

DATE: November 17, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair, Senate Quality Assurance and Planning Committee

RE: 2021-22 Calendar Curriculum Proposals
Graduate Major Modifications

Background

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

Documentation

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

Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 3 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

THAT Senate approve the major modifications as presented below with effect from Fall 2021.

Major Modifications

1. ENGL 6901

SCCASP approval: October 20, 2020

SQAPC approval: November 12, 2020

Senate Motion November 27, 2020

THAT Senate approve the deletion of ENGL 6901 as presented with effect from Fall 2021.

2. MA Sociology & MA Anthropology Collaborative Specialization in Latin American and Caribbean Studies

SCCASP approval: November 3, 2020

SQAPC approval: November 12, 2020

Senate Motion November 27, 2020

THAT Senate approve the introduction of the collaborative specialization in Latin American and Caribbean Studies to the MA program in Sociology and the MA program in Anthropology as presented with effect from Fall 2021.

3. PhD Management

SCCASP approval: October 6, 2020

SQAPC approval: October 8, 2020

Senate Motion November 27, 2020

THAT Senate approve the major modification to the admission requirements for the PhD in Management as presented with effect from Fall 2021.

Course Change Request

A deleted record cannot be edited

Course Delete Proposal

Date Submitted: 09/02/20 2:31 pm

Viewing: **ENGL 6901 : Doctoral Research Project**

Last approved: 03/12/19 3:10 am

Last edit: 09/08/20 2:25 pm

Changes proposed by: sandrabauer

Calendar Pages referencing this course	English English (ENGL)
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In Workflow

- 1. ENGL ChairDir GR
- 2. AS Dean
- 3. GRAD Dean
- 4. PRE GRAD FCC
- 5. GRAD FCC
- 6. GRAD FBoard
- 7. PRE SCCASP
- 8. SCCASP
- 9. SQAPC
- 10. Senate
- 11. Banner

Approval Path

- 1. 08/31/20 2:41 pm
Judy Katz (judykatz):
Approved for ENGL
ChairDir GR
- 2. 09/01/20 4:47 pm
Sandra Bauer
(sandrabauer): Rollback
to Initiator
- 3. 09/01/20 5:28 pm
Sandra Bauer
(sandrabauer): Approved
for ENGL ChairDir GR
- 4. 09/01/20 5:28 pm
Sandra Bauer
(sandrabauer): Approved
for AS Dean
- 5. 09/02/20 2:30 pm
Sandra Bauer
(sandrabauer): Rollback
to Initiator
- 6. 09/02/20 2:32 pm
Sandra Bauer
(sandrabauer): Approved
for ENGL ChairDir GR
- 7. 09/02/20 2:32 pm
Sandra Bauer
(sandrabauer): Approved
for AS Dean
- 8. 09/08/20 3:32 pm
Sandra Bauer

(sandrabauer): Approved for GRAD Dean
 9. 09/16/20 6:32 pm
 Sandra Bauer
 (sandrabauer): Approved for PRE GRAD FCC
 10. 09/16/20 6:33 pm
 Sandra Bauer
 (sandrabauer): Approved for GRAD FCC
 11. 09/23/20 10:51 am
 Sandra Bauer
 (sandrabauer): Approved for GRAD FBoard
 12. 10/09/20 3:03 pm
 Sarah Cleary
 (sarahcleary): Approved for PRE SCCASP

History

1. Mar 12, 2019 by Mike Labreque (mikelabreque)

Effective Date	2021-22
Workflow	majormod
Level	Graduate
Course Code	ENGL
Course Number	6901
Title	Doctoral Research Project
Title (short)	Doctoral Research Project

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	1.0
Significant Experiential Learning	Applied Research Project
Course Description	This project will comprise both an essay of publishable length and an oral defense in the general area of the project.
Prerequisite(s)	
Class Format	

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Other
Seminar

*May constitute a major modification under Carleton's IQAP. Please consult <https://carleton.ca/viceprovost/major-minor-modifications/> for more details.

Unpaid Placement No

Summary Deactivate ENGL 6901 (Doctoral Research Project).

Rationale for deactivation The Doctoral Research Project (ENGL 6901) was removed from the program requirements for the Ph.D., but the course remained on the books to allow students in program to complete their requirements. No further students will need to register in the course under the current program requirements.

Course reviewer comments
sandrabauer (09/01/20 4:47 pm): Rollback: Changing to major modification. No action required on your part. Deletion of doctoral research project constitutes a Track B major modification.
sandrabauer (09/01/20 5:27 pm): Modification to program requirement has already come into effect 20-21.
sandrabauer (09/02/20 2:30 pm): Rollback: Change to deactivate - change has come through as a modification
sandrabauer (09/08/20 2:25 pm): Updated rationale.

Key: 3220
[Preview Bridge](#)
[Why Did This Not Sync?](#)

[Preview Bridge](#)

New Program Proposal

Date Submitted: 09/09/20 3:09 pm

Viewing: **TBD-2035 : M.A. Sociology with Collaborative Specialization in Latin American and Caribbean Studies**

Last edit: 09/11/20 2:35 pm

Last modified by: sandrabauer

Changes proposed by: paulawhissell

In Workflow

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

Approval Path

1. 09/09/20 3:28 pm
Blair Rutherford
(blairrutherford):
Approved for SOAN
ChairDir GR
2. 09/17/20 9:24 pm
Peter Thompson
(peterthompson):
Approved for AS Dean
3. 10/14/20 4:09 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
4. 10/14/20 4:10 pm
Sandra Bauer
(sandrabauer): Approved
for PRE GRAD FCC
5. 10/14/20 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
6. 10/14/20 4:14 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2035
Level	Graduate

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Degree	Master of Arts
Title	M.A. Sociology with Collaborative Specialization in Latin American and Caribbean Studies

Program Requirements

M.A. Sociology with Collaborative Specialization in Latin American and Caribbean Studies (5.0 credits)

Requirements - Thesis pathway:

- | | |
|---|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | |
| <u>LACS 5800</u> [0.0] Scholarly Preparation in Latin American and Caribbean Studies | |
| 3. 1.0 credit in: | 1.0 |
| <u>SOCI 5005</u> [0.5] Recurring Debates in Social Thought | |
| <u>SOCI 5809</u> [0.5] The Logic of the Research Process | |
| 4. 1.5 credits in electives, including 1.0 credit in course(s) designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American and Caribbean Studies | 1.5 |
| 5. 2.0 credits in: | 2.0 |
| <u>SOCI 5909</u> [2.0] M.A. Thesis (on an approved topic with significant content related to Latin American and Caribbean Studies) | |

Total Credits	5.0
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Requirements - Research Essay pathway:

- | | |
|--|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | |
| <u>LACS 5800</u> [0.0] Scholarly Preparation in Latin American and Caribbean Studies | |
| 3. 1.0 credit in: | 1.0 |
| <u>SOCI 5005</u> [0.5] Recurring Debates in Social Thought | |
| <u>SOCI 5809</u> [0.5] The Logic of the Research Process | |
| 4. 2.5 credits in approved electives, including 1.0 credit in courses designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American Studies | 2.5 |
| 5. 1.0 credit in: | 1.0 |
| <u>SOCI 5908</u> [1.0] M.A. Research Essay (on an approved topic with significant content related to Latin American and Caribbean Studies) | |

Total Credits	5.0
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Requirements - Coursework pathway:

- | | |
|---|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | |

<u>LACS 5800</u> [0.0]	Scholarly Preparation in Latin American and Caribbean Studies	
3. 1.0 credit in:		1.0
<u>SOCI 5005</u> [0.5]	Recurring Debates in Social Thought	
<u>SOCI 5809</u> [0.5]	The Logic of the Research Process	
4. 0.5 credit from:		0.5
<u>ANTH 5109</u> [0.5]	Ethnography, Gender and Globalization	
<u>SOCI 5404</u> [0.5]	Race, Ethnicity and Class in Contemporary Societies	
<u>SOCI 5007</u> [0.5]	Social Change and Economic Development	
<u>SOCI 5409</u> [0.5]	The Politics of Social Movements and the State	
5. 3.0 credits in approved electives, including 1.0 credit in course(s) designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American and Caribbean Studies		3.0
Total Credits		5.0

