programming, these new degree options in Migration and Diaspora Studies no doubt will attract world-class graduate students who, in turn, will become scholars, practitioners and policymakers in the field. The addition of these three graduate programs will solidify the research reputation of our faculty and better profile Carleton University's commitment to research excellence. The option of the Graduate Diplomas will be of interest to students in a range of related Masters programs, as well as to those already in the workforce. These diploma options will enhance students' graduate education and maximize their post-graduation opportunities.

The proposed Master's and Graduate Diplomas reflect Carleton's commitment to excellence in the student experience and will afford students significant flexibility to choose a program that best fits their career needs. All three programs are consistent with the parameters outlined in Carleton's Strategic Mandate Agreement.

The Faculty of Arts and Social Sciences enthusiastically supports these new programs which will highlight our significant research expertise in Migration and Diaspora Studies and expand the academic and research opportunities available to our students. We look forward to welcoming and supporting these new graduate cohorts in partnership with the Faculty of Public Affairs and the Faculty of Graduate and Postdoctoral Affairs.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Pauline Rankin". The signature is fluid and cursive, with a large initial "L" and a long, sweeping underline.

L. Pauline Rankin
Dean
Faculty of Arts and Social Sciences
Carleton University



September 10, 2018

Prof. James Casteel
Institute of European, Russian and Eurasian Studies
Carleton University

Re: Master of Arts and Graduate Diploma (Type 2 & 3) in Migration and Diaspora Studies

Dear Dr. Casteel,

I am extremely pleased to provide a letter of support for the proposed Master of Arts (MA) and Graduate Diploma (Type 2 & 3) in Migration and Diaspora Studies. The proposed programs build on the interdisciplinary research strengths of the Faculty of Public Affairs and the Faculty of Arts and Social Sciences, and will further enhance Carleton University's reputation as a research-intensive comprehensive university.

The development of the graduate programs in Migration and Diaspora Studies (MDS) emerged from a growing concern for the plight of refugees and migrants worldwide. The research of faculty members in this area is recognized internationally, and the establishment of these programs advances Carleton's strategic goal of contributing to global prosperity. Carleton's Strategic Mandate Agreement (SMA) calls attention to Migration and Diaspora Studies as an example of institutional initiative in promoting research excellence and impact.

The MDS MA Program will be the first graduate-level program in Canada that brings together Migration Studies and Diaspora Studies. This innovative, interdisciplinary graduate program will combine cutting-edge academic research with real-world experience. It will provide students with a variety of opportunities to achieve the goal of becoming knowledgeable, active citizens in a global community. The Graduate Diploma offers both a direct entry option for those who are mid-career or already working in the field, and the opportunity to add the credential concurrently for those pursuing a Master's or PhD degree in related disciplines.



Students in these programs will be well prepared for further academic studies and working in the field, whether through government agencies and institutions, or non-governmental entities and international business. With a strong network of partnerships already established, graduates will be in a unique position to take a leadership role in a crucial area of global concern.

The Faculty of Graduate and Postdoctoral Affairs (FGPA) strongly supports these new and exciting graduate programs that will continue to grow our academic and research excellence, and provide students with an exceptional learning experience. FGPA is committed to support students in the proposed MA program through scholarships and teaching assistantships.

Sincerely yours,

Prof. Matthias Neufang

Dean
Faculty of Graduate and Postdoctoral Affairs
Carleton University

Appendix 7: List of Migration and Diaspora Studies Faculty Associates

*= MDS MA Core Faculty

1. Pius Adesanmi, Department of English Language and Literature. Research Interests: African and Black diasporic literatures, Postcolonial and cultural theory
2. Melanie Adrian, Department of Law and Legal Studies. Research Interests: Intersections of multiculturalism, nationalism, religion and the law
3. Behnam Behnia, School of Social Work. Research Interests: Resettlement & Integration of Immigrants and Refugees, Social Support Networks
4. Nimo Bokore, School of Social Work. Research Interests: Mental health and health, resettlement and integration barriers
5. Kristin Bright, Department of Sociology and Anthropology. Research Interests: gender, kinship, memory, migration, corporeality, public health, and structural inequality
6. David Carment, Norman Paterson School of International Affairs. Research Interests: international dimensions of ethnic conflict including diaspora
7. *James Casteel, Institute of European, Russian and Eurasian Studies. Research Interests: transnational relations between Germany and Russia from the nineteenth to twenty-first centuries, diasporic cultures and belonging
8. *Sarah Casteel, Department of English Language and Literature. Research Interests: diaspora and postcolonial literature and theory, global Holocaust studies, memory studies
9. *Kamari Clarke, Bachelor of Global and International Studies. Research Interests: spread and re-contextualization of international norms, secularism and religious transnationalism
10. Roger Connah, Azrieli School of Architecture and Urbanism. Research Interests: writing, pedagogy, practice and the city
11. *Audra Diptee, Department of History. Research Interests: Trans-Atlantic history of slavery and abolitionism; Caribbean and African Diaspora history
12. Bruce Elliott, Department of History. Research Interests: 18th and 19th century social and immigration history
13. Louise de la Gorgendière, Department of Sociology and Anthropology. Research Interests: Diaspora, transnationalism, development and underdevelopment
14. *Christina Gabriel, Department of Political Science. Research Interests: Citizenship and Migration, Gender and Politics, Canadian Political Economy
15. Megan Gaucher, Department of Law and Legal Studies. Research Interests: intersections between citizenship, family, gender, sexuality, and race in Canadian immigration and refugee law and policy
16. *Martin Geiger, Political Science/Institute of European, Russian and Eurasian Studies. Politics of Mobility & Migration; Global Governance, International Organizations; Border & homeland/National Security; Population, Development, Demographic & Climate Change; European & North American Integration (migration & border politics)
17. Randall Gess, Department of Linguistic and Language Studies. Research Interests: Phonological theory and history

18. *Malini Guha, Department of Film Studies. Research Interests: spatiality and the cinema, with an emphasis on postcolonial and post-imperial modes of mobility, migration, displacement and settlement
19. *Amrita Hari, Women's and Gender Studies, The Pauline Jewitt Institute. Research Interests: Global migrations, transnationalisms, diasporic formations and citizenship
20. Philip Kaisary, Department of Law and Legal Studies. Research Interests: Critical Legal, Social, and Political Theory
21. Karim Karim, School of Journalism and Communications. Research Interests: Re-Imagining the Other: Culture, Media, and Western-Muslim Intersections
22. Catherine Khordoc, Department of French. Research Interests: Contemporary Québécois literature treating issues of personal and collective identity in relation to immigration, multiculturalism (or interculturalism), exile and integration
23. Matthew Kurtz, Department of Geography and Environment Studies. Research Interests: Immigrant employment and human capital assessment practices in local labour markets
24. Dominique Marshall, Department of History. Research Interests: Children's rights and the Child Welfare Committee of the League of Nations
25. Laura Macdonald, Department of Geography and Environment Studies. Research Interests: Latin American politics, Mexican politics, North American politics, Canadian foreign policy, Democracy and civil society
26. *Daniel McNeil, Department of History. Research Interests: African and Black Diaspora Studies, film and cultural criticism, cultural theory
27. *James Milner, Department of Political Science. Research Interests: Refugees and forced migration, Peacebuilding, United Nations and global governance, Humanitarian action
28. *Luciara Nardon, Sprott School of Business. Research Interests: Intercultural competence, Cross-cultural and intercultural communication, Technology use in intercultural settings, Culture and cognition
29. Franny Nudelman, Department of English Language and Literature. Research Interests: African American Literature, Militarism and War, Documentary Studies, Cultural Activism
30. *Umut Özsu, Department of Law and Legal Studies. Research Interests: public international law, law and development, international refugee law, and international human rights law
31. Carolyn Ramzy, Department of Music. Research Interests: questions of music and belonging, citizenship, and religious nationalism
32. Cristina Rojas, Department of Political Science. Research Interests: Political ontology, critical development and postcolonial theory, social policy and citizenship studies
33. Dane Rowlands, Norman Paterson School of International Affairs. Research Interests: International Monetary Fund, World Bank and other Multilateral Financial Institutions, Sovereign Debt, Financial Crises
34. Blair Rutherford, Department of Sociology and Anthropology. Research Interests: Politics and possibilities of international development, civil society in sub-Saharan Africa
35. *Jeff Sahadeo, Institute of European, Russian and Eurasian Studies. Research Interests: Soviet Union/Russia within global postcolonial migration trends

