DATE: May 27, 2022

TO: Senate

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

RE: Social Statistics and Data Analysis graduate diplomas (Type 2 & 3)

New Program Approval

_____________________________________________________________________________

SAPC Motion

THAT SQAPC recommends to SENATE the approval of the GDIPs in Social Statistics and Data Analysis as presented with effect from Fall 2023.

Senate Motion

THAT Senate approve the GDIPs in Social Statistics and Data Analysis as presented with effect from Fall 2023.

Background

The program is a graduate diploma in Social Statistics and Data Analysis in the Department of Sociology and Anthropology. The principal goal is to provide a single open environment to educate students in an array of statistical modelling techniques, attracting individuals from a variety of academic backgrounds inside and outside of Carelton.

Attachments

Self-Study with Appendices
Faculty CVs (volume II)
Courseleaf entries

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

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the graduate diplomas (Type 2 & 3) in Social Statistics and Data Analysis will be authorized to commence.
Institutional Quality Assurance Process

Graduate Diploma in
Social Statistics and Data Analysis

New Program Approval Template
(Volume I)

March 5, 2022
**Approvals Table**

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

<table>
<thead>
<tr>
<th><strong>Steven Prus</strong></th>
<th><strong>March 7th, 2022</strong></th>
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<tbody>
<tr>
<td>Program Lead</td>
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<tr>
<th><strong>Blair Rutherford</strong></th>
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<tr>
<td>Chair/Director</td>
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<tr>
<th><strong>Pauline Rankin</strong></th>
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<tr>
<th><strong>Patrice Smith</strong></th>
<th><strong>December 20, 2021</strong></th>
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<td>Dean</td>
<td>Date</td>
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<th>Vice-Presidents’ Academic Research Committee (executive summary)</th>
<th>November, 2019</th>
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<td>Provost’s Budget Working Group (executive summary)</td>
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<td>Curriculum Committee</td>
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<td>Faculty Board</td>
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<td>Senate Committee on Curriculum, Admissions on Studies Policy</td>
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A. The Program

A.1. Program overview

Introduction
There is a growing demand for education, skills, and training in quantitative research methods and statistical computing. Data literacy is becoming a vital skill and many employers now favour job applicants with competencies in data analysis. Yet, there are a limited number of formal education and training programs both in more established quantitative/statistical methods and in the rapidly emerging field of data science to service this demand.

A national leader in the development of innovative, multidisciplinary research and education, Carleton was one of the first universities to create a centre for interdisciplinary research and education in data science—the Carleton University Institute for Data Science (CUIDS). CUIDS currently offers a Collaborative Specialization in data science at the Master’s level to students in several disciplines.

Likewise, the Department of Sociology and Anthropology, with a long history as a leader in the field of social research methods, offers a very successful Concentration in Quantitative Methodology for M.A. Sociology students. Graduates of the program often find immediate employment as quantitative researchers or social scientists, most often in government and NGO sectors. With a growing demand for skills, training, and formal credentials in quantitative methods and data analysis among students and employers alike, the department proposes to establish the Graduate Diploma in Social Statistics and Data Analysis (SSDA GDip).

The SSDA GDip and the Collaborative Specialization in Data Science programs are both focused on large data and data analysis. Both programs help to meet this demand, especially in the National Capital Region; they differ, however, in fundamental ways. First, the Data Science program is a specialization added to a Master’s degree program. Students take a seminar in data science followed by coursework or a research project/thesis in the area of data science in their home program. Students learn and apply core data science skills to ‘big,’ sometimes unstructured (e.g., social media, streaming, cloud), data with highly advanced and emerging computing and information technology tools including data mining and machine learning. The SSDA GDip, by contrast, will operate as a concurrent/standalone program.
Second, the Data Science program is directed at students in the natural, computing, and engineering sciences; the SSDA GDip is geared to students in the social sciences. The SSDA GDip is also focused on more established research methodology and statistical analysis of highly structured data, namely survey data, that may be most appealing to students in fields where survey and related research methods are widely used, such as Psychology, Public Policy and Administration, Political Science, and Cognitive and Health Sciences.

Moreover, the SSDA GDip is designed to expose students to all facets of the research process including planning and design, collecting and analyzing quantitative data, and communicating research results, though statistical methods and data analysis are the focus of the program. Many important and contemporary topics will be explored such as survey and experimental research methods, meta-analysis, measurement and sampling theory, and advanced statistical techniques, including longitudinal, multilevel, and structural equation modelling. Students will be trained to apply this knowledge using an assortment of common and specialized statistical software. While the SSDA GDip emphasizes quantitative research methods and statistics in the social sciences, students registered in any graduate degree program at Carleton are eligible to apply. The methods taught in the SSDA GDip can be extended to all sorts of quantitative data and research.

The SSDA GDip and Data Science programs, while focused on different sources of data and analytics (the former more traditional survey and related methods and data and the latter more complex, emerging methods and data), are complementary. Data science students interested in further developing intermediate and advanced statistical skills beyond those taught in their program may consider the SSDA GDip. Further, some programs involved in the Collaborative Specialization in Data Science do not require a course in quantitative research methods and/or statistics. The SSDA GDip may be an option for these students. The Department of Sociology and Anthropology would also benefit from a collaborative data science program for students interested in learning relevant computing and data science skills. At the time of writing this report, the Department and the Institute for Data Science are engaged in discussions about a collaborative master’s degree in sociology and data science.

To increase accessibility, the SSDA GDip will be offered both as a concurrent (Type 2) and standalone (Type 3) program. It will also operate jointly with the department’s Concentration in Quantitative Methodology stream, capitalizing on existing infrastructure and departmental expertise in social and quantitative research methods. The SSDA GDip will require limited new investment to carry out the program.

The GDip Type 2 is analogous to a graduate-level minor. It is meant to complement a student’s primary program of study and broaden their knowledge and skills in quantitative research methods and statistical analysis. The GDip Type 2 will also help fill a learning gap in students’ home programs. Graduate courses in quantitative methods are offered in many programs at Carleton, yet they tend to be inaccessible to the wider community. The number or variety of such courses within a program is also often limited, as there is greater demand than supply.
What is more, it may be possible to apply or transfer course credits earned in the GDip Type 2 program to help meet course requirements in a student’s Master’s or Doctoral program or vice versa. For example, GDip students are required to take an elective course in the area of research methods. Because many graduate programs require students to take a methods or statistics course, it is possible to meet the elective-course requirement in the GDip Type 2 by completing a required research methods course in a student’s home program.

The GDip Type 3 is designed to serve the continuous learning needs of working professionals who have completed a university degree but who are not currently registered in a graduate degree program at Carleton. The GDip Type 3 fills a gap that was not likely a gap at the time—it ‘retfits’ a person’s previous degree for contemporary research methods and data analysis. It is expected that most applicants to the GDip Type 3 will come from public and non-profit sectors in areas relevant to social sciences, economics and business, and public policy. The GDip Type 3 will also allow those individuals who may not be able to commit to a graduate degree to obtain a graduate-level diploma.

In conclusion, the SSDA GDip will provide education and training in quantitative social research methods and analysis of survey (or similar) data, with a focus on the applied (the “how”) aspects of statistics and less so on the mathematical (the “why”) ones. It does not have course pre-requisites, though to successfully apply quantitative methods and analysis, students will be gradually exposed to the basic mathematics and theory underlying statistical methods including linear and matrix algebra and probability and sampling theory. The SSDA GDip is open to students from all fields of study but designed for those in the social sciences with an interest in real-world statistical problems, data management and analysis of survey data, and interpretation and communication of results. Social science students have traditionally been underserved in this area despite growing demand for training in quantitative and statistical methods in social-science related fields and jobs.

By the end of the SSDA GDip program, students will have acquired core proficiencies in quantitative research methods and social statistics, as well as investigatory, problem-solving, and communication skills. These skills will help graduates to actively participate in all sorts of projects or jobs requiring competencies in quantitative research methods. Successful completion of the SSDA GDip will also give graduates formal credentials in applied social statistics and data analysis.

**Provincial and National Profiles**

The Department of Sociology and Anthropology is well-known for its education and expertise in applied social research, especially survey research methods. It has graduated some of the most recognized names in Canadian public opinion and market research, including Angus Reid of the Angus Reid Institute and Frank Graves, founder of EKOS Research Associates Inc. The idea of a graduate-level diploma in social statistics and data analysis was inspired by both the department’s capacity in this area and the strong demand for education in advanced quantitative methods and data analysis in the social sciences.
Statistics and data analyst programs at Canadian universities are found in faculties of Science or related fields. While York University’s Institute for Social Research offers micro-credentials in social research methods, Carleton will be the first in Canada to offer a full graduate program in applied statistics and data analysis aimed at social science audiences. In addition to offering the first diploma of its kind, the program is ideally placed. It will service and make use of Carleton’s location to draw students and enhance employment prospects.

Many large federal government departments, particularly Employment and Social Development, Health, Justice, Statistics, and Transport Canada, rely heavily on survey methods and data. The focus on research methodology and statistical analysis of survey data, coupled with the experiential learning offered through the SSDA GDip, will help with the employability and future success of its graduates. The GDip Type 3 will also offer an option to working professionals in the National Capital Region to upgrade or expand their knowledge and skills in social statistics and data analysis.

**Program Goals**

Many students have a need or interest in learning and using statistical methods, yet they are limited by the number of accessible courses. The principal goal of the SSDA GDip is to provide a single open environment to educate students in an array of statistical modelling techniques, attracting individuals from a variety of academic backgrounds inside and outside of Carleton.

While the SSDA GDip has as its foundation the application of statistical methods to social science data, the techniques and methods taught in the program can be readily applied to a wide range of problems and data. Students will learn and engage in all aspects of the research process, including design, collection, analysis, interpretation, and communication of quantitative data. They will be taught basic foundations of statistical methods—the “why” questions—and how to apply them—the “how” questions—to large survey datasets using common and specialized statistical software tools.

**A.2. Mission and strategic directions**

Carleton’s Strategic Integrated Plan places a priority on developing new programs that build on its academic strengths and responds to societal needs (Goal 1-1). The SSDA GDip fits this vision via the department’s historical strength in applied social research and current infrastructure to respond to growing demands for competence and training in applied social statistics and data analysis.