New Resources	No New Resources
Summary	Add the existing specialization in Latin American and Caribbean Studies to the Sociology MA program.
Rationale	<p>The MA Specialization in Latin American and Caribbean Studies (LACS) was launched in 2020-2021 and currently offers students in six programs in Faculty of Arts and Social Sciences and Faculty of Public Affairs who have interests in LACS various coursework and research programs. Adding the Collaborative LACS MA to Sociology's MA program will have benefits for both Sociology MA students and the Department of Sociology and Anthropology. The MA Specialization offers a collaborative and interdisciplinary approach to regional studies with LACS 5000 being a required course for students across the Specialization, while maintaining a strong foundation in the host program (including the required foundation courses: SOCI 5005 and SOCI 5809). Students will have the opportunity to also pursue electives in LACS-related courses in other departments. Sociology has had several graduate students with regional interests in topics related to Brazil, Haiti, Argentina, and Mexico. In addition, adding the sociology program will direct students in other departments to LACS-related sociology courses for their elective options. The LACS MA specialization is modelled on the collaborative MA Specialization in African Studies – which offers a thesis, research essay and coursework-only option in Sociology. The Sociology program also benefits from its shared course offering and faculty in the Anthropology program. This program change has been approved by the Coordinator of the LACS program.</p>
Transition/Implementation	n/a - new program

Program reviewer comments	sandrabauer (10/14/20 4:10 pm): P&P approved September 29, 2020
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Key: 2035

New Program Proposal

Date Submitted: 09/10/20 9:36 pm

Viewing: **TBD-2037 : M.A. Anthropology with Collaborative Specialization in Latin American and Caribbean Studies**

Last edit: 10/27/20 8:13 am

Last modified by: sarahcleary

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 09/11/20 7:52 am
Blair Rutherford
(blairrutherford):
Approved for SOAN
ChairDir GR
2. 09/17/20 9:24 pm
Peter Thompson
(peterthompson):
Approved for AS Dean
3. 10/14/20 4:09 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
4. 10/14/20 4:10 pm
Sandra Bauer
(sandrabauer): Approved
for PRE GRAD FCC
5. 10/14/20 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
6. 10/14/20 4:14 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2037
Level	Graduate

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Degree	Master of Arts
Title	M.A. Anthropology with Collaborative Specialization in Latin American and Caribbean Studies

Program Requirements

M. A. Anthropology with Collaborative Specialization in Latin American and Caribbean Studies (5.0 credits)

Requirements - Thesis pathway:

- | | |
|---|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | |
| <u>LACS 5800</u> [0.0] Scholarly Preparation in Latin American and Caribbean Studies | |
| 3. 1.0 credit in: | 1.0 |
| <u>ANTH 5401</u> [0.5] Theories and Methods I | |
| <u>ANTH 5402</u> [0.5] Theories and Methods II | |
| 4. 1.5 credits in electives, including 1.0 credit in course(s) designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American and Caribbean Studies | 1.5 |
| 5. 2.0 credits in: | 2.0 |
| <u>ANTH 5909</u> [2.0] M.A. Thesis (on an approved topic with significant content related to Latin American and Caribbean Studies.) | |

Total Credits	5.0
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Requirements - Research essay pathway:

- | | |
|---|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |
| 2. 0.0 credit in: | |
| <u>LACS 5800</u> [0.0] Scholarly Preparation in Latin American and Caribbean Studies | |
| 3. 1.0 credit in: | 1.0 |
| <u>ANTH 5401</u> [0.5] Theories and Methods I | |
| <u>ANTH 5402</u> [0.5] Theories and Methods II | |
| 4. 2.5 credits in electives, including 1.0 credit in course(s) designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American and Caribbean Studies | 2.5 |
| 5. 1.0 credit in: | 1.0 |
| <u>ANTH 5908</u> [1.0] M.A. Research Essay (on an approved topic with significant content related to Latin American and Caribbean Studies) | |

Total Credits	5.0
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Requirements - Coursework pathway:

- | | |
|---|-----|
| 1. 0.5 credit in: | 0.5 |
| <u>LACS 5000</u> [0.5] Interdisciplinary Approaches to Latin American and Caribbean Studies | |

2. 0.0 credit in:		
<u>LACS 5800</u> [0.0]	Scholarly Preparation in Latin American and Caribbean Studies	
3. 1.0 credit in:		1.0
<u>ANTH 5401</u> [0.5]	Theories and Methods I	
<u>ANTH 5402</u> [0.5]	Theories and Methods II	
4. 0.5 credit from:		0.5
<u>ANTH 5109</u> [0.5]	Ethnography, Gender and Globalization	
<u>ANTH 5202</u> [0.5]	The Anthropology of Underdevelopment	
<u>ANTH 5208</u> [0.5]	Anthropology of Indigeneity	
<u>ANTH 5210</u> [0.5]	Special Topics in Indigenous Studies	
<u>ANTH 5355</u> [0.5]	Anthropology of Natural Resources	
<u>ANTH 5560</u> [0.5]	Economic Anthropology	
<u>ANTH 5570</u> [0.0]	Political Anthropology	
<u>ANTH 5809</u> [0.5]	Selected Topics in the Anthropology of Development and Underdevelopment	
5. 3.0 credits in electives including 1.0 credit in course(s) designated as having sufficient Latin American and Caribbean Studies content, approved by both the Graduate Supervisor and the Coordinator of Latin American and Caribbean Studies.		3.0
Total Credits		5.0

New Resources	No New Resources
Summary	<p>Add the existing specialization in Latin American and Caribbean Studies to the Anthropology MA program.</p> <p>The MA Specialization in Latin American and Caribbean Studies (LACS) was launched in 2020-2021 and currently offers students in six programs in Faculty of Arts and Social Sciences and Faculty of Public Affairs who have interests in LACS various coursework and research programs. Adding the Collaborative LACS MA to Anthropology's MA program will have benefits for both Anthropology MA students and the Department of Sociology and Anthropology. The MA Specialization offers a collaborative and interdisciplinary approach to regional studies with LACS 5000 being a required course for students across the Specialization, while maintaining a strong foundation in the host program (including the required foundation courses: ANTH 5401 and ANTH 5402). Students will have the opportunity to also pursue electives in LACS-related courses in other departments. Anthropology faculty has three members with a research focus in the region (Marie-Eve Carrier-Moisan, Beatriz Juárez Rodríguez, and Matthew Hawkins) and a strong history of MA research projects in the region. In addition, adding the anthropology program will direct students in other departments to LACS-related anthropology and sociology courses for their elective options. The LACS MA specialization is modelled on the collaborative MA Specialization in African Studies – which offers a thesis, research essay and coursework-only option in Anthropology. The Anthropology program also benefits from its shared course offering and faculty in the Sociology program. This program change has been approved by the Coordinator of the LACS program.</p>
Rationale	
Transition/Implementation	n/a - new program
Program reviewer comments	<p>sandrabauer (10/14/20 4:08 pm): P&P approved September 29, 2020</p> <p>sandrabauer (10/14/20 4:08 pm): P&P approved September 29, 2020</p> <p>sarahcleary (10/27/20 8:13 am): Corrected credit values sections 4 and 5 for research essay pathway.</p>

Date Submitted: 04/21/20 2:32 pm

Viewing: **TBD-1625 : R-GR-ADMREQT-
Management PhD**

Last approved: 02/25/19 12:20 pm

Last edit: 04/21/20 2:32 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. BUSI ChairDir GR
2. BUS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. SCCASP
9. SQAPC
10. Senate
11. CalEditor

Approval Path

1. 04/21/20 2:07 pm
Sandra Bauer
(sandrabauer): Rollback
to Initiator
2. 04/23/20 1:24 pm
Sandra Bauer
(sandrabauer): Approved
for BUSI ChairDir GR
3. 04/23/20 1:25 pm
Sandra Bauer
(sandrabauer): Approved
for BUS Dean
4. 04/23/20 3:06 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
5. 04/23/20 3:52 pm
Sandra Bauer
(sandrabauer): Approved
for PRE GRAD FCC
6. 05/14/20 10:53 am
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
7. 05/20/20 10:04 am
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard
8. 09/28/20 2:18 pm
Sarah Cleary
(sarahcleary): Approved
for PRE SCCASP
9. 10/13/20 12:03 pm
Erika Strathearn

History

1. May 1, 2017 by Sandra Bauer (sandrabauer)
2. May 1, 2017 by Sandra Bauer (sandrabauer)
3. Apr 18, 2018 by Mike Labreque (mikelabreque)
4. Feb 25, 2019 by Mike Labreque (mikelabreque)
5. Feb 25, 2019 by Mike Labreque (mikelabreque)

Calendar Pages Using this Program

[Business Management](#)

Effective Date	2021-22
Workflow	majormod minormod
Program Code	TBD-1625
Level	Graduate
Faculty	Sprott School of Business
Academic Unit	School of Business
Degree	
Title	R-GR-ADMREQT-Management PhD

Program Requirements

Ph.D. Management

Admission into the Ph.D. Management program will be judged primarily on the applicant's ability to undertake research successfully and his/her prospects for completion of the program.

