Carleton University — Canada's Capital University

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

memorandum

DATE: February 16, 2021

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
        Undergraduate and 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.

Library Reports (as required)
In electronic communication members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the 2021-22 major modifications included below.

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

Omnibus Motion
In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 17 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. **Environmental Science concentration in Geomatics**
    SCCASP approval: January 19, 2021
    SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of the concentration in Geomatics to the BSC (Hons) program in Environmental Science as presented with effect from Fall 2021.

2. **BA programs in Religion**
   SCCASP approval: February 2, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the major modification to the BA, BA (Hons) & BA Combined (Hons) in Religion and the deletion of the minors in Jewish Studies, Islamic Studies and Christianity Studies as presented with effect from Fall 2021.

3. **Minor in Health Sciences**
   SCCASP approval: February 2, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of the minor in Health Sciences as presented with effect from Fall 2021.

4. **SOCI 3950**
   SCCASP approval: February 2, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of SOCI 3950 as presented with effect from Fall 2021.

5. **STAT 3999**
   SCCASP approval: January 19, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction STAT 3999 as presented with effect from Fall 2021.

6. **BIT Interactive Multimedia and Design Streams**
   SCCASP approval: January 19, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of the streams in Animation & Visual Effects, Game Design and Development, Web and User Interfaces/Experience to the BIT in Interactive Multimedia and Design program as presented with effect from Fall 2021.

7. **Bachelor of Commerce**
   SCCASP approval: February 16, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of a 20 credit non honours Bachelor of Commerce program as presented with effect from Fall 2021.

8. **Certificate in Multidisciplinary Studies in Mental Health and Wellbeing**
   SCCASP approval: February 16, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the introduction of the Certificate in Multidisciplinary Studies in Mental Health and Wellbeing as presented with effect from Fall 2021.

9. **Minor in Environmental and Climate Humanities**
   SCCASP approval: February 2, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the introduction of the Minor in Environmental and Climate Humanities as presented with effect from Fall 2021.

10. **NEUR 4906**
    SCCASP approval: February 16, 2021
    SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the major modification to the B.Sc. (Hons) in Neuroscience and Mental Health program and the introduction of NEUR 4906 as presented with effect from Fall 2021.

11. **Minor in Community Engagement**
    SCCASP approval: December 15, 2020
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the introduction of the Minor in Community Engagement, SOCI 4171 & ANTH 4171 as presented with effect from Fall 2021.

12. **Minor in Business (Entrepreneurship)**
    SCCASP approval: January 19, 2021
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the introduction of STAT 4905 as presented with effect from Fall 2021.

13. **MBA online**
    SCCASP approval: N/A
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

> **THAT** Senate approve the introduction of the MBA online as presented with effect from Fall 2021.

14. **GINS 3999**
    SCCASP approval: January 19, 2021
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of GINS 3999 as presented with effect from Fall 2021.

15. **ISAP 3999**
    SCCASP approval: January 19, 2021
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of ISAP 3999 as presented with effect from Fall 2021.

16. **Psychology Thematic Minors**
    SCCASP approval: January 19, 2021
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of thematic minors in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology and Social and Personality Psychology as presented with effect from Fall 2021.

17. **ENST 4450 & GEOG 4450**
    SCCASP approval: December 15, 2020
    SQAPC approval: January 28, 2021

Senate Motion February 26, 2021

THAT Senate approve the introduction of ENST 4450 & GEOG 4450 as presented with effect from Fall 2021.

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Scott Mitchell, Chair, Department of Geography and Environmental Studies
            Steven Cooke, Director, Institute of Environmental and Interdisciplinary Science

CC: Charles L.B. Macdonald, Dean, Faculty of Science
         Julia Wallace, Associate Dean (Undergraduate Affairs), Faculty of Science

Date: November 5, 2020

Subject: Major Modification to Environmental Science Concentration in Geomatics Track A2

Modification Description

We are proposing a new concentration for Environmental Science (ENSC) students: "Environmental Science with Concentration in Geomatics B.Sc. Honours". The program complements the current slate of three other ESNC concentrations in (1) Ecology, Biodiversity and Conservation; (2) Chemistry; and (3) Earth Sciences. Similar to these ENSC concentrations, the proposed program is structured to provide students with a well-defined pathway to develop additional disciplinary expertise within their Environmental Science major.

Geomatics and related geospatial technologies (including geographic information systems, global navigation satellite systems and remote sensing technologies) complements Environmental Science, and many ENSC students already benefit from taking courses in the Geomatics program within the Department of Geography and Environmental Studies (DGES). Some ENSC students also opt for the minor in Geomatics which requires 4.0 credits in geomatics. The new concentration will train participating ENSC students in the theory and application of geomatics for geospatial data collection and analysis, digitial mapping and geographic problem solving, all of which are highly relevant to the field of environmental science. Students who graduate from this program will be competitive in the job market, since geomatics skills are often required or expected of new hires in the environment field.

The proposed concentration requires 5.0 credits in geomatics as part of the Environmental Science major program, plus MATH1007 (Calculus) and MATH 1107 (Linear Algebra). All of these geomatics course are currently offered (currently in online format due to COVID-19 pandemic but normally offered in lecture-lab format). Similarly, the two math credits are open to students in other programs and will provide the required mathematics foundations for both ENSC-GEOM students. An option is added that will allow students who pursue this new concentration to take GEOM4005 (Directed Studies in Geomatics) as an alternative to ENSC4901 (Directed Projects), both of which provide capstone project opportunities under the guidance of a faculty supervisor. Students will also have the option to take GEOG2006 (Introduction to Quantitative Research) or STAT2507 (Introduction to Statistical Modelling I) either of which covers introductory statistical methods required in upper year courses. The remaining required and elective courses for the proposed program are consistent with the other Environmental Science concentration options, including core courses in Biology, Chemistry, Earth Science, Geography, and Statistics.

Impact on Other Programs

The proposed program will diversify program options for Environmental Science students. We expect a very small increase in Geomatics course enrollments for the Department of Geography and Environmental Studies. There will be no impacts to program deliveries. Geomatics courses are taught in lecture-lab format and as the program continues to grow, there is an option to add additional sections to increase geomatics course capacities. Overall, we anticipate an uptake of up to about five new environmental science students per year, based on anecdotal observatinos and discussions with ENSC students. Therefore, impacts to other programs will be relatively minor if not negligible.

Societal Need

Geomatics and geospatial technologies are pervasive in modern society. In the environment field, geomatics knowledge is essential for many career paths. From digital map making and GPS data collection to advanced geospatial analysis and satellite/drone-based remote sensing, environmental practitioners are increasingly expected to have training in the discipline. ENSC students with a concentration in geomatics will have the required skills and knowledge to respond to job advertisements that call for expertise in GIS, GPS data collection and remote sensing. Many prospective employers in public, private and non-profit sectors related to the environment field require personnel with these skills. Whereas some ENSC students may elect to develop additional expertise in analytical chemistry or biology, students who take the geomatics specialization will develop a unique skill set for a wide range of environment-related careers involving geospatial data collection, management and analysis. The proliferation of geospatial data and related technologies in society is fueling a demand for graduates with geomatics training, including within the environmental sciences.

Student Demand

A small number of Environmental Science students already take geomatics courses, including also the minor in geomatics. Others may not know about geomatics or its complementarity with Environmental Science and will be attracted to this option upon learning about the concentration option. Our best estimate is approximately five students per year from Environmental Science who might elect to take the concentration option. This is based on the number of students who take the minor in geomatics and also on the basis of anecdotal evidence from interactions between students and program supervisors/administrators.

Resources

As indicated above, the number of ENSC students who elect to take this concentration is on the order of five per year. This has virtually no resource implications for program delivery within either ENSC or DGES.

The following topics should be covered in this section:

a. *Faculty resources*: No additional resources required.

b. *Contract instructors*: No additional CIs required.

c. *Administrative support*: No addition administrative support required.

d. *Library resources*: No additional library resources required.

e. *Space*: No additional space required.

f. *Equipment*: No additional equipment required.

g. *Graduate student funding*: No graduate student funding required.

November 5, 2020

Institute of Environmental and Interdisciplinary Science
Carleton University
4442 Herzberg Laboratories
Ottawa, ON K1S 5B6

Dear Dr. Cooke,

On behalf of the Department of Geography and Environmental Studies (DGES), I am confirming our support for the proposed Environmental Science program with concencentration in Geomatics undergraduate degree program.

The structure of the degree will require students to complete courses in Environmental Science and Geomatics. Therefore, I am confirming that DGES will give Environmental Science students access to register as other students in BSc and BA programs requiring Environmental Studies, Geography, and Geomatics courses as part of their major program requirements.

Sincerely,

Dr. Scott W Mitchell, PhD
Chair
Department of Geography and Environmental Studies
Carleton University
B350A Loeb Building
Ottawa, ON K1S 5B6

Geomatic Concentration LOs: February 1, 2021

Students will be able to:

1. Develop additional disciplinary expertise within their Environmental Science major
2. Use skills and knowledge in the theory and application of geomatics for geospatial data collection and analysis, digital mapping and geographic problem solving
3. Leverage their expertise in GIS, GPS data collection and remote sensing to move forward as professionals in their careers (industry or research)

New Program Proposal

Date Submitted: 09/30/20 12:30 pm

Viewing: **TBD-2031 : Environmental Science with Concentraon in Geoma cs B.Sc. Honours**

Last edit: 12/17/20 4:17 pm

Last modified by: sarahcleary

Changes proposed by: michellesantoianni

In Workflow

1. **GEOG ChairDir UG**
2. **IEIS ChairDir UG**
3. **AS Dean**
4. **SCI Dean**
5. **AS FCC**
6. **SCI FCC**
7. **AS FBoard**
8. **SCI FBoard**
9. **PRE SCCASP**
10. SCCASP
11. SQAPC
12. Senate
13. PRE CalEditor
14. CalEditor

Approval Path

1. 09/10/20 2:48 pm
   Scott Mitchell
   (scottmitchell): Approved
   for GEOG ChairDir UG
2. 09/10/20 3:28 pm
   Steven Cooke
   (stevencooke): Approved
   for IEIS ChairDir UG
3. 09/28/20 9:59 am
   Peter Thompson
   (peterthompson):
   Rollback to Inia tor
4. 10/01/20 2:57 pm
   Scott Mitchell
   (scottmitchell): Approved
   for GEOG ChairDir UG
5. 10/20/20 4:03 pm
   Steven Cooke
   (stevencooke): Approved
   for IEIS ChairDir UG
6. 10/21/20 2:24 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
7. 11/05/20 8:06 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
8. 11/19/20 10:06 am
   Peter Thompson

9. 11/19/20 4:20 pm
Julia Wallace
(juliawallace): Approved
for SCI FCC
10. 11/26/20 4:18 pm
Peter Thompson
(peterthompson):
Approved for AS FBoard
11. 11/26/20 4:23 pm
Julia Wallace
(juliawallace): Approved
for SCI FBoard

(peterthompson):
Approved for AS FCC

Effecve Date	2021-22
Workflow	majormod
Program Code	TBD-2031
Level	Undergraduate
Faculty	Faculty of Science Faculty of Arts and Social Sciences
Academic Unit	Instute for Environmental and Interdisciplinary Sciences Department of Geography and Environmental Studies
Degree	Bachelor of Science Honours
Title	Environmental Science with Concentraon in Geomacs B.Sc. Honours

Program Requirements

Environmental Science with Concentraon in Geomacs B.Sc. Honours (20.0 credits)

A. Credits Included in the Major CGPA (13.0 credits)

1. 3.0 credits in: **3.0**

ENSC 1500 [0.5]   **Environmental Science Seminar**
ENSC 2000 [0.5]   **Environmental Science Field Methods**
ENSC 2001 [0.5]   **Earth Resources and Natural Hazards: Environmental Impacts**
ENSC 2002 [0.5]   **Methods and Analysis in Environmental Science**
ENSC 3000 [0.5]   **Environmental Science and Management: Theory and Pracce**
ENSC 3509 [0.5]   **Group Research in Environmental Science**

2. 1.0 credit in: **1.0**

ENSC 4906 [1.0]   **Honours Research Project**
or
ENSC 4901 [0.5]   **Directed Projects**

    or

    GEOM 4005 [0.5]   **Directed Studies in Geomacs**

    and 0.5 credit 4000-level Approved Science for Environmental Science

3. **2.0 credit in:**   **2.0**

    BIOL 2600 [0.5]   **Ecology**

    CHEM 2302 [0.5]   **Analyc al Chemistry I**

    CHEM 2800 [0.5]   **Foundaons f or Environmental Chemistry**

    GEOG 2013 [0.5]   **Weather and Water**

4. **1.0 credit from:**   **1.0**

    GEOG 3102 [0.5]   **Geomorphology**

    GEOG 3103 [0.5]   **Watershed Hydrology**

    GEOG 3104 [0.5]   **Principles of Biogeography**

    GEOG 3105 [0.5]   **Climate and Atmospheric Change**

    GEOG 3106 [0.5]   **Aquac Science and Manag ement**

    GEOG 3108 [0.5]   **Soil Properes**

5. **1.0 credit from:**   **1.0**

    ERTH 2402 [0.5]   **Climate Change: An Earth Sciences Perspecv e**

    ERTH 2403 [0.5]   **Introducon t o Oceanography**

    ERTH 3205 [0.5]   **Physical Hydrogeology**

6. **3.5 credits in:**   **3.5**

    GEOM 1004 [0.5]   **Maps, Satellites and the Geospaal R evoluon**

    GEOM 2005 [0.0]   **Introducon t o Geospaal Pr ogramming**

    GEOM 2007 [0.5]   **Points, Lines and Polygons**

    GEOM 2008 [0.0]   **Pixels and Grids**

    GEOM 3002 [0.5]   **Introducon t o Remote Sensing**

    GEOM 3005 [0.5]   **Geospaal Analy sis**

    GEOG 3003 [0.5]   **Quant av e Geography**

7. **1.5 credits from:**   **1.5**

    GEOM 4001 [0.5]   **Special Topics in Geomacs**

    GEOM 4003 [0.5]   **Remote Sensing of the Environment**

    GEOM 4008 [0.5]   **Advanced Topics in Geographic Informaon S ystems**

    GEOM 4009 [0.5]   **Applicaons in Geogr aphic Informaon S ystems**

B. Credits not included in the Major CGPA (7.0 credits)

8. **1.5 credit in:**   **1.5**

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

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

    STAT 2507 [0.5]   **Introducon t o Stas c al Modeling I**

    or GEOG 2006 [0.5]   **Introducon t o Quant av e Research**

9. **2.5 credits in:**   **2.5**

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

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

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

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

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

10. **0.5 credit in:**   **0.5**

    PHIL 2380 [0.5]   **Introducon t o Environmental Ethics**

11. 0.5 credit from: **0.5**

    BIOL 2107 [0.5]   **Fundamentals of Genecs**

    BIOL 2201 [0.5]   **Cell Biology and Biochemistry**

12. 1.5 credits in approved courses outside the facules of Science and Engineering and Design (ma y include   **1.5**
NSCI 1000)

13. 0.5 credit in free elecv e   **0.5**

Total Credits   20.0

New Resources	No New Resources
Summary	adding new concentraon f or Environmental science program
Raonale	Geomacs (including GIS, GNSS and r emote sensing technologies) complements Environmental Science, and many ENSC students benefit from taking courses in the Geomacs pr ogram. Some ENSC students already take the minor opon in Geoma cs. The proposed program will offer students a well-defined pathway to develop experse in theor y and applicaon of Geoma cs science and t echnology within the discipline of Environmental Science. Students who graduate from this program will be compev e in the job market, since Geomacs skills ar e often required or expected of new hires in the environment field.
Transion/Implemen taon	New Geomacs c oncentraon will be of in terest to prospecv e students considering admission to the Environmental Science program and to current students as an element to add to their degree program.
Program reviewer comments	**peterthompson (09/28/20 9:59 am):** Rollback: Please see email -- entry is not forma ed properly. **scomit chell (10/01/20 12:09 pm):** Removed GEOM 2004 and GEOM 2008. They (conceptually) refer to the same course. The new course is supposed to be GEOM 2008 - we can't use 2004 because that course existed in the past. Once the course inventory entry is fixed, need to re-insert GEOM 2008 before sending this up the chain. **scomit chell (10/01/20 1:11 pm):** Numbering of program requirements and course list for 2nd year GEOM courses fixed based on input from michellesantoianni and murrayrichardson **sarahcleary (12/17/20 4:17 pm):** Minor formang.

Key: 2031

Institutional Quality Assurance Process

Major Modification Not Requiring a Library Report

Date: November 30, 2020

From: George Duimovich, Collections Librarian, STEM

To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc   Amber Lannon, University Librarian
              Laura Newton Miller, Head, Collections & Assessment
              Sally Sax, Head, Electronic Resources & Acquisitions
              Patti Harper, Head, Research Support Services

Recommendation

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

- Bachelor of Science Honours, Environmental Science, Concentration in Geomatics

This is a formal notification for your records.

MEMORANDUM

To: Senate Quality Assurance and Planning Committee

From: Shawna Dolansky, Religion Program Coordinator

CC: Shane Hawkins, Director, College of the Humanities
            Peter Thompson, Associate Dean (Academic), Faculty of Arts and Social Sciences
            Pauline Rankin, Dean, Faculty of Arts and Social Sciences

Date: October 20, 2020

Subject: Major Modification to Religion. Track A2.

Modification Description

Over the past several years the Religion Program has implemented various changes in response to the 2015 Cyclical Review and the CUCQUA report of 2016. The Curriculum Committee (Ash Geissinger, Chris Jensen, and Kim Stratton) proposes further modifications ahead of our next external review that continue the process of streamlining the program, which was begun in 2016 with the culling of courses, institution of new theory courses at the 2000, 3000, and 4000 levels, and the formulation of clear program-level Learning Objectives onto which required courses are mapped; these program level LOs provide a guideline for formulating the LOs of individual courses, thus creating program-wide coherence and continuity for students as they progress through either the BA or BAHonours.

 The current proposed changes build upon this previous work and extend it in response to increasing emphasis at the university and provincial levels (as well as society at large) on the employability of university degrees. The curriculum committee proposes increasing the Experiential Learning component at the program level through addition of new required courses that have an EL orientation, including changes to the 4000 level capstone seminar that focus on the development of employability skills. Proposed changes in this document also respond to changes in our faculty cohort since the program was last reviewed in 2015. These include the loss of two FT faculty members (Angela Sumegi and Richard Mann) and the welcome addition of Shawna Dolansky, Chris Jensen, and Tim Pettipiece. These proposed changes strive to make the most out of the current teaching staff while creating a dynamic, responsive suite of courses (organized modularly) that energize students, make the study of Religion applicable and relevant to the modern world's increasingly complex social and economic demands while continuing to deliver the essential components of our discipline. The committee also finds that Religion offers an excessive number of Minors (Minor in Christianity Studies, Minor in Islamic Studies, Minor in Jewish Studies), which are not well subscribed yet drain our resources with the obligation to offer courses that support them. In reviewing the courses that we offer, the committee recommends a restructuring of the program that builds upon our current faculty strengths, strives to develop a sense of cohort identity among the student majors and minors, and strengthens the connection between our BA and our MA programs.

Rationale for Changes
- Too many courses, offered too infrequently
- Too many undersubscribed Minors
- Reliance on too many CIs
- Desire to create a more cohesive student cohort
- Need to update Learning Objectives to include more Experiential Learning and practical implications
- Need to reflect the changes in our faculty cohort
- Desire to make a dynamic and responsive program based on modular organization and structure of requirements that readily adapts to changing exigencies (staffing, faculty interest, student interest, current events)

Proposed Solutions
- Keep courses with high enrollments (e.g. 1710, 2732)
- Consolidate and streamline courses with lower enrollments
- Offer fewer courses overall
- Offer fewer minors, most of which are under-enrolled: eliminate all minors except Minor in Religion; add a Minor in Religion and Public Life to connect with MA (to start 2022-23)
- Focus on what our current faculty is capable of offering
- Foster connections with MA program
- Foster a sense of cohort cohesion through core requirements (2741, 3741, 4741)
- Demonstrate that religious literacy across global religions, as well as with regard to specific RPL themes, are part of LOs and part of program structure (curriculum mapping)
- Keep it easy for BGInS and HUMS students to minor, and for other students to pick up the minor or major in 2nd or 3rd year
- Demonstrate applicability of a Religion degree beyond the academy by incorporating experiential learning, particularly into 4741 as a capstone, and changing the name of this course to reflect an additional orientation toward career building and employability.

New Program Structure: BA Religion (Honours)

A. Credits included in the Major CGPA (8.0 credits)
1. 1.0 credit in Foundations
   RELI 1710 [0.5] Judaism, Christianity, Islam
   RELI 1712 [0.5] Religions of South and East Asia

2. 0.5 credits from Traditions and Contexts: Judaism, Christianity, Islam
   RELI 2110 [0.5] Judaism
   RELI 2200 [0.5] Christianity (new course)
   RELI 2310 [0.5] Islam

3. 0.5 credits from Traditions and Contexts: Hinduism, Buddhism, Religions of China
   RELI 2410 [0.5] Buddhism
   RELI 2510 [0.5] Hinduism
   RELI 2600 [0.5] Religions of China

4. 0.5 credits from Indigenous Traditions

RELI 2800 [0.5] Indigenous Traditions [0.5]

5. 1.0 credit from Comparative and Global Themes
   RELI 1741 [0.5] Global Religions: Identity and Community
   RELI 2230 [0.5] Global Christianity
   RELI 2535 [0.5] Religion and Gender
   RELI 2711 [0.5] Love and Its Myths
   RELI 2712 [0.5] Religious Diversity in Canada
   RELI 2713 [0.5] Mystical and Contemplative Traditions
   RELI 2732 [0.5] Death and Afterlife
   RELI 2738 [0.5] Philosophy of Religion
   RELI 2810 [0.5] Religion and Popular Culture
   RELI 2811 [0.5] Religions and the Environment
   RELI 3000 [0.5] Religion and Public Life (new course)
   RELI 3100 [0.5] Religions and the Body (new course)
   RELI 3301 [0.5] Music and Religion
   RELI 3722 [0.5] Religion and Violence

6. 1.5 credits in Disciplinary Core Courses
   RELI 2741 [0.5] Big Questions in Religions Studies
   RELI 3741 [0.5] Classical Approaches to Religion
   RELI 4741 [0.5] Contemporary Issues in the Study of Religion

7. 0.5 credit in RELI at the 2000 level or above (excluding RELI 2741)

8. 1.0 credits in RELI at the 3000 level (excluding RELI 3741)

9. 0.5 credits in RELI at the 4000 level (excluding RELI 4741)

B. Credits Not Included in the Major CGPA (12.0 credits)
   10. 8.0 credits in electives not in RELI
   11. 4.0 credits in free electives (can be in RELI)

Total Credits: 20.0

List of Program Changes

Original Program	Program Changes
Eliminating the dual courses RELI 1715 and RELI 1716	Consolidating them into one single 0.5 credit course (RELI 1711), which will be required at the 1000 level in this section "1.0 credit in Foundations" along with RELI 1710 (already required).
Only requiring one introductory 2000 level course (0.5 credit) in either Judaism, Christianity, or Islam.	Currently have introductory courses in Judaism (2110) and Islam (2310); we are creating a new introductory 2000 level course in Christianity toward this requirement.

1.5 credits from Asian or Indigenous Religions	Requiring only one introductory 2000 level course (0.5 credit) in either Hinduism, Buddhism, or Religions of China.
	Requiring one introductory 2000 level course in Indigenous Traditions (new course).
1.0 Comparative and Global Themes	This requirement for comparative and global themes is not changing, but some relevant courses are being eliminated, and new ones are being added.
	Majors are now required to take an additional 1.0 credit at the 3000 level
	Majors are now required to take an additional 1.0 credit at the 2000 level

List of Course Changes

Course Code	Course Name	Change
RELI 1712	Religions of South and East Asia	Added
RELI 1715	South Asian Religions	Deleted
RELI 1716	East Asian Religions	Deleted
RELI 1720	Indigenous Religions in a Global Context	Deleted
RELI 1731	Varieties of Religious Experience	Prerequisite change
RELI 2122	Early Judaism	Deleted
RELI 2200	Christianity	Added
RELI 2225	Christianity: 300-1500	Deleted
RELI 2226	Christianity: 1500-1900	Deleted
RELI 2320	Islam in the Modern World	Deleted
RELI 2355	Islamic Ethics	Added
RELI 2713	Mysticism	Edited: Change of course name to Mystical and Contemplative Traditions
RELI 2731	Dimensions of Modern Atheism	Deleted
RELI 2741	Interpretations of Religion	Edited: Course name Change to Big Questions in Religious Studies
RELI 2800	Indigenous Traditions	Added
RELI 2810	Religion and Popular Culture	Added
RELI 2811	Religions and the Environment	Added
RELI 3000	Religion and Public Life	Added
RELI 3101	Religions and the Body	Added
RELI 3130	Love, Sex, and Marriage in Judaism	Deleted
RELI 3131	Judaism and Gender	Deleted
RELI 3141	Germans and Jews	Deleted
RELI 3322	Shi'i Islam	Deleted
RELI 3331	Islam and Gender	Deleted
RELI 3350	The Hadith Literature: An Introduction	Deleted

RELI 3360	Islamic Texts and Narratives	Added
RELI 3710	Religions and the Environment	Deleted
RELI 3734	Religion, Gender, and Sexuality	Deleted
RELI 4741	Contemporary Issues in the Study of Religion	Edited: change the course description to reflect the relationship between theory and method in experiential learning.

Impact on Other Programs

The impact on other programs is minimal, as follows:

The impact on the Global and International Studies (BGInS) program specialization in Religion regards the movement of RELI 1720, Global Indigenous Religions, to a 2000 level course. The course will consist of the same material but will be renamed RELI 2800 "Indigenous Traditions" in order to conform to 2000 level course expectations. BGInS has been notified and has accepted the change.

The impact on the Medieval and Early Modern Studies (MEMS) program involves the movement of RELI 2225 to the 3000 level (the new courses will be added in the next round of Calendar changes for 2022-23), and the elimination of RELI 3350 and 3322, as well as the addition of RELI 2200 and 3360. MEMS has also been notified and accepted the changes.

Student Demand

Informal discussions with students in the Religion major over the past few years have indicated two areas in which our program requires strengthening and which could potentially help future recruitment.

First, some students have difficulty planning their pathways to graduation, partly because currently we have a great many courses listed in the Calendar, some of which are no longer offered. These changes will ensure that our program is not overly complicated and difficult to navigate, and that the only courses listed in the Calendar are courses that continue to be offered.

Second, a lack of coherence and logical progression through our required courses has meant that students rarely develop a sense of having a cohort with whom they share core courses, prior to their fourth year. This has resulted in the failure of Religion in maintaining a Social Society due to lack of interest.

Revision of our course requirements and the culling of old courses will address both of these issues.

Resources

   a. *Faculty resources*: no additional faculty resources are required.
   b. *Contract instructors*: no additional contract instructors are required.
   c. *Administrative support*: no additional administrative support is required.
   d. *Library resources*: no additional library resources are required.

e. *Space*: no additional space resources are required.
f. *Equipment*: no additional equipment is required.
g. *Graduate student funding*: no additional graduate student funding is required.

Appendix: Impact on Learning Outcomes

Program-Wide Learning Outcomes (Current and Updated)

The Report that we submitted to CUCQUA in June of 2017 included the program-wide Learning Outcomes below; we have also added a 7th LO for students graduating with Honours to reflect connections that should be made at the 4th year level between theory and real-world applications:

Students who graduate with a BA Honours/Combined in Religion will:
1. … be able to formulate positions consistent with the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion.

2. … be able to analyze the history of and relationship among the major religions of the world in their local and global contexts.

3. … be able to critically evaluate characteristic features and experiences of religious people in a global environment.

4. … be able to appraise the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.

5. … be able to argue for the value of religious literacy, which includes facility in specialist terminology native to religions as well as specialist terminology relative to the discipline.

6. … be able to formulate cogent and theoretically nuanced arguments.

7. … be able to make connections between theoretical approaches used in the academic study of religion and their real-world implications and applications.

Students who graduate with a BA General in Religion will:
1. … be able to employ the methods of the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion.

2. … be able to describe the history of and relationship among the major religions of the world in their local and global contexts.

3. … be able to examine characteristic features and experiences of religious people in a global environment.

4. … be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.

5. … be able to demonstrate religious literacy, which includes facility in terminology native to religions as well as to the discipline.

6. … be able to formulate cogent and theoretically informed arguments.

Degree Level Expectations Mapped to BA Honours Program Learning Outcomes (PLOs)

Program Learning Outcomes	Degree Level Expectations Met
1. Students will be able to formulate positions consistent with the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion.	2. Knowledge of methodologies 3. Application of knowledge 7. Connection between theory and application
2. Students will be able to analyze the history of and relationship among the major religions of the world in their local and global contexts.	1. Depth and breadth of knowledge
3. Students will be able to critically evaluate characteristic features and experiences of religious people in a global environment.	5. Awareness of the limits of knowledge
4. Students will be able to appraise the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.	6. Autonomy and professional capacity 7. Connection between theory and application
5. Students will be able to argue for the value of religious literacy, which includes facility in specialist terminology native to religions as well as specialist terminology relative to the discipline.	1. Depth and breadth of knowledge 3. Application of knowledge 7. Connection between theory and application
6. Students will be able to formulate cogent and theoretically nuanced arguments.	4. Communication skills

Degree Level Expectations Mapped to BA General and Combined Honours PLOs

Program Learning Outcomes	Degree Level Expectations Met
1. Students will be able to employ the methods of the academic study of religion, which stresses outsider discourse, methodological atheism, and the ability to differentiate between advocacy and the critical study of religion.	2. Knowledge of methodologies 3. Application of knowledge
2. Students will be able to describe the history of and relationship among the major religions of the world in their local and global contexts.	1. Depth and breadth of knowledge

3. Students will be able to examine characteristic features and experiences of religious people in a global environment.	5. Awareness of the limits of knowledge
4. Students will be able to describe the integral role of religion as a category helping to shape cultures, identities, political systems, and public life.	6. Autonomy and professional capacity
5. Students will be able to demonstrate religious literacy, which includes facility in terminology native to religions as well as to the discipline.	1. Depth and breadth of knowledge 3. Application of knowledge
6. Students will be able to formulate cogent and theoretically informed arguments.	4. Communication skills

Date Submitted: 11/20/20 8:51 am

Viewing: **GBA-25 : Religion B.A.**

Last approved: 06/24/20 3:33 pm

Last edit: 02/04/21 8:09 am

Last modified by: dianagreene

Changes proposed by: sarahcleary

In Workflow

1. **HUMM ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/15/20 12:55 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
2. 10/27/20 4:08 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 11/30/20 2:53 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
4. 01/18/21 10:10 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 01/25/21 3:01 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 01/25/21 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 01/29/21 9:49 am
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

History

1. Mar 19, 2014 by sandra

Calendar Pages Using this Program	Religion
Effecv e Date	2021-22
Workflow	**majormod** ~~minormod~~
Program Code	GBA-25
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Bachelor of Arts
Title	Religion B.A.

Program Requirements

Religion
B.A. (15.0 credits)

A. Credits Included in the Major CGPA (6.0 credits)

1. 1.0 credit in Foundaons   1.0

RELI 1710 [0.5]   Judaism, Chrisanity , Islam
~~RELI 1715 [0.0]~~   ~~Course RELI 1715 Not Found~~
~~or RELI 1716 [0.0]~~   ~~Course RELI 1716 Not Found~~
RELI 1712 [0.0]   **Religions of South and East Asia**

2. 0.5 credit from Tradions and Con texts: Judaism, Chrisanity , and Islam   **0.5**

RELI 2110 [0.5]   Judaism
~~RELI 2121 [0.5]~~   ~~Hebrew Bible~~
~~RELI 2122 [0.0]~~   ~~Course RELI 2122 Not Found~~
~~RELI 2220 [0.5]~~   ~~Early Chrisanity~~
~~RELI 2225 [0.0]~~   ~~Course RELI 2225 Not Found~~
~~RELI 2226 [0.0]~~   ~~Course RELI 2226 Not Found~~
~~RELI 2230 [0.5]~~   ~~Global Chrisanity~~
RELI 2200 [0.0]   **Chrisanity**
RELI 2310 [0.5]   Islam

RELI 2320 [0.0] Course RELI 2320 Not Found

RELI 2330 [0.5] The Qur'an

RELI 2350 [0.5] Classical Islamic Thought

RELI 3131 [0.0] Course RELI 3131 Not Found

RELI 3140 [0.5] Holocaust Encounters

RELI 3141 [0.0] Course RELI 3141 Not Found

RELI 3220 [0.5] Reformaon Eur ope

RELI 3230 [0.5] Jesus of Nazareth

RELI 3231 [0.5] Paul of Tarsus

RELI 3232 [0.5] Chrisan Discipline

RELI 3250 [0.5] Evangelical Chrisanity in Social-His torical Perspecv e

RELI 3322 [0.0] Course RELI 3322 Not Found

RELI 3330 [0.5] Sufism

RELI 3331 [0.0] Course RELI 3331 Not Found

RELI 3340 [0.5] The Life and Image of Muhammad

RELI 3350 [0.0] Course RELI 3350 Not Found

3. 1.5 credits from Asian or Indigenous Religions (at least 0.5 must be at the third-year level) 1.5

RELI 1720 [0.0] Course RELI 1720 Not Found

3. 0.5 credit from Tradions and Con texts: Hinduism, Buddhism, Religions of China 0.5

RELI 2410 [0.5] Buddhism

RELI 2510 [0.5] Hinduism

RELI 2600 [0.5] Religions of China

RELI 2720 [0.5] Indigenous Religions of Canada

RELI 2750 [0.5] Sikhism

RELI 3420 [0.5] Early Buddhism

RELI 3422 [0.5] Buddhism Beyond India

RELI 3520 [0.5] Early Hinduism

RELI 3522 [0.5] Modern Hinduism

4. 0.5 credit from Indigenous Tradions 0.5

RELI 2800 [0.0] **Indigenous Tradions**

5. 1.5 credits from Comparav e and Global Themes 1.5

RELI 2535 [0.5] Religion and Gender

RELI 2711 [0.5] Love and Its Myths

RELI 2712 [0.5] Religious Diversity of Canada

RELI 2713 [0.5] Mysc al and Contemplav e Tradions

RELI 2731 [0.0] Course RELI 2731 Not Found

RELI 2732 [0.5] Death and Afterlife

RELI 2736 [0.5] Religion and Society

RELI 3130 [0.0] Course RELI 3130 Not Found

RELI 3710 [0.0] Course RELI 3710 Not Found

RELI 2810 [0.0] **Religion and Popular Culture**

RELI 2811 [0.0] **Religions and the Environment**

RELI 3000 [0.0] **Religion and Public Life**

RELI 3101 [0.0] **Religions and the Body**

RELI 3722 [0.5] Religion and Violence

RELI 3734 [0.0] Course RELI 3734 Not Found

~~5. 1.0 credit in Disciplinary Core Courses~~   ~~1.0~~

6. 1.0 credit in Disciplinary Core Courses   1.0

     RELI 2741 [0.5]   Big Quesons in R eligious Studies

     RELI 3741 [0.5]   Classical Approaches to Religion

7. 1.0 credit in RELI at the 2000-level or above   **1.0**

B. Credits Not Included in the Major CGPA (9.0 credits)

~~**6. 6.0 credits not in** RELI~~

~~**7. 3.0 credits in** free elecv es~~

8. 6.0 credits not in RELI   **6.0**

9. 3.0 credits in free elecv es (can be in RELI)   **3.0**

Total Credits   15.0

New Resources	No New Resources
Summary	1. we are eliminang the dual c ourses RELI 1715 and RELI 1716 and consolidang them in to one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this secon "1.0 cr edit in Foundaons" along with RELI 1710 (alr eady required). 2. we are requiring two introductory 2000 level courses in Judaism, Chrisanity , or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creang a ne w introductory 2000 level course in Chrisanity (2200) t oward this requirement. 3. we are requiring two introductory 2000 level course in either Hinduism, Buddhism, or Religions of China. 4. we are requiring one introductory 2000 level course in Indigenous Tradions (ne w course). 5. With the new requirements at the 2000 level, an extra 0.5 credit is freed up for a more comparav e perspecv e. Also, some relevant courses are being eliminated, and new ones are being added. One course is being renamed (2713). Lastly, this item lisng in the Calendar needs to be re-numbered as "5" to reflect the earlier addion t o the list of requirements. 6. Added the requirement of 1.0 credit at 2000-level or above
Raonale f or change	1. We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidang these c ourses into a single required course will allow both required "foundaons" c ourses to be taught by a FTE. 2. To work toward parity among tradions represented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and a. empt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 3. To work toward parity among tradions r epresented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 4. As part of our effort to increase awareness of Indigenous tradions a t Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous tradions a t an introductory 2000 level. 5. We are eliminang c ourses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. With the newly consolidated 2000 level breadth course requirements, majors are able to round out their comparav e understanding with an extra course (0.5) requirement in comparav e and global themes. 6. To ensure that Majors have at least 2 courses in Religion in addion t o 2000 level seminars.
Transion/Implemen taon	1. Majors who already have 1715 or 1716 will be able to count one of these toward their 1.0 credit in Foundaons, as be fore. Majors who have not yet fulfilled this requirement will take the new 1712 combined course instead, according to the new requirements. 2. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion

Major (Hons).

3. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

4. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

5. Majors who have already taken courses that are being eliminated, may connue t o count them toward their degree requirements. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

6. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

| Program reviewer comments | **sarahcleary (10/27/20 4:08 pm):** Rollback: Rollback - changing to a Major mod as per OVPAVPA.
sarahcleary (12/01/20 12:31 pm): Course code changed from 1711 to 1712
sarahcleary (12/01/20 12:44 pm): Course code changed from 3100 to 3101.
sarahcleary (01/29/21 9:25 am): Added '(can be in RELI)' to secon 9 f or consistency across programs. Addional minor f ormang.
sarahcleary (02/04/21 8:09 am): Edited Summary and Transion/Implemen taon t o reflect change in course code from 1711 to 1712. |

Key: 743

Date Submitted: 10/28/20 5:09 pm

Viewing: **HBA-25 : Religion B.A. Honours**

Last approved: 02/02/18 2:38 pm

Last edit: 02/04/21 8:13 am

Last modified by: sarahcleary

Changes proposed by: dianagreene

In Workflow

1. **HUMM ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/15/20 12:52 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
2. 10/27/20 4:09 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 11/03/20 11:16 am
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
4. 01/18/21 10:10 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 01/25/21 3:01 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 01/25/21 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 01/29/21 9:49 am
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

History

1. Mar 19, 2014 by sandra

Calendar Pages Using this Program	**Religion**
Effecv e Date	2021-22
Workflow	**majormod** ~~minormod~~
Program Code	HBA-25
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Bachelor of Arts Honours
Title	Religion B.A. Honours

Program Requirements

Religion
B.A. Honours (20.0 credits)

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

1. 1.0 credit in Foundaons   1.0

   RELI 1710 [0.5]   Judaism, Chrisanity , Islam
   ~~RELI 1715 [0.0]~~   ~~Course RELI 1715 Not Found~~
   ~~or RELI 1716 [0.0]~~   ~~Course RELI 1716 Not Found~~
   RELI 1712 [0.0]   **Religions of South and East Asia**

2. 0.5 credit from Tradions and Con texts: Judaism, Chrisanity , and Islam   **0.5**

   RELI 2110 [0.5]   Judaism
   ~~RELI 2121 [0.5]~~   ~~Hebrew Bible~~
   ~~RELI 2122 [0.0]~~   ~~Course RELI 2122 Not Found~~
   ~~RELI 2220 [0.5]~~   ~~Early Chrisanity~~
   ~~RELI 2225 [0.0]~~   ~~Course RELI 2225 Not Found~~
   ~~RELI 2226 [0.0]~~   ~~Course RELI 2226 Not Found~~
   RELI 2200 [0.0]   **Chrisanity**
   RELI 2310 [0.5]   Islam
   ~~RELI 2320 [0.0]~~   ~~Course RELI 2320 Not Found~~
   ~~RELI 2330 [0.5]~~   ~~The Qur'an~~
   ~~RELI 2350 [0.5]~~   ~~Classical Islamic Thought~~
   ~~RELI 3131 [0.0]~~   ~~Course RELI 3131 Not Found~~

~~RELI 3140 [0.5]~~   ~~Holocaust Encounters~~

~~RELI 3141 [0.0]~~   ~~Course RELI 3141 Not Found~~

~~RELI 3220 [0.5]~~   ~~Reformaon Eur   ope~~

~~RELI 3230 [0.5]~~   ~~Jesus of Nazareth~~

~~RELI 3231 [0.5]~~   ~~Paul of Tarsus~~

~~RELI 3232 [0.5]~~   ~~Chrisan Discipline~~

~~RELI 3250 [0.5]~~   ~~Evangelical Chrisanity in Social-His   torical Perspecv   e~~

~~RELI 3322 [0.0]~~   ~~Course RELI 3322 Not Found~~

~~RELI 3330 [0.5]~~   ~~Sufism~~

~~RELI 3331 [0.0]~~   ~~Course RELI 3331 Not Found~~

~~RELI 3340 [0.5]~~   ~~The Life and Image of Muhammad~~

~~RELI 3350 [0.0]~~   ~~Course RELI 3350 Not Found~~

3. 0.5 credit from Tradions and Con   texts: Hinduism, Buddhism, Religions of China   **0.5**

RELI 2410 [0.5]   Buddhism

RELI 2510 [0.5]   Hinduism

~~RELI 2515 [0.5]~~   ~~Religion and Aesthecs in India~~

~~RELI 2720 [0.5]~~   ~~Indigenous Religions of Canada~~

~~RELI 2750 [0.5]~~   ~~Sikhism~~

~~RELI 3420 [0.5]~~   ~~Early Buddhism~~

~~RELI 3422 [0.5]~~   ~~Buddhism Beyond India~~

~~RELI 3520 [0.5]~~   ~~Early Hinduism~~

~~RELI 3522 [0.5]~~   ~~Modern Hinduism~~

RELI 2600 [0.5]   **Religions of China**

4. 0.5 credit from Indigenous Tradions   **0.5**

RELI 2800 [0.0]   **Indigenous Tradions**

5. 1.0 credit from Comparav   e and Global Themes   1.0

RELI 1741 [0.5]   **Global Religions: Identy and Community**

RELI 2230 [0.5]   Global Chrisanity

RELI 2535 [0.5]   Religion and Gender

RELI 2711 [0.5]   Love and Its Myths

RELI 2712 [0.5]   Religious Diversity of Canada

RELI 2713 [0.5]   Mysc   al and Contemplav   e Tradions

~~RELI 2731 [0.0]~~   ~~Course RELI 2731 Not Found~~

RELI 2732 [0.5]   Death and Afterlife

RELI 2736 [0.5]   Religion and Society

~~RELI 3130 [0.0]~~   ~~Course RELI 3130 Not Found~~

~~RELI 3710 [0.0]~~   ~~Course RELI 3710 Not Found~~

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

RELI 2810 [0.0]   **Religion and Popular Culture**

RELI 2811 [0.0]   **Religions and the Environment**

RELI 3000 [0.0]   **Religion and Public Life**

RELI 3101 [0.0]   **Religions and the Body**

RELI 3301 [0.5]   **Music and Religion**

RELI 3722 [0.5]   Religion and Violence

~~RELI 3734 [0.0]~~   ~~Course RELI 3734 Not Found~~

~~5. 1.5 credits in Disciplinary Core Courses~~   ~~1.5~~

6. 1.5 credits in Disciplinary Core Courses	1.5

RELI 2741 [0.5]   Big Quesons in R eligious Studies

RELI 3741 [0.5]   Classical Approaches to Religion

RELI 4741 [0.5]   Contemporary Issues in the Study of Religion

~~6. 1.5 credits in Honours Seminars~~	~~1.5~~

~~1.5 credit in RELI at the 4000 level (excluding RELI 4741)~~

~~B. Credits Not Included in the Major CGPA (12.0 credits)~~	~~12.0~~
7. 0.5 credit in RELI at the 2000 level or above (excluding RELI 2741)	**0.5**
8. 1.0 credit in RELI at the 3000 level (excluding RELI 3741)	**1.0**
9. 1.5 credits in RELI at the 4000 level (excluding RELI 4741)	1.5

~~RELI 1720~~ ~~[0.0]~~   ~~Course RELI 1720 Not Found~~

B. Credits Not Included in the Major CGPA (12.0 credits)

~~8. 4.0 credits in~~ ~~free elecv es (can be in RELI)~~	
10. 8.0 credits in elecv es not in RELI	**8.0**
11. 4.0 credits in free elecv es (can be in RELI)	**4.0**
Total Credits	20.0

New Resources	No New Resources
Summary	1. we are eliminang the dual c ourses RELI 1715 and RELI 1716 and consolidang them in to one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this secon "1.0 cr edit in Foundaons" along with RELI 1710 (alr eady required).
	2. We are requiring only one introductory 2000 level course (0.5 credit) in either Judaism, Chrisanity , or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creang a ne w introductory 2000 level course in Chrisanity t oward this requirement.
	3. we are requiring only one introductory 2000 level course (0.5 credit) in either Hinduism, Buddhism, or Religions of China.
	4. we are requiring one introductory 2000 level course in Indigenous Tradions (ne w course).
	5. this requirement for comparav e and global themes is not changing, but some relevant courses are being eliminated, and new ones are being added. It also needs to be re-numbered as "5" to reflect the earlier addion t o the list of requirements.
	6. Majors are now required to take an addional 1.0 cr edits at the 3000 level.
	7. Majors are now required to take an addional 1.0 cr edits at the 2000 level.
Raonale f or change	1. We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidang these c ourses into a single required course will allow both required "foundaons" c ourses to be taught by a FTE. 2. To work toward parity among tradions represented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and a. empt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 3. to work toward parity among tradions r epresented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 4. as part of our effort to increase awareness of Indigenous tradions a t Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous tradions a t an introductory 2000 level. 5.we are eliminang c ourses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. 6.To ensure that Majors have at least 2 advanced level courses in Religion in addion t o 4000 level seminars. 7. to ensure that Majors have at least 2 advanced level courses in Religion in addion t o 4000 level seminars.
	1. Majors who already have 1715 or 1716 will be able to count one of these toward their 1.0

Transion/Implemen taon

credit in Foundaons, as be fore. Majors who have not yet fulfilled this requirement will take the new 1712 combined course instead, according to the new requirements.

2. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

3. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

4. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

5. we are eliminang c ourses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand.

6. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

7. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).

Program reviewer comments

sarahcleary (10/27/20 3:13 pm): Removed RELI 2515 from secon 3. Corr ected secon 7. As per OVPAVPA.

sarahcleary (10/27/20 4:09 pm): Rollback: Rollback - changing to a Major mod as per OVPAVPA.

sarahcleary (12/01/20 12:34 pm): Course code changed from 1711 to 1712.

sarahcleary (12/01/20 12:42 pm): Course code changed from 3100 to 3101.

sarahcleary (01/06/21 10:52 am): Removed duplicate informaon. R eordered secon 7,8,9.

sarahcleary (01/29/21 9:29 am): Minor formang.

sarahcleary (02/04/21 8:13 am): Edited Summary and Transion/Implemen taon t o reflect change in course code from 1711 to 1712.

Key: 741

Date Submitted: 10/28/20 5:07 pm

Viewing: **HBA-25+ : Religion B.A. Combined Honours**

Last approved: 02/20/18 9:27 am

Last edit: 02/04/21 8:11 am

Last modified by: sarahcleary

Changes proposed by: dianagreene

In Workflow

1. **HUMM ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/15/20 12:55 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
2. 10/27/20 4:08 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 11/03/20 11:16 am
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
4. 01/18/21 10:10 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 01/25/21 3:01 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 01/25/21 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 01/29/21 9:49 am
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

History

1. Mar 19, 2014 by sandra

Calendar Pages Using this Program	Religion
Effecve Date	2021-22
Workflow	majormod
Program Code	HBA-25+
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Bachelor of Arts Honours
Title	Religion B.A. Combined Honours

Program Requirements

Religion
B.A. Combined Honours (20.0 credits)

A. Credits Included in the Religion Major CGPA (6.0 credits)

1. 1.0 credit in Foundaons   1.0

RELI 1710 [0.5]	Judaism, Chrisanity , Islam
RELI 1715 [0.0]	Course RELI 1715 Not Found
or RELI 1716 [0.0]	Course RELI 1716 Not Found
RELI 1712 [0.0]	**Religions of South and East Asia**

2. 0.5 credit from Tradions and Con texts: Judaism, Chrisanity , and Islam   0.5

RELI 2110 [0.5]	Judaism
RELI 2121 [0.5]	Hebrew Bible
RELI 2122 [0.0]	Course RELI 2122 Not Found
RELI 2220 [0.5]	Early Chrisanity
RELI 2225 [0.0]	Course RELI 2225 Not Found
RELI 2226 [0.0]	Course RELI 2226 Not Found
RELI 2200 [0.0]	**Chrisanity**
RELI 2310 [0.5]	Islam
RELI 2320 [0.0]	Course RELI 2320 Not Found
RELI 2330 [0.5]	The Qur'an
RELI 2350 [0.5]	Classical Islamic Thought
RELI 3131 [0.0]	Course RELI 3131 Not Found

~~RELI 3140 [0.5]~~   ~~Holocaust Encounters~~

~~RELI 3141 [0.0]~~   ~~Course RELI 3141 Not Found~~

~~RELI 3220 [0.5]~~   ~~Reformaon Eur ope~~

~~RELI 3230 [0.5]~~   ~~Jesus of Nazareth~~

~~RELI 3231 [0.5]~~   ~~Paul of Tarsus~~

~~RELI 3232 [0.5]~~   ~~Chrisan Discipline~~

~~RELI 3250 [0.5]~~   ~~Evangelical Chrisanity in Social-His torical Perspecv e~~

~~RELI 3322 [0.0]~~   ~~Course RELI 3322 Not Found~~

~~RELI 3330 [0.5]~~   ~~Sufism~~

~~RELI 3331 [0.0]~~   ~~Course RELI 3331 Not Found~~

~~RELI 3340 [0.5]~~   ~~The Life and Image of Muhammad~~

~~RELI 3350 [0.0]~~   ~~Course RELI 3350 Not Found~~

~~3. 1.0 credit from Asian or Indigenous Religions (at least 0.5 credit must be at the third year level)~~   ~~1.0~~

~~RELI 1720 [0.0]~~   ~~Course RELI 1720 Not Found~~

3. 0.5 credit from Tradions and Con texts: Hinduism, Buddhism, Religions of China   **0.5**

RELI 2410 [0.5]   Buddhism

RELI 2510 [0.5]   Hinduism

~~RELI 2720 [0.5]~~   ~~Indigenous Religions of Canada~~

~~RELI 2750 [0.5]~~   ~~Sikhism~~

~~RELI 3420 [0.5]~~   ~~Early Buddhism~~

~~RELI 3422 [0.5]~~   ~~Buddhism Beyond India~~

~~RELI 3520 [0.5]~~   ~~Early Hinduism~~

~~RELI 3522 [0.5]~~   ~~Modern Hinduism~~

RELI 2600 [0.5]   **Religions of China**

4. 0.5 credit from Indigenous Tradions   **0.5**

RELI 2800 [0.0]   **Indigenous Tradions**

5. 1.0 credit from Comparav e and Global Themes   **1.0**

RELI 1741 [0.5]   **Global Religions: Identy and Community**

RELI 2230 [0.5]   Global Chrisanity

RELI 2535 [0.5]   Religion and Gender

RELI 2711 [0.5]   Love and Its Myths

RELI 2712 [0.5]   Religious Diversity of Canada

RELI 2713 [0.5]   Mysc al and Contemplav e Tradions

~~RELI 2731 [0.0]~~   ~~Course RELI 2731 Not Found~~

RELI 2732 [0.5]   Death and Afterlife

RELI 2736 [0.5]   Religion and Society

~~RELI 3130 [0.0]~~   ~~Course RELI 3130 Not Found~~

~~RELI 3710 [0.0]~~   ~~Course RELI 3710 Not Found~~

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

RELI 2810 [0.0]   **Religion and Popular Culture**

RELI 3000 [0.0]   **Religion and Public Life**

RELI 3101 [0.0]   **Religions and the Body**

RELI 3301 [0.5]   **Music and Religion**

RELI 3722 [0.5]   Religion and Violence

~~RELI 3734 [0.0]~~   ~~Course RELI 3734 Not Found~~

6. 1.5 credits in Disciplinary Core Courses   1.5

RELI 2741 [0.5]	Big Quesons in R eligious Studies	
RELI 3741 [0.5]	Classical Approaches to Religion	
RELI 4741 [0.5]	Contemporary Issues in the Study of Religion	

6. 1.0 credit in Honours Seminars   1.0

   1.0 credit in RELI at the 4000 level (excluding RELI 4741)

B. Addional R equirements

7. The requirements from the other discipline must be sas fied   6.0

8. Sufficient free elecv es to make 20.0 credits for the degree   8.0

7. 1.0 credit in RELI at the 4000 level (excluding RELI 4741)   1.0

B. Addional R equirements (14.0 credits)   **14.0**

8. The requirements from the other discipline must be sas fied

9. Sufficient free elecv es to make 20.0 credits for the degree

Total Credits	20.0

New Resources	No New Resources
Summary	1. we are eliminang the dual c ourses RELI 1715 and RELI 1716 and consolidang them in to one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this secon "1.0 cr edit in Foundaons" along with RELI 1710 (alr eady required). 2. We are requiring only one introductory 2000 level course in either Judaism, Chrisanity , or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creang a ne w introductory 2000 level course in Chrisanity (RELI 2200) t oward this requirement which will be included in the new list. 3. We are requiring only one introductory 2000 level course in either Hinduism, Buddhism, or Religions of China. 4. we are requiring one introductory 2000 level course in Indigenous Tradions (ne w course RELI 2800). 5. we are increasing the comparav e requirement to 1.0. Also, some relevant courses are being eliminated, one course is being renamed (2713) and new ones are being added. This item also needs to be re-numbered as "5" to reflect the earlier addion t o the list of requirements. 6. we are increasing the comparav e requirement to 1.0. Also, some relevant courses are being eliminated, one course is being renamed (2713) and new ones are being added. This item also needs to be re-numbered as "5" to reflect the earlier addion t o the list of requirements. 7. renumbering remainder of headings for proper number sequence.
Raonale f or change	1.We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidang these c ourses into a single required course will allow both required "foundaons" c ourses to be taught by a FTE. 2. To work toward parity among tradions represented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and a. empt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 3. To work toward parity among tradions r epresented at each level, we are eliminang man y of our 2000 level courses and focusing on introductory courses to each tradion a t the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous tradions. 4. as part of our effort to increase awareness of Indigenous tradions a t Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous tradions a t an introductory 2000 level. 5. We are eliminang c ourses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. 6. We are eliminang c ourses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand.

Transion/Implemen taon	1. Majors who already have 1715 or 1716 will be able to count one of these toward their 1.0 credit in Foundaons, as be fore. Majors who have not yet fulfilled this requirement will take the new 1712 combined course instead, according to the new requirements.
	2. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).
	3. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).
	4. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).
	5.Majors who have already taken courses that are being eliminated, may connue t o count them toward their degree requirements.
	6. Majors who have already taken courses that are being eliminated, may connue t o count them toward their degree requirements.
Program reviewer comments	**sarahcleary (10/27/20 3:03 pm):** Corrected secon 7 as per O VPAVPA.
	sarahcleary (10/27/20 4:08 pm): Rollback: Rollback - changing to a Major mod as per OVPAVPA.
	sarahcleary (12/01/20 12:32 pm): Course code changed from 1711 to 1712.
	sarahcleary (12/01/20 12:43 pm): Course code changed from 3100 to 3101.
	sarahcleary (12/17/20 3:47 pm): Adding credit value to secon B.
	sarahcleary (01/29/21 9:27 am): Minor formang.
	sarahcleary (02/04/21 8:11 am): Edited Summary and Transion/Implemen taon t o reflect change in course code from 1711 to 1712.

Key: 742

A deleted record cannot be edited

Program Delete Proposal

Date Submi ed: 09/14/20 12:09 pm

Viewing: **NH : Minor in Jewish Studies**

Last approved: 02/13/18 10:12 am

Last edit: 09/14/20 12:09 pm

Last modified by: dianagreene

Changes proposed by: dianagreene

In Workflow

1. **HUMM ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/14/20 12:38 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
2. 01/18/21 10:10 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
3. 01/25/21 3:01 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
4. 01/25/21 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

History

1. Mar 19, 2014 by sandra
2. Feb 13, 2018 by Diana
   Greene (dianagreene)

Calendar Pages Using this Program	Religion
Effecv e Date	2021-22
Workflow	majormod

Program Code	NH
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Not Applicable
Title	Minor in Jewish Studies

Program Requirements

Minor in Jewish Studies (4.0 credits)

Open to all undergraduate degree students. For students in Religion a maximum of 2.0 credits may count toward both the Minor and the Major of the student's Religion program.

Requirements

1. **0.5 credit in:**   0.5

   RELI 1710 [0.5]   Judaism, Chrisanity , Islam

2. **2.0 credits from:**   2.0

   RELI 2110 [0.5]   Judaism

   RELI 2121 [0.5]   Hebrew Bible

   RELI 2122 [0.0]   Course RELI 2122 Not Found

   RELI 3130 [0.0]   Course RELI 3130 Not Found

   RELI 3131 [0.0]   Course RELI 3131 Not Found

   RELI 3140 [0.5]   Holocaust Encounters

   RELI 3141 [0.0]   Course RELI 3141 Not Found

3. **1.5 credits in** RELI or another discipline on a Jewish theme (see Note, below)   1.5

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits   4.0

Note: Approval of the Religion Coordinator is required when selecng c ourses for Item 3 above.

New Resources

Summary	Eliminaon of Minor in Je wish Studies.
Raonale f or change	It is under-enrolled and a drain on limited faculty resources to ensure courses are taught regularly to support it.
Transion/Implemen taon	Students who have already registered for a Minor in Jewish Studies prior to the 2021-2022 academic year will be able to finish their degree with this Minor intact. The Coordinator will work with these students to ensure that there are appropriate courses available for them to complete this Minor.

Program reviewer
comments

A deleted record cannot be edited

Program Delete Proposal

In Workflow

1. HUMM ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. PRE SCCASP
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Date Submi ed: 09/14/20 11:59 am

Viewing: NK1 : Minor in Islamic Studies

Last approved: 05/24/19 8:27 am

Last edit: 09/14/20 11:59 am

Last modified by: dianagreene

Changes proposed by: dianagreene

Approval Path

1. 09/14/20 12:38 pm Shane Hawkins (shanehawkins): Approved for HUMM ChairDir UG
2. 01/18/21 10:10 am Peter Thompson (peterthompson): Approved for AS Dean
3. 01/25/21 3:01 pm Peter Thompson (peterthompson): Approved for AS FCC
4. 01/25/21 3:02 pm Peter Thompson (peterthompson): Approved for AS FBoard

History

1. Mar 19, 2014 by sandra
2. Feb 13, 2018 by Diana Greene (dianagreene)
3. May 24, 2019 by Mike Labreque (mikelabreque)

Calendar Pages Using this Program	Religion

Effecv e Date	2021-22

Workflow	**majormod** ~~minormod~~
Program Code	NK1
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Not Applicable
Title	Minor in Islamic Studies

Program Requirements

Minor in Islamic Studies (4.0 credits)

Open to all undergraduate degree students. A maximum of 2.0 credits may count toward both the Minor and the Major of the student's program where the credits can meet requirements in both.

Requirements

1. **1.5 credits in:** 1.5

RELI 1710 [0.5]	Judaism, Chrisanity , Islam
RELI 2310 [0.5]	Islam
RELI 2330 [0.5]	The Qur'an

2. **0.5 credit from:** 0.5

RELI 2320 [0.0]	Course RELI 2320 Not Found
RELI 3331 [0.0]	Course RELI 3331 Not Found

3. **1.5 credits from:** 1.5

RELI 2350 [0.5]	Classical Islamic Thought
RELI 3322 [0.0]	Course RELI 3322 Not Found
RELI 3330 [0.5]	Sufism
RELI 3340 [0.5]	The Life and Image of Muhammad
RELI 3350 [0.0]	Course RELI 3350 Not Found

3. **0.5 credit in** RELI or another discipline on the study of Islam (see Note, below) 0.5

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Note: approval of the Religion Coordinator is required when selecng a c ourse from another department for Item 4 above.

Total Credits	4.0

New Resources

Summary	Eliminaon of Minor in Islamic Studies.
Raonale f or change	It is under-enrolled and a drain on limited faculty resources to ensure courses are taught regularly to support it.
Transion/Implemen taon	Students who have already registered for a Minor in Islamic Studies prior to the 2021-2022 academic year will be able to finish their degree with this Minor intact. The Coordinator will

work with these students to ensure that there are appropriate courses available for them to complete this Minor.

Program reviewer comments

Key: 746

A deleted record cannot be edited

Program Delete Proposal

Date Submi ed: 09/14/20 11:57 am

Viewing: **CRS : Minor in Chrisanity Studies**

Last approved: 03/22/19 9:22 am

Last edit: 09/14/20 11:57 am

Last modified by: dianagreene

Changes proposed by: dianagreene

In Workflow

1. **HUMM ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/14/20 12:38 pm
   Shane Hawkins
   (shanehawkins):
   Approved for HUMM
   ChairDir UG
2. 01/18/21 10:10 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
3. 01/25/21 3:01 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
4. 01/25/21 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

History

1. Mar 16, 2016 by Judy
   Donaldson
   (judydonaldson)
2. Mar 22, 2019 by Diana
   Greene (dianagreene)

Calendar Pages Using this Program	Religion

Effecv e Date	2021-22

Workflow	**majormod** ~~minormod~~
Program Code	CRS
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	College of the Humanies
Degree	Not Applicable
Title	Minor in Chrisanity Studies

Program Requirements

Minor in Chrisanity Studies (4.0 cr edits)

Open to all undergraduate degree students. For students in Religion a maximum of 2.0 credits may count toward the Minor and the Major of the student's Religion program.

Requirements:

1. **1.0 credit in:**   1.0
   RELI 1710 [0.5]   Judaism, Chrisanity , Islam
   RELI 2741 [0.5]   Big Quesons in R eligious Studies
2. **0.5 credit from:**   0.5
   RELI 2122 [0.0]   Course RELI 2122 Not Found
   RELI 2735 [0.5]   Greek Religion
   RELI 2737 [0.5]   Roman Religion
3. **2.0 credits from:**   2.0
   RELI 2220 [0.5]   Early Chrisanity
   RELI 2225 [0.0]   Course RELI 2225 Not Found
   RELI 2226 [0.0]   Course RELI 2226 Not Found
   RELI 2230 [0.5]   Global Chrisanity
   RELI 3220 [0.5]   Reformaon Eur ope
   RELI 3230 [0.5]   Jesus of Nazareth
   RELI 3231 [0.5]   Paul of Tarsus
   RELI 3232 [0.5]   Chrisan Discipline
   RELI 3250 [0.5]   Evangelical Chrisanity in Social-His torical Perspecv e

4. **0.5 credit in** RELI courses listed above or in another discipline on a theme pertaining to the study of Chrisanity (see note below).   0.5

5. The remaining requirements of the major discipline(s) and degree must be sas fied.

Note: approval of the Religion Coordinator is required when selecng c ourses for Item 4 above.

Total Credits	4.0

New Resources

Summary	Eliminaon of Minor in Chris anity Studies

Raonale f or change	It is under-enrolled and a drain on limited faculty resources to ensure courses are taught regularly to support it.
Transion/Implemen taon	Students who have already registered for a Minor in Chrisanity Studies prior t o the 2021-2022 academic year will be able to finish their degree with this Minor intact. The Coordinator will work with these students to ensure that there are appropriate courses available for them to complete this Minor.

Program reviewer
comments

Key: 1204

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date:　　　　January 26, 2021

From:　　　　Alana Skwarok, Collections Librarian, Arts & Social Sciences

To:　　　　Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc　　　　Amber Lannon, University Librarian
　　　　　　Laura Newton Miller, Head, Collections & Assessment
　　　　　　Sally Sax, Head, Electronic Resources & Acquisitions
　　　　　　Patti Harper, Head, Research Support Services

Recommendation

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

- o   Major Modification to Religion. Track A2.

This is a formal notification for your records.

Minor in Health Sciences

MEMORANDUM

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

From: Martin Holcik, Department of Health Sciences

CC: Chuck Macdonald, Dean, Faculty of Science
Julia Wallace, Associate Dean (Undergraduate Affairs) Faculty of Science

Date: October 1, 2020

Subject: New Program Proposal – Minor in Health Sciences

Program Description

Health-related careers dominate the 25 occupations evidencing a consistent labour shortage in Canada. This need has been further amplified by the recent COVID-19 pandemic, underscoring the necessity for broadly trained health professionals. The Carleton BHSc is designed to prepare students for a range of career and employment options. However, over the past several years a strong demand for health-related education was identified in students outside of the BHSc. The proposed Minor in Health Sciences will address this demand. It will be housed in the Department of Health Sciences with its established expertise and interdisciplinary tradition, and will offer students a rigorous course of study that includes learning about health-related research tools and methods as well as developing a deeper understanding of both the biological and psychosocial determinants of health. This proposed Minor should assist programs across campus to draw more students interested in adding skills, knowledge, and experience in health and health-related research as part of their undergraduate degree.

The two components of the curriculum combine 2.5 credits of required interdisciplinary coursework with 1.5 credits of student selected 3000-level and 4000-level electives. This combination of courses will provide students with solid methodological, theoretical, and experiential training in health sciences and allow them to take advanced courses in their selected areas of interest. It will also foster a sense of broad interdisciplinary nature of health and health-related research among participating students and encourage them to approach the challenges of health-related learning and research collaboratively.

The proposed minor will draw on the existing strengths within the Department of Health Sciences to incorporate health sciences-related learning opportunities within the interdisciplinary curriculum. It will attract students from a variety of majors interested in making health-related education a central part of their university education. Having an institutional home in Health Sciences will ensure this interdisciplinary minor is overseen by a group of faculty who are committed to thinking with and through the concept of interdisciplinary approach to health and health-related issues.

Principal Goals of the Program.

Students minoring in Health Sciences will develop an understanding of biological and psychosocial determinants of health and health-related issues and the relevant conceptual and methodological approaches to tackle issues most pertinent to the current and emerging health concerns. While the core courses will emphasize the fundamental aspects of health-related causations, the elective courses will ask students to broaden their critical understanding of the complex and interdisciplinary health issues and will allow them to tailor their specific angle towards their personal interests.

Program Structure

The minor will draw on existing courses and resources within the Department of Health Sciences. Initially, students will be required to take core courses that provide a broad understanding of biological and psychosocial determining factors of health and to learn about the tools and methods used in health research. The first two introductory courses, HLTH 1001 and HLTH 2020 are 'service' courses that have been specifically designed to introduce students from diverse backgrounds to fundamental health concepts. The remaining courses are drawn from the BHSc curriculum including 1.5 credits of elective 3000 and 4000 level HLTH courses. This approach will allow students to develop an overall understanding of health and health related research and also allow them to customize the minor based on their specific interests and career aspirations.

The program structure is as follows:

> **Required courses** (2.5 Credits)
> > HLTH 1001 Principles of Health I
> > HLTH 2020 Principles of Health II (new course)
> > HLTH 2001 Health Research Methods and Skills
> > HLTH 2002 Molecular and Cellular Pathology
> > HLTH 2003 Social Determinants of Health
>
> **Elective courses** (1.5 Credits)
> > Choices of 3000 or 4000 level HLTH courses

The course descriptions for the core courses are as follows:

HLTH 1001 Principles of Health I
Health and illness will be considered from an interdisciplinary perspective, including biomedical, cultural, psychosocial and environmental.
Precludes additional credit for HLTH 1000.
Lecture three hours a week.

HLTH 2020 Principles of Health II
Course description. An overview of the history of medicine, it's relationship to society, medical and health terminology, introduction to organ systems, diseases and their diagnoses, current events in health and medicine.
Prerequisite(s): HLTH 1001 or permission of the department.

Lecture three hours a week.

HLTH 2001 Health Research Methods and Skills

An introduction to quantitative and qualitative methods and designs in health sciences research. Basic research skills will also be provided, including regulatory aspects of conducting research, information literacy skills, evaluating published research and other sources of evidence in the digital age.
Includes: Experiential Learning Activity.
Prerequisite(s): HLTH 1000 or HLTH 1001.
Lecture three hours a week, lab/workshop two hours a week.

HLTH 2002 Molecular and Cellular Pathology

Introduction to the causes, natural history, and pathophysiology of common human diseases of various organ systems. Diseases related to structural and functional changes at the molecular, cellular and organ level.
Includes: Experiential Learning Activity.
Prerequisite(s): HLTH 1000 and BIOL 1103, or HTLH 2020.
Lecture three hours a week.

HLTH 2003 Social Determinants of Health

Overview of the social determinants of health, ranging from early life experiences, poverty, social status, migration, and the physical environment. The relation between social determinants and environmental vulnerabilities, health behaviours, illness prevalence, treatment outcomes, and access to health care.
Prerequisite(s): HLTH 1000 or HLTH 1001.
Lecture three hours a week.

Impact on Other Programs

This proposed minor should assist programs across campus to draw more students interested in adding skills, knowledge, and experience in health and health-related fields as part of their undergraduate degree. Moreover, it promises to recruit new students to Carleton's programs who are keen to gain expertise in health and health-related fields, an area that is becoming of more and more societal (and international) interest as highlighted by the recent COVID-19 pandemic crisis.

We do not anticipate that this minor will draw students away from other programs, but instead it could help recruit more students to the many major Science programs which have courses complementary to this minor (e.g. Biology, Neuroscience, Chemistry), to programs with related majors in Humanities (e.g. Psychology, Sociology and Anthropology), or to the more distant programs (e.g. Biomedical Engineering, Public Policy, Business, Communications). The minor will enhance students' experiences of health sciences subjects as they pursue a broad variety of majors across the university. It will thus be complementary to numerous majors, rather than competing with them. In fact, the letters of support from sister units across Carleton attest to this notion.

Societal Need

Template #2—August 2018

The increasingly rapid pace of change in health research and delivery is such that it is imperative to train students in a manner that allows them to critically assess and engage with new information, strategies and approaches. This has been further highlighted by the recent COVID-19 pandemic, effective response to which requires individuals with broad skills for continued learning to enable them to adapt to the shifting social, demographic and research environment. The proposed minor accomplishes this by situating disciplinary knowledge in the broader multi-disciplinary/multi-sector context of health, superimposed on the unique skills that students acquired in their chosen major, and by emphasizing the development of skills in critical thinking and analysis, collaboration and teamwork.

This program will assist students to pursue career paths in the growing number of jobs and activities linked to health and health-related sectors in government, non-government, and private sectors. Moreover, it will assist students to pursue further education in a range of graduate studies programs within the natural sciences, social sciences and humanities, as well as professional programs such as law, dentistry, and in particular medicine.

Student Demand

We anticipate strong student demand as this Minor in Health Sciences builds on demand for Health Sciences courses that are part of it, and it speaks directly to the growing desire of youth to gain knowledge in the broader multi-disciplinary/multi-sector context of health.

There is strong student enrollment in HLTH 1001, which is offered once a year as a service course for students outside of the BHSc program. In the last three years the enrollment in HLTH 1001 doubled and is currently capped at 200, with a substantial waiting list. In response to the HLTH 1001 student feedback and their demand for a 2000-level course we are introducing HLTH 2020 which is expected to have similar enrollment. Interest and enrollment in other HLTH courses from non-BHSc students has grown substantially and in the 2020/21 academic year is up to 5-7% in some courses, with many students on a waiting list.

Moreover, our undergraduate administrator receives ongoing inquiries about the potential Minor in Health Sciences from students from various Faculties (Science, Engineering, FASS) suggesting that there should be a strong interest in this minor in Health Sciences.

Resources

Faculty resources:
We anticipate meeting the needs of the program. The 1000-level introductory courses are service courses that will be taught by the available contract instructors. The 2000-level foundations courses will be taught by the available faculty in the Department of Health Sciences. A wide range of 3000 and 4000 level courses are offered each year covering comprehensive range of health-related topics.

Contract instructors:
We do not anticipate requiring additional contract instructor hires to launch and run the minor.

Administrative support:

Template #2—August 2018

The minor is housed in the Department of Health Sciences and our existing administrative staff, particularly Sandra Cloutier (our Undergraduate Administrator), will be able to administer this program.

Library resources:
No additional library resources should be necessary.

Space:
There is no requirement for space.

Communication:

We anticipate that the numerous events organized by our Department's faculty and students will be of interest to students in the minor and these will be communicated via our monthly e-newsletter.

Equipment:
No additional equipment will be necessary.

Graduate student funding
N/A

Business plan:
We have not included a business plan because we are not requesting any new resources at this time.

Template #2—August 2018

New Program Proposal

Date Submied: 09/17/20 1:42 pm

Viewing: MHS : Minor in Health Sciences

Last edit: 12/14/20 3:51 pm

Last modified by: sarahcleary

Changes proposed by: sandraclouer

In Workflow

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

Approval Path

1. 06/18/20 6:43 pm
   Marn Holcik
   (marnholcik): Approved
   for HLTH ChairDir UG
2. 06/25/20 1:43 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 08/20/20 8:36 am
   Julia Wallace
   (juliawallace): Rollback to
   Iniator
4. 09/18/20 10:26 am
   Marn Holcik
   (marnholcik): Approved
   for HLTH ChairDir UG
5. 10/19/20 11:01 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
6. 10/22/20 3:43 pm
   Julia Wallace
   (juliawallace): Rollback to
   HLTH ChairDir UG for SCI
   FCC
7. 10/22/20 4:19 pm
   Marn Holcik
   (marnholcik): Approved
   for HLTH ChairDir UG
8. 10/22/20 4:20 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
9. 10/29/20 2:40 pm
   Julia Wallace

> (juliawallace): Approved for SCI FCC
> 10. 10/29/20 2:45 pm
>   Julia Wallace (juliawallace): Approved for SCI FBoard

Effecv e Date	2021-22
Workflow	majormod
Program Code	MHS
Level	Undergraduate
Faculty	Faculty of Science
Academic Unit	Department of Health Sciences
Degree	
Title	Minor in Health Sciences

Program Requirements

Minor in Health Sciences (4.0 credits)

This minor is open to all undergraduate degree students not in the Health Sciences program. Only students pursuing undergraduate programs requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits towards their degree with a minimum Overall CGPA of 8.0 may be admi ed to the Minor in Health Sciences.

Requirements:

1. **2.5 credits in:** **2.5**

    HLTH 1001 [0.5]   **Principles of Health I**
    HLTH 2001 [0.5]   **Health Research Methods and Skills**
    HLTH 2002 [0.5]   **Molecular and Cellular Pathology**
    HLTH 2003 [0.5]   **Social Determinants of Health**
    HLTH 2020 [0.0]   **Principles of Health II**

2. **1.5 credits in HLTH at the 3000-level or higher** **1.5**

3. **The remaining requirements of the major discipline(s) and degree must be sas fied.**

Total Credits   4.0

New Resources	No New Resources
Summary	Addion of ne w Health Sciences minor.
Raonale	Department has had a number of students interested in pursuing a minor in Health Sciences. T
Transion/Implemen taon	This minor is a major change and we are currently introducing a new course (HLTH 2020) that will be apart of minor.

Program reviewer comments

sarahcleary (06/25/20 3:39 pm): Added secon thr ee as per standard minor layout/requirements and addional minor edits.
juliawallace (08/20/20 8:36 am): Rollback: Rolled back at the request of Edana Cassol.
juliawallace (10/22/20 3:43 pm): Rollback: at request of Marn Holcik
elizabethbruce (11/02/20 3:52 pm): Updated program code from TBD-2004 to MHS
sarahcleary (12/14/20 3:51 pm): Updang in formaon as per unit with nofic   aon t o the AD.

Key: 2004

Associated Minors

Course	Course Name
HLTH 2020	Principles of Health II

Institutional Quality Assurance Process

Minor in Health Sciences, Not Requiring a Library Report

Date: January 28, 2021

From: George Duimovich, Collections Librarian STEM

To: Robyn Green, Program Officer, Office of the Vice-Provost & Associate Vice-President (Academic)

cc   Amber Lannon, University Librarian
Laura Newton Miller, Head, Collections & Assessment
Sally Sax, Head, Electronic Resources & Acquisitions
Patti Harper, Head, Research Support Services

Recommendation

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

- o **Minor in Health Sciences**

This is a formal notification for your records.

New Course Proposal

Date Submi ed: 01/15/21 7:56 am

Viewing: **SOCI 3950 : Praccum Placemen t in Sociology**

Last edit: 01/15/21 7:56 am

Changes proposed by: sarahcleary

Programs referencing this course	[Minor in Community Engagement](#)

Approval Path

1. 09/04/20 11:11 am Blair Rutherford (blairrutherford): Approved for SOAN ChairDir UG
2. 12/08/20 9:52 am Peter Thompson (peterthompson): Approved for AS FCC
3. 12/08/20 8:37 pm Peter Thompson (peterthompson): Approved for AS FBoard
4. 01/15/21 7:56 am Sarah Cleary (sarahcleary): Rollback to Inia tor
5. 01/15/21 8:15 am Blair Rutherford (blairrutherford): Approved for SOAN ChairDir UG
6. 01/18/21 10:10 am Peter Thompson (peterthompson): Approved for AS Dean
7. 01/25/21 3:01 pm Peter Thompson (peterthompson): Approved for AS FCC
8. 01/25/21 3:02 pm Peter Thompson (peterthompson): Approved for AS FBoard

Effecv e Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	SOCI
Course Number	3950
Title	Praccum Placemen t in Sociology
Title (short)	Praccum Placemen t in Soci

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Credit Value	0.50
Significant Experienal Learning	Pracc a or Placements (including Clinical Placements)
Course Descripon	This course provides students with the opportunity to apply academic skills and knowledge while working within a sociology-related organizaon. Placemen ts (6-8 hours per week) are organized with support from a co-ordinator.
Prerequisite(s)	third-year standing in Sociology with a GPA of 9.00 or higher and permission of the course instructor.
Class Format	Placement (6-8 hours per week).
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Standard Le er Grade
Schedule Type	*Praccum
	*May constut e a major modificaon under Carle ton's IQAP. Please consult hp s://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	Yes
Summary	New course.
Raonale f or new course	This course was successfully offered as a Special Topics course in Sociology in 2019-2020. It offers an important school-to-work transion opportunity tha t will allow students to have improved post-graduaon c areer outcomes. It also will add another experienal learning opportunity in the

program.

Course reviewer comments

sarahcleary (01/15/21 7:56 am): Rollback: Rollback to change from a minor mod to a major mod as per OVPAVPA. No acon r equired on your part.

<div align="right">

Key: 10080
Preview Bridge
Why Did This Not Sync?

Preview Bridge

</div>

New Course Proposal

Date Submi ed: 10/09/20 11:14 am

Viewing: **STAT 3999 : Co-operav e Work Term**

Last edit: 01/22/21 2:25 pm

Changes proposed by: sarahcleary

Programs referencing this course	R-UG-COOP-B.Mathemacs Admission and Con nua on Requirements

In Workflow

1. **MATH ChairDir UG**
2. **SCI Dean**
3. **SCI FCC**
4. **SCI FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. **SQAPC**
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 05/15/20 4:10 pm
   Paul Mezo (paulmezo):
   Approved for MATH
   ChairDir UG
2. 05/21/20 3:09 pm
   Naomi Cappuccino
   (naomicappuccino):
   Approved for SCI FCC
3. 06/11/20 2:44 pm
   Naomi Cappuccino
   (naomicappuccino):
   Approved for SCI FBoard
4. 10/09/20 11:13 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
5. 10/09/20 11:16 am
   Sarah Cleary
   (sarahcleary): Approved
   for MATH ChairDir UG
6. 10/19/20 11:04 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
7. 10/22/20 7:50 am
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
8. 10/22/20 7:54 am
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
9. 01/14/21 3:34 pm
   Sarah Cleary

Effecve Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	STAT
Course Number	3999
Title	Co-operave Work Term
Title (short)	Co-operave Work Term

Faculty	Faculty of Science
Academic Unit	School of Mathemacs and Stascs
Credit Value	0.0
Significant Experienal Learning	Co-op
Course Descripon	
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Sasfactory/Unsasfactory
Schedule Type	*Work Term
	*May constute a major modificaon under Carleton's IQAP. Please consult hps://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	new STAT designaon to match MATH 3999

Raonale f or new course	Over the past 10 years, the stas cs pr ogram has grown such that the majority of honours students are in STAT programs. To reflect this change, a STAT designaon is needed t o emphasize that the focus of the co-op placement is on stas cs and not ma themacs. A S TAT designaon would also be helpful for students seeking jobs in the stas cs/da ta science fields.
Course reviewer comments	**sarahcleary (09/23/20 8:13 am):** Corrected: Title, Credit Value, Grade Mode. Removed: Course Descripon, Pr erequisite. As per Co-op unit request to standardize co-op 'course'. **sarahcleary (10/09/20 11:13 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (10/09/20 11:16 am):** Approving on behalf of MATH ChairDir UG. **sarahcleary (01/22/21 2:25 pm):** Updang the r aonal with ne w informaon pr ovided by the unit.

Key: 10003
Preview Bridge
Why Did This Not Sync?

Preview Bridge

Template for Major Modifications: A1 or A2

Major Modification Track A2

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Chris Joslin (Director, School of Information Technology), Robert Teather (Interactive Multimedia and Design, Program Coordinator/Lead)

CC: Larry Kostiuk – Dean, Faculty of Engineering & Design

Date: 23rd November 2020

Subject: Major Modification to Interactive Multimedia & Design Program. Track [A2]

Modification Description

Description of New Modification

The main element of change is to provide students with a more options in their 4th year, while simultaneously allowing them to complete as they envisaged when entering the program. In this respect we are proposing to allow more electives in the 4th year of the Interactive Multimedia and Design (IMD) program and add 3 streams based on the distinct careers that students are likely to go into upon graduation, those are:

(1) Animation and Visual FX
(2) Game Design and Development
(3) Web and User Experience/Interfaces

Rationale for Curricular Changes

Currently (without any streams or electives) students obtain a more general education in digital media both from technical and design perspectives. Without electives and streaming in the program, students are expected to take a fixed set of courses regardless of their interest; however, by the time students reach 4th year,they have a more concrete idea of that type of career they would like to pursue. The course offerings from 1st to 3rd year are generally applicable to the various career choices and provide a solid foundation to various careers, unfortunately courses in the 4th year are relatively advanced and specific. For most students, they are taking at least 1 course in 4th year that they do not enjoy and are simply doing it to complete the credit requirements.

To reinforce this, in the latest program CPR evaluation of the IMD program, it was determined that most students would favour some kind of stream/elective options, rather than being forced to take a course that they feel would not benefit them very much. Care has to be taken as there is a fixed number of

Template #2—June 2020

students in the program (60 in 1st year) meaning that we could not offer too many classes restricted to the program, otherwise it would not be financially viable.