The SSDA GDip aligns with another key priority by boosting the employability and success of students through practical, hands-on instruction (Goal 3-1). Experiential learning will take place through various mechanisms, including writing professional-style research papers, group research projects in and out of the classroom, and accessing and using microdata from national and international databases including Carleton’s new Statistics Canada Research Data Centre in MacOdrum Library—a research and learning facility offering access to detailed administrative data from Statistics Canada. The marketable skills and experiences developed
in the SSDA GDip will provide a competitive edge in securing employment where quantitative research methods are used or required, notably in government and NGOs.

The SSDA GDip is also expected to have a net-gain effect on enrolment by piquing interest in other programs at Carleton and serving as a steppingstone for students wishing to advance their academic studies beyond a diploma. It can be reasonably assumed that some graduates of the GDip Type 3 will enroll in a full-time graduate degree program at Carleton, making a modest contribution to overall enrolment.

A.3. Relationship to other academic programs at Carleton

The SSDA GDip will provide graduate students at Carleton with a formal path to access quantitative methods courses offered by the department, providing a beneficial service to other academic units especially those where social research methods and survey data analysis are commonly used. There is strong support for the program from other academic units. The consensus is that the SSDA GDip and its courses will provide an important service function to students in the larger Carleton community.

Programs such as Psychology, Law and Legal Studies, Public Policy and Administration, Political Science, and Health and Cognitive Sciences are most likely to benefit from the SSDA GDip. These programs have been consulted and overwhelmingly back the SSDA GDip initiative. Importantly, the Institute for Data Science has provided its support.

The SSDA GDip is a win-win proposition for Carleton and the Department of Sociology and Anthropology. On the one hand, it will help mitigate, with no direct additional cost, a problem faced by many academic programs—a limited or restricted offering of advanced or applied statistics courses. It will use existing courses, putting little burden on the department while offering these courses to the wider graduate student population. The GDip will require no formal support from other units to meet its requirements. The other hand, the department will be able to increase its exposure and share its extensive capital in applied quantitative social research methods.

B. Program Learning Outcomes and Assessment

B.1. Program learning outcomes

By the end of the program, students in the SSDA GDip will develop core knowledge, understanding, and practical skills in quantitative social research methods through four key learning outcomes:

LO1: Demonstrate comprehension of more advanced statistics and their application to large, survey datasets
LO2: Apply a wide variety of common and specialized statistical software tools
LO 3: Effectively communicate statistical concepts, methods, and findings in written and spoken forms to scientific and non-scientific communities
LO4: Competently undertake a complete research project.

Table B.1 highlights, for each learning outcome, what students should know and be able to apply upon graduation.

**B.2. Program learning outcomes and degree level expectations**

Table B.2: Learning outcomes (LO) and degree level expectations

<table>
<thead>
<tr>
<th>LO1: Demonstrate comprehension of advanced statistics and their application.</th>
<th>Competencies</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a data analysis plan.</td>
<td>Depth and breadth of knowledge; research and scholarship; level of application of knowledge; awareness of the limits of knowledge; experiential learning.</td>
<td></td>
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<tr>
<td>Organize, manage large survey datasets.</td>
<td>Research and scholarship; level of application of knowledge; awareness of the limits of knowledge; experiential learning.</td>
<td></td>
</tr>
<tr>
<td>Data evaluation and application, such as generalized linear, longitudinal, multilevel, and structural equation modelling.</td>
<td>Depth and breadth of knowledge; level of application of knowledge; experiential learning; experiential learning.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2: Apply a wide variety of common and specialized statistical software tools.</th>
<th>Competencies</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy in programming languages for statistical computing including common (e.g., R, SAS, STATA) and specialized (e.g., LISREL, HLM, SUDAAN) statistical software.</td>
<td>Depth and breadth of knowledge; research and scholarship; level of application of knowledge; experiential learning.</td>
<td></td>
</tr>
<tr>
<td>Create professional-style tables, figures, and graphs to describe research findings.</td>
<td>Research and scholarship; level of application of knowledge; professional capacity/autonomy; experiential learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3: Effectively communicate statistical concepts, methods, and findings.</th>
<th>Competencies</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate study goals, background, and methods of sampling and measurement.</td>
<td>Depth and breadth of knowledge; research and scholarship; level of application of knowledge; level of communication skills.</td>
<td></td>
</tr>
<tr>
<td>Organize and deliver oral, visual, and written presentation of research results for professional and lay audiences.</td>
<td>Level of communication skills; professional capacity/autonomy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO4: Competently undertake a complete research project.</th>
<th>Competencies</th>
<th>Expectations</th>
</tr>
</thead>
</table>
Identify research questions and design research projects. | Depth and breadth of knowledge; level of application of knowledge; experiential learning.
---|---
Collect, analyze, and interpret data. | Depth and breadth of knowledge; research and scholarship; level of application of knowledge; experiential learning.
Critically evaluate results and draw conclusions for theory or practice. | Depth and breadth of knowledge; level of communication skills; awareness of the limits of knowledge; experiential learning.

### B.3. Program structure and curriculum map

For the program structure see Appendix 1.

#### Program curriculum map

Table B.3, shows the relationships between the program's four learning outcomes, core courses, level of delivery (introductory, reinforcement, or mastery), and activities.

<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Program Component</th>
<th>Level</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate comprehension of advanced statistics and their application.</td>
<td>SOCI 5102/ SOCI 5104</td>
<td>Introductory/ Mastery</td>
<td>Written and Computer Assignments.</td>
</tr>
<tr>
<td>2: Apply a wide variety of common and specialized statistical software tools.</td>
<td>SOCI 5102/ SOCI 5104</td>
<td>Introductory/ Mastery</td>
<td>Computer Assignments.</td>
</tr>
<tr>
<td>3: Effectively communicate statistical concepts, methods, and findings.</td>
<td>SOCI 5104/ SOCI 5809</td>
<td>Introductory/ Mastery</td>
<td>Research Paper; Presentation.</td>
</tr>
<tr>
<td>4: Competently undertake a complete research project.</td>
<td>SOCI 5104</td>
<td>Mastery</td>
<td>Research Paper; Group work.</td>
</tr>
</tbody>
</table>

Because the SOCI courses are chronologically ordered, experiential learning is continuous and cumulative. Students will first critically examine the research process, including developing research questions and designing research projects accordingly (e.g., research ethics, measurement, sampling, data collection and analysis, and writing-up research findings), in SOCI 5809—The Logic of the Research Process—and the foundations of multivariate statistical analysis in SOCI 5102—Multiple Regression Analysis. Students will then apply and carry-out a complete quantitative research project in SOCI 5104, Advanced Multivariate Analysis.

It is not assumed that students will transition through the GDip at the same rate. Students have different needs and competing obligations. To provide the flexibility needed to achieve academic goals, students are expected to complete the GDip at any point within a four-year period. Regardless of pace, students should take courses in their logical order—SOCI 5102 and 5809 first followed by SOCI 5014; the elective can be taken at any stage.
As shown in Table B.3i, the GDip can be completed in one or two years; some students, especially Ph.D. students, however, may require three or four years. Students can extend the GDip beyond four years if needed. The ordering of courses and progression through the GDip were developed with Type 2 students in mind. Many of these students will have course work, teaching, and research obligations in their home program. The timetable below tries to be both practical and accommodating to students.

Table B.3i: Program progression

<table>
<thead>
<tr>
<th>Duration of Program</th>
<th>Fall Term I</th>
<th>Winter Term II</th>
<th>Fall Term III</th>
<th>Winter Term IV</th>
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</thead>
<tbody>
<tr>
<td>One Year</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
</tr>
<tr>
<td>Two Years</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
</tr>
<tr>
<td>Three Years</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
</tr>
<tr>
<td>Four Years</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
<td>SOCI 5102, SOCI 5809, and/or ELECTIVE.</td>
<td>SOCI 5104 and/or ELECTIVE.</td>
</tr>
</tbody>
</table>

B.4. Program learning outcomes assessment plan

A faculty advisory board for the SSDA GDip will be established at the completion of the self-study. The main directive of the board is to ensure that the GDip remains responsive to the needs of students and the labour market.

The board, in consultation with other stakeholders, will monitor and evaluate program objectives and learning outcomes. A series of assessment indicators, specific to each learning outcome, will be developed by the board. Current evaluation methods used by instructors in the SSDA GDip courses—SOCI 5102, 5104, and 5809—will be reviewed and modified as needed to fit/assess each learning outcome.

Each outcome will be formally assessed twice over a seven-year period as shown in Table B.3. Assessment data will be collected over the course of an academic year, then disseminated and discussed at the annual SSDA board meeting in May. A full day retreat will be held at the
end of the seven-year assessment period to evaluate the overall success and future of the program.

Upon identifying shortfalls (and their causes) in the learning outcomes or the program in general, the advisory board will make necessary changes. Changes will be implemented in the following academic year to ensure knowledge and skill development, as per the learning outcomes, continue to be met.

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<tbody>
<tr>
<td>LO #1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LO #2</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>LO #3</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>LO #4</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
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<td>X</td>
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B.5. Program essential requirements

**PREAMBLE**
Program essential requirements are defined by the Ontario Human Rights Commission as “the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that... program.” The program essential requirements are components that contribute to the achievement of the learning outcomes of the program.

*Excerpt from the Ontario Human Rights Commission report: The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education*

Appropriate accommodations should not lead to lowered standards or outcomes: rather, an appropriate accommodation will enable the student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.

The aim of accommodation in a post-secondary educational context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in equal opportunity to attain the same level of performance, or enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted for the purpose of achieving equal opportunity and meets the individual’s disability-related needs. - See more at: [http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities](http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities)

Paul Menton Centre
The Paul Menton Centre is responsible for assessing requests for academic accommodation of students with disabilities through evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation. Students will only receive academic accommodation if the functional limitations of their disability impact directly on their academic performance.

Review
The program essential requirements of the Graduate Diploma in Social Statistics and Data Analysis have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

C. Governance

The faculty advisory board will be made up of an SSDA coordinator and course instructors, who are full-time faculty members in the Department of Sociology and Anthropology. There will be a minimum of three faculty members on the board. The SSDA advisory board will meet annually in May to address program matters, including applications and admissions.

The SSDA coordinator will also serve as the academic advisor. Duties range from student support (e.g., information session in September for incoming students) to serving as the program’s representative in university affairs. The coordinator position will be a three-year term.

D. The Faculty

D.1. Faculty appointed to the unit or program

The Department of Sociology and Anthropology has four core faculty members who will share in teaching the SSDA GDip’s courses (see Table D.1). Each member has extensive, yet specialized, knowledge and experience in social statistics and/or quantitative research methods. Exposure to a variety of techniques, approaches, and specializations will enrich the education and learning experience of SSDA GDip students.