The normal requirement for admission to the doctoral program in management is a master's degree (or equivalent) in business or a related field with an A- average and a bachelor's degree. A number of years of work experience is desirable.

A student enrolled in a research-based master's program in business who has completed a minimum of 2.5 credits and who has shown outstanding academic performance and research promise may be admitted to the Ph.D. program without completing the master's program. Normal Ph.D. program requirements, as stated below, will apply. Each case will be considered on an individual basis for advanced standing in the Ph.D. program. Advanced standing will be considered for a maximum of 1.5 credits.

Applicants who have completed a thesis-based master's program in business or a related area may have their program requirements adjusted at the time of **admission**. ~~admission, as set out below:~~

Applicants who have completed the M.Sc. Management at Carleton University may be eligible for admission to a second point of entry, to be determined by the Sprott School of Business and the Faculty of Graduate and Postdoctoral Affairs, as outlined in the program requirements.

All Ph.D. candidates, regardless of their previous field of specialization, are expected to have or to acquire a basic knowledge of statistics and at least two of the following areas of management: accounting, finance, information systems, international business, management science, marketing, organizational behaviour, and productions/operations management. Students will be admitted to the program with a course of study designed where appropriate to supplement previous education, experience, and training.

Graduate Management Admission Test (GMAT) - the School requires that all applicants submit scores obtained in the Graduate Management Admission Test (GMAT) offered by the Graduate Management Admission Council (GMAC). Successful candidates will normally have a GMAT score of at least 600. Equivalent GRE scores (as defined by the Educational Testing Service) may be considered.

All applicants whose first language is not English must be tested for proficiency in the English language. See Section 3.6 of the [General Regulations](#) section of this Calendar for details.

New Resources	No New Resources
Summary	Admission for applicants with MSc in Management degree from Carleton University
Rationale for change	The MSc Management was introduced in Fall 2019. One of the intents of the MSc program is to feed the PhD Management program. It is expected that the first cohort of MSc Management students will graduate by the end of Summer 2021. Regulations are required to deal with the MSc Management graduates who might apply for the PhD Management program.
Transition/Implementation	No impact on current PhD students
Program reviewer comments	sandrabauer (04/20/20 1:20 pm): Changed to 21-22 sandrabauer (04/21/20 2:07 pm): Rollback: To make requested changes sandrabauer (04/23/20 1:25 pm): approved on behalf of Sprott per MD

Key: 1625

Date Submitted: 04/21/20 2:37 pm

Viewing: **PHD-7N : Ph.D. Management**

Last approved: 02/20/18 3:27 pm

Last edit: 10/20/20 11:00 am

Last modified by: christinanoja

Changes proposed by: melissadoric

In Workflow

1. BUSI ChairDir GR
2. BUS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. SCCASP
9. SQAPC
10. Senate
11. CalEditor

Approval Path

1. 04/21/20 2:07 pm
Sandra Bauer
(sandrabauer): Rollback to Initiator
2. 04/23/20 1:24 pm
Sandra Bauer
(sandrabauer): Approved for BUSI ChairDir GR
3. 04/23/20 1:25 pm
Sandra Bauer
(sandrabauer): Approved for BUS Dean
4. 04/23/20 3:06 pm
Sandra Bauer
(sandrabauer): Approved for GRAD Dean
5. 04/23/20 3:52 pm
Sandra Bauer
(sandrabauer): Approved for PRE GRAD FCC
6. 05/14/20 10:53 am
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
7. 05/20/20 10:03 am
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard
8. 09/28/20 2:26 pm
Sarah Cleary
(sarahcleary): Approved for PRE SCCASP
9. 10/13/20 12:04 pm
Erika Strathearn

History

1. Mar 30, 2015 by danbegin
2. Jun 8, 2015 by Sandra Bauer (sandrabauer)
3. Jun 8, 2015 by Sandra Bauer (sandrabauer)
4. May 1, 2017 by Sandra Bauer (sandrabauer)
5. Feb 20, 2018 by Mike Labreque (mikelabreque)

Calendar Pages Using this
Program

Business
Management

Effective Date	2021-22
Workflow	majormod minormod
Program Code	PHD-7N
Level	Graduate
Faculty	Sprott School of Business
Academic Unit	School of Business
Degree	Doctor of Philosophy
Title	Ph.D. Management

Program Requirements

Ph.D. Management (10.0 credits)

This degree can be pursued on a full-time or part-time basis.

Requirements:

1. **1.5 credits in** research and analysis methods 1.5
2. **1.5 credits in** seminar courses in functional areas of business, including at least one functional pair of courses 1.5
3. **1.5 credits from** a selection of course electives approved by the thesis supervisor or mentor 1.5
4. Presentation and oral defence of the thesis proposal 0.5
5. **5.0 credits in** a Thesis, which must be defended at an oral examination 5.0
6. One written and one oral comprehensive examination
7. Participation in the Sprott School of Business research seminar series
8. Participation in the Sprott School of Business teaching seminar series

9. Classroom teaching or equivalent research supported seminar delivery to professional audiences

Total Credits

10.0

Specific course requirements

All students in the doctoral program are required to complete the following courses successfully:

1. 1.5 credits ([BUSI 6902](#) and [BUSI 6905](#) are mandatory) in: 1.5

- [BUSI 6902](#) [0.5] Research Methodology in Business
- [BUSI 6903](#) [0.5] Qualitative Research Design
- [BUSI 6904](#) [0.5] Quantitative Research Design
- [BUSI 6905](#) [0.5] Advanced Statistical Methods for Business Research

2. 1.5 credits in seminars including at least one functional pair of courses, from the following doctoral seminar courses: 1.5

- [BUSI 6000](#) [0.5] Seminar in Accounting I
& [BUSI 6001](#) [0.5] Seminar in Accounting II
- [BUSI 6100](#) [0.5] Seminar in Management I: Modern Organization Theory
& [BUSI 6101](#) [0.5] Seminar in Management II: Current Topics in Organizational Behaviour
- [BUSI 6103](#) [0.5] Seminar in Strategic Management
- [BUSI 6200](#) [0.5] Seminar in Marketing I: Management and Strategy
& [BUSI 6201](#) [0.5] Seminar in Marketing II: Consumer Behaviour
- [BUSI 6300](#) [0.5] Seminar in Management of Production/Operations I: Strategic Management of Production Systems
& [BUSI 6301](#) [0.5] Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface
- [BUSI 6400](#) [0.5] Seminar in Information Systems I: Research Issues
& [BUSI 6401](#) [0.5] Seminar in Information Systems II: Current Trends
- [BUSI 6500](#) [0.5] Seminar in Finance I: Topical issues in Investments
& [BUSI 6501](#) [0.5] Seminar in Finance II: Theories and Empirical Methods in Corporate Finance
- [BUSI 6600](#) [0.5] Entrepreneurship
- [BUSI 6700](#) [0.5] Seminar in International Business I: International Markets and Strategy
& [BUSI 6705](#) [0.5] Seminar in International Business II: Managing in a Global Environment

3. The remaining 1.5 credits will be electives that are chosen with the approval of the thesis supervisor to assist in the thesis research process. Courses may be chosen from the list below, from the lists above or from outside the School in a supporting discipline with permission. 1.5

- [BUSI 6009](#) [0.5] Special Topics in Accounting
- [BUSI 6104](#) [0.5] Managing the Change Process
- [BUSI 6105](#) [0.5] Women in Management
- [BUSI 6109](#) [0.5] Special Topics in Management
- [BUSI 6209](#) [0.5] Special Topics in Marketing
- [BUSI 6303](#) [0.5] Systems Optimization: Methods and Models
- [BUSI 6304](#) [0.5] Management of Innovation and Technology
- [BUSI 6306](#) [0.5] Advanced Methods and Models of Management Science
- [BUSI 6309](#) [0.5] Special Topics in Operations Management
- [BUSI 6409](#) [0.5] Special Topics in Information Systems
- [BUSI 6509](#) [0.5] Special Topics in Finance
- [BUSI 6709](#) [0.5] Special Topics in International Business
- [BUSI 6900](#) [0.5] Directed Readings
- [BUSI 6901](#) [0.5] Special Topics

4. 0.5 credits in: 0.5

- [BUSI 6907](#) [0.5] Ph.D. Thesis Tutorial

Directed Reading: a student may, with the approval of his or her thesis supervisor, take up to two directed readings courses ([BUSI 6900](#) Directed Readings). These courses should relate directly to the student's thesis work.

