



DATE: May 30, 2024

TO: Senate

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

RE: BA General Studies  
**New Program Approval**

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### **SQAPC Motion**

THAT SQAPC recommends to Senate the approval of the Bachelor of Arts in General Studies program as presented, to commence in Fall 2025.

### **Senate Motion**

**THAT** Senate approve the proposed Bachelor of Arts in General Studies program as presented to commence in Fall 2025.

### **Background**

The Faculty and Arts and Social Sciences (FASS) and the Faculty of Public Affairs (FPA) are proposing a new 15-credit online B.A. General Studies program that builds on the critical mass of online courses that are regularly offered across the two faculties. This flexible program, will allow students to pursue their studies entirely online, or through a combination of online and in-person modalities, targets a potentially large audience of non-traditional learners who are not well-served by traditional programs.

As this program is following the expedited approval process, no site visit was required.

### **Attachments**

- Self-Study with Appendices (Volume I)
- Dean's letter of support
- SQAPC outcome memo
- 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 Ontario Universities' Council on Quality Assurance for approval. Approval is required before the program can commence.

**Carleton  
University**



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

**Institutional Quality Assurance Process**

**BA General Studies**

**New Program Approval**

**(Volume I)**

**February 2024**

*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).

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**Program Lead** **Date**

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**Chair/Director** **Date**

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**Dean(s):** **Date**

**Committees Reviews and Approvals**

Vice-Presidents' Academic Research Committee (executive summary)	
Provost's Budget Working Group (executive summary)	
Curriculum Committee	
Faculty Board	
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Quality Assurance and Planning Committee	
Senate	
Quality Council	

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## A. The Program

### *Program summary and rationale*

The Faculty and Arts and Social Sciences (FASS) and the Faculty of Public Affairs (FPA) are proposing a new 15-credit online B.A. General Studies program that builds on the critical mass of online courses that are regularly offered across the two faculties. This flexible program, which will allow students to pursue their studies entirely online, or through a combination of online and in-person modalities, targets a potentially large audience of non-traditional learners who are not well-served by traditional programs.

Carleton's 15-credit disciplinary B.A. degree programs generally caters to the needs and interests of the "traditional student" – typically one who has a well-formed academic interest that matches a specific disciplinary B.A. offering, enters direct from high school, devotes most or all their time to full-time study, and follows a structured pathway leading to graduation in three years.

Many students, however, do not fit this mold. They may not have particularly well-formed academic interests and are unsure which disciplinary B.A. program is right for them; they may have a wide range of interests that are not fully accommodated by existing disciplinary boundaries; they may work more than part-time or have work schedules or caregiver responsibilities that cannot be easily managed within the traditional program structure. Some of these students may never apply to Carleton, or once here they may struggle and eventually drop out. Others may start their B.A. at Carleton and wish to change programs but may find that they must satisfy additional requirements that further delay their academic progress.

These "non-traditional" students would benefit from a program that is flexible and adaptable to both their academic interests and their lives. Indeed, even many traditional students are seeking more flexible ways to complete their degree programs. Since the pandemic, the demand for online learning has remained high and stable nationally and at Carleton. In addition, during the pandemic many instructors embraced online teaching and developed online courses that are pedagogically innovative, rich, and engaging. Many programs offer more online and hybrid courses now than they did prior to the pandemic. Therefore, many Canadian universities, including several in Ontario, have developed programs that embrace online delivery and a more flexible approach to study.

The new 15-credit online B.A. degree that FASS and FPA are proposing maximizes flexibility and allows students to earn a degree outside of the traditional B.A. structure. Rather than focusing on a particular discipline, students will take a variety of courses that suit their needs and interests from the more than 700 courses, including approximately 130 online courses, that FASS and FPA currently offer every term. This new B.A. program, which we are calling General Studies, builds on the [B.A. Breadth requirement](#) – common to all B.A. programs – by using the existing three non-Science Breadth Areas to scaffold a student's individual program of study. With the help of a faculty advisor, students will take a selection of courses from the broad areas of Culture and Communication, Humanities, and Social Sciences. While we expect greatest demand to be an entirely online pathway, students may complete the B.A. General Studies degree with any combination of online and in-person courses.

The proposed pathway democratizes the curriculum, empowering students, with academic guidance, to design a personalized multi-disciplinary program of study. This new pathway embraces the benefits of exposing students to a broad range of ideas and subject-area disciplines that is the hallmark of a classic liberal arts education, and the growth of high-quality online course delivery in FASS and FPA.

The online B.A. General Studies shares core common features of other 15-credit non-Honours B.A. programs and is based on Carleton's Thematic B.A. Template, on which our multi-disciplinary B.A. programs are based. The proposed B.A. General Studies builds on B.A. Breadth requirements, replacing 6.0 credits in the major with 3.0 credits in two of the three existing non-Science Breadth Areas. While the B.A. General Studies is broad by design, 2000- and 3000-level credit requirements will ensure students acquire depth in some subjects. Students may also pursue one or two Minors, which will provide additional disciplinary depth. It may also be possible for B.A. General Studies students to transfer to a disciplinary B.A., or to a B.A. Honours program.

### ***Current International, National and Provincial Profile***

There has been significant growth in online university programs at the international, national, and provincial levels. There are online degree programs offered across the country (e.g., [University of Victoria](#); [Thompson Rivers University](#); [Athabasca University](#); [University of New Brunswick](#); [Memorial University](#) etc.). In Ontario, there are online B.A. or related programs offered at the following institutions: [Brock University](#), [University of Guelph](#), [Lakehead University](#), [Laurentian University](#), [Ontario Technical University](#), [University of Waterloo](#), [Western University](#), and [Wilfred Laurier University](#). However, Carleton's B.A. General Studies will offer a distinctive experience. Our pathway offers a choice of modalities that enable students to complete credits with online, in-person or hybrid courses; it emphasizes multi-disciplinarity; and it balances flexibility with structure in pathway design.

**Modality Choices:** Most online B.A. options limit students to online courses with no option to take courses delivered through other modalities. While an online B.A. will allow Carleton to reach students across the country and around the world, it will also be attractive to students in and around the National Capital Region. Research suggests that most fully online students live relatively close to the physical campus of the university where they study, which can be beneficial as [local universities](#) enjoy a higher profile among local employers and the community. Locally-based students will have the flexibility of completing credits using online, in-person and hybrid courses offered at Carleton.

**Multi-disciplinarity:** Most online B.A. programs in Ontario are discipline specific. Carleton's B.A. General Studies, in contrast, emphasizes multi-disciplinarity. Students will benefit from the complementary strengths of FASS and FPA programs and will be able to experience both the humanities and social sciences, depending on their area selections.

**Flexible yet structured pathway design:** Several online B.A. programs in Ontario that do include broadly interdisciplinary options (Guelph, Lakehead, Laurentian, Waterloo) either provide too little structure, leading to relatively shapeless degrees, or are overly restrictive, limiting flexibility for students. For example, Waterloo's [three-year general Liberal Studies](#) degree allows students to satisfy the degree requirements with any courses offered in the Faculty of Arts, while Queen's now defunct [online Liberal Studies](#) degree required program-specific courses at the first- and third- year levels, potentially introducing barriers for students who wish to switch to online studies later. While there are benefits to the looser and more rigid structures at other institutions, Carleton's B.A. General Studies is distinguished by balancing flexibility with structure by requiring students to choose two areas of study from defined breadth areas

## **A.1. Mission and strategic directions**

The proposed B.A. program takes direction from [Carleton's Strategic Integrated Plan 2020-2025](#) (SIP), particularly its strategic priorities in teaching and learning, which include: the development of new or expanded initiatives that “further enhance student learning and success”; that facilitate recruitment and retention by “meet[ing] the needs of changing student populations”; that “improve students’ graduation and employability outcomes”; and that “respond to societal needs” (p. 12). The SIP embraces initiatives that encourage students to “engage with ideas across disciplines and boundaries to build stronger, more connected approaches”; that “enable and encourage ... curricular designs that foster student engagement, access, inclusion and success”; and that “offer new and flexible opportunities for student-centred learning” (p. 13). A fully online pathway meets all these goals. In addition, it would appeal to international students, helping to advance the SIP’s objective of engaging the world (p. 17).

The new program also seeks to advance the University’s strategic priority in fostering inclusion, equity, and accessibility by combining the benefits of online education with flexible modality choices. The flexible design is adaptable to a diversity of needs and preferences and will improve access to education for a wide range of students. For example, online programs enable students to pursue and successfully manage their studies around caregiving responsibilities (e.g., parenting, eldercare etc.) or financial constraints that require them to work many hours, or odd shifts. Online programs also enhance access to education for students in remote regions or who are unable to relocate, such as many Indigenous communities. Finally, online education is adaptable to serve many diverse groups, including mature students as well as students with disabilities (see [Afrouz and Crisp, 2020](#); [Moore et al. 2015](#)).

The SMA currently seeks to measure, in part, effective skills training of our students. As with all B.A. options, our graduates will be equipped with the practical benefits of a liberal arts education, including communication skills, problem solving and critical thinking (see [King et al., 2007](#); [Hill and Pisacreta, 2019](#)). Further, the B.A. General Studies emphasizes multi-disciplinarity by requiring students to select course subjects in defined breadth areas and by ensuring course offerings across all FASS and FPA units. Multi-disciplinarity enables students to engage in creative problem-solving, and to integrate, synthesize, and apply skills and knowledge from diverse disciplines. The problems that trouble our complex world do not fit neatly into discrete disciplinary categories, but require the competence to make connections across bodies of knowledge and ways of thinking synergistically and innovatively ([Ashby and Exter, 2019](#).) Moreover, online programs help further enhance the digital literacy needed in today’s workforce ([Afrouz and Crisp, 2020](#); [Jones, 2015](#)).