Table D.1: Core program faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>M/F</th>
<th>Appointment Status</th>
<th>Percentage Appointment</th>
<th>Supervision Privileges</th>
<th>Area of Specialization</th>
</tr>
</thead>
</table>

Page 13 of 31
While there are no expected retirements or future appointments at this time, the department has adjunct professors who have on occasion (e.g., to fill in for a sabbatical leave) taught its quantitative methods courses. Because of the wealth of experience and networking potential that many adjuncts bring into the classroom, the department may expand their numbers to include more research professionals from regional organizations such as Employment and Social Development, Health, Justice, Statistics, and Transport Canada.

**D.2. Faculty research funding**

*Table D.2: Operating research funding by source and year (to be provided by FGPA)*

<table>
<thead>
<tr>
<th>Source</th>
<th>Year</th>
<th>Tri-Council</th>
<th>Internal</th>
<th>Canadian</th>
<th>US</th>
<th>International</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>9942.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>9942.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9942.00</td>
</tr>
</tbody>
</table>
### D.3. Distribution of thesis supervision

Not applicable to GDip programs.

### D.4. Current teaching assignments

#### Table D.4: Distribution of teaching assignments

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Credit Value</th>
<th>2021-2022</th>
<th>2020-2021</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIN, Zhiqiu</strong></td>
<td>SOCI 3002 - Inferential Stats Social Res.</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Full Professor</strong></td>
<td>SOCI 4410 - Adv. Studies in Criminology</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>SOCI 4480 - Adv. Stud. in the Socio of Law</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>SOCI 5102 - Multiple Regression Analysis</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>MOPAS, Michael</strong></td>
<td>DIGH/SOCI 2705 - Pop. Culture in the Dig. Age</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>FYSM 1506 - Top. in the Study of Societies</td>
<td>0.5</td>
<td></td>
<td>xx</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 2000 - Foundations of Socio. Inquiry</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 2001 - Intr Qualitative Rsrch Methods</td>
<td>0.5</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 5304 - Food Studies</td>
<td>0.5</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 5607 - Contemp Theor of Crime/Soc Reg</td>
<td>0.5</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 5805 - Selected Topics in Sociology</td>
<td>0.5</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 5809 - Logic of the Research Process</td>
<td>0.5</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>0.5</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>PRUS, Steven</strong></td>
<td>SOCI 2000 - Foundations of Socio. Inquiry</td>
<td>0.5</td>
<td>xx</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>SOCI 2050 - Sociology of Health</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>SOCI 3000 - Descriptive Stats Social Res</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>SOCI 3050 - Stud. in the Socio. of Health</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>SOCI 5104 - Advanced Multivariate Analysis</td>
<td>0.5</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>2.5</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>TFAILY, Rania Kamel</strong></td>
<td>SOCI 2043 - Sociology of the Family</td>
<td>0.5</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>SOCI 3805 - Studies in Population</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCI 5104 - Advanced Multivariate Analysis</td>
<td>0.5</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
D.5. Contract instructors

The SSDA GDip will operate in conjunction with the department’s concentration (M.A. Sociology) in quantitative methods stream. Because students in the SSDA GDip and the Concentration will take the same courses, it will not be necessary to hire additional instructors to deliver the GDip’s courses. On occasion contract instructors or adjunct professors may be needed to fill in for faculty on sabbatical or other leaves.

E. Program Admission and Enrolment

E.1. Admission requirements

To be admitted to the concurrent program (Type 2) students must be registered in a Master’s or Doctoral program at Carleton. Sociology students enrolled in the M.A. Concentration in Quantitative Methodology stream are not permitted to concurrently enroll in the GDip.

Applicants to the direct-entry program (Type 3) must hold a Bachelor's degree. Admission for prospective students without a degree will be considered if they have relevant work experience. Applicants are required to provide university transcripts with their application. Successful completion of at least one course in statistics is recommended for Type 3 applicants.

No funding is required for SSDA GDip students. Type 3 GDip students will have part-time status and not funded by FGPA. Type 2 GDip students are already funded as part of their offer of admission from their home programs.

E.2. Class sizes and course and program capacity

The department’s graduate-level research methods and statistics courses (SOCI 5102, 5104, and 5809) have an annual enrollment of about ten students, with many students also registered in the Concentration in Quantitative Methodology stream. The courses have a maximum capacity of about 20 students. The addition of ten or so GDip students can be accommodated without additional resources or significant increase in workload for staff or faculty.

E.3. Projected enrolment
The proposed SSDA GDip reflects the growing need for education and skills in quantitative research methods and data analysis. It is expected to draw interest from both within and outside of the academic community. Demand for the Type 2 program will be driven by an interest or need for education and training in advanced quantitative methods beyond that which is available in a student’s home program. Interest in the Type 3 program will come mostly from working professionals looking to improve their social research skills and knowledge.

Furthermore, registration in SOCI 5102 is open to all Carleton students. Students from a variety of academic backgrounds register in the course, providing a recruitment opportunity. It is likely that some of the students taking SOCI 5102 will subsequently register in the GDip to further their quantitative research methods training.

Overall, it is expected that the SSDA GDip will see relatively strong interest from the community. Using current registration in other graduate diploma programs at Carleton as a baseline, it is estimated that six students (evenly split between Type 2 and 3 students) will register in the SSDA GDip in each of the first two years. The intake of new students will likely increase over time. A minimum projected enrolment for the next six years, by GDip type, is as follows:

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Type 3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

F. Student Experience and Satisfaction

F.1. Student orientation, advising, and mentoring

One faculty member will serve as program coordinator. The role includes student orientation, advising, and mentoring. The coordinator/advisor will meet with students at least twice a year (in September and January) to review course selection and learning outcomes and to help with career development. Students will receive regular communication through a dedicated program website, email list, and various social media channels.

F.2. Career paths of graduates

Graduates of the department’s M.A. Concentration in Quantitative Methodology are often successful in finding relevant, full-time employment soon after graduation. Graduates of the GDip will acquire many of the same marketable skills that appeal to government, nonprofit, and private sector organizations that employ quantitative social scientists. The research methods, statistical analysis, critical thinking, and problem-solving skills taught in the GDip will also be useful to graduate students writing course papers, theses, and related quantitative projects.
G. Resources

The SSDA GDip will operate in tandem with the Concentration in Quantitative Methodology, requiring limited new resources to be delivered. GDip students will have similar course-load requirements and will take the same courses as students in the concentration stream. The courses, offered annually by the department, have capacity to accommodate up to ten GDip students with no additional teaching resources and modest increases in workload for instructors and staff.

The university has multiple computing facilities. Computers are loaded with market-leading statistical software, including those used in the GDip: R, SAS, STATA, HLM, and LISREL. Many software titles are licensed by Carleton for off-campus use with no direct cost to students. Students will also be encouraged to use Carleton’s new Research Data Centre in MacOdrum Library to access to an extensive collection of administrative data from Statistics Canada.

G.1. Support and technical staff

The SSDA GDip will be largely self-sustaining. Resources will be required from the university to process applications and manage student files. A faculty member from the department will act as academic coordinator and adviser for the GDip. The coordinator position will be considered administrative work and will not require relief from other duties or responsibilities.

G.2. Space

The GDip does not require additional space. Students in the Type 2 program will have office space in their home units. Students in the Type 3 program will be part-time and will not require office space.

G.3. Library Resources

An analysis of Carleton University Library’s information resources and services in support of the SSDA GDip demonstrates that the Library does not require any additional funds to support it. The Library’s collection includes specific resources to support the proposed program. The Report from the Library is included as Appendix 4 of the self-study.

PREAMBLE
The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program, for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.
The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library’s main monographs vendor, publishers’ lists and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources which are essential to the program and those which are simply “nice to have.” Generally speaking, the reports list only the essential resources, with costing obtained from the vendors or agents from which the Library would obtain the materials; each item is listed and costed individually, and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

H. Development of the Self-Study

Volume I of the self-study was authored by Professor Steven Prus. Professors Zhiqiu Lin, Blair Rutherford, and Rania Tfaily provided invaluable guidance and insight in the writing of this document.

In addition, comments on the self-study were provided by the Faculty of Graduate and Postdoctoral Affairs.
Appendix 1. Program structure

The SSDA GDip is offered both to those currently enrolled in a master’s or doctoral program at Carleton (Type 2) and those not currently enrolled (Type 3). The concurrent (Type 2) program will offer students the opportunity to increase their comprehension and training in quantitative research methods for academic or employment purposes. The direct-entry (Type 3) option will upgrade or extend the knowledge base of practicing professionals with interest in quantitative social research and data analysis.

To qualify for the SSDA GDip students must complete 2.0 course credits as shown in Table 1. Appendices 2 and 3 provide program calendar entries and course descriptions. The core GDip courses (SOCI 5102, 5104, and 5809) are offered annually by the department as most students in the Concentration in Quantitative Methodology (M.A. sociology) program take these courses. A wide-range of topics in social research methods and statistics, as deemed to be the most useful in practice, are examined in the courses. Course content is both basic and applied; the courses are dynamic and evolve according to new developments in the field.

Table 1.: Program requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5102 Multiple Regression Analysis</td>
<td>0.5</td>
</tr>
<tr>
<td>SOCI 5104 Advanced Multivariate Analysis</td>
<td>0.5</td>
</tr>
<tr>
<td>SOCI 5809 The Logic of the Research Process</td>
<td>0.5</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>2.0</strong></td>
</tr>
</tbody>
</table>

The elective course requirement must have a research methods component and be offered by Carleton at either the fourth-year undergraduate or graduate level and approved by the SSDA GDip coordinator. Students will be encouraged to select a course that reinforces or adds, but not significantly overlaps, with their current education and knowledge of research methods. The following is a sample of courses meeting the elective requirement: CGSC 5101, CGSC 5901, HLTH 5151, INAF 5016, LAWS 5001, PADM 5126, PADM 5218, PSCI 5700, PSCI 5701, PSCI 5702, PSYC 5410, and PSYC 5411.