As the program is offered as a joint collaboration with Algonquin College (with students taking approximately 40% of their courses at Algonquin in years 1-3, and 1 course in year 4) it was necessary that the stream only affected the Carleton course offerings so that it would not affect the financial structure or the degree/diploma requirements – it is therefore necessary to restrict students to Carleton-based electives within this group (students are offered a small set of electives in 2nd year solely at Algonquin).

In summary, there was a very strong need for change, but at the same time the proposed changes had to be done carefully to avoid disruption.

Description of Changes to Program Structure

The proposed structure is based on the 4th year of a student's course progression (although some courses without prerequisites may be taken earlier depending on their advanced credit status). Currently the structure for 4th year as is as follows:

- 1.5 Credits – Capstone Project[1]
- 0.5 Credits – Technology and Culture (offered by Algonquin, on Carleton campus)[1]
- 1.0 Credit – Free Electives[3]
- 0.5 Credit – Advanced Animation & Visual FX[3]
- 0.5 Credit – Mobile User Interface Design[2]
- 0.5 Credit – Advanced Game Design & Development[2]
- 0.5 Credit – Advanced Topics in Multimedia[4]

Note[1] – These courses remain in the new offering untouched, all students would take them
Note[2] – These courses would remain, but separated into different streams
Note[3] – These offerings would be modified
Note[4] – This course would become an elective

The new structure would offer students the option of following the regular program or one of three streams. In these three streams, there are 3 0.5 credit core courses (with some overlap) that students must take – and under the regular program students must select at least 3 of the core courses (of which there are 8 options). (The asterix (*) indicates that the material is part of the current curriculum either as a course or as part of a course):

Animation & Visual Effects Stream
- ITEC 4007 Dynamics & Physics-Based Animation*
- ITEC 4009 Rigging & Advanced Character Animation*
- ITEC 4010 Visual Effects and Compositing*

Game Design& Development Stream
- IMD4006 Advanced Game Design & Development*
- ITEC 4009 Rigging & Advanced Character Animation*
- ITEC 4011 Artificial Intelligence for Digital Media*

Web & User Experience/Interfaces Stream

- IMD 4008 Mobile User Interfaces*
- ITEC 4012 Web Application Frameworks
- ITEC 4014 User Experience Design and Accessibility

All students (regardless of whether they are in the regular program or a stream) would then have the option for another three 0.5 credits from the core courses, or the electives, listed below.

- ITEC4002 Network Technology*
- ITEC4015 Digital Audio & Music
- ITEC3100 Immersive Storytelling*
- ITEC4016 Virtual and Augmented Reality
- ITEC4017 Photo and Non- Photo Realistic Rendering
- ITEC4018 GPU Programming & Real-Time Rendering
- ITEC4019 Directing & Cinematography for Digital Storytelling
- ITEC4020 Environment & Architectural Modelling

This program structure is exemplified in Figure 1 for clarity.
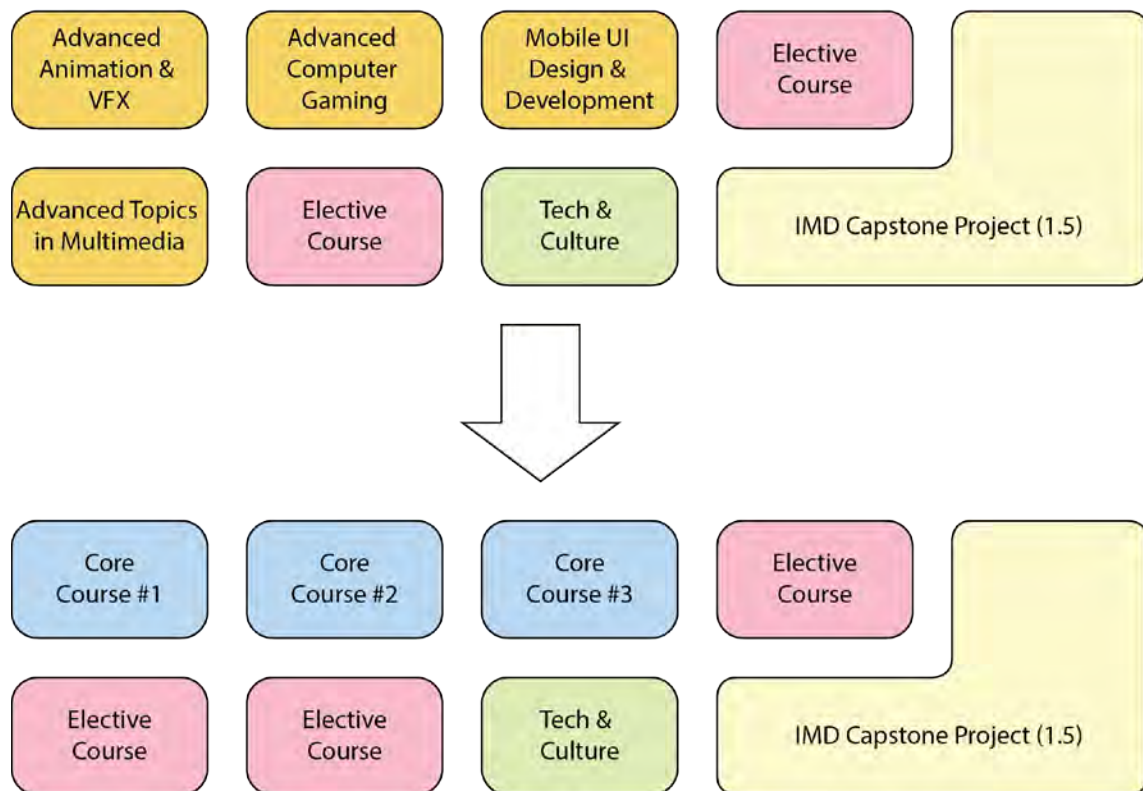
Figure 1 – Structural Changes to Course Progression

Students are permitted to take one 0.5 credit elective outside of the School of Information Technology in 4th year (they already have two 0.5 credits in 1st year they must take in the Arts and Humanites, which are outside the School)

Template #2—June 2020

Impact on Other Programs

There is no expected direct negative impact on any new programs, however positively this provides students in other programs with additional options for courses that may interest them and round off their education in various areas.

The Joint Academic Council (the committee consisting of a chair and 8 program coordinators with equal representation between Carleton and Algonquin, effectively replacing the curriculum committee) was informed of the proposed changes ahead of our September meeting and it was voted on and approved unanimously.

Impact on Learning Outcomes and Curriculum Map (½ - 2 pages) (Only applicable if modification(s) will impact learning goals of the program, or program requirements)

There are no expected learning outcome changes. The electives and core courses are in line with the current Learning Objectives and simply reinforced them.

The streams and electives have been designed so that students who are currently enrolled in the program (currently in 3rd year or below) can move into this new model with little or no change to their expected cirriculum if desired. This is because of the following changes:

- Advanced Topics in Multimedia is a flexible course and has no fixed curriculum
- Advanced Animation & Visual FX is being separated into three courses: Visual FX & Compositing, Rigging & Advanced Character Animation, and Dynamics & Physics-Based Animation

Therefore, under the hypothosis of a student wanting to take the curriculum as it was in 2020-2021, the student would take the core courses from the "Animation & Visual FX" stream, with "Advanced Game Design and Development" and "Mobile User Interfaces", with an additional elective.

Student Demand

The CPR for the IMD program indicated a strong interest from students to have (and have had, for students exiting the program) the option of a concentrated stream so that they could focus on more of what they felt was more relevant to their career, while avoiding courses they felt were a waste of time.

A Fall 2020 survey of 1st to 3rd year students in the IMD program indicated a very strong interest in the proposed streaming options, with approximately 1/3rd of students fitting into each of the three stream (Web and UX/UI being slightly smaller and Animation/VFX being slightly larger). There was a small group (4.7%) who said the streams did not fit at all and would continue with the regular program.

In addition, the selected courses for the streams were relatively well balanced and appreciated, with no indication any course would be underappreciated.

For the electives, it was evident that the more programming heavy courses were less favorable, but still have a good indication that the courses would be well attended.

Students also indicated that they felt they had sufficient electives (two in first year) and wanted to explore more technology-based options to reinforce their learning objectives in areas of their career path.

The stream offerings have been set up to minimally impact students, by picking one stream and specific electives they would have approximately the same offering as the 4th year students in the 2020-21 calendar. On the School side, the transition plan utilizies current faculty to cover the core courses and will utilize contract instructors for new courses moving to full time faculty as those courses prove sustainable inside and outside the School.

Resources

Faculty/Contract Instructor Resources

The IMD program has a fixed 1st year enrollment of 60 students, therefore by 4th year this typically is the maximum number. Splitting the program into streams/electives is not cost effective without opening the courses to other departments and thus all electives have either no prerequisites or prerequisites that are easy to acquire (programming for example).

During consultation, there was strong interest from Schools of Industrial Design and Architecture; both of which indicated that if the courses were approved they would include it in their own offerings for the 2020-2021 calendar (both as undergraduate and graduate level electives, potentially becoming piggy-back courses at graduate level).

The School is currently in a period of hiring and is expanding the expertise in the direction of the core courses and electives being offered. Therefore, in terms of teaching resources, the following 9 courses would be taught by faculty members currently available during 2021 academic year onwards:

- ITEC 4007 Dynamics & Physics-Based Animation
- ITEC 4010 Visual Effects and Compositing
- IMD 4006 Advanced Game Design & Development
- IMD 4008 Mobile User Interface Design and Development
- ITEC4014 User Experience Design and Accessibility
- ITEC 4015 Digital Audio & Music
- ITEC 3100 Immersive Storytelling
- ITEC 4016 Interactive Immersive Technologies
- ITEC 4019 Directing & Cinematography for Digital Storytelling

This means that resources are required for the following 7 courses, which will initially be covered by contract instructors (which has been agreed and supported by the Dean of FED).

- ITEC 4009 Rigging & Advanced Character Animation
- ITEC 4011 Artificial Intelligence for Digital Media
- ITEC 4012 Web Application Framework
- ITEC 4017 Photo and Non- Photo Realistic Rendering
- ITEC 4018 GPU Programming & Real-Time Rendering
- ITEC 4020 Environment & Architectural Modelling

Template #2—June 2020

Administrative Support

As the school handles its own scheduling (due to the complexity of central scheduling when classes are offered in conjunction with Algonquin College), it is obvious that more courses will require more administrative support. This would be in terms of schedule, but also in terms of handling issues (especially during the transition), dealing with classes, and equipment support (technician). The equipment support is expected to be the main issue; however, the School is currently in the process of hiring two new technicians as part of natural growth and therefore it is expected that this will be covered. The rest of the administrative load is expected to be temporary and the School may hire someone to help with this if the load is not-manageble.

Library Resources

Students in the School mainly make use of the library's digital resources (such as Pluralsight) and part of this is managed by the school anyway – therefore, impact on library resources is expected to be minimal.

Space

Over the last 2 years, the School has rearranged the space usage to make better use of it. Currently the curriculum (that is changing) is utilizing approximately 20Hrs of space / week (across the academic year), the new curriculum would use approximately 60Hrs of space / week (across the academic year). This means approximately 30hrs / week / term or around half a classroom capacity spread across a week.

As core courses and electives can be taken concurrently, only one classroom would be needed and generally would be available within the School's current resources.

Equipment

Within reason the School has most of the equipment necessary to cover these courses; there may be some unforeseen requirements depending on the lecturer, but at this time we essentially expect our current equipment resources to be better utilized.

Carleton
UNIVERSITY
Canada's Capital University

Azrieli School of **Architecture & Urbanism**

1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada
Tel: (613) 520-2855
Fax: (613) 520-2849

January 20 2021

Re: Adding IMD Electives to the Carleton Calendar

Hello,

Following discussion with the School of Information Technology about their proposed electives (as part of their expansion towards streaming options), I would like to support the addition of this suite of electives, as proposed by Director Joslin. Many of our students, particularly those pursuing 4th year capstone and Masters thesis projects through digital representation, would be interested in and would benefit from these classes.

- ITEC 1401 Scripting and Problem Solving
- ITEC 2401 Intermediate Scripting
    - Prerequisite ITEC1401
- ITEC 3100 Immersive Storytelling
- ITEC 4014 User Experience Design and Accessibility
    - Prerequisite HCI or "User Experience Design and Accessibility"
- ITEC 4015 Digital Audio & Music
- ITEC 4016 Virtual and Augmented Reality
    - Prerequisite Game Design and 3D Tech course
- ITEC 4019 Directing & Cinematography for Digital Storytelling
- ITEC 4011 Artificial Intelligence for Digital Media
- ITEC 4012 Web Application Framework
    - Prerequisite Intro. to Web Development
- ITEC 4017 Photo and Non-Photo Realistic Rendering
- ITEC 4018 GPU Programming & Real-Time Rendering
    - Prerequisite 2nd year level programming
- ITEC 4020 Environment & Architectural Modelling

Please let me know if I can provide any further details, in the interest of adding these classes to the Calendar.

Sincerely,

Jill Stoner

Professor and Director, Azrieli School of Architecture & Urbanism

New Program Proposal

Date Submitted: 01/08/21 12:43 pm

Viewing: **TBD-2076 : Interactive Multimedia and Design - Animation & Visual Effects Stream B.I.T.**

Last edit: 01/08/21 12:43 pm

Last modified by: hanajabi

Changes proposed by: hanajabi

In Workflow

1. **BIT ChairDir UG**
2. **ENG Dean**
3. **BIT FCC**
4. **BIT FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 01/08/21 2:09 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT
   ChairDir UG
2. 01/08/21 2:29 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG Dean
3. 01/08/21 3:38 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FCC
4. 01/08/21 3:57 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2076
Level	Undergraduate
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Degree	Bachelor of Information Technology
Title	Interactive Multimedia and Design - Animation & Visual Effects Stream B.I.T.

Program Requirements

Interactive Multimedia and Design
Animation & Visual Effects Stream
B.I.T. (20.0 credits)

This stream is open to students in the Interactive Multimedia and Design B.I.T. program with 4th year standing.

A. Credits Included in the Major CGPA (11.0 credits)

1. **2.0 credits in:**   **2.0**

    IMD 1001 [0.5]   Visual Communication

    IMD 1002 [0.5]   Visual Dynamics

    IMD 1004 [0.5]   Design Processes

    IMD 1005 [0.5]   Web Development

2. **3.0 credits in:**   **3.0**

    BIT 2008 [0.5]   Multimedia Data Management

    BIT 2400 [0.5]   Intermediate Programming

    IMD 2003 [0.5]   Audio and Video

    IMD 2007 [0.5]   Intro to 3D Animation

    IMD 2900 [1.0]   Design Studio 1

3. **3.0 credits in:**   **3.0**

    IMD 3004 [0.5]   Human Computer Interaction and Design

    IMD 3005 [0.5]   Sensor-Based Interaction

    IMD 3900 [1.0]   Design Studio 2

    IMD 3901 [1.0]   Design Studio 3

4. **1.5 credits in:**   **1.5**

    ITEC 4007 [0.0]   Dynamics and Physics-Based Animation

    ITEC 4009 [0.0]   Rigging and Advanced Character Animation

    ITEC 4010 [0.0]   Visual Effects and Compositing

5. **1.5 credit in:**   **1.5**

    IMD 4901 [1.5]   IMD Capstone Project (1.5)

B. Credits Not Included in the Major CGPA (9.0 credits)

6. **2.5 credits in:**   **2.5**

    BIT 1002 [0.5]   Physics for Information Technology I

    BIT 1100 [0.5]   Mathematics I for IMD

    BIT 1101 [0.5]   Mathematics II for IMD

    BIT 1400 [0.5]   Introduction to Programming and Problem Solving

    IMD 1000 [0.5]   Introduction to Interactive Multimedia Design

7. **2.0 credits in:**   **2.0**

    BIT 2002 [0.5]   Marketing in the IT sector

    BIT 2006 [0.5]   Elective

    IMD 2006 [0.5]   Introduction to Game Design and Development

    BIT 2009 [0.0]   Statistics for Technology

8. **1.5 credits in:**   **1.5**

    CCDP 3003 [0.5]   Communication Skills for IMD

    IMD 3002 [0.5]   3D Computer Graphics

    IMD 3006 [0.5]   Software Design for Multimedia Applications

9. **0.5 credits in:**   **0.5**

IMD 4002 [0.5]   Technology and Culture
10. 1.0 credit in Arts and Humanities elective outside the faculties of Business, Science and Engineering.   1.0
11. 1.5 credit in electives for IMD, and/or Directed Studies   1.5

BIT 4000 [0.5]   Directed Studies
IRM 4002 [0.5]   Network Technology
ITEC 3100 [0.5]   Immersive Storytelling
IMD 4006 [0.5]   Advanced Game Design and Development
IMD 4008 [0.5]   Mobile User Interface Design and Development
ITEC 4011 [0.0]   Artificial Intelligence for Digital Media
ITEC 4012 [0.0]   Web Application Frameworks
ITEC 4014 [0.0]   User Experience Design and Accessibility
ITEC 4015 [0.0]   Digital Audio and Music
ITEC 4016 [0.0]   Virtual and Augmented Reality
ITEC 4017 [0.0]   Photo and Non-Photo-Realistic Rendering
ITEC 4018 [0.0]   GPU Programming and Real-Time Rendering
ITEC 4019 [0.0]   Directing and Cinematography for Digital Storytelling
ITEC 4020 [0.0]   Environment and Architectural Modelling

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

A portfolio represents a record of the student's progress and design experience over the years, and is an indispensable requirement for any future job application. A portfolio is started in first year and continues to expand until graduation. The School, therefore, requires that each student produce reproductions (on a digital storage device, e.g. flash drive) of their work at the end of each term. One copy of the work should be put in the student's portfolio and the other turned in to the instructor for retention in the School's archives. (This facilitates retrospective exhibitions of work, accreditation, publications and any future references for pedagogic purposes.) Original work is the property of the students, but the School retains the right to keep work of merit for up to four years after the date of submission. The School will make every effort to preserve the work in good condition, and will give authorship credit and take care of its proper use.

New Resources	Contract Instructor Faculty
Summary	In the 4th year of the program there are 6 half credit electives that allow students to specialize in the stream of their choice; all courses in 4th year provided in under the school require 4th year standing. Under each stream there are 3 core courses that students must take and 3 other courses that are free electives; these free electives can be chosen from the general list of electives or one of the other streams, and at most one of them may be instead taken outside of the program.
Rationale	Following the CPR process for the Interactive Multimedia & Design program and a complete survey (from Fall 2020) of students currently in the program it was found overwhelmingly that students wish to specialize in their 4th year of the program into 3 core areas: Animation & Visual FX, Game Design and Development, and Web and User Experience/Interfaces – which have some overlap but are generally distinct and allow students to go into their respective career focus areas and still providing them with a rounded education in interactive multimedia and design.
Transition/Implementation	The stream offerings have been setup to minimally impact students, by picking one stream and specific electives they would have approximately same offering as the 4th year students in the 2020-2021 calendar. On the School side, the transition plan utilizes current faculty to

cover the core courses and will utilize contract instructors for new courses moving to full-time faculty as those courses prove sustainable inside and outside the School.

| Program reviewer comments | **chrisjoslin (01/08/21 3:50 pm):** jerometalim (01/04/21 2:19 pm): Discussion with the Dean, and Ramune mid-december : the faculty positions hiring being currently conducted by the school are part of the new resources for the program. |

Key: 2076

New Program Proposal

Date Submitted: 01/08/21 12:42 pm

Viewing: **TBD-2077 : Interactive Multimedia and Design - Game Design & Development Stream B.I.T.**

Last edit: 01/11/21 9:44 am

Last modified by: sarahcleary

Changes proposed by: hanajabi

In Workflow

1. **BIT ChairDir UG**
2. **ENG Dean**
3. **BIT FCC**
4. **BIT FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 01/08/21 2:09 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT
   ChairDir UG
2. 01/08/21 2:29 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG Dean
3. 01/08/21 3:38 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FCC
4. 01/08/21 3:58 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2077
Level	Undergraduate
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Degree	Bachelor of Information Technology
Title	Interactive Multimedia and Design - Game Design & Development Stream B.I.T.

Program Requirements

Interactive Multimedia and Design
Game Design/Development Stream
B.I.T. (20.0 credits)

This stream is open to students in the Interactive Multimedia and Design B.I.T. program with 4th year standing.

A. Credits Included in the Major CGPA (11.0 credits)

1. **2.0 credits in:**   **2.0**

   IMD 1001 [0.5]   **Visual Communication**

   IMD 1002 [0.5]   **Visual Dynamics**

   IMD 1004 [0.5]   **Design Processes**

   IMD 1005 [0.5]   **Web Development**

2. **3.0 credits in:**   **3.0**

   BIT 2008 [0.5]   **Multimedia Data Management**

   BIT 2400 [0.5]   **Intermediate Programming**

   IMD 2003 [0.5]   **Audio and Video**

   IMD 2007 [0.5]   **Intro to 3D Animation**

   IMD 2900 [1.0]   **Design Studio 1**

3. **3.0 credits in:**   **3.0**

   IMD 3004 [0.5]   **Human Computer Interaction and Design**

   IMD 3005 [0.5]   **Sensor-Based Interaction**

   IMD 3900 [1.0]   **Design Studio 2**

   IMD 3901 [1.0]   **Design Studio 3**

4. **1.5 credits in:**   **1.5**

   IMD 4006 [0.5]   **Advanced Game Design and Development**

   ITEC 4009 [0.0]   **Rigging and Advanced Character Animation**

   ITEC 4011 [0.0]   **Artificial Intelligence for Digital Media**

5. **1.5 credit in:**   **1.5**

   IMD 4901 [1.5]   **IMD Capstone Project (1.5)**

B. Credits Not Included in the Major CGPA (9.0 credits)

6. **2.5 credits in:**   **2.5**

   BIT 1002 [0.5]   **Physics for Information Technology I**

   BIT 1100 [0.5]   **Mathematics I for IMD**

   BIT 1101 [0.5]   **Mathematics II for IMD**

   BIT 1400 [0.5]   **Introduction to Programming and Problem Solving**

   IMD 1000 [0.5]   **Introduction to Interactive Multimedia Design**

7. **2.0 credits in:**   **2.0**

   BIT 2002 [0.5]   **Marketing in the IT sector**

   BIT 2006 [0.5]   **Elective**

   IMD 2006 [0.5]   **Introduction to Game Design and Development**

   BIT 2009 [0.0]   **Statistics for Technology**

8. **1.5 credits in:**   **1.5**

   CCDP 3003 [0.5]   **Communication Skills for IMD**

   IMD 3002 [0.5]   **3D Computer Graphics**

   IMD 3006 [0.5]   **Software Design for Multimedia Applications**

9. **0.5 credits in:**   **0.5**

IMD 4002 [0.5]   Technology and Culture

10. 1.0 credit in Arts and Humanities elective outside the faculties of Business, Science and Engineering.   1.0

11. 1.5 credit in electives for IMD, and/or Directed Studies   1.5

BIT 4000 [0.5]   Directed Studies

IRM 4002 [0.5]   Network Technology

ITEC 3100 [0.5]   Immersive Storytelling

ITEC 4007 [0.0]   Dynamics and Physics-Based Animation

IMD 4008 [0.5]   Mobile User Interface Design and Development

ITEC 4010 [0.0]   Visual Effects and Compositing

ITEC 4012 [0.0]   Web Application Frameworks

ITEC 4014 [0.0]   User Experience Design and Accessibility

ITEC 4015 [0.0]   Digital Audio and Music

ITEC 4016 [0.0]   Virtual and Augmented Reality

ITEC 4017 [0.0]   Photo and Non-Photo-Realistic Rendering

ITEC 4018 [0.0]   GPU Programming and Real-Time Rendering

ITEC 4019 [0.0]   Directing and Cinematography for Digital Storytelling

ITEC 4020 [0.0]   Environment and Architectural Modelling

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

A portfolio represents a record of the student's progress and design experience over the years, and is an indispensable requirement for any future job application. A portfolio is started in first year and continues to expand until graduation. The School, therefore, requires that each student produce reproductions (on a digital storage device, e.g. flash drive) of their work at the end of each term. One copy of the work should be put in the student's portfolio and the other turned in to the instructor for retention in the School's archives. (This facilitates retrospective exhibitions of work, accreditation, publications and any future references for pedagogic purposes.) Original work is the property of the students, but the School retains the right to keep work of merit for up to four years after the date of submission. The School will make every effort to preserve the work in good condition, and will give authorship credit and take care of its proper use.

New Resources	Contract Instructor Faculty
Summary	In the 4th year of the program there are 6 half credit electives that allow students to specialize in the stream of their choice; all courses in 4th year provided in under the school require 4th year standing. Under each stream there are 3 core courses that students must take and 3 other courses that are free electives; these free electives can be chosen from the general list of electives or one of the other streams, and at most one of them may be instead taken outside of the program.
Rationale	Following the CPR process for the Interactive Multimedia & Design program and a complete survey (from Fall 2020) of students currently in the program it was found overwhelmingly that students wish to specialize in their 4th year of the program into 3 core areas: Animation & Visual FX, Game Design and Development, and Web and User Experience/Interfaces – which have some overlap but are generally distinct and allow students to go into their respective career focus areas and still providing them with a rounded education in interactive multimedia and design. More details are provided in the executive summary
Transition/Implementation	The stream offerings have been setup to minimally impact students, by picking one stream and specific electives they would have approximately same offering as the 4th year students in the 2020-2021 calendar. On the School side, the transition plan utilizes current faculty to cover the core courses and will utilize contract instructors for new courses moving to full-

time faculty as those courses prove sustainable inside and outside the School. More details are provided in the executive summary

Program reviewer comments	**sarahcleary (01/11/21 9:44 am):** Copying note from previous (duplicate) proposal: jerometalim (01/04/21 2:19 pm): Discussion with the Dean, and Ramune mid-december : the faculty positions hiring being currently conducted by the school are part of the new resources for the program.

Key: 2077

New Program Proposal

Date Submitted: 01/08/21 12:43 pm

Viewing: **TBD-2075 : Interactive Multimedia and Design - Web & User Interfaces/Experience Stream B.I.T.**

Last edit: 01/08/21 12:43 pm

Last modified by: hanajabi

Changes proposed by: hanajabi

In Workflow

1. **BIT ChairDir UG**
2. **ENG Dean**
3. **BIT FCC**
4. **BIT FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 01/08/21 2:09 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT
   ChairDir UG
2. 01/08/21 2:29 pm
   Jerome Talim
   (jerometalim): Approved
   for ENG Dean
3. 01/08/21 3:38 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FCC
4. 01/08/21 3:58 pm
   Chris Joslin (chrisjoslin):
   Approved for BIT FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2075
Level	Undergraduate
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Degree	Bachelor of Information Technology
Title	Interactive Multimedia and Design - Web & User Interfaces/Experience Stream B.I.T.

Program Requirements

Interactive Multimedia and Design
Web & User Interfaces Stream
B.I.T. (20.0 credits)

This stream is open to students in the Interactive Multimedia and Design B.I.T. program with 4th year standing.

A. Credits Included in the Major CGPA (11.0 credits)

1. **2.0 credits in:**   **2.0**

     IMD 1001 [0.5]   **Visual Communication**
     IMD 1002 [0.5]   **Visual Dynamics**
     IMD 1004 [0.5]   **Design Processes**
     IMD 1005 [0.5]   **Web Development**

2. **3.0 credits in:**   **3.0**

     BIT 2008 [0.5]   **Multimedia Data Management**
     BIT 2400 [0.5]   **Intermediate Programming**
     IMD 2003 [0.5]   **Audio and Video**
     IMD 2007 [0.5]   **Intro to 3D Animation**
     IMD 2900 [1.0]   **Design Studio 1**

3. **3.0 credits in:**   **3.0**

     IMD 3004 [0.5]   **Human Computer Interaction and Design**
     IMD 3005 [0.5]   **Sensor-Based Interaction**
     IMD 3900 [1.0]   **Design Studio 2**
     IMD 3901 [1.0]   **Design Studio 3**

4. **1.5 credits in:**   **1.5**

     IMD 4008 [0.5]   **Mobile User Interface Design and Development**
     ITEC 4012 [0.0]   **Web Application Frameworks**
     ITEC 4014 [0.0]   **User Experience Design and Accessibility**

5. **1.5 credits in:**   **1.5**

     IMD 4901 [1.5]   **IMD Capstone Project (1.5)**

B. Credits Not Included in the Major CGPA (9.0 credits)

6. **2.5 credits in:**   **2.5**

     BIT 1002 [0.5]   **Physics for Information Technology I**
     BIT 1100 [0.5]   **Mathematics I for IMD**
     BIT 1101 [0.5]   **Mathematics II for IMD**
     BIT 1400 [0.5]   **Introduction to Programming and Problem Solving**
     IMD 1000 [0.5]   **Introduction to Interactive Multimedia Design**

7.. **2.0 credits in:**   **2.0**

     BIT 2002 [0.5]   **Marketing in the IT sector**
     BIT 2006 [0.5]   **Elective**
     IMD 2006 [0.5]   **Introduction to Game Design and Development**
     BIT 2009 [0.0]   **Statistics for Technology**

8. **1.5 credits in:**   **1.5**

     CCDP 3003 [0.5]   **Communication Skills for IMD**
     IMD 3002 [0.5]   **3D Computer Graphics**
     IMD 3006 [0.5]   **Software Design for Multimedia Applications**

9. **0.5 credits in:**   **0.5**

IMD 4002 [0.5]   Technology and Culture

10. 1.0 credit in Arts and Humanities elective outside the faculties of Business, Science and Engineering.   1.0

11. 1.5 credit in electives for IMD, and/or Directed Studies   1.5

BIT 4000 [0.5]   Directed Studies

IRM 4002 [0.5]   Network Technology

ITEC 3100 [0.5]   Immersive Storytelling

IMD 4006 [0.5]   Advanced Game Design and Development

ITEC 4007 [0.0]   Dynamics and Physics-Based Animation

ITEC 4009 [0.0]   Rigging and Advanced Character Animation

ITEC 4010 [0.0]   Visual Effects and Compositing

ITEC 4011 [0.0]   Artificial Intelligence for Digital Media

ITEC 4015 [0.0]   Digital Audio and Music

ITEC 4016 [0.0]   Virtual and Augmented Reality

ITEC 4017 [0.0]   Photo and Non-Photo-Realistic Rendering

ITEC 4018 [0.0]   GPU Programming and Real-Time Rendering

ITEC 4019 [0.0]   Directing and Cinematography for Digital Storytelling

ITEC 4020 [0.0]   Environment and Architectural Modelling

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

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cover the core courses and will utilize contract instructors for new courses moving to full-time faculty as those courses prove sustainable inside and outside the School.

Program reviewer comments	**chrisjoslin (01/08/21 3:51 pm):** jerometalim (01/04/21 2:19 pm): Discussion with the Dean, and Ramune mid-december : the faculty positions hiring being currently conducted by the school are part of the new resources for the program.

Key: 2075

Associated Minor Mods
BIT Streams

Code	Title	Status	Initiator	Received	Course Workflow (pathways)
ITEC 4010	ITEC 4010: Visual Effects and Compositing	Added	sarahcleary	1/8/2021	Minormod
ITEC 4011	ITEC 4011: Artificial Intelligence for Digital Media	Added	sarahcleary	1/8/2021	minormod
ITEC 4012	ITEC 4012: Web Application Frameworks	Added	sarahcleary	1/8/2021	minormod
ITEC 4015	ITEC 4015: Digital Audio and Music	Added	sarahcleary	1/8/2021	minormod
ITEC 4018	ITEC 4018: GPU Programming and Real-Time Rendering	Added	sarahcleary	1/8/2021	minormod
ITEC 4019	ITEC 4019: Directing and Cinematography for Digital Storytelling	Added	sarahcleary	1/8/2021	minormod
ITEC 4020	ITEC 4020: Environment and Architectural Modelling	Added	sarahcleary	1/8/2021	minormod
ITEC 4016	ITEC 4016: Virtual and Augmented Reality	Added	sarahcleary	1/8/2021	minormod
ITEC 4017	ITEC 4017: Photo and Non-Photo-Realistic Rendering	Added	sarahcleary	1/8/2021	minormod
ITEC 4007	ITEC 4007: Dynamics and Physics-Based Animation	Added	sarahcleary	1/8/2021	minormod
ITEC 4009	ITEC 4009: Rigging and Advanced Character Animation	Added	sarahcleary	1/8/2021	minormod
ITEC 4014	ITEC 4014: User Experience Design and Accessibility	Added	sarahcleary	1/8/2021	minormod
BIT 2009	BIT 2009: Statistics for Technology	Added	Alisonjabi	11/30/20	Minormod
BIT B001	BIT-B001: Interactive Multimedia and Design	Edited	Alisonjabi	01/02/21	Minormod

MEMORANDUM

DATE: February 4, 2021

TO: Whom it may concern.

FROM: Vicky McArthur, Program Director, Bachelor of Media Production and Design

RE: Adding IMD Electives to the Carleton Calendar

Following discussion with the School of Information Technology about their proposed electives (as part of their expansion towards streaming options) we have been presented with the following courses as being options that would be available to our students (in certain cases with prerequisites). Out of the proposed courses, we believe the following courses would be of interest to students in our program, would benefit their pedagogical progress, and their progression into their career space. Therefore, we strongly support the creation of these electives.

- ITEC 1401 Scripting and Problem Solving
- ITEC 2401 Intermediate Scripting
  o Prerequisite ITEC1401
- ITEC 3100 Immersive Storytelling
- ITEC 4014 User Experience Design and Accessibility
  o Prerequisite HCI or "User Experience Design and Accessibility"
- ITEC 4015 Digital Audio & Music
- ITEC 4016 Virtual and Augmented Reality
  o Prerequisite Game Design and 3D Tech course
- ITEC 4019 Directing & Cinematography for Digital Storytelling
- ITEC 4011 Artificial Intelligence for Digital Media
- ITEC 4012 Web Application Framework
  o Prerequisite Intro. to Web Development
- ITEC 4017 Photo and Non-Photo Realistic Rendering
- ITEC 4018 GPU Programming & Real-Time Rendering
  o Prerequisite 2nd year level programming
- ITEC 4020 Environment & Architectural Modelling

Sincerely,

Vicky McArthur, Program Director, Bachelor of Media Production and Design

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: February 8, 2021

From: George Duimovich, Collections Librarian (STEM)

To: Tiffany Douglas, Program Officer; Office of the Vice-Provost & Associate Vice-President (Academic)

cc   Amber Lannon, University Librarian
                 Laura Newton Miller, Head, Collections & Assessment
                 Sally Sax, Head, Electronic Resources & Acquisitions
                 Patti Harper, Head, Research Support Services

Recommendation

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

- Interactive Multimedia & Design Program. Track [A2]

This is a formal notification for your records.

<u>Mutual Statement of Support</u>

RE:

The School of Information Technology proposed electives (as part of their expansion towards streaming options) in the IMD Program.
And:

The School of Industrial Design, BID Program with Concentration in User Experience Design (UX) and User Interface Design (UiD)

The proposal is to introduce the following electives in the SIT program, some that would be of interest and benefit to the students in the proposed BID Concentration in UX and UiD:

- ITEC 1401 Scripting and Problem Solving
- ITEC 2401 Intermediate Scripting
    - Prerequisite ITEC1401
- ITEC 3100 Immersive Storytelling
- ITEC 4014 User Experience Design and Accessibility
    - Prerequisite IMD3004 Human-Computer Interaction or equivalent
- ITEC 4015 Digital Audio & Music
- ITEC 4016 Virtual and Augmented Reality
    - Prerequisite Game Design and 3D Tech course
- ITEC 4019 Directing & Cinematography for Digital Storytelling
- ITEC 4012 Web Application Framework
    - Prerequisite Intro. to Web Development
- ITEC 4017 Photo and Non-Photo Realistic Rendering

[X] We support this change unconditionally.

[ ] I do not support this change.

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

Notes: These electives would be beneficial to the students in the BID with a Concentration in UX and UiD specifically as part of the proposed non-IDES 1.5 elective requirement option to complete the Concentration, but possibly also for students in the general BID program without a Concentration. We thus mutually support the creation of these electives in the SIT and access to students in the BID program.

Signatures:

Name: Bjarki Hallgrimsson

Title: Director

For Academic unit: School of Industrial Design

Date:

Name: Chris Joslin

Title: Director

Academic unit: School of Information Technology

Date: 11/Feb/2021

New Program Proposal

Date Submitted: 10/06/20 3:26 pm

Viewing: **TBD-2024 : Bachelor of Commerce**

Last edit: 01/28/21 8:44 am

Last modified by: sarahcleary

Changes proposed by: howardnemiroff

In Workflow

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

Approval Path

1. 10/29/20 1:09 pm
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUSI
   ChairDir UG
2. 10/29/20 1:15 pm
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS Dean
3. 10/29/20 1:16 pm
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FCC
4. 11/26/20 9:39 am
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FBoard
5. 12/08/20 2:57 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   BUS FBoard for PRE
   SCCASP
6. 12/08/20 3:05 pm
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FBoard

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2024
Level	Undergraduate

Faculty	Sprott School of Business
Academic Unit	School of Business
Degree	Bachelor of Commerce
Title	Bachelor of Commerce

Program Requirements

Bachelor of Commerce (20.0 credits)

Enrolment in the Bachelor of Commerce program is restricted. Please consult with an academic advisor for more information.

A. Credits Included in the Major CGPA (11.0 credits):

1. **1.5 credits in:**   **1.5**

    BUSI 1004 [0.5]   **Financial Accounting for Business Students**
    BUSI 1005 [0.5]   **Managerial Accounting for Business Students**
    BUSI 1800 [0.5]   **Introduction to Business**

2. **1.0 credits in:**   **1.0**

    ECON 1001 [0.5]   **Introduction to Microeconomics**
    ECON 1002 [0.5]   **Introduction to Macroeconomics**

3. **0.5 credit in:**   **0.5**

    MATH 1009 [0.5]   **Mathematics for Business**

4. **1.0 credits in:**   **1.0**

    PSYC 1002 [0.5]   **Introduction to Psychology II**
    SOCI 1005 [0.5]   **Sociology for Bachelor of Commerce Students**

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

    BUSI 2101 [0.5]   **Organizational Behaviour**
    BUSI 2208 [0.5]   **Introduction to Marketing**
    BUSI 2301 [0.5]   **Introduction to Supply and Operations Management**
    BUSI 2400 [0.5]   **Foundations of Information Systems**
    BUSI 2504 [0.5]   **Business Finance I**
    BUSI 2601 [0.5]   **Business Law**
    BUSI 2701 [0.5]   **Fundamentals of International Business**
    BUSI 2800 [0.5]   **Entrepreneurship**

6. **0.5 credits in:**   **0.5**

    STAT 2606 [0.5]   **Business Statistics**

7. **1.5 credits in:**   **1.5**

    BUSI 3102 [0.5]   **Introduction to Human Resources Management**
    BUSI 3103 [0.5]   **Introduction to Organization Theory**
    BUSI 3309 [0.5]   **Project Management**

8. **1.0 credits in:**   **1.0**

    BUSI 4601 [0.5]   **Business Ethics**
    BUSI 4609 [0.5]   **Strategic Management**

9. **0.0 credits in: Business Career Preparation Requirement**

BUSI 1995 [0.0]   **Employability Passport I**

BUSI 2995 [0.0]   **Employability Passport II**

BUSI 3995 [0.0]   **Employability Passport III**

BUSI 4995 [0.0]   **Employability Passport IV**

B. Credits Not Included in the Major CGPA (9.0 credits):

10. 9.0 credits in free electives   **9.0**

Total Credits   20.0

Notes:

1. BUSI 4601 and BUSI 4609 in **Item 8** above must be taken at the Sprott School of Business.
2. The following courses cannot be used as free electives toward the B.Com. degree: ESLA 1300, ESLA 1500, and any 0000-level course such as MATH 0009 and MATH 0107.
3. Students may not continue into 3000-level or higher BUSI courses unless the following two minimum requirements are met: a) successful completion of BUSI 1800 and b) successful completion of BUSI 2800.
4. Students require completion of BUSI 1995 for registration into courses requiring second-year standing, completion of BUSI 2995 for courses requiring third-year standing, and completion of BUSI 3995 for courses requiring fourth-year standing. BUSI 4995 must be completed as part of the degree requirements prior to graduation from the Bachelor of Commerce.
5. Students graduating with a Bachelor of Commerce are ineligible from receiving a concentration in Commerce, regardless of whether those concentration courses were completed successfully.

New Resources	No New Resources
Summary	The difference between the BCom and the BCom Honours is in the course requirements. Honours students must complete an additional 1.0 credits in BUSI at the 4000-level. Note that there are also different ACE requirements. Adjusting the Math/Econ/Stat offerings to be consistent with the BCom Honours as well. The 20-credit BCom degree would be awarded provided a student maintains both a 5.0 overall and 5.0 major CGPA to graduation so that those students in Good Standing under the new framework have a pathway to graduation. The current BCom honours would remain unchanged, requiring a 6.5 CGPA major and a 6.5 CGPA concentration in order to graduate in honours with a concentration. Students graduating with a 5.0 - 6.49 major and overall CGPA will graduate with a BCom, and no concentration, regardless of the concentration CGPA. The BCom degree would also have an adjusted requirement (Item 9), as opposed to the honours requirement of 1.0 credit in BUSI at the 4000-level.
Rationale	Adding the BCom to allow students to progress successfully under the new ACE framework. Detailed rationale provided to SQAPC in separate document outlining reasons why an offramp is necessary and why it cannot be referred to as a BCom (Major).
Transition/Implementation	Fall '21
Program reviewer comments	**sarahcleary (12/08/20 8:13 am):** Added title header, sum credits, hyper linked courses in note 4 and other minor formatting. **sarahcleary (12/08/20 2:57 pm):** Rollback: Rollback for additional edits as per H. Nemiroff. **sarahcleary (01/06/21 9:52 am):** Added "Enrolment in the Bachelor of Commerce program is restricted. Please consult with an academic advisor for more information." as this program is an exit only option. As per email with H. Nemiroff. **sarahcleary (01/06/21 10:01 am):** Edited section A from 11.5 credits to 11.0. **sarahcleary (01/28/21 8:44 am):** Added additional information to the Summary as per OVPAVPA.