36. Stephen Saideman, Norman Paterson School of International Affairs. Research Interests: Civil-Military Relations, Ethnic Conflict, Civil War and Foreign Policy Analysis
37. Aboubakar Sanogo, Department of Film Studies. Research Interests: African cinema, documentary, world cinema, colonial cinema, cinephilia
38. Jaffer Sheyholislami, Department of Linguistics and Language Studies. Research Interests: Heritage Languages, Kurdish language and linguistics. Language and media, Language and identity
39. Candace Sobers, Bachelor of Global and International Studies. Research Interests: Twentieth century decolonization, movements of national liberation, and the global reach of Third World revolutionary internationalism
40. *Daiva Stasiulis, Department of Sociology and Anthropology. Research Interests: Citizenship, race and international migration; feminism, multiculturalism and the politics of diversity.
41. *Ming Tiampo, Department of Art History. Research Interests: Transnational vanguardism with a focus on Japan after 1945, Transnational Modernisms, and Curatorial Studies
42. *Anne Trépanier, School of Indigenous and Canadian Studies. Research Interests: Canadian identity politics and narratives, strategies for intercultural mediation, French language, culture, and identity in North America
43. *William Walters, Department of Political Science/Sociology and Anthropology. Research Interests: Foucault and governmentality studies; Migration, borders and security; (international) political sociology
44. Steve White, Department of Political Science. Research Interests: Canadian public opinion and elections; political participation; immigrant political attitudes and behaviour
45. Stanley Winer, School of Public Policy and Administration. Research Interests: Fiscal systems in Canada and in the world; Political institutions and policy processes; Interregional and international migration and Canadian public policy
46. Michael Wohl, Department of Psychology. Research Interests: Conflict Research and Disordered Gambling
47. Christopher Worswick, Department of Economics. Research Interests: economics of immigration, economics of education, labour supply

Discussant Report: Migration and Diaspora Studies Graduate program proposal

Jonathan Malloy, Chair and Associate Professor, Political Science

General

The proposed new graduate program in Migration and Diaspora Studies (MDS) is an exciting and sound proposal. The Self-Study document lays out a compelling case for the program as a natural next step for MDS at Carleton and an excellent drawing together of existing capacities and synergies.

While I raise some specific observations below, I have no concerns about the overall intellectual and academic cohesion of the proposal. The Migration and Diaspora Studies Initiative at Carleton has clearly established itself as a coherent and integrated intellectual project with a well-established core group of faculty and additional associated faculty. It is a stellar example of true interdisciplinary collaboration, drawing widely from many disciplines and programs with multiple connections and no single dominant or set of dominant disciplines or approaches. As the Self-Study makes clear, this particular intellectual configuration of a program in “Migration and Diaspora Studies” is unique in Canada and rare around the world. Names and labels should not be taken as the sole guide here, but the research in the document compellingly shows that duplication and overlap will be limited and MDS will present a distinctive and differentiated option not found elsewhere in Canada. The offerings of an MA degree by coursework, research essay, or thesis along with the two types of certificates are all logical and compatible.

While it will require some new resources, the program will primarily draw upon existing faculty strengths and unit programming, including existing small-enrolment graduate courses where there is often unused current capacity that the new program can utilize. I have some small concerns about the impact of this new program on existing Carleton programs, and there is some risk of overlap and competition with existing programs. However, MDS at Carleton is so broad across many disciplines that any impact is likely to be broadly distributed rather than primarily on one or two programs. The Self-Study also makes a compelling case that the new BGIInS degree will provide a particularly strong and new potential pipeline of applicants to a graduate program in MDS.

As noted, I have no concerns about the overall proposal. However, because the program is so interdisciplinary and casts a wide net, there is not a lot of specific detail about some of its core elements. The program revolves heavily around three mandatory core courses, along with an optional practicum, and I have some specific, though hopefully minor, concerns about each of them.

The **MGDS 5001 Introduction to Migration and Diaspora Studies** course is a very wide-ranging course that promises “a grounding in the different disciplines and interdisciplinary approaches in the fields of both Migration Studies and Diaspora Studies.” While this properly reflects the wide nature of Migration and Diaspora Studies at Carleton, I was expecting a little more detail since so much can be envisioned under this description. While such general language is appropriate for the course calendar, it would be

useful to have some more specific information in the proposal about what is envisioned for the course and how it will remain relatively consistent from year to year and under different instructors. Is there a core set of areas that will be consistently covered? Will the course be organized around specific disciplines, areas, or approaches? How important is consistency from year to year? Has any thought been given to team-teaching to ensure an appropriate range of expertise?

Two issues occurred to me with **MGDS 5002 Key Issues in Migration and Diaspora Studies**, which is currently offered as HIST 5711 and will continue to be a cross-listed course hosted by History. First, the proposal notes at several points that this course is currently taught by the MDS Strategic Hire and will continue to be. No other MGDS course has a specific instructor attached to it. Since this is a mandatory program course, the proposal should clearly address backup options for when the person goes on leave, is otherwise unavailable, or eventually gets tired of teaching the course. Second, the proposal states that while the course will remain a History course, “we would ensure that sufficient spots were reserved for MGDS students in a given year.” If the program reaches its goal of 20 students a year, that will be a lot of spots set aside and not available for HIST students, for a course paid for out of the History budget. It is not clear how this potential strain will be addressed.

I also had questions about the **MGDS 5003 Research Seminar in Migration and Diaspora Studies** and its content and purpose, particularly for students not engaged in a research essay or thesis. What will be covered in this course, and to what extent can it be tailored to Migration and Diaspora Studies, where presumably a very wide range of research methodologies are found (and the proposal notes on p. 20 that some students will require additional quantitative or qualitative methods courses anyway)? Will the course remain very high level, focused on broad question of epistemology, or wide-ranging with brief discussions of many different methodologies? Would students be better off taking disciplinary research courses more suited to their particular interests? For research essay and thesis students there is a reasonable link to developing their own projects through the course, but the purpose of MGDS 5003 for the coursework majority is unclear.

Finally, the program emphasizes experiential learning through co-op and a practicum course option. The co-op is straightforward but there are few details on the practicum, especially the degree to which the program will actively seek out, coordinate and manage and monitor opportunities rather than leaving everything up to students. Noticeably, part of the 1.0 FTE staff position is dedicated to “Administrative support for practicum placement courses” (p 50) but there is no information on what this entails, what skills would then be needed for the position, and whether additional active leadership is needed. Experience from similar-scale placement programs like Global Politics (now part of BGIInS) and Political Management is that to run an active and ongoing internship/practicum program, faculty resources/teaching relief are necessary both to support students and work with potential employers/placements. The alternative is a staff position hired and designed specifically around expertise in internship placements – not warranted for a program of this size – or leaving all initiative up to students to find their own placements.

On the general matter of resources, I did not feel the Self-Study made a sufficiently compelling case for a full 1.0 staff position for this small program with no core faculty, even given the range of other MDS

events and programming on campus and the unclear link to placements as above. I also was not convinced it requires the extensive physical space requested, though it will be important to clearly establish some sort of physical “home” to ensure student community.

A final small observation is that the proposal notes (p. 44) that “the Program Director will ensure that supervisions are distributed broadly to minimize the impact on other programs.” In practice this may be difficult as supervisions are likely to be very student-initiated and it can be difficult to “distribute” them in a coordinated manner.

In conclusion, I do want to emphasize my support and enthusiasm for this proposal and my strong belief in its academic soundness and distinctive appeal, and that it will bring new strengths and value to Carleton University.

Ranking of External Examiners for MDS Graduate Program Site Visit

It is difficult to provide a ranking of external examiners given the very broad and multidisciplinary nature of the proposed Migration and Diaspora Studies graduate program. A wide variety of criteria and different types of disciplinary and administrative expertise are potentially relevant. Familiarity with the organization and resource models of Canadian universities is also desirable given the proposed unusual hybrid structure that primarily builds on existing units and resources.

Assuming two reviewers, it is highly desirable to pair one Canadian and one international scholar, and one rooted more in the humanities and one more tied to the social sciences.

My recommended top five ranking is as follows:

1. Andreas Pott, University of Osnabruck
2. Erica Lehrer, Concordia University
3. Karen Dubinsky, Queen's University
4. Peggy Levitt, Wellesley College
5. Helga Leitner, UCLA
6. Kevin O'Neill, University of Toronto

External Reviewers

Migration and Diaspora Studies



Anna Shternshis holds the position of Al and Malka Green Professor of Yiddish studies and the director of the Anne Tanenbaum Centre for Jewish Studies at the **University of Toronto**. She received her doctoral degree (D.Phil) in Modern Languages and Literatures from Oxford University in 2001. Shternshis is the author of *Soviet and Kosher: Jewish Popular Culture in the Soviet Union, 1923 - 1939* (Bloomington: Indiana University Press, 2006) and *When Sonia Met Boris: An Oral History of Jewish Life under Stalin* (New York: Oxford University Press, 2017). She is the co-editor-in-chief of *East European Jewish Affairs*. Shternshis created and directed the *Yiddish Glory* project, together with an artist Psoy Korolenko, the initiative that brought back to life the forgotten Yiddish music written during the Holocaust in the Soviet Union. She lectures widely around the world and is a frequent guest on radio and TV shows worldwide (CBC, NPR,

BBC, and more). Her work on Yiddish Glory, has been featured in printed media, TV and radio in over 40 countries.