## **A.2. Relationship to other academic programs at Carleton**

We expect the B.A. General Studies to attract mostly new students whose needs are not currently met by our existing B.A. offerings, or a few who may enroll in the direct-entry B.A. Hons Undeclared. Students in Undeclared must transfer to a discipline by the end of their first year. For those with broad ranging interests and who seek a more flexible, exclusively- or primarily-online 15-credit program, the General Studies pathway will be an option.

The anticipated impact of the B.A. General Studies on other B.A. programs is low and may in fact be beneficial. The B.A. General Studies will foster and support units in FASS and FPA to maintain and expand their online courses, and thereby offer more flexible program pathways for their own students, which should support retention and graduation. This stabilization and possible expansion of online

course offerings will also benefit B.A. programs that want to launch their own online disciplinary option. B.A. programs at Carleton currently cannot realistically do so because even if a program offers their in-program requirements online, there need to be enough online electives outside of their programs to satisfy elective requirements. The B.A. General Studies will ensure a reliable and expansive supply of online electives.

It is possible that the B.A. General Studies may draw some students away from existing B.A. programs; however, the program will enable us to keep those students at Carleton. The proposed program is also a good option for some students who are required to move to an alternate program at their Academic Continuation Evaluation but may face additional program requirements by doing so. Given the existence of other online degrees and the forces that lead some students to pursue online over in-person education, we might otherwise lose these students to other institutions. Because this program features flexible modality choices, students who switch from an existing disciplinary B.A. program to the B.A. General Studies will have their credits recognized.

Other than students who wish to switch to online studies, the proposed new program is unlikely to take students away from other B.A. programs because students who have disciplinary interests prefer disciplinary programs. Indeed, it is possible that the General Studies pathway may result in students adding Minors or transferring into existing disciplinary programs as they are exposed to disciplines, thus representing a potential gain for other programs.

## **B. Program Learning Outcomes and Assessment**

### **B.1 Program learning outcomes**

We have defined learning outcomes (LOs) for the Online B.A. General Studies that also correspond to the degree-level expectations (DLEs) defined by the province of Ontario. The proposed learning outcomes are based on a review and collation of learning outcomes of 15-credit B.A. programs in FASS and FPA. They are therefore consistent with existing learning outcomes in most of the B.A. programs across the two Faculties.

*Table B.1: Learning outcomes for B.A. General Studies*

<b>Learning Outcomes</b>	
<b>LO1</b>	Identify and explain concepts and theories from different arts and social science disciplines or perspectives.
<b>LO2</b>	Identify and gain a critical understanding of principles of basic arts and social science research design and methods.
<b>LO3</b>	Identify and critically assess the uses and validity of different kinds of source materials, from a variety of sources, to make sound arguments.
<b>LO4</b>	Use critical reasoning and knowledge of concepts and theories to analyze contemporary social issues and make connections with one's own lived experiences.
<b>LO5</b>	Communicate clearly and persuasively in writing and in speech with diverse audiences.
<b>LO6</b>	Recognize the limits of knowledge and their implications for understanding and analysis.
<b>LO7</b>	Work collegially and collaboratively with people from diverse experiences and backgrounds.



<b>LO8</b>	Demonstrate integrity, responsibility, and a capacity to work independently and ethically.
<b>LO9</b>	Negotiate multiple perspectives through critical and civil debate.

## B.2 Applying learning outcomes to provincial degree-level expectations (DLEs)

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

### Undergraduate DLEs:

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Awareness of the limits of knowledge
6. Autonomy and professional capacity
7. Experiential Learning

*Table B.2: Learning outcomes and degree level expectations*

<b>Learning Outcomes</b>		<b>Degree Learning Expectations Met</b>
<b>LO1</b>	Identify and explain concepts and theories from different arts and social science disciplines or perspectives.	Depth and breadth of knowledge
<b>LO2</b>	Identify and gain a critical understanding of principles of basic arts and social science research design and methods.	Knowledge of methodologies
<b>LO3</b>	Identify and critically assess the uses and validity of different kinds of source materials, from a variety of sources, to make sound arguments.	Application of knowledge
<b>LO4</b>	Use critical reasoning and knowledge of concepts and theories to analyze contemporary social issues and make connections with one's own lived experiences.	Depth and breadth of knowledge Application of knowledge
<b>LO5</b>	Communicate clearly and persuasively in writing and in speech with diverse audiences.	Communication skills
<b>LO6</b>	Recognize the limits of knowledge and their implications for understanding and analysis.	Awareness of limits of knowledge
<b>LO7</b>	Work collegially and collaboratively with people from diverse experiences and backgrounds.	Autonomy and professional capacity
<b>LO8</b>	Demonstrate integrity, responsibility, and a capacity to work independently and ethically	Autonomy and professional capacity
<b>LO9</b>	Negotiate multiple perspectives through critical and civil debate.	Communication skills Autonomy and professional capacity

## B.3 Program structure and curriculum map

### a. Program structure

The B.A. General Studies is proposed as a non-disciplinary specific B.A. degree. Its structure is based on Carleton's [Thematic B.A. \(15 Credits\) Template](#).<sup>1</sup> Students in the B.A. General Studies will scaffold their studies on two of the existing three non-Science [B.A. Breadth Areas](#): Social Sciences, Humanities, and Culture & Communications.<sup>2</sup> The proposed program calendar entry is in Appendix 1.

To fulfil graduation requirements, B.A. General Studies students will be expected to complete 15.0 credits:

- **3.0 credits** in **two** of the three non-Science Breadth Areas, for a total of 6.0 credits; and
- **9.0 credits** in free electives.

Among the 15.0 credits, students would be expected to complete:

- no more than 7.0 credits below the 2000-level;
- at least 3.0 credits at the 2000-level or higher in one or both of the two selected Breadth Areas;
- at least 2.0 credits at the 3000-level or higher, of which 1.0 credit must be in one or both of the two selected Breadth Areas.

While the program is intended to be flexible, we expect many students to seek an entirely online pathway. Though FASS and FPA units offer many online courses, fewer units consistently offer online courses at each level, and that are open to all students. Therefore, we have identified subjects that would allow students to meet the Breadth Area requirements entirely with online courses.<sup>3</sup>

Eight primary online breadth subjects were identified. The units that deliver these subjects offer the most consistent online courses, with at least two online course options per course level, including at least 0.5 credit at the 3000- level, at least 2 to 3 iterations of each course online since 2021, and a rotation of teaching staff involving 2 or more instructors. These primary online breadth subjects are:

- In FASS: Anthropology, English, History, Psychology, Sociology.
- In FPA: Criminology and Criminal Justice, Political Science, Social Work.

*Table B3.1: Primary Online Breadth Subjects*

Breadth Area	Primary Online Breadth Subjects	Unit
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<sup>1</sup> B.A. Thematic programs require no less than 6.0 and no more than 10.0 credits in the major for students to graduate. B.A. Thematic programs do not have a breadth requirement and instead provide for sufficient free electives to make up a 15-credit program.

<sup>2</sup> For traditional disciplinary B.A. pathways, students are required to complete 3.0 breadth credits, including 1.0 credit from each of three of the four Breadth Areas: Social Sciences, Humanities, Culture & Communications, and Science, Engineering, and Design.

<sup>3</sup> Subjects have been identified based on patterns of online course offerings post-pandemic (2021-22 to 2023-24). We considered the following criteria:

- Availability of online courses across 1000-, 2000- and 3000-levels.
- Frequency of online offering for specific courses across academic years.
- Rotation of teaching staff for specific online courses across academic years.
- Ability to address online course prerequisites as students advance through levels.

<i>Culture and Communication</i>	English (ENGL)	English
<i>Humanities</i>	History (HIST)	History
<i>Social Sciences</i>	Anthropology (ANTH)	Sociology and Anthropology
	Sociology (SOCL)	Sociology and Anthropology
	Criminology (CRCJ)	ICCJ
	Political Science (PSCI)	Political Science
	Psychology (PSYC)	Psychology
	Social Work (SOWK)	Social Work

Four secondary online breadth subjects were also identified. These subjects are offered in a more limited capacity, with fewer online course options per level, including more limited (or no) courses at the 3000-level credits, fewer iterations of each course, and/or less instructor rotation. They are:

- FASS: Women and Gender Studies, Religion.
- FPA: Law and Legal Studies, Economics.

*Table B3.2: Secondary Online Breadth Subjects*

<b>Breadth Area</b>	<b>Secondary Online Breadth Subjects</b>	<b>Unit</b>
<i>Culture and Communication</i>	--	--
<i>Humanities</i>	Religion (RELI)	College of Humanities
	Women's & Gender Studies (WGST)	F.I.S.T.
<i>Social Sciences</i>	Economics (ECON)	Economics
	Law (LAWS)	Law and Legal Studies

We would expect the majority of students to satisfy most of their required 6.0 Breadth Area credits from among these 12 identified subjects.

Free elective subjects listed below are those in which students have some selection of online course offerings to complement their two core breadth areas. Primary and secondary online subjects above may also contribute to free elective requirements.

*Table B3.3: Free Elective Subjects with Online Offerings*

<b>Breadth Area</b>	<b>Free Elective Subjects with Online Offerings</b>	
<i>Culture and Communication</i>	American Sign Language Art History Art and Architecture History Communication and Media Studies Digital Humanities Film Studies	French Journalism Music Modern languages

<i>Humanities</i>	African Studies Applied Linguistics and Discourse Studies Archaeology Canadian Studies Child Studies Classical Civilization European and Russian Studies	Human Rights and Social Justice Humanities Indigenous Studies Latin American and Caribbean Studies Linguistics Philosophy Sexuality Studies
<i>Social Sciences</i>	Business Cognitive Science	Geography

**b. Program curriculum map**

The B.A. General Studies is designed to ensure that students meet the proposed Learning Outcomes.