Key: 2024

Note that this rationale refers specifically to the development of the 20.0 credit Bachelor of Commerce program that is non-honours. It is referred to in this document as a BCom, but it implies non-honours.

- The BCom degree is solely used as an exit pathway for students, students are not admitted in to the BCom, and it distinguishes itself from the BCom Honours degree by reducing the required 4000-level business requirements by 1.0 credit. To remind SQAPC members, the BCom Honours and BIB Honours degrees are non-thesis.
- In response to and compliance with the new ACE platform, students will be transferred in to the BCom at the end of their degree. Students who progress through the BCom (Honours) with Good Standing by University standards but do not satisfy the honours requirements at graduation, will receive a BCom (with no concentration, nor honours) at graduation.

With reference to the development of a BCom pathway, I have outlined the rationale and Carleton precedence issues, as well as provided information on our peers.

Note the following re: Carleton precedence – (including a 15 credit BMath designed for high achieving students who would pursue an MSc)

- There are a few programs that contain two distinct 20 credit pathways at Carleton; one an honours path, the other a major. The difference between the two, primarily, is on course work (which may or may not include a research paper). The programs at Carleton that contain two distinct 20 credit pathways (identified as both Honours and Major) include;
    - BSc Biology (note Biology actually has 3 distinct paths with the 15 credit BSc as well)
    - BCS (Computer Science)
    - BSc Earth Sciences (note Biology actually has 3 distinct paths with the 15 credit BSc as well)
    - BSc Environmental Science
    - BSc Neuroscience and Mental Health (note Neuro actually has 3 distinct paths with the 15 credit BSc as well)
    - BSc Physics

- The BCom name (non-Major) is more in line in terms of precedent with the BMath here at Carleton. However, creating a 15-credit BCom in order to be consistent with the 15 credit degrees at Carleton is not acceptable, as all business degrees at universities across Canada are 20-credit (whether referred to as honours or not), save for Nipissing U outlined below. Further, Algonquin College (and other colleges) have begun offering bachelor's degrees in business that are also 20 credits.

- Although precedence at Carleton exists for using the term "Major" to refer to a 20-credit non-honours degree, it is not appropriate in this context. Specifically, the BCom degree

was originally housed within PAM, and as such it historically has its core courses referred to as its major requirements. The School, when it developed into a unique Faculty, remained a cohesive unit rather than divide naturally into distinct departments. The departmental structure exists at practically all business schools of substance throughout the world, where they are divided into departments similar to our concentrations. The market among business schools refers to a Major as a student who majors in one of the departmental areas of business. For example, a Bachelor of Commerce with a Major in Finance, Major in Accounting, Major in Marketing, etc., is standard practice (i.e., like Biology for Science). There is no such thing as a Bachelor of Commerce Major, the same way there is no such thing as a Bachelor of Science Major. It just doesn't make sense to call it a Major, even though precedent for a 20-credit degree with this moniker exists at Carleton. In the context of business degrees, it will be confusing to students, and will be confusing to the market. This will further be confusing for students if we have a BCom Major and Major CGPA within both the BCom Major and the BCom Honours.

Now, to look at our sister schools to get a sense of what they are doing;

- There are quite a few schools that offer a singular business degree (some are listed as honours, some are not), and roughly the same number of schools that offer two distinct pathways; honours and a non-honours (all 20 credit, save for Nipissing), identical to our proposal. Some are delineated along program requirements, others are delineated along grades. From a signalling perspective, we would be more in line with our competitors in terms of the landscape by offering a BCom honours and a BCom (none call it a BCom Major, for the reasons I've outlined above). BCom honours/BCom is widely understood in Canada, the US and Europe by students, parents, university administration and external businesses in hiring. It would be critical for marketing and recruitment as it would align us with industry norms.

Schools where that they are offering two distinct business degrees

UAlberta: BCom and Honours BCom. Both 4 year programs, different grade requirements to remain in/graduate with honours and a few different courses requirements. A 2.0 CGPA is required to graduate with a BCom, and is the equivalent of a C at Carleton, or a 5.0.

UCalgary: same as above; and at the time of graduation, students who have not achieved a 3.3 will be awarded a BCom if they achieve a 2.0 (Carleton C, or 5.0) overall.

USask: same as above; and 70% required for honours, 60% for non-honours

McMaster: same as above; and 5.0 GPA for honours, and 4.0 for non-honours – same scale as Carleton.

McGill: same as above; and 3.0 GPA (their scale) for honours, 2.0 for non. The 3.0 is equivalent to a 6.5-7.0 and the 2.0 is equivalent to a 3.0 at Carleton (they call a 2.0 a C, but the numerical grade is listed as 55-59%)

Further, these are the graduating requirements for some schools with singular degrees;

Queens graduating average (2.0 – also required for progression). At Queens, a 2.0 is equivalent to a Carleton 5.0.

Ivey graduating average (70%)

Rotman graduating average (1.85) At Rotman, a 1.85 would be approximately a 4.5 at Carleton.

Telfer graduating average (65-69), or a 6.0 Carleton equivalent.

Note that Nipissing has both a 4 year BCom and a 3 year online BBA. The 3 year degree is only online, and is not well regarded. Further, as mentioned above, Algonquin (and other colleges) are now offering 4 year BCom degrees - It Is not appropriate for Sprott to offer a 15 credit degree that would be considered less stringent than our college counterpart's degrees.

Rationale based on how ACE affects our students:

- As is specific to Sprott students, the new ACE requirements impacts our students in a negative way relative to all others in the university, in that we do not have an exit strategy for students who satisfy the graduation requirements of the university but do not meet the honours requirements. Specifically, under the new policy of continuation that is soon to be adopted university-wide, students receive good standing provided they satisfy University graduation requirements. Of course, on an exceptional basis, Sprott can require a higher CGPA from its students earlier in their academic studies. However, in consultation with OIRP, we would lose close to half (45%) of our student body after 5.0 credits If we moved to the 6.5 CGPA requirement - not acceptable, obviously.

- As is the case across all honours programs, students will need to climb up to a 6.5 by graduation, which can be a very difficult task for those who are in Good Standing but not at the honours graduation level, given that the CGPA is fully cumulative in its calculation. Again, in consultation with OIRP, it is clear that Sprott students perform significantly better on a student-by student basis in their upper year studies as they move in to their concentrations courses. Thus, although a student who performed poorly early on does perform better during their last 10 credits, that student will have a weight around their neck until graduation, and will possibly be forced out of Sprott at

the end regardless of how they perform of late. CA'ing a student after completing 15 or more credits toward their degree is doing a disservice to that student.

To summarize, our recommendation is to fully adopt the new ACE framework in order to support retention and graduation for our students. We further allow for a 20 credit BCom degree to be awarded provided a student maintains both a 5.0 overall and 5.0 major CGPA to graduation so that those students in Good Standing under the new framework have a pathway to graduation. The current BCom honours would remain unchanged. The BCom degree would also have an adjusted requirement ([Item 9]), as opposed to the honours requirement of 1.0 credit in BUSI at the 4000-level.

MEMORANDUM

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

From: Guy Lacroix, Department of Psychology

CC: Pauline Rankin, Dean, Faculty of Arts and Social Sciences
            Peter Thompson, Associate Dean (Academic), Faculty of Arts and Social Sciences

Date: October 13th, 2020

Subject: Multidisciplinary Certificate in Mental Health and Well-Being

The Department of psychology wishes to introduce a new Multidisciplinary Certificate in Mental Health and Well-Being. This new program would entail 3.0 credits in psychology, 2.0 credits among selected electives from FASS, FPA, Sprott School of Business, and Science, as well as 12 hours of relevant non-credit training from Carleton units (such as the Centre for Student Academic Support, Student Affairs, the Student Experience Office, and the Equity and Inclusive Communities). The certificate would be offered to all undergraduate Carleton students and would also be made available to students not currently enrolled in a degree program. It would be administered by the Department of Psychology via a certificate coordinator, who is a faculty member from the Department of Psychology. The Coordinator will strike an ad hoc committee of at least two members from the Carleton community whose work focuses on students' and staff's health and well-being as needed (e.g., evaluating elective courses, etc.).

Rational for the certificate

In recent years, Carleton has solidified its commitment to the mental health needs of its students (i.e., Mental Health Framework), staff (i.e., Healthy Workplace), and faculty (i.e., FASS Mental Health Connectors). Great strides have been made in providing mental health services to the Carleton community (i.e., Health and Counselling). Moreover, Carleton's new Strategic Integrated Plan identifies Wellness and Sustainability as central themes for strength and growth.

Since Carleton's Department of Psychology was established in 1953, it has been at the centre of mental health and well-being, in terms of teaching, research, and training. Countless graduates from our program have moved on to careers in clinical psychology, counselling, medicine, and other helping professions. They have also used their academic background to gain employment in non-profit organizations, in governmental positions, and in the private sector both in a research capacity and in more clinically oriented positions. In fact, the first Carleton student to ever graduate with a PhD in psychology from our Department, June Pimm, is an internationally recognized expert on autism working within the Ottawa-Carleton School Board system for over 40 years.

The Department of Psychology has been in-step with Carleton's mandate from the beginning. As a discipline, psychology is synonymous with mental health and well-being. In terms of educational programming, we established an undergraduate concentration in health, a graduate concentration in mental health and well-being, and more recently an undergraduate stream in mental health and well-

being. We also hold several mental health and well-being events for the broader Carleton community and external community members; namely Psychology Mental Health Day and Psychology Let's Talk Lecture. The demand and interest for the programming and initiatives has been overwhelming. Numerous units across campus and external agencies have asked us to collaborate to offer programming to either their students or if we could provide expertise to their groups. It is clear that there is a demand from other units and students for greater programming in mental health and well-being. Many Carleton students who are not in our psychology program wish to expand their ability to positively influence the mental health and well-being of others as well as take care of their own. Other units would like to support these interests in their students. Thus, we would like to propose this *Multidisciplinary Certificate in Mental Health and Well-Being*.

The introduction of this multidisciplinary certificate is timely. Not only is mental health and well-being a priority at Carleton but it also is a priority in Canada and around the world. For instance, in a recent [Canadian Mental Health Association poll](), a majority of Ontarians said that the pandemic will cause a "serious mental health crisis" and argued that the province will need additional mental health support to address it. This certificate will help Carleton students meet this challenge. The core courses from psychology will provide students with a firm understanding of evidence-based research on mental health and well-being. The elective courses offered by a variety of Carleton Departments will tie into this research, but also present these topics more broadly embracing many perspectives including philosophical, sociological, and legal ones. Finally, this certificate will take advantage of the abundance of practical knowledge available on campus via non-credit training. Students will receive applied training that will help them support others in need and their own mental health and well-being, ultimately impacting the well-being of society.

The Certificate Program

The Multidisciplinary Certificate in Mental Health and Well-Being will be available to all Carleton degree students. Students will be able to register for the certificate as early as their first year of study. Carleton students will be able to complete the Certificate alongside their degree, regardless of major. Non-Carleton students will also be considered for admission.

All proposed courses for this certificate already exist and are offered regularly. The introductory courses in psychology (PSYC 1001 & 1002) were added to make them visible as prerequisites for the 2000- and 3000-level courses. Naturally, the prerequisites for all elective courses will also be applied. Students will be strongly encouraged to seek advising from their home unit to ensure that course selection may be integrated seamlessly with their other degree requirements.

The non-credit training activities will be adjusted on a yearly basis and listed on a certificate webpage. An example of such training activities is listed below. Students will be required to register these training activities on their co-curricular record. When the academic requirements for the certificate have been met, the coordinator will verify that the 12 hours of training have been completed. If so, students will obtain their certificate. Thus, only training activities offered by Carleton units will be eligible for this Certificate. This will promote Carleton's exceptional, high-integrity mental health and well-being programs as well as facilitate the Certificate's management.

1. 1.0 credit in:		1.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
2. 2.0 credits in:		2.0
PSYC 2301 [0.5]	Introduction to Health Psychology	
PSYC 3302 [0.5]	Positive Psychology	
PSCY 3403 [0.5]	Addiction	
PSYC 3604 [0.5]	Clinical Psychology and Mental Illness	

3. 2.0 elective credits from at least two different units:

Anthropology
ANTH 2020 [0.5 credit]   Race and Ethnicity
ANTH 2040 [0.5 credit]   Anthropology and Gender
ANTH 2070 [0.5 credit]   Psychological Anthropology
ANTH 2550 [0.5 credit]   Religion and Society
ANTH 3020 [0.5 credit]   Studies in Race and Ethnicity
ANTH 3040 [0.5 credit]   The Global Middle Class
ANTH 3310 [0.5 credit]   Studies in Medical Anthropology
ANTH 4005 [0.5 credit]   Health and Globalization
ANTH 4780 [0.5 credit]   Anthropology of Personhood

Sprott School of Business
BUSI 3104 [0.5 credit]   Managing Individual Performance
BUSI 4105 [0.5 credit]   Managing Change

Disability Studies
DBST 1001 [0.5]   Introduction to Disability Studies

Economics
ECON 3460 [0.5 credit]   Introduction to Health Economics

History
HIST 3106 [0.5 credit]   Social History of Sexuality
HIST 3120 [0.5 credit]   History of the Body

Health Sciences
HLTH 1001 [0.5 credit]
HLTH 2003 [0.5 credit]   Principles of Health
HLTH 3403 [0.5 credit]   Social Determinants of Health
                            Gender and Health

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Linguistics

LING 2604 [0.5 credit]	Communication Disorders I
LING 3604 [0.5 credit]	Communication Disorders II

Music

MUSI 3303 [0.5 credit]	Introduction to Music Therapy

Philosophy

PHIL 1200 [0.5 credit]	The Meaning of Life
PHIL 1700 [0.5 credit]	Philosophy of Love and Sex
PHIL 2307 [0.5 credit]	Gender and Philosophy
PHIL 2380 [0.5 credit]	Introduction to Environmental Ethics
PHIL 2408 [0.5 credit]	Bioethics
PHIL 2540 [0.5 credit]	Personal Identity and the Self
PHIL 2550 [0.5 credit]	Moral Psychology
PHIL 2700 [0.5 credit]	Asian Philosophy

Sociology

SOCI 2020 [0.5 credit]	Race and Ethnicity
SOCI 2030 [0.5 credit]	Work, Industry and Occupations
SOCI 2040 [0.5 credit]	Food, Culture and Society
SOCI 2043 [0.5 credit]	Sociology of the Family
SOCI 2045 [0.5 credit]	Gender and Society
SOCI 2050 [0.5 credit]	Sociology of Health
SOCI 3010 [0.5 credit]	Power, Oppression and Resistance
SOCI 3020 [0.5 credit]	Studies in Race and Ethnicity
SOCI 3040 [0.5 credit]	Studies in the Sociology of Gender
SOCI 3044 [0.5 credit]	Sociology of Sex and Sexuality
SOCI 3050 [0.5 credit]	Studies in the Sociology of Health
SOCI 3055 [0.5 credit]	Studies in Addictions
SOCI 3056 [0.5 credit]	Women and Health
SOCI 4043 [0.5 credit]	Families in the 21st Century

Social Work

SOWK 1001 [0.5 credit]	Introduction to Social Welfare
SOWK 1002 [0.5 credit]	Introduction to Social Work

Technology, Society, Environment Studies

TSES 3001 [0.5 credit]	Technology-Society Interactions
TSES 4001 [0.5 credit]	Technology and Society: Risk

Geography
GEOG 3206 [0.5 credit]   Health, Environment, and Society

Industrial Design
IDES 2600 [0.5 credit]   Human Factors/Ergonomics in Design

Human Rights
HUMR 1001 [1.0 credit]   Introduction to Human Rights

Law
LAWS 2105 [0.5 credit]   Social Justice and Human Rights

Neuroscience

NEUR 1202 [0.5 credit]   Neuroscience of Mental Health and Psychiatric
                                Disease
NEUR 1203 [0.5 credit]   Neuroscience of Mental Health and Neurological
                                Disease

Religion
RELI 1731 [0.5 credit]   Varieties of Religious Experience
RELI 2732 [0.5 credit]   Death and Afterlife

4. 12 hours of non-credit training from an approved list of activities offered by Carleton University units.

Note. This list will change on a yearly basis. Other Carleton units such as the PMC and the Spirituality Centre may also eventually participate.

CSAS workshops: (roughly 60 mins each)
Balancing School, Work, and Life
Learning Preferences
Procrastination Habits
Memory and Concentration
Time Management

Student Affairs (60-90 min workshops)
Supporting a Friend
Building Resilience Through Conversation (under development for early-2021)
Supporting a Friend through Substance Use (under development for early/mid 2021)

KORU (4 – 1-hour instructional sessions)
The course, consisting of 4 classes, is designed to help you learn mindfulness through the practice of specific skills that calm and focus your mind; and through the practice of meditation. Michelle Baulch and Yvonne Collins are certified instructors on campus.

SafeTALK (3-hour workshop)
Offered through SEO Training Opportunities and upon request by a few individuals on campus who are trained facilitators i.e.: Shannon Noonan (OSA), Lakin Dagg (OVPSE), Michaela Keough (SEO) and Residence Managers (Housing and Residence Life)

Equity and Inclusive Communities (60-90 min workshops)

The Enhanced Assess, Acknowledge, Act (EAAA) Sexual Assault Resistance Education Program (12-hour program)
Responding to Disclosures
Community Responses to Sexual Violence
Bystander Intervention workshops
Intercultural Fluency

Centre for Indigenous Initiatives (XX min workshop)
Kinamagawin: Learning Together (Centre for Indigenous Initiatives)

Health and Counseling (60 min workshop)
Mental Wellness Workshop (must be booked for a group, offered by Health Promotion Student team)

Admission

Students in any general or Honours degree offered at Carleton will be accepted into the Certificate. Applicants who are not from Carleton will be accepted if they meet the requirements for the BA in Arts.

Certificate administration

The certificate will be administered by a coordinator selected from the Department of Psychology and the administrative staff from the Department of Psychology. They would be assisted by a committee comprised of faculty members whose research focuses on mental health and well-being as well as members from the Carleton Community staff who operate in the same area. For example, the Certificate committee currently includes:

Guy Lacroix	Coordinator – Department of Psychology
Kaitlin Barkley	Undergraduate Program advisor - Department of Psychology
Katie Gunnell	Faculty - Department of Psychology
Andrea Howard	Faculty - Department of Psychology
Marina Milyavskaya	Faculty - Department of Psychology
Joanna Pozzulo	Faculty - Department of Psychology
Michelle Baulch	Manager, Student Care & Support - Office Dir. of Students Affairs
Rachel Anderson-Houldsworth	Supplemental Instruction Coordinator - Centre for Student Academic Support
Shannon Noonan	Healthy Workplace Champion for the Office of the Vice-President (Students & Enrolment)

The committee would meet each year to verify that the list of credited and non-credited activities is up to date. It would also liaise with the different Carleton units that offer non-credit training to students and staff to ensure availability and explore new opportunities. For example, the committee has been in contact with the Spirituality Centre. They do not presently offer training, but might in the future.

Impact on other programs

The impact of the certificate on other programs would be minimal. All listed psychology courses are already large and offered multiple times per year. The large list of electives makes it unlikely that enrollment in any particular course would be noticeably larger. Letters of support will be obtained from all participating units.

At a program level, there are three programs at Carleton other than psychology whose programs could be seen as overlapping with this certificate: Social Work, Health Sciences, and Neuroscience. The nature of the certificate makes it complementary to the programs offered by these other units. Students in any major or program may add the Certificate to their degree.

Social Work is an accredited program with selected enrollment that prepares students professionally for work in that area. Thus, its goals are completely distinct from those of the certificate (and SW students could certainly combine their degree with the Certificate).

Health Sciences presents a vast array of courses on health generally within the Faculty of Science. Hence, the scope of their degree is much broader than mental health and well-being. Their students could also take the certificate in combination with their degree, and Health Sciences will contribute courses to the certificate.

Neuroscience does have an undergraduate program in neuroscience and mental health, but psychology courses were removed from all neuroscience programs a few years ago. Moreover, neuroscience emphasizes physiological explanations of mental health, whereas this certificate presents mental health and well-being from a multidisciplinary perspective. Hence, there is little overlap between the neuroscience program and the certificate, and once more, the certificate could be combined with a neuroscience degree. Finally, neuroscience will contribute courses to the certificate.

We believe that the value of this Certificate both to Carleton students and our University's reputation as a premier destination for research and study on mental health and well-being is critical.

Societal needs

According to Government of Canada statistics, 1 in 3 Canadians will suffer from a mental illness during their lifetime. Thus, it is not surprising that the World Health Organization and the Canadian Mental Health Association have been emphasizing the promotion of mental health issues as well as their prevention. Hence, both the promotion and the prevention of mental health issues are the central goal of this certificate.

This Certificate will give students a comprehensive understanding of mental health and well-being. The courses *introduction to health psychology*, *clinical psychology and mental health*, *addictions*, and *positive psychology* cover the full range of fundamental topics, from mental illness to the factors that enable one to enjoy a fulfilling life. Students also will discover the different approaches for treatment as well as learn about concrete recommendations that will help them improve their quality of life. Beyond the courses in psychology, the selected electives will help students contextualize this knowledge. Individuals' mental health and well-being have political, societal, legal, moral, and philosophical implications. Hence, students will be able to choose courses that will allow them to consider mental health and well-being topics more broadly. Finally, the inclusion of applied training activities given at Carleton will give students tools that are designed to enhance their well-being and, in some cases, support others in need. The stigmatization of mental health problems remains an important challenge. The Certificate's theme will facilitate candid discussion of and positive attitudes toward mental health issues and well-being.

There is no doubt that the knowledge students acquire with this certificate will be highly transferrable to the workplace. Employers have a legal obligation to accommodate employees with mental health disabilities. Most also take their responsibility to support mental health and well-being in the workplace seriously. Hence, students who have obtained this certificate will have the appropriate background to support their future employers' mental health and well-being initiatives. Naturally, the intent of this certificate is not to provide professional training to students. This function resides with programs such as clinical psychology, counselling, social work, and nursing. Nonetheless, there are many health-related employment opportunities within hospitals, clinics, non-profit organizations, governmental agencies, and private sector industries. Hence, this certificate taken alone or in combination with other Carleton programs will increase our students' ability to find employment.

Resources

As currently designed, the certificate would not require additional resources. All the courses already exist and have sufficient space to accommodate incoming students. Similarly, students would be taking advantage of existing training opportunities on campus whose mandate includes offering such services. Finally, the certificate coordinator would be a faculty member from the Department of Psychology, and that individual's work would be an administrative duty without any teaching release.

Multidisciplinary Certificate in Mental Health and Well-Being LOs:

Describe and explain foundational concepts pertaining to health psychology. Develop an appreciation for evidence-based research and interventions in relation to mental health and well-being.

Acquire applied level-appropriate training in mental health and well-being. Apply the skills gained via this training to improve one's mental health and well-being, and that of others.

New Program Proposal

Date Submitted: 07/31/20 2:55 pm

Viewing: **TBD-2013 : Cerfic ate in Muldisciplinar y Studies in Mental Health and Well-Being**

Last edit: 02/04/21 8:28 am

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. **SCCASP**
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:44 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:03 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:55 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 01/31/21 9:26 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 02/09/21 1:50 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
8. 02/11/21 8:22 am
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

Effecv e Date	2021-22
Workflow	majormod
Program Code	TBD-2013
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Cerfic ate in Muldisciplinar y Studies in Mental Health and Well-Being

Program Requirements

Cerfic ate in Muldisciplinar y Studies in Mental Health and Well-Being (5.0 credits)

May be taken following successful compleon of an y undergraduate degree or concurrently with any degree except for Psychology with the Stream in Mental Health and Well-Being.

Requirements

1. **1.0 credit in:**   **1.0**
   PSYC 1001 [0.5]   **Introducon t o Psychology I**
   PSYC 1002 [0.5]   **Introducon t o Psychology II**
2. **2.0 credits in:**   **2.0**
   PSYC 2301 [0.5]   **Introducon t o Health Psychology**
   PSYC 3302 [0.5]   **Posiv e Psychology**
   PSYC 3403 [0.5]   **Addicon**
   PSYC 3604 [0.5]   **Clinical Psychology and Mental Illness**
3. **2.0 credits from two or more units:**   **2.0**
   Anthroplogy
   ANTH 2020 [0.5]   **Race and Ethnicity**
   ANTH 2040 [0.5]   **Anthropology and Gender**
   ANTH 2070 [0.5]   **Psychological Anthropology**
   ANTH 2550 [0.5]   **Religion and Society**
   ANTH 3020 [0.5]   **Studies in Race and Ethnicity**
   ANTH 3040 [0.5]   **The Global Middle Class**
   ANTH 3310 [0.5]   **Studies in Medical Anthropology**
   ANTH 4005 [0.5]   **Health and Globalizaon**
   ANTH 4780 [0.5]   **Anthropology of Personhood**
   Business
   BUSI 3104 [0.5]   **Managing Individual Performance**
   BUSI 4105 [0.5]   **Managing Change**

Disability Studies

    DBST 1001 [0.5]   Introducon t o Disability Studies

Economics

    ECON 3460 [0.5]   Introducon t o Health Economics

Geography

    GEOG 3206 [0.5]   Health, Environment, and Society

Health Sciences

    HLTH 1001 [0.5]   Principles of Health I

    HLTH 2003 [0.5]   Social Determinants of Health

    HLTH 3403 [0.5]   Gender and Health

History

    HIST 3106 [0.5]   Social History of Sexuality

    HIST 3120 [0.5]   History of the Body

Human Rights

    HUMR 1001 [1.0]   Introducon t o Human Rights

Industrial Design

    IDES 2600 [0.5]   Human Factors/Ergonomics in Design

Law

    LAWS 2105 [0.5]   Social Jusce and Human Righ ts

Linguiscs

    LING 2604 [0.5]   Communicaon Disor ders I

    LING 3604 [0.5]   Communicaon Disor ders II

Music

    MUSI 3303 [0.5]   Introducon t o Music Therapy

Neuroscience

    NEUR 1202 [0.5]   Neuroscience of Mental Health and Psychiatric Disease

    NEUR 1203 [0.5]   Neuroscience of Mental Health and Neurological Disease

Philosophy

    PHIL 1200 [0.5]   The Meaning of Life

    PHIL 1700 [0.5]   Philosophy of Love and Sex

    PHIL 2307 [0.5]   Gender and Philosophy

    PHIL 2380 [0.5]   Introducon t o Environmental Ethics

    PHIL 2408 [0.5]   Bioethics

    PHIL 2540 [0.5]   Personal Identy and the Self

    PHIL 2550 [0.5]   Moral Psychology

    PHIL 2700 [0.5]   Asian Philosophy

Religion

    RELI 1731 [0.5]   Variees of R eligious Experience

    RELI 2732 [0.5]   Death and Afterlife

Sociology

    SOCI 2020 [0.5]   Race and Ethnicity

    SOCI 2030 [0.5]   Work, Industry and Occupaons

    SOCI 2040 [0.5]   Food, Culture and Society

    SOCI 2043 [0.5]   Sociology of the Family

    SOCI 2045 [0.5]   Gender and Society

    SOCI 2050 [0.5]   Sociology of Health

SOCI 3010 [0.5]	**Power, Oppression and Resistance**
SOCI 3020 [0.5]	**Studies in Race and Ethnicity**
SOCI 3040 [0.5]	**Studies in the Sociology of Gender**
SOCI 3044 [0.5]	**Sociology of Sex and Sexuality**
SOCI 3050 [0.5]	**Studies in the Sociology of Health**
SOCI 3055 [0.5]	**Studies in Addicons**
SOCI 3056 [0.5]	**Women and Health**
SOCI 4043 [0.5]	**Families in the 21st Century**

Social Work

SOWK 1001 [0.5]	**Introducon t o Social Welfare**
SOWK 1002 [0.5]	**Introducon t o Social Work**

Technology, Society, Environmental Studies

TSES 3001 [0.5]	**Technology-Society Interacons**
TSES 4001 [0.5]	**Technology and Society: Risk**

4. 12 hours of non-credit training from an approved list of acvies. R   efer to the Department of Psychology for more informaon.

Total Credits	5.0

New Resources	No New Resources
Summary	The Department of psychology wishes to introduce a new Muldisciplinar y Cerfic ate in Mental Health and Well-Being. This new program would entail 3.0 credits in psychology, 2.0 credits among selected elecv es from FASS, FPA, Sprott School of Business, and Science, as well as 12 hours of relevant non-credit training from Carleton units (such as the Centre for Student Academic Support, Student Affairs, the Student Experience Office, and the Equity and Inclusive Communies). The cerfic ate would be offered to all undergraduate Carleton students and would also be made available to students not currently enrolled in a degree program. It would be administered by the Department of Psychology via a cerfic ate coordinator, who is a faculty member from the Department of Psychology. The Coordinator will strike an ad hoc committee of at least two members from the Carleton community whose work focuses on students' and staff's health and well-being as needed (e.g., evaluang elecv e courses, etc.).
Raonale	Raonal f or the cerfic ate In recent years, Carleton has solidified its commitment to the mental health needs of its students (i.e., Mental Health Framework), staff (i.e., Healthy Workplace), and faculty (i.e., FASS Mental Health Connectors). Great strides have been made in providing mental health services to the Carleton community (i.e., Health and Counselling). Moreover, Carleton's new Strategic Integrated Plan idenfies W ellness and Sustainability as central themes for strength and growth. Since Carleton's Department of Psychology was established in 1953, it has been at the centre of mental health and well-being, in terms of teaching, research, and training. Countless graduates from our program have moved on to careers in clinical psychology, counselling, medicine, and other helping professions. They have also used their academic background to gain employment in non-profit organizaons, in governmental posions, and in the priv ate sector both in a research capacity and in more clinically oriented posions. In f act, the first Carleton student to ever graduate with a PhD in psychology from our Department, June Pimm, is an internaonally r ecognized expert on ausm w orking within the Ottawa-Carleton School Board system for over 40 years. The Department of Psychology has been in-step with Carleton's mandate from the beginning. As a discipline, psychology is synonymous with mental health and well-being. In terms of educaonal pr ogramming, we established an undergraduate concentraon in health, a graduate concentraon in men tal health and well-being, and more recently an undergraduate stream in mental health and well-being. We also hold several mental health and well-being events for the broader Carleton community and external community members; namely Psychology Mental Health Day and Psychology Let's Talk Lecture. The

demand and interest for the programming and inia v es has been overwhelming. Numerous units across campus and external agencies have asked us to collaborate to offer programming to either their students or if we could provide experse t o their groups. It is clear that there is a demand from other units and students for greater programming in mental health and well-being. Many Carleton students who are not in our psychology program wish to expand their ability to posiv ely influence the mental health and well-being of others as well as take care of their own. Other units would like to support these interests in their students. Thus, we would like to propose this Muldisciplinar y Cerfic ate in Mental Health and Well-Being. The introducon of this muldisciplinar   y cerfic ate is mely . Not only is mental health and well-being a priority at Carleton but it also is a priority in Canada and around the world. For instance, in a recent Canadian Mental Health Associaon poll, a majority of Ontarians said that the pandemic will cause a "serious mental health crisis" and argued that the province will need addional men tal health support to address it. This cerfic ate will help Carleton students meet this challenge. The core courses from psychology will provide students with a firm understanding of evidence-based research on mental health and well-being. The elecv e courses offered by a variety of Carleton Departments will e in to this research, but also present these topics more broadly embracing many perspecv es including philosophical, sociological, and legal ones. Finally, this cerfic ate will take advantage of the abundance of pracc al knowledge available on campus via non-credit training. Students will receive applied training that will help them support others in need and their own mental health and well-being, ulma tely impacng the w ell-being of society. Admission Students in any general or Honours degree offered at Carleton will be accepted into the Cerfic ate. Applicants who are not from Carleton will be accepted if they meet the requirements for the BA General in Arts. Cerfic ate administraon   The cerfic ate will be administered by a coordinator selected from the Department of Psychology and the administrav e staff from the Department of Psychology. They would be assisted by a committee comprised of faculty members whose research focuses on mental health and well-being as well as members from the Carleton Community staff who operate in the same area. For example, the Cerfic ate committee currently includes: Guy Lacroix Coordinator – Department of Psychology Kaitlin Barkley Undergraduate Program advisor - Department of Psychology Kae Gunnell F aculty - Department of Psychology Andrea Howard Faculty - Department of Psychology Marina Milyavskaya Faculty - Department of Psychology Joanna Pozzulo Faculty - Department of Psychology Michelle Baulch Manager, Student Care & Support - Office Dir. of Students Affairs Rachel Anderson-Houldsworth Supplemental Instrucon Coor dinator - Centre for Student Academic Support Shannon Noonan Healthy Workplace Champion for the Office of the Vice-President (Students & Enrolment) The committee would meet each year to verify that the list of credited and non-credited acvies is up t   o date. It would also liaise with the different Carleton units that offer non-credit training to students and staff to ensure availability and explore new opportunies. F   or example, the committee has been in contact with the Spirituality Centre. They do not presently offer training, but might in the future. Impact on other programs The impact of the cerfic ate on other programs would be minimal. All listed psychology courses are already large and offered mulple mes per y   ear. The large list of elecv es makes it unlikely that enrollment in any parcular c ourse would be noceably lar ger. Le ers of support will be obtained from all parcipa ng units.   At a program level, there are three programs at Carleton other than psychology whose programs could be seen as overlapping with this cerfic ate: Social Work, Health Sciences, and Neuroscience. The nature of the cerfic ate makes it complementary to the programs offered by these other units. Students in any major or program may add the Cerfic ate to their degree. Notes Social Work is an accredited program with selected enrollment that prepares students professionally for work in that area. Thus, its goals are completely disnct fr om those of the cerfic ate (and SW students could certainly combine their degree with the Cerfic ate). Health Sciences presents a vast array of courses on health generally within the Faculty of Science. Hence, the scope of their degree is much broader than mental health and well-being. Their students could also take the cerfic ate in combinaon with their degr ee, and Health Sciences will contribute courses to the cerfic ate. Neuroscience does have an undergraduate program in neuroscience and mental health, but psychology courses were removed from all neuroscience programs a few

years ago. Moreover, neuroscience emphasizes physiological explanaons of men tal health, whereas this cerfic ate presents mental health and well-being from a muldisciplinar y perspecv e. Hence, there is lile o verlap between the neuroscience program and the cerfic ate, and once more, the cerfic ate could be combined with a neuroscience degree. Finally, neuroscience will contribute courses to the cerfic ate. We believe that the value of this Cerfic ate both to Carleton students and our University's reputaon as a pr emier desna on f or research and study on mental health and well-being is cric al. Societal needs According to Government of Canada stas cs, 1 in 3 Canadians will suff er from a mental illness during their lifeme. Thus, it is not surprising tha t the World Health Organizaon and the Canadian Mental Health Associaon ha ve been emphasizing the promoon of men tal health issues as well as their prevenon. This is the cen tral goal of this cerfic ate. This Cerfic ate will give students a comprehensive understanding of mental health and well-being. The courses introducon t o health psychology, clinical psychology and mental health, addicons, and posiv e psychology cover the full range of fundamental topics, from mental illness to the factors that enable one to enjoy a fulfilling life. Students also will discover the different approaches for treatment as well as learn about concrete recommendaons tha t will help them improve their quality of life. Beyond the courses in psychology, the selected elecv es will help students contextualize this knowledge. Individuals' mental health and well-being have polic al, societal, legal, moral, and philosophical implicaons. Hence, students will be able to choose courses that will allow them to consider mental health and well-being topics more broadly. Finally, the inclusion of applied training acvies giv en at Carleton will give students tools that are designed to enhance their well-being and, in some cases, support others in need. The sgma z aon of men tal health problems remains an important challenge. The Cerfic ate's theme will facilitate candid discussion of and posiv e atudes t oward mental health issues and well-being. There is no doubt that the knowledge students acquire with this cerfic ate will be highly transferrable to the workplace. Employers have a legal obligaon t o accommodate employees with mental health disabilies. Mos t also take their responsibility to support mental health and well-being in the workplace seriously. Hence, students who have obtained this cerfic ate will have the appropriate background to support their future employers' mental health and well-being inia v es. Naturally, the intent of this cerfic ate is not to provide professional training to students. This funcon r esides with programs such as clinical psychology, counselling, social work, and nursing. Nonetheless, there are many health-related employment opportunies within hospit als, clinics, non-profit organizaons, g overnmental agencies, and private sector industries. Hence, this cerfic ate taken alone or in combinaon with other Carle ton programs will increase our students' ability to find employment. Resources As currently designed, the cerfic ate would not require addional r esources. All the courses already exist and have sufficient space to accommodate incoming students. Similarly, students would be taking advantage of exisng tr aining opportunies on c ampus whose mandate includes offering such services. Finally, the cerfic ate coordinator would be a faculty member from the Department of Psychology, and that individual's work would be an administrav e duty without any teaching release.

Transion/Implemen taon	No impact

Program reviewer comments	**sarahcleary (12/07/20 4:10 pm):** Removed 'Muldisciplinar y' from the tle of the cerfic ate as per OVPAVPA. **sarahcleary (12/14/20 3:06 pm):** Added requirements into a course list for calendar formang. Added program header and informaon r egarding admission as per raonale. R emoved list of non-credit requirements as per email with AD P. Thompson. **sarahcleary (02/04/21 8:28 am):** Changed the name of the cerfic ate to include Muldisciplinar y Studies, added a restricon t o students in Psychology with the Stream in Mental Health and Well-Being as per emails with Chair and both ADs.

Key: 2013

STATEMENT OF SUPPORT FROM SISTER UNIT

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

Multidisciplinary Certificate in Mental Health and Well-Being

[X]I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Blair Rutherford

Title: Chair

Academic unit:

Sociology and

Anthropology

Date: 29 Sept 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Howard Nemiroff

Title: Associate Dean, Undergraduate Studies

Academic unit: Sprott School of Business

Date: October 13, 2020

Notes: Sprott fully supports this initiative.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: This proposal for an undergraduate certificate in mental health and well-being seems to be a very good and important initiative. On behalf of the Department of Economics, I offer my full support to your unit. Our suggestions are to consider the following courses as electives.

ECON 2220 (Introductory Econometrics) - for minimal exposure to studying analysing mental health and wellness data

ECON 3460 (Introduction to Health Economics) – for studying the issues in the design of economic policies affecting health outcomes

With the emphasis on evidence-based policy towards addressing mental health issues, these courses may also be beneficial to students in their employment prospects.

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Hashmat Khan

Title: Chair and Professor

Academic unit:

Economics

Date: September

29, 2020
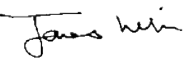
Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *James Miller*

Name: James Miller

Title: Chair

Academic unit:

History

Date: 29/9/2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Multidisciplinary Certificate in Mental Health and Well-Being

[**X**] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Martin Holcik

Title: Professor and Chair

Academic unit: Health Sciences

Date: September 29, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

The following courses can be used to support the Multi-disciplinary Certificate in Mental Health and Well-Being:

LING 2604 [0.5 credit]   Communication Disorders I
LING 3604 [0.5 credit]   Communication Disorders II

[✓] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *BMacleod*

Name: Beth Macleod

Title: Associate Director

Academic unit: Linguistics (slals)

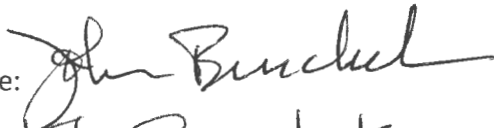Date: Sept. 29, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Brian Foss

Title: Director

Academic unit:SSAC

Date: 12/10/20

Notes: MUSI 4306 ("Music and Wellbeing in a Global Context") might also be worth including as an elective course. I notice that fourth-year courses from some other uacademic units are listed as electives.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

Inclusion of philosophy courses in certificate in wellbeing and mental health

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Annie Larivée

Title: Departmental chair

Academic unit:

Philosophy

Date: 29-10-2020

Notes:

I hope the two following courses can be added to the list of philosophy courses included in the certificate.

PHIL 3XXX Philosophy of Emotions   **0.5 credit**
Emotions are central to human experience and widely studied in philosophy and science. In order to better understand them and their role in our lives, this course explores philosophical questions about emotions as they arise in philosophy of mind and cognitive science, ethics, and aesthetics.
Prerequisite: PHIL2501, or permission of the department.
Lectures three hours a week.

PHIL 2XXX   Happiness, Well-being, and the Good Life   0.5 credit
A philosophical exploration of what makes a good human life. Topics may include the role of happiness, well-being, and flourishing in a good life, the relations between these aspects, and the extent to which they depend on luck and social considerations.
Lectures three hours a week
Open to first year students

STATEMENT OF SUPPORT FROM SISTER UNIT

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

Certificate in Mental Health and Well being

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *Sarah Louise Todd*

Name: Sarah Todd

Title: Director and Professor

Academic unit:

Social Work

 Date: September

29, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *John Buschek*

Name: John Buschek

Title: Director, TSES

Academic unit: TSES

Date: Sep 30, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Multidisciplinary Certificate in Mental Health and Well-Being

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _____

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 13 Oct 2020

Notes: GEOG 3206 is not guaranteed to run each year, but this should not have a major impact.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

Contributing IDES 2600 Human Factors/Ergonomics of Design to the Multidisciplinary Certificate in Mental Health and Well-Being (Track A2).

