

DATE: August 28, 2017

TO: Senate

FROM: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

RE: Dominican University College - Minor Modifications

Background

As part of the affiliation agreement with the Dominican University College (DUC), and through Carleton's Institutional Quality Assurance Process (IQAP), covering also the academic, non-vocational degree programs of Dominican University College, Carleton University plays a role in curriculum and program review and approvals at Dominican University College.

Minor modifications approved by the Dominican University College's Academic Council are provided to Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) for information; please see attached IQAP Appendix 6b for a flow chart of the process.

The Office of the Vice-Provost and Associate Vice-President (Academic) is in receipt of the approved course changes as provided in the attached documents.

The Dominican University College 2017-18 course changes are being provided to Senate for information.

ANNEXE I

Niveau	Session	Année
1 ^{er} cycle	Printemps	2017
DPHI 4900	Examen de B. Ph.	3 cr.

Niveau	Session	Année
1 ^{er} cycle	Automne	2017
DPHI 1100	Introduction à la philosophie	3 cr.
DPHI 1111	Histoire des idées I	3 cr.
DPHI 1210	Philosophies grecques	6 cr.
DPHI 1211	Les grands courants doctrinaux au Moyen Âge	3 cr.
DPHI 2438	Philosophie de l'existence	3 cr.
DPHI 2660	Philosophie des valeurs I	3 cr.
DPHI 2748	Philosophie de la connaissance	3 cr.
DPHI 3763	Philosophie de l'art II	3 cr.
DPHI 4900	Examen de B. Ph.	3 cr.
DPHI 8560	Philosophie de la religion	3 cr.

Niveau	Session	Année
1 ^{er} cycle	Hiver	2018
DPHI 1104	Pensée critique et méthodologie de la recherche	3 cr.
DPHI 1107	Introduction à la lecture des textes	3 cr.
DPHI 1113	Histoire des idées III. La pensée moderne	3 cr.
DPHI 2320	Le rationalisme au XVIIe siècle	3 cr.
DPHI 2322	Philosophie britanniques des XVIIe et XVIIIe siècles	3 cr.
DPHI 2332	Descartes	3 cr.
DPHI 2336	Hegel	3 cr.
DPHI 2340	Étude des textes philosophiques du XVIe au XIXe siècle	3 cr.
DPHI 2442	Philosophie analytique	3 cr.
DPHI 2661	Philosophie des valeurs	3 cr.
DPHI 2844	Courants en phénoménologie	3 cr.
DPHI 3640	Métaphysique	3 cr.
DPHI 3641	Le problème philosophique de Dieu	3 cr.
DPHI 4900	Examen de B. Ph.	3 cr.
DPHI 8760	Philosophie de l'éducation	3 cr.
DPHI 9100	La Grèce antique et son héritage	3 cr.
DPHI 9104	Introduction à la pensée philosophique	3 cr.

Eduardo Andújar

Doyen
30 mars 2017

ANNEXE I

Level	Term	Year
Undergraduate	Spring	2017
DPHY 4900	B. Ph. Oral Examination	3 cr.

Level	Term	Year
Undergraduate	Fall	2017
DPHY 1100	Introduction to Philosophy	3 cr.
DPHY 1103	Logic I	3 cr.
DPHY 1111	History of Ideas I. Ancient Civilization	3 cr.
DPHY 1210	Ancient Greek Philosophy	6 cr.
DPHY 1211	Main Doctrinal Currents in the Middle Ages	3 cr.
DPHY 2332	Descartes	3 cr.
DPHY 2750	Epistemology	3 cr.
DPHY 3763	Philosophy of Art II	3 cr.
DPHY 3822	Ancient and Modern Dialectics	3 cr.
DPHY 4900	B. Ph. Oral Examination	3 cr.

Level	Term	Year
Undergraduate	Winter	2018
DPHY 1104	Critical Thinking and Methodology	3 cr.
DPHY 1107	Introduction to Text Reading	3 cr.
DPHY 1113	History of Ideas III. The Modern Thought	3 cr.
DPHY 2320	Rationalism in the 17 th Century	3 cr.
DPHY 2322	Empiricism in the 17 th and 18 th Century	3 cr.
DPHY 2334	Kant	3 cr.
DPHY 2336	Hegel	3 cr.
DPHY 2340	Readings in Modern Philosophy 16 th – 19 th Centuries	3 cr.
DPHY 2442	Analytic Philosophy	3 cr.
DPHY 2664	Current Issues in Ethics I	3 cr.
DPHY 2690	Science and Ethics	3 cr.
DPHY 2844	Currents in Phenomenology	3 cr.
DPHY 3640	Metaphysics	3 cr.
DPHY 3660	Introduction to Applied Ethics	3 cr.
DPHY 4900	B. Ph. Oral Examination	3 cr.
DPHY 9100	Ancient Greece and its Heritage	3 cr.
DPHY 9104	Introduction to Philosophical Thought	3 cr.

Eduardo Andujar

Dean

March 30th, 2017

ANNEXE I

Niveau - Level		Session - Term	Année - year
Cycles supérieurs - Graduate		Printemps - Spring	2017
DPHI 4380	Séminaire DAC IV : Thème en philosophie contemporaine 8 <i>DPHI 4382- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
DPHY 4380	Seminar LYU IV : Themes in Contemporary Philosophy 8 <i>DPHY 4382 – Reading Adorno's Minima Moralia Today</i>		3 cr.
DPHY 4330	Seminar LYU IV : Themes in Contemporary Philosophy 3 <i>DPHY 4333 – Philosophy of Economics. Perspectives on Inequality and Poverty</i>		3 cr.
DPHI 5470	Séminaire IV : Thème en philosophie contemporaine 8 <i>DPHI 5472- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
DPHY 5470	Seminar IV : Themes in Contemporary Philosophy 8 <i>DPHY 5472 – Reading Adorno's Minima Moralia Today</i>		3 cr.
DPHI 6470	Séminaire IV : Thème en philosophie contemporaine 8 <i>DPHI 6472- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
DPHY 6470	Seminar IV : Themes in Contemporary Philosophy 8 <i>DPHY 6472 – Reading Adorno's Minima Moralia Today</i>		3 cr.

Eduardo Andujar

Dean

March 30th, 2017

ANNEXE I

Niveau - Level	Session - Term	Année - year
Cycles supérieurs - Graduate	Automne - Fall	2017
DPHY 5260	Seminar II: Medieval Thought 3 <i>DPHY 5262- Being passionate. Reading Aquinas on Passions</i>	3 cr.
DPHY 6260	Seminar II: Medieval Thought 3 <i>DPHY 6262- Being passionate. Reading Aquinas on Passions</i>	3 cr.
DPHI 5260	Séminaire II: La pensée médiéval 3 <i>DPHI 5262- Être passionné. Lire Thomas d'Aquin à propos des passions</i>	3 cr.
DPHI 6260	Séminaire II: La pensée médiéval 3 <i>DPHI 6262- Être passionné. Lire Thomas d'Aquin à propos des passions</i>	3 cr.
DPHY 5350	Seminar III: Early Modern and Modern Philosophy 6 <i>DPHY 5354- An Introduction to Leibnizian Metaphysics</i>	3 cr.
DPHY 6350	Seminar III: Early Modern and Modern Philosophy 6 <i>DPHY 6354- An Introduction to Leibnizian Metaphysics</i>	3 cr.
DPHY 5410	Seminar IV: Themes in Contemporary Philosophy 2 <i>DPHY 5417- Ricoeur, Taylor and Parfit on Personal Identity</i>	3 cr.
DPHY 6410	Seminar IV: Themes in Contemporary Philosophy 2 <i>DPHY 6417- Ricoeur, Taylor and Parfit on Personal Identity</i>	3 cr.
DPHI 5410	Séminaire IV: Thèmes en philosophie contemporaine 2 <i>DPHI 5417- Ricoeur, Taylor et Parfit sur l'identité personnelle</i>	3 cr.
DPHI 6410	Séminaire IV: Thèmes en philosophie contemporaine 2 <i>DPHI 6417- Ricoeur, Taylor et Parfit sur l'identité personnelle</i>	3 cr.
DPHY 5410	Seminar IV: Themes in Contemporary Philosophy 2 <i>DPHY 5411- The Origins of Analytic Philosophy</i>	3 cr.
DPHY 6410	Seminar IV: Themes in Contemporary Philosophy 2 <i>DPHY 6411- The Origins of Analytic Philosophy</i>	3 cr.

Eduardo Andújar

Dean

March 30th, 2017

ANNEXE I

Niveau - Level	Session - Term	Année - year
Cycles supérieurs - Graduate	Hiver - Winter	2018
DPHY 5320	Seminar III: Early and Modern Philosophy 3 <i>DPHY 5327- Hegel's Science of Logic</i>	3 cr.
DPHY 6320	Seminar III: Early and Modern Philosophy 3 <i>DPHY 6327- Hegel's Science of Logic</i>	3 cr.

DPHY 5310	Seminar III: Early and Modern Philosophy 2 <i>DPHY 5314- The Corpus Hispanorum de Pace</i>	3 cr.
DPHY 6310	Seminar III: Early and Modern Philosophy 2 <i>DPHY 6314- The Corpus Hispanorum de Pace</i>	3 cr.
DPHI 5310	Séminaire III: Philosophie de la renaissance et moderne <i>2 DPHI 5314- Le Corpus Hispanorum de Pace</i>	3 cr.
DPHI 6310	Séminaire III: Philosophie de la renaissance et moderne <i>2 DPHI 6314- Le Corpus Hispanorum de Pace</i>	3 cr.
DPHI 5470	Séminaire IV: Thèmes en philosophie contemporaine 8 <i>DPHI 5474- Philosophie des sciences et histoire des idées</i>	3 cr.
DPHI 6470	Séminaire IV: Thèmes en philosophie contemporaine 8 <i>DPHI 6474- Philosophie des sciences et histoire des idées</i>	3 cr.
DPHY 5470	Seminar IV: Themes in Contemporary Philosophy 8 <i>DPHY 5474- Philosophy of Sciences and History of Ideas</i>	3 cr.
DPHY 6470	Seminar IV: Themes in Contemporary Philosophy 8 <i>DPHY 6474- Philosophy of Sciences and History of Ideas</i>	3 cr.
DPHY 5280	Seminar II: Medieval Thought 5 <i>DPHY 5282- THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas</i>	3 cr.
DPHY 6280	Seminar II: Medieval Thought 5 <i>DPHY 6282- THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas</i>	3 cr.

Eduardo Andújar

Dean

March 30th, 2017

ANNEXE I

Level	Terms	Year
Graduate	Spring, Fall and Winter	2017-2018
DPHI 5950	Résidence (Recherche)	3 cr.
DPHY 5950	Residence (Research)	3 cr.
DPHI 5960	Projet de thèse	3 cr.
DPHY 5960	Thesis Proposal	3 cr.
DPHI 5980	Soumission de la thèse	12 cr.
DPHY 5980	Thesis Submission	12 cr.
DPHI 5990	Soutenance de la thèse	0 cr.
DPHY 5990	Thesis defence	0 cr.
DPHI 6950	Préparation du projet	6 cr.
DPHY 6950	Preparation Proposal	6 cr.
DPHI 6960	Projet de thèse	6 cr.
DPHY 6960	Thesis Proposal	6 cr.
DPHI 6970	Examen de candidature	6 cr.
DPHY 6970	Candidacy Examination	6 cr.
DPHI 6980	Soumission de la thèse	30 cr.
DPHY 6980	Thesis Submission	30 cr.
DPHI 6990	Soutenance de la thèse	3 cr.
DPHY 6990	Thesis defence	3 cr.

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Dean

March 30th, 2017

ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte générique du cours :	DPHI 3763
Titre générique du cours:	Philosophie de l'art II
Section :	A
Crédits :	3
Titre complet	
Philosophie de l'art II	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophie de l'art II	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Philosophie de l'art II	
Description du cours	
<p>Depuis l'époque des premiers philosophes grecs, l'art a fait l'objet de discussions. Ils posaient des questions sur le comique et le tragique. Les XIXe et XXe siècles ont renouvelés les concepts. Des changements technologiques ont entraînés des déplacements des discussions et de nouvelles configurations sociales et politiques ont soulevé de nouvelles questions sur ces genres. À ces occasions, la compréhension de l'être humain, de l'éthique, du politique et les «visions du monde» ont été reposées.</p> <p>Ce cours entend explorer ces changements à partir des textes philosophiques qui les ont marqués, orientés ou résistés.</p> <p>Philosophie de l'art I n'est pas un prérequis.</p>	

Eduardo Andújar

Doyen
30 mars 2017

ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte générique du cours :	DPHY 3763
Titre générique du cours :	Philosophy of Art II
Section :	A
Crédits :	3
Titre complet	
Philosophy of Art II	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophy of Art II	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Philosophy of Art II	
Description du cours	
<p>From the time of the first Greek philosophers, art has been the subject of discussions. They were asking questions about the comic and the tragic. The 19th and 20th centuries have renewed these concepts. Technological changes have resulted in a shift of the discussions and new social and political configurations have raised new questions on the comic and tragic. In these occasions, the understanding concerning human beings, ethics, politics and the “world views” have been reformulated.</p> <p>This course will explore these changes from philosophical texts which marked, oriented, or resisted them.</p> <p>Philosophy of Art I is not a prerequisite.</p>	

Eduardo Andújar

Doyen

31 mai 2017



COLLÈGE UNIVERSITAIRE DOMINICAIN
DOMINICAN UNIVERSITY COLLEGE

Compte rendu de la Réunion du Conseil des études

André Descôteaux, provincial, et chancelier du Collège universitaire dominicain, Maxime Allard, président du Collège universitaire dominicain, Michel Gourgues, vice-président du C.É., Francis Peddle, vice-président aux études, Peter Foy, vice-président aux finances et à l'administration, Hervé Tremblay, doyen de la faculté de théologie, Eduardo Andújar, doyen de la faculté de philosophie, Daniel Cadrin, directeur de l'IP, Antoine Dabrowski, représentant des étudiants

Le lundi, 1er mai 2017, à 8h30 Salle **221** – 96, avenue Empress, Ottawa

Prière : A. Descôteaux

1. Adoption de l'ordre du jour : approuvée.
2. Procès-verbal de la dernière réunion
 - 2.1 Adoption : adopté après avoir enlevé Rédigé par les évêques dans le rapport de l'IP.
 - 2.2 Suites : abordées dans le cadre de cette réunion
3. Informations et discussions concernant les trois sections du Collège qui ne feront pas partie du rapport pour l'année et qui seront présentées à la réunion de 10h30
 - 3.1 Faculté de philosophie
 - 3.2 Faculté de théologie
 - 3.3 Institut de pastorale
4. Approbations de cours, de professeurs, de programmes
 - 4.1 **Faculté de philosophie :**

DPHI 3763 Philosophie de l'art II

Depuis l'époque des premiers philosophes grecs, l'art a fait l'objet de discussions. Certains posaient des questions sur le comique et le tragique. Les XIX^e et XX^e siècles ont renouvelé les concepts. Des changements technologiques ont entraîné des déplacements, des discussions et de nouvelles configurations sociales et politiques ont soulevé de nouvelles questions sur ces genres. À ces occasions, la compréhension de l'être humain, de l'éthique, du politique et les « visions du monde » ont été reposées. Ce cours entend explorer ces changements à partir de textes philosophiques qui les ont marqués, orientés ou qui ont résisté.