**1000-level courses** will introduce students to the main ideas, concepts, and disciplinary approaches in subjects within their selected Breadth Area focus. Courses at this level also introduce students to necessary academic skills to achieve several LOs, including the ability to read critically; compare concepts and viewpoints; locate and evaluate scholarly and non-scholarly sources; and communicate ideas clearly and coherently. Artifacts to evaluate the achievement of these skills in first-year courses include: a variety of written assignments, tests, and/or examinations, discussion group participation and engagement with peers.

**2000-level courses** provide students with foundational knowledge in subjects within their chosen breadth areas. Courses at this level introduce and reinforce key concepts, theories, and debates, and challenge students to explore their real-world applications and implications. They support students to further develop their critical thinking skills, strengthen their analytical reading and writing skills, and learn how to construct and convey logical arguments. Students are also encouraged to engage in constructive discussion and debate with their peers. Artifacts to evaluate the achievement of these skills include a variety of short and long written assignments, tests, and/or examinations, discussion group participation and engagement with peers.

Advanced **courses at the 3000-level** enable students to reinforce (R) and deepen their knowledge in specialized subjects and explore a variety of perspectives. They are expected to demonstrate some mastery (M) of key concepts, theories, and debates in a subject, and to synthesize, apply, and reflect on that knowledge. Advanced courses also enable students to reinforce (R) and gain some mastery (M) of critical and analytical skills, including locating and evaluating information, developing logical arguments, and analyzing complex ideas. Students engage more actively and collaboratively with peers through smaller classes. Artifacts to evaluate learning outcomes include research and analytic essays, group projects, presentations, participation, and engagement in seminars.

*Table B3.4: Program curriculum map summary*

Program Component	Learning Outcome & Level								
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9

1000-Level Credits in Selected Breadth Areas	I		I	I	I		I	I	I
2000-Level Credits in Selected Breadth Areas		I	R	R	R	I	R	R	R
3000-Level Credits in Selected Breadth Areas			R,M	R,M	M	R	M	M	M
Free Electives	I		I,R	I,R	I,R		I,R	I,R	I,R

#### B.4 Program learning outcomes assessment plan

The assessment of the program will be led by the Joint Management and Curriculum Committee (JMCC), which consists of the Associate Deans (Academic) in FASS and FPA, two representatives of units delivering the “primary” online Breadth Area subjects, and one administrative staff representative. The JMCC will be responsible for developing the assessment methodology and conducting program-level learning outcome assessments.

The learning outcomes assessments will be presented to the units delivering the primary online Breadth Area subjects for their input and feedback. Based on this information and in conjunction with these units, the JMCC will ascertain whether and what program changes may be necessary. The outcomes of this assessment process will be communicated by the JMCC.

The assessment process will be an annual exercise, focusing on different program elements in each year of a 6-year cycle, as indicated in Table B4 below.

*Table B4: LO assessment process*

Year	Component to be reviewed	Activities
<b>Year 1</b>	1000-level courses in FASS primary breadth subjects	Select 4-6 courses, based on criteria identified by the JMCC <ul style="list-style-type: none"> <li>➤ Review course outlines, learning objectives of courses against LOs</li> <li>➤ Assess student performance and outcomes based on:               <ul style="list-style-type: none"> <li>○ Review of selected sample assignments</li> <li>○ Student feedback, such as surveys and overall satisfaction</li> <li>○ Student outcomes, grade distributions over time</li> <li>○ Input from course instructors</li> </ul> </li> <li>➤ Where possible, compare Online B.A. General Studies program students with other 15-credit B.A. students against these performance indicators</li> </ul>
<b>Year 2</b>	1000-level courses in FPA primary breadth subjects	
<b>Year 3</b>	2000-level courses in FASS primary breadth subjects	
<b>Year 4</b>	2000-level courses in FPA primary breadth subjects	
<b>Year 5</b>	3000-level courses in FASS primary breadth subjects	
<b>Year 6</b>	3000-level courses in FPA primary breadth subjects	

## **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.

“An appropriate accommodation at the post-secondary level would enable a student to successfully meet the essential requirements of the program, with no alteration in bona fide standards or outcomes, although the way the student demonstrates mastery, knowledge and skills may be altered.”

- Ontario Human Rights Commission’s Policy on Accessible Education for Students with Disabilities (2018)

The aim of accommodation in a post-secondary 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 for an otherwise qualified student with a disability to attain the same level of performance or enjoy the same level of benefits and privileges experienced by others, without compromising bona fide academic requirements.

### **Paul Menton Centre for Students with Disabilities (PMC)**

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.”

The program essential requirements of the Online BA program 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

Provisionally, the program will be governed by a Joint Management and Curriculum Committee (JMCC), which consists of the Associate Deans (Academic) in FASS and FPA, two representatives of units delivering Primary breadth subjects, and one administrative staff representative.

The JMCC will be tasked with all standard program oversight processes, inclusive of program changes, program learning outcomes review and cyclical program review. It will also be responsible for setting priorities, establishing actionable agenda, and monitoring progress in the following areas:

- Recruitment: develop and implement recruitment strategies targeted at, and relevant to, an online undergraduate program, in collaboration with both university-level and faculty-level recruitment services.
- Online presence: develop and review the web-based communication infrastructure and contents for the program.
- Communication (students): develop and review communication tools and processes aimed at integrating and supporting a diverse online student population (e.g., information session, orientation, virtual handbook, student support, structure of course advising, etc.)
- Liaise with university services and academic units: monitor the adequate integration of the program with key university services (admissions and registration in particular) and participating units.
- Course programming: review viability of online course offerings (inclusive of online modalities), with dedicated attention to “Primary” breadth subjects, 3000-level courses, and course curricular changes (prerequisites, preclusions, contingency). Assess expansion of “Primary” breadth subjects.

The JMCC will meet at least twice a term to address and provide clear guidance for the day-to-day administration of the program. It will report on a yearly basis to the Deans of both participating Faculties.

### ***Administration***

Initially, the Associate Dean (Academic) in FASS will oversee the academic administration of the program, with the part-time support of one administrative staff (provided by ODFASS). Administration will cover the following:

- Student advising
- Liaising with university services and academic units, as required
- Delivering activities aimed at student integration
- Monitoring the day-to-day delivery of the program; Reporting to the JMCC.

## D. The Faculty

### D.1. Faculty appointed to the unit or program

The B.A. General Studies is a cross-Faculty program delivered with existing teaching resources and course offerings in FPA and FASS. No individual faculty members are appointed to the program.

## **D.2. Faculty research funding**

Not applicable.

## **D.3. Distribution of thesis supervision**

Not applicable.

## **D.4. Current teaching assignments**

The B.A. General Studies is intended as a highly flexible B.A. pathway in terms of both student subject area focus and modality (entirely or some combination of online, in-person or hy-flex/hybrid courses). Each term students may choose from more than 700 unique undergraduate course offerings in FPA and FASS to fulfill course requirements (assuming seats are available, course prerequisites are met, and there are no program-specific course restrictions). Of those, approximately 130 are regularly offered online.<sup>4</sup>

## **D.5. Contract instructors**

The B.A. General Studies program relies on existing undergraduate teaching resources. As of 2022-23 Contract Instructors delivered 18.5 per cent of undergraduate course credits across both FPA and FASS.<sup>5</sup>

# **E. Program Admission and Enrolment**

## **E.1. Admissions requirements**

The B.A. General Studies will follow the standard admissions requirements for Carleton B.A. programs:

- An overall average of at least 70% will normally be required.
- For admission to the first year, students must present the Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include a 4U course in English (or *anglais*).
- For admission beyond first year, applicants must normally be *Eligible to Continue* in their year level, in addition to meeting the CGPA thresholds for a Change of Program element described in the Academic Regulations (Section 3.1.9).

The formal admissions language is found in Appendix 2.

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<sup>4</sup> Based on course offerings delivered Fall/Winter 2023-24. While there are likely to be space constraints in some individual courses, given the relatively small anticipated program enrollment and large number of courses, we do not anticipate that course access will be a problem. As the program grows, the Faculties have committed to providing commensurate resources to ensure student progression through the program.

<sup>5</sup> Departmental Measures and Ratios - Faculties Year by Year, 2022/23, <https://oirp-secure.carleton.ca/dept-measures-secure/tables/compareX.pdf>



## E.2. Class sizes and course and program capacity

### ***Class Size***

The B.A. General Studies relies exclusively on the delivery of existing courses in FPA and FASS. Figures presented in Table E2 below reflect the combined average class sizes at each level in both Faculties:

*Table E2 – FPA and FASS Average Class Sizes by Level (2022-23)<sup>6</sup>*

<b>Course Level</b>	<b>Average Class Size</b>
1000	79
2000	62
3000	33
4000	13

### ***Program Capacity***

Program capacity is constrained by the availability of non-restricted courses in FPA and FASS units that allow students to satisfy their graduation requirements, and the ability to provide effective academic advising to B.A. General Studies students. The program is designed to be highly flexible, both in terms of subject-area focus and course modality. However, for planning purposes we assume that most students will seek an entirely (or almost entirely) online pathway. Program capacity is therefore dictated in part by the availability of sufficient and regular online course offerings across all levels. Existing online offerings and the currently available administrative and advising support provided by the offices of the Deans of FPA and FASS can accommodate the projected 150 students a year. If demand increases, the Deans are committed to supporting additional online sections and providing commensurate teaching and administrative resources.

## E.3. Projected enrolment

Student demand for the B.A. General Studies is projected to be strong. Table E3 offers a conservative estimate of program enrolment numbers. We estimate an intake of approximately 50 FTE new first-year enrolments per year, with a total steady-state enrolment of approximately 150 FTE students by Year 4. We expect most of those to be students pursuing an entirely online pathway. While students who begin another degree program at Carleton may migrate to the General Studies pathway and students who begin degrees at other institutions may switch to Carleton as the reputation of our online General Studies option grows, our projected numbers below focus exclusively on new first-year and continuing enrolments.