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: Chantal Trudel

Title: Associate Professor

Academic unit:

School of Industrial

Design

Date: 2020-10-13

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: {Briefly describe proposal for which support is being sought}
MULTIDISCIPLINARY CERTIFICATE IN MENTAL HEALTH & WELLBEING

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Paul Mkandawire

Title: Director (Human Rights & Social Justice)

Academic unit: IIS

Date: 5 Oct 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Vincent Kazmierski

Title: Chair and Associate Professor

Academic unit: Law and Legal Studies

Date: October 4, 2020

Notes: Law and Legal Studies supports this program, contingent on our review of the impact on our course enrolments once the program has started.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

The Department of Neuroscience supports the creation of the new certificate. The Department also approves the certificate to draw on the following course offerings:

Neuroscience
NEUR 1202 [0.5 credit]   Neuroscience of Mental Health and Psychiatric Disease
NEUR 1203 [0.5 credit]   Neuroscience of Mental Health and Neurological Disease

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: Kim Hellemans

Title: Chair, Department of Neuroscience

Academic unit:

Neuroscience

Date: October 6,

2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: Shane Hawkins

Name: Shane Hawkins

Title: Director

Academic unit: College of the Humanities

Date: 13 October 2020

Notes:

Carleton University | Library

Institutional Quality Assurance Process

New Certificate Not Requiring a Library Report

Date: September 27, 2020

From: Alana Skwarok, Collections Librarian, Arts and Social Sciences

To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc   Amber Lannon, University Librarian
             Laura Newton Miller, Head, Collections & Assessment
             Sally Sax, Head, Electronic Resources & Acquisitions
             Patti Harper, Head, Research Support Services

Recommendation

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

   o   Multidisciplinary Certificate in Mental Health and Well-Being

This is a formal notification for your records.

MEMORANDUM

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

From: Carleton Climate Commons Minor Committee (Joanna Dean, Danielle Dinovelli-Lang, Veronika Kratz, Justin Paulson, Jan Schroeder, Derek Smith, Peter Thompson, Brenda Vellino, and Barbara Leckie [Chair])

CC: Dr. L. Pauline Rankin, Dean, Faculty of Arts and Social Sciences (FASS)

Date:

Subject: New Program Proposal – Minor in the Environmental and Climate Humanities (EACH)

Program Description

a) Description of the Concept for the New Program

The Environmental and Climate Humanities (EACH) is a rapidly growing area of scholarly interest (please see Appendix A for a brief overview of the area). While Carleton University is well-known for its research and teaching in climate change studies in the non-humanities faculties, its contribution in the field of EACH is underdeveloped at the institutional level despite the fact that many faculty conduct internationally recognized work in this area. The proposed Minor in the Environmental and Climate Humanities, accordingly, will both enable FASS to showcase and consolidate its work in this area and attract students eager for an EACH program. At the same time, it will fill out Carleton University's overall profile as a leader in environmental and climate change studies. This proposal responds to the excitement of these growing fields, the urgency of our current moment, and the rising student demand for such a program. As countless scholars underscore, it is increasingly argued that the Humanities will be integral to an adequate national and international response to our environmental and climate crises (please see Appendices A and B).

The Humanities offer two crucial resources for environmental and climate change thinking. First, they contribute to the communication of environmental and climate change issues to the general public through sociological and anthropological, philosophical, historical, and cultural approaches (literature, visual art, performance, film, music, and so on). Second, they contribute to climate change solutions through their foci on critical and creative thinking and their attention to the place of humans and non-humans in broader environmental issues and anthropogenic climate change. They highlight the frameworks through which social problems are posed and solutions imagined; they are attuned to the productive energy of interdisciplinary approaches as well as the need for "undisciplined," collaborative, and experiential initiatives. Humanities approaches, accordingly, also move beyond sustainability initiatives alone to embrace broad, flexible, innovative, and robust angles on EACH scholarship and pedagogy. Indigenous studies, often neglected in the sciences, is vital to this area of inquiry. An EACH approach also extends the university beyond its traditional boundaries by building

alliances and community-based learning initiatives with regional environmental and climate change groups, museums and galleries, and youth movements.

There are currently no EACH undergraduate programs in Ontario and there are only two programs (still at the proposal stage) at the national level. EACH and Environmental Humanities (EH) programs, however, are on the rise internationally, with several new Institutes, Centres, and accompanying programs, opening in a range of locations over the past ten to fifteen years.[1] Carleton is perfectly poised to make an important contribution in this context. There are already many FASS faculty members teaching courses in EACH and, as noted, many faculty members have established research profiles in the area. The Carleton Climate Commons has provided an opportunity for faculty and students to come together to discuss common interests. Its membership, events, and partnerships with the broader Ottawa community have increased exponentially since its inception five years ago in 2014. But what we are missing at Carleton is a program that would bring all of these strengths together and allow students to benefit by offering a distinctive and much-desired academic focus not available elsewhere. Such a program would also facilitate connections and collaborations with the other faculties as well as other environmental and climate change focused groups in the Ottawa area and serve to establish Carleton's leadership in innovative, interdisciplinary research and teaching.

b) The Principal Goals of the Program

The proposed Minor seeks to make visible and extend existing offerings at Carleton under a single umbrella of EACH. In doing so, it will provide a program for students who are eager to bring together their interests in the environment, climate change, and the humanities in a formal way. The program will provide students with a shared knowledge base in EACH as well as training in interdisciplinary and experiential practices and approaches. The program will draw on staples of EACH teaching such as collaborative workshops, public-facing teaching, creative options, and action-oriented thinking. It will also build on and collaborate with groundbreaking environmental and climate change work in arts and culture sectors (the recent Anthropocene exhibit at the National Gallery, for example). Overall, students will graduate from the Minor with a firm foundation for the pursuit of post-graduate studies in environment or climate change studies as well as the skills and breadth to pursue a wide range of job options. The program will also promote collaboration and exchange between units at Carleton and join vibrant and vital national and international conversations on this topic.

c) The Program Structure

The Minor will introduce a 0.5 core half-course at the 2nd-year level and a 0.5 capstone course at the 4th-year level that will be required in combination with 0.5 science-inflected courses (Section 2), 1.5 humanities-inflected courses (Section 3), and 1.0 social-science-inflected courses (Section 4) from the attached list (see Courseleaf Entry below). With its emphasis on the humanities, the EACH Minor fills a long-neglected gap in environmental and climate change studies programs while also recognizing that science- and social-science inflected courses are an important part of any climate change curriculum. The goal of the Minor is at once to offer a firm foundation in the environmental and climate humanities and to open up new areas of inquiry by bringing together disciplines and approaches that have been too often kept apart. Building on existing strengths in

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[1] Please see Frances O'Gorman et al., "Teaching the Environmental Humanities: International Perspectives and Practices," *Environmental Humanities,* Forthcoming.

EACH, the new interdisciplinary Minor will accordingly introduce students to work being done in a range of disciplines in the Humanities and Social Sciences that include Geography and Environmental Studies, English, French, History, Religious Studies, Visual Art, Film, Music, Curatorial Studies, Law, Economics, Sociology and Anthropology, Communication and Journalism, Human Rights, African Studies, and Indigenous and Canadian Studies among others. Many of these areas are already defined by interdisciplinarity and Carleton itself has a rich and long-standing tradition in supporting and advancing interdisciplinary studies. The new program will draw on the Indigenous Learning Bundles focused on place-based knowledges and relational ethics.

The course descriptions are as follows:

EACH 2000 [0.5 credit]
Introduction to the Environmental and Climate Humanities

An overview of approaches to environmental and climate change issues in the Humanities. Drawing on a range of disciplinary perspectives, students will engage with material depicting climate change and environmental topics, as well as develop research and communication strategies.
Prerequisite: second-year standing
Seminar three hours a week.

EACH 4000 [0.5 credit]
Seminar in the Environmental and Climate Humanities

A capstone seminar designed to refine analytic and research skills related to environmental and climate humanities and to provide students with the opportunity to engage in a research or community engagement project, either individually or in groups. Topics vary from year to year.
Prerequisite(s): EACH 2000 and third-year standing
Seminar three hours a week.

Please see Appendix C below for the Program Requirements.

Current International, National and Provincial Profile

EACH is a rapidly growing field with new programs emerging each year in many locations. In a preliminary survey of programs in Canada last year, however, Richard Mann (Associate Dean, FASS) found no comparable programs in either Canada or Ontario. More recently, an upcoming *Environmental Humanities* article on Anglophone Environmental Humanities (EH) programs around the world indicates that new programs have been proposed at Mount Royal University in Calgary and the University of Victoria in BC.[2] (A preliminary search, however, does not give any information about these programs on the institution's websites.)

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[2] Please see Frances O'Gorman et al., "Teaching the Environmental Humanities: International Perspectives and Practices," *Environmental Humanities,* Forthcoming.

The proposed Minor in EACH would, accordingly, be unique to Ontario and possibly Canada as a whole.

There are no comparable programs in Ontario.

Mission and Strategic Directions

While Carleton is currently formulating a new strategic plan, the new Minor is consistent with university priorities as they have been emerging over the past several years. Its emphasis on interdisciplinarity reflects a long-standing Carleton commitment to interdisciplinary teaching and research; its engagement with sustainability resonates with Carleton's investment in its new Sustainability office as well as sustainability initiatives university-wide; its reliance on Indigenous scholarship, knowledge, and pedagogy parallels, and builds on, Carleton's initiatives in this area; its focus on experiential knowledge and pedagogy is consistent with EDC programming; and its focus on matters of vital social importance is part of the mandate of all universities.

Impact on Other Programs

The new EACH program will have a positive impact on existing programs: it will bring in new students eager to pursue their interest in the Environmental and Climate Humanities in an academic context.

We do not anticipate that this program will draw students away from other programs.

Societal Need

A lack of environmental and climate change literacy, many argue, are the most urgent issues confronting us today. Many students in the humanities seek programs that will allow them to address these issues while fulfilling their degree requirements. Conversely, many students in the sciences are increasingly aware of the necessity of liberal arts tools to address environmental problems. The new EACH minor will provide students with a strong grounding in the environmental and climate change humanities, interdisciplinary methodologies, and experiential, collaborative, and creative pedagogies. Students, accordingly, will be nicely equipped to meet the social, political, economic and cultural challenges posed by environmental stresses and climate change.

Because the environmental and climate humanities embrace many of today's most pressing issues—reducing carbon emissions, Indigenous and settler relations, climate migration, economic inequality, social justice, food security, animal welfare, waste studies, activism, urban ecologies, energy systems, intergenerational justice and youth movements, and fragile ecologies among others—the new Minor will prepare students for positions in a wide range of employment sectors (please see below) while tailoring their studies to their own areas of interest.

Career paths following from the new minor include positions in journalism, media studies, literature, visual studies, film, museums and curatorial studies, government and NGOs, policy work, environmental engineering, environmental design, youth advocacy, architecture, science, and business among others. Many students will also want to continue their studies in graduate programs. Graduate programs in the environmental and climate humanities are on the rise; the

distinctiveness of the Minor, however, will also be attractive to programs that hope to develop EACH areas of study in the future. Finally, Carleton is currently proposing a Collaborative Specialization in Climate Change Studies at the Master's level (the first of its kind in the country), and it would be an ideal pathway for students who have taken the EACH Minor.

Student Demand

Student demand for an EACH Minor is evident in a number of different places. Since its inception, undergraduates have always been involved in the [Carleton Climate Commons](#) and often asked if Carleton offered any programming in the area. Over the years there have also been a number of student environmental and climate action initiatives from community gardens to campaigns against single-use plastics initiated by CUSA and others, to OPIRG, and the Garden Spot. Most recently, the founding of the student-created and led [Climate Action Carleton](#) in September 2019 generated widespread interest in the university's role in addressing climate change. This group has about 100 student members and 800 followers. The co-leaders of this group, Kathleen Weary and Sam Taylor, both believe that many members of their group would be eager to add an EACH Minor to their programs. Other groups, like [Student Energy](#), have an engineering, science and business focus, but many of the students involved with this group also said they would potentially be interested in an EACH Minor. While these observations are anecdotal, student focus groups and/or surveys could be conducted to add to the anecdotal reports if desired.

Finally, the uptick in attention to climate change over the past year comes directly from student movements and calls for climate justice. The Climate Strike on 27 September 2019 was a youth-led initiative and it clearly demonstrated that students are demanding greater attention to climate change from all institutions. The new Minor speaks to this demand.

Resources

Faculty resources:

The program requires the resources to introduce a 0.5 core half-course at the 2nd-year level and a 0.5 capstone course at the 4th-year level.

That said, we do not anticipate requiring additional faculty hires to launch our program. In each of the departments involved there are several faculty members who can teach both the core course and in the necessary areas. The EACH Program Coordinator, situated in the English department, will recommend faculty for both core courses. In the first few years of the program, there are several faculty members in the English department who are interested in teaching the second-year core course. They include Barbara Leckie, Franny Nudelman, and Brenda Vellino. Other faculty who have explicitly expressed interest in teaching this core course include Danielle DiNovelli-Lang (Soc/Anth), Justin Paulson (Soc/Anth), Alexis Shotwell (Soc/Anth), Karen Herbert (DGES), David Hugill (DGES), Sheryl-Ann Simpson (DGES), Joanna Dean (History), and Philip Kaisary (Law). In later years, the 4th-year core course will be filled by these faculty members or others.

Because EACH is an interdisciplinary Minor, team-teaching of these courses would be ideal. We recognize that Carleton might not have the resources for team-teaching but we will plan, when possible, to have the instructors for the 2nd-year core course and the 4th-year capstone course

plan the courses together, move fluidly between them, and collaborate pedagogically. For this reason, it would be ideal for these two instructors to be in different disciplines.

Contract instructors:

We do not anticipate requiring additional contract instructor hires to launch our program.

Administrative support:

We do not anticipate requiring additional administrative support to launch our program. The program will be housed in the English Department.

Space:

The lounge in the English Department.

Equipment:

No additional equipment will be necessary.

Graduate student funding:

N/A

Business plan:

We have not included a business plan since, with the exception of the core course, we are not requesting any new resources.

Governance:

The Minor Planning committee was comprised of nine members from four different units (as indicated in the header to this document). Both English and DGES seemed like good homes for the Minor. After consulting as a committee and consulting with Scott Mitchell, the chair of DGES, we decided to house the minor in English for two reasons: DGES didn't want the Minor to be confused with their Minor in Environmental Studies; and, because EACH emphasizes the humanities, we wanted a unit that clearly signalled that focus. We also consulted with Andrew Wallace, the chair of English last year, and Janice Schroeder, the current chair. This decision to house the Minor in English was agreed upon unanimously by everyone consulted and by the Minor Planning Committee.

The English Department will be responsible for assigning a faculty member as the EACH program coordinator. Normally the coordinator will serve a two-year term. Barbara Leckie has agreed to serve as coordinator for the first two years. The coordinator will oversee curriculum issues, course inclusion, and student advising. The coordinator will also propose candidates who can teach the core course (see Resources above), provide information to the departmental administrators, and consult with the program Steering Committee as needed.

The Steering Committee will be composed of five members representing at least three different units. It will be selected by the Carleton Climate Commons Core Committee. This group is connected with all the units involved in the Minor and well-versed in its structure and goals.

Program administration will be conducted by the English department administrators.

Given the interdisciplinary nature of the minor, how will curriculum or resource decisions be made?

Appendix A:
The Case for the Environmental and Climate Humanities

Our current climate crisis has made scholars more aware than ever of the importance of environmental studies to a university education. As early as 1991, David Orr gave an impassioned and now widely-circulated convocation address in which he pointed to the devastating impact of human actions on the environment and argued that "all university education should be environmental education." And yet universities have been slow to respond to his call for a more comprehensive, responsible, interdisciplinary, and engaged pedagogical mandate in relation to the environment. To be sure, ecocriticism (emerging in the 1990s), the environmental humanities (emerging in the early 2000s), the energy humanities and Anthropocene studies (both emerging in the last decade or so) are now widely established research areas. But interdisciplinary and university-wide programs have not kept pace with these new research areas. And now, as we face a climate emergency almost thirty years after Orr's address, a coordinated university-wide environmental and climate curriculum is more compelling than ever. Climate change education, as scientists themselves also note, is not a topic for science alone. The new Minor described in the attached summary meets this challenge for the humanities and social sciences: it defines a university education as an environmental and climate change education. What follows here is an overview of the parameters and contributions of the environmental and climate humanities for readers who may be unfamiliar with this nexus of studies.

The humanities and social sciences contribute to environmental and climate change studies through their interrelated foci on: 1) communication; 2) culture; and 3) paradigm shifts.

1) Early work calling for the humanities and social sciences to join with the sciences was typically pitched in the context of translation or communication: the sciences needed the humanities to "translate" their ideas to a wider public, a need that is now felt especially acutely in the context of the climate crisis. Humanities expertise in communication remains a compelling component of the science/humanities intersection. But the focus on translation and communication also has its detractors. As one critic amusingly puts it, to ask humanities scholars to translate science into lay-language is like asking an accomplished composer to tune your guitar (Hartman, "Unpacking"). The focus on translation, in particular, also illuminates a problem that the humanities, in general, are nicely equipped to address: that "translation" is never without transformation. Information does not seamlessly travel from one field to another; rather, culture—understood in the anthropological sense of "a way of life"—is integral to comprehension. This point is take up in point (2).

2) The communication and translation of environmental and climate science to a broad public, then, is important. But communication without a study of culture, broadly understood, is incomplete at best. Here we shift from climate change as a transparent and translatable category to climate change as an *idea*, an idea that can only be understood by turning to the humanities and social science (Hulme). In this context, scholars and teachers in the environmental and climate humanities are by no means confined to communication roles alone. Indeed, most scholars in these areas now see their largest contribution coming from what their own fields, uniquely and in combination with others, offer. The climate science is established, they note, but that is

only the beginning of the work that needs to be done. The *idea* of climate change introduces cultural, social, ethical, and political questions. It is keenly attuned to unequal power relations, economic inequality, the production of knowledge, decolonization, technology, fossil fuels and energy options, extraction, food choices and food security, education, storytelling, activism, and species extinction.

In short, a humanities and social sciences approach directly engages with systemic change, economic inequality, and uneven power relations. It underscores that the words we use (the environment, ecology, global warming, global crisis, Anthropocene, and sustainability, for example) carry implications that demand attention. It draws on knowledge formations and science from Indigenous and Inuit traditions while also exploring the structural oppressions that have led to minimizing resources and voices so critical to us all. And it recognizes that the way we formulate social problems shape the solutions we imagine.

3) Finally, for many scholars the climate crisis introduces a paradigm shift that involves not simply adding new areas of study to the university but also revisioning how the university itself functions. It asks us to rethink the terms through which we understand ourselves, our work, and the very categories of inquiry outlined above. Imre Szeman, for example, writes that "a confrontation with energy compels us to engage in a thorough-going reimagination of many of our fundamental concepts and understandings" (317). *The Guardian* summarizes Timothy Morton's position as follows: "the Anthropocene is forcing a revolution in human thought" (15 June 2017). Working with Inuit communities, Amanda Boetzkes writes in response to changes in the earth's tilt: "The Anthropocene has changed the way we see; it has altered the terms and parameters of perceptions itself" (272). Several scholars and teachers (Stacey Alaimo, Donna Haraway, Anna Tsing, and Kath Weston among others) have responded by reimagining how their research and pedagogy is altered in these contexts. By bringing these questions and orientations *into* the university through the proposed Minor we can be part of the shifts underway, shaping new approaches, and formulating new possibilities for the future.

These three orientations are underpinned by the environmental and climate humanities' shared commitment to interdisciplinary, public-facing, experiential, and experimental pedagogy. Neither the environment nor climate change can be adequately understood without drawing on the collective wisdom of many different disciplines. Indeed, interconnection is built into most definitions of ecology. Further, by fostering partnerships with community groups, museums, NGOs, local farms, and government itself, the university's role as a catalyst for robust and innovative thinking is harnessed. Environmental and climate humanities approaches recognize that this thinking is often strongest—most exciting, creative, and unexpected—when brought into dialogue with arenas outside the university; these approaches similarly recognize that expertise is widely distributed and that we often learn the most when we turn to new communities, voices, and forums for exchange. Here, too, Carleton is perfectly poised to realize and extend these pedagogical principles.

Appendix B:
Quotations that Underscore the Role of the Humanities in Responding to Environmental and
Climate Change Issues Today

"Given the truly bleak prospects for our global climatic future, and the urgency of our adapting
to it, it is difficult to name a more vital task for the academic humanities than to bring climate
change into the classroom. With crisis comes opportunity. The fractious and demoralized debate
over global warming opens the horizon for a new ecological pedagogy, one that will play a vital
role in producing actively-informed, climate-progressive students and citizens for the future"
(Gillen D'Arcy Wood 96).

"The practices and assumptions that guide the arts and humanities . . . . may well be the key to
understanding why contemporary culture finds it so hard to deal with climate change. Indeed,
this is perhaps the most important question ever to confront *culture* in the broadest sense—for
let us make no mistake: the climate crisis is also a crisis of culture, and thus of the imagination"
(Ghosh 9).

"True, we could not define 'human-induced planetary climate change' except with the help of
big science; and, true, the problem of the 'two cultures' of the sciences and the humanities
remains. But the questions of justice that follow from climate-change science require us to
possess an ability that only the humanities can foster: the ability to see something from another
person's point of view" (Chakrabarty, "Humanities" 378).

"[T]he ecological crisis is not only a crisis of the physical environment but also a crisis of the
cultural and social environment—of the systems of representation and of the institutional
structures through which contemporary society understands and responds to environmental
change" (Bergthaller et al.)

"[T]he challenge of addressing global warming isn't fundamentally a scientific or technological. .
. . next steps in addressing environmental crisis will have to come from the humanities and
social sciences—from those disciplines that have long attended to the intricacies of social
processes, the nature and capacity of political change, and the circulation and organization of
symbolic meaning through culture. This constitutes an enormous challenge and is on that we
have barely begun to take up. . . . The task is nothing less than to reimagine modernity" (Szeman
and Boyer 3).

"Ecocriticism is a lively confluence of ecology, philosophy, anthropology, sociology, literature,
feminism, sustainability studies, environmental justice (especially within indigenous and
postcolonial studies), queer theory, and numerous adjacent fields that seek to deepen our
understanding of the intimacy of humans and nonhumans. Striving to better frame ethical,
historical, and cognitive relatons to the world, especially at a time of anthropogenic climate
change, ecotheory ranges across the environmental humanities, green studies, social activism,
and the new materialisms (including material feminism, object studies, and vibrant materialism).
Literature, history, and the arts bring to environmental science a long and spirited conversation
about the relation of human activity (intellectual and industrial) to a world that exceeds
anthropomorphic capture" (Cohen and Duckert 2).

"The Anthropocene has changed the way we see; it has altered the terms and parameters of perceptions itself" (Boetzkes 272).

"Humanities disciplines long dedicated to exploring counterfactuals—the if/then imagination of alternate possible worlds—can be powerful vehicles for navigating the ethical conundrums and cultural unease that come with shifting ecological parameters. In partnership with the social sciences . . . the humanities provide an imagination space and set of critical tools for grappling with issues of power, representation, and materiality. Historical knowledge and interpretive skills help us to untangle the oftentimes invisible connections between ordinary structures of feeling, habit, and the political facts of the modern carbon economy that fuels climate change" (Siperstein et al., 4).

"Certainly the provocative idea that a closer arts-science connection could catalyze breakthrough science (Gurnon et al. 2013) is in line with the curious fact that Nobel laureates are more likely to pursue artistic endeavors than are members of the Royal Society and National Academy of Sciences, who are in turn more artistically engaged than the "average" scientist (Root-Bernstein et al. 2008). The idea that mind wandering should be considered part of the scientific method, that we should educate for risk-taking exploration, or that arts may help the sciences, might well meet with skepticism in practice. However, the evidence is overwhelming that such seemingly irrelevant activities should not be seen as procrastination, but rather as effective ways to boost scientific productivity" (Scheffer et al., np).

"In our view, solving the world's climate problems will require tapping into brainpower beyond science. . . . Scholars in the humanities interpret human history, literature and imagery to figure out how people make sense of their world. Humanists challenge others to consider what makes a good life, and pose uncomfortable questions – for example, "Good for whom?" and "At whose expense?" Going beyond science, humanists can define cultural forces driving climate change, such as the fossil fuel dependence of industrialized societies. . . . Humanist scholars like LeMenager help to uncover the root causes of complex problems. Yes, rising carbon dioxide levels trap more heat in the atmosphere – but values matter too. Defining features of American identity, such as independence, freedom, mobility and self-reliance, have become entangled with petroleum consumption. . . . Cultural scholars and philosophers can inject ethical principles into policymaking. . . . Humanists can also help decision makers see how history and culture affect policy options. Plans to improve fuel economy will need to address the historical bond between petroleum and personal freedom. . . . By tapping into what moves people, the emerging field of environmental humanities can help spur climate action. Scholars of history, philosophy, religious studies, literature and media are exploring many aspects of humans' relationship with the Earth. An entire literary genre of climate fiction, or "Cli-Fi," depicts often-apocalyptic visions of climate impacts on humanity. Social scientists have worked out how civilizations like the ancient Maya and medieval Icelanders dealt with climate shocks. . . .Together with scientists, environmental humanists are reforming scenarios used in climate modeling. Scenarios originated as an improvisational form of theater, and humanists are reclaiming them as a rehearsal space for the massive societal shifts required to avert dangerous climate change" (Allison and Miller).

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New Program Proposal

Date Submied: 09/14/20 10:06 am

Viewing: ECH : Minor in Environmental and Climate Humanies

Last edit: 01/06/21 3:57 pm

Last modified by: elizabethbruce

Changes proposed by: judykatz

In Workflow

1. **ENGL ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. CalEditor

Approval Path

1. 09/14/20 10:07 am
   Judy Katz (judykatz):
   Approved for ENGL
   ChairDir UG
2. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
3. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
4. 12/08/20 8:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
5. 12/09/20 4:00 pm
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP
6. 12/15/20 10:27 am
   Sarah Cleary
   (sarahcleary): Rollback to
   AS FBoard for SCCASP
7. 01/18/21 10:24 am
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecve Date	2021-22
Workflow	majormod
Program Code	ECH

Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Degree	Bachelor of Arts Honours
Title	Minor in Environmental and Climate Humanies

Program Requirements

Minor in Environmental and Climate Humanies (4.0 cr edits)

This minor is open to all undergraduate degree students.

Requirements:

1. **0.5 credit in:**   **0.5**

    EACH 2000 [0.0]   **Introducon t o the Environmental and Climate Humanies**

2. **0.5 credit from Science-inflected Courses:**   **0.5**

    BIOL 1902 [0.5]   **Natural History**

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

    ERTH 2402 [0.5]   **Climate Change: An Earth Sciences Perspecv e**

    ERTH 4303 [0.5]   **Resources of a Finite Earth**

    GEOG 1010 [0.5]   **Global Environmental Systems**

    GEOG 2013 [0.5]   **Weather and Water**

    GEOG 2014 [0.5]   **The Earth's Surface**

    GEOG 2020 [0.5]   **Ecosystems of Canada**

    GEOG 3105 [0.5]   **Climate and Atmospheric Change**

    ISCI 1001 [0.5]   **Introducon t o the Environment**

    ISCI 2002 [0.5]   **Human Impacts on the Environment**

3. **1.5 credit from Humanies-in flected Courses:**   **1.5**

    ANTH 2080 [0.5]   **Humans/Animals: the More-than-Human in Social Research**

    or SOCI 2080 [0.0]   **Humans/Animals: the More-than-Human in Social Research**

    ANTH 2510 [0.5]   **Theories of Human Nature**

    ANTH 2850 [0.5]   **Development and Underdevelopment**

    ANTH 3035 [0.5]   **Science, Culture and Society: Social Studies of Science**

    ANTH 3355 [0.5]   **Anthropology and the Environment**

    ANTH 4006 [0.5]   **Decolonizing Methodologies in the 21st Century: Praccing Eng aged Anthropology**

    ANTH 4036 [0.5]   **Science and Technology Studies: Selected Topics**

    ANTH 4355 [0.5]   **Anthropology of Natural Resources**

    ANTH 4560 [0.5]   **Economic Anthropology**

    ANTH 4610 [0.5]   **Advanced Studies in Indigenous Peoples**

    CDNS 3610 [0.5]   **The Canadian Polic al Economy Tradion**

    CDNS 4400 [0.5]   **Cultural Landscape and Cultural Identy in Canada**

    CDNS 4403 [0.5]   **Heritage Conservaon and Sus tainability**

    COMS 2500 [0.5]   **Communicaon and Science**

COMS 4311 [0.5]   Environmental Communicaon
ENGL 1700 [0.0]   Climate Change and the Humanies
ENGL 2730 [0.0]   Culture and Climate Change
ENGL 3920 [0.5]   Literary Ecological Fieldwork
FILM 2204 [0.5]   Indigenous Cinema and Media
HIST 2311 [0.5]   Environmental History of Canada
HIST 2913 [0.0]   History of Oil
HIST 3310 [0.5]   Animals in History
HUMR 3503 [0.5]   Global Environmental Jusce
HUMR 3504 [0.5]   Public Health and Human Rights
HUMR 4907 [0.5]   Special Topic in Human Rights
INDG 2015 [0.5]   Indigenous Ecological Ways of Knowing
INDG 2020 [0.5]   Decolonizing Gender, Sex, and Sexuality
INDG 3015 [0.5]   Indigenous Ecological Ways of Knowing and the Academy
INDG 4015 [0.5]   Land as a Relaon
PHIL 2380 [0.5]   Introducon t o Environmental Ethics
PHIL 3380 [0.5]   Environments, Technology and Values
RELI 2800 [0.0]   Indigenous Tradions
RELI 2811 [0.0]   Religions and the Environment
SOCI 2702 [0.5]   Power and Social Change
SOCI 3019 [0.5]   Sociology of Internaonal Migr aon
SOCI 3035 [0.5]   Science, Culture and Society: Social Studies of Science
SOCI 3038 [0.5]   Studies in Urban Sociology
SOCI 3430 [0.5]   Studies in Collecv e Acon and Social Mo vements
SOCI 4039 [0.5]   Women in Contemporary Middle East Sociees
SXST 4105 [0.5]   Queer Ecologies

4. **1.0 credits from Social Science-inflected Courses:**   **1.0**

ECON 3803 [0.5]   The Economics of Natural Resources
ECON 3804 [0.5]   Environmental Economics
ENST 1000 [0.5]   Introducon t o Environmental Studies
ENST 1020 [0.5]   People, Places and Environments
or GEOG 1020 [0.5]   People, Places and Environments
ENST 2001 [0.5]   Sustainable Futures: Environmental Challenges and Soluons
ENST 2500 [0.5]   Climate Change: Social Science Perspecv es
or GEOG 2500 [0.5]   Climate Change: Social Science Perspecv es
ENST 4006 [0.5]   Environmental Policy Analysis
EURR 4304 [0.5]   Europe and Internaonal Migr aon
GEOG 2200 [0.5]   Global Connecons
GEOG 2600 [0.5]   Geography Behind the Headlines
GEOG 3022 [0.5]   Environmental and Natural Resources
GEOG 3206 [0.5]   Health, Environment, and Society
GEOG 3209 [0.5]   Sustainability and Environment in the South
GEOG 3501 [0.5]   Geographies of the Canadian North
GEOG 4004 [0.5]   Environmental Impact Assessment
GEOG 4022 [0.5]   Seminar in People, Resources and Environmental Change
GEOG 4024 [0.5]   Seminar in Globalizaon

LAWS 3800 [0.5]   Law of Environmental Quality
LAWS 4800 [0.5]   Environment and Social Jusce
PSCI 1500 [0.5]   Technology, Nature, Power
PSCI 1501 [0.5]   Polics of Migr aon
PSCI 3608 [0.5]   Migraon Go vernance
PSCI 3609 [0.5]   Global Polics of F ood
PSCI 3801 [0.5]   Environmental Polics
PSCI 4610 [0.5]   Polics of Migr aon Manag ement
PSCI 4807 [0.5]   Polics of Ciz   enship and Migraon
PSCI 4808 [0.5]   Global Environmental Polics
PSCI 4817 [0.5]   Internaonal P olics of F orced Migraon
TSES 2006 [0.5]   Ecology and Culture
TSES 3002 [0.5]   Energy and Sustainability
TSES 4001 [0.5]   Technology and Society: Risk
TSES 4007 [0.5]   Product Life Cycle Analysis
TSES 4008 [0.5]   Environmentally Harmonious Lifestyles

5. 0.5 credit in: 0.5
    EACH 4000 [0.0]   Seminar in the Environmental and Climate Humanies

6. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits   4.0

New Resources	No New Resources
Summary	Add new Minor in Environmental and Climate Humanies.
Raonale	Parcipa on in the E ACH Minor will enable all students to widen the scope of their degree, prepare them for work in a rapidly growing field, and allow them to contribute to a cric al arena of study today.
Transion/Implemen taon	None
Program reviewer comments	**elizabethbruce (12/10/20 3:15 pm):** Updated program code from TBD-2023 to ECH **sarahcleary (12/15/20 10:27 am):** Rollback: Rollback to P. Thompson as per SCCASP discussion on December 15. **sarahcleary (01/06/21 3:57 pm):** Updated secon header s to differena te requirements, moved EURR 4304 to secon 4, and upda ted raonale as per P . Thompson.

Key: 2023

Minor in Environmental Humanities

Associated Minors

Course Code	Course Title
EACH 2000	Introduction to the Environmental and Climate Humanities
EACH 4000	Seminar in the Environmental and Climate Humanities

Supporting Emails for EACH

Units sent responses to the email pasted in below. I have listed these emails in the order of the "EACH Minor Course Options" document. I've left out most of the back-and-forths but please don't hesitate to contact me if you have any questions. Occasionally units responded only to the questions I asked but didn't reiterate their support; in those cases, I selected emails from our earlier exchanges back in Jan/Feb.

Please note: I have edited material out of emails when it was not relevant to EACH.

The email I sent in June 2020 to which most of the emails below reply:

I'm writing now with an update on the Environmental and Climate Humanities Minor. Thanks so much for your feedback on the first iteration of the program and its course offerings. Because this program is so interdisciplinary and draws from many more units than the typical Minor it poses some unique issues. There are two ways that these issues may have an impact on your unit. I want to be sure you're aware of them as we begin to move through the approval process. First, prerequisites for the course offerings have to be addressed. Would your unit be willing to include language that enables the prerequiste for EACH students be waived in consultation with the instructor or your program's undergraduate administrator? This option would make the administration of the program smoother. Second, could you pass the list of courses on to your undergraduate administrator to ensure that we're not missing anything with respect to program delivery from their perspective?

I've attached updated versions of all the relevant documents. As ever, if you notice any problems or things that should be adjusted, please do let me know.

Thanks again for your help; it is most appreciated. All the best in these tumultuous times, Barbara

_____

Owen Rowland (Biology)

From most recent to least
[25 July]
Hi Barbara,

Yes, I think listing BIOL 1902 in the proposed Minor is good (instead of the other BIOL courses). Michael Runtz teaches that course. He has much about biodiversity in the course, including changes in habitats and animal/plant ranges due to climate change. We offer that course 3 times a year: fall, winter, and early summer terms (the latter two as re-broadcasts), so it gives students much flexibility.

All the best,
Owen

[In response, we removed the courses he indicated as problems and retained BIOL 1902.]

On Jul 10, 2020, at 4:32 PM, Owen Rowland <OwenRowland@Cunet.Carleton.Ca> wrote:

Dear Barbara,

Sorry for the delayed responses. First, I have recently completed my term as Biology Chair and just started a one year sabbatical. I have Cc'd the new Biology Chair, Bruce McKay. So further discussion, if needed, would come from Bruce.

That said, I did pass your proposal through our Curriculum Committee back in January (using the first iteration). I just forgot to pass on to you our feedback! Apologies.

. . . . Perhaps BIOL 1902 Natural History would be better than BIOL 1010? They may be taking the Natural History course anyway as an elective, but I think double counting is allowed now.

So I think without add more Science credits to the minor, then the Biology courses are not useful for this minor (except maybe BIOL 1902?). I think it could only work as a full combined program, rather than a minor, to involve the Biology upper year courses (like our Biology and Humanities combined program). But I don't think that is what you are planning here.

With just 0.5 Science credit, we think the Earth Science, Geography or Environmental Science courses are a better home for this idea.

Best wishes,
Owen

Owen Rowland
Professor, Biology and Biochemistry
Carleton University, Ottawa, Canada
613-520-2600 x4213
Website: http://rowlandlab.blogspot.ca
_____
Earth Sciences (Brian Cousens)

[11 August]
Hi Barbara. I am fine with the three courses from Earth Sciences that you have included.

Brian

Brian Cousens
Professor, Igneous Petrology and Geochemistry
Chair, Department of Earth Sciences
Carleton University
1125 Colonel By Drive
Ottawa, ON. K1S 5B6 Canada
Deliveries*: Herzberg 2115
Office Telephone*: 613-520-2600 x4436
Web: https://mypage.science.carleton.ca/~bcousens/Home.html
    * Due to the COVID-19 pandemic, I am working at home.

_____
DGES (Scott Mitchell)

[7 Aug]
Hi Barbara,

Yes, I confirm your interpretation re: the ENST/GEOG courses in the minor. And it's fine to include GEOG 3022 - I've just talked to the instructor (John Milton) and our program director (Jill), and the numbers in 3022 are not a concern, just a blip with respect to how it was entered into timetabling this year. In general John would be happy to have EACH minors in the classes he teaches, but confirmed that they should follow the prerequisites.

Cheers,

Scott

From: Scott Mitchell
Sent: August 6, 2020 13:36
To: Jill Wigle <JillWigle@cunet.carleton.ca>; Elyn Humphreys <ElynHumphreys@cunet.carleton.ca>; Jesse Vermaire <JesseVermaire@CUNET.CARLETON.CA>; Derek Smith <DerekASmith@CUNET.CARLETON.CA>; murray richardson <Murray.Richardson@carleton.ca>
Cc: Erin Johnston <ErinJohnston@Cunet.Carleton.Ca>; Natalie Pressburger <NataliePressburger@Cunet.Carleton.Ca>
Subject: RE: Proposed Minor in the Environmental and Climate Humanities + Collaborative MA

Hi, Barbara,

Regarding the EACH minor:

- Part A (physical science credits) – GEOG 1010 is generally available welcoming extra students, although typically the fall section gets full and we have to direct people to the winter section. The more senior courses do have built-up content and following the prerequisite structure is preferred, however exceptions can be evaluated on a case-by-case basis.
- Part C (social science) - here, many of the courses actually do not have prerequisite issues, they often require a certain year standing but then generally also have a "or permission of the department" escape option; some courses that are more restrictive are:
  - GEOG 3022 is currently experiencing a space crunch and it is required in two of our programs – so we could continue to evaluate on a case-by-case basis, but it may not be fully accessible unless changes to the course make that possible – therefore the current requirements for students to be in ENST or our stream in BGInS are probably appropriate – flagging it for further discussion this coming year, for possible format adjustments to increase total size if possible, and let others in while reserving specific spaces for those that needed. This could include EACH minors, given how often this course comes up – e.g. I recognize that it's required for a couple of the 4th year courses in the EACH list.
  - ENST 2001 routinely welcomes other students despite the fact that it says "2nd year ENST or permission of the department" – the department recently decided to keep that wording so we can evaluate case-by-case
  - The 4th year courses do all have prerequisites, and also the "escape clause" – except for ENST 4006, which just asks for 4th year standing.

o GEOG 5005 is listed, and this is not appropriate since it is a graduate course.

- I guess overall, we believe that there's a good mix of options, many without prereq-issues, and where there are prerequistes we believe that there are good reasons for them, and that students should be able to navigate the prerequisites themselves to some degree. We're willing at our end to do the individual evaluations. But I will ask everyone to keep an eye on this, and if needed, think about possible novel solutions in the coming year, especially if the advising load shoots up.
- We are certainly happy to see it going ahead overall!

_____
Interdisciplinary Science (dir, Steven Cooke; administrator, Michelle Santoianni)

[26 July]
Yes, to the ISCI courses listed below. There is another ISCI 2000-Natural Laws course that could included in the list. Three courses in total.
https://calendar.carleton.ca/undergrad/courses/ISCI/

Michelle

Michelle Santoianni
Institute Administrator, Environmental and Interdisciplinary Science, TSES
4442 Herzberg Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6
613.520.4461

[from Steven Cook, 26 July]
Yes… I am 99% sure. Michelle… Do you agree?

Part B

_____
Anthropology (Blair Rutherford)

[29 June]
Hi Barbara,

I just heard back from my Associate Chair, Xiaobei, who consulted with the Sociology side of the Department and she said the "SOCI caucus supports participating in the EACH Minor with instruction to students about Prerequisites (**the student is responsible to check the pre-reqs and to consult with the course instructor if they have any questions**)."

In other words, the Soci side wasn't keen about waiving prereqs for EACH. But it is keen for its courses to belong to it.

For the Anth side, we all agreed with both. A colleague, Danielle, summed up a key point for us about prereqs: "we don't really have prerequisites to waive in most cases, and so long as the language doesn't obligate us to waive our year-standing requirements (which could inadvertently force us to favor

students in the Minor)" it is completely fine.

We do suggest though that ANTH 4215, Natural Resources of the Global South (which is actually its old name and number – when it was a Selected Topics course – in the calendar it is ANTH 4355 Anthropology of Natural Resources), shouldn't be part of it and that ANTH 4006, Decolonizing Methodologies in the 21st Century: Practicing Engaged Anthropology should be part of it.

Cheers,
Blair

Blair Rutherford, Professor and Chair
Department of Sociology & Anthropology
Carleton University
1125 Colonel By Drive
Ottawa, ON
Canada K1S 5B6
w. +1 613-520-2600 x2601
e. blair.rutherford@carleton.ca

_____
Canadian Studies (Anna Hoefnagels)

[27 July]
Hi Barbara,

We've had a change of administrative assignments in SICS with the start of the new year, so I wanted to double check that all remain in agreement with the program and our courses being identified as electives with the proposed minor and there is agreement.