Philosophie de l'art I n'est pas un prérequis.

DPHY 3763 Philosophy of Art

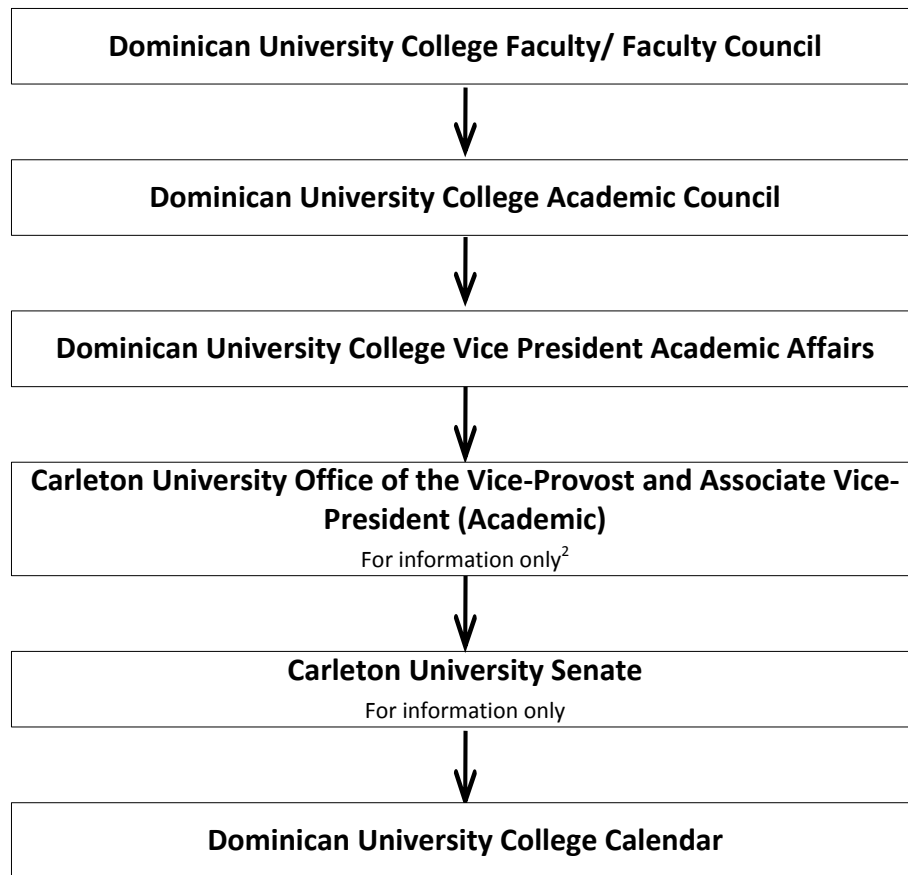
From the time of the first Greek philosophers, art has been the subject of discussions. They were asking questions about the comic and the tragic. The 19th and the 20th centuries have renewed these concepts. Technological changes have resulted in a shift of the discussions and new social and political configurations have raised new questions on the comic and the tragic. In these occasions, the understanding concerning human beings, ethics, politics and the "world views " have been reformulated. This course will explore the changes from philosophical texts which marked, oriented, or resisted them.

Philosophy of Art I is not a prerequisite.

Ces cours sont approuvés par le Conseil.

Levée de la séance à 9 h 20

Minor Modifications¹



Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

¹ Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

² The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Carleton University Committee on Quality Assurance if it feels that useful advice and/or comment could be provided to Dominican University College.

MEMORANDUM

From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: September 29, 2017
Subject: 17-18 Calendar Regulations and Academic Year Changes

Senate approval:

1. Update on Deferring Final Term Work (UG R-2.6)

Motion: That Senate approve an editorial change, as presented, to clarify calendar language.

- SCCASP has previously determined that term work cannot be deferred through the RO and that faculties will need to be involved. Calendar language under number 4 in 2.6 Deferred term Work needs to be clarified. This change applies to both grad and undergrad.
- The last sentence will now read "Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed by the Undergraduate Appeals Secretariat according to established precedents and deadlines
- Attachment: TBD-1317 R-UG-2.6-GR-9.2 Deferred

Senate Information:

SCCASP has approved for inclusion in the 2017-2018 calendar the minor modifications listed in the attached documents:

1. BHum Residency

Attachment: B.Hum- Residency and Advanced Credit
BHUM-UHUM+ Humanities B.Hum. Combined Honours

2. Academic Year Revisions

Attachments: Summary of Academic Year Revisions: Approved by SCCASP, August 22, 2017

AY-Fall R-UG-Academic Year Fall 2017
AY-Winter R-UG-Academic Year Winter 2018
AY-Summer R-UG-Academic Year Summer 2018

Summary of Academic Year Revisions: Approved by SCCASP, August 22, 2017

Approved by H. Nemiroff and L. Dyke on August 1, 2017:			
Section/ Regulation	Current	Revised	Rationale
September 30, 2017 (James Moretton, RO) Courseleaf updated	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment.	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	To conform to Regulation 2.3 (UG) and R-10.2 (G)
January 31, 2018 (James Moretton, RO) Courseleaf updated	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment.	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	To conform to Regulation 2.3 (UG) and R-10.2 (G)
May 25, 2018 (James Moretton, RO) Courseleaf updated	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment.	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	To conform to Regulation 2.3 (UG) and R-10.2 (G)
July 23, 2018 (James Moretton, RO) Courseleaf updated	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment.	Last day to withdraw from fall term and fall/winter term courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.	To conform to Regulation 2.3 (UG) and R-10.2 (G)

Pending Approval by SCCASP as per H. Nemiroff and L. Dyke on August 1, 2017:

FALL TERM 2017			
November 24, 2017 (Scheduling) Courseleaf updated	Last day for summative or final examinations in fall term courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).	Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade , before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar).	To conform to Regulation 2.4.5 and 2.4.6 (UG) and R-9.2.5 and 9.2.6 (G)
December 8, 2017 Courseleaf updated	Fall term ends. Last day of fall term classes. Classes follow a Monday schedule. Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses. Last day for receipt of applications for undergraduate degree program transfers for winter term.	Fall term ends. Last day of fall term classes. Classes follow a Monday schedule. Last day for take home examinations to be assigned with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar . Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses. Last day for receipt of applications for undergraduate degree program transfers for winter term.	To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)
December 22, 2017 Courseleaf updated	All take home examinations are due.	All take home examinations are due on this day with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar .	To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)

Pending Approval by SCCASP as per H. Nemiroff and L. Dyke on August 1, 2017:

WINTER TERM 2018			
<p>March 27, 2018 (Scheduling) Courseleaf updated</p>	<p>Last day for summative tests or final examinations in winter term or fall/winter courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).</p>	<p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period (see Examination Regulations in the <i>Academic Regulations of the University</i> section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).</p>	<p>To conform to Regulation 2.4.5 and 2.4.6 and 2.4.6 (UG) and R-9.2.5 and 9.2.6 (G)</p>
<p>April 11, 2018 Courseleaf updated</p>	<p>Winter term ends. Last day of fall/winter and winter term classes. Classes follow a Friday schedule. Last day for academic withdrawal from fall/winter term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter term courses.</p>	<p>Winter term ends. Last day of fall/winter and winter term classes. Classes follow a Friday schedule. Last day for take home examinations to be assigned, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for academic withdrawal from fall/winter term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter term courses.</p>	<p>To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)</p>
<p>April 26, 2018 Courseleaf updated</p>	<p>All take home examinations are due on this day.</p>	<p>All take home examinations are due on this day, with the exception of those conforming to the Examination</p>	<p>To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)</p>

		Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).	
Pending Approval by SCCASP as per H. Nemiroff and L. Dyke on August 1, 2017:			
SUMMER TERM 2018			
June 12, 2018 (Scheduling) Courseleaf updated	Last day for summative or final examinations for early summer courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade , before the official examination period (see Examination Regulations in the <i>Academic Regulations of the University</i> section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar).	To conform to Regulation 2.4.5 and 2.4.6 and 2.4.6 (UG) and R-9.2.5 and 9.2.6 (G)
June 19, 2018 Courseleaf updated	Last day of early summer classes. (NOTE: full summer classes resume July 3). Last day for academic withdrawal from early summer courses. Last day for handing in term assignments, subject to any earlier course deadline.	Last day of early summer classes. (NOTE: full summer classes resume July 3). Last day for take home examinations to be assigned, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar . Last day for academic withdrawal from early summer courses. Last day for handing in term assignments, subject to any earlier course deadline.	To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)
June 22-28, 2018 Courseleaf updated	Early summer final examinations and mid-term examinations in full summer courses may be held. Examinations are normally held all seven days of the week.	Final examinations in early summer courses and mid-term examinations in full summer courses may be held.	MINOR EDIT REVISION

		Examinations are normally held all seven days of the week.	
August 8, 2018 Courseleaf updated	Last day for summative or final examinations for late summer or full summer courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade , before the official examination period (see Examination Regulations in the <i>Academic Regulations of the University</i> section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar).	To conform to Regulation 2.4.5 and 2.4.6 and 2.4.6 (UG) and R-9.2.5 and 9.2.6 (G)
August 15, 2018 Courseleaf updated	Last day of late summer and full summer classes. Classes follow a Monday schedule. Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term. Last day for handing in term assignments, subject to any earlier course deadline.	Last day of late summer and full summer classes. Classes follow a Monday schedule. Last day for take home examinations to be assigned, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar . Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term. Last day for handing in term assignments, subject to any earlier course deadline.	To conform to Regulation 2.4.8 (UG) and R-9.2.8 (G)
Pending Approval by SCCASP as per H. Nemiroff and L. Dyke on August 1, 2017:			
NEW SUMMER TERM ENTRIES			

June 20-21, 2018 Courseleaf updated	(No current entry)	No classes or examinations take place.	To be consistent with Fall and Winter entries (cf. December 9; April 12-13)
June 28, 2018 Courseleaf updated	(No current entry)	All take home examinations are due on this day, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).	To be consistent with Fall and Winter entries (cf. December 22; April 26) and to conform with Regulation 2.4.8 (UG) and R-9.2.8 (G)
August 16-17, 2018 Courseleaf updated	(No current entry)	No classes or examinations take place.	To be consistent with Fall and Winter entries (cf. December 9; April 12-13)
August 24, 2018 Courseleaf updated	(No current entry)	All take home examinations are due on this day, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/ General Regulations of the Graduate Calendar).	To be consistent with Fall and Winter entries (cf. December 22; April 26) and to conform with Regulation 2.4.8 (UG) and R-9.2.8 (G)

Revision Title: B.Hum “Residency” and “Advanced Credits”

Date: July 28, 2017

Proposed by: Vicki Saveland

Regulation/ Calendar Link (s):

https://calendar.carleton.ca/undergrad/undergradprograms/humanities/#Humanities_BHum_Combined_Honours

Regulation/ Calendar Wording: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv5/#5.3>

5.3.1 Residency Credits

To be eligible for graduation with a Carleton degree, certificate or diploma, each student must present a certain number of credits earned at Carleton University which have not been presented to fulfill any degree that has been previously awarded including a degree or degrees at Carleton University. These are referred to as residency credits. Courses taken under the University of Ottawa Exchange Agreement do not count as residency credits.