Ashok Mathur (OCAD University)

Mathur's cultural, critical, creative, and academic practice is wide ranging and investigates new models of artistic research and interdisciplinary collaboration, particularly those that pursue a social justice agenda. As a writer, cultural organizer, and interdisciplinary artist his work addresses the intersections of race, indigeneity, and creative and artistic research. His editorial work includes the anthology *Cultivating Canada: reconciliation through the lens of cultural diversity* (Aboriginal Healing Foundation, 2011), and numerous special volumes of arts and literary journals such as *West Coast Line* and *Prairie Fire*. He also edits CiCAC Press, which publishes poetry, prose, and creative nonfiction using an alternative author-driven approach to support writers and

readers. His novels include *A Little Distillery in Nowgong* (Arsenal Pulp Press, 2009) which also functioned as a collaborative art installation in Vancouver, Kamloops, and Ottawa; *The Short Happy Life of Harry Kumar* (Arsenal, 2001); and *Once Upon an Elephant* (Arsenal, 1998); in addition he has published a poetic novella, *Loveruage* (Wolsak and Wynn, 1993). As a Canada Research Chair in Cultural and Artistic Inquiry (awarded 2005 at Thompson Rivers University), he has organized and co-ordinated multiple arts-driven initiatives. Most recently he co-ordinated a month-long artist residency, *Reconsidering Reconciliation*, bringing twelve Aboriginal and non-Aboriginal artists together at the Centre for innovation in Culture and the Arts in Canada (CiCAC). Previously, he has organized other residencies and colloquia in Banff, where he directed the international IntraNation residency in 2004, and Cyprus, where he co-convened the *Performing Identity / Crossing Borders* performance symposium. Prior to his CRC, Mathur was head of Critical and Cultural Studies at Emily Carr University. As an educator, Mathur works with critical race theory and radical/liberatory pedagogy to develop transformational and student-driven learning model.

Site Visit
Masters of Arts and Graduate Diploma in Migration and Diaspora Studies
September 20th and 21th

External Reviewers: Dr. Anna Shternshis from the University of Toronto and Dr. Ashok Mathur from OCAD University

Internal Review: Dr. Peter Hodgins, School of Indigenous and Canadian Studies

Time	September 20, 2018	Location
9:30- 10:30	Dr. Dwight Deugo, Assistant Vice-President (Academic) (refreshments provided)	421D Tory Building
10:35-11:05	Dr. Matthias Neufang, Dean, Faculty of Graduate & Postdoctoral Affairs	512 Tory Building
11:05-11:35	Meeting with Dr. Pauline Rankin, Dean, Faculty of Arts & Social Sciences	330 Paterson Hall
11:40-12:05	Dr. David Mendeloff, Associate Dean, Faculty of Public Affairs	D391 Loeb Building
12:05-1:30	Lunch Dr. Jeff Sahadeo, Institute of European and Russian Studies (EURUS) Dr. James Milner, Department of Political Science; Dr.	Bakers
1:40 to 3:30	Meeting with the Steering Committee Members (refreshments provided) <ul style="list-style-type: none"> • Dr. Jeff Sahadeo, EURUS • Dr. James Milner, Department of Political Science • Dr. Daiva Stasiulis, Department of Sociology and Anthropology • Dr. Birgit Hopfener, Art History, School for the Study of Art and Culture • Dr. Sarah Casteel, Department of English/Institute for Comparative Study of Literature, Art, and Culture (ICSLAC) • Dr. Howard Duncan, International Metropolis Project • Dr. James Casteel, EURUS (will join group at 2:30 pm due to teaching schedule) 	Richcraft Hall 3302 (EURUS Board Room)
3:30-4:00	Meeting with Dr. Mary Francoli, Director of Kroeger College	D199 Loeb Building
6:00	Dinner <ul style="list-style-type: none"> • Dr. Daiva Stasiulis, Department of Sociology and Anthropology • Dr. James Casteel, EURUS • Dr. Jeff Sahadeo, EURUS 	Fairouz, 343 Somerset West

Time	September 21, 2018	Location
9:30 – 10:30	Meeting with Students (refreshments provided) <ul style="list-style-type: none"> • Nikita Laranjeira, BA Student, Political Science • Phenyo Phillip, Bachelor of Global and International Studies (BGINS) • Justine Cosby, BGINS • Kara Gartrell, MA Student, EURUS • Abbey Wright, MA Student, Sociology • Ioanna-Maria Kantartzi, MA Student, Political Science • Nicholas Anderson, MA Student, Norman Paterson School of International Affairs • Jay Ramasubramanyam, PhD Student, Law and Legal Studies • Alejandro Hernandez, PhD Student, Sociology • Hawa Mire, PhD Student, Anthropology • Marie-Catherine Allard, PhD Student, ICSLAC • Victoria Nolte, PhD Student, ICSLAC 	Richcraft Hall 3302 (EURUS Board Room)
10:30-11:30	Meeting with Faculty (refreshments provided) Confirmed: <ul style="list-style-type: none"> • Dr. James Casteel, EURUS • Dr. Kamari Clarke, Global and International Studies/Law and Legal Studies • Dr. Martin Geiger, Department of Political Science/EURUS • Dr. Jeff Sahadeo, EURUS • Dr. Sarah Casteel, English/ICSLAC • Dr. Karim Karim, School of Journalism and Communication 	Richcraft Hall 3302 (EURUS Board Room)
11:45-1:00	Lunch <ul style="list-style-type: none"> • Dr. James Casteel, EURUS • Dr. Sarah Casteel, ICSLAC/English • Dr. Christina Gabriel, Department of Political Science/Institute of Political Economy/Associate Dean Students and Enrollment, Faculty of Public Affairs 	Bakers
1:15-2:30	External Reviewers meet on their own to begin preparing the report	510 Tory Building
2:35-3:05	Dr. Jerry Tomberlin, Interim Provost & Vice-President (Academic)	503S Tory Building
3:15 -4:15	Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)	421D Tory Building

Lunch reservation name: Dr. Jeff Sahadeo (Thursday); Dr. James Casteel (Friday)

**Reviewers' Report on the
Proposed Master of Arts in
Migration and Diaspora Studies**

Carleton University

Submitted on October 1, 2018

By

Ashok Mathur, Ph.D.
Professor and Dean of Graduate Studies
Ontario College of Art and Design University

and

Anna Shternshis, Ph.D.
Professor
University of Toronto

1. OUTLINE OF THE REVIEW

On September 20-21, 2018, a Peer Review Team (hereafter, the PRT) consisting of two external reviewers (Dr. Ashok Mathur and Dr. Anna Shternshis) visited Carleton University to perform an academic external review of the Master of Arts (MA) in Migration and Diaspora program proposed by Carleton University.

During the visit the PRT was assisted by the internal reviewer, Dr. Peter Hodgins, School of Indigenous and Canadian Studies. Dr. Hodgins accompanied the PRT throughout the site visit and acted as a resource, but was not involved in findings of this report.

The review was conducted at the request of Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic), as a part of the Carleton's Institutional Quality Assurance Process. The objective of this review is to evaluate the academic quality of the proposed program and the ability of the Faculty of Arts and Social Science in collaboration with the Kroeger College to deliver it in an effective manner.

In the preparation of the review, the PRT relied on a number of sources of information:

- The New Program Proposal for the Migration and Diaspora Studies (MDS) Master of Arts and Graduate Diplomas consisting of two volumes: a self-study, which describes the proposed program and its delivery; and the curriculum vitae of the faculty who teach in the program.
- Additional documents included syllabi for the graduate courses to be taught within the program.
- Meetings with senior academic administrators, members of the faculty members and students:

The Program Proposal Brief, additional documents provided during the site visit, informative meetings with students, faculty members and students, senior academic administrators, contributed to the review process. This report discusses major evaluation criteria related to the proposed Masters in MDS programs (e.g., objectives, structure, and resources) and suggests recommendations to address challenges and to take advantage of opportunities.

We strongly recommend that the **plan is executed** as proposed, taking into account the recommendations outlined in relevant sections below.

2. EVALUATION CRITERIA

2.1 Objectives

The Migration and Diaspora initiative at Carleton University proposes a Master Program in Migration in Diaspora Studies and a Graduate Diploma in Diaspora Studies. This diploma will be offered in two versions. The Type 2 concurrent Diploma allow students enrolled in another graduate program (MA or PhD) at Carleton to add credentials in Migration and Diaspora Studies to their degree. The Type 3 direct-entry Diploma allows students to gain additional graduate-level credentials in Migration and Diaspora Studies for professional or academic purposes.

The purpose of this proposed program is to provide in-depth, interdisciplinary training in the area of diaspora, migration and refugee studies - areas of fastest growing significance globally and in Canada. The proposal includes three completion pathways: coursework and thesis, coursework and research essay, and coursework only.

Three mandatory core-courses (MGDS 5001 Introduction to Migration and Diaspora Studies, MGDS 5002 Key Issues in Migration and Diaspora Studies and MGDS5003 Research Seminar in Migration and Diaspora Studies) should provide an excellent ground for all streams of students enrolled into the program and create the cohort. MGDS 5001 provides the crucial interdisciplinary training necessary for the proper education in the field: various research questions and methodological answers to these questions will be addressed. The course includes both humanities and social science approaches, which we praise. The other mandatory course MGDS5002 provides a deeper training in the discipline, and the MGDS 5003 is a Research seminar. We are convinced that three proposed streams will cater to different learning objectives and needs of incoming students, and will provide enough flexibility for reaching their education goals.

We recommend that the program directors take notes on popularity of various streams and evaluate the validity of each one in 5 years, in order to ensure that less effective methods are not used for future students.