*Table E3 – B.A. General Studies Projected Enrolment*

	Student enrolment (years after) <sup>7</sup>	
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<sup>6</sup> Average class size is determined by dividing combined total FPA and FASS course enrolments at each level by total section count. See “OIRP Table E.5.a – Undergraduate Class Size” in Appendix 3.

<sup>7</sup> Student enrolment after year X calculated using Undergraduate Retention data at <https://oirp2.carleton.ca/Perspective60> for both FPA and FASS. See Appendix 3.

Program year	0	1	2	3	4	5	6	Total enrolment
1	40							40
2	40	34						74
3	50	34	26					110
4	50	43	26	18				137
5	50	43	32	18	6			149
6	50	43	32	23	6	1		154
7	50	43	32	23	7	1	0	156

There are three points of reference to estimate projected enrolment: results of survey research on demand for online and hybrid learning, including those conducted at Carleton, enrolment in the B.A. Hons Undeclared and graduates with a B.A. Open Studies, and enrolment in general studies or online programs at other Ontario institutions.

***Demand for online and hybrid learning:*** Research on [trends in post-secondary education](#) shows growing interest in online learning, globally and in Canada (also [EDUCAUSE, 2023](#); [KPMG, 2022](#)). Particularly, more non-traditional students are looking to online learning to develop new skills or upgrade existing ones. The pandemic experience also affected student expectations – they want more flexibility and convenience for individual courses and programs overall.

Surveys have shown significant demand among undergraduate students for either fully online or hybrid courses. The [2022 EDUCAUSE Report](#), based on a survey of 820 undergraduate students in the United States, showed a sharp increase in the percentage of students who would prefer mostly or completely online courses – from 9% in 2020 to 29% in 2022. Similar trends are noted in Canada. According to [KPMG research 2022](#), 81% of students in Ontario want an educational experience that matches their digital lifestyle, while 80% of them have fundamentally changed expectations of their post-secondary experiences. The results of a survey conducted by the Canadian Digital Learning Research Association showed demand among undergraduate students for fully online courses (28%) and hybrid courses (46%) ([Digital Learning in Canada in 2022: A Changing Landscape](#)).

Surveys conducted by Carleton’s Teaching and Learning Services (TSL) in 2020 and 2021 also show demand among Carleton students for online and flexible education. Qualitative open-ended responses (Fall 2020) indicated that students value flexibility, not having to commute and less financial pressure. Some respondents experienced improved mental health and improved school-life balance. Moreover, some respondents reported that studying at home was more comfortable and less stressful. Quantitative results (Fall 2021) were similar: 73% of respondents indicated appreciation for flexibility; 46% found online courses more accessible; 34% indicated being able to prepare more for online classes; 26% found participation more comfortable. Seventy percent of students indicated feeling satisfied or very satisfied with online courses. While online learning is not for all students, survey responses indicate that there is a clear market for online options. The survey results also suggest an appetite for flexible modalities that combine online, hybrid and in-person options, which the General Studies pathway offers.

**Undeclared and Open Studies:** We have some indication of demand for a highly flexible B.A. pathway based on interest in the B.A. Hons Undeclared. Roughly 80 students a year register in the B.A. Hons Undeclared. While undeclared students move to existing Bachelor programs in FASS and FPA after first year, we expect that some would be attracted to the broader, multi-disciplinary pathway offered by the new B.A. General Studies. In addition, while students cannot currently graduate in the Undeclared Honours, there is a 15-credit B.A. Open Studies option for students without sufficient credits in an existing B.A. Hons program. Roughly 30 students a year graduate with this B.A. We would expect many of those students to choose the B.A. General Studies pathway.

**Other institutions:** Transparent, publicly available information on enrolment at other institutions is rare; nonetheless, student demand for a general studies option can be extrapolated from other institutions. For example, Lakehead's online General Arts B.A. serves 100-120 students a year. Brock's B.A. Social Sciences, which is a highly flexible, but entirely in-person degree, serves 300-400 students, and graduates 50 per year. We expect the B.A. General Studies pathway to fall somewhere in between these numbers upon reaching a steady state. Data from Queen's show 56 first-year students in their B.A. distance studies in 2020-21, rising to 74 first-year students in 2021-22. Queen's data also show an increase in preliminary upper year intake (19 in 2020-21 and 28 in 2021-22). Thus, we can infer some transfer into the B.A. General Studies pathway at upper year levels.

## F. Student Experience and Satisfaction

### F.1. Student orientation, advising, and mentoring

New undergraduate students in the B.A. General Studies would be invited to take part in the University-wide **orientation** activities, many of which begin before the start of each fall term. New students can familiarize themselves with the registration process and other aspects of university life, such as [CU1001 – Your Start to Student Life at Carleton](#), and [I-Start Orientation](#) for new international students. Many elements of orientation are in person, and students in the online B.A. General Studies program would be welcome to attend. However, the University also continues to provide online orientation resources and activities for new students.

Program-specific orientation for students in the B.A. General Studies would also take place, directed by the Associate Dean and program administrator. This would include email contact to welcome and provide general information; online registration information sessions; a dedicated website for new students in the B.A. General Studies program; and an invitation to meet individually with the advisor, remotely or in person, before registration begins for the term. Furthermore, additional program-specific orientation sessions could be organized as part of Academic Orientation week to welcome students and give them an opportunity to meet their peers and colleagues in the program.

Online undergraduate student **advising** will be provided by a program advisor (initially the Associate Dean-Academic). To ensure accuracy and consistency in advising and communication with students, the responsible AD and Administrator will liaise with units to monitor online course offerings and share clear flow chart for communication with students.

Students will be able to book meetings with the program advisor as needed. A dedicated program website will be created and maintained to provide a central repository of program information for students, including important dates and deadlines, as well as information about campus events and

opportunities. Program advisor(s) will also be responsible for monitoring student progress and reaching out to students who receive academic warnings to offer support for successful completion of their program. Advisors may also, in conjunction with other University offices such as the Registrar, CSAS, or Career Services, offer information sessions on a range of topics to support student academic success and career planning.

Programs advisor(s) will be encouraged to complete the **Student Support Certificate**, which includes workshops on accessibility, campus student services, communication and de-escalation skills, Indigenous and intercultural awareness.

## **F.2. Career paths of graduates**

An education in the Faculty of Arts and Social Sciences and the Faculty of Public Affairs prepares students for a wide range of career choices by helping them to develop several critical employability skills for the modern workforce, such as collaboration/teamwork skills, communication skills, the ability to problem-solve and to build strong working relationships ([Carleton Career Services](#); [Universities Canada, 2016](#)). These skills are transferable, durable, adaptable, and complementary to continued, lifelong learning, in the face of a changing labour market in which graduates are likely have several careers and many jobs before they retire ([Giles & Drewes, 2001](#); [Universities Canada, 2016](#)).

Graduates of the humanities and social sciences are typically employed in a wide range of sectors, including education, government, education, business, finance and administration, and management ([Giles & Drewes, 2001](#); [Universities Canada 2016b](#)).

Graduates of the B.A. General Studies may also be eligible to pursue a variety of post-graduate diplomas and degrees, including professional degree programs such as Business, Law, and Medicine. Students who meet entry and prerequisite requirements would also have the option to transfer into disciplinary Honours B.A. programs, and thereby eventually pursue graduate studies in a wide range of disciplines.

## **G. Resources**

### **G.1. Support and technical staff**

Initially, administrative support will be provided by existing staff in the Office of the Dean of the Faculty of Arts and Social Sciences.

### **G.2. Space**

No dedicated space is required.

#### **a. Laboratory facilities (as applicable)**

Not applicable.

#### **b. Unit/program and affiliated research facilities (as applicable)**

Not applicable.

***c. University and unit/program computer facilities and computing resources (as applicable)***

Not applicable.

### **G.3. Library Resources**

#### ***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**

The Self-Study was written by Vandna Bhatia, Associate Dean (Academic), FPA; Pascal Gin, Associate Dean (Academic), FASS, and David Mendeloff, Associate Dean (Faculty Affairs) in FPA.

Work on program development began in Winter 2022 by Mendeloff, then Associate Dean (Academic) in FPA and Peter Thompson, then Associate Dean (Academic) in FASS in consultation with FPA Dean Brenda O'Neill, then FASS Dean L. Pauline Rankin, and then Associate Vice-Provost and Vice-President

(Academic) Dwight Duego. Initial analysis of Carleton online course offerings and a horizon scan of existing online BA programs in Ontario was carried out in Fall 2022 by Mendeloff and Augustine Park, Associate Professor in the Department of Sociology and Anthropology and then Acting Associate Dean (Academic) in FASS. Robyn Green, Program Officer in the Office of the Vice-Provost and Associate Vice-President (Academic) provided invaluable assistance. Much of the background research and writing for Parts A and E were done by Mendeloff and Park. Updates and subsequent analysis on course offerings were carried out in Fall 2023 by Mendeloff and Gin, as reflected in Part A. Bhatia assumed primary responsibility for development of program learning outcomes and for drafting Parts B and F. TLS provided valuable data on demand for online learning that was used in part to project program enrolments in Part E.

In Winter 2024 the program proposal was shared with FASS and FPA Chairs and Directors for their feedback. Individual meetings were also held with the heads of units responsible for delivering “primary” and “secondary” breadth subject courses.

## Appendix 1 – Proposed Calendar Language

### General Studies Program Requirements

#### B.A. (15.0 credits)

1. <b>3.0 credits</b> in <b>two</b> of three eligible B.A. Breadth Areas	6.0
2. <b>9.0 credits</b> in free electives	9.0
<b>Total Credits</b>	<b>15.0</b>

#### Notes:

1. The three eligible Breadth Areas are: Culture and Communication, Humanities, and Social Sciences.
2. Students must complete a minimum of 3.0 credits at the 2000-level or above in one or both of the two selected Breadth Areas;
3. Students must complete a minimum 2.0 credits at the 3000-level or higher, of which 1.0 must be in one or both of the two selected Breadth Areas

In addition to the requirements presented here, students must satisfy:

1. the Bachelor of Arts regulations (except for the B.A. Breadth Requirement, which is waived for General Studies students),
2. the University regulations common to all undergraduate students, including the Minimum Number of Carleton Credits (Residency and Advanced credits), the Maximum Number of Credits Below the 2000-level, and the process of Academic Continuation Evaluation (consult the [Academic Regulations of the University](#) section of this Calendar).