5.3.2 Advanced Credits

The credits presented at graduation that are credits completed at Carleton after admission, credits completed at Carleton within the last ten years for which advanced standing has been granted and credits completed as part of the University of Ottawa Exchange or another formal domestic or international Exchange, must include:

1. For Honours degrees, at least 3.0 credits in the major and at the 3000-level or above;
2. For Combined Honours degrees, at least 1.5 credits in each major and at the 3000-level or above;

Academic Year (Graduate and Undergraduate Studies): <http://calendar.carleton.ca/academicyear/>

Section/ Regulation	Current	Revised	Rationale
Humanities B.Hum. Combined Honours (20.0 credits)	A core seminar in Humanities used to fulfill the requirements of the other discipline will satisfy the 1.5 credit residence requirement of that discipline. In this case the requirement that residency credits be 3000-level or above is waived.	A core seminar in Humanities used to fulfill the requirements of the other discipline will satisfy the 1.5 credit residence advanced credit requirement of that discipline. In this case the requirement that residency advanced credits be 3000-level or above is waived.	Replace “residence” and “residency” credits with “advanced” credit to comply with Regulation 5.3.2

Correspondence:

Date Revisions Completed:

Date Submitted: 08/08/17 4:01 pm

Viewing: **BHUM-UHUM+ : Humanities
B.Hum. Combined Honours**

Last approved: 02/27/14 2:39 pm

Last edit: 09/22/17 9:46 am

Last modified by: sandrabauer

Changes proposed by: dianagreene

In Workflow

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

Approval Path

1. 08/08/17 4:03 pm
Shane Hawkins
(shanehawkins):
Approved for HUMM
ChairDir UG

History

1. Feb 27, 2014 by sandra

Calendar Pages Using this Program [Humanities](#)

Effective Date	2018-19
Workflow	minormod
Program Code	BHUM-UHUM+
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanities
Degree	Bachelor of Humanities
Title	Humanities B.Hum. Combined Honours

Program Requirements

Humanities

B.Hum. Combined Honours (20.0 credits)

Students already admitted to the B.Hum. may register for a Combined Honours degree in Humanities and any other discipline offered within the B.A. Honours degree as a Combined Honours. . **They Credits used to satisfy Items 1 through 8 below** may also **register for a Combined Honours with any other degree program at Carleton that allows be used to satisfy up to 2.0 credits of the combination. Credits used to satisfy Items 1 through 7 below may also be used to satisfy up to 2.0 credits of requirements of the requirements of the other other** discipline under Item 8. **9. A core seminar in Humanities used to fulfill the requirements of the other discipline will satisfy the 1.5 advanced credit residence requirement of that discipline. In this case the requirement that advanced residency credits be 3000-level or above is waived.**

Requirements

- | | | |
|---|--|------------|
| 1. 4.0 credits in Humanities Core: | | 4.0 |
| HUMS 1000 [1.0] | Myth and Symbol | |
| HUMS 2000 [1.0] | Reason and Revelation | |
| HUMS 3000 [1.0] | Culture and Imagination | |
| HUMS 4000 [1.0] | Politics, Modernity and the Common Good | |
| 2. 3.0 credits in: | | 3.0 |
| HUMS 1005 [0.5] | Early Human Cultures | |
| HUMS 1200 [0.5] | Humanities and Classical Civilisation | |
| HUMS 3200 [1.0] | European Literature | |
| HUMS 4103 [0.5] | Science in the Modern World | |
| HUMS 4104 [0.0] | Course HUMS 4104 Not Found | |
| HUMS 4500 [0.0] | Modern Intellectual History | |
| 3. 2.0 credits in: | | 2.0 |
| HUMS 2101 [0.5] | Art from Antiquity to the Medieval World | |
| HUMS 2102 [0.5] | Modern European Art 1527-2000 | |
| HUMS 3102 [0.5] | Western Music 1000-1850 | |
| HUMS 3103 [0.5] | Western Music 1850-2000 | |
| (See Note, below) | | |
| 4. 2.0 credits in: | | 2.0 |
| RELI 1731 [0.5] | Varieties of Religious Experience | |
| RELI 2710 [1.0] | Maccabees to Muhammad | |
| CLCV 2008/ENGL 2012 [0.5] | Greek and Roman Epic | |
| or | | |
| CLCV 2010/ENGL 2605 [0.5] | Greek and Roman Drama | |
| 5. 1.0 credit fulfilling the language requirement | | 1.0 |
| 6. 0.5 credit at the 2000-level or above | | 0.5 |
| 7. 0.5 credit from: | | 0.5 |
| HUMS 4901 [0.5] | Research Seminar: Antiquity to the Middle Ages | |
| HUMS 4902 [0.5] | Research Seminar: Renaissance to Enlightenment | |
| HUMS 4903 [0.5] | Research Seminar: Romanticism to the Present | |
| HUMS 4904 [0.5] | Research Seminar: Non-Western Traditions | |

8. 7.0 credits in electives that include the requirements for the other discipline of the combined degree or the minor.	7.0
Total Credits	20.0

Note: For Item 3 above, students who transfer into the B. Hum. may use up to 2.0 credits of any previously completed art and/or music courses (with the exception of advanced placement courses); students who study abroad may use up to 2.0 credits of art and/or music courses taken abroad; students enrolled in a Combined Honours in Humanities and Art History or Humanities and Music may substitute up to 1.0 credit of music or art from their combined discipline for the respective requirement or part thereof.

New Resources	No New Resources
Summary	<p>1 - This change modifies the language of the Bachelor of Humanities combined honours degree to allow BHUM students to do a combined honours with degrees other than the Bachelor of Arts, which is currently not possible. Students would graduate with a BHUM degree, as is currently the case when they combine the BHUM with a subject within the BA. Combinations with other degrees would be possible only where the other degree program allows it.</p> <p>2 - It also corrects an error in wording, replacing 'residency credit' with 'advanced credit'.</p> <p>Delete HUMS 4104 and replaced with HUMS 4500 (this is 4104, renumbered as 4500)</p>
Rationale for change	<p>1 - More and more disciplines at Carleton are being offered as their own degrees. When a discipline is moved out of the Bachelor of Arts into its own degree, this removes the option for Bachelor of Humanities students to do a combined honours with that discipline. This calendar change restores that option, in the cases where the other discipline wishes it to be restored. 2 - 'Advanced credit' more accurately describes intent behind the original wording, as well as the current practice, which is of long standing. Renumbered HUMS 4104 to HUMS 4500 to normalize the intellectual history course numbers.</p>
Transition/Implementation	<p>1 - Once this change is made to the Bachelor of Humanities combined honours wording, those disciplines that have their own degree will be free to submit a calendar change allowing combinations with Humanities, should they so choose.</p> <p>2 - There are no transition/implementation considerations for this second change.</p>
Program reviewer comments	<p>anshulsingh (09/20/17 9:07 am): Replaced "residence" and "residency" credits with "advanced" credit to comply with Regulation 5.3.2 of the calendar, as per Carol Gariepy (Assistant Registrar)</p> <p>sandrabauer (09/22/17 9:46 am): Adjusted numbering in opening paragraph.</p>

Key: 692

Changes saved but not submitted

Viewing: **TBD-1317 : R-UG-2.6-GR-9.2 Deferred term work**

Last approved: 03/20/17 10:22 am

Last edit: 09/19/17 4:27 pm

Last modified by: carolgariepy

History

1. Oct 21, 2015 by Sandra Bauer (sandrabauer)
2. Jan 13, 2016 by Lisa Ralph (lisaralph)
3. May 12, 2016 by Vicki Saveland (vickisaveland)
4. Mar 20, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program

[Course Evaluation](#)

Effective Date	2017-18
Workflow	minormod majormod
Program Code	TBD-1317
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-2.6-GR-9.2 Deferred term work

Program Requirements

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the

academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).

4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate **courses**). **Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines (link to appeals section of calendar). ~~courses~~.**

New Resources

No New Resources

Summary

SCCASP has previously determined that term work cannot be deferred through the RO and that faculties will need to be involved. Calendar language under number 4 in 2.6 Deferred term Work needs to be clarified. This change applies to both grad and undergrad. Edits include taking out the table and removing the actual deadlines. Last sentence will now read "Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed by the Undergraduate Appeals Secretariat according to established precedents and deadlines (include link to deadlines)."

Rationale for change

Transition/Implementation

Program reviewer
comments

Key: 1317

Changes saved but not submitted

Viewing: **AY-Fall : R-UG-Academic Year Fall 2017**

Last approved: 08/30/17 10:37 am

Last edit: 09/19/17 11:23 am

Last modified by: carolgariepy

History

1. Sep 25, 2015 by Sandra Bauer (sandrabauer)
2. Nov 2, 2015 by Rebecca Hoskins (rebeccahoskins)
3. Nov 2, 2015 by Sandra Bauer (sandrabauer)
4. Jun 22, 2016 by Sandra Bauer (sandrabauer)
5. Jun 29, 2016 by Sandra Bauer (sandrabauer)
6. Sep 12, 2016 by Sandra Bauer (sandrabauer)
7. Dec 12, 2016 by Sandra Bauer (sandrabauer)
8. Mar 20, 2017 by Sandra Bauer (sandrabauer)
9. Aug 30, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program [The Academic Year \(Graduate and Undergraduate Studies\)](#)

Effective Date	2017-18
Workflow	minormod <del style="color: red;">majormod
Program Code	AY-Fall
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-Academic Year Fall 2017

Program Requirements

Academic Year

Date	Activity
FALL TERM 2017	
September 1, 2017	Last day for receipt of applications from potential fall (November) graduates.
September 4, 2017	Statutory holiday. University closed.
September 5, 2017	Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants. All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

Date	Activity
September 6, 2017	Fall term begins. Fall and fall/winter classes begin.
September 15-17, 2017	Full and late summer term deferred final examinations to be held.
September 19, 2017	Last day of registration for fall term and fall/winter courses.
	Last day to change courses or sections (including auditing) for fall term and fall/winter courses. Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2017 and must register for the fall 2017 term.
September 30, 2017	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
October 6, 2017	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2017	Statutory holiday. University closed.
October 15, 2017	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 23-27, 2017	Fall break, no classes.
November 10, 2017	Last day to request Formal Examination Accommodation Forms for December examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 15, 2017	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 24, 2017	Last day for summative tests or examinations or formative tests or examinations totalling more than 15% of the final grade before the official examination period (see examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 1, 2017	Last day for receipt of applications from potential winter (February) graduates.
	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
December 8, 2017	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day for academic withdrawal from fall term courses.
	Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 9, 2017	No classes or examinations take place.
December 10-22, 2017	Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held.
	Examinations are normally held all seven days of the week.
December 22, 2017	All take home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25 through January 1, 2018 inclusive	University closed.

New Resources

No New Resources

Summary

Rationale for change

To conform to R-2.4 (UG) and R-2.3 (UG) and R-9.2 (G) and R-10.2 (G)

Transition/Implementation

Program reviewer comments

Changes saved but not submitted

Viewing: **AY-Summer : R-UG-Academic Year Summer 2018**

Last approved: 08/30/17 10:37 am

Last edit: 09/19/17 11:24 am

Last modified by: carolgariepy

History

1. Oct 26, 2015 by Sandra Bauer (sandrabauer)
2. Nov 2, 2015 by Rebecca Hoskins (rebeccahoskins)
3. Nov 2, 2015 by Sandra Bauer (sandrabauer)
4. May 31, 2016 by Lisa Ralph (lisaralph)
5. Jun 22, 2016 by Sandra Bauer (sandrabauer)
6. Jun 29, 2016 by Sandra Bauer (sandrabauer)
7. Sep 12, 2016 by Sandra Bauer (sandrabauer)
8. Dec 12, 2016 by Sandra Bauer (sandrabauer)
9. Mar 20, 2017 by Sandra Bauer (sandrabauer)
10. Aug 30, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program [The Academic Year \(Graduate and Undergraduate Studies\)](#)

Effective Date	2017-18
Workflow	
Program Code	AY-Summer
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-Academic Year Summer 2018

Program Requirements

Academic Year

Date	Activity
SUMMER TERM 2018	
March 1, 2018	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
May 1, 2018	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 7, 2018	Early summer and full summer classes begin.

Date	Activity
May 11, 2018	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in spring 2018 and must register for the summer 2018 term.
May 14, 2018	Last day for registration and course changes (including auditing) for early summer courses.
May 18, 2018	Last day for registration and course changes (including auditing) for full summer courses.
May 18-29, 2018	Fall/winter and winter term deferred final examinations will be held.
May 21, 2018	Statutory holiday. University closed.
May 25, 2018	Last day to withdraw from early summer and full summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
June 1, 2018	Last day to request Formal Examination Accommodation Forms for June examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
June 12, 2018	Last day for summative tests or examinations, or formative tests or examinations totalling more than 15% of the final grade, for early summer courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 19, 2018	Last day of early summer classes. (NOTE: full summer classes resume July 3.) Last day for take home examinations to be assigned, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for academic withdrawal from early summer courses. Last day for handing in term assignments, subject to any earlier course deadline.
June 20-21, 2018	No classes or examinations take place.
June 22-28, 2018	Final examinations in early summer courses and mid-term examinations in full summer courses may be held. Examinations are normally held all seven days of the week.
June 28, 2018	All take home examinations are due on this day, with the exception of those conforming to the Examinations regulations in the Academic Regulations University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
July 2, 2018	Statutory holiday. University closed.
July 3, 2018	Late summer classes begin. Full summer classes resume.
July 10, 2018	Last day for registration and course changes (including auditing) for late summer courses.
July 20-22, 2018	Early summer term deferred final examinations to be held.
July 23, 2018	Last day to withdraw from late summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. Last day to request Formal Examination Accommodation Forms for August examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
August 1, 2018	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 6, 2018	Statutory holiday. University closed.
August 8, 2018	Last day for summative tests or examinations, or formative tests or examinations totalling more than 15% of the final grade, before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 15, 2018	Last day of late summer and full summer classes.
August 16-17, 2018	No classes or examinations take place. Classes follow a Monday schedule. Last day for take home examinations to be assigned, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term. Last day for handing in term assignments, subject to any earlier course deadline.