Type 2 GDip students may satisfy the elective requirement by completing a research methods course, such as one of those listed above, in their home program. It is expected that Type 3 GDip students will find an appropriate elective course in the Faculty of Arts and Social Sciences. The SSDA GDip coordinator will assist students in finding an appropriate elective course.
Appendix 2. Proposed Calendar Program Description

Graduate Diploma in Social Statistics and Data Analysis (2.0 credits)
Requirements (Type 2 and 3):

1. 0.5 credit in:
   **SOCI 5102** [0.5]  Multiple Regression Analysis

2. 0.5 credit in:
   **SOCI 5104** [0.5]  Advanced Multivariate Analysis

3. 0.5 credit in:
   **SOCI 5809** [0.5]  The Logic of the Research Process

4. 0.5 credit in elective, which must include a research methods component and be offered at Carleton at the graduate or fourth-year undergraduate level and be approved by the SSDA GDip coordinator. Note, the elective course requirement may be met if a student completes a research methods course in the home program.

Total Credits 2.0
Appendix 3. Proposed Calendar Course Descriptions

(Existing courses)

SOCI 5102 [0.5 credit]  
Multiple Regression Analysis  
An in-depth study of multiple regression analysis and its application in social science research. Interpretation and communication of the results are emphasized. The course provides an overview of descriptive and inferential statistics. Students learn how to use STATA/SAS to analyze social survey data. Includes: Experiential Learning Activity

SOCI 5104 [0.5 credit]  
Advanced Multivariate Analysis  
Commonly used advanced statistical techniques. Topics may include factor analysis, structural equation and multilevel modelling, and event-history analysis. SAS/STATA/R is used in addition to specialized statistical software. Includes: Experiential Learning Activity

SOCI 5809 [0.5 credit]  
The Logic of the Research Process  
An examination of the research process, including the phases of conceptualization, choice of indicators, sampling, data collection, and analysis. Published articles will be studied as exemplars of the range of possible research strategies. Includes: Experiential Learning Activity
Appendix 4. Proposed Calendar Copy – Admission Requirements

Type 2 Graduate Diploma
At the time of admission, applicants must be enrolled in a Carleton master’s or doctoral program.

Type 3 Graduate Diploma
Applicants must have a bachelor’s degree. Applicants without a university degree may be considered for admission if they have relevant work experience.
Appendix 5. Report from the Library

Note: Diploma name has changed in the interim from Quantitative Methodology to Social Statistics and Data Analysis

Institutional Quality Assurance Process

New Program Not Requiring a Library Report

Date: December 5, 2019
From: Alana Skwarok, Collections Librarian, Faculty of Arts & Social Science
To: Sandra Bauer, Program Officer, Faculty of Graduate and Postdoctoral Affairs
cc Wayne Jones, University Librarian
    Amber Lannon, Associate University Librarian, Collections & Academic Services
    Laura Newton Miller, Head of Collections & Assessment
    David Sharp, Head of Acquisitions
    Patti Harper, Head of 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:

- Graduate Diploma in Quantitative Methodology

This is a formal notification for your records.
Appendix 6: Statements of Support

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Sociology and Anthropology – Graduate Diploma in Quantitative Methodology

[X] I support this change unconditionally.

[ ] I do not support this change.

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

The Department of Health Sciences strongly supports the proposed Graduate Diploma in Quantitative Methodology and looks forward to strengthening cross-disciplinary interactions within Carleton University. We agree with the inclusion of HLTH 5151 as an optional course within the proposed GDip program.

Signature:

Name: Martin Holcik
Title: Professor and Chair
Academic unit: Department of Health Sciences Date: July 20, 2021
Notes:
Dr. Blair Rutherford, Professor and Chair  
Department of Sociology & Anthropology  
Carleton University  
1125 Colonel By Drive  
Ottawa, ON K1S 5B6  
Email: blair.rutherford@carleton.ca  
Re: Support for GDip. Quant.

Dear Dr. Rutherford:

Thank you for bringing to my attention your department’s proposal for a Graduate Diploma in Quantitative Methodology. I strongly support the proposal.

As you know, I am the Director of Carleton’s Masters degree program in Human-Computer Interaction (HCI). This is an inter-disciplinary program involving faculty members from across the University, and with students with diverse academic backgrounds. HCI is typically defined as “a discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and with the study of major phenomena surrounding them” (ACM SIGCHI).

Research and scholarship in HCI draws on a wide range of academic disciplines, but a strong emphasis is placed on empirical methods, both for exploring current practice, and for evaluating emerging and potential practices. Much of this work is quantitative in nature. Our Masters in HCI program has now been running for 10 years, and by far most theses projects have involved quantitative analysis. Moreover, I know that for many of our graduates, knowledge of quantitative methods has been an important factor in later career opportunities.

Many of our students currently take one course in experimental methods and statistics, taught by the Institute of Cognitive Science. I feel that students – their thesis advisors – would welcome more opportunities for study in this area, especially in the context of human behaviour. We also get enquiries from industry and government professionals interested in developing skills in this area.

I strongly support the proposal, and wish you success in the process of establishing the program.

Yours faithfully,

[Signature]

Robert Biddle, PhD  
Professor  
Computer Science and Cognitive Science
July 7, 2021

Dr. Blair Rutherford
Professor and Chair
Department of Sociology and Anthropology
Carleton University

Dear Professor Rutherford,

It is my pleasure to convey the unqualified support of the Institute of Political Economy for the graduate diploma in quantitative methodology being developed by the Department of Sociology and Anthropology.

The Institute has no concerns about interference nor competition.

Although our MA students are not required to take courses in quantitative methods as part of their program requirements, we believe that the graduate diploma may nevertheless appeal to some of those who are interested in the more quantitative side of political economy, and we would be happy to promote its availability to our students at both the MA and PhD levels.

We look forward to seeing this program come to fruition.

Yours,

[Signature]

Justin Paulson
Director, Institute of Political Economy
Carleton University
Ottawa, Ontario K1S5B6
Unceded territories of the Omàmiwininiwag (Algonquin Anishinaabeg)
June 24, 2021

Dr. Blair Rutherford
Professor and Chair
Department of Sociology and Anthropology
Carleton University

Dear Professor Rutherford,

On behalf of the Norman Paterson School of International Affairs (NPSIA), it is my pleasure to support the graduate diploma in quantitative methodology that the Department of Sociology and Anthropology is planning to develop.

Our MA students must take a core statistics course (INAF 5016 – Statistical Analysis for International Affairs) as part of their program requirements. We believe this graduate diploma will appeal to some of those MA students who are interested in gaining further training in quantitative research methods and applied statistics beyond INAF 5016.

If it is possible to do so, NPSIA will be open to adding its own relevant courses to the predetermined list of statistics-related courses that can be counted towards the graduate diploma.

We look forward to seeing this graduate diploma come to fruition.

Regards,

[Signature]

Yiagadeesen (Teddy) Samy
Director and Professor
Norman Paterson School of International Affairs
Carleton University, Ottawa, Canada
Email: yiagadeesen.samy@carleton.ca
Dr. Blair Rutherford  
Professor and Chair  
Department of Sociology and Anthropology  
Carleton University  

July 13, 2021  

Statement of support: Graduate Diploma in Quantitative Methodology  

Dear Professor Rutherford,  

On behalf of the Department of Political Science, it is my pleasure to support the Graduate Diploma in Quantitative Methodology proposed by the Department of Sociology and Anthropology.  

While we offer basic and intermediate courses in qualitative methods at the graduate level (PSCI 5700, Basic Research Methods; PSCI 5701, Intermediate Polimetrics for Micro Data; PSCI 5702, Intermediate Research Methods for Applied Political Science), there are currently few options for Political Science graduate students who would like to further specialize in quantitative research methods and applied statistics. For these students, the new Graduate Diploma will be an exciting opportunity to complement their Political Science degree.  

If it is possible to do so, the Department of Political Science will be open to adding the abovementioned courses to the list of courses that can be counted towards the Graduate Diploma.  

We look forward to seeing this Graduate Diploma come to fruition.  

With best wishes,  

Achim Hurrelmann  
Chair, Department of Political Science
23 June 23, 2021

Dear Blair and Steve:

The Department of Psychology congratulates you both on the proposed Graduate Diploma (GDip) in Quantitative Methodology. There is little doubt that this will be a popular GDip among Graduate Students in Psychology and across the University.

Psychology believes the proposed GDip will add a unique opportunity for graduate students to learn a wide range of quantitative-related topics, including various research design and advanced statistical techniques. We are also excited about the opportunity for experiential learning outlined in the proposal.

Psychology does not believe the proposed GDip will interfere or compete with the Specialization in Data Science (DATA 5000) that some of our MA students take or the Concentration in Quantitative Methodology that Psychology offers our PhD students.

Please note that Psychology will not be able to contribute a course to the GDip or open any of our existing courses to the GDip. Specifically, Psychology does not have the resources to staff a new course for the GDip and our current quantitative courses are in high demand from students in our programs and thus we close them to students from outside the Department.

In sum, Psychology is providing its full and unconditional support to the proposed GDip. We wish Sociology-Anthropology every success.

Sincerely,

M. Wohl

Dr. Michael J. A. Wohl
Professor and Graduate Chair
Department of Psychology
Carleton University
michael.wohl@carleton.ca
613-520-2600 x 2908
July 8th, 2021

Dr. Blair Rutherford,
Professor and Chair,
Department of Sociology and Anthropology,
Carleton University

Dear Professor Rutherford,

On behalf of the School of Public Policy and Administration (SPPA), it is my pleasure to support the graduate diploma in quantitative methodology proposed by the Department of Sociology and Anthropology. It is essential that students have the opportunity to learn the necessary skills to use the abundance of data produced in a digital world.

Our MPPA students must take a core statistics course (PADM 5126 – Quantitative Methods for Public Policy) as part of their program requirements. We believe this graduate diploma will appeal to MPPA students who are interested in gaining further training in quantitative research methods and applied statistics beyond PADM 5126.

In alternating years, we offer a more advanced elective course on regression analysis and microeconometrics, PADM 5218 (Analysis of Socio-economic Data). This course may be added to the list of predetermined statistics-related courses that are electives for the graduate diploma.

We look forward to the introduction of this diploma and the opportunity for our students to participate.

Sincerely,

[Signature]

Jennifer Stewart
Director,
School of Public Policy and Administration,
Carleton University, Ottawa, Canada
Institutional Quality Assurance Process

New Program Approval

Social Statistics and Data Analysis

Graduate Diploma (Type 2 and 3)

Volume 2: Curricula vitae
Zhiqiu Lin (Ph.D. Calgary)
Rank: Professor
Joint the Department in 1995

Office: D792 Loeb Building
Email: zhiqiu_lin@carleton.ca
Fax: 613 520-4062

Areas of Interests

Theories of crime and crime trends; legal development in China; Chinese society; the sociology of law; quantitative research methodology and data analysis.