#### Eligible Breadth Areas

##### Breadth Area 1: Culture and Communication

American Sign Language, Art History, Art and Architecture History, Art and Culture, Communication and Media Studies, Digital Humanities, English, Film Studies, French, Journalism, Media Production and Design, Music, and Languages (Arabic, English as a Second Language, German, Greek, Hebrew, Indigenous Languages, Italian, Japanese, Korean, Latin, Mandarin, Portuguese, Russian, Spanish)

**Subject codes:** ARAB, ARTH, ASLA, CHIN, COMS, DIGH, ENGL, ESLA, FILM, FINS, FREN, GERM, GREK, HEBR, ITAL, JAPA, JOUR, KORE, LANG, LATN, MPAD, MUSI, PORT, RUSS, SPAN

##### Breadth Area 2: Humanities

African Studies, Applied Linguistics and Discourse Studies, Archaeology, Canadian Studies, Child Studies, Classical Civilization, Critical Race Studies, Directed Interdisciplinary Studies, Disability Studies, Environmental and Climate Humanities, European and Russian Studies, History, Human Rights and Social Justice, Humanities, Indigenous Studies, Latin American and Caribbean Studies, Linguistics, Medieval and Early Modern Studies, Philosophy, Religion, Sexuality Studies, South Asian Studies, and Women's and Gender Studies.

**Subject codes:** AFRI, ALDS, ARCY, CDNS, CHST, CLCV, CRST, DBST, DIST, EACH, EURR, HIST, HRSJ, HUMR, HUMS, INDG, LACS, LING, MEMS, PHIL, RELI, SAST, SXST, WGST

Breadth Area 3: Social Sciences

Anthropology, Business, Cognitive Science, Criminology and Criminal Justice, Economics, Environmental Studies, Geography, Geomatics, Global and International Studies, Global Politics, Interdisciplinary Public Affairs, International Affairs, Law, Migration and Diaspora Studies, Political Management, Political Science, Psychology, Public Administration, Public Affairs and Policy Management, Social Work, Sociology/Anthropology, Sociology

**Subject codes:** ANTH, BUSI, CGSC, CRCJ, ECON, ENST, GEOG, GEOM, GINS, GPOL, INAF, IPAF, LAWS, MGDS, PADM, PAPM, POLM, PSCI, PSYC, SOCI, SOWK



## Appendix 2 – Proposed Admissions Language

### Admissions Information

Admission Requirements are based on the Ontario High School System. Holding the minimum admission requirements only establishes eligibility for consideration. The cut-off averages for admission may be considerably higher than the minimum. See also the General Admission and Procedures section of this Calendar. An overall average of at least 70% is normally required to be considered for admission. Some programs may also require specific course prerequisites and prerequisite averages and/or supplementary admission portfolios. Higher averages are required for admission to programs for which the demand for places by qualified applicants exceeds the number of places available. The overall average required for admission is determined each year on a program-by-program basis. Consult [admissions.carleton.ca](http://admissions.carleton.ca) for further details.

Note: Courses listed as recommended are not mandatory for admission. Students who do not follow the recommendations will not be disadvantaged in the admission process.

### Admissions Requirements

#### First Year

The Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include a 4U course in English (or *anglais*). Applicants submitting an English language test to satisfy the requirements of the [English Language Proficiency section of this Calendar](#) may use that test to also satisfy the 4U English prerequisite requirement.

#### Advanced Standing

Applications for admission beyond first year will be assessed on their merits. Applicants must normally be Eligible to Continue in their year level, in addition to meeting the CGPA thresholds described in [Section 3.1.9](#) of the Academic Regulations of the University. Advanced standing will be granted only for those subjects assessed as being appropriate for the program and the stream selected.

## Appendix 3 – Supporting Documents



Canada's Capital University

### Office of Institutional Research & Planning

**Table E.5.a Undergraduate Class Size**

Faculties: Arts & Social Sciences, Public Affairs

Department(s): All

Subject(s): All

Course Type(s): All

Course Level	Class Size	Academic Year					
		2023/ 2024		2022/ 2023		2021/ 2022	
		Course Section Count	Course Enrolment	Course Section Count	Course Enrolment	Course Section Count	Course Enrolment
1000	<=40	313	7,498	336	7,453	384	8,085
	41-140	117	10,092	118	9,962	146	12,629
	141+	102	24,581	112	26,867	100	25,926
	<b>Total</b>	<b>532</b>	<b>42,171</b>	<b>566</b>	<b>44,282</b>	<b>630</b>	<b>46,640</b>
2000	<=40	275	6,212	312	7,073	287	6,551
	41-140	291	21,519	295	22,516	354	26,491
	141+	51	10,719	46	9,492	52	10,684
	<b>Total</b>	<b>617</b>	<b>38,450</b>	<b>653</b>	<b>39,081</b>	<b>693</b>	<b>43,726</b>
3000	<=40	511	8,950	528	9,724	496	9,169
	41-140	212	13,216	221	13,715	255	16,072
	141+	13	2,080	13	2,311	17	2,943
	<b>Total</b>	<b>736</b>	<b>24,226</b>	<b>762</b>	<b>25,750</b>	<b>768</b>	<b>28,184</b>
4000	<=40	709	9,212	741	9,677	720	9,821
	41-140	7	390	10	581	15	883
	<b>Total</b>	<b>716</b>	<b>9,602</b>	<b>751</b>	<b>10,258</b>	<b>735</b>	<b>10,704</b>

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**Measures - % Continuing**

Years After 1st Academic Unit	0		1		2		3		4		5		6	
Cohort	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs
2017	100.00%	100.00%	83.80%	86.29%	74.71%	77.11%	69.42%	72.65%	33.64%	29.57%	10.66%	9.86%	4.05%	3.78%
2018	100.00%	100.00%	82.30%	87.55%	74.95%	82.84%	68.60%	77.00%	34.30%	33.90%	13.07%	11.74%		
2019	100.00%	100.00%	86.44%	88.90%	78.29%	82.47%	70.86%	74.58%	35.67%	31.78%				
2020	100.00%	100.00%	86.80%	89.09%	77.54%	83.27%	73.20%	77.28%						
2021	100.00%	100.00%	85.43%	86.62%	78.64%	81.42%								
2022	100.00%	100.00%	88.66%	88.72%										
2023	100.00%	100.00%												

**Measures - Continuing**

Years After 1st Academic Unit	0		1		2		3		4		5		6	
Cohort	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs	Arts & Social Sciences	Public Affairs
2017	1210	1481	1014	1278	904	1142	840	1076	407	438	129	146	49	56
2018	1102	1422	907	1245	826	1178	756	1095	378	482	144	167		
2019	1239	1306	1071	1161	970	1077	878	974	442	415				
2020	1015	1118	881	996	787	931	743	864						
2021	1016	1039	868	900	799	846								
2022	908	922	805	818										
2023	970	862												

# Memorandum

**Date:** March 20, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** James Miller, Department of History

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

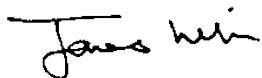
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The Department of History supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of History has been identified, *without consultation regarding this role*, as the only department offering a *breadth subject* in the Humanities area, based on online offerings over the years. **The Department of History conditionally supports its designation as a primary breadth subject.**

The B.A. General Studies program will be administered centrally at Faculty level.

#### Additional Comments

- History conditionally supports the role it has been given in the degree program. We do not share the assumption that we will consistently meet the course delivery requirements expected of a Primary Breadth Subject, particularly at the 1000 level, where only one faculty member has shown any interest in continuing to teach online, post-pandemic. More broadly, the number of online courses we offer fluctuates significantly due to various factors, including faculty leave, administrative service in the department and in other units, and other teaching obligations. If appropriate, CI support is provided, additional to our existing needs, we can put on additional courses if asked to do so.
- Most online courses in History taught by full-time faculty quickly reach capacity or near capacity during the registration period, a fact that may not be reflected in enrolment data captured later in the term. We cannot offer extra sections of these courses, nor will we increase enrolment caps. If we are requested to do so, we will reserve some spaces for online-BA students for a period of time during the time-ticket period.



James Miller, Chair

# Memorandum

**Date:** March 7, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Christopher Worswick

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Economics supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Economics has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:



Name: Christopher Worswick  
Title: Professor and Chair  
Academic unit:  
Department of Economics

**Date:** March 7, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Nicolas Carrier, Director, Institute of Criminology & Criminal Justice

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Institute of Criminology & Criminal Justice (ICCJ) supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The ICCJ has been identified as offering a *breadth subject* based on existing course online offerings over the years. These courses are popular and all operate at maximum capacity: students enrolled in the new General Studies B.A. will be welcomed to register in online CRCJ courses if there is room for them to do so.

The B.A. General Studies program will be administered centrally at Faculty level. Given the small size of the ICCJ, we shall not be able to contribute in any respect to the governance and administration of the new program.



Nicolas Carrier  
Associate Professor and Director, ICCJ

**Date:** February 27, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Achim Hurrelmann, Chair, Department of Political Science

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

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The Department of Political Science supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Political Science has been identified as offering a *breadth subject* based on existing course online offerings over the years. We confirm that we plan to continue offering these online courses.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:



Name: Achim Hurrelmann  
Title: Professor and Chair  
Academic unit: Department of Political Science

**Date:** March 19, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Guy Lacroix

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

---

The Department of Psychology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Psychology has been identified as offering a **Primary breadth subject** based on existing course online offerings over the years. The B.A. General Studies program will be administered centrally at Faculty level.