We also recommend that co-teaching is considered for both MGDS 5001 and MGDS 5002 to ensure that the students get well-exposed to both humanities and social science approaches (each course should have an instructor from each of these disciplines). We recommend that the teaching plan is designed in such as way that two same colleagues teach the course for two years in a row, and each gets a credit for that teaching every other year. That way, the fairness is established, and the continuity develops without relying too much on goodwill of guest lecturers.

2.2 Admission requirements

The normal requirement for admission to the master's program is a bachelor's honours degree (or equivalent), with at least a B+ average. For admission to the program, applicants should normally possess a four-year undergraduate degree (or equivalent) in a humanities or social science discipline or interdisciplinary program. Previous coursework in Migration and Diaspora Studies is an asset. Practical experience working with migrant or diaspora issues will also be taken into consideration. These admission requirements were deemed adequate and clear by the PRT.

Accelerated Pathway

The accelerated pathway in Migration and Diaspora Studies is intended to be a flexible and individualized plan of graduate study for students in their final year of a Carleton undergraduate degree. Students in their third year of study in a Carleton undergraduate degree are to consult with both the Undergraduate Advisor in their program of study and the Migration and Diaspora Studies Program Director to determine if the accelerated pathway is appropriate for them and to confirm their selection of courses for their final year of undergraduate studies. Students identifying this as a chosen pathway would require 1.0 credit in MDS elective courses at the 5000 level or higher and would be required to hold a minimum CGPA of A-. The PRT determined this was a useful pathway for acceleration for students of such a target group.

Diploma in Migration and Diaspora Studies (Type 2)

Admission criteria include: enrolment in a master's or doctoral degree program at Carleton University; a letter of support from the student's supervisor or if no supervisor has been assigned, a faculty member in the home program; a 1-2 page statement of interest from the applicant outlining the reasons for wishing to enrol in the Migration and Diaspora Studies Diploma program. The PRT determined this was an effective model to instrumentalize a diploma path.

Diploma in Migration and Diaspora Studies (Type 3)

Admission criteria include: honours bachelor's degree (or equivalent) in a related discipline, with an average of B+ or higher.; university transcripts must be submitted as part of the application; a 1-2 page statement of interest from the applicant outlining the reasons for wishing to enrol in the Migration and Diaspora Studies Diploma program; an academic letter of recommendation. In addition, students with relevant professional or practical experience may submit a letter from their supervisor/employer. The PRT determined this was an effective model to instrumentalize a diploma path.

2.3 Structure

The MA in Migration and Diaspora Studies is a stand-alone, two-year master's degree. The program will be 5.0 credits with three completion pathways that all allow for a practicum

placement option and/or a co-op placement option. There are three pathways in the MA program open to all students: thesis, research essay, and course-based. All pathways can be undertaken by both full-time and part-time students. The program will be anchored by a series of core courses that include three new 0.5 credit courses: MGDS 5001: Introduction to Migration and Diaspora Studies, MGDS 5002 Key Issues in Migration and Diaspora Studies, and MGDS 5003: Research Seminar in Migration and Diaspora Studies. The PRT determined this was an effective structure for this new program.

2.4 Program content

The program is designed very well: it has the perfect combination of structure and flexibility. Three core courses provide interdisciplinary training, and the selection of the courses offered by the core and affiliated faculty cover a wide range of topics concerning a large selection of courses from both social science and humanities. The faculty also developed strong working relationships with each other, and the proposed curriculum builds on this strength. The PRT had no questions about the mode of delivery which exercised both an effective scaffolding and enough flexibility to answer differential student needs.

2.5 Assessment of teaching and learning

All three paths of the MDS MA program are rigorous yet completely manageable for students. The course load is appropriate and so is the required independent work for each path. We therefore believe that all admitted students will be able to finish the program in the timely fashion, within 2 years required.

There is an excellent combination of provisions for the development of research and analytic skills, incorporated into the curriculum. Students from all three paths will be trained both in the methods and achievements of the interdisciplinary diaspora and migration studies, and learn how to set up and conduct their own research projects.

There is significant evidence that students will take all their course requirement from the graduate level courses. The program also has excellent mode of delivery, with each path pedagogically sound. The requirements are clear and straightforward.

2.6 Resources for the program

Faculty: The program is adequately resourced in terms of faculty available to direct courses and supervise students. However, we believe that the formal arrangements with faculty's home departments have to be established to ensure that the faculty is committed to teaching for MDS, and their teaching loads are distributed with the MDS in mind.

Administrative Support: The University has committed to a full-time administrator to support the MDS MA Program, MDS BGIInS Specialization, and MDS Research Network activities. Responsibilities of the administrator would include:

- Administrative support for the MDS MA program
- Administrative support for the BGIInS Specialization in MDS
- Administrative support for practicum placement courses
- Administrative support for MDS Research Network workshops, events, and conferences, all events that enrich the student experience of MA and BGIInS students.

Space: As with any new program that requires student and faculty interactivity, adequate space will be important for the success of the MA and serve to foster collaboration, peer-learning, intellectual exchange, and a sense of identification with the program. While the University has committed to this, a specific site has yet to be identified, and it is imperative that this be designated as soon as possible. Specifically, the MDS MA Program has the following space requirements:

- One office for the Program Director.
- One office for the full-time Program Administrator.
- One shared office for post-doctoral fellows, contract instructors, visiting faculty, and research assistants. This office could also be utilized by the MDS BGIInS Specialization coordinator for student advising.
- A board/seminar room for management committee meetings, workshops, and core seminars
- Shared student office space for 10-15 students.

Students: In our opinion, the program is built as student-centered and oriented to their needs. There will be a website with the handbook and other vital information. The faculty also is planning a number of formal and informal meetings that will help students to get to know each other and their faculty. The program director will mentor student and provide them with advice on how to build their education in accordance to their interests and education goals. We believe that this individualized approach is ideal for serving students, and command the faculty for coming up with this plan. There is a significant promise that the program will give students professional skills in accordance to Tri-Council's guidelines.

The financial assistance to students seems to be in line with Carleton model, and the Dean of Graduate Studies expressed support to expanding a number of TA-ships available to MDS graduate students if this need arises.

During our meetings, students identified a number of their interests that are currently not addressed through existing programs in Carleton, such as research on Global South, health migration, human trafficking and more. Many students also expressed strong interest in meaningful internships and other professionalization issues. MDS promises to address all these gaps by providing courses that respond to student interests, creating internship and research opportunities for them, and, most importantly, giving them the incredible mentorship, as each student would be matched with a mentor faculty member, and the MDS Director will provide

additional supervision.

The PRT believes that the proposed structure of the program, combining rigor, structure and individualized approach, should serve as a model for interdisciplinary graduate education everywhere in Canada.

Post-Doctoral Fellows: There is currently no provisions for post-doctoral fellows in the proposal, but we strongly believe that the faculty should make appointing these fellows a priority. Such appointment will enrich the new program's teaching and will provide graduate students with the exposure to the latest in the field.

2.7 Quality of the program

The PRT found the overall quality of the program to be very strong and that because of commitment from both administration and faculty, this is bound to be successful in attracting, retaining, and educating a consistently strong cohort of students. Most of our recommendations are intended to enhance what we determined to be a strong set of guidelines and principles.

3. RECOMMENDATIONS

Our role is to express an opinion on whether the program meets the stated objectives and is of sufficient academic quality to warrant the awarding of an academic degree. We explicitly do not make a recommendation as to whether the proposed program should be approved. At the request of the Office of the Provost and Vice-President (Academic) we have classified our recommendations into four areas:

- Concern: Criterion satisfied; potential exists for non-satisfaction in near future.
- Weakness: Criterion satisfied; insufficient strength of compliance to assure the quality of the program will be maintained.
- Deficiency: Criterion is not satisfied.
- Opportunity: No issues with criterion. Suggestions for potential enhancements to explore.

Concerns

- Adequate resources including space
- Support for international
- Consistency for masters students
- Full time administrator
- Mentorship for masters students

Deficiencies

- No overarching deficiencies

Weaknesses

- Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will fund international students and ensure a continued presence, particularly, but not limited to, the global south.
- Effort should be made to recruit diverse faculty from **within Carleton** to participate in the program

Opportunities

- Postdoc/visiting artist-scholar
- Team-teaching
- International travel subsidy

Summary of Recommendations:

We find the proposal excellent: innovative, creative, responding to students' interests and addressing sorely needed yet under-developed area of interdisciplinary research and teaching at Carleton. We enthusiastically support the proposal for the establishment of MDS graduate programs. Below is the summary of our recommendations:

1. The program needs **adequate space**. The initiative relies on interdisciplinary dialogue, and on interactions between faculty and students, all housed in different departments. MDS needs to have space which includes student lounges, director's office, seminar room and an office for an administrator. We believe that the model of EURUS should be used in thinking about designating space for the new Center.
2. We recommend the establishment of the **full-time administrative position** starting in January, 2019 to facilitate a September intake. The administrator will take care of the legwork necessary to start the project: advertisement, recruitment, faculty outreach, co-ordinating RAs and much more.
3. The program requires a **diverse faculty** to address adequately the range of subject positions and content that are germane to MDS. To this end, we encourage the associated faculties to ensure teaching and supervising faculty represent traditionally underrepresented communities including Indigenous, Black diasporic, and other international and/or racialized identities.
4. Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will **fund international students** and ensure a continued presence, particularly, but not limited to, the global south.