Publications

Books


Articles in Refereed Academic Journals


• R. Keith and Zhiqiu Lin “Judicial Interpretation of China’s Supreme People’s Court as ‘Secondary Law’ with special Reference to Criminal Law” China Information, 23(2), July 2009, 223-255.


Book chapters

• “Implications of a Provincial Police Force: The Case of Alberta and Saskatchewan, 1917-1932”, in L. Knafla and J. Swainger (eds.), Essays in the

- “Gerende siyou zaichang he endeziyoude fenxiang”, (Property ownership and participation in human freedom”) in Anik Lalonde-Roussy and E. Mendes, ed., Fazhi shiyexiade renquan wenti (Human rights issues from a rule of law perspective). Beijing: Peking University Press, 2003, pp. 199-230. (with Keith, Ronald C.) (This is a Chinese translation of the same article that appears immediately below.)

CURRICULUM VITAE

PERSONAL INFORMATION:

Name: Michael S. Mopas  Date: February 2022
Rank: Associate Professor
Member of Graduate Faculty: Yes

EDUCATION:

PhD, Criminology, Centre of Criminology, University of Toronto, 2009

_Doctoral dissertation title: Imagining the Internet and Making it Governable: Canadian Law and Regulation_

MA, Criminology, School of Criminology, Simon Fraser University, 2001

_MA thesis title: Untangling the Web: An Exploratory Examination of Internet Regulation in Canada_

Hons. BA (with High Distinction), Criminology (major); Psychology and Sociology (minors), University of Toronto, 1998

BMus, Music, Carleton University (in progress)

EMPLOYMENT HISTORY:

a) Academic Employment

2015 to present  Associate Professor (as of July 1, 2015), Department of Sociology and Anthropology, cross-appointed to the Institute of Criminology and Criminal Justice, and the Department of Law and Legal Studies, Carleton University

2007 to 2015  Assistant Professor with tenure (as of July 1, 2012), Department of Sociology and Anthropology, cross-appointed to the Institute of Criminology and Criminal Justice, and the Department of Law and Legal Studies, Carleton University

2006-07  Lecturer, Department of Sociology and Anthropology, Carleton University

2006  Sessional Instructor, Department of Sociology, University of Toronto at Mississauga

2005-06  Sessional Instructor, Division of Social Science, York University
PROFESSIONAL HONOURS:

2005 University of Toronto 'Top-Up' Fellowship, $3,000 (CDN)

2005 Ontario Graduate Scholarship (OGS), $15,000 (CDN)

2004 University of Toronto 'Top-Up' Fellowship, $3,000 (CDN)

2004 Selected to participate in the Law and Society Association’s (LSA) Graduate Student Workshop

2004 Nathalie Des Rosiers Audacity of Imagination Award – A Graduate Student Award for Law Reform Research, sponsored by the Law Commission of Canada and the Canadian Federation for the Humanities and Social Sciences, ($2000 CDN)

2003-05 Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship, $38,000 (CDN)

2003-04 Ontario Graduate Scholarship, $15,000 (CDN) (DECLINED)

2002 University of Toronto 'Top-Up' Fellowship, $4,000 (CDN)

2002-03 Ontario Graduate Scholarship, $15,000 (CDN)

2001-02 University of Toronto Open Fellowship, $12,828 (CDN)

2001 First Place Student Paper Competition Award Winner, Western Society of Criminology, $350 (USD)

1998 C.L. Burton Open Scholarship, University of Toronto, $500

1997 Dean’s List, University College, University of Toronto

PUBLICATIONS:

Chapters in Books


Papers in Refereed Journals


Technical Reports


Works in Progress


OTHER IMPORTANT FORMS OF SCHOLARLY PRODUCTIVITY:

1. ‘A conversation with Patricia Nicholson Parker and William Parker’, a public talk co-sponsored by the Department of Sociology and Anthropology, the School for Studies in Art and Culture, and the Duncombe Studio for Social and Cultural Analysis, Carleton University, March 13, 2014 (co-organizer and interviewer/moderator).

2. ‘A conversation with legendary jazz drummer Hamid Drake’, a public talk co-sponsored by the Department of Sociology and Anthropology, the School for Studies in Art and Culture, the Institute of African Studies, and the Duncombe Studio for Social and Cultural Analysis, Carleton University, March 14, 2013 (co-organizer and interviewer/moderator)

EDITORIAL RESPONSIBILITIES:


PAPERS PRESENTED:

a) To learned societies

pandemic.


b) to other academic bodies


d) Invited talks


part of the Digital Humanities Professional Development Workshop Series, Carleton University, October 24, 2014.

5. Michael S. Mopas (plenary speaker). ‘Social Media in the Courtroom’. Unpublished paper presented at the Social Engineering of Mobile Phones, New Media, and Internet-Mediated Communications Conference, Department of Sociology and Anthropology, Carleton University, November 30, 2013.


RESEARCH GRANTS

Government or extra-university


University

2018 SSHRC Explore Development Grant. $9,942.00 (awarded July 2018). Project title: Feeling the noise: Sound, affect and representation.

2014 SSHRC Development Grant (co-applicant with Jesse Stewart). $9,965 (awarded July 2014). Project title: The ‘We Are All Musicians’ (WAAM) Project.


SERVICE TO THE PROFESSION

a) Offices in learned societies

Editorial Board Member, Crime, Media, Culture (February 2020 to present)

Treasurer, Canadian Law and Society Association (July 2010 to 2014)

b) Scholarly assessments

2021 Review committee panel member, Ontario Early Researcher Awards (social science), Government of Ontario

2020 External reviewer, Insight Development Grant application, Social Sciences and Humanities Research Council (SSHRC)

2019-2021 Manuscript reviewer, Crime, Media, Culture

2018 Manuscript reviewer, Current Sociology

2017-2020 Manuscript reviewer, Theoretical Criminology

2017, 2019 Manuscript reviewer, Law and Society Review
2016-17  Manuscript reviewer, University of British Columbia (UBC) Press
2015    Manuscript reviewer, University of British Columbia (UBC) Press
2014    External reviewer, Insight Development Grant, Social Sciences and Humanities Research Council (SSHRC)
2014, 2018 Manuscript reviewer, Oxford University Press
2013    Manuscript reviewer, Social Studies of Science
2012    Manuscript reviewer, Criminology & Criminal Justice
2009-11 Manuscript reviewer, Canadian Journal of Law and Society
2009-11 Manuscript reviewer, PoLAR: Political and Legal Anthropology Review
2009    Manuscript reviewer, Criminal Law Review
2009    Manuscript reviewer, Studies in Political Economy
2009    Book appraiser, University of Toronto Press
2009    Book proposal reviewer, Pearson Education Canada
2008    Manuscript reviewer, University of Toronto Press
2008    Manuscript reviewer, Justice Quarterly
2007, 2019 Manuscript reviewer, Law & Social Inquiry

ACADEMIC RESPONSIBILITIES

a) Graduate courses taught

SOCl 5304: Food Studies (Fall 2019)
SOCl 5306: Cultural Studies (Food, Culture and Society) (Fall 2009-11, Fall 2013-14, Winter 2015, Fall 2016, Winter 2018, Fall 2018)
SOCl 5805: Contemporary Criminological Issues (co-taught with M. Vallee) (Fall 2015)
LAWS 5900: Tutorials/Directed Readings (Fall/Winter 2009)
SOCl 5900: Tutorials/Directed Readings (Summer 2011; Winter 2018)
CLMD 6901: Directed Readings (co-taught with M. Tiampo) (Winter 2017)

b) Undergraduate courses taught

DIGH/SOCl 2705: Popular Culture in the Digital Age (Winter 2017, 2020)
FYSM 1506: Creative Sociology (Fall/Winter 2019-20, co-taught with Dr. William Flynn)
SOCl 1001: Introduction to Sociology (Fall 2006)
SOCl 1003: Introduction to Sociological Perspectives (Fall/Winter 2007-10)
SOCl 2000: Introduction to Sociological Inquiry (Fall 2016-17, Summer 2017, 2018, 2020)
SOCl 2001: Introduction to Qualitative Research Methods (Summer 2015, Fall 2015, Summer 2016)
SOCl 2002: Introduction to Quantitative Research Methods (Summer 2015, Winter 2016)
SOCl 2455: Police in Society (Winter 2006-07)
SOCl 2810: Special Topic in Sociology (Pop Culture in the Digital Age) (Fall 2011)
SOCl 3410: Studies in Criminal Justice (Winter 2008-10)
SOCI 3710: Cultural Studies (Consumer Culture) (Winter 2012, Winter 2014; Fall 2017)
SOCI 4410: Advanced Studies in Criminology (Fall 2006-09)
SOCI 4702A: Special Topics in Criminal Justice and Social Policy (Spring 2007-10)
SOCI 4920: Tutorial in Sociology (Winter 2014)
SOCI 4930: Directed Research (Fall/Winter 2014-15)

c) Supervision

PhD Dissertation

Gazel Manuel (sociology) Dissertation title: TBA (at course work stage).

Kent Hall (sociology) Dissertation title: TBA (at comprehensive exam stage).


MA Thesis

Bailey Reid (sociology) Thesis title: TBA (at proposal stage)

Lindsay Johnstone (sociology) Thesis title: ‘Exclusionary Inclusion? The realities of academic accommodation for students with invisible physical chronic conditions’ (defended August 2020).


MA Research Paper

Alicea Yiu (political economy) Paper title: TBD (at writing stage).


Benita Loewen (sociology) Paper title: ‘Putting the 'I' in 'Team': An Exploration of Incivility in the Workplace’ (completed August 2010).

Ayisha Cretney-Reney (sociology) Paper title: TBA (dormant).


**BA Honours Thesis**


BA Honours Research Paper


d) Committee Member

PhD Dissertation

Jennifer Whitaker (sociology). Dissertation title: TBA (at comprehensive exam stage).

Patrick Thomas (anthropology). Dissertation title: TBA (at writing stage).

Jasmeet Bahia (sociology). Dissertation title: TBA (at writing stage).

Nadine Powell (sociology) Dissertation title: TBA (at comprehensive exam stage).

Andrea Noriega (anthropology) Dissertation title: TBA (at proposal writing stage).

Tyler Hale (anthropology) Dissertation title: TBA (at writing stage).

Emerich Daroya (sociology) Dissertation title: ‘From Condoms to Antiretrovirals: A post-humanist performative account of men who have sex with men’s (MSM) condom-less sexual practices’ (defended September 2021).