Second Point of Entry

Doctoral students who hold an M.Sc. in Management from Carleton University and have been admitted to the second point of entry are required to complete the following courses successfully:

1. 0.5 credit in: 0.5
BUSI 6905 [0.5] **Advanced Statistical Methods for Business Research**
2. 0.5 credit to complete a functional pair of courses (I+II), based on previous coursework or a course taken from item 3 or 4. 0.5
BUSI 6000 [0.5] **Seminar in Accounting I**
or BUSI 6001 [0.5] **Seminar in Accounting II**
BUSI 6100 [0.5] **Seminar in Management I: Modern Organization Theory**
or BUSI 6101 [0.5] **Seminar in Management II: Current Topics in Organizational Behaviour**
BUSI 6200 [0.5] **Seminar in Marketing I: Management and Strategy**
or BUSI 6201 [0.5] **Seminar in Marketing II: Consumer Behaviour**
BUSI 6300 [0.5] **Seminar in Management of Production/Operations I: Strategic Management of Production Systems**
or BUSI 6301 [0.5] **Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface**
BUSI 6400 [0.5] **Seminar in Information Systems I: Research Issues**
or BUSI 6401 [0.5] **Seminar in Information Systems II: Current Trends**
BUSI 6500 [0.5] **Seminar in Finance I: Topical issues in Investments**
or BUSI 6501 [0.5] **Seminar in Finance II: Theories and Empirical Methods in Corporate Finance**
BUSI 6700 [0.5] **Seminar in International Business I: International Markets and Strategy**
or BUSI 6705 [0.5] **Seminar in International Business II: Managing in a Global Environment**
3. 0.5 credit in functional seminars, from any of the courses listed above in item 2, or BUSI 6103 [0.5] **Seminar in Strategic Management**, or BUSI 6600 [0.5] **Entrepreneurship**. With departmental permission, students who have previously and successfully completed at least 1.0 credit in functional seminars at the masters level may replace this requirement with an appropriate graduate elective. 0.5
4. 0.5 credit in an elective chosen with the approval of the thesis supervisor to assist in the thesis research process. Courses may be chosen from the list below, from the lists above or from outside the School in a supporting discipline with permission. 0.5
BUSI 6009 [0.5] **Special Topics in Accounting**
BUSI 6104 [0.5] **Managing the Change Process**
BUSI 6105 [0.5] **Women in Management**
BUSI 6109 [0.5] **Special Topics in Management**
BUSI 6209 [0.5] **Special Topics in Marketing**
BUSI 6303 [0.5] **Systems Optimization: Methods and Models**
BUSI 6304 [0.5] **Management of Innovation and Technology**
BUSI 6306 [0.5] **Advanced Methods and Models of Management Science**
BUSI 6309 [0.5] **Special Topics in Operations Management**
BUSI 6409 [0.5] **Special Topics in Information Systems**
BUSI 6509 [0.5] **Special Topics in Finance**
BUSI 6709 [0.5] **Special Topics in International Business**
BUSI 6900 [0.5] **Directed Readings**
BUSI 6901 [0.5] **Special Topics**
5. 0.5 credit in: 0.5
BUSI 6907 [0.5] **Ph.D. Thesis Tutorial**

New Resources

No New Resources

Summary

Add specific PhD in Management program requirements for students with an MSc in

Management degree from Carleton University

Rationale for change

The MSc in Management was introduced in Fall 2019 with the first cohort of students. One of the intents of the MSc program is to feed the PhD Management program. It is expected that the first cohort of MSc Management students will graduate by the end of Summer 2021. Regulations are required to deal with the MSc Management graduates who might apply for the PhD Management program.

Transition/Implementation

No impact for current in program PhD students

Program reviewer comments

sandrabauer (04/20/20 1:19 pm): Changed to 21-22

sandrabauer (04/21/20 2:07 pm): Rollback: To make requested changes

sandrabauer (04/23/20 1:25 pm): approved on behalf of Spratt per MD

sandrabauer (04/23/20 3:51 pm): minor ed

christinanoja (10/20/20 10:44 am): CN: updated language of requirement #2 (to functional set of courses) based on SQAPCs recommendation and approval of the unit 201020

Key: 877

DATE: November 17, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate Program in Interactive
Media and Design

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate program in Interactive Media and Design.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of November 12, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate program in Interactive Media and Design.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21st, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

Any major modifications described in the Implementation Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

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

Senate Motion November 27, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate program in Interactive Media and Design.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**
Cyclical Review of the undergraduate program in Interactive Media and Design
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate program in Interactive Media and Design is provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Bachelor of Information Technology: Interactive Media and Design program resides in the School of Information Technology, a collaboration between the Faculty of Engineering at Carleton University and Algonquin College.

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

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of this program. These recommendations were productively addressed by the Director of the School of Information Technology and the Dean of the Faculty of Engineering in a response to the External Reviewers' report and Implementation Plan that was submitted to the Senate Academic Quality Assurance and Planning Committee (SQAPC) on November 12, 2020.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate program in Interactive Media and Design resides in the School of Information Technology, a unit administered by the Faculty of Engineering. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of good quality. (Carleton's IQAP 7.2.12).

The site visit, which took place on November 22nd and 23rd, 2018, was conducted by Dr. Scott Bateman from the University of New Brunswick, Dr. David LeBlanc from the University of Prince Edward Island, and Mr. Sumit Bhatia, Seneca College. The site visit involved formal meetings with the following parties:

Assistant Vice-President (Academic), Carleton University
Dean, Academic Development, Algonquin College
Provost, Carleton University
Chair, Academic Development, Algonquin College
Senior Vice President Academic, Algonquin College
Dean, Faculty of Engineering, Carleton University
Director, School of Information Technology, Carleton University
Chair, Design Studies, Algonquin College
Program Coordinator, Algonquin College
Faculty from both institutions
Undergraduate Students

The External Reviewers' report, submitted on December 20, 2018 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by members of the School of Information Technology (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C).
- The response and Implementation Plan from the Director of the School of Information Technology and the Dean of the Faculty of Engineering (Appendix D).
- The internal discussant's recommendation report (Appendix E).

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

This Final Assessment Report contains the Implementation Plan (Appendix D) agreed to by the Director of the School of Information Technology and the Dean of the Faculty of Engineering for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The external reviewers describe the BIT- IMD program as an innovative and unique program which provides students with 'a structured set of skills appropriate to a wide range of industries in IT and in digital and interactive arts.

Faculty

The external reviewers were impressed with the faculty complement, noting that 'the faculty at both institutions provided an excellent mix of skills that aligned well with the overall goals of the program.' They felt the instructors were well qualified to present the material and the material itself appeared to be of a high standard.

Students

The external reviewers observed that the program 'satisfies the goal of exposing students to a wide range of artistic and technical skills and technologies and access to hands on instructional training. Students are introduced to the entire design process from initial concept all the way through to the final realization.'

Opportunities for program improvement and enhancement

The External Reviewers' Report made 12 recommendations for improvement:

1. Contradiction in vision/lack of clarity in the type of graduate the program produces. (Deficiency).

The Peer Review Team recommends an internal exercise amongst faculty members from both Carleton University and Algonquin College to find a way to harmonize their vision for the program and attempt to clearly map the program outcomes with the skill sets of the graduating students.

2. Communications. (Concern).

The PRT recommends a more formal orientation process that delivers accurate information about the program and helps establish realistic expectations for the students from the very beginning. A student advisor may also be able to check in periodically or at the end of every year to help alleviate any rising concerns students may have.

3. Course Offerings. (Concerns).

The PRT recommends that the program conduct a program mapping exercise that includes faculty, student representation as well as industry/PAC representation. Such an exercise would help establish clarity on the type of courses, objectives, for those courses within the program and how they complement each other over the course of the program. This could also identify potential opportunities for allowing the students to stream and specialize in the final two semesters of the program.

4. Need for Educational Resources. (Deficiency).

The PRT recommends that Carleton revisit its resource allocation and expand its budget to meet the shifting needs of the program and its faculty and students. Further, there may be innovative solutions and resource sharing options that may ease the financial burden of both institutions.

5. Administrative Support. (Weakness).

A number of technical, communication, advising and outreach challenges can be addressed through additional administrative support alongside the School and IMD Program Director at Carleton. An addition of an IT support person will address some existing weaknesses in managing the infrastructure and technical challenges the program is experiencing. It is also advised that student staff be made available to assist the program director with program orientation, student advising and inter faculty communication between Carleton and Algonquin.

6. Leveraging Resources and Strengths of Both Institutions. (Weakness).

Given the current lack of resources, software, computers and hardware, as well as support staff at Carleton, it would be a worthwhile consideration to revisit the resource distribution with Algonquin and identify how classes and resources could be redistributed in a manner that provides students with better infrastructure and support towards the completion of the program.