5. We strongly recommend developing a model for **joint teaching** of courses. The program depends on core courses founded on a dialogue of numerous disciplines. There has to be an institutional way to enable interdisciplinary teaching without additional workload for the faculty.
6. We recommend for the Center to raise funds for a **post-doctoral position**, which could take care of some teaching needs and provide employment opportunities for recent graduates in the field. Further, opportunities for **visiting scholars/artists** should be explored as an additional avenue for pedagogical support.
7. We recommended building a **structured mentorship system for the MA students** - with each student, independent of their completion path, paired up with a faculty member acting as their advisor on matters ranging from intellectual pursuits to access to employment opportunities to overall guidance. An international **travel subsidy bursary** linked with the Centre will help students to achieve the best learning outcomes.
8. Given the nature of the areas studies, we recommend that MDS looks into possibilities of a **dual degree with an international institution** of higher education where similar fields of study are well developed, such as SOAS in the UK or University of Oldenberg in Germany.
9. The last recommendation is not specifically related to the MDS program, but to the procedure of recruiting external reviewers. We strongly recommend that the invitations to review programs is to be issued with a **more advanced notice** (not less than 4 weeks ahead of the review).

Signature:



Ashok Mathur

Date: October 1, 2018

Signature:



Anna Shternshis

Date: October 1, 2018

October 4, 2018

Dr. Lorraine Dyke
Vice-Provost and Associate Vice-President (Academic)
Carleton University

Dear Dr. Dyke,

RE: Response to the External Reviewers' Report on the propose Master of Arts and Graduate Diploma Program in Migration and Diaspora Studies at Carleton University

I would like to thank Dr. Anna Shternshis and Dr. Ashok Mathur for their thorough and thoughtful review of our proposed Master of Arts and Graduate Diploma Program in Migration and Diaspora Studies. It was a pleasure to meet them, and we benefitted greatly from their collective insights and comments on the program. Our interactions and discussions were very constructive. They helped us to identify opportunities and pointed us towards issues to monitor as we move from the planning stage to implementation. We are very grateful for their detailed report, and appreciate their constructive recommendations. We have included responses to each item listed in the report below:

Recommendations from the External Reviewers	Response from Migration and Diaspora Studies
Concerns:	
<ul style="list-style-type: none"> • Adequate resources including space • Support for international students • Consistency for masters students • Full time administrator • Mentorship for masters students 	<p>We agree that all of these issues are important for the success of the program. For more detailed response, see below.</p> <ul style="list-style-type: none"> • Please see response to point 1 • Please see response to point 4. • Please see response to point 7. • Please see response to Point 2 • Please see response to Point 7.
Deficiencies:	
No overarching deficiencies.	Thank you, we appreciate this finding.
Weaknesses:	

<ul style="list-style-type: none"> • Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will fund international students and ensure a continued presence, particularly, but not limited to, the global south. • Effort should be made to recruit diverse faculty from within Carleton to participate in the program 	<ul style="list-style-type: none"> • We agree that the program will benefit from including international students in its cohort on a regular basis, and we will welcome students from the global south. For more detail, please see response to point 3 below. • We also agree that MDS should continue to recruit diverse faculty from within Carleton (and also when opportunities for future hires arise) to participate in the program, as has been its past practice. For further detail, please see response to point 4 below.
<p>Opportunities:</p>	
<ul style="list-style-type: none"> • Postdoc/visiting artist-scholar • Team-teaching • International travel subsidy 	<ul style="list-style-type: none"> • We agree that the program would benefit from the establishment of a postdoctoral fellow or visiting scholar. For details, please see point 6 below. • We also agree that team teaching will be very useful model for the core course sequence. For details, please see responses to point 5 below. • We also strongly support the establishment of an international travel subsidy for graduate student research and study. Please see response to point 7 below.
<p>Recommendations:</p>	
<p>1. The program needs adequate space. The initiative relies on interdisciplinary dialogue, and on interactions between faculty and students, all housed in different departments. MDS needs to have space which includes student lounges, director’s office, seminar room and an office for an administrator. We believe that the model of EURUS should be used in thinking about designating space for the new Center.</p>	<p>We agree that having adequate space will be critical for the success of the program, and the EURUS MA program is a good model. MDS, as has EURUS, has thrived on interdisciplinary dialogue and collegiality among its members. Having dedicated space that could facilitate research collaborations and will benefit students, as will offices where they can work together as TA’s/RA’s. The university</p>

	<p>administration is aware of the graduate program's space needs as outlined in the documentation and is committed to providing adequate space for the program. The exact details of where that space will be found remain to be determined. Since the program will be based in Kroeger College in the Faculty of Public Affairs, we will be working closely with the Director of Kroeger College and the Dean of the Faculty of Public Affairs to ensure that adequate space is available by the time the program launches. We will also coordinate with them to ensure that, as the program grows, it has adequate space to serve students' needs.</p>
<p>2. We recommend the establishment of the full-time administrative position starting in January, 2019 to facilitate a September intake. The administrator will take care of the legwork necessary to start the project: advertisement, recruitment, faculty outreach, co-ordinating RAs and much more.</p>	<p>This full-time position was approved in principle by the Financial Planning Group on December 6th, 2017. We will be working with the Dean of FPA and the Director of Kroeger College to make sure that an administrator is in place in January 2019 to assist with recruitment, admissions, and running of the program. A dedicated administrator, who gets to know the students and their needs, is crucial to program cohesion,</p>
<p>3. The program requires a diverse faculty to address adequately the range of subject positions and content that are germane to MDS. To this end, we encourage the associated faculties to ensure teaching and supervising faculty represent traditionally underrepresented communities including Indigenous, Black diasporic, and other international and/or racialized identities.</p>	<p>MDS faculty are a highly diverse group. 7 of the 17 core faculty are members of visible minorities including the MDS strategic hire (who is expected to be teaching one of the core courses). 58% of the core faculty are women, and the majority of full professors in MDS are women. Other core faculty have international background, experience of migration to Canada, or belong to a diaspora, even if not a visible minority. The extended list of MDS faculty associates is also highly diverse, as is Carleton's faculty. MDS has a strong contingent of scholars working on black diasporas and close ties with Carleton's Institute of African Studies.</p> <p>In offering the core courses, MDS will monitor this issue, which will also depend</p>

	<p>on which core faculty are available to teach in MDS in a given year. MDS has little control over the diversity of faculty teaching MDS elective courses, since these are hosted by other units. However, according to Carleton University policy, diversity is considered when hiring faculty in all units.</p> <p>If MDS is successful in identifying funds for a postdoctoral fellow/visiting scholar (see below), this will also provide a means of addressing any future concerns with diversity that might arise.</p>
<p>4. Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will fund international students and ensure a continued presence, particularly, but not limited to, the global south.</p>	<p>We agree with this recommendation and will strongly support admitting international students during the recruitment process. We will, however, be limited by the available funding for international students. Funding for international students falls under the purview of the Faculty of Graduate and Postdoctoral Affairs, and MDS will have little control over this issue in practice.</p>
<p>5. We strongly recommend developing a model for joint teaching of courses. The program depends on core courses founded on a dialogue of numerous disciplines. There has to be an institutional way to enable interdisciplinary teaching without additional workload for the faculty.</p>	<p>We also agree that having two faculty members available to team-teach the course and be in the classroom at the same time could be very beneficial for the program. Such a model, however, requires double the faculty resources to offer a course. The reviewers' proposed model would be difficult to implement at Carleton, since it requires faculty to agree to teach on top of the regular course load, only receiving credit towards their teaching load every other year (and might violate workload provisions of the CUASA collective agreement). It also would be difficult to coordinate faculty commitments in two-year time blocks.</p> <p>But we agree that team-teaching the courses will be the best way to ensure that humanities and social sciences approaches, which draw on both migration studies and</p>

	<p>diaspora studies, are conveyed by faculty teaching the courses. In terms of course delivery, MDS believes that MGDS 5001 and MGDS 5003 will benefit from team teaching to ensure a greater breadth of expertise. This will be done by splitting two main instructors between the courses (each with a 0.25 credit assignment in 5001 and 0.25 credit in 5003) in the same academic year, thus constituting 0.5 credit assignment for the academic year for each instructor involved. Given the breadth and range of disciplines covered in MGDS 5001, and the need to cover social science and humanities research methods in MGDS 5003, team teaching is more necessary for these courses than for MGDS 5002.</p> <p>MGDS 5002 will be assigned to one faculty member, given its tighter topical focus. All of the courses will feature occasional guest appearances by other MDS faculty and related experts to address specific issues or viewpoints. We have revised the section in Volume 1 discussing the core courses on pages 16-19 to include more detail on our preferred solution how to manage team teaching and also providing extended descriptions of the core courses as requested by the reviewers. This is also an issue that we will continue to monitor as the program evolves.</p>
<p>6. We recommend for the Center to raise funds for a post-doctoral position, which could take care of some teaching needs and provide employment opportunities for recent graduates in the field. Further, opportunities for visiting scholars/artists should be explored as an additional avenue for pedagogical support.</p>	<p>These are excellent suggestions, and we can certainly explore these possibilities with university advancement. We will also encourage MDS colleagues to consider sponsoring SSHRC postdocs in MDS at Carleton.</p>
<p>7.</p> <ul style="list-style-type: none"> • We recommended building a structured mentorship system for the MA students - with each student, independent of their completion 	<ul style="list-style-type: none"> • We agree with this very helpful suggestion. We will assign each student a faculty mentor upon admission to the program. The mentor will serve as a resource for

path, paired up with a faculty member acting as their advisor on matters ranging from intellectual pursuits to access to employment opportunities to overall guidance.