Changes saved but not submitted

Viewing: **AY-Winter : R-UG-Academic Year Winter 2018**

Last approved: 08/30/17 10:37 am

Last edit: 09/19/17 11:23 am

Last modified by: carolgariepy

History

1. Oct 26, 2015 by Sandra Bauer (sandrabauer)
2. Nov 2, 2015 by Rebecca Hoskins (rebeccahoskins)
3. Nov 2, 2015 by Sandra Bauer (sandrabauer)
4. Nov 2, 2015 by Sandra Bauer (sandrabauer)
5. May 31, 2016 by Sandra Bauer (sandrabauer)
6. Jun 22, 2016 by Sandra Bauer (sandrabauer)
7. Jun 29, 2016 by Sandra Bauer (sandrabauer)
8. Sep 12, 2016 by Sandra Bauer (sandrabauer)
9. Sep 12, 2016 by Sandra Bauer (sandrabauer)
10. Dec 12, 2016 by Sandra Bauer (sandrabauer)
11. Mar 20, 2017 by Sandra Bauer (sandrabauer)
12. Aug 30, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program [The Academic Year \(Graduate and Undergraduate Studies\)](#)

Effective Date	2017-18
Workflow	
Program Code	AY-Winter
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-Academic Year Winter 2018

Program Requirements

Academic Year

Date	Activity
WINTER TERM 2018	
January 2, 2018	University reopens.

Date Activity

January 8, 2018	Winter term classes begin.
January 19, 2018	Last day for registration for winter term courses. Last day to change courses or sections (including auditing) for winter term courses. Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2018 and must register for the winter 2018 term.
January 19-21, 26-28, 2018	Fall term deferred final examinations will be held.
January 31, 2018	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 1, 2018	Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
February 16, 2018	April examination schedule available online.
February 19, 2018	Statutory holiday. University closed.
February 19-23, 2018	Winter Break, no classes.
March 1, 2018	Last day for receipt of applications from potential spring (June) graduates. Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department. Last day for receipt of applications to Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session. Last day for receipt of applications for admission to an undergraduate program for the summer term. Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 9, 2018	Last day to request Formal Examination Accommodation Forms for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 27, 2018	Last day for summative tests or examinations, or formative tests or examinations totalling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
March 30, 2018	Statutory holiday. University closed.
April 1, 2018	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.
April 11, 2018	Winter term ends. Last day of fall/winter and winter term classes. Classes follow a Friday schedule. Last day for take home examinations to be assigned, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for academic withdrawal from fall/winter and winter term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter term courses.
April 12-13, 2018	No classes or examinations take place.
April 14-26, 2018	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 26, 2018	All take home examinations are due on this day, with the exception of those conforming to the Examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 1, 2018	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.

STRATEGIC MANDATE AGREEMENT Carleton University

2017-20

Draft Submission between the
Ministry of Advanced Education and Skills Development
and Carleton University

As of August 23, 2017



Ontario's Vision for Postsecondary Education

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

Carleton University's Vision, Mission and Mandate

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Mandate Statement

Carleton continues to be faithful to its historical roots, albeit in a changing world. Our university was founded by and for the community to provide programs, services and opportunities for students and to undertake research that enables our graduates to become highly qualified participants in a constantly evolving economy and society, and in so doing contribute to a prosperous province, strong nation, and better world. Carleton's Strategic Integrated Plan incorporates a unifying focus that places the university squarely on the path of realizing its original mandate: sustainable communities leading to global prosperity. This embodies a multi-faceted conception of sustainability that links Carleton's national, provincial and international engagement with its roots and commitments to the National Capital Region and Eastern Ontario.

Mission Statement

Carleton University is an independent, collegial university dedicated to the advancement of learning through disciplinary and interdisciplinary teaching, study and research; the creation and dissemination of knowledge; the engagement of its students in experiential learning at home and abroad; and the betterment of its community. It is centred in Ottawa, and serves the people of the National Capital Region, Ontario, Canada, and the world.

Vision Statement

Carleton University will be known nationally and internationally as a leader in collaborative and interdisciplinary 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, experiential learning, 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. Carleton aspires to be an intellectual hub for technological, social, and cultural innovation within the National Capital Region and Eastern Ontario.

Preamble

This Strategic Mandate Agreement outlines the role the university currently performs in Ontario's postsecondary education system and the ways it will build on current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the university;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the university and established areas of strength within the context of the university's governing legislation;
- Describes the agreed-upon elements of the new university funding model, including:
 - a university's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
- differentiation areas of focus including metrics and targets. Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the university's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. major capacity expansion, highly skilled workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

Carleton aspires to be an intellectual hub for technological, social, and cultural innovation within the National Capital Region and Eastern Ontario, while participating in networks of international scholars dedicated to solving major world challenges. This goal is rooted in Carleton's institutional identity as being established to educate and train students to contribute to a changing economy; an identity that has always differentiated Carleton as it has evolved from a small college to a large, thriving, and innovative comprehensive, research-intensive university. Building on Carleton's well-established experience of collaborating with governments, industries, businesses, organizations, communities, and individuals, we will further the economic, social, and cultural well-being of the region. Currently, these aspirations are focused on several key initiatives that are critical to the prosperity of the region and the province, including:

- A high technology hub in partnership with industrial partners centred on smart systems and communications including growth of 5G wireless technology, sensors, and vehicle automation;
- A hub for entrepreneurship and social and cultural innovation in partnership with social and cultural organizations, Algonquin College and the City of Ottawa;
- A regional development council to support economic, social, and cultural development in the eastern Ontario region and a hub in Cornwall.

Each of these initiatives will provide opportunities for innovative research and learning opportunities for students, including experiential learning allowing them to engage directly with industrial, business, government, and community organizations to get real-world experiences and skills development in new areas of vital growth and application in Ontario's 21st century economy.

Shared Objectives and Priorities for Differentiation

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1 Institutional Approach to Improving Student Experience

Carleton University is dedicated to offering students a comprehensive range of academic and personal support, beginning with the application process, and continuing over the course of their university experience and after graduation.

Carleton University offers a student experience highlighted by engagement and collaboration, combining learning experiences both inside and outside the classroom. In particular, these characteristics are reflected in its academic programs and its numerous experiential learning opportunities.

Academic Programs

Carleton has been very successful in launching new programs that reflect its distinctive research and multi-disciplinary strengths, and provide students with a truly collaborative experience, working to solve real-world problems. Many of these new programs are unique and may not be offered elsewhere in Canada.

Through a recent university-wide initiative, academic units can offer selected undergraduate students accelerated pathways towards a Masters degree — a highly attractive opportunity that helps retain some of Carleton's most talented students and reduces the cost of education for these students.

Student Experience, Knowledge Mobilization and Experiential Learning

Carleton offers a wide range of programs and services designed to support student learning, provide transformational and enriching student experiences and engage students in the Carleton community and beyond. Carleton offers students multiple opportunities to engage with the community through presentation of their work and volunteer service within the community, and has created a co-curricular transcript which helps students evaluate their learning. The university has also expanded the opportunities for students to gain international experiences.

Professional Development and Employability

Carleton students gain a wealth of knowledge and skills during the course of their university experience, contributing to their employability, their ability to create enterprises and employ others, or their future success as they continue their education. The university offers a wide spectrum of services, ranging from co-operative (co-op) education with opportunities in nearly every field and department across the curriculum, to career services and centrally coordinated graduate professional development programs.

At Carleton we provide information and support for job opportunities on- and off-campus, and we have greatly expanded offerings of professional development and career opportunities for students. The university continues to increase co-op opportunities for students by increased job development, student support, expanding the programs offering a co-op option and innovative programming like the internships offered with Shopify. We continue to support students in entrepreneurial activities such as 'Lead to Win', in collaboration with the City of Ottawa.

1.2 Examples of Institutional Initiatives

The following are examples of key initiatives that further illustrate Carleton University's approach to enhancing the student experience.

Student Experience, Knowledge Mobilization and Experiential Learning

- Constituent Relationship Management (CRM): This project will provide a single, online portal to be used by all undergraduate and graduate students at Carleton University, through all stages of their lifecycle at the institution.
- Student Mental Health: Recognizing its crucial role in the health and well-being of its students, Carleton University has developed a comprehensive Student Mental Health Framework (SMHF), with numerous initiatives implemented since the Framework's first phase in 2009.
- Carleton University has been engaged in a wide spectrum of initiatives over the past five years to improve and enhance the graduate student experience. The impact of this institutional investment is reflected in the excellent results of the 2016 Canadian Graduate and Professional Student Survey (CGPSS). Carleton University also has a long-standing history of focusing on the undergraduate student experience as measured through the National Survey of Student Engagement (NSSE) and the Canadian Undergraduate Survey Consortium (CUSC) where overall student satisfaction has been at or above the provincial average.¹
- The university continues to expand experiential learning opportunities and documents these experiences through a co-curricular record. Students are also encouraged to volunteer in the Carleton community and beyond with Campus to Community Days and Alternative Spring Break.
- Carleton offers first-year students in many degree programs the opportunity to explore a topic of their choice in a small two-semester seminar (first-year seminar). Through close study of the topic with their professor, students develop a range of skills that provide the foundation for their success as undergraduates.

¹ Surveys showing these results are available at <http://oirp.carleton.ca/main/surveys>.

- Carleton launched a new course available to all undergraduate students, GINS 3200: Experiential Learning Abroad. This academic course is an experiential learning opportunity combining service work abroad with classroom instruction on the Carleton campus.
- Students have the opportunity to participate in Carleton's Mentorship Network. The Mentorship Network connects peer mentors and mentees across the Carleton campus. The program provides mentorship training, resources, and information for all peer mentors connected to the Network.
- The Science Student Success Centre helps undergraduate students define and achieve their academic, career, and social goals. It is a hub where students can connect with their peers, faculty and staff, and with professionals within the science and engineering fields.
- The Sprott School of Business currently offers Introduction to Entrepreneurship, an experiential course where students may choose to participate in an entrepreneur learning project or a new venture project. Students have the opportunity to engage with active entrepreneurs. Students in all programs may also take a minor in business.
- The School of Linguistics and Language Studies launched Communication Courses for Disciplines and Professions (CCDP) aimed at providing literacy and presentation skills for students in engineering, computer science and information technology.
- The Alumni Association has created a mentorship program aimed at helping students connect with employers.

Professional Development and Employability

- Career and Co-op Services use the MySuccess online platform to connect students with employment opportunities. The platform provides access to online career exploration resources such as Career Cruising and Type Focus.
- The university has recently launched an on-campus job strategy to increase work opportunities on campus and tie them to an analysis of the skills the students gain.
- The university is also pursuing several major strategic academic actions to further enhance employability as a key aspect of the student learning experience, including:
 - Establishing experiential learning as a degree-level expectation in all degree programs at Carleton;
 - Establishing cuPortfolio, an electronic portfolio system supporting the creation of online learning communities as an enterprise system across the university;
 - Creating online modules on career management skills;
- Students also have the opportunity to participate in Carleton's Peer Helper Program, which facilitates personal and professional growth for students. The Peer Helper Program uses a model of peer-to-peer learning.
- The Grad Navigate Program offers close to 80 workshops per year for graduate students on topics ranging from career planning to teaching and professional skills development. Some workshops are delivered through the university's full partnership with Mitacs.

2.0 Innovation in Teaching and Learning Excellence

This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Carleton University's approach to innovation in teaching and learning excellence is firmly grounded in the principle of student-centredness. Carleton's instructors create stimulating learning environments and use innovative pedagogies that foster active, experiential and collaborative learning processes. These are "High Impact Practices" (HIPs) that are evident at both undergraduate and graduate levels in all faculties across the university, and include many of the teaching and learning activities identified² as most effective in ensuring retention, high completion rates, employability and future success.

Carleton offers a wide range of classroom-focused, workplace-focused, and community-focused experiential learning opportunities.

2.2 Examples of Institutional Initiatives

Examples of classroom-focused experiential learning at Carleton include:

Undergraduate research initiatives provide students with the opportunity to conduct research under the supervision of a faculty member. Examples include:

- The Discovery Centre facilitates undergraduate research from across the university, providing dynamic workspace and state-of-the-art technology for undergraduate students to collaborate on projects that interest them. Carleton is a member of the Council on Undergraduate Research (CUR) in the United

² Kuh, G. 2008. *High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges & Universities.

States, and regularly sends students to present their research at the annual National Council on Undergraduate Research (NCUR) conference.

- The Faculty of Science provides opportunities for students to work with faculty and staff in research labs. Undergraduate students receive financial support to attend domestic and international scientific conferences to give oral or poster presentations.
- The Natural Sciences and Engineering Research Council (NSERC) Undergraduate Student Research Awards (USRA) Program allows students to gain research experience in the natural sciences and engineering.
- During its annual Research Month, the Faculty of Public Affairs hosts an Undergraduate Student Showcase, which highlights the best research done by undergraduate students in the Faculty. Participants create posters or multimedia displays and give presentations to the public, including a panel of judges.
- Engineering and Science Summer Undergraduate Research Fellowships: Both the Faculty of Science and the Faculty of Engineering and Design allocate funds to support strong students (80 per cent or better GPA) in experiencing summer research with a faculty member.
- Field experiences, labs and studio work: Many departments in the Faculty of Science and the Faculty of Engineering and Design incorporate field experiences, labs and studio work as regular features of their course design. For example, in the Faculty of Engineering and Design students engage in hands-on design projects throughout their study, culminating in the capstone fourth-year design projects. The main goal of these projects is to have students emulate what is being done in industry. Working in teams, students produce an original design innovation that integrates and applies everything they have learned over the course of their studies.