The Department of Psychology recognizes that the Proposed Online BA General Studies is a strategically sound addition to FASS's programs. It has the potential to attract many new students to Carleton and its design will benefit key FASS departments like English and History by requiring students to take their courses to cover primary breadth areas. Thus, our Department does wish to fully support it as described in the March 11, 2024 Proposed Online BA General Studies memo. Our Department does have concerns about its implementation, however. We are highly skeptical that the introduction of the Online BA will be resource neutral. In fact, we project that if successful, it is likely that it will yield workload increases for both our faculty and administrative staff.

Currently, our UG program is the most popular one in FASS and our Department offers the largest number of online courses in FASS. Therefore, we infer that most Online BA students will select psychology courses. It is possible that some students may even meet all the requirements for a Psychology B.A. (15.0 credits) at graduation. Thus, we predict that the Online BA will significantly increase the number of students in our courses during the next five years, but that this fact will not be reflected in the OIRP enrollment data. They will be Online BA students, not psychology students. Considering that our Department's "teaching intensity" (i.e., Credits/5 Undergraduate)/(FTE Teaching Resources) is already twice as large as the FASS and university average, and that for the first time in



our Department's history, two retiring faculty are not being immediately replaced, we fear for the quality of our students' academic experience. Thus, we would request that Online BA students' course registration patterns be monitored carefully. If evidence suggests that these students might be more aptly classified as psychology students, then we will propose that new faculty be hired to support the Online BA program.

Next, we are concerned that, if it is successful, the Online BA might put pressure on our Department to increase the number of online courses that it offers to the detriment of in-person ones. During the post-pandemic fall and winter terms, our Department has been offering approximately 33% of its courses online. Experience has shown that they fill up rather quickly as soon as registration opens. Considering that psychology students will have registration priority, we anticipate that many Online BA students will be unhappy when they discover that they cannot select some of the courses that we offer in a given term. An obvious solution would be to offer more online sections, but considering that resources are limited, that would force us to offer fewer in-person sections. To be clear, this is a direction that our Department does not wish to take. We believe that our students' experience is greatly enhanced when they attend their classes on campus. If more online courses are to be offered for Online BA students, then we will request additional sections.

Finally, we are concerned that the Online BA will increase our Undergraduate Office staff's workload. From experience, we know that when students want information about a given course and especially when they fail to gain access to one, they contact us directly. In the past, this has been especially true of criminology, cognitive science, and child studies students. We would expect similar behavior from Online BA students. Moreover, we fear that some students might be especially upset when courses that they are trying to gain access to are full. These conversations are never enjoyable to deal with for our staff as they have no control over the situation. I would note that we cannot reserve seats in our courses for Online BA students. The logistics of attempting to do so would be prohibitive and this move would be deeply unfair to our program students. Hence, we would ask that the advising for Online BA students proactively set reasonable expectations about course access. Moreover, it might be a good idea to organize meetings as necessary with all the participating units so that advising about the Online BA is consistent.

In closing, the Department is looking forward to working with FASS on this new General Studies Online BA. We sincerely hope that it will be successful.



Guy Lacroix  
Associate Professor and Chair  
[Department of Psychology](#)  
[Carleton University](#)  
1125 Colonel By Drive  
Ottawa, On

# Memorandum

**Date:** February 28, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Zeina Bou-Zeid, Chair (Department of Law and Legal Studies)

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

---

The Department of Law and Legal Studies supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The Department of Law and Legal Studies has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature: 

Name: Zeina Bou-Zeid  
Title: Chair  
Academic unit: Department of  
Law and Legal Studies

**Date:** March 24, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Grant Williams

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O’Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

---

The English Department supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. The English Department has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

The only thing that gives us some concern is that you are basing all of this on a “pattern” of two or three years, which isn’t a long time, and the first year of your sample was not what we would call a “post-pandemic” year—many of our colleagues were still very much in lockdown mode at that point. It takes considerable work for a chair to find personel to teach a special course in any given year.

Signature:



Name: Grant Williams  
Title: Associate Professor and Chair  
Academic unit: English  
Department

**Date:** March 1, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Sarah Todd, Director School of Social Work

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

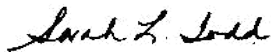
**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

---

The School of Social Work supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Social Work has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Signature:



Name: Sarah Todd

Title: Director

Academic unit: Social Work

**Date:** April 6, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Bernhard Leistle, Chair (Department of Sociology and Anthropology)

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O’Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

---

Anthropology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Sociology has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Anthropology is in general support of the new B.A. and regards it as a meaningful part of the effort to offer access to postsecondary education for all segments of society. The chosen phrasing “conditionally supports” reflects discussions within the unit and department in which concerns were raised about the possibility of future resources becoming necessary for the delivery of the online BA. “Conditionality” expresses the unit’s demand that these resources be made available if needed so that the participation in the new B.A. does not diminish anthropology’s ability to deliver its other, already existing programs.

Signature: 

Name: Bernhard Leistle  
Title: Professor and Chair  
Academic unit: Anthropology

**Date:** April 6, 2024

**To:** David Hornsby, Vice-Provost & Associate Vice-President (Academic)  
Hashmat Khan, Associate Vice-President (Academic Programs and Strategic Initiatives)

**From:** Bernhard Leistle, Chair (Department of Sociology and Anthropology)

**CC:** Anne Bowker, Dean (Acting, Faculty of Arts and Social Science)  
Brenda O'Neill, Dean (Faculty of Public Affairs)  
Pascal Gin, Associate Dean (Academic, Faculty of Arts and Social Science)  
David Mendeloff, Associate Dean (Faculty Affairs, Faculty of Public Affairs)  
Vandna Bhatia, Associate Dean (Academic, Faculty of Public Affairs)

**Re:** Support for Creation of Joint FASS-FPA B.A. General Studies Program

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Sociology conditionally supports the creation of a new 15-credit B.A. General Studies program that builds on the critical mass of online courses that are already regularly offered in the Faculty of Public Affairs and the Faculty of Arts and Social Science. In addition to a wide selection of elective courses, the program will include a range of *breadth subjects* offering students the possibility of a fully online pathway. Sociology has been identified as offering a *breadth subject* based on existing course online offerings over the years.

The B.A. General Studies program will be administered centrally at Faculty level.

Sociology is in general support of the new B.A. and regards it as a meaningful part of the effort to offer access to postsecondary education for all segments of society. The chosen phrasing “conditionally supports” reflects discussions within the unit and department in which concerns were raised about the possibility of future resources becoming necessary for the delivery of the online BA. “Conditionality” expresses the unit’s demand that these resources be made available if needed so that the participation in the new B.A. does not diminish sociology’s ability to deliver its other, already existing programs.

Signature: 

Name: Bernhard Leistle  
Title: Professor and Chair  
Academic unit: Sociology



**Carleton**  
University

MacOdrum  
Library

# Institutional Quality Assurance Process

Library Report for B.A. General Studies

New Program

*Date:* March 12, 2024

*Compiled by:* Alana Skwarok, Acting Head, Collections & Assessment

*Submitted to:* Robyn Green, Program Officer, Office of Academic Programs and Strategic Initiatives

*cc* Amber Lannon, University Librarian  
Sarah Simpkin, Associate University Librarian, Academic Services  
Alana Skwarok, Acting Head of Collections & Assessment  
Sally Sax, Head of Electronic Resources & Acquisitions  
Joel Rivard, Head of Research Support Services

## Overview and Recommendations

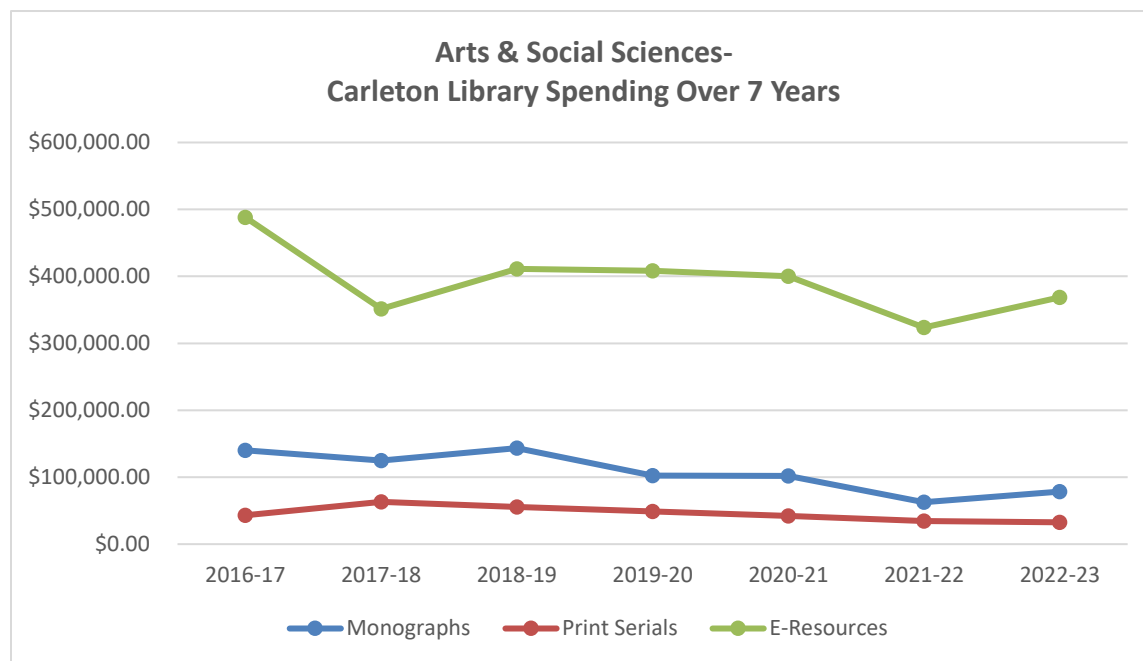
An analysis of Carleton University Library's information resources and services in support of the program demonstrates that the Library does not require additional funds to support it.