- An international travel subsidy bursary linked with the Centre will help students to achieve the best learning outcomes.

the students to consult in addition to the program director and core course instructors and will ensure that all students have contact with MDS faculty relevant to their area of research. For research essay and thesis students, the faculty mentor remains in the role until a suitable supervisor is found. For coursework students, the faculty mentor will likely remain throughout the program unless a more appropriate mentor to the student's research interest is identified. For coursework students, the faculty mentor will serve as a resource (in addition to the course instructor) when writing their capstone research paper for MGDS 5003. We have revised Section F. (page 50) of Volume 1 to reflect these changes.

- We also agree that students will benefit from the availability of international travel bursaries for the program. While MDS does not currently have resources to provide this (beyond potentially gaining access to funds through the Graduate Studies Travel and Research Bursary), certainly MDS is interested in exploring this possibility with university advancement as a potential fundraising focus as well as with the Dean of the Faculty of Graduate and Postdoctoral Affairs. Carleton has a strong presence in area studies as well as global and international studies, and more opportunities for graduate students to study, conduct research, or do an internship abroad would be beneficial to students, and not just to MDS.

<p>8. Given the nature of the area studies, we recommend that MDS looks into possibilities of a dual degree with an international institution of higher education where similar fields of study are well developed, such as SOAS in the UK or University of Oldenberg in Germany.</p>	<p>Thank you for this suggestion. MDS will explore the possibilities of dual degree programs,. While our priorities in the first years will be on establishing the MA program, once the MA is established, we will explore possibilities for potential collaboration. Carleton’s Dean of Graduate and Postdoctoral Affairs has recently developed a policy on dual degrees and has been supportive of units interested in pursuing such options.</p>
<p>9. The last recommendation is not specifically related to the MDS program, but to the procedure of recruiting external reviewers. We strongly recommend that the invitations to review programs is to be issued with a more advanced notice (not less than 4 weeks ahead of the review).</p>	<p>MDS does not need to respond to this point, since it does not relate to the MDS program. This falls under the purview of the Office of the Vice-Provost and Vice President Academic.</p>

Again, we would like to thank Dr. Shternshis and Dr. Mathur for their rigorous attention to the proposal, their critiques, and their constructive suggestions. We think that the program will benefit greatly from their feedback as we move forward, and that their comments have strengthened the proposal.

Sincerely

Dr. James Casteel, Program Lead
Associate Professor, Institute of European, Russian and Eurasian Studies

New Program Proposal in Migration and Diaspora Studies

Discussant's Report on the Response to the External Reviewers' Report

October 5, 2018

Jonathan Malloy

The proposed graduate program in Migration and Diaspora Studies (with MA and diploma options) had a site visit on September 20-21, 2018. The reviewers were Dr. Ashok Mathur (OCAD) and Dr. Anna Shternshis (University of Toronto). Their report was submitted October 1 and Dr. James Casteel responded on behalf of the new program on October 5.

The reviewers had high praise for the proposed program and noted it was “designed very well.” They said “[w]e find the proposal excellent: innovative, creative, responding to students’ interests and addressing sorely needed yet under-developed area[s] of interdisciplinary research and teaching.” They did not find any significant deficiencies and raised no concerns about the academic structure of the program.

The reviewers made eight recommendations about the program, as well as a ninth concern about the timing of the review process that does not need to be addressed here. Many of the suggestions were related to affirming existing planned resources and/or future opportunities requiring additional resourcing that do not affect the quality of the current proposal. None concerned the basic academic quality of the program, though there were two suggestions for improvement – team-teaching and student mentorship – both of which have been addressed by the program.

The reviewers’ suggestions were as follows:

1. *The program needs adequate space. The initiative relies on interdisciplinary dialogue, and on interactions between faculty and students, all housed in different departments. MDS needs to have space which includes student lounges, director’s office, seminar room and an office for an administrator. We believe that the model of EURUS should be used in thinking about designating space for the new Center.*
2. *We recommend the establishment of the full-time administrative position starting in January, 2019 to facilitate a September intake. The administrator will take care of the legwork necessary to start the project: advertisement, recruitment, faculty outreach, coordinating RAs and much more.*
3. *The program requires a diverse faculty to address adequately the range of subject positions and content that are germane to MDS. To this end, we encourage the associated faculties to ensure teaching and supervising faculty represent traditionally underrepresented communities including Indigenous, Black diasporic, and other international and/or racialized identities.*

4. *Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will fund international students and ensure a continued presence, particularly, but not limited to, the global south.*

5. *We strongly recommend developing a model for joint teaching of courses. The program depends on core courses founded on a dialogue of numerous disciplines. There has to be an institutional way to enable interdisciplinary teaching without additional workload for the faculty.*

6. *We recommend for the Center to raise funds for a post-doctoral position, which could take care of some teaching needs and provide employment opportunities for recent graduates in the field. Further, opportunities for visiting scholars/artists should be explored as an additional avenue for pedagogical support.*

7. *We recommended building a structured mentorship system for the MA students - with each student, independent of their completion path, paired up with a faculty member acting as their advisor on matters ranging from intellectual pursuits to access to employment opportunities to overall guidance. An international travel subsidy bursary linked with the Centre will help students to achieve the best learning outcomes.*

8. *Given the nature of the areas studies, we recommend that MDS looks into possibilities of a dual degree with an international institution of higher education where similar fields of study are well developed, such as SOAS in the UK or University of Oldenberg in Germany.*

The program has more than adequately responded to each recommendation as well as the reviewers' overall observations and concerns. In many cases the unit has correctly observed that the recommendations relate to resourcing issues outside their direct control.

1. Space. The program has affirmed its space needs and explained in its response and on p. 56 of the revised self-study that final allocations will be made by FPA and university authorities.

2. Administrative Support. The program has clarified in its response and in the revised self-study (p. 55) that funding for this position has been approved with a plan to fill it by January 2019.

3. Diverse Faculty. The program has supplied information on the identified gender and racialized background of MDS core faculty in its response and the revised self-study (p 33), demonstrating a significant level of diversity that sufficiently responds to the reviewers' observations. It notes that seven of seventeen core faculty are visible

minorities, with some other faculty also being immigrants and/or identifying with a diaspora group, and a majority of faculty and a majority of full professors are women.

4. International Students. The program has affirmed its strong support for admitting international students, while noting that funding is a key determinant and under the responsibility of FGPA.

5. Joint Teaching. The program affirms the benefits of team-teaching and now proposes in its response and the self-study (p. 17) that two of the three core courses (MGDS 5001 and 5003) be taught by a pair of instructors, each teaching in both courses and each receiving a total of 0.5 credit (0.25 for each course). It also notes that courses will regularly include guest lectures by other MDS faculty and related experts.

This is a creative solution that reinforces MDS's interdisciplinary strategy and does not pose any additional resource requirements. While it does pose additional workload on instructors (e.g., six hours of classes a week for 0.5 credit instead of three), this general model does work well in other programs such as EURUS. MDS core faculty will likely see the benefits as outweighing the costs, though ensuring faculty buy-in will be an ongoing management issue for MDS on a year-to-year basis. The self-study does note (p 19) that team-teaching will "ideally" occur and I note that while desirable, the courses and program can still flourish with single instructors. .

The program also notes that any expansion of team-teaching with greater credit per instructor would require additional resources. Overall the program has done well to think creatively in response to the reviewers' suggestions here.

6. Postdocs and Visiting Scholars. The program affirms the desirability of such opportunities, dependent on new resources, noting in the response and self-study (pp 33 and 51) that it will explore funding for such opportunities with university advancement.

7a. Mentorship System. The program agrees with this helpful suggestion by the reviewers and now proposes to match incoming students with a faculty mentor (p. 50 of the self-study). This is a low-cost modest approach that is quite doable for a program of this size and is an excellent enhancement.

7b. Travel Bursary. The program affirms that unit-level funding for student travel would be desirable and notes in the revised self-study (p. 51) that it will explore possibilities in this area with Advancement and FGPA

8. Dual Degrees. The program affirms in its response and on p 51 of the self-study that this is desirable in the future. The response also notes that Carleton has recently developed a policy on dual degrees that will provide a route for this option.

In addition, the revised self-study now provides much more detail on the three core courses (MGDS 5001, 5002, and 5003) which is very useful and responds to earlier discussions at CUCQA.

In conclusion, the external reviewers have given a glowing report on the proposed program, along with suggestions for future opportunities, and the program has more than adequately responded to the reviewers' suggestions, with specific improvements in the two immediate areas not dependent on new resources - team-teaching and student mentorship.

The proposed program in Migration and Diaspora Studies can be Recommended to Proceed.