Thank you for consulting with us about this program and the application of our courses as electives.

Warm regards,

Anna

_____
English (Jan Schroeder)

We had a dept meeting on 21 August in which both English's participation in the Minor and housing the program in English were voted on and approved.

_____
History (James Miller)

[13 June]
Hi Barbara,

The undergraduate courses will not be a problem. There are no prerequisites for the 2000-level courses. For 3000, we have a general prerequisite of "a 2000-level history course or third-year standing and 1.0 credit in history," but it is not course-specific so cannot be enforced by the registration system. So rather than include language in the calendar, the easiest thing would be to inform EACH students at registration time that they can register for the course even if they don't meet the prerequisite, and that if they do encounter any problems to request an override. Joanna can let Tanya, our undergraduate administrator, know that it is ok to accept them.

On the History of Oil, we should have a new number for that soon. I'll let you know.

James

_____

Human Rights (Paul Mkandawire)

[6 August]
Hi Barbara
I am so sorry for being so behind things Barbara but this looks like a great program and we are happy to contribute the three courses (HUMR 3503, 3504, and 4907) you have identified from the Human Rights and Social Justice program. Just a minor correction on the course list i.e. a few years ago we changed HUMR 3504's title to Public Health and Human Rights (not Health Policy and Human Rights). Thanks again Barbara for sharing this and all the best going forward.
Paul

Paul Mkandaŵire PhD
Associate Professor & Co-Director
Institute of Interdisciplinary Studies
Carleton University (1320 Dunton Tower)
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Tel: (613) 520 2600 x 3101
_____

Indigenous Studies

[see Can Studies above]

_____

Philosophy (Annie Larivee)

On Jan 27, 2020, at 12:24 PM, Annie Larivee <annielarivee@gmail.com> wrote:

Dear Barbara,
this project if very exciting! Thank you for reaching out.
Philosophy will be delighted to play a role in the new minor through the two philosophy courses you have listed.
Best
Annie

Annie Larivée
Chair of the philosophy department
Carleton University
1125 Colonel By Drive
Ottawa (Ontario)
K1S 5B6, Canada

_____

European, Russian, and Eurasion Studies (Jeff Sahaedo)

[2 July]
Hi Barbara,

Yes, sure.

Jeff

From: Barbara Leckie <barbaraleckie@icloud.com>
Sent: July 1, 2020 1:15 PM
To: Jeff Sahadeo <JeffSahadeo@Cunet.Carleton.Ca>
Subject: Re: Proposed Minor in the Environmental and Climate Humanities

[External Email]

Hi Jeff, I recently heard from Martin Geiger and he mentioned that the course below would also work well for the proposed Minor because it deals with climate migration. Would it be okay with you if I added it to the list of course options? Let me know. Thanks. All the best, Barbara

o   EURR 4304   Europe and International Migration

_____

Religion (Shawna Dolansky)

[24 July]
Dear Barbara,

Thanks very much for getting in touch. I was aware of the initiative and think it's an excellent idea.

The Religion program is in the process of re-evaluating its course offerings, so I want to let you know that the 2 courses you list from our unit will be retained, but might change their level starting in 2021-22. Specifically, we are deliberating the possibility of moving RELI 1720 (Global Indigenous Religions) to a 2nd year course, and moving RELI 3710 (Religions and the Environment) to a 2nd year course as well. I hope that this does not interfere with your plans. Additionally, while Global Indigenous Religions will be taught annually, Religions and the Environment may be offered only every 2 or 3 years, depending on enrolments.

We will be meeting next week to discuss these and other proposals designed to streamline our curriculum, and expect to be able to input Calendar changes by mid-August, in time for the 2021-22 Calendar listings. I will do my best to remember to update you and confirm these changes with you once they're made, but if you don't hear from me by mid-August please feel free to send me a reminder! We would definitely like our courses to be part of the EACH minor offerings.

All the best,
Shawna
_____

SAC (Brian Foss)

[30 January]
Hi, Barbara –
SSAC Film Studies has just agreed that FILM 2204 (Indigenous Cinema and Media) could be listed as an elective in the Environment & Climate Humanities minor. We're in the process right now of hiring a tenure-track faculty member in Canadian &/or Indigenous Film & Media Studies, so I'm expecting that that course will be offered on a regular basis in future years.
Brian

_____

Sexuality Studies (Ann Cvetovich)

[14 Feb]
Hi Barbara:

Just reporting back to say that we were able to discuss your proposal in our monthly meeting on Wednesday and we are on board and excited about the minor (and the MA concentration).   Although the Queer Ecologies course you list is not taught regularly, we hope to be able to offer it more frequently as we go forward, and we are happy to have you list it. If anything, we'd rather be more involved not less with the minor . . .

Best,
Ann

_____

Sociology (Blair Rutherford)

See email above for Anthro in Part B

Part C

_____

Economics (Hasmat Khan)

Dear Barbara,

I'm following up on my previous email.

We can allow students registered in the EACH Minor to take ECON 1001 or FYSM 1003 <u>concurrently</u> with ECON 3803 and ECON 3804. It is extremely unlikely that a student doing this will pass the 3000-level environmental course and fail ECON 1001 or FYSM 1003.

Our concern is that simply waiving the pre-requisite will increase the risk of the DFW category which hurts us. Over the past few years, the department has made concerted efforts to keep the DFW rate below the 30% norm at Carleton.

Hashmat
==
Hashmat Khan
Professor and Chair
Co-Director, Centre for Monetary and Financial Economics
Department of Economics
Carleton University, Ottawa, Canada
613-520-2600 (ext. 1561)
https://carleton.ca/khan/
==

From: Hashmat Khan <HashmatKhan@Cunet.Carleton.Ca>
Date: Friday, June 19, 2020 at 12:23 AM
To: Barbara Leckie External <barbaraleckie@icloud.com>
Cc: Chris Gunn <Chris.Gunn@carleton.ca>, Maya Papineau <Maya.Papineau@carleton.ca>, "Radovan Vadovic (Radovan.Vadovic@carleton.ca)" <Radovan.Vadovic@carleton.ca>, Renee Lortie <Renee.Lortie@carleton.ca>
Subject: Re: EACH Minor

Dear Barbara,

Good to hear that the EACH Minor is now moving through the approval process.
I have including Radovan Vadovic our incoming Undergraduate Supervisor and Renee Lortie our Undergraduate Administrator.

I can understand the challenges of navigating the inter-disciplinary aspect of the EACH Minor.

Regarding your second question, Renee will have a look through and check. I don't see any issue as we offer both courses regularly.

Regarding the first question, the I have two concerns.
1. Although there is no minimum grade requirement for the prerequisites ECON 1001 and FYSM 1003, without them, a student will have difficulty following the material in ECON 3803 and ECON 3804. This can have negative implications for the DFW rate in these two courses.
2. Our unit's practice is not to have instructor discretion in waiving perquisites.

. . .

It is great to see this FASS proposal for a new minor in Environmental and Climate Humanities!

_____
DGES (Scott Mitchell)

See email above in Part A

_____
Political Science (Elinor Sloan + consultation with Peter Andree)

Great, thank you Peter. I will ask Darlene to make that change in course leaf when she returns from holidays.

From: Peter Andree <PeterAndree@CUNET.CARLETON.CA>
Sent: Monday, July 27, 2020 10:34 AM
To: Elinor Sloan <ElinorSloan@CUNET.CARLETON.CA>; Barbara Leckie <BarbaraLeckie@CUNET.CARLETON.CA>
Cc: Elinor Sloan <Elinor.Sloan@carleton.ca>
Subject: RE: Proposed Minor in the Environmental and Climate Humanities

Hi Elinor and Barbara,

Yes, I would agree to making this adjustment to PSCI 4808 to make it more compatible with the new environmental studies and climate humanities minor.

All the best,
Peter

From: Elinor Sloan <ElinorSloan@CUNET.CARLETON.CA>
Sent: July 27, 2020 9:13 AM
To: Barbara Leckie <BarbaraLeckie@CUNET.CARLETON.CA>
Cc: Peter Andree <PeterAndree@CUNET.CARLETON.CA>; Elinor Sloan <Elinor.Sloan@carleton.ca>
Subject: FW: Proposed Minor in the Environmental and Climate Humanities

Hi Barbara,

My apologies for taking so long to get back to you.

On your two questions (highlighted below):
 1.   Prerequisites for course offerings.
You have listed these PSCI courses: PSCI 1500, 1501, 3608, 3609, 3801, 4610, 4807, 4808 and 4817. Looking at the calendar entry, https://calendar.carleton.ca/undergrad/courses/PSCI/ , I notice that none of these courses have prerequisites with the exception of PSCI 4808.

*Peter would you agree that we should change the language under PSCI 4808 to read more like the rest (e.g. 4817)? So remove Prerequisite(s): fourth-year Honours standing or permission of the Department, and one of PSCI 2401, PSCI 2601, PSCI 2602, or PSCI 3801.
and replace with

Prerequisite(s): fourth-year Honours standing or permission of the Department.

2. I don't think you have missed anything in terms of program delivery from our perspective.

Please let me know if you need additional information.

Many thanks,

Elinor

_____

TSE (John Buschek)

[24 July]
Hi Barbara,

Yes, it would be OK to list the TSES courses. TSES is glad to contribute to your program...which I think is very much needed.
. . .

John

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 20, 2020

From: Alana Skwarok, Collections Librarian, Arts & Social Sciences

To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc Amber Lannon, University Librarian
Laura Newton Miller, Head, Collections & Assessment
Sally Sax, Head, Electronic Resources & Acquisitions
Patti Harper, Head, Research Support Services

Recommendation

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

- o   Minor in the Environmental and Climate Humanities (EACH)

This is a formal notification for your records.

New Course Proposal

Date Submi ed: 11/24/20 8:49 am

Viewing: **NEUR 4906 : Translaonal Appr   oach to Indigenous Community Wellness**

Last edit: 12/08/20 3:55 pm

Changes proposed by: sarahcleary

Programs referencing this course	[Neuroscience and Mental Health B.Sc. Honours](#)

In Workflow

1. **NEUR ChairDir UG**
2. **SCI Dean**
3. **SCI FCC**
4. **SCI FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 09/29/20 1:51 pm
   Kim Hellemans
   (kimhellemans):
   Approved for NEUR
   ChairDir UG
2. 10/29/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
3. 10/29/20 2:45 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
4. 11/18/20 10:58 am
   Sarah Cleary
   (sarahcleary): Rollback to
   SCI FBoard for PRE
   SCCASP
5. 11/24/20 8:49 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
6. 11/24/20 8:50 am
   Sarah Cleary
   (sarahcleary): Approved
   for NEUR ChairDir UG
7. 11/26/20 2:40 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
8. 11/26/20 2:42 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC

Effecv e Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	NEUR
Course Number	4906
Title	Translaonal Appr oach to Indigenous Community Wellness
Title (short)	Indigenous Community Wellness
Faculty	Faculty of Science
Academic Unit	Department of Neuroscience
Credit Value	1.0
Significant Experienal Learning	Field Experience
Course Descripon	This course involves co-developing an Indigenous community-led process or product that addresses a current and specific mental health issue. Involves working in interdisciplinary groups with a community partner.
Prerequisite(s)	Fourth-year standing with a minimum CGPA of 9.0 AND a grade of A- or higher in one of NEUR 3401, 3402 or 3403 AND permission of instructor.
Class Format	Seminars or workshops three hours a week. A field trip to the partner community is typically required.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Le er Grade
Schedule Type	*Capstone
	*May constut e a major modificaon under Carle ton's IQAP. Please consult hp s://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	New course.

Raonale f or new course	This course is a new opon b y which students can fulfill their Neuroscience honours thesis project program requirement. It entails a mul-disciplinar y approach to designing and implemenng programmes, policies, products and research to improve community health outcomes, parcularly as they pertain to improving mental health within Indigenous communies. It in volves a holisc systems-based framework to understanding key mental and physical health issues, including social, cultural and environmental determinants, neurobiological processes, and how these processes interact with one another. This is an experienal learning c ourse that adopts community-led parcipa tory research methods that contribute to the co-development of an intervenon or pr oduct that addresses a current and specific real-life health issue. In so doing, students will gain skills in problem-solving, teamwork, community-based research, and translaonal r esearch and intervenons. Students will be required to work with peers in partner courses in Spro School of Business and Industrial Design, among others depending on the project, which will be defined on an annual basis. As this course will address a real-world problem, each year we will partner with an Indigenous community or community organizaon in Canada. Ther e will be one field trip to the partnering community. Each student will complete their own final analysis and report.
Course reviewer comments	**sarahcleary (11/18/20 10:58 am):** Rollback: Rollback for edits as per J. Wallace. **sarahcleary (11/24/20 8:49 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (11/24/20 8:50 am):** Approving on behalf of NEUR ChairDir UG as per previous approval. **sarahcleary (12/08/20 3:55 pm):** Removed advise from the prerequisite statement.

Key: 10169
Preview Bridge
Why Did This Not Sync?

Preview Bridge

February 4, 2021

RE: Indigenous Initiatives letter of support for proposed course NEUR 4906 'Translational Approach to Indigenous Community Wellness'

Described as a 'living product', NEUR 4906 Translational Approach to Indigenous Community Wellness is designed and adapted to fit the needs of Indigenous communities while teaching Carleton University students about how and when to engage with community, ultimately exposing them to the myriad ways that strength and resilience is expressed by Indigenous peoples.

In reviewing the extensive overview and rational for this course, I see that proper consideration has been taken in the conceptualization of this course on the part of Dr. Matheson and Dr. Colbourn that comes out of their experiences as an educators and community-based researchers.

I support this initiative and look forward to seeing how communities, students and faculty benefit from the teaching and research opportunities that result from this course.

Dr. Kahente Horn-Miller, Kanienkehaka (Mohawk)

Assistant Vice President, Indigenous Initiatives
Office of the Provost and Vice-President, (Academic)
Carleton University
Kahente.hornmiller@carleton.ca

STATEMENT OF SUPPORT

December 12, 2020

RE: Sprott support for proposed course NEUR 4906 'Translational Approach to Indigenous Community Wellness'

The goal of this proposed course is to provide Neuroscience and Mental Health students with an experiential learning opportunity to work together with Indigenous communities to address wellness issues that are deemed to be a priority by the community, and to do so using community-led participatory research approaches. The project will be conducted with students from other disciplines; while it currently includes students from Business and Industrial Design, it is anticipated that the participating disciplines may change over to time, pending community priorities and availability of unit champions. This said, the Sprott School of Business is highly committed to working together with Neuroscience on this joint initiative. We have committed the time of an Indigenous faculty mentor to help guide this project and intend to ensure that there will be a faculty champion from Sprott for the foreseeable future. We are fully supportive of this interdisciplinary initiative.

[X] I support this change unconditionally.

Rick Colbourne
Sprott School of Business
Assistant Dean, Equity and Inclusive Communities
Assistant Professor, Indigenous Leadership and Management

Date Submitted: 10/20/20 10:18 am

Viewing: **HBS-6EA : Neuroscience and Mental Health B.Sc. Honours**

Last approved: 04/12/17 5:53 pm

Last edit: 01/08/21 3:21 pm

Last modified by: sarahcleary

Changes proposed by: ryanmackay

In Workflow

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

Approval Path

1. 10/20/20 10:29 am
   John Stead (johnstead):
   Approved for NEUR
   ChairDir UG
2. 10/20/20 12:43 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 10/29/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
4. 10/29/20 2:45 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard

History

1. Apr 2, 2014 by sandra
2. Mar 5, 2015 by sandra
3. Mar 16, 2017 by Lenore
   Gale (lenoregale)
4. Apr 12, 2017 by Sandra
   Bauer (sandrabauer)

Calendar Pages Using this Program	Neuroscience
Effecv e Date	2021-22
Workflow	**majormod** ~~minormod~~

Program Code	HBS-6EA
Level	Undergraduate
Faculty	Faculty of Science
Academic Unit	Department of Neuroscience
Degree	Bachelor of Science Honours
Title	Neuroscience and Mental Health B.Sc. Honours

Program Requirements

Neuroscience and Mental Health
B.Sc. Honours (20.0 credits)

A. Credits Included in the Major (10.5 credits)

1. 5.5 credits in: 5.5

NEUR 1202 [0.5]	Neuroscience of Mental Health and Psychiatric Disease
NEUR 1203 [0.5]	Neuroscience of Mental Health and Neurological Disease
NEUR 2001 [0.5]	Introducon t o Research Methods in Neuroscience
NEUR 2002 [0.5]	Introducon t o Stas cs in Neur oscience
NEUR 2201 [0.5]	Cellular and Molecular Neuroscience
NEUR 2202 [0.5]	Neurodevelopment and Plascity
NEUR 3001 [0.5]	Data Analysis in Neuroscience I
NEUR 3002 [0.5]	Data Analysis in Neuroscience II
NEUR 3204 [0.5]	Neuropharmacology
NEUR 3206 [0.5]	Sensory and Motor Neuroscience
NEUR 3207 [0.5]	Systems Neuroscience

2. 1.0 credit in: 1.0

BIOL 1103 [0.5]	Foundaons of Biology I
BIOL 1104 [0.5]	Foundaons of Biology II

3. 1.5 credit from: 1.5

NEUR 3301 [0.5]	Genecs of Men tal Health
NEUR 3303 [0.5]	The Neuroscience of Consciousness
NEUR 3304 [0.5]	Hormones and Behaviour
NEUR 3401 [0.5]	Environmental Toxins and Mental Health
NEUR 3402 [0.5]	Impact of Lifestyle and Social Interacons on Men tal Health
NEUR 3403 [0.5]	Stress and Mental Health
NEUR 3501 [0.5]	Neurodegeneraon and Aging
NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health

4. 0.5 credit from: 0.5

NEUR 4301 [0.5]	Neurobiology of Energy Homeostasis
NEUR 4302 [0.5]	Sex and the Brain
NEUR 4303 [0.5]	Indigenous Health & Mental Health

NEUR 4305 [0.5]	Immune-Brain Interacons		
NEUR 4306 [0.5]	The Neural Basis of Addicon		
NEUR 4600 [0.5]	Advanced Lab in Neuroanatomy		

5. 0.5 credit from: 0.5

NEUR 4200 [0.5]	Seminar on Current Advances in Neuroscience
NEUR 4202 [0.5]	Seminar on Current Research in Neuroscience and Psychiatric Disease
NEUR 4203 [0.5]	Seminar on Current Research in Neuroscience and Clinical Neurology

6. 1.0 credit from: 1.0

NEUR 4905 [1.0]	Honours Workshop
NEUR 4906 [0.0]	**Translaonal Appr oach to Indigenous Community Wellness**
NEUR 4907 [1.0]	Honours Essay and Research Proposal
NEUR 4908 [1.0]	Honours Research Thesis

7. 0.5 credit in Advanced Science Faculty Elecv es   0.5

B. Credits Not Included in the Major CGPA (9.5 credits)

8. 2.0 credits in: 2.0

CHEM 1001 [0.5]	General Chemistry I
CHEM 1002 [0.5]	General Chemistry II
PHYS 1007 [0.5]	Elementary University Physics I
PHYS 1008 [0.5]	Elementary University Physics II

9. 0.5 credit from: 0.5

MATH 1007 [0.5]	Elementary Calculus I
MATH 1107 [0.5]	Linear Algebra I

10. 1.0 credit in: 1.0

BIOL 2201 [0.5]	Cell Biology and Biochemistry
or BIOL 2200 [0.5]	Cellular Biochemistry
BIOL 2107 [0.5]	Fundamentals of Genecs

11. 1.0 credit in Science Connua on Cour ses   1.0

12. 2.0 credits in approved courses outside the facules of Science and Engineering and Design (ma y include NSCI 1000) 2.0

13. 3.0 credits in free elecv es.   3.0

Total Credits   20.0

New Resources	No New Resources
Summary	Adding course NEUR 4906 into program.
Raonale f or change	This course is a new opon b y which students can fulfill their Neuroscience honours thesis project program requirement. It entails a mul-disciplinar y approach to designing and implemenng pr ogrammes, policies, products and research to improve community health outcomes, parcularly as the y pertain to improving mental health within Indigenous communies. It in volves a holisc s ystems-based framework to understanding key mental and physical health issues, including social, cultural and environmental determinants, neurobiological processes, and how these processes interact with one another. This is an experienal learning c ourse that adopts community-led parcipa tory research methods that contribute to the co-development of an intervenon or pr oduct that addresses a current and specific real-life health issue. In so doing, students will gain skills in problem-solving, team work, community-based research, and translaonal r esearch and intervenons. Students will be required to work with peers in partner courses in Sproŧ School of Business and Industrial Design, among others depending on the project, which will be defined on an annual basis. As this course will address a real-world problem, each year we will partner with an Indigenous community or community organizaon in Canada. Ther e will be one field trip to the partnering community. Each student will complete their own final analysis and report. The

primary cost associated with this project is the field trip flight; accommodaon c osts may be kept to a minimum, as in many small communies, ther e are only minimal hotel accommodaons and so lar ger groups typically occupy the school gym, community centre or church. One of the acvies of the Spr ott students is to fund raise to cover the costs associated with travel to the communies. This has been success ful model in a parallel course conducted in partnership with Tanzania. In addion, w e are in discussions with potenal donor s, including the relevant northern airlines. Our goal is to ensure that the costs are covered so that the students are not out-of-pocket.

Transion/Implemen taon	None.
Program reviewer comments	**sarahcleary (01/08/21 3:21 pm):** Minor formang.`

Key: 846

Community Engagement Minor

MEMORANDUM

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

From: Blair Rutherford, Chair, Department of Sociology and Anthropology

CC: Dean Pauline Rankin, Associate Dean Peter Thompson, ODFASS

Date: August 28, 2020

Subject: New Program Proposal – Minor in Community Engagement

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Program Description

   a) Description of the Concept for the New Program
Any effort to bring about positive social change requires thoughtful, ethical, and effective community engagement from the start. Indeed "community engagement" has become a required category of consideration in everything from for-profit product development to social scientific research projects, from anti-poverty programs to arts initiatives. There is no doubt that community engagement is necessary and good, and that people who are skilled in its practice are highly valued across institutional settings. Yet the theories and practices of community engagement are widely varied; communities of interest appear and disappear in the diverse and rapidly changing socio-political contexts in which we live today. Housed in the Department of Sociology and Anthropology, with its long-established expertise in understanding the dynamics of social change and emergent communities in Canada and globally, the proposed Minor in Community Engagement will offer students a rigorous course of study that includes the theoretical tools and practical skills to recognize, respectfully engage, and build community, while working for change and respecting differences both on- and off-campus. This proposed Minor should assist programs across campus to draw more students interested in adding skills, knowledge, and experience in community engagement as part of their undergraduate degrees.

The minor comes at a time when the university is centering community engagement in its aspirations, and when students, more than ever, are searching for ways to ensure their studies are socially relevant and will help them promote positive change beyond the university to tackle urgent societal questions.

The proposed minor will draw on existing and growing strengths within the department of Sociology and Anthropology as well as on FASS and University-wide efforts to incorporate meaningful experiential learning opportunities within the broader curriculum. It will attract students from a variety of majors interested in making practica, placement courses, and other kinds of community-oriented learning a central part of their university education.

The minor will consist of two core courses (including a 2000-level core course and a 4000-level capstone) plus 1.0 credits of experiential learning courses and 2.0 credits of other interdisciplinary academic coursework. These courses will work together to provide students with solid methodological, theoretical, and experiential training in community engagement. The two core courses will also foster a

sense of community among participating students and encourage them to approach the challenges of community-engaged learning and research collaboratively.

Having an institutional home in Sociology and Anthropology will ensure this otherwise interdisciplinary minor is overseen by a group of faculty who are intellectually and politically committed to thinking with and through the concept of community. Comparable minors such as those at McMaster and York are either completely interdisciplinary programs comprised of community engaged courses, or single-discipline programs representing a particular area of interest. Our aim, by contrast, is to ensure that students' interdisciplinary, experiential learning experience adds up to a coherent sense of what community engagement has been, is, and most importantly, could be. Our department draws on the Community Studies tradition historically allied to Sociology, the existing Social Justice stream in the department, and the very popular Community-Engaged Sociology course which we have run every year since 2014-15, as well as the recently-developed Engaged Ethnographic Field Course in Anthropology. Equipped with our own experience negotiating different approaches to 'community', we are well positioned to be able to help students from a wide range of personal and disciplinary backgrounds undertake community-engaged learning for the sake of their own personal intellectual development and the greater good.

The proposed minor distinguishes itself from the Social Justice stream in Sociology by focusing on community engagement in a much broader and more interdisciplinary fashion. The Social Justice stream consists of four Sociology classes focused exclusively on activism against social inequality; the Community Engagement Minor incorporates courses from approximately 20 disciplines and is focused on using an extensive range of university-based knowledge and skills to contribute to and support wider communities and the well-being of people in those communities in a diverse selection of ways, from teaching philosophy through children's books to collaborating on public history projects.

b) Principal Goals of the Program

Students minoring in Community Engagement will first learn to recognize the community/communities relevant to their engagement work; understand which issues are pertinent to different communities; engage with them respectfully; and actively build community through learning, research and work.

The core courses will further emphasize the multiple community histories of any particular place and will ask students to articulate their own critical understandings of the complex and contested nature of 'community'. Throughout the program, and guided by their advisor, students will develop an understanding of, and ability to engage in conversations about, the ways in which hierarchical social and power relations function in and between diverse communities, government and other public institutions, the non-profit sector, and social enterprises and the private sector, to inhibit or support inclusion and social justice. Students will further understand their placement both as service to their community or community organization and as a contribution toward social change.

c) Program Structure

The full proposed program structure for the calendar is in the Appendix below.

This initiative will introduce two new Sociology/Anthropology courses as well as draw on existing

courses and resources within the Department of Sociology and Anthropology and in other units,[1] in order to create a 4.0 credit minor. It will introduce a 0.5 SOCI/ANTH 2180 Foundations in Community Engagement course and a 0.5 SOCI/ANTH 4171 Capstone in Community Engagement course, both of which will be required courses for the Minor. In addition to these 1.0 credits of core courses, students will also be required to take: 1.0 credit in what we call "Engaging the Community" courses (Part A), a set of relevant experiential learning courses from Sociology and Anthropology and other programs that enable students to have varied types of work or research experience with community organizations; and, 2.0 credits of courses in what we call "Critically Understanding Communities" courses (Part B), a set of courses that provide students with critical analytical tools to better understand social, cultural, economic and political dynamics of communities, selected from the attached list. In so doing, this interdisciplinary minor will allow students to learn from the rich expertise and research concerning communities and community engagement being carried out in a range of disciplines, predominantly but not exclusively in the Social Sciences and Humanities. Although many of the courses in Part A and Part B are senior undergraduate courses with pre-requisites, these courses are included for students who are majoring in those program and thus can "double-up" courses from their major and have them count towards this minor. There are enough courses in both parts (A & B) without pre-requisites other than year standing that we do not anticipate any problems for students to be able to register in courses that count toward their minor. The minor offers numerous opportunities for practica, internships and experiential learning in various disciplines and the unit and faculty agree that there are enough opportunities for students of any discipline hoping to register for the minor.

The cuPortfolio platform will be used by students over the course of the minor to document and critically reflect on their experiential and course-based work and synthesize their acquired skills and knowledges. Each student's cuPortfolio will be set up and used in the required second year foundations course. Over the course of completing the "Engaging the Community" and "Critically Understanding Communities" components of the minor, students will document their learning by adding pages such as journal entries, reflections, and course papers to their cuPortfolio. In the required capstone course, students will critically reflect on and analyze the understandings of "engagement" and "community" they have developed. A summative activity will use the experiential learning documented on cuPortfolio and synthesize their learning with and through community engagement. A component of their summative project is expected to be public-facing, using media of their choosing (digital, written, visual, audio, or other) and to be potentially completed in collaboration with a community partner.

The faculty member teaching the capstone course (which will meet every two weeks) will also be responsible for touching base and staying connected with other students midstream in the minor who have completed the second year foundations course and are progressing toward the capstone course. This faculty member will ensure that as students move through the stages of the minor they are also

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[1] They units and programs (and their faculty) are: Institute of African Studies (FASS and FPA); Institute of Criminology and Criminal Justice (FPA); Department of English Language and Literature (FASS); Department of Health Sciences (FS); Department of History (FASS); School of Industrial Design (FED); Department of Law and Legal Studies (FPA); Department of Philosophy (FASS); Department of Political Science (FPA); Department of Psychology (FASS); School of Indigenous and Canadian Studies (FASS); School of Linguistics and Language Studies (FASS); School of Social Work (FPA); School for Studies in Art and Culture (FASS); Pauline Jewett Institute of Women's and Gender Studies (FASS); Digital Humanities program (FASS); Global and International Studies program (FPA); Human Rights program (FASS); Journalism program (FPA); and Technology, Society, Environment Studies program (FS).

adding documents, reflections, etc. to their cuPortfolio based on the other courses they are doing for the minor (from Parts A and B). The faculty member will also periodically (once or twice a term) organize meetings and events for students progressing through the minor in order to continue to build and maintain a sense of community among the students in the minor.

The course descriptions for the two new courses are as follows:

SOCI/ANTH 2180 Foundations in Community Engagement
Study of theoretical debates and practical applications relating to community engagement with a focus on Canadian examples. Exploration of the contested and complex meanings of community engagement in and between diverse communities, public institutions, non-profit sector and private enterprise with an emphasis on social justice.

SOCI/ANTH 4171 Community Engagement Capstone
Students in the capstone will reflect on their engagement experiences and advance their critical understanding of community through a series of in-class activities and readings. Students will produce a public-facing artifact (e.g., blog, podcast, video) related to their experiences, potentially in collaboration with community partners.

Current International, National and Provincial Profile

We have identified four similar minor programs across Canada, three of which are in Ontario (McMaster, Wilfrid Laurier, York) and one at the University of Alberta. We have also examined a number of similar programs in the United States. The emergence of these programs speaks to the demand for this kind of student experience.

Our program will also be distinct in important ways from the other four Canadian minor programs. McMaster University's Interdisciplinary Minor in Community Engagement is less focused on a core set of courses for the minor than our program. McMaster's minor contains a single one-term core course with the weight given to electives across different disciplines. The program at Wilfrid Laurier University, the Community Engagement Option, is focused on all students working with the same non-profit community organization in Kitchener, known as the Working Centre. In contrast, our Community Engagement minor will work with a broad range of community organizations tackling many different issues and problems; this breadth of community engagement options is important as students in our minor may have many different majors and diverse related interests and passions. Unlike our program, York University's Certificate and Minor in Community Engagement is not interdisciplinary and consist entirely of Anthropology courses. The University of Alberta offers a Certificate Program in Community Engagement and Service Learning. Our program places more emphasis on advocacy as a form of community engagement than the University of Alberta certificate. In including advocacy as a key type of community engagement, our program has been influenced by the successful Community Studies program at the University of California, Santa Cruz. In short, relative to other Canadian programs, ours is distinct in combining all the elements of a robust core with interdisciplinarity, engaging with many different community contexts and groups, and including advocacy as a key form of community engagement.

Carleton's Department of Sociology and Anthropology is known across the country and internationally for engaged research and teaching, and for integrating research, teaching and community engagement.

For example, SOAN faculty and graduate students have recently worked with various community organizations to help schools tackle youth homelessness; to start an Inuit radio show; to run a hotline supporting prisoners with human rights issues or trying to access community supports; and to identify gaps in health services for Indigenous peoples on Vancouver Island. Our highly successful Community-Engaged Sociology course has featured our students working with many community groups such as the Ottawa Coalition to End Violence Against Women, Making Vote Count, and Immigrant Women Services Ottawa. Sociology-Anthropology continues to attract faculty and graduate and undergraduate students with an orientation to community-engaged work. Building the minor will allow us to continue to develop our strengths and profile in these areas. In particular, we have found that graduate students doing engaged research, like many of our own students, are attracted to our MA and PhD programs in part by the opportunity to work as teaching assistants in community engaged courses where they can lead teams of undergraduates working on community projects closely related to the graduate students' own research.

Establishing the minor will provide a context through which our Department can collaborate with other units and share knowledge in developing experiential and community-engaged learning opportunities as Carleton further builds on its existing strengths in experiential learning and community engagement.

Mission and Strategic Directions

Carleton is increasingly emphasizing experiential learning. While experiential learning is a key feature of the second-year foundations course and in the minor's 1.0 credit courses on "Engaging the Community," the entire minor is structured to enable students to critically understand "community engagement" through learning from analysis of scholarly and grey literatures, various activities, and working with different community groups. It will build on the long work being carried out by the Carleton University Committee on Community Engaged Pedagogy (CCEP), in which our Sociology-Anthropology colleague Deborah Conners has long been active. Deborah was Co-Chair of the committee in 2019-2020.

The minor fits with the Carleton-specific degree level expectation approved by the Senate in fall 2019: "Students will demonstrate the ability to reflect on the link between theoretical knowledge and experiential application in contexts that prepare students for the workplace and/or civil society." The minor also squarely fits the Senate-approved text of Carleton's new Strategic Integrated Plan (SIP). Community engagement is highlighted in the "Aspiration Statement" of the SIP: "We will embed community engagement and partnership in our actions and culture." Furthermore, the design of the program ensures students are directly engaging with community actors in their learning and using cuPortfolio to innovatively enable student-centred learning, fitting with the following goals: "We will approach teaching and pedagogy with imagination and new expectations": "• Enable and encourage pedagogical practices and curricular designs that foster student engagement, access, inclusion and success • Promote and reward engagement, innovation and excellence in teaching and learning • Offer new and flexible opportunities for student-centred learning." These goals are also articulated in the SIP when it declares: "Carleton will expand our reach, physical presence and interaction with local communities, ensuring our university, our facilities, our spaces, and our people are recognized as a part of daily civic life and contributors to the social, cultural and economic goals of Ottawa and its population." To reach this goal, pathways include "• Engage with Indigenous communities through sustained relationships founded in mutual responsibility and accountability … • Expand service-learning opportunities for students, faculty, staff and community partners to work together." All these pathways

are readily attainable within this minor.

Carleton's new Indigenous strategy, *Kinàmàgawin* (Learning Together), also promotes thoughtful and accountable engagement with Indigenous communities for Carleton faculty, staff and students. This is another important context for the proposed minor, as the second year foundations course will have discussions with Indigenous community leaders and scholars about respectful community engagement with Indigenous communities given the colonial and structural racism in Canada. The course will also draw on Indigenous Learning Bundles for the topics "Engaging with Indigenous Communities" and "Decolonization is for Everyone: Identity Formation in the Canadian Context," among others. In 2020-21, an Indigenous teaching assistant will be leading a team of undergraduates working on an advocacy project in our Soci 4170 Community Engaged Sociology with the Criminalization and Punishment Education Project concerning Indigenous people and the criminal justice system.

The minor thus will be a crucial academic program in helping Carleton achieve its important goals for greater community engagement, providing students with more skills, knowledge, tools, and experiences to more fully engage with wider communities.

Impact on Other Programs

The minor will help provide a vehicle for students to access and draw together the growing number of courses in FASS, FPA, and other faculties that provide experiential learning opportunities in, and/or critical discussion concerning, community engagement. This minor enables students to demonstrate an expertise in this crucial area, complementing the knowledge and skills they have learned in their particular major. Moreover, it promises to recruit new students to Carleton's programs who are keen to gain expertise in community engagement, an area that is becoming of more and more societal (and international) interest as highlighted by youths actively working on anti-racism, anti-colonialism, climate change, and other pressing topics. We anticipate other units will be proposing new courses that fit within the area of community engagement and we would be happy to add them, if the unit wishes, as possible courses in Part A or Part B of the attached document.

We do not anticipate that this minor will draw students away from other programs, but instead it could recruit more students to the many major programs which have courses as part of this minor. The minor will enhance students' experiences of community engagement as they pursue a broad variety of majors across the university. It will thus be complementary to numerous majors, rather than competing with them.

Societal Need

"Engaging communities" has become a growing theme for many institutions around Canada and beyond, from federal agencies to non-governmental organizations, municipalities to multi-national corporations, universities to grassroots organizations. Yet, such "community engagement" is not a straight-forward affair, but rather involves a range of complicated and often contested negotiations through and across hierarchical social and power relations, conflicting interests, and an array of emotions and aspirations. While many students are involved in various forms of community engagement within and outside the university, and many more are interested in it, aside from those

who have taken a course such as SOCI 4170 (Community Engaged Sociology), they are not necessarily equipped with the depth of knowledge, conceptual understandings, and mentored experiences to better understand the promises and potentials of such forms of engagements and to thoughtfully and carefully work through multiple ethical and political issues in which such efforts are entangled.

Many programs, including in our department, have excellent practicum courses in which students learn through carrying out activities with community groups, non-governmental organizations, or governmental offices that build on their specific programmatic learning. This minor provides students doing such courses additional learning to think through such practicums through the lens of "community engagement," in this case of universities interacting with the wider communities of which they are a part. The minor helps to structure the students' learning by not only preparing them for such "engaging the community" courses through the second-year foundations course, but also to allow them to use cuPortfolio to help their self-reflections during these "engaging with the community" courses. The capstone course then allows the minor's students to more fully reflect and analyse their understandings of, and experiences with, community engagement based on their courses (and potentially other forms of learning).

This program will assist students to pursue career paths in the growing number of jobs and activities linked to community engagement in governmental, non-governmental, and private sectors. At the same time, it will prepare students for further engagement with communities as volunteers or activists. Moreover, it will assist them to pursue further education in a range of graduate studies programs within the social sciences and humanities as well as those concerning community engagement, activism, and social justice, as well as professional programs such as law and medicine.

Student Demand

We anticipate strong student demand as this Community Engagement minor builds on demand for Sociology and Anthropology courses that are part of it and it speaks directly to the growing youth involvement in various community groups pushing for various forms of social change.

There is strong student enrollment in many of the departmental courses that are part of the "Engaging the Community" courses (Part A). SOCI 4170, Community Engaged Sociology, has run twice a year for the last three years and on average it has had an enrollment of 21.5 students each time. Interest and enrollment have grown substantially and the winter 2020 section was full at 25 students, with some students on a waiting list. For the coming academic year, currently the fall term and winter term sections are both full at 25 students (we will be in discussions with the FASS Dean about adding another section of SOCI 4170 in Fall, Winter or Spring term; regardless, there are numerous other courses students in the minor can use to satisfy the requirement for 1.0 credits of "Engaging the Community" courses – see section 3 of the appendix). The proposed Sociology 3950, Practicum Placement in Sociology, was piloted as a Selected Topics course in the Winter term of 2020 and had 7 students flourish in 7 diverse community-based practica. We will be growing the Sociology practicum course further this year. The proposed Anthropology course, 4100 Engaged Ethnographic Field Course, was offered as a Selected Topics course (with a focus on digital ethnography) in the Spring and had 19 students in it. Seeing the success with the Sociology practicum, and recognizing that ANTH 4000, Field

Placement in Anthropology, has had few students registered in it for the last ten years, once there was no longer a faculty member directly assigned to developing practica, for 2020-21 we now have a faculty member responsible for renewing and recruiting for the course and we anticipate many more students will register for it.

Moreover, there is growing youth support in Canada for climate action, anti-racism, and decolonization. As these movements, like others promoting a range of social justice issues, are anchored in varied community groups, there should be a strong interest in this minor in Community Engagement.

Resources

Faculty resources:
We anticipate meeting the needs of the program. The 2000-level foundations course and the 4000-level capstone course will be taught with available faculty in the Department of Sociology and Anthropology. We have a number of Sociology faculty who teach required courses in our Social Justice stream who have expressed interest and willingness to also teach the two new required courses for this minor, such as Deborah Conners, Aaron Doyle, and Alexis Shotwell. Tonya Davidson taught the proposed Practicum Placement in Sociology last year. In Anthropology, Danielle DiNovelli-Lang and Matthew Hawkins co-taught the proposed Anthropology course, 4171, in the Spring and are willing to teach it again in the future. Matthew Hawkins is also responsible for the placement courses in Anthropology and Sociology this coming academic year. Moreover, our new Anthropology hire, Beatriz Juárez Rodríguez, is a community engaged researcher who will also be active in this new minor. The other courses that are listed as electives are regularly offered either in our department or the other units involved. Deborah Conners is teaching the 2000-level foundations course under a Selected Topics course code this academic year and is planning to teach it for the next several years. Either Matthew Hawkins or Beatriz Juárez Rodríguez will teach the 4000-level capstone course starting in 2022-23 and the following year.

Contract instructors:
We do not anticipate requiring additional contract instructor hires to launch and run our program.

Administrative support:
The minor is housed in the Department of Sociology and Anthropology and our existing administrative staff, particularly Kim Mitchell (our Undergraduate Administrator), will be able to administer this program.

Library resources:
No additional library resources should be necessary.

Space:
Students in the minor would be welcomed to use space in the Department of Sociology and Anthropology, including the student lounge. We anticipate that the numerous events organized by our Department's faculty and students working with community members will be of interest to students in the minor. We also will be promoting talks concerning community engagement organized by other Carleton units, CCEP, and within the wider Ottawa-Gatineau community.

Equipment:
No additional equipment will be necessary.

Graduate student funding
N/A

Business plan:
We have not included a business plan because we are not requesting any new resources at this time.

Appendix

Minor in Community Engagement (4.0 credits)

This minor is open to all undergraduate degree students in any program. Students in any Sociology or Anthropology major should select courses carefully if they wish to use courses from the major in their minor. Such students should always consult the department.