MA thesis


Steven Richardson (sociology) Thesis title: ‘Where are the Faceless Masses? Studying Users and Non-Users of Technology’ (defended April 2012).

MA Research Paper


Michael Jollymore (sociology) Paper title: ‘The changing world of policing: Examining the role of police organizational culture and its effect on supporting and/or resisting change in policing’ (completed December 2016).


Alexandra Mullins (Institute of Political Economy) Paper title: ‘Social Media as a Political Tool: Creating a Political Landscape of Twitter’ (completed March 2011).

Barbara Kelly (law and legal studies) Paper title: ‘An Examination of Professionalization and the Role of Ethics in the Royal Canadian Mounted Police’ (completed February 2010).

e) Theses examined for other departments at Carleton University

External Examiner, PhD Dissertation


Emily Truman (School of Journalism and Communication) Dissertation title: ‘Back to the Political Future: Coping with Crisis through Radical Nostalgia for Revolutionary Icons’ (defended April 2014).

External Examiner, MA Thesis


Tyler Hall (music and culture) Thesis title: ‘Atlanta trap and the current directions of Afrofuturism’ (defended May 2019).


Nicholas McGrath (Music and Culture) Thesis title: Free improvised music as a Deleuzian ‘body without organs’: An interview-based engagement with free improvised musical practices (defended May 2018).

Julie Pasho (School of Journalism and Communication) Thesis title: #INSERTDIETHERE: Tracing the Techno-Linguistic Associations of Dietary Hashtags on Instagram (defended April 2017).


Claude Fortin (School of Journalism and Communication) Thesis title: ‘Mapping the Boundaries of Imagined Nationhood: News Images Published in Daily Newspapers at the Outbreak of the Klondike Gold Rush (Summer 1897)’ (defended August 2011).


External Examiner, MA Research Paper

Rebecca Sykes (history) Paper title: Kitchen table conversations: Halal foodways and foodscapes of the Turkish Muslim population in Ottawa (completed May 2018).


External Examiner, BA Honours Research Thesis


**ADMINISTRATIVE RESPONSIBILITIES AT CARLETON:**

a) **Department**

2019  
Member, Hiring Committee (Indigenous scholar position), Department of Sociology and Anthropology, Carleton University (Indigenous scholar position)

2017 to present  
Member, Sociology Graduate Program Committee, Department of Sociology and Anthropology, Carleton University

2013 to 2017  
Sociology Undergraduate Coordinator, Department of Sociology and Anthropology, Carleton University

2013 to 2017  
Chair, Sociology Undergraduate Committee, Department of Sociology and Anthropology, Carleton University
<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Department</th>
</tr>
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<tbody>
<tr>
<td>2013 to 2017</td>
<td>Member, Curriculum Renewal Committee</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2013 to present</td>
<td>MA Work Placement and Co-op Coordinator</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2013 to present</td>
<td>Undergraduate and Graduate Sociology Co-Op Faculty Advisor</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2015</td>
<td>Member, Hiring Committee, Institute of Criminology and Criminal Justice</td>
<td>Carleton University</td>
</tr>
<tr>
<td>2014</td>
<td>Member (sociology rep), Tenure and Promotion Committee</td>
<td>Institute of Criminology and Criminal Justice, Faculty of Public Affairs, Carleton University</td>
</tr>
<tr>
<td>2014</td>
<td>Member (sociology rep), Director Search Committee</td>
<td>Institute of Criminology and Criminal Justice, Faculty of Public Affairs, Carleton University</td>
</tr>
<tr>
<td>2014-15</td>
<td>Sociology representative, Management Board</td>
<td>Human Rights Program, Carleton University</td>
</tr>
<tr>
<td>2011-12</td>
<td>Member, Committee on Digital Teaching</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2011-12</td>
<td>Member, Hiring Committee (cultural studies position)</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2010-11</td>
<td>Member, Tenure and Promotion Committee</td>
<td>Institute of Criminology and Criminal Justice, Carleton University</td>
</tr>
<tr>
<td>2008-12</td>
<td>Sociology representative, Management Board</td>
<td>Institute of Criminology and Criminal Justice, Carleton University</td>
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<tr>
<td>2007 to present</td>
<td>Board Member, Institute of Criminology and Criminal Justice</td>
<td>Carleton University</td>
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<tr>
<td>2010-11</td>
<td>Member (external assessor), Hiring Committee (business law position)</td>
<td>Department of Law, Carleton University</td>
</tr>
<tr>
<td>2010-11</td>
<td>Member, Tenure and Promotion Committee</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2009-10</td>
<td>Member, Tenure and Promotion Committee</td>
<td>Department of Sociology and Anthropology, Carleton University</td>
</tr>
<tr>
<td>2008-09</td>
<td>Member (sociology rep), Hiring Committee (criminology/law position)</td>
<td>Institute of Criminology and Criminal Justice, Carleton University</td>
</tr>
<tr>
<td>Year</td>
<td>Position and Responsibilities</td>
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<tr>
<td>2006-09</td>
<td>Member, Colloquium Committee, Department of Sociology and Anthropology, Carleton University</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Member (sociology rep), Hiring Committee (field placement coordinator position), Institute of Criminology and Criminal Justice, Carleton University</td>
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<tr>
<td>2008</td>
<td>Member (sociology rep), Hiring Committee (criminology/law position), Institute of Criminology and Criminal Justice, Carleton University</td>
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<tr>
<td>2007-08</td>
<td>Member, Hiring Committee (political economy position), Department of Sociology and Anthropology, Carleton University</td>
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<tr>
<td>2007-08</td>
<td>Member, Tenure and Promotion Committee, Department of Sociology and Anthropology, Carleton University</td>
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<tr>
<td>2007-08</td>
<td>Member, Colloquium Committee, Department of Sociology and Anthropology, Carleton University</td>
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<tr>
<td>2006-07</td>
<td>Member, Colloquium Committee, Department of Sociology and Anthropology, Carleton University</td>
<td></td>
</tr>
</tbody>
</table>

**b) Faculty**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>2017 to present</td>
<td>Sociology representative, FASS Board, Carleton University</td>
</tr>
<tr>
<td>2016 to present</td>
<td>Member, FASS Curriculum Committee, Carleton University</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Member, Management Board, Digital Humanities Program, Carleton University</td>
</tr>
<tr>
<td>2014 to present</td>
<td>Member (social sciences rep.), SSHRC Doctoral Fellowship Adjudication Committee, Faculty of Graduate and Postdoctoral Affairs, Carleton University</td>
</tr>
<tr>
<td>2011-12</td>
<td>Member (sociology rep), Director Search Committee, Institute of Criminology and Criminal Justice, Faculty of Public Affairs, Carleton University</td>
</tr>
<tr>
<td>2010-11</td>
<td>Member (sociology rep), Tenure and Promotion Committee, Faculty of Arts and Social Sciences, Carleton University</td>
</tr>
<tr>
<td>2009-10</td>
<td>Member (sociology rep), Tenure and Promotion Committee, Faculty of Arts and Social Sciences, Carleton University</td>
</tr>
<tr>
<td>2008-09</td>
<td>Member (&quot;Criminal Matters' cluster rep), ArtsOne Advisory Committee, Faculty of Arts and Social Sciences, Carleton University</td>
</tr>
</tbody>
</table>
2008-09  Member (sociology rep), Director Search Committee, Institute of Criminology and Criminal Justice, Faculty of Public Affairs, Carleton University

2007-08  Member (sociology rep), Tenure and Promotion Committee, Faculty of Arts and Social Sciences, Carleton University
Steven Prus
162 Garrity Cres., Ottawa ON K2J3T5
(416)985-8347
steven_prus@carleton.ca

EDUCATION

Ph.D. Simon Fraser University (Sociology and Social Gerontology), 1999
Thesis: “Changes in Economic Status and Inequality during Later Life: A
Quantitative Analysis of Canadian Data”
Thesis Supervisor: Ellen Gee

M.A. The University of Western Ontario (Sociology), 1994
Thesis: “Poverty in Old Age: An Examination of Who is at Risk” Thesis
Supervisors: Edward Grabb and Doug Baer

B.A. (Hons.) McMaster University (Sociology), 1992

EMPLOYMENT

Academic Employment

2001- Associate Professor (tenured),
Department of Sociology and Anthropology, Carleton University

1999-2000 Post-doctoral Teaching Fellow,
McMaster Centre for Gerontological Studies, McMaster University

Other Employment

2000-2001 Research Associate, Statistics Canada

PROFESSIONAL HONOURS

1999-2001 Post-doctoral Fellowship in Health and Aging Studies, McMaster
University and Statistics Canada
PUBLICATIONS

Books


Refereed Chapters in Edited Books


Articles in Refereed Journals


Published Research Papers

Invited


Internally Reviewed


Articles in Non-Refereed Journals

PAPERS PRESENTED

To Learned Societies

2011  “Age-related Changes in Factors Associated with Loss of Good Health”, Society of Actuaries: Living to 100 Symposium, Orlando, Florida.

2008  “New Evidence on Income Inequality and Life Expectancy”, Society of Actuaries: Living to 100 Symposium, Orlando, Florida.


2000  “Aging, Gender, and Health”, Canadian Association on Gerontology Annual Meeting, Edmonton, Alberta.