Date: October 10, 2018

To: Dr. James Casteel, Associate Professor, Institute of European, Russian and Eurasian Studies and Department of Religion

From: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic); Chair, Carleton University Committee on Quality Assurance

Cc: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic)
Dr. Dwight Deugo, Assistant Vice-President, Office of the Vice-Provost and Associate Vice-President (Academic)
Dr. Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Dr. Pauline Rankin, Dean, Faculty of Arts and Social Sciences
Dr. André Plourde, Dean, Faculty of Public Affairs
Dr. James Opp, Associate Dean (Programs), Faculty of Graduate and Postdoctoral Affairs
Dr. David Mendeloff, Associate Dean (Academic), Faculty of Public Affairs
Dr. Richard Mann, Associate Dean (Curriculum, Programs & Planning), Faculty of Arts and Social Sciences
Christina Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Dr. Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)
Sandra Bauer, Program Officer (Graduate Studies), Faculty of Graduate and Postdoctoral Affairs

RE: Outcome of New Program Proposal

The Carleton University Committee on Quality Assurance (CUCQA) met on **October 10th, 2018** to consider the unit's Response to the External Reviewers' report for the following new program proposal:

- **MA in Migration and Diaspora Studies**
- **Graduate Diploma (2 &3) in Migration and Diaspora Studies**

In accordance with article 3.5.6 of Carleton's Institutional Quality Assurance Process, the Carleton University Committee on Quality Assurance has categorised the programs as "**Recommended to commence**".

The External Reviewers' Report made a number of recommendations:

1. The program needs adequate space. The initiative relies on interdisciplinary dialogue, and on interactions between faculty and students, all housed in different departments. MDS needs to

have space which includes student lounges, director's office, seminar room and an office for an administrator. We believe that the model of EURUS should be used in thinking about designating space for the new Center.

2. We recommend the establishment of the full-time administrative position starting in January, 2019 to facilitate a September intake. The administrator will take care of the legwork necessary to start the project: advertisement, recruitment, faculty outreach, co-ordinating RAs and much more.

3. The program requires a diverse faculty to address adequately the range of subject positions and content that are germane to MDS. To this end, we encourage the associated faculties to ensure teaching and supervising faculty represent traditionally underrepresented communities including Indigenous, Black diasporic, and other international and/or racialized identities.

4. Because of the nature of MDS, we feel a strongly supported international student cohort will greatly benefit the program. To this end we urge the University to create a model that will fund international students and ensure a continued presence, particularly, but not limited to, the global south.

5. We strongly recommend developing a model for joint teaching of courses. The program depends on core courses founded on a dialogue of numerous disciplines. There has to be an institutional way to enable interdisciplinary teaching without additional workload for the faculty.

6. We recommend for the Center to raise funds for a post-doctoral position, which could take care of some teaching needs and provide employment opportunities for recent graduates in the field. Further, opportunities for visiting scholars/artists should be explored as an additional avenue for pedagogical support.

7. We recommended building a structured mentorship system for the MA students - with each student, independent of their completion path, paired up with a faculty member acting as their advisor on matters ranging from intellectual pursuits to access to employment opportunities to overall guidance. An international travel subsidy bursary linked with the Centre will help students to achieve the best learning outcomes.

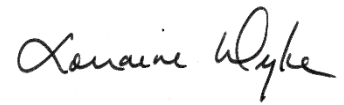
8. Given the nature of the areas studies, we recommend that MDS looks into possibilities of a dual degree with an international institution of higher education where similar fields of study are well developed, such as SOAS in the UK or University of Oldenberg in Germany.

The unit's Response to the External Reviewer's Report addressed all of the above points.

The Committee wishes to thank the unit for their submission and congratulate the unit on a successful new program proposal. In addition to CUCQA approval, the program was approved by the Senate Academic Programs Committee (SAPC) on **October 11th, 2018**. The next stage in the new program approval process is the submission of the new program brief to Carleton University Senate (**October 19th, 2018**). Before the program can be advertised and officially commence, approval from both the Ontario Universities' Council on Quality Assurance and the Ministry of Advanced Education and Skills Development is required. Both of these submissions will occur in November 2018. The earliest expected result from the Ontario

Universities' Council on Quality Assurance is December 2018 and from the Ministry of Advanced Education and Skills Development is March 2019.

Please do not hesitate to contact me should you have any questions or concerns.

A handwritten signature in black ink, reading "Xenaine Wyke". The signature is written in a cursive style with a large, looped initial 'X'.

Vice-Provost & Associate Vice-President (Academic)
Professor, Management and Strategy

Program Change Request

New Program Proposal

Date Submitted: 10/01/18 3:09 pm

Viewing: **TBD-1919 : M.A. Migration and
Diaspora Studies**

Last edit: 10/01/18 3:15 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

1. KROE ChairDir GR
2. PA Dean
3. AS Dean
4. GRAD Dean
5. GRAD FCC
6. GRAD FBoard
7. CUCQA
8. PRE SCCASP
9. SCCASP
10. SAPC
11. Senate
12. CalEditor

Approval Path

1. 10/01/18 3:10 pm
Sandra Bauer
(sandrabauer): Approved
for KROE ChairDir GR
2. 10/01/18 3:17 pm
David Mendeloff
(davidmendeloff):
Approved for PA Dean
3. 10/01/18 3:26 pm
Sandra Bauer
(sandrabauer): Approved
for AS Dean
4. 10/01/18 3:30 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
5. 10/01/18 5:37 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
6. 10/01/18 5:42 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1919

Level	Graduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Degree	Master of Arts
Title	M.A. Migration and Diaspora Studies

Program Requirements

Migration and Diaspora Studies Master of Arts (5.0 credits)

Requirements (Coursework pathway):

- | | |
|---|-----|
| 1. 1.5 credits in: | 1.5 |
| <u>MGDS 5001</u> [0.0] Introduction to Migration and Diaspora Studies | |
| <u>MGDS 5002</u> [0.0] Key Issues in Migration and Diaspora Studies | |
| <u>MGDS 5003</u> [0.0] Research Seminar in Migration and Diaspora Studies | |
| 2. 3.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (<u>MGDS 5101</u>) may count toward this requirement. | 3.5 |
| Total Credits | 5.0 |

Requirements - Research essay pathway

- | | |
|---|-----|
| 1. 1.5 credits in: | 1.5 |
| <u>MGDS 5001</u> [0.0] Introduction to Migration and Diaspora Studies | |
| <u>MGDS 5002</u> [0.0] Key Issues in Migration and Diaspora Studies | |
| <u>MGDS 5003</u> [0.0] Research Seminar in Migration and Diaspora Studies | |
| 2. 2.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (<u>MGDS 5101</u>) may count toward this requirement. | 2.5 |
| 3. 1.0 credit in: | 1.0 |
| <u>MGDS 5908</u> [0.0] Research Essay | |
| Total Credits | 5.0 |

Requirements - Thesis pathway:

- | | |
|---|-----|
| 1. 1.5 credits in: | 1.5 |
| <u>MGDS 5001</u> [0.0] Introduction to Migration and Diaspora Studies | |
| <u>MGDS 5002</u> [0.0] Key Issues in Migration and Diaspora Studies | |
| <u>MGDS 5003</u> [0.0] Research Seminar in Migration and Diaspora Studies | |
| 2. 1.5 credits from Migration and Diaspora Studies electives (see below). Up to 1.0 credit in Migration and Diaspora Studies practicum placements (<u>MGDS 5101</u>) may count towards this requirements. | 1.5 |
| 3. 2.0 credits in: | 2.0 |
| <u>MGDS 5909</u> [0.0] M.A. Thesis | |

Note: a minimum of 10.0 CGPA is required in the first 3.0 credits of coursework for students to continue in the thesis pathway.

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

New Resources

Other

Summary

Add new MA in Migration in Diaspora Studies.

Rationale

New MGDS graduate program. See V1. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Transition/Implementation

New program.

Program reviewer
comments

Key: 1919

New Course Proposal

Date Submitted: 10/01/18 11:14 am

Viewing: **MGDS 5001 : Introduction to Migration and Diaspora Studies**

Last edit: 10/01/18 11:14 am

Changes proposed by: [sandrabauer](#)

Programs referencing this course [M.A. Migration and Diaspora Studies](#)
[Graduate Diploma in Migration and Diaspora Studies](#)

In Workflow

1. KROE ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/01/18 11:40 am
Sandra Bauer (sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 3:23 pm
Sandra Bauer (sandrabauer): Approved for GRAD FCC
3. 10/01/18 3:25 pm
Sandra Bauer (sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5001
Title	Introduction to Migration and Diaspora Studies
Title (short)	Intro Migration Diaspora

Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	None

Course Description Advanced introduction to major themes in and approaches to both migration studies and diaspora studies, drawing on different disciplinary perspectives.

Prerequisite(s) enrolment in the MGDS MA program or permission of the department.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 new course.