7. Student Experience, Community, Culture. (Weakness).

The program seemed to lack the student culture that would allow students to feel connected with each other and would build a common sense of pride that would further enhance their student experience with the program and the institution. It is recommended that more attention be paid to the utilization of the BIT student spaces, the creation of student events and inter-disciplinary exchange and collaborations (both with those outside the IMD program, and those outside the School of Information Technology)

8. Portfolio Development. (Opportunity).

Ending the final semester with a focus on portfolio development will help provide students a guided approach to defining their strengths and develop skills that are in line with their interest and employment expectations. It is also a place that faculty can demonstrate the importance of all the knowledge the students have gained over the four years and help align their vision with that of the program.

9. Supervision and Industry Mentors. (Opportunity).

Building relationships with industry members and bringing them into the classroom, especially as mentors in the studio courses, will help students have faith in the opportunities that lie before them and the skills they have learnt to get there. It will also help them develop greater context around their skills and understand how all the programming comes together to develop them as a professional candidate with a unique and diverse skill set.

10. Tapping into the startup community. (Opportunity).

Given Ottawa's focus on innovation and entrepreneurship and the growth within the startup community, it would be a missed opportunity not to build relationships with organizations that are doing cutting edge work but are always on the lookout for resources and talent that have a diverse and broad knowledge base. The BIT graduate could potentially be a perfect fit for the startup community.

11. Balance the focus between creative and technical skills. While the program has developed a technical focus, many of the students seem to strive for a more creative focus and their interests seem to align with growing opportunities within the creative media industries. The PRT believes there may be an opportunity to revisit the distribution of curriculum between creative and technical courses and find a more harmonious balance between the two. This is especially applicable given the strengths that Algonquin College possesses in the creative and creative technologies realm, but may require additional expertise with the Carleton faculty.

12. Deeper interaction between faculty and Algonquin PAC. The representation on the PAC was strong and filled with industry members that bring many years of experience and have their finger on the pulse of the industry. Having faculty/administrative representation from both Carleton and Algonquin present during PAC meetings may assist in continuing to tweak the program and develop/change content and delivery in a way that caters to the current needs of the industry. In this way, further development and broadening of the PAC's membership is important to represent the diverse industries that are relevant to graduate IMD students.

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and Implementation Plan. The School agreed unconditionally to recommendations #1,2,3,5, 8,9, 10, and 12. They agreed to recommendation #11 if resources permit, and did not agree (with rationale) to recommendations #4, 6, and 7.

The Outcome of the Review

As a consequence of the review, the undergraduate program in Interactive Media and Design was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Information Technology and the Dean of the Faculty of Engineering in a response to the External Reviewers' report and Implementation Plan that was considered by the Senate Quality Assurance and Planning Committee (SQAPC) on November 12, 2020.

It is to be noted that Carleton's IQAP provides for the monitoring of Implementation Plans. A midway report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2021.

The Next Cyclical Review

The next cyclical review of the undergraduate program in Interactive Media and Design will be conducted during the 2024-25 academic year.

BIT: IMD
Implementation Plan
Date: March 1, 2019
Revised: October 27, 2020
Approved by Dean: November 2, 2020

Action Plan: BIT IMD				
External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<p>1. <i>Contradiction in vision/lack of clarity in the type of graduate the program produces. (Deficiency).</i> <i>The PRT recommends an internal exercise amongst faculty members from both Carleton University and Algonquin College to find a way to harmonize their vision for the program and attempt to clearly map the program outcomes with the skill sets of the graduating students.</i></p>	<p><i>Student representatives will be elected to represent a specific program/year to communicate issues to the program coordinators, and the chairs of each school directly and as needed; a meeting two-times per term will also be facilitated to review minor issues.</i></p>	<p><i>D-CSIT/C-MD + IMDCOORD (AC/CU)</i></p>	<p><i>Winter 2019, On Going</i></p>	<p><i>N</i></p>
	<p><i>An initial meeting (each program/year) with students will take place to acquire student feedback while the process of representatives is setup.</i></p>	<p><i>D-CSIT/C-MD + IMDCOORD (AC/CU)</i></p>	<p><i>Winter 2019</i></p>	<p><i>N</i></p>
				<p><i>N</i></p>

	<p><i>A presentation to all lecturers in August and January of each academic year will be setup to introduce and reinforce the program elements, the calendar changes, the focus of the program, learning outcomes, and other elements.</i></p> <p><i>End of Term meetings will include the review of the program's Learning Outcomes (2 per academic year) to make sure they conform with expectations.</i></p>	<p><i>D-CSIT</i></p> <p><i>IMDCOORD</i></p>	<p><i>August 2019, On Going</i></p> <p><i>April/May 2019, On Going</i></p>	<i>N</i>
<p><i>2. Communications. (Concern). The PRT recommends a more formal orientation process that delivers accurate information about the program and helps establish realistic expectations for the students from the very beginning. A student advisor may also be able to check in periodically or at the end of every year to help alleviate any rising concerns students may have.</i></p>	<i>See above</i>			
<p><i>3. Course Offerings. (Concerns). The PRT recommends that the program conduct a program mapping exercise that includes faculty, student representation as well as industry/PAC representation. Such an exercise would help establish clarity on the type of courses, objectives, for those courses</i></p>	<i>See above</i>			

<i>within the program and how they complement each other over the course of the program. This could also identify potential opportunities for allowing the students to stream and specialize in the final two semesters of the program.</i>				
<p>4. <i>Need for Educational Resources. (Deficiency).</i> <i>The PRT recommends that Carleton revisit its resource allocation and expand its budget to meet the shifting needs of the program and its faculty and students. Further, there may be innovative solutions and resource sharing options that may ease the financial burden of both institutions.</i></p>	<p><i>A yearly meeting will take place to make sure that equipment is purchased in line with each other's expectations to avoid replication.</i></p> <p><i>Equipment will be shifted to meet the needs of specific courses so that later year courses remain more up-to-date longer.</i></p>	<p>D-CSIT / C-MD</p> <p>D-CSIT</p>	<p>N/A</p> <p>N/A</p>	<p>N</p> <p>A</p>
<p>5. <i>Administrative Support. (Weakness).</i> <i>A number of technical, communication, advising and outreach challenges can be addressed through additional administrative support alongside the School and IMD Program Director at Carleton. An addition of an IT support person will address some existing weaknesses in managing the infrastructure and technical challenges the program is experiencing. It is also advised that student staff be made available to assist the program director with program orientation, student advising and inter faculty communication between Carleton and Algonquin.</i></p>	<p><i>Advertising of new Network Coordinator Position</i></p>	<p>D-CSIT</p>	<p>March 2019</p>	<p>N</p>

<p>6. <i>Leveraging Resources and Strengths of Both Institutions. (Weakness).</i> <i>Given the current lack of resources, software, computers and hardware, as well as support staff at Carleton, it would be a worthwhile consideration to revisit the resource distribution with Algonquin and identify how classes and resources could be redistributed in a manner that provides students with better infrastructure and support towards the completion of the program.</i></p>	No Action Item	N/A	N/A	N
<p>7. <i>Student Experience, Community, Culture. (Weakness).</i> <i>The program seemed to lack the student culture that would allow students to feel connected with each other and would build a common sense of pride that would further enhance their student experience with the program and the institution. It is recommended that more attention be paid to the utilization of the BIT student spaces, the creation of student events and inter-disciplinary exchange and collaborations (both with those outside the IMD program, and those outside the School of Information Technology)</i></p>	<p><i>To improve BITSoc involvement in school activities (and improve awareness of the programs) a representative from BITSoc will be allocated an hourly-rate for attendance in meetings, JAC, and monthly meetings.</i></p> <p><i>The School will explore connections with other design groups, such as Industrial Design and Architecture to see if there is possible interest.</i></p>	<p>D-CSIT</p> <p>D-CSIT</p>	<p>Winter 2019, On Going</p> <p>Winter 2019, On Going</p>	<p>N</p> <p>N</p>
<p>8. <i>Portfolio Development. (Opportunity).</i> <i>Ending the final semester with a focus on portfolio development will help provide students a guided approach to defining their strengths and develop skills that are in line with their interest and employment expectations. It is also a place that faculty can demonstrate the importance of all the</i></p>	<p><i>The School will explore the development of a portfolio review session at the end of each term, potentially as a pass/fail</i></p>	D-CSIT + IMDCOORD	March – September 2019; On Going	Y, Potentially