The Spratt Competes case-training program offers undergraduate and Master of Business Administration (MBA) students the opportunity to develop a range of essential skills for success in today's business world, through exposure to simulations and Spratt's renowned case-based signature pedagogy. Examples of workplace-focused experiential learning at Carleton include:

- The Spratt MBA Internship: This program allows students to gain experience in the workplace while completing their degrees.
- Bachelor of Computer Science's industrial internships: In a unique model of experiential learning, the Faculty of Science has partnered with industry partner Shopify to offer students a comprehensive work-integrated learning experience that begins in year one. Working alongside some of the best developers and computer scientists in the world, students learn by doing; applying the knowledge gained in the classroom to solving real, complex problems. Students graduate with eight semesters of paid work experience, which is double that available in the traditional co-op program.

Examples of community-focused experiential learning at Carleton include:

- Art History's practicum program, offered through its partnership with the Ottawa art community;
- Collaborations between Geomatics students and the Environmental Committee of Ottawa South (ECOS) and the Old Ottawa South Community Association (OSCA) to map Ottawa South;

- The work of students from the Sprott School of Business, who teach the fundamentals of business to grade 5 students through their partnership with the Ottawa Network for Education;
- The international internships done by students in the Bachelor of Public Affairs and Policy Management program at Arthur Kroeger College;
- The African Studies Abroad: Selected Topic (AFRI 3100) summer course run by the Institute of African Studies;
- The “Buckets to Rain Barrels” project in which students from the Sprott School of Business, and the Faculty of Engineering and Design collaborate to develop sustainable water harvesting technologies for villages in Tanzania;
- The Virtual Senate Tour: Under the umbrella of the Faculty of Engineering and Design’s Azrieli School of Architecture and Urbanism, students in the Carleton Immersive Media Studio are using cutting edge digital technologies to help the federal government document, rehabilitate, and showcase the historic parliament buildings as part of Canada’s 150th birthday festivities.

Carleton University has fully embraced the paradigm of experiential learning as one of the most effective approaches to promoting student engagement, deep learning and success. A proposal has been made to adopt experiential learning as a seventh university-wide, degree-level expectation.

A 2010 survey conducted by the Carleton Community-Engaged Pedagogy Group (CCEP), a grassroots, faculty-based community of practice supported by Carleton’s Educational Development Centre (EDC), found that over 2,500 students were involved in community-based experiential learning initiatives with partner organizations from several public, private and not-for-profit sectors, working at local, national and international levels.

One indication of Carleton’s commitment is the institutional support given to members of the CCEP, who are currently leading a seven-year, nation-wide Social Sciences and Humanities Research Council (SSHRC)-funded Partnership Grant project — Community First: Impacts of Community Engagement. This project aims to optimize benefits to community organizations that participate in community-based research, community service learning, or other forms of community-campus engagement.

Carleton’s approach to innovation in teaching and learning excellence is supported by our Education Development Centre (EDC), which has a 25-year record of offering a wide range of professional development opportunities to our faculty, contract instructors and teaching assistants. The Ministry of Advanced Education and Skills Development (MAESD) awarded Carleton Productivity and Innovation Funds (PIF) to develop a Blended and Online Teaching Certificate as an open-educational resource for the Ontario postsecondary education network. According to a Higher Education Quality Council of Ontario report,³ Carleton is among the Ontario universities that invests the most funds in new faculty orientation. Our professional development

³ The HECQO report can be found at <http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Role-of-New-Faculty-Orientations-in-Improving-the-Effectiveness-of-University-Teaching-%E2%80%93-Part-1-University-Sector.aspx>

offerings are all available to contract instructors who also receive an orientation that is designed specifically for their needs.

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3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.

3.1 Institutional Approach to Improving Access and Equity

Carleton has built on its founding principles to become arguably the most accessible campus in Canada.

Carleton's tunnels – originally intended to provide access to maintenance staff – were expanded and opened for faculty, staff and student use in the 1960s, enabling persons with disabilities (PWD) to move freely from building to building throughout the seasons. The following decade saw residences constructed that accommodated students with disabilities (SWD).

The establishment of the Paul Menton Centre (PMC) in 1990 provided a central location for the development of accessible programs, services and awareness on campus and beyond. PMC became an accessibility leader in the built environment and has set the standard for other Canadian universities through the development and distribution of the Accessibility Audit Checklist (1994).

The PMC is also leveraging Carleton's entrepreneurial expertise — such as the university's award-winning Lead To Win business incubator and the Technology Innovation Management (TIM) program⁴ — to help students with disabilities create their own companies. Other student support service offices also deliver programs and support to persons with disabilities in collaboration with the PMC. Scheduling and Examination Services provides accommodation needs to both students and instructors during scheduled tests and exams through the McIntyre Exam Centre. Housing and Residence Life Services are committed to providing barrier-free facilities. As buildings are updated, the needs of PWD are taken into consideration.

Launched in 2012 by Carleton and PMC, the Research, Education, Accessibility and Design (READ) Initiative is a campus-wide initiative dedicated to access and the inclusion of persons with disabilities on campus, in the community and around the world.

⁴ In November 2015, Lead To Win was recognized as one of the best university incubators in North America by UBI Global.

Carleton University's Aboriginal Education Council was established in October 2013 with a mandate to promote, guide and oversee the implementation of Carleton's Aboriginal Co-ordinated Strategy. Carleton University creates an open and welcoming environment that encourages Aboriginal peoples and communities to establish a connection to fully participate in campus life. This includes cultivating a safe space for creative and critical inquiry, where the shared history and separate histories of Aboriginal peoples and Canadians may be explored.

The university prioritizes a safe and respectful environment for students, faculty and staff.

Carleton University is committed to offering access to academic programs. The Enriched Support Program (ESP), offered by Carleton's Centre for Initiatives in Education, offers students whose high school grades do not reflect their academic potential or who are apprehensive about returning to school after an absence, an opportunity to prove their academic ability in a structured university environment. After the ESP year, students who attain the necessary grade point average in their ESP courses are eligible for acceptance into a full-time degree program. The Aboriginal Enriched Support Program (AESP) is a stream of the ESP, offering alternative admission opportunities — as well as academic and social support — to First Nations, Métis and Inuit students in their first year of university studies.

The university encourages applications from mature applicants. This admission pathway is designed for students who are not able to meet the normal admission requirements, but who can demonstrate that they have completed the required prerequisites. Additionally, students who have not been admitted to a degree program are able to take degree-credit courses with a view to qualifying for admission, improving professional qualifications, or gaining transfer credit.

Carleton University collaborates with various organizations and facilitates a number of events designed to encourage more women to participate in STEM fields. These organizations include Virtual Ventures, Carleton University Women in Science and Engineering (CU-WISE) and Science Rendezvous. We also make a conscious effort to hire a female engineering graduate as a high school recruiter every year.

3.2 Examples of Institutional Initiatives

- **Attendant Services Program:** Carleton University's Attendant Services Program provides 24-hour, year-round support — from light housekeeping to personal hygiene — to students with physical disabilities living in residence. The service expanded to include Algonquin College in 2001. Students comprise 90 percent of the attendants.
- **The Ontario Council of Universities and the Government of Ontario** collaborate each year to hold the Innovative Designs for Accessibility (IDeA) competition for students. For the past five years, the brightest young minds from across Ontario have competed to resolve accessibility barriers in society. Carleton University students have won first place in every competition since the inception of the contest.
- **2014 International Summit on Accessibility:** Carleton University partnered with the City of Ottawa and the Ministry of Economic Development, Trade and Employment to develop and deliver the first International Summit on Accessibility. The conference brought leaders from around the world together with more than 500 professionals in the accessibility sector.

- In November 2016, the day-long National Youth Forum was hosted at Carleton University. This event was a part of a series of consultations the government is holding between July 2016 and February 2017 with youth with disabilities and youth who have life, work or academic experience related to disability.
- In collaboration with PMC, Career Services launched Accessible Career Transitions (ACT), a program that offers tailored career development assistance to students and alumni with disabilities.
- Targeting undergraduate and graduate students, the From Intention to Action (FIT: Action) program was designed to prevent drop-out for students who are experiencing significant stress, as well as to promote mental health and prevent distress from escalating towards mental illness.
- The Centre for Student Academic Support (CSAS) offers services online so that students who are taking courses online do not miss out on the tools and skills to help them succeed at Carleton.
- The New Sun Joy Maclaren Adaptive Technology Centre provides adaptive technology to Carleton students with reading and vision disabilities so that they can consult texts online in formats that are accessible to them.
- Our Aboriginal Centre, Ojigkwanong, has expanded in size and is now located in the heart of campus. Designed by Douglas Cardinal and opened in fall 2013, it offers a truly welcoming space for our Aboriginal students and the community. Ojigkwanong plays a central role in helping to realize other elements of the Aboriginal Co-ordinated Strategy.
- Carleton University has been designated by MAESD as the Ontario University to offer a Master's program in Indigenous Policy and Administration, providing Carleton with an opportunity to build on the recognized strength of its programs in public policy and administration.
- The Centre for Aboriginal Culture and Education (CACE) supports Aboriginal (First Nations, Inuit and Métis) students through their academic journeys at Carleton University. CACE aims to increase the recruitment and retention of Aboriginal students, faculty and staff at Carleton by ensuring Aboriginal cultures, traditions, and worldviews are respected and represented on campus.
- The Indigenous Youth Futures partnership is a seven-year program of partnered research that brings together Indigenous and Western approaches to promoting youth resilience and prosperity in First Nations communities.
- Virtual Ventures is a not-for-profit organization run under the Faculty of Engineering and Design that offers nationally recognized technology and engineering programs for youths in grades one to 10. A part of their programming is focused on promoting STEM fields to girls.
- CU-WISE is a group of enthusiastic undergraduate and graduate students who encourage and support women to pursue an education or career in STEM.
- The Women in Engineering Stay Program is an event hosted on campus that provides prospective students with a unique opportunity to experience life as a Carleton Engineering student and celebrate what it means to be a woman engineer.

4.0 Research Excellence and Impact

This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally-recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.

4.1 Institutional Approach to Research Excellence and Impact

Carleton's Strategic Integrated Plan (SIP) and its Strategic Research Plan (SRP) envision that Carleton University be known as a university that promotes research excellence and connectedness and is recognized as a leader in research that focuses both on tangible outcomes and the development of knowledge with longer-term impacts. In the SRP, our emphasis on communities means positioning our research activities to be outward facing. By building connections and promoting system-wide leadership, Carleton is well positioned to have a transformational effect on the dialogue, paradigms, and systems-based approaches to building sustainable communities locally, nationally and globally.

To maximize our impact within scholarly realms, as well as other forums of knowledge mobilization Carleton:

- Promotes a research excellence culture across campus to support researchers, stimulate collaboration and ensure organizational effectiveness.
- Expands and strengthens multi-disciplinary partnerships and clusters locally, nationally and globally to advance research and scholarship. These partnerships include our community, government, industry and alumni.
- Engages graduate and undergraduate students in our research, thereby training future generations. This also allows students to develop hands-on skills, contribute to real-world problem solving, and gain experience through internships and co-op placements.
- Fosters a campus culture that supports internationalization and global learning, to attract and retain global talent and leverage our location in a global capital city.
- Supports our junior faculty to become the leaders of tomorrow.

4.2 Examples of Institutional Initiatives

- Carleton promotes a research excellence culture across campus to support researchers, stimulate collaboration and ensure organizational effectiveness.
 - Scholarly Communications: Carleton University recognizes the need to implement a framework to promote research excellence and facilitate the evolution of scholarly outputs into outcomes and impact. In this context, the Office of the Vice-President (Research and International) and the MacOdrum Library have implemented key initiatives and support systems to support research by faculty and graduate students in the areas of open access, research data management, and research information standards (Carleton has taken a lead position in the establishment of an ORCID Canadian framework).
 - Information Management and Data Storage: Information Technology Services is expanding its

services to researchers by providing appropriate data storage solutions to enable researchers to securely store and manage their data. This service will provide the required backup and access rights and comply with existing and emerging standards. Information Technology Services, the Office of the Vice-President (Research and International), the Faculty of Science and the Faculty of Engineering and Design are collaborating to launch Research Computing Services (RCS), which provides researchers with the support, expertise and resources necessary to conduct research computing. RCS personnel will support and assist researchers in using Advanced Research Computing (ARC) and high-performance resources available on- and off-campus. This support includes tutorials, training, workshops as well as assistance with porting and optimizing existing code.

- Expand and strengthen multi-disciplinary partnerships and clusters locally, nationally and globally to advance research and scholarship. In keeping with our institutional metrics, these partnerships include our community, government, industry and alumni.
 - Carleton's Global Water Institute
 - This Institute grew out of the recognition that more than 30 researchers across campus are working on matters closely related to the availability (resources and policy), safety (waste water and drinking water), security and accessibility of water domestically (Aboriginal communities) nationally (Great Lakes) and internationally (global health).
 - Carleton and the Jarislowsky Foundation invested \$4 million to create the Jarislowsky Chair in Water and Global Health. The university is also searching for a replacement CRC Tier 2 to complement the existing expertise. Other partners involved in this initiative include the South African academic chairs program and more than 25 industrial partners in Canada, US, Europe and China.
 - Key sources of funding include the Canada Research Chairs program, NSERC, IDRC, Carleton University and the Jarislowsky Foundation.
 - Astro-Particle and Underground Physics
 - In keeping with Carleton's commitment to basic as well as applied research, we have a longstanding commitment to maintaining our world-leading position in physics. Our publication record in these areas and our leadership roles in both the ATLAS and SNO projects solidify our position in the Canadian and indeed the world physics communities.
 - Carleton has invested more than \$1 million in retrofits of the physics building in the past two years. We have identified two new positions in support of the Canadian Particle Astrophysics Research Centre Canada First Research Excellence Fund led by Queen's University and have allocated our most recent Canada Research Chair Tier 1 to this endeavor. Carleton supports ATLAS, SNOLAB and TRIUMF research with internal resources annually amounting to hundreds of thousands of dollars.
 - Key partners in this endeavor include the European Organization for Nuclear Research (CERN), SNOLAB, and TRIUMF.