Rationale for new course New MGDS graduate program. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer comments

Key: 9653
Not an admin

New Course Proposal

Date Submitted: 10/01/18 11:36 am

Viewing: **MGDS 5002 : Key Issues in Migration and Diaspora Studies**

Last edit: 10/01/18 11:35 am

Changes proposed by: sandrabauer

Programs referencing this course [M.A. Migration and Diaspora Studies](#)
[Graduate Diploma in Migration and Diaspora Studies](#)

In Workflow

1. KROE ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/01/18 11:40 am
Sandra Bauer (sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 3:23 pm
Sandra Bauer (sandrabauer): Approved for GRAD FCC
3. 10/01/18 3:25 pm
Sandra Bauer (sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5002
Title	Key Issues in Migration and Diaspora Studies
Title (short)	Key Issues Migration Diaspora
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	None

Course Description Social, cultural, economic and political implications of the movement and transnational settlement of people with a multidisciplinary and multiscalar approach to topics such as citizenship, forced migration, diasporic communities, exile, immigration, global identities and transnationalism.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 new course.

Rationale for new course New MGDS graduate program. V1 approvals received: ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA.

Course reviewer comments

Key: 9654
Not an admin

New Course Proposal

Date Submitted: 10/01/18 11:39 am

Viewing: **MGDS 5003 : Research Seminar in Migration and Diaspora Studies**

Last edit: 10/01/18 11:39 am

Changes proposed by: sandrabauer

Programs referencing this course [M.A. Migration and Diaspora Studies](#)

In Workflow

1. KROE ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/01/18 11:40 am
Sandra Bauer (sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 3:23 pm
Sandra Bauer (sandrabauer): Approved for GRAD FCC
3. 10/01/18 3:25 pm
Sandra Bauer (sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5003
Title	Research Seminar in Migration and Diaspora Studies
Title (short)	Research Seminar MGDS
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	None

Course Description Research design and methodology in migration and diaspora studies. Coursework students design a research project to be completed during the term. Research essay and thesis pathway students produce a proposal and work on the initial stages of their research project.

Prerequisite(s) enrolment in the MGDS MA program or permission of the department.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 new course.

Rationale for new course New MGDS graduate program. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer comments

Key: 9655
Not an admin

New Course Proposal

Date Submitted: 10/01/18 4:20 pm

Viewing: **MGDS 5101 : Practicum in Migration and Diaspora Studies**

Last edit: 10/01/18 4:20 pm

Changes proposed by: **sandrabauer**

Programs referencing this course

- [M.A. Migration and Diaspora Studies](#)
- [Graduate Diploma in Migration and Diaspora Studies](#)
- [Migration and Diaspora Studies Electives List](#)

In Workflow

1. KROE ChairDir GR
2. PA Dean
3. GRAD Dean
4. GRAD FCC
5. GRAD FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Banner

Approval Path

1. 10/01/18 4:21 pm
Sandra Bauer
(sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 4:49 pm
David Mendeloff
(davidmendeloff): Approved for PA Dean
3. 10/01/18 5:47 pm
Sandra Bauer
(sandrabauer): Approved for GRAD Dean
4. 10/02/18 10:58 am
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
5. 10/02/18 11:05 am
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5101

Title	Practicum in Migration and Diaspora Studies
Title (short)	Practicum Migration Diaspora
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	Practica or Placements (including Clinical Placements)
Course Description	Practicum placement in an organization that works in an area relevant to migration and diaspora studies. Requires written academic assignments. Graded SAT/UNS.
Prerequisite(s)	permission of the department.
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Satisfactory/Unsatisfactory
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 new course. Graded SAT/UNS per JCastel per email of 2018.10.01
Rationale for new course	New MGDS graduate. V1 approvals received: ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA.
Course reviewer comments	

New Course Proposal

Date Submitted: 10/01/18 2:50 pm

Viewing: **MGDS 5900 : Special Topics in Migration and Diaspora Studies**

Last edit: 10/01/18 2:50 pm

Changes proposed by: sandrabauer

Programs referencing this course [Migration and Diaspora Studies Electives List](#)

In Workflow

1. KROE ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/01/18 2:55 pm
Sandra Bauer (sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 3:23 pm
Sandra Bauer (sandrabauer): Approved for GRAD FCC
3. 10/01/18 3:25 pm
Sandra Bauer (sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5900
Title	Special Topics in Migration and Diaspora Studies
Title (short)	Spec. Top. Migration Diaspora

Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	None

Course Description Advanced topics in Migration and Diaspora Studies. Topics vary from term to term.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Seminar

*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 new course.

Rationale for new course New MGDS graduate program. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer
comments

Key: 9657
Not an admin

New Course Proposal

Date Submitted: 10/01/18 2:55 pm

Viewing: **MGDS 5901 : Directed Readings in Migration and Diaspora Studies**

Last edit: 10/01/18 2:55 pm

Changes proposed by: sandrabauer

In Workflow

1. KROE ChairDir GR
2. GRAD FCC
3. GRAD FBoard
4. PRE SCCASP
5. SCCASP
6. Banner

Approval Path

1. 10/01/18 2:59 pm
Sandra Bauer
(sandrabauer): Approved
for KROE ChairDir GR
2. 10/01/18 3:23 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
3. 10/01/18 3:25 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	minormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5901
Title	Directed Readings in Migration and Diaspora Studies
Title (short)	Dir. Read. Migration Diaspora

Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.50
Significant Experiential Learning	None

Course Description Directed readings on a specific topic in migration and diaspora studies.

Prerequisite(s) permission of the department.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Directed Studies

*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 new course.

Rationale for new course New MGDS graduate program. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer
comments

New Course Proposal

Date Submitted: 10/01/18 2:57 pm

Viewing: **MGDS 5908 : Research Essay**

Last edit: 10/01/18 2:57 pm

Changes proposed by: sandrabauer

Programs referencing
this course [M.A. Migration and Diaspora Studies](#)

In Workflow

1. KROE ChairDir GR
2. PA Dean
3. GRAD Dean
4. GRAD FCC
5. GRAD FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Banner

Approval Path

1. 10/01/18 2:59 pm
Sandra Bauer
(sandrabauer): Approved
for KROE ChairDir GR
2. 10/01/18 3:18 pm
David Mendeloff
(davidmendeloff):
Approved for PA Dean
3. 10/01/18 3:22 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
4. 10/01/18 3:24 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
5. 10/01/18 3:25 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5908

Title	Research Essay
Title (short)	Research Essay
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	1.0
Significant Experiential Learning	None
Course Description	A research essay on a topic relating to migration and diaspora studies. The topic must be approved by the supervisor.
Prerequisite(s)	permission of the department.
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Standard Letter Grade
Schedule Type	*Research Essay *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 new course.
Rationale for new course	New MGDS graduate program. V1 approvals received: ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA
Course reviewer comments	

New Course Proposal

Date Submitted: 10/01/18 3:01 pm

Viewing: **MGDS 5909 : M.A. Thesis**

Last edit: 10/01/18 3:01 pm

Changes proposed by: sandrabauer

Programs referencing this course [M.A. Migration and Diaspora Studies](#)

In Workflow

1. KROE ChairDir GR
2. PA Dean
3. GRAD Dean
4. GRAD FCC
5. GRAD FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Banner

Approval Path

1. 10/01/18 3:07 pm
Sandra Bauer
(sandrabauer): Approved for KROE ChairDir GR
2. 10/01/18 3:18 pm
David Mendeloff
(davidmendeloff): Approved for PA Dean
3. 10/01/18 3:22 pm
Sandra Bauer
(sandrabauer): Approved for GRAD Dean
4. 10/01/18 3:24 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
5. 10/01/18 3:25 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5909

Title M.A. Thesis

Title (short) M.A. Thesis

Faculty Faculty of Public Affairs

Academic Unit Kroeger College of Public Affairs

Credit Value 2.0

Significant
Experiential
Learning None

Course Description

Prerequisite(s) permission of the department.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Thesis/Dissertation

Schedule Type *Masters Thesis

*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 new course.

Rationale for new
course New MGDS graduate program. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer
comments

New Course Proposal

Date Submitted: 10/01/18 3:05 pm

Viewing: **MGDS 5913 : Co-operative Work Term**

Last edit: 10/01/18 3:05 pm

Changes proposed by: sandrabauer

In Workflow

1. KROE ChairDir GR
2. PA Dean
3. GRAD Dean
4. GRAD FCC
5. GRAD FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Banner

Approval Path

1. 10/01/18 3:08 pm
Sandra Bauer
(sandrabauer): Approved
for KROE ChairDir GR
2. 10/01/18 3:18 pm
David Mendeloff
(davidmendeloff):
Approved for PA Dean
3. 10/01/18 3:22 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
4. 10/01/18 3:24 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
5. 10/01/18 3:25 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
New Resources	
Level	Graduate
Course Code	MGDS
Course Number	5913

Title Co-operative Work Term

Title (short) Co-operative Work Term

Faculty Faculty of Public Affairs

Academic Unit Kroeger College of Public Affairs

Credit Value 0.0

Significant
Experiential
Learning Co-op

Course Description

Prerequisite(s) registration in the Co-operative Education Program option in the M.A.

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Satisfactory/Unsatisfactory

Schedule Type *Work Term

*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 co-op work term course.

Rationale for new
course New MGDS graduate program, with co-op option. V1 approvals received:
ChairDirGR/PA/AS/GradDean/GradFCC/GradFBoard/CUCQA

Course reviewer
comments