<i>knowledge the students have gained over the four years and help align their vision with that of the program.</i>	<i>requirement as a 0.0 credit course.</i>			
<p><i>9. Supervision and Industry Mentors. (Opportunity).</i></p> <p><i>Building relationships with industry members and bringing them into the classroom, especially as mentors in the studio courses, will help students have faith in the opportunities that lie before them and the skills they have learnt to get there. It will also help them develop greater context around their skills and understand how all the programming comes together to develop them as a professional candidate with a unique and diverse skill set.</i></p>	<p><i>The School will look at the potential for bringing industrial representatives into classes as part of the wider instructor initiative.</i></p>	D-CSIT + IMDCOORD	August 2019, On Going	N
<p><i>10. Tapping into the startup community. (Opportunity).</i></p> <p><i>Given Ottawa's focus on innovation and entrepreneurship and the growth within the startup community, it would be a missed opportunity not to build relationships with organizations that are doing cutting edge work but are always on the lookout for resources and talent that have a diverse and broad knowledge base. The BIT graduate could potentially be a perfect fit for the startup community.</i></p>	<p><i>Examine potential collaborations with Carleton's TIM Program to connect entrepreneurs and talented IMD graduates.</i></p> <p><i>Include members of the PAC industrial committee that are early start-up members to connect with students.</i></p> <p><i>Resources required: time</i></p>	DCSIT + IMDCOORD	Spring/Fall 2019; On Going	N

<p>11. <i>Balance the focus between creative and technical skills (Opportunity?). While the program has developed a technical focus, many of the students seem to strive for a more creative focus and their interests seem to align with growing opportunities within the creative media industries. The PRT believes there may be an opportunity to revisit the distribution of curriculum between creative and technical courses and find a more harmonious balance between the two. This is especially applicable given the strengths that Algonquin College possesses in the creative and creative technologies realm, but may require additional expertise with the Carleton faculty.</i></p>	<p><i>Elective courses will be introduced to allow students to be more design focused, or more technical focused in the final years.</i></p> <p><i>Resources: additional instructors</i></p>	<p><i>D-CSIT + IMDCOORD</i></p>	<p><i>March – September 2019</i></p>	<p><i>Y</i></p>
<p>12. <i>Deeper interaction between faculty and Algonquin PAC. The representation on the PAC was strong and filled with industry members that bring many years of experience and have their finger on the pulse of the industry. Having faculty/administrative representation from both Carleton and Algonquin present during PAC meetings may assist in continuing to tweak the program and develop/change content and delivery in a way that caters to the current needs of the industry. In this way, further development and broadening of the PAC's membership is important to represent the diverse industries that are relevant to graduate IMD students.</i></p>	<p><i>Algonquin will invite the D-CSIT and IMDCOORD to the PAC meetings</i></p> <p><i>PAC meetings are expected to occur every Fall and Winter term on a more regular basis going forward</i></p>	<p><i>D-CSIT + IMDCOORD + C-MD</i></p>	<p><i>Winter 2019, Onwards</i></p>	<p><i>N</i></p>

DATE: November 17, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate Programs in
Childhood and Youth Studies

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 22, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Childhood and Youth Studies.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21st, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

Any major modifications described in the Implementation Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

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

Senate Motion November 27, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Childhood and Youth Studies.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate programs
in Childhood and Youth Studies
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The undergraduate programs in Childhood and Youth Studies reside in the Institute of Interdisciplinary Studies, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Co-Director of the Institute of Interdisciplinary Studies, the Dean of the Faculty of Arts and Social Sciences and in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on September 24th, 2020.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs in Childhood and Youth Studies reside in the Institute of Interdisciplinary Studies, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The site visit, which took place on January 15th and 16th, 2020, was conducted by Dr. Elizabeth Galway, University of Lethbridge, and Dr. Mavis Reimer from University of Winnipeg. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, and the Co-Director of the Institute of Interdisciplinary Studies. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on February 21, 2020 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by members of undergraduate program in Childhood and Youth Studies (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Co-Director of the Institute of Interdisciplinary Studies (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences (Appendix D).
- The internal discussant's recommendation report (Appendix E).

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

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Co-Director of the Institute of Interdisciplinary and agreed to by the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "[o]verall, we are impressed with the significant shift the Childhood and Youth Studies program at Carleton University has navigated recently, and we are very optimistic about the future the program could have before it. This is a program with significant potential, and the recent program changes have established the basic structures and plans that will allow it to move in the right direction. It is staffed by enthusiastic faculty members who are winning tri-council research awards and who have ambitious and interesting research programs. Their disciplinary breadth makes the program one that offers students excellent opportunities to learn about the subject from a variety of perspectives" (p. 14).

Faculty

Speaking with regard to faculty, the external reviewers' stated "the faculty are active researchers and scholars. Since 2011, members of the unit have published one monograph and five edited and co-edited books among them, on such topics as inclusion, youth and participatory politics, Disney in the curriculum, and the curation of "difficult knowledge"; members have edited three special issues of journals on disability studies and trans youth; all of the unit members have published book chapters and/or refereed journal articles in relevant resources for the field; and all regularly participate in conferences in their areas of specialization. A number of members contribute to a variety of less traditional forms of knowledge mobilization, including policy papers, reports to government, documentary film and video, radio interviews, scholarly blogs, and reading groups. Faculty members in the program are also winning external research grants. Since 2017, faculty members have been awarded a number of tri-agency grants, an indication that they have been judged by their peers to be excellent researchers in their areas of specialization. Notably, several faculty members are working with colleagues from other institutions in collaborative research projects"(p. 9).

Students

The external reviewers noted that "The students we met with expressed a high level of satisfaction and we see additional evidence that the program structure, individual courses, and mentoring activities are designed to create a very satisfactory educational experience" (p. 10).

Curriculum

The external reviewers noted that the "In general, the program is appropriately designed and structured. The full introductory course required in the first year provides a good introduction to the field for majors that subsequent CHST courses can then build on. Introducing students in the second year to foundational courses in research methods and applications, as well as experiential learning, is also suitable" (p. 4).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 22 recommendations for improvement:

Weakness

1. We recommend that additional curriculum be developed in the area of texts directed to young people and produced by young people, including not only print texts, such as books, but also film, digital texts, video games, social media and other media texts.
2. We recommend that the program develop a common understanding of what the essential requirements of the Childhood and Youth Studies program are.
3. We recommend that the program be established as a Department within FASS.
4. We recommend that the program assess its faculty complement and plan for additional teaching and mentoring resources to help address issues of workload and maintain a high level of educational experience for students. In light of the ratio of majors to core faculty members, the high caps in senior courses, and the need to incorporate further courses in cultural studies, it seems evident to us that the program needs more faculty resources.

Concern

5. We recommend scheduling more time for meetings with the program faculty during the site visit of reviewers, including allowing time for individual meetings with any faculty member who wishes to meet with reviewers separately from the group. In order to accommodate this, and to allow reviewers more time to discuss the drafting of the report, we recommend extending the visit to include a full second day.
6. We recommend that faculty members include in-depth writing experiences as course assignments as much as possible and maintain rigour in terms of course content and required readings.

Concern and Opportunity

7. We recommend that more seminar courses (perhaps under the Special Topics in Child Studies or Advanced Topics in Child Studies rubrics) with course caps of 20 be developed for third and fourth-year students.
8. We recommend that the faculty continue to establish and formalize relationships with different community partners to allow for more diverse experiential learning opportunities, including in the area of policy development and analysis pertaining to children and youth.
9. We recommend that the program ensure that all interested students are able to enrol in opportunities for experiential learning and that the program consider making two such opportunities available to Honours students.
10. We recommend that the program consider adding more study in the history of childhood and youth, in order to give students a better understanding of the range of assumptions about young people they encounter in their experiences with “real” children
11. We recommend that the program maintain a commitment to foundational learning in the several disciplines that constitute the curriculum.
12. We recommend that regular opportunities to consult faculty members from other units in the University who contribute CHST courses to the program be developed.

Opportunity

13. We recommend that the program add some components to the Honours program that would further distinguish this route from the General program, such as, for example, making the Honours Research Project a more visible and valued option in the program and developing a Teaching Apprenticeship course for Honours students.