Requirements:

1. 0.5 credit from: 0.5

ANTH 2180 [0.0]   Foundations in Community Engagement

SOCI 2180 [0.0]   Foundations in Community Engagement

2. 0.5 credit from: 0.5

ANTH 4171 [0.0] Community Engagement Capstone

SOCI 4171 [0.0] Community Engagement Capstone

3. 1.0 credit from Engaging the Community courses: 1.0

AFRI 3900 [0.5]   Placement

ANTH 4000 [0.5] Field Placement in Anthropology

ANTH 4100 [0.0] Ethnographic Field Course

ARTH 3701 [0.5] Art and Architecture on Site

ARTH 4701 [0.5] Art and Architecture on Site

CDNS 1101 [0.5] Ottawa: Exploring National Institutions

CDNS 4800 [1.0] Internship Practicum

CRCJ 3901 [1.0] Practicum in Criminology I

CRCJ 3902 [1.0] Practicum in Criminology II

DIGH 4005 [0.5] Digital Humanities Practicum

ENST 4450 [0.0] Community-Engaged Research

GEOG 3030 [0.5] Regional Field Excursion

GEOG 4000 [0.5] Field Studies

GEOG 4450 [0.0]   Community-Engaged Research

GINS 3100 [0.5]   Global and International Group Project

GINS 3200 [0.5]   Experiential Learning Abroad

GINS 3900 [0.5]   International Placement

GINS 3901 [1.0]   International Placement

GINS 3930 [0.5]   Carleton International Placement

GINS 3931 [1.0]   Carleton International Placement

HLTH 4909 [1.0]   Capstone Course – Field Placement and Research Project

HIST 3807 [0.5]   Practicum in History

HIST 3815 [0.5]   Group Practicum

HUMR 4905 [0.5] Practicum Placement in Human Rights I

INDG 4001 [0.5]   Indigeneity in the City

INDG 4015 [0.5]   Land as a Relation

INDG 4020 [0.5]   Practicum

LAWS 4905 [1.0]   Full-Year Service Learning Placement

MPAD 3002 [0.5] Civic Engagement and Public Institutions I

MPAD 3003 [0.5] Civic Engagement and Public Institutions II: Minor Design Project

PHIL 2320 [0.0]   Children, Literature, and Philosophy

PSCI 3906 [1.0]   Full-Year Political Science Internship

PSCI 3907 [0.5]   One-Term Political Science Internship

PSYC 3901 [0.5]   Practicum in Psychology

PSYC 3902 [0.5]   Practicum in Psychology

PSYC 3905 [1.0]   Practicum in Psychology

PSYC 4330 [1.0]   Community Mental Health and Well-Being

SOCI 3950 [0.0]   Practicum Placement in Sociology

SOCI 4170 [0.5]   Community-Engaged Sociology

WGST 4800 [0.5]   Women's and Gender Studies Practicum

WGST 4801 [1.0]   Women's and Gender Studies Practicum

4. 2.0 credits from Critically Understanding Communities courses: 2.0

AFRI 3100 [0.5]   African Studies Abroad: Selected Topics

ANTH 2020 [0.5]   Race and Ethnicity

ANTH 2080 [0.5]   Humans/Animals: the More-than-Human in Social Research

ANTH 2680 [0.5]   Anthropology of "Mainstream" North America

ANTH 3005 [0.5]   Ethnographic Research Methods

ANTH 3020 [0.5]   Studies in Race and Ethnicity

ANTH 3025 [0.5]   Anthropology and Human Rights

ANTH 3310 [0.5]   Studies in Medical Anthropology

ANTH 3355 [0.5]   Anthropology and the Environment

ANTH 3580 [0.5]   Anthropology of Material Culture and Museums

ANTH 3600 [0.5]   Studies in Anthropology and Indigenous Peoples

ANTH 3800 [0.5]   Studies in Applied and Participatory Anthropology

ANTH 4006 [0.5]   Decolonizing Methodologies in the 21st Century: Practicing Engaged Anthropology

ANTH 4610 [0.5]   Advanced Studies in Indigenous Peoples

ANTH 4730 [0.5]   Colonialism and Post-Colonialism

ALDS 3205 [0.5]   English as a Global Language

CDNS 2210 [0.5]   Introduction to the Study of Canadian Culture

CRST 2001 [0.0]   Introduction to Critical Race Studies

DIGH 3814 [0.5]   Crafting Digital History

DBST 2001 [0.5]   Disabling Society

DBST 3001 [0.5]   Disability Studies: Policy and Activism

ENGL 3608 [0.0]   Topics in Theatre Management

ENGL 3920 [0.5]   Literary Ecological Fieldwork

ENST 2001 [0.5]   Sustainable Futures: Environmental Challenges and Solutions

FILM 2204 [0.5]   Indigenous Cinema and Media

FYSM 1212 [0.5]   Contemporary Moral, Social, and Religious Issues

GEOG 2023 [0.5]   Cities, Inequality and Urban Change

GEOG 2300 [0.5]   Space, Place and Culture

GEOG 2500 [0.5]   Climate Change: Social Science Perspectives

GEOG 3021 [0.5]   Geographies of Culture and Identity

GEOG 3023 [0.5]   Cities in a Global World

GEOG 3206 [0.5]   Health, Environment, and Society

GEOG 3404 [0.5]   Geographies of Economic Development

GEOG 3501 [0.5]   Geographies of the Canadian North

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

GEOG 4022 [0.5]   Seminar in People, Resources and Environmental Change

GEOG 4323 [0.5]   Urban and Regional Planning

GINS 3300 [0.5]   Global and International Studies Abroad: Selected Topics

HLTH 2003 [0.5]   Social Determinants of Health

HLTH 3101 [0.5]   Global Health

HLTH 3102 [0.5]   Indigenous Health in a Global World

HIST 2811 [0.5]   Public History from Memory to Museums

HIST 3814 [0.5]   Crafting Digital History

HUMR 3504 [0.5] Public Health and Human Rights

INDG 3001 [0.5]   Indigenous Governance

INDG 3011 [0.5]   Indigenous Rights, Resistance, and Resurgence

IDES 2600 [0.5]   Human Factors/Ergonomics in Design

IDES 3107 [0.5]   Design and Sustainability

IDES 3601 [0.5]   Research for Design

LAWS 2105 [0.5]   Social Justice and Human Rights

LAWS 3307 [0.5]   Youth and Criminal Law

LAWS 3503 [0.5]   Equality and Discrimination

LAWS 3504 [0.5]   Law and Aboriginal Peoples

LAWS 3800 [0.5]   Law of Environmental Quality

LAWS 4001 [0.5]   Law, Family and Gender

LAWS 4305 [0.5]   Criminal Justice Reform

LAWS 4311 [0.5]   Human Rights in Canadian Prisons

LAWS 4503 [0.5]   Law, Disability and Society

LAWS 4504 [0.5]   Indigenous Criminal Justice

LAWS 4603 [0.5]   Transitional Justice

LAWS 4607 [0.5]   Immigration and Refugee Law

LAWS 4800 [0.5]   Environment and Social Justice

MUSI 2008 [0.5]   Music of the World's Peoples

MUSI 3103 [0.5]   Music in Canada

MUSI 3302 [0.5]   Music and Gender I

MUSI 4102 [0.5]   Theory and Methods in Ethnomusicology

MUSI 4103 [0.5]   Ethnomusicology of Canadian Traditions

MUSI 4104 [0.5]   First Peoples Music in Canada

MUSI 4303 [0.5]   Music and Gender II

MUSI 4306 [0.5]   Music and Wellbeing in a Global Context

PIPS 3000 [0.5]   Site-Specific Performance

PHIL 1550 [0.5]   Introduction to Ethics and Social Issues

PHIL 2103 [0.5]   Philosophy of Human Rights

PHIL 2306 [0.5]   Philosophy and Feminism

PHIL 2307 [0.5]   Gender and Philosophy

PHIL 2380 [0.5]   Introduction to Environmental Ethics

PHIL 3340 [0.5]   Topics in Contemporary Social and Political Philosophy

PHIL 3350 [0.5]   Philosophy, Ethics, and Public Affairs

PHIL 3360 [0.5]   Philosophy, Economics, and Public Policy

PHIL 3380 [0.5]   Environments, Technology and Values

PSCI 2500 [0.5]   Gender and Politics

PSCI 3006 [0.5]   Social Power in Canadian Politics

PSYC 2301 [0.5]   Introduction to Health Psychology

SXST 2101 [0.5]   Sexuality Studies: A Critical Introduction

SXST 2102 [0.5]   Sexuality, Gender, and Security

SXST 4104 [0.5]   Sexuality and Political Economy

SOWK 2005 [0.5]   Values and Ethics for Social Work

SOWK 2203 [0.5]   Introduction to Social Work Practice with Groups and Communities

SOWK 3207 [0.5]   Human Rights Practice in Civil Society

SOWK 4000 [0.5]   Social Work and Indigenous Peoples

SOWK 4003 [0.5]   Advanced Social Work Practice with Communities

SOCI 2010 [0.5]   Critical Approaches to Economic Inequality

SOCI 2020 [0.5]   Race and Ethnicity

SOCI 2030 [0.5]   Work, Industry and Occupations

SOCI 2040 [0.5]   Food, Culture and Society

SOCI 2043 [0.5]   Sociology of the Family

SOCI 2045 [0.5]   Gender and Society

SOCI 2080 [0.0]   Humans/Animals: the More-than-Human in Social Research

SOCI 2170 [0.5]   Foundations in Social Justice

SOCI 2450 [0.5]   Crime and Society

SOCI 2702 [0.5]   Power and Social Change

SOCI 2705 [0.5]   Popular Culture in the Digital Age

SOCI 3010 [0.5]   Power, Oppression and Resistance

SOCI 3019 [0.5]   Sociology of International Migration

SOCI 3020 [0.5]   Studies in Race and Ethnicity

SOCI 3030 [0.5]   Studies in Work, Industry and Occupations: Authority and Expertise

SOCI 3038 [0.5]   Studies in Urban Sociology

SOCI 3040 [0.5]   Studies in the Sociology of Gender

SOCI 3044 [0.5]   Sociology of Sex and Sexuality

SOCI 3050 [0.5]   Studies in the Sociology of Health

SOCI 3055 [0.5]   Studies in Addictions

SOCI 3056 [0.5]   Women and Health

SOCI 3060 [0.5]   Critical Disability Studies

SOCI 3170 [0.5]   Social Justice in Action

SOCI 3300 [0.5]   Studies in the Sociology of Education

SOCI 3430 [0.5]   Studies in Collective Action and Social Movements

SOCI 3480 [0.5]   Law and Social Regulation

SOCI 4040 [0.5]   Feminist Sociology of Intersectionality

SOCI 4730 [0.5]   Colonialism and Post-Colonialism

TSES 3001 [0.5]   Technology-Society Interactions

TSES 4006 [0.5]   Technology and Society: Work

WGST 2801 [0.5] Activism, Feminisms, and Social Justice

5. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits   4.0

New Program Proposal

Date Submi ed: 10/15/20 1:37 pm

Viewing: **TBD-2033 : Minor in Community Engagement**

Last edit: 12/08/20 9:43 am

Last modified by: sarahcleary

Changes proposed by: paulawhissell

In Workflow

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

Approval Path

1. 09/11/20 8:53 am
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
2. 09/14/20 1:01 pm
   Peter Thompson
   (peterthompson):
   Rollback to Iniaàtor
3. 09/14/20 3:16 pm
   Blair Rutherford
   (blairrutherford):
   Rollback to Iniaàtor
4. 09/14/20 3:20 pm
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
5. 09/15/20 8:00 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Iniaàtor
6. 09/15/20 8:13 am
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
7. 10/15/20 12:15 pm
   Peter Thompson
   (peterthompson):
   Rollback to Iniaàtor
8. 10/15/20 1:45 pm
   Blair Rutherford
   (blairrutherford):

Approved for SOAN
ChairDir UG
9. 12/08/20 9:59 am
Peter Thompson
(peterthompson):
Approved for AS Dean
10. 12/08/20 8:37 pm
Peter Thompson
(peterthompson):
Approved for AS FCC
11. 12/08/20 8:42 pm
Peter Thompson
(peterthompson):
Approved for AS FBoard
12. 12/09/20 3:37 pm
Sarah Cleary
(sarahcleary): Approved
for PRE SCCASP

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2033
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Degree	Not Applicable
Title	Minor in Community Engagement

Program Requirements

Minor in Community Engagement (4.0 credits)

This minor is open to all undergraduate degree students in any program. Students in any Sociology or Anthropology major should select courses carefully if they wish to use courses from the major in their minor. Such students should always consult the department.

Requirements:

1. **0.5 credit from:**   **0.5**
     ANTH 2180 [0.0]   **Foundaons in Community Eng agement**
     SOCI 2180 [0.0]   **Foundaons in Community Eng agement**

2. **0.5 credit from:**   **0.5**
     ANTH 4171 [0.0]   **Community Engagement Capstone**
     SOCI 4171 [0.0]   **Community Engagement Capstone**

3. **1.0 credit from Engaging the Community courses:**   **1.0**

AFRI 3900 [0.5]   Placement
ANTH 4000 [0.5]   Field Placement in Anthropology
ANTH 4100 [0.0]   Ethnographic Field Course
ARTH 3701 [0.5]   Art and Architecture on Site
ARTH 4701 [0.5]   Art and Architecture on Site
CDNS 1101 [0.5]   Oawa: Exploring Naonal Insttuons
CDNS 4800 [1.0]   Internship Praccum
CRCJ 3901 [1.0]   Praccum in Criminology I
CRCJ 3902 [1.0]   Praccum in Criminology II
DIGH 4005 [0.5]   Digital Humanies Praccum
ENST 4450 [0.0]   Community-Engaged Research
GEOG 3030 [0.5]   Regional Field Excursion
GEOG 4000 [0.5]   Field Studies
GEOG 4450 [0.0]   Community-Engaged Research
GINS 3100 [0.5]   Global and Internaonal Group Project
GINS 3200 [0.5]   Experienal Learning Abroad
GINS 3900 [0.5]   Internaonal Placement
GINS 3901 [1.0]   Internaonal Placement
GINS 3930 [0.5]   Carleton Internaonal Placement
GINS 3931 [1.0]   Carleton Internaonal Placement
HIST 3807 [0.5]   Praccum in History
HIST 3815 [0.5]   Group Praccum
HLTH 4909 [1.0]   Capstone Course – Field Placement and Research Project
HUMR 4905 [0.5]   Praccum Placement in Human Rights I
INDG 4001 [0.5]   Indigeneity in the City
INDG 4015 [0.5]   Land as a Relaon
INDG 4020 [0.5]   Praccum
LAWS 4905 [1.0]   Full-Year Service Learning Placement
MPAD 3002 [0.5]   Civic Engagement and Public Instuons I
MPAD 3003 [0.5]   Civic Engagement and Public Instuons II: Minor Design Project
PHIL 2320 [0.0]   Children, Literature, and Philosophy
PSCI 3906 [1.0]   Full-Year Polical Science Internship
PSCI 3907 [0.5]   One-Term Polical Science Internship
PSYC 3901 [0.5]   Praccum in Psychology
PSYC 3902 [0.5]   Praccum in Psychology
PSYC 3905 [1.0]   Praccum in Psychology
PSYC 4330 [1.0]   Community Mental Health and Well-Being
SOCI 3950 [0.0]   Praccum Placement in Sociology
SOCI 4170 [0.5]   Community-Engaged Sociology
WGST 4800 [0.5]   Women's and Gender Studies Praccum
WGST 4801 [1.0]   Women's and Gender Studies Praccum

4. 2.0 credits from Crically Understanding Communies courses: 2.0

AFRI 3100 [0.5]   African Studies Abroad: Selected Topics
ALDS 3205 [0.5]   English as a Global Language
ANTH 2020 [0.5]   Race and Ethnicity
ANTH 2080 [0.5]   Humans/Animals: the More-than-Human in Social Research

ANTH 2680 [0.5]	Anthropology of "Mainstream" North America
ANTH 3005 [0.5]	Ethnographic Research Methods
ANTH 3010 [0.5]	Language, Culture, and Globalizaon
ANTH 3020 [0.5]	Studies in Race and Ethnicity
ANTH 3025 [0.5]	Anthropology and Human Rights
ANTH 3310 [0.5]	Studies in Medical Anthropology
ANTH 3355 [0.5]	Anthropology and the Environment
ANTH 3580 [0.5]	Anthropology of Material Culture and Museums
ANTH 3600 [0.5]	Studies in Anthropology and Indigenous Peoples
ANTH 3800 [0.5]	Studies in Applied and Parcipa tory Anthropology
ANTH 4006 [0.5]	Decolonizing Methodologies in the 21st Century: Praccing Eng aged Anthropology
ANTH 4610 [0.5]	Advanced Studies in Indigenous Peoples
ANTH 4730 [0.5]	Colonialism and Post-Colonialism
CDNS 2210 [0.5]	Introducon t o the Study of Canadian Culture
CRST 2001 [0.0]	Introducon t o Cric al Race Studies
DBST 2001 [0.5]	Disabling Society
DBST 3001 [0.5]	Disability Studies: Policy and Acvism
DIGH 3814 [0.5]	Crafting Digital History
ENGL 3608 [0.0]	Topics in Theatre Management
ENGL 3920 [0.5]	Literary Ecological Fieldwork
ENST 2001 [0.5]	Sustainable Futures: Environmental Challenges and Soluons
FILM 2204 [0.5]	Indigenous Cinema and Media
FYSM 1212 [0.5]	Contemporary Moral, Social, and Religious Issues
GEOG 2023 [0.5]	Cies, Inequality and Urban Chang e
GEOG 2300 [0.5]	Space, Place and Culture
GEOG 2500 [0.5]	Climate Change: Social Science Perspecv es
GEOG 3021 [0.5]	Geographies of Culture and Identy
GEOG 3023 [0.5]	Cies in a Global W orld
GEOG 3206 [0.5]	Health, Environment, and Society
GEOG 3404 [0.5]	Geographies of Economic Development
GEOG 3501 [0.5]	Geographies of the Canadian North
GEOG 4021 [0.5]	Seminar in Culture, Identy and Place
GEOG 4022 [0.5]	Seminar in People, Resources and Environmental Change
GEOG 4323 [0.5]	Urban and Regional Planning
GINS 3300 [0.5]	Global and Internaonal Studies Abr oad: Selected Topics
HIST 2811 [0.5]	Public History from Memory to Museums
HIST 3814 [0.5]	Crafting Digital History
HLTH 2003 [0.5]	Social Determinants of Health
HLTH 3101 [0.5]	Global Health
HLTH 3102 [0.5]	Indigenous Health in a Global World
HUMR 3504 [0.5]	Public Health and Human Rights
IDES 2600 [0.5]	Human Factors/Ergonomics in Design
IDES 3107 [0.5]	Design and Sustainability
IDES 3601 [0.5]	Research for Design
INDG 3001 [0.5]	Indigenous Governance
INDG 3011 [0.5]	Indigenous Rights, Resistance, and Resurgence

LAWS 2105 [0.5]   **Social Justce and Human Righ ts**

LAWS 3307 [0.5]   **Youth and Criminal Law**

LAWS 3503 [0.5]   **Equality and Discriminaon**

LAWS 3504 [0.5]   **Law and Aboriginal Peoples**

LAWS 3800 [0.5]   **Law of Environmental Quality**

LAWS 4001 [0.5]   **Law, Family and Gender**

LAWS 4305 [0.5]   **Criminal Justce R eform**

LAWS 4311 [0.5]   **Human Rights in Canadian Prisons**

LAWS 4503 [0.5]   **Law, Disability and Society**

LAWS 4504 [0.5]   **Indigenous Criminal Justce**

LAWS 4603 [0.5]   **Transional Jus ce**

LAWS 4607 [0.5]   **Immigraon and R efugee Law**

LAWS 4800 [0.5]   **Environment and Social Justce**

MUSI 2008 [0.5]   **Music of the World's Peoples**

MUSI 3103 [0.5]   **Music in Canada**

MUSI 3302 [0.5]   **Music and Gender I**

MUSI 4102 [0.5]   **Theory and Methods in Ethnomusicology**

MUSI 4103 [0.5]   **Ethnomusicology of Canadian Tradions**

MUSI 4104 [0.5]   **First Peoples Music in Canada**

MUSI 4303 [0.5]   **Music and Gender II**

MUSI 4306 [0.5]   **Music and Wellbeing in a Global Context**

PHIL 1550 [0.5]   **Introducon t o Ethics and Social Issues**

PHIL 2103 [0.5]   **Philosophy of Human Rights**

PHIL 2306 [0.5]   **Philosophy and Feminism**

PHIL 2307 [0.5]   **Gender and Philosophy**

PHIL 2380 [0.5]   **Introducon t o Environmental Ethics**

PHIL 3340 [0.5]   **Topics in Contemporary Social and Polic al Philosophy**

PHIL 3350 [0.5]   **Philosophy, Ethics, and Public Affairs**

PHIL 3360 [0.5]   **Philosophy, Economics, and Public Policy**

PHIL 3380 [0.5]   **Environments, Technology and Values**

PIPS 3000 [0.5]   **Site-Specific Performance**

PSCI 2500 [0.5]   **Gender and Polics**

PSCI 3006 [0.5]   **Social Power in Canadian Polics**

PSYC 2301 [0.5]   **Introducon t o Health Psychology**

SOCI 2010 [0.5]   **Cric al Approaches to Economic Inequality**

SOCI 2020 [0.5]   **Race and Ethnicity**

SOCI 2030 [0.5]   **Work, Industry and Occupaons**

SOCI 2040 [0.5]   **Food, Culture and Society**

SOCI 2043 [0.5]   **Sociology of the Family**

SOCI 2045 [0.5]   **Gender and Society**

SOCI 2080 [0.0]   **Humans/Animals: the More-than-Human in Social Research**

SOCI 2170 [0.5]   **Foundaons in Social Jus ce**

SOCI 2450 [0.5]   **Crime and Society**

SOCI 2702 [0.5]   **Power and Social Change**

SOCI 2705 [0.5]   **Popular Culture in the Digital Age**

SOCI 3010 [0.5]   **Power, Oppression and Resistance**

SOCI 3019 [0.5]	**Sociology of Internaonal Migraon**
SOCI 3020 [0.5]	**Studies in Race and Ethnicity**
SOCI 3030 [0.5]	**Studies in Work, Industry and Occupaons: Authority and Experse**
SOCI 3038 [0.5]	**Studies in Urban Sociology**
SOCI 3040 [0.5]	**Studies in the Sociology of Gender**
SOCI 3044 [0.5]	**Sociology of Sex and Sexuality**
SOCI 3050 [0.5]	**Studies in the Sociology of Health**
SOCI 3055 [0.5]	**Studies in Addicons**
SOCI 3056 [0.5]	**Women and Health**
SOCI 3060 [0.5]	**Crical Disability Studies**
SOCI 3170 [0.5]	**Social Jusce in Acon**
SOCI 3300 [0.5]	**Studies in the Sociology of Educaon**
SOCI 3430 [0.5]	**Studies in Collecve Acon and Social Movements**
SOCI 3480 [0.5]	**Law and Social Regulaon**
SOCI 4040 [0.5]	**Feminist Sociology of Interseconality**
SOCI 4730 [0.5]	**Colonialism and Post-Colonialism**
SOWK 2005 [0.5]	**Values and Ethics for Social Work**
SOWK 2203 [0.5]	**Introducon to Social Work Pracce with Groups and Communies**
SOWK 3207 [0.5]	**Human Rights Pracce in Civil Society**
SOWK 4000 [0.5]	**Social Work and Indigenous Peoples**
SOWK 4003 [0.5]	**Advanced Social Work Pracce with Communies**
SXST 2101 [0.5]	**Sexuality Studies: A Crical Introducon**
SXST 2102 [0.5]	**Sexuality, Gender, and Security**
SXST 4104 [0.5]	**Sexuality and Polical Economy**
TSES 3001 [0.5]	**Technology-Society Interacons**
TSES 4006 [0.5]	**Technology and Society: Work**
WGST 2801 [0.5]	**Acvism, Feminisms, and Social Jusce**

5. The remaining requirements of the major discipline(s) and degree must be sasfied.

Total Credits	4.0

New Resources	No New Resources
Summary	New minor in Community Engagement (Submied in Sept and returned for update Oct 15th with ANTH 3010 in #4).
Raonalę	The proposed Minor in Community Engagement will offer students a rigorous course of study that includes the theoretical tools and practical skills to recognize, respectfully engage, and build community, while working for change and respecting differences both on- and off-campus. It will draw on existing and growing strengths within the Department of Sociology and Anthropology as well as on FASS and University-wide efforts to incorporate meaningful experiential learning opportunities within the broader curriculum. The minor comes at a time when the university is centering community engagement in its aspirations, and when students, more than ever, are searching for ways to ensure their studies are socially relevant and will help them promote positive change beyond the university to tackle urgent societal questions.
Transition/Implementation	n/a new program
Program reviewer comments	**peterthompson (09/14/20 1:01 pm):** Rollback: As requested. **blairrutherford (09/14/20 3:16 pm):** Rollback: ENST 4450 should be added under 3. **sarahcleary (09/15/20 8:00 am):** Rollback: Rollback as per unit request.

peterthompson (10/15/20 12:15 pm): Rollback: To add new course.

sarahcleary (12/08/20 9:43 am): Section 3 and 4 - rearranged courses in alpha numeric order.

Key: 2033

New Course Proposal

Date Submi ed: 12/09/20 7:54 am

Viewing: **ANTH 4171 : Community Engagement Capstone**

Last edit: 12/09/20 7:56 am

Changes proposed by: sarahcleary

Programs referencing this course

[Minor in Community Engagement](#)

In Workflow

1. **SOAN ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 09/08/20 4:41 pm
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
2. 10/09/20 10:54 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 10/09/20 10:56 am
   Sarah Cleary
   (sarahcleary): Approved
   for SOAN ChairDir UG
4. 11/26/20 2:38 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 12/08/20 9:53 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/08/20 8:43 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 12/09/20 7:44 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
8. 12/09/20 7:56 am
   Sarah Cleary
   (sarahcleary): Approved
   for SOAN ChairDir UG
9. 12/09/20 8:01 am
   Sarah Cleary

Effecve Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ANTH
Course Number	4171
Title	Community Engagement Capstone
Title (short)	Community Engagement Capstone

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Credit Value	0.50
Significant Experienal Learning	Industry/Community Research Projects
Course Descripon	Students in the capstone will reflect on their engagement experiences and advance their cric al understanding of community through a series of in-class acvies and r eadings. Students will produce a public-facing arf act (e.g., blog, podcast, video) related to their experiences, potenally in collaboraon with c ommunity partners.
Prerequisite(s)	ANTH 2180 and fourth year standing or permission of instructor.
Class Format	Lecture, discussion and project work three hours per week.
Precluded Courses	
Also listed as	SOCI 4171.
Piggybacked Courses	

Grade Mode	Standard Le er Grade
Schedule Type	*Capstone
	*May constut e a major modificaon under Carle ton's IQAP. Please consult [hp s://carleton.ca/viceprovost/major-minor-modificaons/](https://carleton.ca/viceprovost/major-minor-modificaons/) for more details.
Unpaid Placement	No
Summary	New course for proposed new minor in Community Engagement.
Raonale f or new course	The capstone course will provide students with an opportunity to reflect on and share with other students their diverse theorec al understandings and experiences with community engagement, underpinning the collaborav e and interdisciplinary understanding of "community engagement" advanced by the minor. A public-facing final project, potenally in c ollaboraon with a c ommunity partner, will be summav e of their complete experience in the minor-program and will provide students an opportunity to transform their experiences into knowledge relevant for the public.
Course reviewer comments	**sarahcleary (10/09/20 10:54 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (10/09/20 10:56 am):** Approving on behalf of SOAN ChairDir UG. **sarahcleary (12/09/20 7:44 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (12/09/20 7:56 am):** Approving on behalf of SOAN ChairDir and AS Dean/AS FCC/AS FBoard as proposal was rolled back in error.

Key: 10096
Preview Bridge
Why Did This Not Sync?

Preview Bridge

New Course Proposal

Date Submitted: 12/09/20 7:41 am

Viewing: **SOCI 4171 : Community Engagement Capstone**

Last edit: 12/09/20 4:48 pm

Changes proposed by: sarahcleary

Programs referencing this course

[Minor in Community Engagement](#)

In Workflow

1. **SOAN ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 09/08/20 4:41 pm
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
2. 10/07/20 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
3. 10/23/20 1:52 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
4. 12/09/20 7:41 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
5. 12/09/20 8:03 am
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
6. 12/09/20 4:48 pm
   Sarah Cleary
   (sarahcleary): Approved
   for AS Dean
7. 12/09/20 4:49 pm
   Sarah Cleary
   (sarahcleary): Approved
   for AS FCC
8. 12/09/20 4:50 pm
   Sarah Cleary
   (sarahcleary): Approved
   for AS FBoard

Effecve Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	SOCI
Course Number	4171
Title	Community Engagement Capstone
Title (short)	Community Engagement Capstone

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Credit Value	0.50
Significant Experienal Learning	Industry/Community Research Projects
Course Descripon	Students in the capstone will reflect on their engagement experiences and advance their crical understanding of community through a series of in-class acvies and readings. Students will produce a public-facing arfact (e.g., blog, podcast, video) related to their experiences, potenally in collaboraon with community partners.
Prerequisite(s)	SOCI 2180 and fourth year standing or permission of the instructor.
Class Format	Lecture, discussion and project work three hours a week.
Precluded Courses	
Also listed as	ANTH 4171.
Piggybacked Courses	

Grade Mode	Standard Le.er Grade
Schedule Type	*Capstone
	*May constute a major modificaon under Carleton's IQAP. Please consult hps://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	New course for proposed new minor in Community Engagement.

Raonale f or new course	The capstone course will provide students with an opportunity to reflect on and share with other students their diverse theorec al understandings and experiences with community engagement, underpinning the collaborav e and interdisciplinary understanding of "community engagement" advanced by the minor. A public-facing final project, potenally in c ollaboraon with a c ommunity partner, will be summav e of their complete experience in the minor-program and will provide students an opportunity to transform their experiences into knowledge relevant for the public.
Course reviewer comments	**sarahcleary (12/09/20 7:41 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (12/09/20 3:41 pm):** Minor formang t o prerequisite as per standard layout. **sarahcleary (12/09/20 4:48 pm):** Approving on behalf of AS Dean/AS FCC/AS FBoard as per email with P. Thompson.

Key: 10095
Preview Bridge
Why Did This Not Sync?

Preview Bridge

Minor in Community Engagement

Associated Minors

Course Code	Course Title
SOCI 2180	Foundations in Community Engagement
ANTH 2180	Foundations in Community Engagement

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 11, 2020

From: Alana Skwarok, Collections Librarian (Arts & Social Sciences)

To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc   Amber Lannon, University Librarian
              Laura Newton Miller, Head, Collections & Assessment
              Sally Sax, Head, Electronic Resources & Acquisitions
              Patti Harper, Head, Research Support Services

Recommendation

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

- o   Minor in Community Engagement

This is a formal notification for your records.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X X] I support this change

unconditionally.

 [ ] I do not support this change.

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

Signature: *Nicolas Carrier*

Name: Nicolas Carrier

Title: Director

Academic unit:

Criminology &

Criminal Justice

Date: 2020-09-02

Notes: This is a fantastic and timely project, superbly crafted.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

I support the change, subject to the edits that have been sent back by our undergraduate coordinator Jill Wigle – most notably, that our practicum courses should not be included in the minor.

Signature: _____

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 25 August 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Shawn Graham

Title: Professor; Coordinator, MA in Digital Humanities and the Minor in Digital

Humanities, College of the Humanities

Academic unit: Dept of History; 0% Greek and Roman Studies, College of the

Humanities

Date: August 24, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change

unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Janice Schroeder

Title: Associate Professor and Chair

Academic unit:

English

Date: Aug 25, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[**X**] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Martin Holcik

Title: Professor and Chair

Academic unit: Health Sciences

Date: August 26, 2020

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _James Miller (signature)_

Name: James Miller

Title: Chair

Academic unit:

History

Date: 18/8/20

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *(signature)*

Name: PAUL MKANDAWIRE

Title: CO-DIRECTOR

Academic unit: IIS (INMAN RIGHTS)

Date: 31 AUGUST 2020

Notes:

RE: p r o p o s e d M i n o r i n C o m m u n i t y E n g a g e m e n t

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Christine Duff

Title: Director

Academic unit:

Institute of African

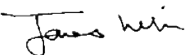Studies

Date: 28 August 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

x I support this change, with the following reservations:

    A) We might need to create an extra section for the courses if design courses are popular with non-design students.
    B) We think the second-year course IDES 2600 should be restricted to students in the BID Major

Signature:

Name: Bjarki Hallgrimsson

Title: Director/Associate Professor

Academic unit: School of Industrial Design

Date: Sep 2-2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature: *Allan Thompson*

Name: Allan Thompson

Title: Associate Director, School of Journalism and Communication / Journalism program

head

Academic unit:

Journalism

Date: Sept. 8, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

[X] I support this change, with the following reservations: The Department of Law and Legal Studies will need to assess the future impact on its course enrolments of the proposed Minor. However, at this time, the Department does not have any concerns in this regard.

Signature:

Name: Vincent Kazmierski

Title: Chair

Academic unit: Departmen of Law and Legal Studies

Date: September 7, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change

unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Annie Larivée

Title: Chair

Academic unit: Philosophy Department

Date: 31-08-2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _(signature)_

Name: E. Sloan

Title: Chair

Academic unit: Political Science

Date: 18 Aug 2020

Notes: It is possible not all PSCI electives
indicated in this minor will be
available every year.

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: p r o p o s e d   M i n o r   i n   C o m m u n i t y   E n g a g e m e n t

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Joanna Pozzulo

Title: Professor and Departmental Chair

Academic unit:

Psychology

Date: 8/17/2020

Notes:

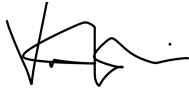## STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[✓] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _(signature)_

Name: Brian Foss

Title: Director

Academic unit: SSAC

Date: 12/8/20

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: p r o p o s e d   M i n o r   i n   C o m m u n i t y   E n g a g e m e n t

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Anna Hoefnagels

Title: Director

Academic unit: School of Indigenous and Canadian Studies

Date: 25 August 2020

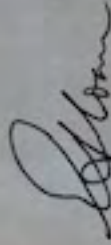<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: proposed Minor in Community Engagement

[X] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: David Wood

Title: Professor, Director

Academic unit:

School of

Linguistics and

Language Studies

Date: August 31,

2020

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: p r o p o s e d   M i n o r   i n   C o m m u n i t y   E n g a g e m e n t

[x] I support this change

unconditionally.

 [ ] I do not support this change.

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

Signature: *Sarah Louise Todd*

Name: Sarah Todd

Title: Director and Professor

Academic unit:

Social Work

 Date: September 1,

2020

 Notes:

This looks like a great initiative, that I think will be of interest to our students.
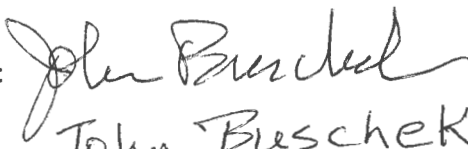
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *John Buschek*

Name: John Buschek

Title: Director

Academic unit: Technology, Society, Environment Studies

Date: September 1, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _Ann Cv_

Name: _Ann Cvetkovich_

Title: _Professor + Director_

Academic unit: _Institute of Women's + Gender Studies_

Date: _Sept 2, 2020_

Notes:

Date Submi ed: 06/05/20 9:03 am

Viewing: **MBE** ~~M1E~~ **: Minor in Business (Entrepreneurship)** ~~Entrepreneurship~~

Last approved: 04/15/20 4:17 pm

Last edit: 11/12/20 11:40 am

Last modified by: elizabethbruce

Changes proposed by: sarahcleary

In Workflow

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

Approval Path

1. 06/05/20 9:03 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
2. 06/08/20 2:38 pm
   Sarah Cleary
   (sarahcleary): Approved
   for BUSI ChairDir UG
3. 07/23/20 10:21 am
   Dana Brown
   (danabrown): Approved
   for BUS Dean
4. 08/28/20 9:19 am
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FCC
5. 08/28/20 9:20 am
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FBoard
6. 09/28/20 3:19 pm
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP
7. 10/13/20 12:04 pm
   Erika Strathearn
   (erikastrathearn):
   Approved for SCCASP
8. 10/29/20 11:52 am
   Sarah Cleary
   (sarahcleary): Rollback to
   BUS FBoard for SQAPC
9. 12/01/20 8:35 am
   Howard Nemiroff
   (howardnemiroff):
   Approved for BUS FBoard

History

1. Mar 19, 2014 by sandra
2. Aug 14, 2014 by sandra
3. Feb 11, 2015 by sandra
4. Jan 4, 2018 by Alana Brzozowski (alanabrzozowski)
5. Apr 15, 2020 by Alana Brzozowski (alanabrzozowski)

Calendar Pages Using this Program	Business

Effecv e Date	2021-22
Workflow	**majormod** ~~minormod~~
Program Code	**MBE** ~~M1E~~
Level	Undergraduate
Faculty	Spro School of Business
Academic Unit	School of Business
Degree	Not Applicable
Title	Minor in **Business (Entrepreneurship)** ~~Entrepreneurship~~

Program Requirements

Minor in **Business (Entrepreneurship)** ~~Entrepreneurship~~ (4.0 credits)

Only students pursuing an undergraduate program (except B.Com. and B.I.B.) requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits toward their degree with a minimum Overall CGPA of 7.00 may be admi ed to the Minor in **Business (Entrepreneurship).** ~~Entrepreneurship.~~

Students who are required to leave the Minor due to a low Minor CGPA may not return to the Minor at any subsequent date.

Students are required to present a Minor CGPA of 6.50 or higher at graduaon in or der to be awarded a Minor in Business (Entrepreneurship). ~~Entrepreneurship.~~

Requirements
1. ~~0.5 credit in:~~ ~~0.5~~
   ~~BUSI 1003 [0.5]~~　　　　　　　~~Survey of Accounng~~
2. ~~3.0 credits in:~~ ~~3.0~~
   ~~BUSI 2121 [0.5]~~　　　　　　　~~Introducon t o Organizaonal Beha viour~~
   ~~BUSI 2204 [0.5]~~　　　　　　　~~Basic Markeng~~

1. **1.0 credit in:**   **1.0**

   BUSI 1801 [0.5]   **Foundaons of Business**

   BUSI 2800 [0.5]   Entrepreneurship

2. **2.0 credits in:**   **2.0**

   BUSI 3600 [0.5]   Entrepreneurial Strategies

   BUSI 3810 [0.5]   Business Development

   BUSI 3820 [0.5]   Praccum in Business Design

3. ~~0.5 credit in:~~   ~~0.5~~

   BUSI 4810 [0.5]   Praccum in Business Cr eaon

3. **1.0 credit in BUSI at the 2000-level or higher**   **1.0**

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits   4.0

New Resources	No New Resources
Summary	Clarificaon of Minor name and r eplacing the intro BUSI courses with the Foundaons in Business course
Raonale f or change	The Minor in Business is increasing its flexibility and ability to provide a more bespoke opportunity for students interested in certain aspects of business as they pertain to their backgrounds.
Transion/Implemen taon	Fall '21 implementaon. Cour ses that are deleted will sll be a vailable to students who wish to remain in the Minor in Entrepreneurship, and students who are wanng t o COPE but have already completed the 3 deleted courses will have the two 2000-level courses applied to item 3, and BUSI 1003 will replace BUSI 1801, thus the transion t o the new entrepreneurship stream is seamless.

Program reviewer comments	**sarahcleary (06/05/20 8:57 am):** Updated from minor mod to major mod as per OVPAVPA. Forma ed BUSI 1801. Updated credit values on right hand side to match new changes. **sarahcleary (06/05/20 9:03 am):** Rollback: Rollback to update workflow from minor to major. No acon r equired on your part. **sarahcleary (06/08/20 2:38 pm):** Approving on behalf of BUSI ChairDir UG. **elizabethbruce (09/22/20 1:50 pm):** Updang pr ogram code from MIE to MTE to account for program name change. **sarahcleary (10/29/20 11:52 am):** Rollback: Rollback to BUS FBoard as per OVPAVPA request. **elizabethbruce (11/12/20 11:40 am):** Updang pr ogram code from MTE to MBE to reflect revised program tle

Key: 518

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Robin Ritchie (Associate Dean, Professional Graduate Programs, Sprott)

CC: Dana Brown (Dean, Sprott)
             Patrice Smith (Dean, FGPA), James Opp (Associate Dean, FGPA)
             David J. Hornsby (AVP, Teaching and Learning)

Date: November 5, 2020

Subject: Major Modification to the Master of Business Administration (MBA) program. Track A1
             Introduction of online and hybrid delivery modes

---

Modification Description

The **Master of Business Administration (online)** is a new delivery mode for Carleton University's **Master of Business Administration** program, offered by the Sprott School of Business. Although the introduction of a new delivery mode is considered a major modification, there will be **no change to program learning objectives or curriculum under this proposal**. The online MBA will be delivered by Sprott faculty and follow the same quality and assurance-of-learning procedures used in our existing face-to-face MBA, as required by our primary accreditation body, the Association to Advance Collegiate Schools of Business (AACSB).

The principal rationale for introducing an online version of the MBA is to enable Carleton to meet the needs of underserved markets that few Canadian business schools are currently addressing. Evidence from Canada, along with similar geographic markets such as the United States and Australia, suggests that there is significant latent demand in Canada for an online MBA offered by traditional universities, and that interest in such a degree is likely to grow. Our aim is to meet the needs of learners for whom traditional campus-based offerings are inaccessible or impractical.

The addition of a fully-online delivery mode will also provide Sprott with critical expertise necessary to incorporate world-class remote learning into our existing offerings at some future date. Competition for MBA students is intense, and applicants increasingly expect a hybrid learning experience that effectively leverages the strengths of both remote and face-to-face learning. Although we have been teaching our courses remotely during the COVID-19 pandemic, this experience has demonstrated that our ability to design and deliver high-quality online courses remains underdeveloped. We need to improve our competencies in these areas in order to serve students effectively.