- Key sources of funding include the Canadian Foundation for Innovation (CFI), Canadian Research Chairs and NSERC; more than \$10 million has been received by these groups in the past 3 years.⁵
- Intelligent Systems
 - During the past decade, Carleton invested heavily in expanding the areas of computer, software, wireless and broadband communication. This expertise has grown and expanded to include cyber security, wireless (5G), robotics, autonomous systems, sensors, digital media and data analytics.
 - Eight years ago, Carleton invested in the new Canal building to house the expanded programs in this area and host the Alcatel, Blackberry, Texas Instruments, Mitel and Telus labs, amongst others. No fewer than six CRCs have been added to the faculty in these areas and recently a Cisco/NSERC senior chair in the area of Internet of Things was awarded. The new ARISE (Advanced Research and Innovation in Smart Environments) building will provide a collaborative space in ICT, health tech and clean tech linked to intelligent systems. Industrial consortia such as ENCQOR; CENGEN; and their partners such as Ericsson, Ciena, Cisco, Juniper, Nokia and QNX are all working on new projects for this space.
 - Partners principally include large numbers of industries spanning wireless companies, communications, software, aerospace, automotive and space and defense organizations as well as municipalities and developing concepts for smart cities.
 - Funders in this endeavor are mostly Industry (of all sizes) and federal programs.
- The Migration and Diaspora Studies (MDS)
 - This initiative grew out of researchers' – in FPA, FASS, and their international colleagues – growing concern for the plight of refugees and migrants worldwide. Their internationally-recognized research advances Carleton's strategic goal of contributing to global prosperity.⁶
 - The MDS Initiative encompasses individual and joint research activities in the humanities and social sciences that focus on the social, cultural, economic, and political implications of the movement of people. In October 2015, Carleton University recognized MDS with an award for building connections across the university that have had a sustained impact both over time and across research programs.

⁵ This includes funding from CFI (\$6,385,485) and NSERC (\$3,925,572).

⁶ Examples include a recent Carleton news release at <https://carleton.ca/fpa/2017/professors-play-key-roles-in-world-refugee-council/>; Dr. James Milner is currently Research Director for the [World Refugee Council](#), Senior Fellow at the [Centre for International Governance Innovation](#) (CIGI), and Research Associate at the [Refugee Studies Centre](#), University of Oxford. He is often asked to brief member states and non-governmental organizations at the United Nations in NY on issues of refugees and migration. Another faculty member of MDS, Daiva Stasiulis served as the Chair of the United Nations Expert Group Meeting on Violence against Migrant Workers in connection with her research on foreign domestic workers.

- Key sources of funding and partnerships include TD Bank, SSHRC, Carleton University, Banting Postdoctoral Program, Mitacs, Province of Ontario, Immigration, Refugees and Citizenship Canada, Global Affairs Canada, United Nations High Commission for Refugees in Canada, CARE Canada, Oxfam Canada, Oxfam Quebec.
- Student Engagement in Research: Research Linked Interdisciplinary Programs (in addition to those included under Sections 1 and 5) include:
 - Carleton Sustainable Energy Research Centre (CSERC)
 - This multi-disciplinary research team builds on our long-standing expertise in public policy and energy research. Carleton University's Faculties of Public Affairs and Engineering and Design undertake research and offer students a choice of academic programs to prepare for their role as the next generation of professionals and leaders who will address sustainable energy issues and develop practical real world solutions. Canada will need both innovative engineering and progressive policies in sustainable energy over the next decade to address and profit from these emerging challenges.
 - Carleton provided a start-up grant of \$300,000, plus three new positions to launch this Centre and continues to hire in this area, including the allocation of a CRC Tier 1 and a CRC Tier 2.
 - CSERC's faculty members are academic leaders who are engaged in meaningful partnerships across sectors, including governmental agencies, private sector, academe and non-profit.
 - In the past five years alone, this group has secured approximately \$30 million in research funding, including the \$2 million CFI-funded solar house, NRCan, Industry, and Tri-Agency funding.⁷ This theme fundamentally supports our commitment to climate change, Indigenous studies and Northern research found across the campus.
 - Data Sciences Program
 - In keeping with our focus on developing breadth in research and programs we have capitalized on our research strengths across all five faculties, including scholars of journalism, geography, economics, computer science and engineering who focus on data analytics. Carleton has a long and impressive pedigree in engineering and computer sciences and our approach to building pan-campus initiatives allows us to offer unique research opportunities for students of all disciplines.
 - Carleton has invested in the Data Science program over the first three years. Current partners include IBM, Cisco, INTERSET, Invest Ottawa, Canarie and CATA Alliance, among others. Funders include private industry (internships), Mitacs and NSERC/SSHRC/CIHR.
 - Research, Education, Accessibility and Design (READ)

⁷ This includes 10 per cent from industry, 35 per cent from federal sources and 50 per cent from the Strategic Investment Fund.

- Carleton is one of Canada’s most accessible campuses, with a focus on student accessibility both physically and academically. Carleton also hosts considerable strength in biomedical engineering, medical devices, and industrial design. Because of this, the READ initiative expanded beyond student accessibility to create a research centre focusing on accessibility issues.
 - Carleton has allocated a CRC Tier 2 to biomedical engineering and has funded the READ initiative over its first five years.
 - Current partners include: Ottawa hospitals, Council of Canadians with Disabilities, OpenConcept Consulting, David Berman Communications, Canadian National Institute for the Blind, Squire Society, Tetra Society of North America, E 4 Abilities Centre Ottawa, and international partners. This theme supports our emphasis on healthy aging, patient monitoring, preventative medicine and our growing health sciences programs in general.
 - Most recent funding includes \$1.65 million from the NSERC Collaborative Research and Training Experience Program.
- Forensic Psychology
- The Forensic Psychology Research Centre partners with Canadian organizations such as the Royal Canadian Mounted Police (RCMP) and Correctional Service of Canada as affiliates and with international researcher affiliates. There are a number of other colleagues across Carleton from the School of Business, Criminology, and Information Technology who are actively engaged with this work. No other university in Canada provides the depth or breath in forensic psychology that Carleton University has both at the undergraduate and graduate levels.⁸
 - All forensic faculty members have research programs that are externally funded by Tri-Council funding or other types of government contract work. As well, four of the eight faculty members have CFI-funded laboratories that are used to conduct leading-edge research.
 - Current research is being applied to parole decision-making across Canada, the U.S., and New Zealand. Canada’s policing agency, the RCMP, is using work from forensic psychology researchers at Carleton to better understand use-of-force in the field. Moreover, research around violent offending and female offending is routinely used to better understand program needs for prevention, intervention, and overall reduced offending. Consultations occur globally regarding best practices for child witnesses-victims. This work further recognizes the excellence in cognate departments such as law and legal studies, journalism and communication.

⁸ The PSYC Cycle Program Review from 2014-15, which was evaluated by External Reviewers included the following statement on p.12: *“The Forensic Psychology research area is one of the strongest experimental programs in Canada. Forensic faculty are known for both their strong lab research (e.g., Pozzulo, Eyewitness testimony; Nunes, Sex offender research) as well as their more applied contributions, such as Serin’s work on Risk Assessment, quickly becoming the international standard, and Bennell’s work in the area of police psychology, including collaborations with the RCMP and researchers in the UK.”*

Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, and students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

4.3 Institutional Approach to Innovation, Economic Development and Community Engagement

Carleton University was founded in 1942 by community leaders who wanted to establish a university to educate and train students for the jobs and needs of the post-war economy. As a result, Carleton has always had very strong community roots and yet, because of its location in Canada's national capital, Carleton has always worked in the national and international context while supporting the economic, social and cultural development of the National Capital Region and Eastern Ontario. In today's global economy, Carleton is focused more than ever before on its global as well as its local reach, and this is emphasized in the strategic focus of our Strategic Integrated Plan, namely "Sustainable Communities – Global Prosperity". As a university community, we strongly believe that global prosperity cannot be achieved unless it is based upon sustainable communities, and we have been working to ensure that this belief is translated into action.

Carleton University's research, academic programming and community engagement have a strong focus on innovation and economic development as pillars of community sustainability. We have continued to build upon the strong historical relationship between Carleton and the regional economy by highlighting our particular strengths in supporting key economic sectors such as information and communications technologies, public service, journalism, communications, financial services, health sciences, social work, architecture and design, business innovation and entrepreneurship, biomedical technology, engineering, engineering physics, and global and international affairs. Carleton undergraduate students in all fields are offered a minor in entrepreneurship. This is an important commitment to providing educational opportunities for a changing employment market. The Technology Innovation Management (TIM) Program at Carleton is a unique Master's program, providing the knowledge, skills and contacts for students with startup ideas to bring them into being. In 2013, Carleton University's regional economic impact was estimated at just under \$3 billion per year (Doyletech 2013; OIRP 2013).⁹

⁹ Doyletech Corporation. Report on Carleton University Project on Founders Database and Case Studies in Research Outcomes. Prepared for Carleton University. (Ottawa: 2013); Office of Institutional Research and Planning, Carleton University, November 2013.

In addition to programs that provide students with the knowledge and skills to make direct contributions to Ontario's economy and innovation agenda, Carleton has a significant and distinctive track record of community-engaged research and knowledge mobilization. For over 15 years, the Carleton Centre for Community Innovation (3CI) has played an important role as a university research centre linking faculty, students and communities on issues of economic development, benchmarking to prepare for natural resource development, and impact investing. Carleton University is also one of the founding anchor institutions, along with the Brazilian organization COEP, in the creation of a new international network, the Better Futures Network. The Network focuses on research and engagement concerning the link among improved livelihoods, citizenship, communities and universities.

Over the past three years, Carleton has delivered on its plan to establish a Leadership Initiative on Regional Economic Prosperity and Sustainable Development in Eastern Ontario. This initiative was launched with the establishment of the Eastern Ontario Regional Economic Development Task Force. Through this task force, we have engaged with senior leaders from other post-secondary institutions, communities, and from all economic sectors across the region to chart a course to build economic prosperity and sustainability.

Carleton has a number of very successful programs that generate new companies and foster entrepreneurship within the region, including the well-established Lead To Win start-up incubator program and Carleton Entrepreneurs, an accelerator program in the Sprott School of Business. Carleton Entrepreneurs is dedicated to supporting student entrepreneurs from across the university as they launch and grow their new ventures under the expert mentorship of successful alumni of the program. We have also introduced a Master of Entrepreneurship as a new degree path in the well-established TIM program. One of the major features of the new Nichol Building, which will house the Sprott School of Business, is an Entrepreneurship Centre, which will provide a physical space to bring together these programs and initiatives and create an entrepreneurship hub by which Carleton will expand its impact upon the regional economy.

Also, the new ARISE (Advanced Research and Innovation in Smart Environments) Building, currently under construction and funded through the federal government's infrastructure program, will feature a Centre for Industrial Innovation in Energy, Water, and Environmental Research and Development. The new building will also house a Centre for Knowledge Mobilization and Social Entrepreneurship, working with regional industries and organizations to create partnerships in social and technological innovations.

Under SMA1, Carleton has also initiated a new community engagement project called Carleton Connected. Carleton Connected will provide an online portal for external organizations and communities to access Carleton's many resources and opportunities for community engagement. The portal will provide resources for faculty to help them engage with external campus partners. Carleton Connected will provide opportunities for students to become engaged with community-based research and service learning experiences.

These are a few of the concrete initiatives that demonstrate Carleton University's commitment to jobs, innovation and economic development.

4.4 Examples of Institutional Initiatives

Carleton University is working in partnership with the City of Ottawa, the municipalities of Eastern Ontario — in particular, Cornwall — and the high-tech sectors in Kanata and Orléans.