14. We recommend that the program maintain a list of electives offered in other programs at Carleton that are of relevance to students majoring in Childhood and Youth Studies and that support and enhance the core curriculum of the program.
15. We recommend that the program consider making French a requirement, given the program's location in the Capital Region.
16. We recommend that program faculty continue to develop rubrics by which to measure student satisfaction.
17. We recommend that program faculty continue to develop rubrics by which to test learning outcomes and achievement of degree-level expectations.
18. We recommend that program faculty respond to student demand for more in-depth career counselling, including exploring the possibility of having Carleton University's Career Services Office facilitate sessions or job fairs targeted to students in the program; further emphasising the program's practicum component; and building further connections with community partners and future employers in the region.
19. We recommend that the program consider appointing an Experiential Learning Coordinator as this aspect of the program is further developed.
20. We recommend that the program institute a formal system of mentoring for junior faculty.
21. We recommend that program faculty integrate students into their research programs in the form of RA appointments, co-authorship, etc., as their research programs become more established.
22. We recommend that faculty members seek opportunities to supervise Postdoctoral Fellows.

The Outcome of the Review

As a consequence of the review, the undergraduate programs in Childhood and Youth Studies were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Co-Director of the Institute of Interdisciplinary Studies, the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on September 24th, 2020. The Department agreed unconditionally to recommendations #2, 8, 10, 11, 14, 17 and 20, and agreed to recommendations #1, 4, 6, 7, 9 and 18 if resources permit. They also agreed to recommendations #3, 5, 12, 16, 19, 21 and 22 in principle. Recommendations #13 and 15 were not agreed to.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by January 30th, 2022.

The Next Cyclical Review

The next cyclical review of the undergraduate programs in Childhood and Youth Studies will be conducted during the 2024-25 academic year.

Childhood and Youth Studies
Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Undergraduate Programs

Note: This document (excluding the categorization and unit response column) is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

The Childhood and Youth Studies program was pleased to receive the Reviewers' very positive External Reviewers report on Friday, February 21, 2020. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Action Plan (Section B) which have been created in consultation with the Dean(s).

The program faculty wish to acknowledge the unique timing of this program review, which occurred in the first year of our implementation of a major modification that was strategically undertaken to enhance student learning and expand educational and career opportunities for our students. The decision to overhaul the program was made after the cyclical program review process was initiated based on the faculty self-study, and the major modification occurred in the middle of this process, ultimately delaying the external reviewer visit. Therefore, in many cases, the reviewers suggested continuation or maintenance of action items already in place, as our improvement efforts are just beginning. The reviewers identified many of the same challenges and opportunities that we have already been working on as a program faculty. We found the reviewers' insights particularly helpful in that they affirmed our own assessment of the program and, for the most part, supported goals that we are already working toward.

For each recommendation one of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed:

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. We recommend that additional curriculum be developed in the area of texts directed to young people and produced by young people, including not only print texts, such as books, but also film, digital texts, video games, social media and other media texts.	<i>Discussion with Dean regarding potential support for additional resources.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>Y</i>
2. We recommend that the program develop a common understanding of what the essential requirements of the Childhood and Youth Studies program are.	<i>Ongoing program development and assessment work to be addressed during program meetings.</i>	<i>Program Faculty – Co-Director will facilitate.</i>	<i>Ongoing beginning September 2020</i>	<i>N</i>
3. We recommend that the program be established as a Department within FASS.	<i>Discussion with Dean regarding support for department structure.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>Y</i>

4. We recommend that the program assess its faculty complement and plan for additional teaching and mentoring resources to help address issues of workload and maintain a high level of educational experience for students. In light of the ratio of majors to core faculty members, the high caps in senior courses, and the need to incorporate further courses in cultural studies, it seems evident to us that the program needs more faculty resources.	<i>Discussion with Dean regarding potential support for additional resources.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
5. We recommend scheduling more time for meetings with the program faculty during the site visit of reviewers, including allowing time for individual meetings with any faculty member who wishes to meet with reviewers separately from the group. In order to accommodate this, and to allow reviewers more time to discuss the drafting of the report, we recommend extending the visit to include a full second day.	<i>Review and make changes in CPR process.</i>	<i>Office of Vice-Provost</i>	<i>N/A</i>	<i>no</i>
6. We recommend that faculty members include in-depth writing experiences as course assignments as much as possible and maintain rigour in terms of course content and required readings.	<i>Discussion with Dean regarding potential support for additional resources and request to facilitate writing support at the faculty/university</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
7. We recommend that more seminar courses (perhaps under the Special Topics in Child Studies or Advanced Topics in Child Studies rubrics) with course caps of 20 be developed for third and fourth-year students.	<i>Discussion with Dean regarding potential support for additional resources.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>Y</i>

8. We recommend that the faculty continue to establish and formalize relationships with different community partners to allow for more diverse experiential learning opportunities, including in the area of policy development and analysis pertaining to children and youth.	<i>n/a – already in process. Faculty are already working with FASS staff and community partners to expand experiential learning activities and increase the number of practicum placements, including virtual/digital placements given the situation with COVID.</i>	<i>Program faculty teaching experiential learning courses, including practicum.</i>	<i>Ongoing – already in progress</i>	<i>N</i>
9. We recommend that the program ensure that all interested students are able to enrol in opportunities for experiential learning and that the program consider making two such opportunities available to Honours students.	<i>Discussion with Dean regarding potential support for additional resources. Encourage faculty to work with the FASS experiential learning coordinator.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
10. We recommend that the program consider adding more study in the history of childhood and youth, in order to give students a better understanding of the range of assumptions about young people they encounter in their experiences with “real” children.	<i>N/A -already in process</i>	<i>Program Faculty</i>	<i>Ongoing</i>	<i>Y</i>
11. We recommend that the program maintain a commitment to foundational learning in the several disciplines that constitute the curriculum.	<i>n/a already in process</i>	<i>Program Faculty</i>	<i>Ongoing</i>	<i>N</i>

12. We recommend that regular opportunities to consult faculty members from other units in the University who contribute CHST courses to the program be developed.	<i>Discussion with Dean, FASS chairs and directors regarding potential strategies.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
13. We recommend that the program add some components to the Honours program that would further distinguish this route from the General program, such as, for example, making the Honours Research Project a more visible and valued option in the program and developing a Teaching Apprenticeship course for Honours students.	<i>We don't feel action is needed on this item. We are already working on strategies to attract more students into the Honours Thesis and will continue to do this. The reviewers didn't ask us about these strategies.</i>			
14. We recommend that the program maintain a list of electives offered in other programs at Carleton that are of relevance to students majoring in Childhood and Youth Studies and that support and enhance the core curriculum of the program.	<i>Co-Director will ask unit administrator to compile a list of complementary courses and share the list with students.</i>	<i>Co-Director/ Unit Administrator</i>	<i>Sept. 2020</i>	<i>N</i>
15. We recommend that the program consider making French a requirement, given the program's location in the Capital Region.				
16. We recommend that program faculty continue to develop rubrics by which to measure student satisfaction.	<i>Discussion with OIRP regarding ways to evaluate and respond to student experience.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>

17. We recommend that program faculty continue to develop rubrics by which to test learning outcomes and achievement of degree-level expectations.	<i>We have already begun working on assessing learning outcomes and will continue to develop these measures.</i>	<i>Program Faculty</i>	<i>October 2020</i>	<i>N</i>
18. We recommend that program faculty respond to student demand for more in-depth career counselling, including exploring the possibility of having Carleton University's Career Services Office facilitate sessions or job fairs targeted to students in the program; further emphasising the program's practicum component; and building further connections with community partners and future employers in the region.	<i>Discussion with Career Services to determine what supports can be provided. Discussion with Dean/Chairs and Directors to determine capacity for support at the faculty level.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
19. We recommend that the program consider appointing an Experiential Learning Coordinator as this aspect of the program is further developed.	<i>Discussion with Dean regarding potential support for additional resources.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
20. We recommend that the program institute a formal system of mentoring for junior faculty.	<i>Discussion with Dean and FASS chairs and directors regarding need for a formal mentoring system.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
21. We recommend that program faculty integrate students into their research programs in the form of RA appointments, co-authorship, etc., as their research programs become more established.	<i>No action is needed. We are already doing this and the culture of the program supports this.</i>			

22. We recommend that faculty members seek opportunities to supervise Postdoctoral Fellows.	<i>Discussion with Dean regarding the feasibility of this goal and what resources would be necessary to facilitate this.</i>	<i>Co-Director</i>	<i>September 2020</i>	<i>N</i>
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DATE: November 17, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Graduate Programs in Human
Computer Interaction

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

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of November 12, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in Human Computer Interaction.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21st, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

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

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

Any major modifications described in the Implementation Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

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

Senate Motion November 27, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Human Computer Interaction.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the graduate programs
in Human-Computer Interaction (HCI)
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The graduate programs in Human-Computer Interaction (HCI) jointly reside in the School of Computer Science, the School of Information Technology and the Department of Cognitive Science and is overseen by the Faculty of Science.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Head of the Human-Computer Interaction (HCI) program, the Dean of the Faculty of Science and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on September 24th, 2020.