Design & Delivery

Degree requirements, courses, and learning goals for the online MBA will be identical to our existing offerings. Courses will be taught by a combination of full-time faculty and contract instructors in a proportion similar to our face-to-face MBA delivery modes. We are governed in this regard by AACSB accreditation standards, which impose strict requirements to ensure that programs are taught primarily by faculty who are actively engaged in scholarly activities.

Since this version of the program is aimed specifically at the online market, it will require some adjustment to the way our courses are scheduled and delivered. As with our existing offerings, standards of academic rigour will be strictly maintained. The MBA is already offered in non-traditional modes through our intensive-delivery Professional and Shanghai-based offerings, and we intend to draw on that experience when adapting the program for remote delivery.

Market research has shown that individuals who choose to complete their MBA online need the flexibility to begin their studies at a time of year that is convenient for them, and the freedom to complete the degree at their own pace *(Maclean's, Getting an MBA 2020)*. For this reason, students who enroll in the online MBA will have the option to start the program at multiple entry points and the flexibility to complete the degree in 12 months or a longer period of time.

While standard courses at Carleton comprise 36 contact hours (corresponding to 0.5 academic credits), the Sprott MBA was built mainly around 18-contact-hour (0.25-credit) courses. This gives students flexibility to choose from a broad range of topic options, but it also creates operational complexity that, in the case of the online MBA, impairs our ability to offer multiple entry points. For this reason, the online version of the MBA will pair thematically-related 0.25-credit courses into 0.5-credit "blocks". The two courses that make up each block will be paired for scheduling purposes, while remaining separate from a teaching and grading standpoint. Many of our 0.25-credit courses have a natural counterpart with which they can be paired to form a course block (e.g., Financial Accounting + Managerial Accounting). In other instances, we will pair two different-but-complementary 0.25 credit courses, as shown below:

Core courses in current MBA   *Delivery "blocks" in online MBA*

MGMT 5100	Managing People and Organizations	0.5	→	Unchanged	MGMT 5100	0.5
MKTG 5200	Marketing Strategy	0.5	→	Unchanged	MKTG 5200	0.5
STGY 5903	Strategic Concepts	0.5	→	Unchanged	STGY 5903	0.5
STGY 5900	Corporate and Business Strategy	0.5	→	Unchanged	STGY 5900	0.5
ACCT 5001	Financial Accounting	0.25	→	Paired	ACCT 5001 + ACCT 5002	0.5
ACCT 5002	Managerial Accounting	0.25				
FINA 5501	Financial Management	0.25	→	Paired	FINA 5501 + FINA 5502	0.5
FINA 5502	Corporate Finance	0.25				
IBUS 5701	International Business	0.25	→	Paired	IBUS 5701 + BUSI 5802	0.5
BUSI 5802	Business Ethics	0.25				
ITIS 5401	Managing Infosys in Organizations	0.25	→	Paired	ITIS 5401 + TOMS 5302	0.5
TOMS 5302	Operations Management	0.25				
BUSI 5801	Statistics for Business	0.25	→	Paired	BUSI 5801 + elective course	0.5

Current Financial Management concentration

				Delivery "blocks" in online MBA		
ACCT 5011	Financial Statement Analysis	0.25	→	*Paired*	*ACCT 5011 + ACCT 5012*	0.5
ACCT 5012	Performance Measurement	0.25				
ACCT 5013	Financial Reporting in Public Orgs	0.25	→	*Paired*	*ACCT 5013 + ACCT 5014*	0.5
ACCT 5014	Governance	0.25				
FINA 5511	Investments	0.25	→	*Paired*	*FINA 5511 + FINA 5514*	0.5
FINA 5514	International Finance	0.25				
FINA 5512	Valuation	0.25	→	*Paired*	*FINA 5512 + FINA 5513*	0.5
FINA 5513	Mergers and Acquisitions	0.25				
FINA 5521	Financial Mgmt Integration	0.25	→	*Paired*	*FINA 5521 + elective course*	0.5

Current Business Analytics concentration

				Delivery "blocks" in online MBA		
DATA 5000	Data Science Seminar	0.5	→	*Unchanged*	*DATA 5000*	0.5
ITIS 5433	Business Analytics Methods	0.5	→	*Unchanged*	*ITIS 5433*	0.5
ITIS 5408	Social Analytics	0.5	→	*Unchanged*	*ITIS 5408*	0.5
ITIS 5431	Business Analytics for Managers	0.25	→	*Paired*	*ITIS 5431 + ITIS 5434*	0.5
ITIS 5434	Data Visualization for Analytics	0.25				
TOMS 5303	Managing Projects	0.25	→	*Paired*	*TOMS 5303 + elective course*	0.5

Current Management & Change concentration

				Delivery "blocks" in online MBA		
MGMT 5120	Leading and Managing Change	0.5	→	*Unchanged*	*MGMT 5120*	0.5
MGMT 5111	Conflict and Negotiation	0.25	→	*Paired*	*MGMT 5111 + MGMT 5112*	0.5
MGMT 5112	Power and Influence	0.25				
MGMT 5113	Managing Teams	0.25	→	*Paired*	*MGMT 5113 + MGMT 5114*	0.5
MGMT 5114	Managing Diversity	0.25				
MGMT 5116	Managing Performance	0.25	→	*Paired*	*MGMT 5116 + MGMT 5117*	0.5
MGMT 5117	Knowledge Management	0.25				
MGMT 5115	Leadership	0.25	→	*Paired*	*MGMT 5115 + elective course*	0.5

The structure of the online MBA will allow as many as 6 points of entry, as shown below (subject to adjustment following the RFP process). Highlights illustrate a sample student journey in one of the three concentrations:

Fall 1	Fall 2	Winter 1	Winter 2	Summer 1	Summer 2
Core course / block	Core course / block	Core course / block	Core course / block	Core course / block	Core course / block
Core course / block	Concentration 1	Core course / block	Concentration 1	Core course / block	Concentration 1
Concentration 1	Concentration 2	Concentration 1	Concentration 2	Concentration 1	Concentration 2*
Concentration 2	Concentration 3	Concentration 2	Concentration 3	Concentration 2	Concentration 3
Concentration 3		Concentration 3		Concentration 3	

* Each student will take one 0.5 credit course block from another concentration as an elective.

Impact on Other Programs

Although it shares the same learning goals and degree credentials as Sprott's existing MBA offerings, we anticipate that the new online delivery mode will expand Sprott's reach across Canada and in

international markets. We do **not** expect it to cannibalize because existing offerings offer distinctive benefits that the online MBA will not.

Approximately 85% of our current full-time **weekday MBA** cohort are international students, the majority of whom indicate that they were attracted by the opportunity to learn, work, and live in Canada. In our **Professional MBA**, which mainly serves Ottawa-based working professionals via intensive classes offered on Fridays and Saturdays, student surveys have shown a strong preference for face-to-face, cohort-based learning. Students in our **Shanghai MBA** place a similarly high premium on the face-to-face experience, as evidenced by the fact that they chose the Sprott MBA over the many online options currently promoted in that market. Likewise, we do not expect the online MBA to impact demand for programs offered by other academic units at Carleton.

Operational Impact

Introduction of an online MBA will benefit Sprott's operations in at least two ways:

- Availability of online courses will allow the school to continue to serve the international students admitted to our full-time weekday MBA program if restrictions prevent them from travelling to Ottawa. In 2019, approximately 85% of these students came from other countries.

- An online MBA will also make it possible for students enrolled in our face-to-face MBA offerings to complete some of their courses online. This is particularly helpful for students in our Professional MBA or Shanghai MBA who miss a course due to illness or family emergency, or who fail a course and need to retake it.

In keeping with our focus on flexibility, students will have the ability to transfer between the online and face-to-face MBA, although experience at other universities suggests that this is uncommon. We expect the number of students switching from face-to-face into the online MBA to be roughly equal to the number moving in the opposite direction. Guidelines will be established to limit the number of times a student can switch between modalities.

Advertising for the online MBA will be substantial and is likely to benefit other programs offered by the School of Business—and Carleton University more generally—due to the visibility and awareness this will generate. In recent years, resource constraints have prevented Sprott from making significant investments in either brand-building or program promotion.

The only MBA concentration that includes an external course is Business Analytics, which requires DATA 5000 (Data Science Seminar) offered by the Institute for Data Science. IDS has confirmed that they are willing to support the online MBA by offering the course online.

Student Demand

Many sources show evidence of growing general interest in online learning in Canada. There is particular demand for flexible, high-quality online MBA offerings that allow students to learn at their own pace, adjust to changing life circumstances, and learn from anywhere:

- The Higher Education Quality Council of Ontario notes that adult learners in Ontario have a high need to enhance their skills, but family and work responsibilities often limit their ability to participate in traditional face-to-face programs *(HEQCO, Lifelong Learning in Ontario)*.

- Improvements in technology and internet access have made online learning an increasingly popular option, and evidence suggests that this trend will continue. In Ontario, year over year growth in online learning stood at 14% in 2019 *(National Survey of Online and Digital Learning)*.

- The MBA is the most searched-for degree in Canada. Between 2018 and 2019, searches for 'MBA' on Google increased by 277% *(Google Search Data)*.

Currently, 50 universities offer MBA programs in Canada, but only six offer a fully-online option (i.e., no on-campus requirements). This suggests significant unmet need and potential for growth.

Resources

The launch of the online MBA will require a substantial and sustained investment in:

- Guidance and technical aid to faculty members to support transition course content to a format suitable for remote delivery.

- Capacity-building for student advising, support, and career services.

- Marketing and advertising to build awareness and credibility and recruit students.

Course adaptation and development will be performed by Sprott faculty with support from Carleton Teaching and Learning Services. Student advising, support, and career services will be provided by Carleton staff, as is currently done with our face-to-face offerings.

Consistent with current practice at several other Canadian universities, marketing and advertising of the online MBA will be managed by an external partner who has the expertise to perform this function more effectively and at lower cost than can be achieved internally. Where appropriate, the partner may also be contracted to provide advice regarding program logistics, selection of suitable technology, and effective use of online tools to support student learning.

A Request for Proposal and competitive bidding process will be used to select the partner. The contract will be fully reviewed by the university's legal team and will be for a limited term that enables Carleton to develop expertise without long-term commitment. We have also engaged an independent consultant with experience in online partnership management to ensure that the agreement limits Carleton's risk, respects our academic mandate, and maximizes benefits to the university.

Here is a summary of resource requirements:

a. *Faculty resources*: We intend to hire additional full-time faculty once the program is established and the level of demand is clear. However, in the first 2-3 years, additional teaching capacity required by the online MBA will be achieved by paying current faculty to teach overload or, where necessary, by hiring contract instructors. When a contract instructor is used, they will work closely with faculty who are already teaching the same MBA modules in our existing delivery modes.

b. *Contract instructors and course development costs:* The online MBA stream includes 9 core course blocks and 18 concentration/elective course blocks (3 concentrations × 6 blocks per concentration). Total estimated expenses for teaching (based on a course buy-out / contract instructor cost of $7,500 per 0.5 credit) are 27 × $7,500 = $202,500. We anticipate that course development costs in the first year will be roughly equivalent to the cost of teaching (i.e., an additional $202,500); thereafter we expect course development and improvement expenses equivalent to 20% of teaching costs.

Our proposal includes a maximum of 6 entry points for the program. Although we expect to attract 20 students at entry points 1 and 2, it would be prudent to model for the risk of having to absorb the development costs for the first 9 course blocks (which takes us to entry point 3) without revenue. In this case, we would require fiscal budget to cover the cost of 9 courses, including teaching and associated course development (9 × $15,000 = $135,000). Teaching and Learning Services has confirmed that they are willing to contribute $50,000 toward these development costs. Sprott would benefit from additional fiscal money to cover the remainder of instructional costs ($85,000), but will work without this if required.

Even without fiscal investment, it is possible to bootstrap and draw on current teaching resources within Sprott and existing development funds in TLS, counting on ongoing revenue to support us going forward. In that case, we would require zero upfront investment from the university.

c. *Administrative support*: A student support officer will be required for the online MBA; initially, this role will be filled on a fractional basis (i.e., as part of the responsibilities of a staff member who also performs other functions). Incremental support will also required for the provision of career services; this role will also initially be filled on a fractional basis. Finally, there will be additional demands on central admissions and registrar services, roughly proportional to the size of the program.

d. *Library resources*: Students in the online MBA will increase demand for electronic resources in line with the size of the program. A librarian may need to be allocated on a fractional basis to respond to queries from online students.

e. *Space*: None. The program will be delivered exclusively online.

f. *Equipment*: None. The program will be delivered online, using existing equipment.

g. *Graduate student funding*: None. This is a professional program; there is no expectation of graduate funding.

New Course Proposal

Date Submi ed: 09/18/20 4:41 pm

Viewing: **GINS 3999 : Co-operav e Work Term**

Last edit: 09/18/20 4:41 pm

Changes proposed by: jenellewilliams

Programs referencing this course	R-UG-COOP-B.G.IN.S Admission and Connua on R equirements

Approval Path

1. 09/03/20 8:00 am Sarah Cleary (sarahcleary): Rollback to Inia tor
2. 09/18/20 10:28 am Mary Francoli (maryfrancoli): Rollback to Inia tor
3. 09/24/20 9:46 am Mary Francoli (maryfrancoli): Approved for KROE ChairDir UG
4. 09/30/20 8:02 pm David Mendeloff (davidmendeloff): Approved for PA Dean
5. 10/09/20 1:42 pm David Mendeloff (davidmendeloff): Approved for PA FCC
6. 11/26/20 2:46 pm David Mendeloff (davidmendeloff): Approved for PA FBoard

Effecv e Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	GINS

Course Number	3999
Title	Co-operave Work Term
Title (short)	Co-operave Work Term
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.0
Significant Experienal Learning	Co-op
Course Descripon	N/A
Prerequisite(s)	
Class Format	N/A
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Sasfactory/Unsasfactory
Schedule Type	*Work Term
	*May constute a major modificaon under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	The Bachelor of Global and Internaonal Studies Program (BGInS) proposes to establish a Co-operave Educaon Program opon for the BGInS degree. This cooperave educaon opon will expand the academic opportunies and experiences of undergraduate majors admied into the program and will help to aract excellent students to the BGInS Program.
	The BGInS Program proposes to make the Co-op Educaon Program opon available to qualified students in the 2021-2022 academic year, with the possible first work term in Summer 2024. Students who are accepted into the co-op program will begin their work terms aer the successful compleon of the third year of study and must include three work terms in their academic studies to graduate with the co-operave educaon opon.
	The co-op program will allow students to gain applied knowledge in the workplace in a variety of domesc governmental and industrial organizaons, inside and outside of Oawa.
Raonale for new course	We expect this to be a significant factor in aracng students to the program. The co-op program will also provide students with work experience and a more realisc understanding of job possibilies that will increase their likelihood of finding employment after graduaon. We believe that the combinaon of the internaonal experience requirement in the BGInS program, combined with domesc work experience in the Oawa area, will produce graduates who will have an advantage in the job market for globally-oriented careers.

Course reviewer comments	**sarahcleary (09/03/20 8:00 am):** Rollback: Rollback for eding.
	maryfrancoli (09/18/20 10:28 am): Rollback: Rolling back as requested

Key: 10091
<u>Preview Bridge</u>
<u>Why Did This Not Sync?</u>

<u>Preview Bridge</u>

New Course Proposal

Date Submi　ed: 06/22/20 4:57 pm

Viewing: **ISAP 3999 : Co-operav　e Work Term**

Last edit: 06/22/20 4:57 pm

Changes proposed by: sarahcleary

Programs referencing this course	R-UG-COOP-B.Sc. Interdisciplinary Science and Pracce c　o-op admission and connua　on r　equirements

In Workflow

1. **IEIS ChairDir UG**
2. **SCI Dean**
3. **SCI FCC**
4. **SCI FBoard**
5. **PRE SCCASP**
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 01/17/20 6:32 pm
   Steven Cooke
   (stevencooke): Approved
   for IEIS ChairDir UG
2. 01/24/20 8:36 am
   Naomi Cappuccino
   (naomicappuccino):
   Rollback to IEIS ChairDir
   UG for SCI FCC
3. 06/17/20 10:54 am
   Michelle Santoianni
   (michellesantoianni):
   Rollback to Inia　tor
4. 06/22/20 9:50 am
   Michelle Santoianni
   (michellesantoianni):
   Rollback to Inia　tor
5. 06/22/20 4:57 pm
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia　tor
6. 08/06/20 7:10 am
   Steven Cooke
   (stevencooke): Approved
   for IEIS ChairDir UG
7. 08/12/20 11:13 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
8. 08/20/20 3:02 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
9. 09/24/20 3:57 pm
   Julia Wallace

(juliawallace): Approved for SCI FBoard

Effecve Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ISAP
Course Number	3999
Title	Co-operave Work Term
Title (short)	Co-op Work Term

Faculty	Faculty of Science
Academic Unit	Instute for Environmental and Interdisciplinary Sciences
Credit Value	0.0
Significant Experienal Learning	Co-op
Course Descripon	
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Sasfactory/Unsasfactory
Schedule Type	*Work Term
	*May constute a major modificaon under Carleton's IQAP. Please consult hps://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	ISAP is a new program with co-op. Co-op course was not added when the original courses were added to the calendar
Raonale f or new course	co-op course needed for when students begin work terms.

Course reviewer
comments

naomicappuccino (01/24/20 8:36 am): Rollback: Rolling back per Pam's request
sarahcleary (01/28/20 9:10 am): Updated effecv e date to 2021-2022 as per AS Dean.
michellesantoianni (06/17/20 10:54 am): Rollback: unit correcon
michellesantoianni (06/22/20 9:50 am): Rollback: correcons
sarahcleary (06/22/20 4:56 pm): Removed 'educaon' fr om tle. R emoved language from class format, prerequisite and course descripon s tatements as per typical calendar format.
sarahcleary (06/22/20 4:57 pm): Rollback: Rollback to update workflow to major modificaon. No acon r equired on your part.

Key: 9771
Preview Bridge
Why Did This Not Sync?

Preview Bridge

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC) for A2s

From: Guy Lacroix, Department of Psychology

CC: Pauline Rankin, Dean, Faculty of Arts and Social Sciences
              Peter Thompson, Associate Dean (Academic), Faculty of Arts and Social Sciences

Date: September 2nd, 2020

Subject: Six Thematic Minors in Psychology (Track A2)
_____

The Department of Psychology proposes to offer six new thematic minors in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. These minors reflect our areas of research as well as our highly successful concentrations.

Rational for the thematic minors

Five years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. These concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer thematic minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students' minds. Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

To our knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

The thematic minors
The proposed thematic minors would be open to all undergraduate students in programs other than Psychology. All involve 4.0 credits in psychology. PSYC 1001, 1002, 2001, and 2002 are common to all the minors and provide the foundation. The remaining 2.0 credits give each thematic minor its flavor. It

should also be noted that the credits assigned to mandatory and optional courses are area-specific and reflect the importance of the different topics to each discipline.

Students receiving a thematic minor cannot obtain the generic minor in psychology at the same time.

Minor in Forensic Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		**2.0**
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.0 credits in:		**1.0**
PSYC 2400 [0.5]	Introduction to Forensic Psychology	
PSYC 3402 [0.5]	Criminal Behaviour	
3. 1.0 credits from:		**1.0**
PSYC 3403 [0.5]	Addiction	
PSYC 3404 [0.5]	Police Psychology	
PSYC 3604 [0.5]	Clinical Psychology and Mental Illness	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		
		4.0

Minor in Cognitive Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.5 credits in:		1.5
PSYC 2307 [0.5]	Human Neuropsychology I	
PSYC 2700 [0.5]	Introduction to Cognitive Psychology	
PSYC 3702 [0.5]	Perception	
3. 0.5 credit from:		0.5
PSYC 3307 [0.5]	Human Neuropsychology II	
PSYC 3506 [0.5]	Cognitive Development	
PSYC 3508 [0.5]	Child Language	
PSYC 3709 [0.5]	Language Processing and the Brain	
PSYC 3710 [0.5]	Introduction to Human Factors	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Developmental Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	

Thematic minors —August 2020

PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 0.5 credit in:		0.5
PSYC 2500 [0.5]	Foundations of Developmental Psychology	
3. 1.5 credits from:		1.5
PSYC 3505 [0.5]	Exceptional Children	
PSYC 3506 [0.5]	Cognitive Development	
PSYC 3507 [0.5]	Social Development	
PSYC 3508 [0.5]	Child Language	
PSYC 3509 [0.5]	Adolescence and Emerging Adulthood	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Health Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.5 credits in:		1.5
PSYC 2301 [0.5]	Introduction to Health Psychology	
PSYC 3302 [0.5]	Positive Psychology	

PSYC 3604 [0.5]	Clinical Psychology and Mental Illness	
3. 0.5 credit from:		0.5
PSYC 3301 [0.5]	Sport and Performance Psychology	
PSYC 3403 [0.5]	Addiction	
PSYC 3405 [0.5]	Psychology of Motivation and Emotion	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Organizational Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.0 credits in:		1.0
PSYC 2801 [0.5]	Organizational Psychology I	
PSYC 3801 [0.5]	Organizational Psychology II	
3. 1.0 credits from:		1.0
PSYC 2100 [0.5]	Introduction to Social Psychology	
PSYC 2600 [0.5]	Introduction to the Study of Personality	
PSYC 3001 [0.5]	Psychological Testing	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		

Total Credits	4.0

Minor in Social Psychology and Personality (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.0 credits in:		1.0
PSYC 2100 [0.5]	Introduction to Social Psychology	
PSYC 2600 [0.5]	Introduction to the Study of Personality	
3. 1.0 credits from:		1.0
PSYC 3104 [0.5]	Intergroup Relations: The Psychology of Conflict and Violence	
PSYC 3106 [0.5]	Close Relationships	
PSYC 3302 [0.5]	Positive Psychology	
PSYC 3405 [0.5]	Psychology of Motivation and Emotion	
PSYC 3603 [0.5]	Psychology of Women	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Impact on other programs

Students in the Cognitive Science program cannot register in the Minor in Cognitive Psychology or the generic minor in Psychology. For the next three years, students registered in the Psychology Concentration of the Criminology program will be restricted from taking the Forensic Psychology minor.

Societal needs

During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department's research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs.

Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career.

Resources

The Department of Psychology would administer these minors. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we would be able to accommodate them without any additional classes. Hence, these new minors will not require any new resources.

New Program Proposal

Date Submi ed: 07/31/20 3:19 pm

Viewing: **N5A : Minor in Cogniv e Psychology**

Last edit: 11/19/20 4:32 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:41 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:09 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:43 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv e Date   2021-22

Workflow	majormod
Program Code	N5A
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Cogniv e Psychology

Program Requirements

Minor in Cogniv e Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology and Cogniv e Science.

Requirements:

1. **2.0 credits in:**   **2.0**
   PSYC 1001 [0.5]   **Introducon t o Psychology I**
   PSYC 1002 [0.5]   **Introducon t o Psychology II**
   PSYC 2001 [0.5]   **Introducon t o Research Methods in Psychology**
   PSYC 2002 [0.5]   **Introducon t o Stas cs in P sychology**

2. **1.5 credits in:**   **1.5**
   PSYC 2307 [0.5]   **Human Neuropsychology I**
   PSYC 2700 [0.5]   **Introducon t o Cogniv e Psychology**
   PSYC 3702 [0.5]   **Percepon**

3. **0.5 credit from:**   **0.5**
   PSYC 3307 [0.5]   **Human Neuropsychology II**
   PSYC 3506 [0.5]   **Cogniv e Development**
   PSYC 3508 [0.5]   **Child Language**
   PSYC 3709 [0.5]   **Language Processing and the Brain**
   PSYC 3710 [0.5]   **Introducon t o Human Factors**

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits	4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cogniv e Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal P sychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons ha ve been immensely popular. Over 900 students presently have one declared. Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed

courses do not propose much that is concrete in potenal s tudents' minds (Introducon t o Psychology I & II, Introducon t o Research Methods for Psychology, and Introducon t o Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Raonale	Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv eness To my knowledge, only one program in Ontario presently offers themac minor s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring. 3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.
Transion/Implemen taon	No impact
Program reviewer comments	**sarahcleary (08/14/20 11:03 am):** Forma ed courses into a course list. Added header for program tle. Added secon 4 t o include standard language for minors. **sarahcleary (08/14/20 12:41 pm):** Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix. **elizabethbruce (11/12/20 4:17 pm):** Updated program code from TBD-2015 to N5A

sarahcleary (11/19/20 4:32 pm): Added "and Cogniv e Science" as per discussion with G. Lacroix and P. Thompson.

Key: 2015

New Program Proposal

Date Submi ed: 07/31/20 3:21 pm

Viewing: **N5B : Minor in Developmental Psychology**

Last edit: 11/26/20 2:38 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:41 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:09 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:43 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv e Date   2021-22

Workflow	majormod
Program Code	N5B
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Developmental Psychology

Program Requirements

Minor in Developmental Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. **2.0 credits in:**   **2.0**

    PSYC 1001 [0.5]   **Introducon to Psychology I**

    PSYC 1002 [0.5]   **Introducon to Psychology II**

    PSYC 2001 [0.5]   **Introducon to Research Methods in Psychology**

    PSYC 2002 [0.5]   **Introducon to Stascs in Psychology**

2. **0.5 credit in:**   **0.5**

    PSYC 2500 [0.5]   **Foundaons of Developmental Psychology**

3. **1.5 credits from:**   **1.5**

    PSYC 3505 [0.5]   **Exceponal Children**

    PSYC 3506 [0.5]   **Cognive Development**

    PSYC 3507 [0.5]   **Social Development**

    PSYC 3508 [0.5]   **Child Language**

    PSYC 3509 [0.5]   **Adolescence and Emerging Adulthood**

4. The remaining requirements of the major discipline(s) and degree must be sasfied.

Total Credits	4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cognive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons have been immensely popular. Over 900 students presently have one declared. Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potenal students' minds (Introducon to Psychology I & II, Introducon to Research Methods for Psychology, and Introducon to

Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Raonale

Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv eness To my knowledge, only one program in Ontario presently offers themac minor s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring. 3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.

Transion/Implemen taon   No impact

Program reviewer comments

sarahcleary (08/14/20 11:19 am): Forma ed courses into a course list. Added header for program tle. Added secon 4 t o include standard language for minors.
sarahcleary (08/14/20 12:42 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:17 pm): Updates program code from TBD-2016 to N5B
sarahcleary (11/19/20 4:21 pm): Added "and Childhood and Youth Studies" as per discussion with G. Lacroix and P. Thompson.

sarahcleary (11/26/20 2:38 pm): Removing restricon f or the Childhood and Youth Studies program as per conversaon with P . Thompson.

Key: 2016

New Program Proposal

Date Submi ed: 07/31/20 3:15 pm

Viewing: **N5D : Minor in Forensic Psychology**

Last edit: 11/19/20 4:35 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:41 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:09 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv e Date   2021-22

Workflow	majormod
Program Code	N5D
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Forensic Psychology

Program Requirements

Minor in Forensic Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology and Criminology and Criminal Jusce with Concentraon in P sychology.

Requirements:

1. 2.0 credits in: **2.0**

PSYC 1001 **[0.5]**   **Introducon t o Psychology I**
PSYC 1002 **[0.5]**   **Introducon t o Psychology II**
PSYC 2001 **[0.5]**   **Introducon t o Research Methods in Psychology**
PSYC 2002 **[0.5]**   **Introducon t o Stas cs in P sychology**

2. 1.0 credits in: **1.0**

PSYC 2400 **[0.5]**   **Introducon t o Forensic Psychology**
PSYC 3402 **[0.5]**   **Criminal Behaviour**

3. 1.0 credits from: **1.0**

PSYC 3403 **[0.5]**   **Addicon**
PSYC 3404 **[0.0]**   **Police Psychology**
PSYC 3604 **[0.5]**   **Clinical Psychology and Mental Illness**

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits	4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cogniv e Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal P sychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons ha ve been immensely popular. Over 900 students presently have one declared. Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potenal s tudents' minds (Introducon t o Psychology I & II, Introducon t o Research Methods for Psychology, and Introducon t o

Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv eness To my knowledge, only one program in Ontario presently offers themac minor s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring. 3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.

Raonale appears to the left of the above paragraph.

Transion/Implemen taon   No impact

Program reviewer comments

sarahcleary (08/14/20 11:30 am): Forma ed courses into a course list. Added header for program tle. Added secon 4 t o include standard language for minors. Added course code for Police Psychology (PSYC 3406) to secon 3 as per CIM.
sarahcleary (08/14/20 12:42 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
sarahcleary (11/11/20 12:15 pm): Secon 3 - r emoved 3604 and replaced with 3404 as the course code was updated.
elizabethbruce (11/12/20 4:19 pm): Updated program code from TBD-2014 to N5D

sarahcleary (11/19/20 4:35 pm): Added "and Criminology and Criminal Jusce with Concen traon in Psychology" as per discussion with G. Lacroix and P. Thompson.

Key: 2014

New Program Proposal

Date Submi ed: 07/31/20 3:25 pm

Viewing: **N5C : Minor in Health Psychology**

Last edit: 11/12/20 4:18 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv e Date   2021-22

Workflow	majormod
Program Code	N5C
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Health Psychology

Program Requirements

Minor in Health Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. **2.0 credits in:**   **2.0**
   PSYC 1001 [0.5]   **Introducon t o Psychology I**
   PSYC 1002 [0.5]   **Introducon t o Psychology II**
   PSYC 2001 [0.5]   **Introducon t o Research Methods in Psychology**
   PSYC 2002 [0.5]   **Introducon t o Stas cs in P sychology**

2. **1.5 credits in:**   **1.5**
   PSYC 2301 [0.5]   **Introducon t o Health Psychology**
   PSYC 3302 [0.5]   **Posiv e Psychology**
   PSYC 3604 [0.5]   **Clinical Psychology and Mental Illness**

3. **0.5 credit from:**   **0.5**
   PSYC 3301 [0.5]   **Sport and Performance Psychology**
   PSYC 3403 [0.5]   **Addicon**
   PSYC 3405 [0.5]   **Psychology of Mov aon and Emoon**

4. The remaining requirements of the major discipline(s) and degree must be sas fied.

Total Credits	4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cogniv e Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal P sychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons ha ve been immensely popular. Over 900 students presently have one declared. Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potenal s tudents' minds (Introducon t o Psychology I & II, Introducon t o Research Methods for Psychology, and Introducon t o

Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv   eness To my knowledge, only one program in Ontario presently offers themac minor   s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv   e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor   s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring.   3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.

Raonale (label, left column)

Transion/Implemen taon   No impact

Program reviewer comments

sarahcleary (08/14/20 11:36 am): Forma ed courses into a course list. Added header for program tle.   Added secon 4 t o include standard language for minors.
sarahcleary (08/14/20 12:43 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:18 pm): Updated program code from TBD-2017 to N5C

Key: 2017

New Program Proposal

Date Submi ed: 07/31/20 3:27 pm

Viewing: **N5E : Minor in Organizaonal Psychology**

Last edit: 11/12/20 4:33 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv e Date   2021-22

Workflow	majormod
Program Code	N5E
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Organizaonal P sychology

Program Requirements

Minor in Organizaonal P sychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. **2.0 credits in:**   **2.0**

    PSYC 1001 [0.5]   **Introducon t o Psychology I**
    PSYC 1002 [0.5]   **Introducon t o Psychology II**
    PSYC 2001 [0.5]   **Introducon t o Research Methods in Psychology**
    PSYC 2002 [0.5]   **Introducon t o Stas cs in P sychology**

2. **1.0 credits in:**   **1.0**

    PSYC 2801 [0.5]   **Organizaonal P sychology I**
    PSYC 3801 [0.5]   **Organizaonal P sychology II**

3. **1.0 credits from:**   **1.0**

    PSYC 2100 [0.5]   **Introducon t o Social Psychology**
    PSYC 2600 [0.5]   **Introducon t o the Study of Personality**
    PSYC 3001 [0.5]   **Psychological Tesng**

4. **The remaining requirements of the major discipline(s) and degree must be sas fied.**

Total Credits   4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cogniv e Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal P sychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons ha ve been immensely popular. Over 900 students presently have one declared. Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potenal s tudents' minds (Introducon t o Psychology I & II, Introducon t o Research Methods for Psychology, and Introducon t o Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g.,

Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv eness To my knowledge, only one program in Ontario presently offers themac minor s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring. 3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.

Raonale	
Transion/Implemen taon	No impact
Program reviewer comments	**sarahcleary (08/14/20 11:41 am):** Forma ed courses into a course list. Added header for program tle. Added secon 4 t o include standard language for minors. **sarahcleary (08/14/20 11:51 am):** Minor edit to secon 3 w ording. **sarahcleary (08/14/20 12:44 pm):** Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix. **elizabethbruce (11/12/20 4:33 pm):** Updated program code from TBD-2018 to N5E

Key: 2018

New Program Proposal

Date Submi   ed: 07/31/20 3:29 pm

Viewing: **N5F : Minor in Social Psychology and Personality**

Last edit: 11/12/20 4:36 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

In Workflow

1. **PSYC ChairDir UG**
2. **SCI Dean**
3. **AS Dean**
4. **SCI FCC**
5. **AS FCC**
6. **SCI FBoard**
7. **AS FBoard**
8. **PRE SCCASP**
9. SCCASP
10. SQAPC
11. Senate
12. PRE CalEditor
13. CalEditor

Approval Path

1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC
   ChairDir UG
2. 10/19/20 11:03 am
   Julia Wallace
   (juliawallace): Approved
   for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FCC
5. 12/08/20 9:52 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace
   (juliawallace): Approved
   for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effecv   e Date   2021-22

Workflow	majormod
Program Code	N5F
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Social Psychology and Personality

Program Requirements

Minor in Social Psychology and Personality (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. **2.0 credits in:**   **2.0**

   PSYC 1001 [0.5]   **Introducon t o Psychology I**
   PSYC 1002 [0.5]   **Introducon t o Psychology II**
   PSYC 2001 [0.5]   **Introducon t o Research Methods in Psychology**
   PSYC 2002 [0.5]   **Introducon t o Stas cs in P sychology**

2. **1.0 credits in:**   **1.0**

   PSYC 2100 [0.5]   **Introducon t o Social Psychology**
   PSYC 2600 [0.5]   **Introducon t o the Study of Personality**

3. **1.0 credits from:**   **1.0**

   PSYC 3104 [0.5]   **Intergroup Relaons: The P sychology of Conflict and Violence**
   PSYC 3106 [0.5]   **Close Relaonship s**
   PSYC 3302 [0.5]   **Posiv e Psychology**
   PSYC 3405 [0.5]   **Psychology of Mov aon and Emoon**
   PSYC 3603 [0.5]   **Psychology of Women**

4. **The remaining requirements of the major discipline(s) and degree must be sas fied.**

Total Credits	4.0

New Resources	No New Resources
Summary	Four years ago, the Department of Psychology launched its six concentraons in Cogniv e Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizaonal P sychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentraons ha ve been immensely popular. Over 900 students presently have one declared.
	Considering the success of these concentraons, our Departmen t now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potenal s tudents' minds (Introducon t o

Psychology I & II, Introducon t o Research Methods for Psychology, and Introducon t o Stas cs f or Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Raonale	Current Internaonal, Pr ovincial, and/or Provincial Profile and Disncv eness To my knowledge, only one program in Ontario presently offers themac minor s in psychology. Laurenan Univ ersity offers a generic minor (like all other Ontario psychology programs) and two disncv e minors: a minor in experimental psychology (a combinaon of c ourses that present NSERC funded topics of research) and a Minor in Health and Disability (a muldisciplinar y program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer themac minor s. In addion t o a generic minor, Religion offers a minor in Chrisanity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanies, in Dr ama Studies, in English Language and Literature, and in Professional Wring. 3. Mission and Strategic Objecv es Strategic Integrated Plan This program supports the following strategic goals of the University's Strategic Integrated Plan: Sustainable Communies – Global Pr osperity: Goal 1-1: To develop new programs and inia v es that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and ar acv e program for our undergraduate students. Our Department's research obviously has many real-world applicaons. F or example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to be er understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and polic al quesons. Finally , our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural connua on of our e fforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effecv e and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton ar act students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experienal learning, engagement, innovav e teaching and holisc support ser vices. As stated in relaon to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents themac ally clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an ar acv e complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any addional classes. Hence, this ne w minors will not require any new resources.
Transion/Implemen taon	No impact

Program reviewer comments	**sarahcleary (08/14/20 11:49 am):** Forma ed courses into a course list. Added header for program tle. Added secon 4 t o include standard language for minors. **sarahcleary (08/14/20 12:44 pm):** Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix. **elizabethbruce (11/12/20 4:36 pm):** Program code from TBD-2019 to N5F

Key: 2019

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: September 27, 2020

From: Alana Skwarok, Collections Librarian, Arts and Social Sciences

To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences

cc   Amber Lannon, University Librarian
Laura Newton Miller, Head, Collections & Assessment
Sally Sax, Head, Electronic Resources & Acquisitions
Patti Harper, Head, Research Support Services

Recommendation

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

- o   Six Thematic Minors in Psychology

This is a formal notification for your records.

New Course Proposal

Date Submi ed: 10/09/20 11:01 am

Viewing: GEOG 4450 : Community-Engaged Research

Last edit: 10/09/20 11:03 am

Changes proposed by: sarahcleary

| Programs referencing this course | Minor in Community Engagement |

In Workflow

1. GEOG ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. PRE SCCASP
6. SCCASP
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 09/13/20 12:44 pm
   Sco Mit   chell
   (scomit chell): Approved
   for GEOG ChairDir UG
2. 10/09/20 11:01 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 10/09/20 11:03 am
   Sarah Cleary
   (sarahcleary): Approved
   for GEOG ChairDir UG
4. 11/09/20 12:00 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 11/26/20 2:47 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/08/20 9:48 am
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 12/09/20 4:28 pm
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

Effecv e Date	2021-22
Workflow	majormod
New Resources	No New Resources

Level	Undergraduate
Course Code	GEOG
Course Number	4450
Title	Community-Engaged Research
Title (short)	Community-Engaged Research
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Geography and Environmental Studies
Credit Value	0.50
Significant Experienal Learning	Industry/Community Research Projects
Course Descripon	Working in partnership with local organizaons, s tudents apply their geographical knowledge to conduct community-engaged research. Student projects will generate outputs for community partners. Research topics vary year to year.
Prerequisite(s)	fourth-year standing, or permission of the department.
Class Format	Lectures, discussion and project work three hours a week
Precluded Courses	
Also listed as	ENST 4450
Piggybacked Courses	
Grade Mode	Standard Le er Grade
Schedule Type	Discussion Group Lecture *May constut e a major modificaon under Carle ton's IQAP. Please consult hp s://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	Introduce a 4th year community-engaged research course as an elecv e
Raonale f or new course	To provide students with more opportunies f or experienal learning and c ommunity-engaged research. If approved, this course would not be offered every year.
Course reviewer comments	**sarahcleary (10/09/20 11:01 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No acon r equired on your part. **sarahcleary (10/09/20 11:03 am):** Approving on behalf of GEOG ChairDir UG.

Key: 10121
Preview Bridge
Why Did This Not Sync?

Preview Bridge

New Course Proposal

Date Submi ed: 10/09/20 10:58 am

Viewing: **ENST 4450 : Community-Engaged Research**

Last edit: 10/09/20 11:00 am

Changes proposed by: sarahcleary

Programs referencing this course	[ELECTIVES-Approved Environmental Studies Elecv es (UG)](#) [Minor in Community Engagement](#)

In Workflow

1. **GEOG ChairDir UG**
2. **AS Dean**
3. **AS FCC**
4. **AS FBoard**
5. **PRE SCCASP**
6. **SCCASP**
7. SQAPC
8. Senate
9. PRE CalEditor
10. Banner

Approval Path

1. 09/13/20 12:45 pm
   Sco Mit chell
   (scomit chell): Approved
   for GEOG ChairDir UG
2. 10/09/20 10:58 am
   Sarah Cleary
   (sarahcleary): Rollback to
   Inia tor
3. 10/09/20 11:00 am
   Sarah Cleary
   (sarahcleary): Approved
   for GEOG ChairDir UG
4. 11/09/20 11:59 am
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
5. 11/26/20 2:45 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 11/26/20 4:20 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
7. 12/09/20 4:28 pm
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP

Effecv e Date	2021-22
Workflow	majormod
New Resources	No New Resources

Level	Undergraduate
Course Code	ENST
Course Number	4450
Title	Community-Engaged Research
Title (short)	Community-Engaged Research
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Geography and Environmental Studies
Credit Value	0.50
Significant Experienal Learning	Industry/Community Research Projects
Course Descripon	Working in partnership with local organizaons, students apply their geographical knowledge to conduct community-engaged research. Student projects will generate outputs for community partners. Research topics vary year to year.
Prerequisite(s)	fourth-year standing, or permission of the department
Class Format	Lectures, discussion and project work three hours a week.
Precluded Courses	
Also listed as	GEOG 4450
Piggybacked Courses	
Grade Mode	Standard Leer Grade
Schedule Type	Discussion Group Lecture *May constute a major modificaon under Carleton's IQAP. Please consult hps://carleton.ca/viceprovost/major-minor-modificaons/ for more details.
Unpaid Placement	No
Summary	Introduce a 4th year community-engaged research course as an elecve
Raonale for new course	To provide students with more opportunies for experienal learning and community-engaged research. If approved, this course would not be offered every year.
Course reviewer comments	**sarahcleary (10/09/20 10:58 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No acon required on your part. **sarahcleary (10/09/20 11:00 am):** Approving on behalf of GEOG ChairDir UG.

Key: 10122
Preview Bridge
Why Did This Not Sync?

Preview Bridge