## Library Collections

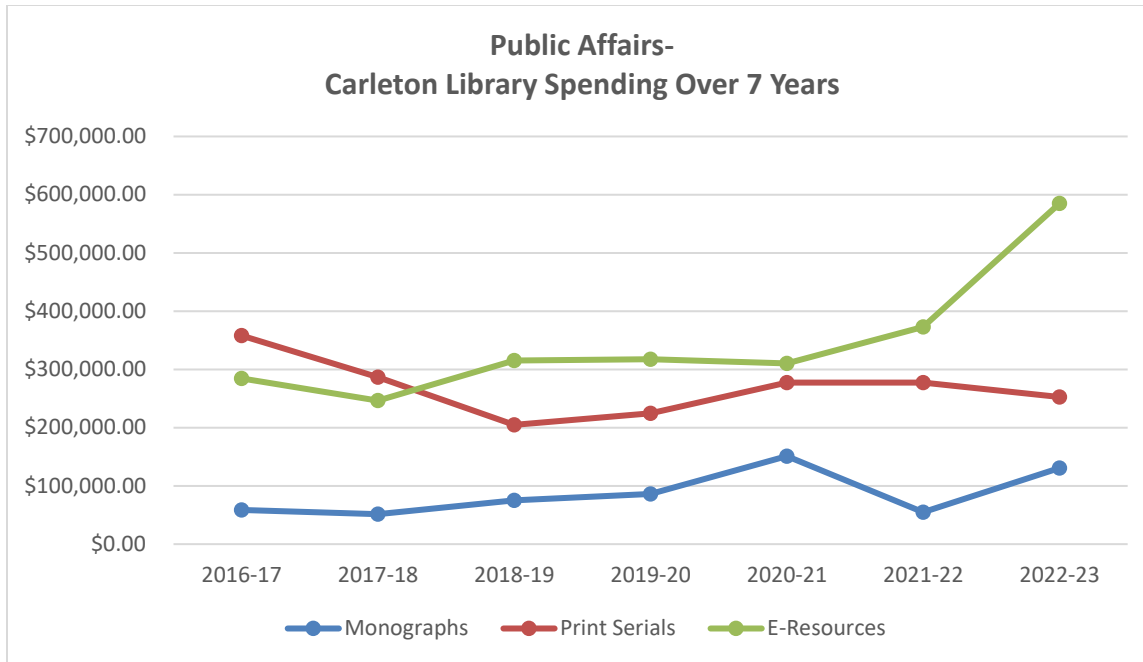
The collection is well suited to support an online Bachelor of Arts program. The Library prioritizes the acquisition of electronic materials, including digital and digitized materials for its Course Reserves service, to ensure that remote access is available to all members of the academic community. In addition, the Library provides access to a substantial selection of databases, journals, archives, primary source material, and streaming videos all available electronically.

During the 2022-23 academic year, the Library's spending on its collection in all areas was about \$8.7 million. 88% of the entire collections budget is spent on electronic resources. Over \$3.1 million was spent on general electronic resources which benefit all subject areas.

In addition to that amount, the following shows the amounts spent on electronic resources (databases, journals, eBook packages, indexes), print journals, and monographs (individual orders) related to Arts & Social Sciences and Public Affairs for the past seven years:







## Teaching, Learning, and Research

Carleton Library is a vibrant and active partner in teaching, learning, and research across all disciplines of the university. Library staff take pride in supporting students to develop the skills required to locate, evaluate, use, and communicate information effectively and responsibly. Our programs and services are grounded in Ontario’s Quality Assurance Framework.

The Librarians and Subject Specialists supporting Arts, Social Sciences and Public Affairs disciplines work collaboratively with faculty to address students’ information competencies in several ways, including:

### Instruction, Teaching, and Practicums

A total of 469 in-class instruction sessions were provided by Library staff in all subject areas during 2022-23, and a total of 12,542 students attended those sessions. These sessions were also supplemented by the creation of over 200 videos with over 31,000 total views. Librarians and Subject Specialists design and deliver instruction sessions and practicum opportunities to meet the needs of specific assignments and course requirements while addressing broad learning objectives.

In addition, Librarians and Subject Specialists design online instructional materials that can be delivered both synchronously and asynchronously. Online library instruction modules can be embedded into Brightspace courses or students can self enroll into a Library Skills course.

Highlights of the guides available on the Library’s website include:

- [Self Guided Research Assistance](#)
- [First Year Students: Library Basics](#)

## Online Learning Support

The Library website ([library.carleton.ca](http://library.carleton.ca)) guides students through each step of the research process: identifying, accessing, borrowing, evaluating, and citing resources. Google Analytics recorded almost 1 million visits to the Library website during 2022-23. Library users can conduct a comprehensive search of the entire collection using the Omni search interface. Recent enhancements to Omni allow Carleton users to easily request items from university libraries across Canada, the United States, and other countries. Of particular relevance for online students are the Library's scan-on-demand service (students may request digitized copies of print articles and book chapters directly from Omni), pick-up anywhere (students may request to pick up materials from any one of 17 Ontario university libraries), and the mail delivery service via Canada Post.

## Research Partnerships

Active research is the foundation of a strong academic program, and an increasingly important part of student learning and development. The Library provides resources, services, and expertise to facilitate the Carleton research community at all levels and through all stages of the research process. This research support is provided at key service points, and through individual consultations and more formal collaborations.

## Services

### Individual Research Consultations

Library staff provided 2274 individual research consultations across all faculties in 2022-23. Consultations can be scheduled for discipline-based research support, as well as support for numeric and geospatial data, research data management, open access publishing, evidence synthesis, copyright, knowledge mobilization, and many related topics.

### Research Help – Desks & Chat

On-site research help is provided the Research Help desk on the main floor of the Library. Students seeking assistance with rare books and archival materials may also make an appointment to meet with staff in Archives and Special Collections (ASC). These two service points had a total of 2685 visits in 2022-23. These services are supplemented by an extended online Ask a Librarian chat service. A total of 1860 Carleton patron questions were answered via Ask a Librarian in 2022-23.

Results from recent user surveys show that the Library performs well in providing off-campus access to resources and services, and that these resources help people to be successful at university. It was noted that help is available from Library staff when needed. The Library also does well at providing accurate answers to questions and providing course reserves that help both faculty and students.

## General Information about the Library

Carleton Library consists of five stories, totaling over 214 thousand square feet. Two floors are dedicated to silent study, while three others allow for quiet conversation. As of the Fall of 2019, the Library had a total of 2400 seats for students. This included 179 public computers and 41 bookable group study rooms. User surveys show the need for more group and silent spaces

with outlets for power, and so renovations throughout the Library in the past few years continue to focus on new study space for students.

Thanks to \$1 million in funding from the Government of Ontario's Training Equipment and Renewal Fund and a matching contribution from the university, the fourth floor of Carleton Library has been transformed into a newly designed space called the [Future Learning Lab](#). This multi-purpose space can be adapted to suit a wide range of needs. It is envisioned as both a physical space and a set of programs designed to foster innovation and incentivize student-centered ways of teaching.

The Library is committed to providing equitable access to the library resources, services and study space that the Carleton community requires for their academic and research needs. Members of the Carleton community that have a print disability may request alternate formats of library, course or research materials, including PDF, Word, audio, large print or Braille. The New Sun Joy Maclaren Adaptive Technology Centre (JMC) provides students access to assistive technologies and accessible individual and group study rooms. Rooms are equipped with a variety of adjustable furniture, desks, and assistive technologies and hardware.

The Library's collection includes approximately 1.2 million print monographs, 2.8 million e-books, and over 277,000 e-journals in a wide range of subjects and disciplines. In addition, the Library has substantial collections of government documents and other resources, maps, data, rare books and other special research collections, printed journals, archives, theses, multimedia resources (audio, DVD, streaming video), musical scores, as well as licensed access to full-text and indexing databases in a broad range of subjects.

Members of the Library's Collections & Assessment Department build and maintain the Library's collection by developing collection policies that guide the systematic selection of materials. The Library welcomes purchase suggestions from members of the Carleton community. A purchase suggestion form is available on the Library's website to gather suggestions.

In order to enhance its purchasing power (particularly for electronic resources), the Library is an active member of two major cooperative partnerships: the Ontario Council of University Libraries (OCUL), a consortium of the 21 academic libraries in the province; and the Canadian Research Knowledge Network (CRKN), a consortium of 75 academic libraries across the country. Carleton Library is also a member of HathiTrust, a not-for-profit collaborative of academic and research libraries which gives students, staff, and faculty access to a digital repository of millions of books, serials, and other materials from research institutions and libraries from around the world.

The Library's annual acquisitions budget for the 2023-24 fiscal year is \$8.6 million, and its staffing and operating budget is \$14.4 million.

The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions budget is part of the academic planning and Quality Assurance processes for new programs. The Library is dedicated to regular assessment of its resources and services. Staff use an assortment of qualitative and quantitative techniques to evaluate collections and services in order to make sound decisions within budget parameters.

The Library strongly supports the principles and practices of open access (OA). The University's institutional repository was established in 2011 and is maintained by the Library. It includes a

growing archive of the broad intellectual output of the University, as well as digitized versions of most of the theses accepted at Carleton since 1955. The Library contributes to CURIE, the University's program to provide funding for faculty and researchers who are publishing in open access journals, and has also entered into a number of agreements with publishers that offer no-charge open access publishing or discounts. The Library's journal hosting service allows Carleton-affiliated scholars to publish open access journals as a means of increasing the availability of scholarly research and writing, as well as to increase involvement in disciplinary discourse. For more information about the Library's support for open access and research dissemination, [please see our website](#).