To Other Academic Bodies


RESEARCH GRANTS

External

<table>
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<tr>
<th>Date</th>
<th>Granting Body</th>
<th>Project Title</th>
<th>Sum</th>
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<tr>
<td>2008-12</td>
<td>SSHRCC</td>
<td>Social Capital and Health Outcomes: A Natural Experiment</td>
<td>Total award: $130,000</td>
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<td></td>
<td></td>
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<td>Personal award: $20,000</td>
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<tr>
<td>2005-11</td>
<td>SSHRCC</td>
<td>SEDAP (Social and Economic Dimensions of an Aging Population) II</td>
<td>Total award: $2,500,000</td>
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<td>Personal award: $91,700</td>
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<tr>
<td>2003-05</td>
<td>SSHRCC</td>
<td>Restructuring Work &amp; Labour in the New Economy</td>
<td>Total award: $900,000</td>
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<tr>
<td></td>
<td>Research Associate Wallance Clement, Co-Investigator</td>
<td></td>
<td>Personal award: $36,000</td>
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Internal

<table>
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<tr>
<th>Date</th>
<th>Granting Body</th>
<th>Project Title</th>
<th>Sum</th>
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<tbody>
<tr>
<td>2007</td>
<td>Office of Research Services (GR6) (with Frank Elgar)</td>
<td>Unpacking the Gradient in Child Health</td>
<td>$3,500</td>
</tr>
<tr>
<td>2003</td>
<td>Office of Research Services (GR6)</td>
<td>Socioeconomic Inequalities in Health Change</td>
<td>$7,000</td>
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<tr>
<td>2001</td>
<td>Vice-President (Research)</td>
<td>Start-up Grant</td>
<td>$5,000</td>
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<tr>
<td>2001</td>
<td>Faculty of Arts and Social Sciences</td>
<td>Start-up Grant</td>
<td>$5,000</td>
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</table>
SERVICE TO THE PROFESSION

Scholarly Assessments

2001- Manuscript appraiser for: American Journal of Epidemiology; American Journal of Preventive Medicine; American Journal of Public Health; American Journal of Sociology; American Sociological Review; BMJ Open; Canadian Geriatrics Journal; Canadian Journal of Public Health; Canadian Journal of Sociology; Canadian Medical Association Journal; Canadian Public Policy; Canadian Review of Sociology; Demography; Ethnicity and Health; European Journal of Cancer Care; Health and Place; Health Promotion and Chronic Disease Prevention in Canada; Health Reports; International Journal for Equity in Health; International Journal of Environmental Research and Public Health; International Migration Review; Journal of Community Medicine and Public Health Care; Journal of Health Psychology; Journal of Gerontology; Journal of the American Medical Association; PLoS ONE; Psychology, Health and Medicine; Research on Aging; Social Science and Medicine; Social Science Quarterly; Sociology of Health and Illness.

Assessment of University Programs

2012- Committee Member, Ontario Interdisciplinary Council for Aging and Health, Council of Ontario Universities

ACADEMIC RESPONSIBILITIES

Teaching

Advanced Multivariate Analysis
Contemporary Problems in Sociology
Fundamentals of Research Methods
Introduction to Qualitative Research Methods
Introduction to Quantitative Research Methods
Introduction to Population Studies
Introduction to Social Gerontology
Research Design and Data Analysis
Sociology of Health
Statistical Methods
Studies in Social Policy
Supervision

Ph.D.


M.A.

2020 Tyler Nowlan, research essay, “Internet Piracy”, in progress

2018 Brandon Rouleau, research essay, “The Normative Impact of Marijuana Legalization on Canadian Adolescents: A Social Determinants of Health Perspective”, completed


2009 Murray Hunter, research essay, "Why Cities must continue to Support Urban Green Space", completed

2009 Kerry Murphy, research essay, "If Dedication and Compassion Could Pay the Rent: A Gendered Analysis of Employment Job Quality in the Canadian Not-For-Profit Sector", completed

2007 Alyssa Nunes, research essay, "Reinventing Retirement: How Changing Trends are Altering the Experiences of Older Canadians", completed

2004  Ron Mumford, research essay, “Mandatory Retirement”, completed
2004  Karine Pepin, research essay, “Digital Dating”, completed

B.A./B.H.Sc.

2019  Kaily McLean, B.A. honours research essay, “Population Health: Reducing Barriers to Public Adoption in Ontario”, completed

Theses examined for other departments

2022  Julie Goodwin, M.A. thesis, "Exploring the Relationship Between Scoring Accuracy and Predictive Validity in Risk Assessment Using the Service Planning Instrument (SPIn)", Department of Psychology
2021  Megan Lamb, Ph.D. thesis, "The impact of body esteem on health-related outcomes in children and youth with severe obesity", Department of Psychology
2021  Chloe Pedneault, Ph.D. thesis, "Development and Validation of the Attitude toward Sexual Aggression against Women (ASAW) Scale", Department of Psychology


2019  Shaela Jalava, M.A. thesis, "Does Encouraging Strategic Regulation of Memory Improve Eyewitness Decision-Making When Memory is Weak?: Examining the Utility of a 'Not-Sure' Option with Show ups", Department of Psychology


2019  Tori Semple, M.A. thesis, "The Use of De-escalation by Police Officers in a Simulated Use of Force Encounter", Department of Psychology


2018  Andrew Schagen, M. Eng. thesis, "A Model for Calculating Negative Externalities Experienced as a Result of Marginal Increases in Public Transit and Ridesharing Services on Arterial and Collector Road Segments", Department of Civil and Environmental Engineering


2017 Darcie Valois, M.A. thesis, "Effects of Weight Teasing on Body Image In Youth With Overweight and Obesity: A Longitudinal Investigation of Protective Factors", Department of Psychology


2016 Christine Frank, Ph.D. thesis, "It Was the Best of Times, It Was the Worst of Times: The Buffering Effect of a Realistic Orientation on Relationship Satisfaction in Newly Cohabitating Couples", Department of Psychology


<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Lisa Batten, Ph.D.</td>
<td>&quot;Parental Depression and Child Psychopathology: Mechanisms of Risk and Effect of Remission&quot;, Department of Psychology</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Ali Kassim, Ph.D.</td>
<td>&quot;Innovative Techniques for Analyzing Cyclist Behaviour and Predicting Cyclist Safety&quot;, Department of Civil and Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Andrew Kim, M.A.</td>
<td>&quot;Longing for the Non-Addicted Self: Self-Discontinuity Increases Readiness to Change via Nostalgia&quot;, Department of Psychology</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Jennifer Armstrong, Ph.D.</td>
<td>&quot;Optimizing the Efficiency and Equity of Traffic Flow: Development of a Control Strategy for Freeway Corridors Using Dynamic Bayesian Decision Networks&quot;, Department of Civil and Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Kathy Michaud, Ph.D.</td>
<td>&quot;Remembering Previous Traumatic Experiences: Relation to Memory, Attention Processes and Cortisol Changes &quot;, Department of Psychology</td>
<td></td>
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<tr>
<td>2009</td>
<td>Ersin Asliturk, Ph.D.</td>
<td>&quot;The Effects of Constructive Realism and Attachment Orientation on the Adjustment of University Students&quot;, Department of Psychology</td>
<td></td>
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<tr>
<td>2009</td>
<td>Neda Faregh, Ph.D.</td>
<td>&quot;Psychosocial Modeling of Canadian Gamin Behaviour: A Comparative Analysis of Canadian community Mental Health&quot;, Department of Psychology</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Nam Hoai Vu, Ph.D.</td>
<td>&quot;Bus Real-Time Arrival Prediction using Statistical Pattern Recognition Technique&quot;, Department of Engineering</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Md. Akhtar Hossain, Ph.D.</td>
<td>&quot;Shared Vehicle Systems Operation Modeling and Analysis&quot;, Department of Civil Engineering</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
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<tr>
<td>2005</td>
<td>Mohammad Alauddin Ahammed</td>
<td>M. Eng.</td>
<td>&quot;Freeway Merging Behaviour and Safety of Acceleration Lanes: Field Study&quot;</td>
</tr>
<tr>
<td>2005</td>
<td>Hossein Samavatyan</td>
<td>Ph.D.</td>
<td>&quot;On the Control of a Control Process: Speed Accuracy Trade-offs and Task-switching Costs&quot;</td>
</tr>
<tr>
<td>2005</td>
<td>Sarah J. Taylor</td>
<td>Ph.D.</td>
<td>&quot;Development of a Bayesian Decision Theory Framework to Enhance the Design of Rear-End Collision Warning Systems&quot;</td>
</tr>
<tr>
<td>2004</td>
<td>Francine Barr</td>
<td>M.A.</td>
<td>&quot;Quality of Life Following Coronary Artery Surgery with Cardiopulmonary Bypass: The Effects of Post-Operative Cognitive Impairments and Pre-Surgery Symptoms of Depression and Trait Anxiety&quot;</td>
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</table>

**Theses examined at other universities**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>2017</td>
<td>Fei-Ju Yang</td>
<td>Ph.D.</td>
<td>&quot;Psychosocial Resources and Demands as Pathways For Mental Health Deterioration Among Canadian Immigrants&quot;</td>
<td>Department of Sociology, McMaster University</td>
</tr>
<tr>
<td>2014</td>
<td>Rebecca Casey</td>
<td>Ph.D.</td>
<td>&quot;Health Outcomes Following Work-related Impairments: Examining the Health Status and Lived Experience of Injured Workers Through a Life Course Lens&quot;</td>
<td>Department of Sociology, McMaster University</td>
</tr>
</tbody>
</table>
January 2022

CURRICULUM VITAE

Rania Tfaily
Carleton University • Department of Sociology and Anthropology
7th floor, Loeb Building • 1125 Colonel by Drive, Ottawa, ON, Canada K1S 5B6
Tel: 613-520-2600 ext. 2625 • rania_tfaily@carleton.ca

EDUCATION

Ph.D., Demography, University of Pennsylvania, 2006
A.M., Demography, University of Pennsylvania, 2003
M.S., Population Studies, American University of Beirut, 2002
B.S., Biology, American University of Beirut, 1999

ACADEMIC EMPLOYMENT

Graduate Program Coordinator (Sociology), Department of Sociology and Anthropology, Carleton University, July 2020 -
Associate Professor, Department of Sociology and Anthropology, Carleton University, July 2017 -
Assistant Professor, Department of Sociology and Anthropology, Carleton University, July 2006 to June 2017
Visiting Scholar, Population Aging Research Center, University of Pennsylvania, July 2007

PROFESSIONAL HONOURS

Judith Rodin Fellowship for Distinguished Doctoral Students in the Social Sciences, University of Pennsylvania, 2005-06
Hewlett Fellowship, University of Pennsylvania, 2001 – 2005

RESEARCH INTERESTS

Social Demography; Social Class, Gender and Caregiving; Contemporary Changes in Marriage and Family Formation; Family Background and Children’s Education; Socio-economic Inequalities in Health and Wellbeing.