- The Eastern Ontario Regional Economic Development Task Force is composed of representatives of the mayors, wardens, economic development officers, universities (Carleton, Ottawa, Queens and Trent) and colleges (Algonquin, La Cité, Fleming, Loyalist, and St. Lawrence).
- The Task Force has identified workforce development, the improved use of vacant factories or factories used only for storage as part of a robust regional development plan, and the proposed Micro-Co-Op Emporium at Carleton University as priorities. The Micro-Co-Op Emporium will improve opportunities for co-op placements with small- to medium-sized high-tech companies.
- The Task Force is planning a think-tank exercise on the municipal workplace of the future. The goal is to help identify the skills and competencies needed so that education and training initiatives can be designed accordingly and has identified possible funding sources and attracted the interest of municipalities in other regions of Ontario.
- Pending approval of the Board of Governors, the development of the Dominion/Chalmers Church property will become a hub for cultural and social innovation and performance. This historic facility will provide a downtown location for concerts, engaged teaching and learning, research, outreach and partnerships with community groups and other institutions like Algonquin College. This centre will provide work experiences for students at both Carleton and Algonquin.
- An innovation centre in Kanata would expand and extend current activities on campus and in the ARISE building, especially in the areas of communications, computer, mechanical and aerospace engineering and transportation, research on water and clean technologies in environmental engineering, science and policy. This centre would be developed on the initiative of businesses in Kanata and would include Algonquin College, the University of Ottawa and Carleton University.
- Orléans is the site of the VENUS Cybersecurity Corporation, a partnership between Carleton, the City of Ottawa, the federal and provincial governments, and industry. Developed under the leadership of Dr. Tony Bailetti at the Sprott School of Business, VENUS is a not-for-profit organization designed to make Canada a leader in cybersecurity.
- An example of Carleton's support of a community is Cornwall where we have undertaken a number of activities with a panoply of community groups and organizations demonstrating the complexity of civic engagement and community and economic development.
 - St. Lawrence College: A large number of pathways have been negotiated between the College and Carleton. An additional joint program is currently under discussion.
 - The River Institute: Collaboration between the Department of Biology and the Institute has resulted in research initiatives and summer programming opportunities.
 - The Entrepreneurship and Innovation Centre: This is a proposed venture with the municipality, the NAV Centre, and Carleton University. The goal of the Centre is to create and develop businesses in the region, especially in the high-tech and aerospace fields.
 - Aerospace and the NAV Centre. This most significant collaboration is about joint research and shared teaching, short-term goals in teaching include the offering of certificates and diplomas in areas of shared interest

- Engagement with First Nations, Métis and Inuit Communities: Through its Aboriginal Education Council, Centre for Aboriginal Education and Culture and its undergraduate and graduate programs, the university is actively engaging with proximate Algonquin First Nations and the Mohawk Council of Akwesasne. The Kitigan Zibi First Nation and the Native North American Traveling College (based in Akwesasne) have collaborated in delivery of our Graduate Diploma in Indigenous Public Administration. Since 2010, Carleton has had a Visiting Elder program to engage the community in learning about First Nations, Métis and Inuit culture and to support students. The Carleton University Institute on the Ethics of Research with Indigenous Peoples (CUIERIP) has engaged Indigenous community members as teaching faculty since it was established in 2014. CUIERIP is unique within Canada, as suggested by annual funding from the Tri Council Secretariat on the Responsible Conduct of Research and SSHRC. It is a hands-on education initiative designed to foster good practice in in research with First Nations, Métis and Inuit peoples.
- Carleton Experiential Learning Advisory Group (CELAG): Under this initiative, Carleton is establishing an employers' advisory group to increase communications between the university and employers, to provide advice on how we can better meet the needs of employers, and create opportunities on how employers can access the talent pool on campus and create experiential learning opportunities for students. It is hoped to establish the Employers' Forum in the fall of 2017.

5.0 Differentiation Areas of Focus

In reviewing each of the five envelopes individually and as a whole, Carleton weighs our priorities as follows:

- Research Excellence and Impact – 40%
- Student Experience – 20%
- Innovation in Teaching and Learning Excellence – 20%
- Innovation, Economic Development and Community Engagement – 10%
- Access and Equity – 10%

This weighting balance reflects Carleton’s comprehensiveness, and the fact that we are both research and teaching intensive in our outlook and our activities. ‘Research Excellence and Impact’ and ‘Innovation, Economic Development and Community Engagement’ are both critical aspects of Carleton’s academic mission, and together they define how Carleton impacts our region and the world through research productivity and application, innovation, entrepreneurship, external partnerships, and community engagement. Together, these two envelopes constitute 50% of our priority weighting. The other 50% is comprised of ‘Student Experience’, ‘Innovation in Teaching and Learning Excellence’, and ‘Access and Equity’. These three areas all focus around the central academic mission of the university to teach and create a superb learning environment for all of our students. Thus, we have half of our priority weighting on those aspects that involve student learning and half of our weighting on those that involve research and external impacts of the work of the university.

We are asked to consider the distinctive qualities of Carleton University and what makes Carleton different from other universities.

1. Non-affiliated. Carleton is one of the few institutions in Canada not sponsored by a religious body. Proudly open to students, staff and faculty of all religions and cultures, Carleton is consequently diverse in population, points of view and culture. That openness was evident in the first class of journalism graduates who were women in a time when there were no women journalists and when women were stepping forward to fill needed positions in many fields. This diversity in the composition of the academic community has led to a unique structure with faculties composed of non-traditional groupings of academic fields. In turn, this has resulted in a trailblazing history of interdisciplinarity in research. Research teams work creatively across disciplines and faculties contributing creative solutions to issues of signal importance. Today, this quality is evident in many programs such as health science policy, sustainable energy policy, global studies, political management (combining management, ethics, history of governance, politics and communication skills).
2. Focused. Focused on sustainable communities and working mainly in interdisciplinary fields like the environment, health, globalization and smart systems, Carleton has developed many courses of study that do not exist at other universities in Canada. They reflect the unique interdisciplinary focus but also serve as a visible demonstration of a deliberately unique university, pursuing unique programming. Included in these unique programs are Human/Computer Interaction, Non Profit Leadership and

Philanthropy, African Studies, Indigenous Policy and Administration and Big Data Policy and Analytics, for example.

3. Lean and attentive to the community. Founded by the community in the aftermath of the war, Carleton operated on a shoestring with support from the community and with a view to serving the needs of the population. Carleton is still today a very lean operation that enjoys strong support from the community and seeks to meet the changing needs of the population. This naturally means continued emphasis on high tech, government and governance, and international affairs. It means that the university is largely free of debt.
4. A balanced university. Carleton strives for excellence and innovation in teaching and learning, pursues excellence in research, and works to ensure the success and satisfaction of students by meeting their needs through student services. Today many universities consider themselves research institutions or ones primarily dedicated to teaching. Carleton is truly balanced-- both by intention and design.
5. Innovative. Carleton is not afraid to create new ideas and programs or to embrace new pedagogical techniques and the latest technologies. In our strategic plan, we describe ourselves as resilient, able to take risks and overcome failure. We do so each day as we find ways to reduce our carbon footprint, eliminate paper and design better classroom experiences.
6. Collaborative. At Carleton, we have always worked with other institutions, governments, international agencies, not-for-profit organizations, museums and cultural institutions. Our scientists are part of SNOLAB and Cern. All our Arts departments have co-ops in the region and our students and faculty members write the texts for major exhibits in museums, even winning the award for the best-curated exhibit at the Guggenheim in New York. Our engineers and industrial designers are much sought after around the world but their contributions to the local economy contribute to the fact that the highest numbers of patents per capita outside the Silicon Valley is in Ottawa. We work with community colleges and our neighbour, the University of Ottawa, with which we share many joint graduate institutes.
7. Local/National/International/Global. Located in Canada's Capital, Carleton's strong national and global identity is strengthened by the presence of the many embassies, exchanges and international students from 150 countries.
8. Caring. Very few universities would select this word as a descriptor. Yet, when you ask the community, students, faculty, staff, alumni, and visitors, all will declare that the university community is most caring and nurturing. This leads to excellence in student service and support. The Paul Menton Center offers one example of the way the university goes beyond being accessible to being welcoming. The success of our students who use the support offered demonstrates its effectiveness. Volunteer participation by the entire university community exemplifies this strength of care that leads to personal and professional engagement. Carleton students lead the country in raising funds for cancer research every year. When the alternative Spring Break was announced, so many students signed up to participate in mentoring in schools, building schools, cleaning the environment and serving the community that the program had to be expanded. Experiential learning and engagement have always been a part of the Carleton fabric.

6.0 Enrolment Strategy and Program Direction

6.1 Proposed Enrolment Plan and Corridor Midpoints

6.1.1 Projected Funding-Eligible Enrolments

	Projected 2017-18	Projected 2018-19	Projected 2019-20
Undergraduate			
• Fall Full-time Headcounts	18790	19093	19268
• FTEs	20795	21128	21315
• First-year Intake	5356	5386	5416
• WGU's	40802	41772	42295
Masters			
• Fall Full-time Headcounts	1793	1894	1961
• Fall Full-time Equivalent's	1926	2034	2106
• WGU's	7897	8339	8635
• New registrants	1037	1138	1205
Doctoral			
• Fall Full-time Headcounts	688	698	717
• Fall Full-time Equivalent's	713	724	743
• WGU's	6075	6168	6330
• New registrants	196	200	206
Total Enrolment			
• Fall Full-time Headcounts	21271	21686	21946
• WGU's	54773	56280	57260

Projected Weighted Enrolments and Corridor Midpoints

	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Estimated WGU's at corridor midpoint	N/A	53273	53273	53273
Estimated number of WGU's above or below corridor midpoint WGU's (without Moving Average Calculation)		1500	3007	3987
Estimated number of WGU's above or below corridor midpoint WGU's (with Moving Average Calculation)¹	N/A	0	300	901
1.				

6.1.2 Projected International Enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20
Undergraduate			
• Fall Full-time Headcounts	2397	2439	2490
• FTEs	3028	3135	3214
• First-year Intake	794	818	842
Masters			
• Fall Full-time Headcounts	738	784	832
• Fall Full-time Equivalents	750	796	845
• New registrants	418	443	469
Doctoral			
• Fall Full-time Headcounts	178	176	171
• Fall Full-time Equivalents	184	182	177
• New registrants	36	37	37
Total Enrolment			
• Full-time Headcounts	3313	3399	3493

Note: International enrolments include all funding ineligible international students.

7.2 International Enrolment Strategy and Collaboration

International engagement and a global perspective are crucial components of Carleton's academic and research mission. Carleton strives to continually expand its internationalization efforts and enhance its international reputation through multiple efforts, such as the:

- Formation of international academic and research partnership networks, and the promotion of global exchange of knowledge and ideas;
- Recruitment of highly qualified international students and faculty members;

- Formation of and participation in international research teams and networks;
- Provision of international exchange and other global study opportunities to Canadian students, and to international students from other institutions in our international network.

International student enrolment is a key element of Carleton’s overall strategy. Carleton receives thousands of international applications annually, which allows us to admit exceptional students worldwide on a selective basis. Key factors that influence Carleton’s recruitment activities include student mobility and demographic information, consideration of the Canadian and university trends, changes in how students gather their information and make decisions, the competitive climate of international student recruitment and the practical considerations of staffing, travel risks and accessibility of activities.

The criteria for selecting international markets for recruitment activity are based on a number of factors. These include an analysis of global student mobility statistics, statistics demonstrating national trends in incoming foreign students, priority markets identified by Global Affairs Canada and Carleton’s own application and enrolment figures. Each year, undergraduate and graduate enrolment strategies are reviewed and approved by senior management at Carleton University. We ensure a diverse student population by actively recruiting in more than 40 countries and into programs where we have capacity without limiting space for domestic students.

Carleton’s goal is to increase undergraduate international student enrolment overall by three per cent each year. This moderate growth allows us to ensure that we have appropriate support and services for our international students. At the graduate level, Carleton recruits top international students into programs where capacity exists beyond domestic enrolment. These students, in turn, enhance the university experience we can offer to our domestic students due to their diverse cultural backgrounds, different perspectives and life experiences. Moreover, they provide an additional source of highly qualified researchers, which allows Carleton to continue to foster global research relationships.

7.3 Strategic Areas of Program Strength and Expansion

Program Areas of Strength

1. In SMA1, Carleton indicated the following program areas of strength: Environment and Sustainability
2. Public Policy, Administration, and Governance
3. Information Technology
4. Human Behaviour and Development
5. Advanced Technology and Design
6. Business, Entrepreneurship, and Innovation
7. Media, Communications, and Culture
8. Global and International Studies
9. Life and Health Sciences
10. Law and Social Justice

Carleton is proposing no change in these ten areas of program strength for 2017-20. The proposed areas of program strength are intended to inform program approval processes.

Program Areas of Expansion

1. In SMA1, Carleton indicated the following program areas of growth: Global and International Studies
2. Information Management and Digital Media

3. Business, Entrepreneurship, and Governance
4. Advanced Technology and Innovation
5. Health Sciences

Carleton’s five areas of Program Expansion for 2017-20 are now as follows:

1. Global and International Studies
2. Information Management and Digital Media
3. Business, Entrepreneurship, and Governance
4. Advanced Technology and Innovation
5. Community Engagement, Engaged Communities

7.4 Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the university agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The university remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics*	2015-16 Actuals**	Comments
• Net Income / (Loss) Ratio	12.72%	
• Net Operating Revenues Ratio	13.61%	
• Primary Reserve Ratio	265 days	
• Interest Burden Ratio	0.83%	
• Viability Ratio	4.91	

**These were the metrics agreed upon through the COU/MAESD Working group during fall 2016.*

***2015-16 actuals under development - pending confirmation with the COU/MAESD Working group.*

Carleton’s system-wide 2015-16 financial metrics demonstrate a healthy financial position in relative and absolute terms. This is a result of ongoing prudent management of revenue and expenses and judicious use of internally restricted assets.

Some explanations of Carleton's financial metrics are in order to provide context on the university's ability to maintain financial sustainability. The underlying data used to calculate the financial ratios listed in the table above comes from the university's audited financial statements. These statements include all activities of the university (e.g. operating, ancillary, research, etc.) but do not necessarily reflect requirements to meet future obligations. For example, the Net Income/Loss and Net Operating Revenue ratios do not recognize changes in appropriations related to internally-restricted net assets.

The profitability ratios also have a significant impact on the calculation of the primary reserve and viability ratios, which in turn exclude the effect of Board approved internally restricted net assets.

Internally restricted net assets are funds restricted by the university for future commitments and projects to improve and invest in the university's campus facilities, information systems, equipment, programs and student aid. Of the Board approved internally restricted net assets, two make up the majority of the assets. One is for future pension liability to address the university's pension liabilities arising from actuarial assessments. The other is for capital infrastructure renewal to fund construction of new facilities and address deferred maintenance liabilities.