FINAL ASSESSMENT REPORT

Introduction

The graduate programs in Human-Computer Interaction (HCI) jointly reside in the School of Computer Science, the School of Information Technology and the Department of Cognitive Science and is overseen by the Faculty of Science. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The site visit, which took place on November 20th and 21st, 2019, was conducted by Dr. Christine McWebb from the University of Waterloo, and Dr. Jason Hong from Carnegie Mellon University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Science, the Associate Dean (Programs) of the Faculty of Graduate and Postdoctoral Affairs, and the Head of the Human-Computer Interaction (HCI) program. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on December 23rd, 2019 and an updated report submitted on May 8th 2020 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by members of the Human-Computer Interaction program (HCI) (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Head of the Human-Computer Interaction (HCI) program (Appendix C)
- The Response from the Dean of the Faculty of Science (Appendix D).
- The internal discussion's recommendation report (Appendix E).

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

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Head of the Human-Computer Interaction (HCI) program and agreed to by the Dean of the Faculty of Science, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "[t]he HCI program fits within Carleton University's current Strategic Mandate Agreement (SMA) which identifies "Information Management and Digital Media" and "Advanced Technology and Innovation" as areas of expansion, both of which include HCI. The program is in overall **good standing** as long as the goal is to keep it at steady state of an annual intake of 10-15 students" (p. 3).

Faculty

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

"The faculty as a whole have strong expertise in many disciplines relevant to HCI, including computer science, information technology, cognitive science, industrial design, and more. Many of the faculty have strong research publication records and industry experience. Furthermore, student feedback about the faculty was highly positive across the board" (p. 7).

Students

The external reviewers noted:

"Students said that they chose Carleton over other competing programs due to its strong interdisciplinary nature and because of funding for students. Students also commented that diversity, in terms of gender and discipline, was viewed as a strength of the program. Students also felt well prepared for jobs in academia (through the pursuit of a PhD) or industry" (p. 6).

Curriculum

The external reviewers noted that "[a] wide variety of student backgrounds is encouraged and supported in the program, first in coursework, and later in a breadth of supported approaches in thesis research" (p. 3).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 12 recommendations for improvement:

1. Governance: Consider having a single HCI Master's degree, which may partially address the tenuousness of the program with respect to dedicated courses and seats for students, student supervision and recognition for this work, slow operational processes, and TA allocation. (Deficiency)
2. Tracking the program: consider periodic alumni surveys and other mechanisms for tracking job outcomes for alumni, as well as other information and feedback (e.g., salary, most useful courses, potential new courses), as one way to measure overall quality of the program. (Deficiency)

3. Program review: consider having a formal process for periodically reviewing program- level learning outcomes assessment as well as the overall curriculum. (Concern)
4. Faculty incentives for accepting to supervise students: Consider ways of better aligning incentives for departments and individual faculty, so that faculty are more willing to take on HCI Master's students as supervisors. (Concern)
5. Review hiring practices: We recommend that the Deans responsible for this program review hiring practices to cover teaching needs for the HCI program. (Weakness)
6. Integration of disciplines: Consider developing a clearer definition articulating how the different disciplines are integrated into the program. (Weakness)
7. Review use of space in HCI Building: Consider reviewing the use of space in the HCI building, in terms of how space is allocated, possible additional lab space for the program, and possible commons areas for students. (Weakness)
8. Design: Consider ways of expanding and integrating design more into the program. (Opportunity)
9. Connection with other programs at Carleton: Consider more connections between the HCI Master's program and other parts of Carleton, to strengthen the program. Some examples include Health Sciences, Neuroscience, and Accessibility. (Opportunity)
10. Co-op program: Consider ways of offering a co-op program as part of the Master's program. (Opportunity)
11. Support for job search: Consider offering more support for students looking for jobs, perhaps through more explicit support (such as CLUE), or perhaps through existing mechanisms that already exist at the university. (Opportunity)
12. Expanding the program: Consider more discussions amongst the faculty as to what size the HCI Master's program is desirable. (Opportunity)

The Outcome of the Review

As a consequence of the review, the graduate programs in Human-Computer Interaction (HCI) were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Head of the Human-Computer Interaction (HCI) program, the Dean of the Faculty of Science, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on September

24th, 2020. The Department agreed unconditionally to recommendations #2, 3, 6, 10 and 11. They also agreed to recommendations #1,4, 5, 7, 8, 9 and 12 in principle.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2021.

The Next Cyclical Review

The next cyclical review of the graduate programs in Human-Computer Interaction (HCI) will be conducted during the 2025-26 academic year.

Human-Computer Interaction
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Graduate Programs
Approved: September 1, 2020 (Graduate and Postdoctoral Affairs); May 26, 2020 (Science)

Note: This document (excluding the categorization and unit response column) is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

[Sample Text: The Department/School/Institute was pleased to receive the Reviewers' very positive External Reviewers' report on [date]. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation one of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

IMPLEMENTATION PLAN

Programs Being Reviewed: Human-Computer Interaction (HCI)

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. <i>Governance: Consider having a single HCI Master's degree, which may partially address the tenuousness of the program with respect to dedicated courses and seats for students, student supervision and recognition for this work, slow operational processes, and TA allocation. (Deficiency)</i>	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>Y</i>
2. <i>Tracking the program: consider periodic alumni surveys and other mechanisms for tracking job outcomes for alumni, as well as other information and feedback (e.g., salary, most useful courses, potential new courses), as one way to measure overall quality of the program. (Deficiency)</i>	We have already begun preparations for alumni outreach, planning regular contact and an annual survey.	<i>HCI DIRECTOR</i>	<i>1 Year</i>	<i>N</i>
3. <i>Program review: consider having a formal process for periodically reviewing program level learning outcomes assessment as well as the overall curriculum. (Concern)</i>	We will form a curriculum committee of the director and instructors of the three core courses, to identify and monitor how course learning outlines relate to the overall learning outcomes of the program. In particular, we will specifically consider the roles of the different disciplines involved in the program. We	<i>HCI DIRECTOR</i>	<i>1 Year</i>	<i>N</i>

	will also monitor to ensure experiential learning is supported within the program. We will initiate this in the next year and conduct regular reviews thereafter.			
4. <i>Faculty incentives for accepting to supervise students: Consider ways of better aligning incentives for departments and individual faculty, so that faculty are more willing to take on HCI Master's students as supervisors. (Concern)</i>	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>
5. <i>Review hiring practices: We recommend that the Deans responsible for this program review hiring practices to cover teaching needs for the HCI program. (Weakness)</i>	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>
6. <i>Integration of disciplines: Consider developing a clearer definition articulating how the different disciplines are integrated into the program. (Weakness)</i>	We will take steps to articulate this better on the program website. We will also address this in changes made to the calendar description of the program when recommendation 1 is addressed. One challenge is that in much work in HCI, the different disciplinary aspects are integrated. However, we can indicate the disciplinary perspectives taken in the core and research methods courses.	<i>HCI DIRECTOR</i>	<i>1 Year</i>	<i>N</i>

7. <i>Review use of space in HCI Building: Consider reviewing the use of space in the HCI building, in terms of how space is allocated, possible additional lab space for the program, and possible commons areas for students. (Weakness)</i>	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>
8. <i>Design: Consider ways of expanding and integrating design more into the program. (Opportunity)</i>	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>
9. <i>Connection with other programs at Carleton: Consider more connections between the HCI Master's program and other parts of Carleton, to strengthen the program. Some examples include Health Sciences, Neuroscience, and Accessibility. (Opportunity)</i>		<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>
10. <i>Co-op program: Consider ways of offering a co-op program as part of the Master's program. (Opportunity)</i>	We are actively looking into co-op or other approaches to internships.	<i>HCI DIRECTOR</i>	<i>2 Years</i>	<i>Y</i>
11. <i>Support for job search: Consider offering more support for students looking for jobs, perhaps through more explicit support (such as CLUE), or perhaps through existing mechanisms that already exist at the university. (Opportunity)</i>	We already do some things along these lines. Specifically, we have close links with the Ottawa HCI professional association, and Ottawa HCI annual conference (CanUX), and encourage our students to get involved. We will explore what more we can do and link	<i>HCI DIRECTOR</i>	<i>1 Year</i>	<i>N</i>

	it with efforts for better contact with alumni.			
12. Expanding the program: Consider more discussions amongst the faculty as to what size the HCI Master's program is desirable. (Opportunity)	Consult with HCI and unit Directors, and Deans.	<i>HCI Director will initiate meeting with the Dean of Science</i>		<i>N</i>