PUBLICATIONS

Chapters in edited books

*Media coverage:* *New York Times; Washington Post; Business Week; Space Daily; UPI; WebMD; Senior Journal; US Fed News.*

*Articles in refereed journals*


*Miscellaneous scholarly publications*
Books reviews in scholarly journals


PAPERS PRESENTED

a) to learned societies


Kohler, I., Tfaily, R., & Soldo, B. J. (2004, April). *Cross-national comparability of health and mortality measures—evidence from the Mexican Health and Aging Study (MHAS) and the Health and Retirement Study (HRS)*. Paper presented at the annual meeting of the Population Association of America, Boston, MA.

b) to other academic bodies


**PROFESSIONAL SERVICE**

Associate Editor, *Canadian Review of Sociology*, January 2020 -


Reviewer of research proposal for Nazarbayev University Research Review, August-September 2019


Reviewer of research proposal for The Fund for Scientific Research – FNRS (F.R.S.-FNRS - Belgium), 2017

Discussant and Co-organizer, “Racial/Ethnic and Immigrant Health Disparities”, 2017 annual meeting of the Congress of Humanities and Social Sciences, Toronto, ON

Organizer, “Family Background and Educational Outcomes”, 2015 annual meeting of the Congress of Humanities and Social Sciences, Ottawa, ON

Reviewer of the textbook *Cities and Urban Sociology*, Oxford University Press, 2011

Reviewer of the textbook proposal *Social Inequality and Social Change in Canada*, University of Toronto Press, 2011


Population and Development Review; Population Studies; Refuge: Canada's Journal on Refugees.

**MEDIA INTERVIEWS**


**CONSULTANCIES AND CONTRACT RESEARCH**


**ACADEMIC RESPONSIBILITIES**

a) *Graduate courses taught*
Multiple Regression Analysis (SOCI 5012)
Advanced Multivariate Statistics (SOCI 5104)
Demographic Analysis (SOCI 5605)
Tutorial (SO CI 5900: total of 4 graduate students)

b) *Undergraduate courses taught*
Introduction to Quantitative Research Methods (SO CI 3000)
Sociological Methods (SO CI 2003)
Sociological Theory (SO CI 2005)
Power and Stratification (SO CI 2010)
Sociology of the Family (SO CI 2043)
Studies in Research Design and Quantitative Analysis (SO CI 3003)
Studies in Urban Sociology (SO CI 3038)
Studies in Population (SO CI 3805)
Advanced Studies in Quantitative Research (SO CI 4009)
Women in Contemporary Middle East Societies (SO CI 4039)
Families in the 21st Century (previous title: Advanced Studies in the Sociology of the Family) (SO CI 4043)

c) *Supervisor of dissertations, theses and master’s research essays*
- PhD
  Kira Heymans, Department of Sociology and Anthropology, in progress

Farhana Islam, Department of Sociology and Anthropology, (withdrew from program in good standing)
- **MA Theses**
  Aria Adel, Department of Sociology and Anthropology, in progress

  Noémie Gravel, Department of Sociology and Anthropology, in progress

  Fatima Hassin, Department of Demography at the University of Montreal, “The Role of Education on the Propensity of Interethnic Conjugal Unions among 1.5 and 2\textsuperscript{nd} Generations of Arab Canadians”, 2021 (co-supervision)

  Natalia Manning, Department of Sociology and Anthropology, “Investigating Indigeneity within Incarceration: Healing Lodges in the Canadian Media”, 2020

  Nadine Badets, Department of Sociology and Anthropology, “Social Determinants of Health among off-reserve First Nations, Métis and Inuit youth in Canada, 2018 (co-supervision)

  Anais Simard-Gendron, Department of Demography at the University of Montreal, “Fertility Differentials among Jewish Women in Israel and the West Bank”, 2011 (co-supervision)

  Erin Krzyanowski, Department of Sociology and Anthropology, “Explaining the Differential Distribution of School Engagement among 10-15Year old Canadian Students: Do Ethnicity and Parental Immigration Status Make a Difference?” 2008

- **Master’s Research Papers (MRP)**
  Ansu Anil, Department of Sociology and Anthropology, in progress

  Michael Racioppo, Department of Sociology and Anthropology, “Family Structure and Children’s Academic Performance and Behavioural Tendencies”, 2021

  Jessica Arcand, Department of Sociology and Anthropology, “Who’s Hungry? An Analysis of Food (In)security among Canadian Indigenous Peoples”, 2019

  Farhana Islam, Department of Sociology and Anthropology, “Intersectional Analysis of Healthy Immigrant Effect: Considering Ethnicity, Place of Birth and Immigrant Status”, 2012

  Mehrnaz Golestaneh, Department of Sociology and Anthropology, “Similarities and Differences between the Victorians and Post-revolutionary Iran regarding Sexual Moralities and Sexual Relationships”, 2012

  Julie Foucreault, Department of Sociology and Anthropology, “Explaining Differentials in Eating Disorders in Canada”, 2007

- **Honours**
  Hibagh Ahmed, Arthur Kroeger College of Public Affairs, in progress

  Harrison Dustan, Department of Sociology and Anthropology, “Evaluating the Efficacy of Student Sorting in Secondary Education”, 2018


d) Committee member/second reader on PhD dissertations, Comprehensive Exams and Master’s Research Papers
Alex Bing, Department of Sociology and Anthropology, committee member on PhD dissertation, “Extrinsic Learning, Corporate Streaming, and Ungrounded Voting: The Role of STEM Schooling in the Political Socialization of Asian Canadian Youths”, 2021.

Ayesha Aziz, Department of Sociology and Anthropology, second reader on Master’s Research Paper (MRP), “A Spade Is a Spade, Name the Hate: Islamophobia in Western Societies”, 2020.


Brandon Rouleau, Department of Sociology and Anthropology, second reader on Master’s Research Paper, “The Normative Impact of Marijuana Legalization on Canadian Adolescents: A Social Determinants of Health Perspective”, 2018

Matthew Sanscartier, Department of Sociology and Anthropology, committee member on PhD first comprehensive exam paper, “Mixed-methods and the Craft Attitude: Inclusive vocabulary for creativity and openness”, 2016

Mehrnaz Golestaneh, Department of Sociology and Anthropology, co-supervisor on PhD first comprehensive exam paper, “Change in Sexuality and Political Islam: The Case of Iran”, 2014.


Zainab Amery, Department of Sociology and Anthropology, committee member on PhD proposal, “Between and Betwixt: Marriage and Migration”, 2010.

e) Theses examined for other departments at Carleton
Kimia Fardfini (M.A.). Department of Psychology, “Dyadic Associations between Body Mass Index, Stress and Type 2 Diabetes Complications”, 2021

JingFei Wang (M.A.), Department of Psychology, “Examining How Self-Care Behaviours Predicts Academic Performance in University Students”, 2020

Kristen Archbell (M.A.), Department of Psychology “Chinese Kindergarten Teachers’ Beliefs, Attitudes and Responses towards Social Behaviours in the Classroom: Examining Social Withdrawal and Social Engagement”, 2014.

**ADMINISTRATIVE RESPONSIBILITIES**

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<th>b) Faculty</th>
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<th>c) University</th>
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New Program Proposal

Date Submitted: 12/16/21 5:16 pm

Viewing: TBD-2143 : Social Statistics and Data Analysis - Graduate Diploma

Last edit: 12/16/21 5:16 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 12/16/21 5:15 pm
   Sandra Bauer
   (sandrabauer): Rollback to Initiator
2. 12/17/21 9:03 am
   Blair Rutherford
   (blairrutherford): Approved for SOAN ChairDir GR
3. 01/05/22 12:36 pm
   Peter Thompson
   (peterthompson): Approved for AS Dean
4. 01/25/22 11:46 am
   Sandra Bauer
   (sandrabauer): Approved for GRAD Dean
5. 01/25/22 11:47 am
   Sandra Bauer
   (sandrabauer): Approved for PRE GRAD FCC
6. 01/25/22 11:50 am
   Sandra Bauer
   (sandrabauer): Approved for GRAD FCC
7. 02/25/22 12:20 pm
   Sandra Bauer
   (sandrabauer): Approved for GRAD FBoard

Effective Date
2023-24

Workflow
majormod
Program Management

Program Code: TBD-2143
Level: Graduate
Faculty: Faculty of Arts and Social Sciences
Academic Unit: Department of Sociology and Anthropology
Degree: Graduate Diploma
Title: Social Statistics and Data Analysis - Graduate Diploma

Program Requirements

Graduate Diploma in Social Statistics and Data Analysis (2.0 credits)

Requirements (Type 2 and 3):

1. 0.5 credit in:
   - SOCI 5102 [0.5] Multiple Regression Analysis

2. 0.5 credit in:
   - SOCI 5104 [0.5] Advanced Multivariate Analysis

3. 0.5 credit in:
   - SOCI 5809 [0.5] The Logic of the Research Process

4. 0.5 credit in elective, which must include a research methods component and be offered at Carleton at the graduate or fourth-year undergraduate level and be approved by the SSDA GDip coordinator.

Total Credits: 2.0

New Resources: No New Resources
Summary: Add new GDip in Social Statistics and Data Analysis
Rationale: new program
Transition/Implementation: n/a

Program reviewer comments: sandrabauer (12/16/21 5:15 pm): Rollback: change faculty to as

Key: 2143
New Program Proposal

Date Submitted: 03/09/22 11:37 am

Viewing: TBD-2148 : R-GR-ADMREQT-Social Statistics and Data Analysis Graduate Diploma

Last edit: 03/09/22 11:37 am

Last modified by: sandrabauer

Changes proposed by: sandrabauer

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

Approval Path
1. 03/09/22 11:43 am Blair Rutherford (blairrutherford): Approved for SOAN ChairDir GR
2. 03/09/22 12:20 pm Peter Thompson (peterthompson): Approved for AS Dean
3. 03/09/22 12:22 pm Sandra Bauer (sandrabauer): Approved for GRAD Dean
4. 03/09/22 12:23 pm Sandra Bauer (sandrabauer): Approved for PRE GRAD FCC
5. 03/09/22 12:25 pm Sandra Bauer (sandrabauer): Approved for GRAD FCC
6. 03/09/22 12:26 pm Sandra Bauer (sandrabauer): Approved for GRAD FBoard

Effective Date 2022-23
Workflow majormod
Program Code TBD-2148
Level Graduate

https://nextcalendar.carleton.ca/programadmin/
Faculty of Arts and Social Sciences
Department of Sociology and Anthropology
R-GR-ADMREQT-Social Statistics and Data Analysis Graduate Diploma

Program Requirements

Admission

Type 2 Concurrent Program

At the time of admission, applicants must be enrolled in a master’s or doctoral program at Carleton University.

Type 3 Direct-entry Program

Applicants must hold a bachelor’s degree. Admission for prospective students without a degree will be considered if they have relevant work experience.

New Resources

No New Resources

Summary

Add Admission requirements for new GDip in Social Statistics and Data Analysis.

Rationale

NP

Transition/Implementation

n/a

Program reviewer

comments

Key: 2148