Concerning the Interest Burden Ratio, the favorable ratio is due to Carleton's relatively low level of long-term debt. Its long-term debt obligations are related to investments in ancillary operations, of which interest and principal repayments are totally funded by ancillary revenue. The ability of Carleton to maintain its ancillary operations on a full cost-recovery basis (including capital investments) is an important part of its approach to financial sustainability.

Due to the limited nature and extent of its debt obligations, Carleton does not require external reports from rating agencies. Although such assessments can be beneficial in some cases, the costs and internal resources required to develop and maintain such reports do not justify resulting benefits.

Assessing the future financial viability of post-secondary institutions is a complex exercise. The use of standard financial ratios such as the system-wide metrics reported as part of the SMA will provide meaningful indicators of financial health in terms of operating performance and cash flow.

The financial sustainability of Carleton is heavily influenced by the mix of incremental grants and tuition fees on one hand and wages and benefits increases on the other. Management of enrolment growth and continuing focus on controlling expenditures will continue to help Carleton deal with the challenges of expected changes in student demographics and funding levels.

7.5 Other Sustainability Issues

The Assurance of Academic Program Sustainability

New Programs

All proposed new programs at Carleton University must first be submitted to the Vice-Presidents' Academic and Research Committee (VPARC), whose membership is made up of the Vice-Presidents, the Associate and Assistant Vice-Presidents (Academic), the Deans, and the Assistant Vice-Presidents Institutional Research and Planning, and Finance. The document submitted to VPARC consists of an Executive Summary and Business Plan. VPARC must be satisfied that the proposed program supports the university's Mission and Strategic Integrated Plan, and that it is financially viable. If the proposed program is approved by VPARC and requires new resources, it is submitted to the university's Financial Planning Group (made up of the President and Vice-Presidents), which decides if new resources are to be made available.

The Closure of Programs

The university routinely closes programs whose enrolments do not warrant their continuation. Closure may be either voluntary or required.

The Development of Environmental Sustainability Programs at Carleton University

Introduction

Carleton University has embraced sustainability in many forms and in many aspects of operations – in research and academic programs. To ensure a cohesive and structured approach that will – in itself – be sustainable, the next step is the ongoing implementation of our sustainability strategic plan for campus operations.

At Carleton University, we believe that sustainability means to live, learn and grow within our campus community in a manner that protects and strengthens our physical and social environments such that the students, staff and faculty of future generations can continue to develop and enjoy our campus community.

The sustainability strategic plan has provided the university with a clear set of recommendations and program initiatives, across key sustainability themes, including waste management, energy and greenhouse gas emissions and transportation.

Energy Efficiency

In 2012, Carleton University entered into a long-term energy services business partnership with Honeywell to identify opportunities and implement initiatives to conserve energy, improve the indoor environment and create sustainable solutions for the campus. The approach was to:

-
- Perform an inventory of existing energy and water usage to establish a baseline;
 - Align improvements with an existing Carleton 'Campus Master Plan' and future energy requirements;
 - Conduct assessments to identify opportunities in select facilities, and implement energy conservation measures in these facilities in a prioritized manner.

The energy conservation measures include new construction, retrofits, mechanical upgrades (including chiller and boiler upgrades) heating, ventilation and air conditioning (HVAC) system improvements, building automation system controls, lighting and building envelope. Consideration was also made to ongoing occupancy engagement and comfort levels.

Waste and Recycling

In 2014-15, Carleton University produced approximately 2,350 metric tons of waste. Of this waste, 1,431 tons, or 61 per cent, were diverted through numerous reuse, composting and recycling programs. This is an increase of 18% on our baseline of 2008-09. This increase was achieved in part through the implementation of various initiatives on campus including the addition of more recycling containers on campus, updating and providing concise signage and education materials, diverting other materials such as unwanted furniture and an emphasis on residence move-in and move-out programs.

To better understand the waste streams, building level waste audits are conducted every year on campus. The results of these audits are used to evaluate where improvements are needed, to determine waste contamination levels and subsequently to inform community engagement and education.

In 2015, Carleton entered into a new waste contract and as part of this development the type of materials available for recycling was expanded. In addition newly revised waste signage and an annual program of waste audits was introduced to target waste contamination and further improve engagement programs with students and the wider community on what can be recycled on campus. This has led to revisions in bin placement and changes to waste types collected in buildings, including introducing compost waste bins for areas with kitchen waste being generated.

Transportation

In general, the transportation sector is a major contributor to greenhouse gas production. However, Carleton University has a relatively small fleet of vehicles of which the majority is already electric thus considerably reducing emissions.

In 2015, working with Parking Services, a fully revised long-term Demand Transportation Plan was developed to both develop existing work and ensure that the way students, staff and faculty get to and from Carleton University is as sustainable as possible.

7.0 Institutional Collaborations and Partnerships

Carleton University has a history of providing a range of learning opportunities to ensure student access through partnerships, pathways and collaborative programs. At the undergraduate level, we have 195 well established transfer pathways with all 24 Ontario Colleges, including 26 with our neighbour, Algonquin College. Several of these pathways allow students access with advanced standing to popular programs such as Criminology and Criminal Justice, Child Studies, and Social Work. A newly created articulation agreement with Algonquin College's three-year Business Diploma and the Bachelor of Commerce at Carleton allows students to begin their studies with third-year standing.

In partnership with Fleming College, students who complete the one-year Ontario College Certificate in the Fleming General Arts and Science—University Transfer program are admitted into Carleton's Bachelor of Arts with second-year standing.

In 2015, Carleton University and St. Lawrence College signed a memorandum of understanding to collaborate in program delivery, credit transfer, applied research, entrepreneurship and other activities. At the same time, 14 pathway agreements were signed in programs that included social service worker, police foundations, law clerk, environmental technician early childhood education. The two institutions continue to explore opportunities for other collaborative programs.

All of these general and specific pathways are designed to not only provide access but also shorten time to completion for students transferring from Ontario colleges to Carleton.

The joint collaboration between Carleton University and Algonquin College for delivery of the Bachelor of Information Technology (BIT) programs provides students with both practical experience and a solid theoretical background. The programs are distinctive in that students study at both institutions every week of the four years of the programs, thus benefitting from a constant and intense cross-fertilization of the practical and theoretical. The four programs offered as part of this degree (Interactive Multimedia and Design, Network Technology, Photonics and Laser Technology, and Information Resource Management) also offer opportunities for industrial placements (co-op). Carleton and Algonquin are currently exploring the potential for an Honours Bachelor's program in Built Heritage that will concurrently fulfill the requirements for Algonquin's heritage diplomas and leverage the international profile of the research and teaching being conducted at Algonquin's Perth campus. The two institutions are also exploring the development of a Bachelor's Program in Applied Museum Studies.

Carleton's strong relationship with Algonquin College extends beyond initiatives to promote diploma-to-degree transfer. The Make the CUT (College/University Transition) program is designed to assist students with learning disabilities or Attention Deficit Hyperactivity Disorder make a successful transition from secondary school to college or university. This joint initiative between Carleton University and Algonquin College is also offered in collaboration with the Ottawa-Carleton District School Board, the Ottawa Catholic District School Board, the Upper Canada District School Board, the Catholic District School Board of Eastern Ontario, the Renfrew County District School Board and the Renfrew County Catholic District School Board.

Carleton University and the University of Ottawa have the largest number of joint graduate programs in Ontario.¹⁰ Nearly all the graduate programs of the two universities in Science and Engineering are joint programs, as is the doctoral program in Economics. These are offered through 10 Joint Ottawa-Carleton Institutes, the Ottawa-Carleton Geoscience Centre, and the recently established Ottawa-Carleton Graduate School of Economics. An additional joint program has recently been approved to commence by the Ontario Universities Council on Quality Assurance: a joint doctoral program in Biomedical Engineering. The inter-institutional cooperation between Carleton University and the University of Ottawa provides students with an unparalleled selection of course offerings and access to research expertise on both campuses, nurturing an impressive range of research collaboration and co-supervisions across the two institutions. For instance, the Ottawa-Carleton Institute for Electrical and Computer Engineering has, to our knowledge, the largest concentration of research faculty in this area in Canada. The research contributions of graduate students in all these programs constitute a major catalyst to research excellence and innovation.

Carleton's Office of Quality Initiatives (OQI), is its centre for organizational excellence and development. OQI enables positive change and innovation by providing continuous improvement leadership through frameworks, tools, processes, and advising to advance Carleton's achievement of strategic goals and departmental objectives. Services include benchmarking, lean transformation, process review, and service excellence, among others. A recent related initiative in partnership with the University of Sheffield has resulted in the creation of the Higher Education Leadership Forum (HELFF). HELFF brings delegates from international universities together in order to share, learn and inspire leadership development in new and innovative ways in the context of the complexity of Higher Education. The aim of the Forum is to promote international collaboration in the field of developing leaders and leadership systems in higher education; to build stronger connections, share leading practices and learn from others; and to establish an international community of engaged higher education leadership development specialists. In 2017, the Higher Education Leadership Forum has attracted 85 participants from 36 institutions from across Canada, the U.S., the U.K., Australia and Singapore.

Carleton also works cooperatively with Algonquin College with regards to its Attendant Services Program. It is funded by the Ontario Ministry of Health and Long Term Care through the Champlain Region Local Health Integrated Network. Carleton also works with the University of Ottawa in sharing software purchases and future software developments.

Dominican University College

Carleton University has been affiliated with Dominican University College¹¹, a fully bilingual institution, since May 2012. This is a unique relationship in the Ontario university system since it combines two very different institutional cultures in a manner that expands the institutional differentiation of both universities. The

¹⁰ Please see the following document on the Ontario Universities Council on Quality Assurance website:
<http://oucqa.ca/wp-content/uploads/2017/05/OCGS-Approved-Graduate-Programs-in-Ontario-by-University.pdf>

¹¹ See www.dominicanu.ca

affiliation supports services that promote the Francophone community in Ontario. Additionally, it maintains the financial sustainability of a small and specialized liberal arts institution.

Dominican University College is an active member of the consortium of Francophone and bilingual postsecondary institutions. It participates in an initiative called Politique d'aménagement linguistique (PAL) to promote Franco-Ontarian culture. The affiliated university has also recently joined the ONCAT membership to develop innovative student pathways across postsecondary institutions.

Through these systems and the global Dominican network, Dominican University College offers students a diverse and strong education in the liberal arts, more specifically, in philosophy and theology. It attracts students from countries around the world.

To provide students access to high-quality learning opportunities in specialized programs in philosophy and theology, the Dominican University College has created partnerships with a number of like-mandated institutions both provincially (Saint Paul University, University of Sudbury and Glendon College) and internationally (Dominican School of Philosophy and Theology, Berkeley and Anger, France). The aim of these partnerships is to facilitate students' access to philosophy and theology courses offered in French throughout Ontario, regardless of their location. This is particularly relevant in these two specialized educational domains, where French academic resources are rare.

Dominican University College offers a variety of programs which are significantly different from those available at Carleton, or other universities in the National Capital Region. It is the only institution in Ontario with fully accredited bilingual programs at the undergraduate as well as the Masters and Ph.D. levels in both philosophy and theology. These programs are complimentary to those of Carleton University and other universities in the region. The strategic networks nurtured by the Dominican University College with colleagues in other professional areas, such as healthcare, law, applied ethics, and economics represent added value for both institutions and students. This is especially significant given the need for providing the philosophical, ethical and historical context for the knowledge-based economy of today and the future.

Ottawa: The Education City

Algonquin College, Carleton University, La Cité Collégiale and the University of Ottawa will work on a pilot for the next three years to develop a unique learner-driven partnership focusing on flexible, personalized delivery and career pathways. Stackable, non-degree credentialed offerings will focus on developing the skills required to meet the highly skilled workforce needs of business and industry in Ottawa and the Ottawa Valley.

We intend to be innovative and conceive of ways of sharing our location and unique strengths to achieve common goals of excellence in academic pursuits, increase transferability opportunities and the management and operations that underpin them while pursuing partnerships with eCampus Ontario and ONCAT. Students will be connected more than ever to work-integrated learning, pathways to employment and labour market information through a unique partnership with Magnet, LinkedIn and the Ottawa Local Employment Planning Council.

One of the results of these partnerships and collaborations will be short, outcomes-based delivery providing stackable badges and certificates. Our faculty members will be brought together to explore better understanding of the curriculums of each of our institutions. We are proposing new ways of teaching and joint programming.

All four postsecondary education institutions in the City of Ottawa have demonstrated a commitment toward working with Indigenous communities on the Truth and Reconciliation Commission's calls to action. This partnership will work to embed Indigenous ways of knowing in its framework for the benefit of all students.

This will be the first umbrella partnership between four institutions in one city, offering college and university courses in the Canada's two official languages. It will turn Ontario's second-largest city into a living lab for flexible, personalized postsecondary education program delivery and career pathways. We would be pleased to work with government on this pilot in order to inform postsecondary education policy for the benefit of students and to meet the current and future needs of industry.

8.0 Ministry/Government Commitments

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Placeholder
- Placeholder
- Placeholder

The Ministry and the University are committed to continuing to work together to:

- Placeholder
- Placeholder
- Placeholder

SIGNED for and on behalf of the Ministry of Advanced Education and Skills Development by:

SIGNED for and on behalf of [LEGAL NAME OF INSTITUTION] by:

Sheldon Levy
Deputy Minister

(NAME)
President

Date

Date