# AT A GLANCE: CARLETON UNIVERSITY LIBRARY

Statistics as of May 1, 2023 except where indicated. Labour disruption\*, new system implementation & effects of the pandemic\*\* including an entire year online \*\*\* has affected some numbers

## Research Highlights

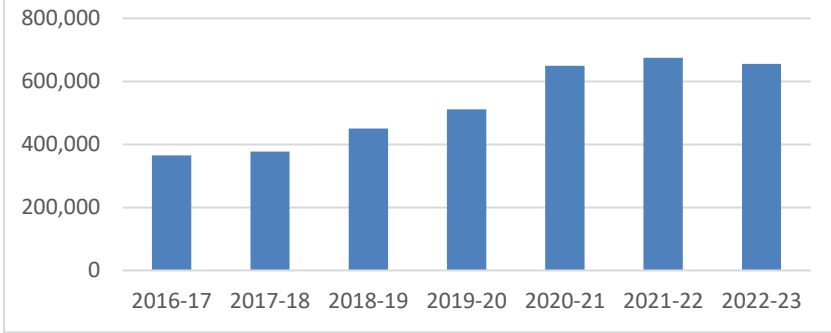
<ul style="list-style-type: none"> <li>- Carleton's Institutional Repository</li> <li>- Open Access- Funding for Faculty, Staff, &amp; Students; Open Access Awards for Graduate Students</li> <li>- Research Data Management Training</li> <li>- Professional Skills Training for Graduate Students</li> </ul>	<p><b>Collection Spending:</b></p> <ul style="list-style-type: none"> <li>- \$8.7 million; 88% of the entire collections budget spent on electronic resources</li> <li>- \$3.1 million spent on general electronic resources which benefit all subject areas</li> </ul>																
<p><b>Total Material Expenditures- Library</b></p> <table border="1"> <caption>Total Material Expenditures- Library</caption> <thead> <tr> <th>Fiscal Year</th> <th>Expenditure (\$)</th> </tr> </thead> <tbody> <tr><td>2015-16</td><td>6,200,000.00</td></tr> <tr><td>2016-17</td><td>6,500,000.00</td></tr> <tr><td>2017-18</td><td>6,200,000.00</td></tr> <tr><td>2018-19</td><td>6,800,000.00</td></tr> <tr><td>2019-20</td><td>7,200,000.00</td></tr> <tr><td>2020-21</td><td>9,200,000.00</td></tr> <tr><td>2021-22*</td><td>6,500,000.00</td></tr> </tbody> </table>	Fiscal Year	Expenditure (\$)	2015-16	6,200,000.00	2016-17	6,500,000.00	2017-18	6,200,000.00	2018-19	6,800,000.00	2019-20	7,200,000.00	2020-21	9,200,000.00	2021-22*	6,500,000.00	<p><i>*2020-21- purchased a lot of one-time material to support the switch to online learning which did not have to be paid for again. Annual cost increases for subscriptions were lower than usual due to ongoing pandemic, &amp; a favourable exchange rate lowered our overall spend as most of our invoices are paid in USD.</i></p>
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## Collections- Usage

COUNTER 5-compliant data from a selection of major e-publishers/vendors (2019 onward only)

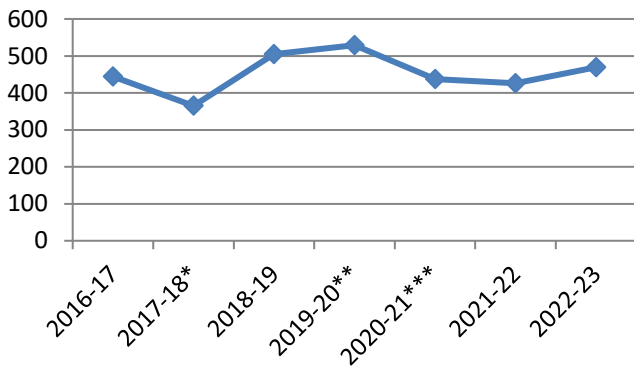
<p><b>E-Journal Total Usage</b></p> <table border="1"> <caption>E-Journal Total Usage</caption> <thead> <tr> <th>Year</th> <th>Usage</th> </tr> </thead> <tbody> <tr><td>2019</td><td>2,300,000</td></tr> <tr><td>2020</td><td>2,400,000</td></tr> <tr><td>2021</td><td>2,900,000</td></tr> <tr><td>2022</td><td>3,100,000</td></tr> </tbody> </table>	Year	Usage	2019	2,300,000	2020	2,400,000	2021	2,900,000	2022	3,100,000	<p><b>Database- Regular Searches</b></p> <table border="1"> <caption>Database- Regular Searches</caption> <thead> <tr> <th>Year</th> <th>Searches</th> </tr> </thead> <tbody> <tr><td>2019</td><td>1,600,000</td></tr> <tr><td>2020</td><td>1,900,000</td></tr> <tr><td>2021</td><td>2,900,000</td></tr> <tr><td>2022</td><td>2,300,000</td></tr> </tbody> </table>	Year	Searches	2019	1,600,000	2020	1,900,000	2021	2,900,000	2022	2,300,000						
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2020-21	10,000																										
2021-22	15,000																										
2022-23	40,000																										

### Reserve Loans and Views

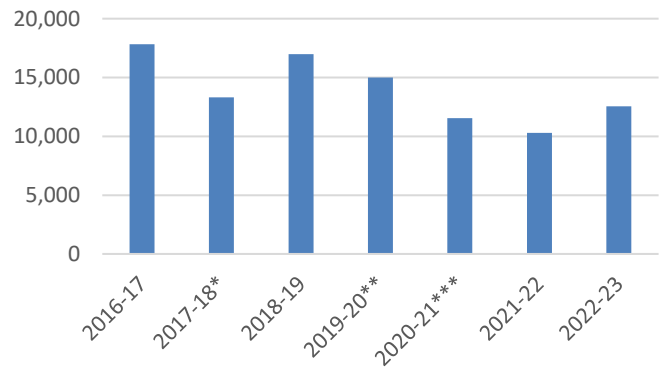


### Teaching & Learning

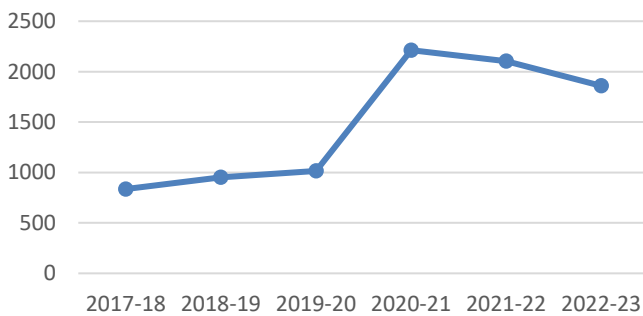
#### Library Instruction Sessions



#### # Participants



#### # CHAT transactions



#### Highlights for 2022-23:

- 469 instruction sessions; 12,542 students attending
- 2274 individual research consultations in 2022-23 for all faculties
- 2685 research help questions answered on site
- 1860 Carleton patron questions answered (CHAT)
- Over 200 instruction videos created with over 31,000 total views

### Space

Almost 1 million visits to Library website in a year  
 Future Learning Lab  
 Adaptive Technology Centre  
 Innovative Study areas  
 Group & graduate study rooms  
 Book Arts Lab, an experiential learning space

April 30, 2024

Re: Letter of Support for the General Studies B.A.

Dear Colleagues,

I am pleased to share my strong support for the 15-credit General Studies online B.A. being put forward for approval. This joint program brings to fruition concerted efforts, over several academic cycles, between the Faculty of Arts and Social Sciences and the Faculty of Public Affairs. By combining a multidisciplinary focus with the flexibility of online delivery, the General Studies B.A. aims to facilitate access to higher education for a currently under-represented student population. It will offer a meaningful alternative to those prospective students who cannot commit to the mobility of full-time on campus studies, nor conform to the scheduling constraints and course progression typical of single-discipline oriented programs.

The General Studies B.A. is as such closely informed by Carleton's long-standing commitment to accessibility and inclusivity. Without detracting from the strength and reputation of our main programs, it will further complement existing initiatives aimed at transitioning, and appealing to, non-traditional students. In so doing, the program will contribute to Carleton's civic role as a community-facing public institution, whose relevance extends beyond high-school demographics. A wider sharing of knowledge, as entrenched in the current SIP, is a clear motivation behind the program.

This 15-credit program is fully integrated within the undergraduate curricular environment of the University. It is framed by the well-established thematic B.A. template shared by both faculties. It builds on the varied, sustained and engaging selection of online courses, as shaped and reviewed on an ongoing basis by individual units in both faculties. It also combines the flexibility of the Open Studies B.A. program with respect to elective requirements and some structural features of course progression common to more typical 15-credit programs. Some of the requirements at the of 2000- and 3000-levels do allow for valuable knowledge consolidation in dedicated breadth areas. This program is also inherently connected to all undergraduate courses offered across both faculties since students can elect to take courses in person, when and if it suits them.

Pedagogically, the program emulates the orientation central to both the Undeclared and Open Studies B.A. programs. It offers students the opportunity to grow into their academic interests in an exploratory fashion, without the requirement to overcommit to a specific

area. Aside from the knowledge progression the General Studies B.A. encourages in breadth subject areas, the set of incremental critical skills developed over the course of a 15-credit university program will equip students with a well-rounded undergraduate education of obvious relevance beyond academia. In particular, the layered and interconnected versatility inherent to multidisciplinary learning will foster skills of keen relevance to multi-knowledge environments increasingly defining civic engagement and many professions.

Given the targeted enrolment projected and the non-traditional focus and appeal of the program, the General Studies B.A. is not likely to impact in significant ways existing programs with a clearly delineated single-discipline orientation. It may offer an alternative of relevance to the small subset of current students enrolled in the Undeclared B.A. program.

The strongly collaborative approach both of our faculties brought to this curricular initiative will assist in shaping a dedicated and student-focused governance.

For all the reasons stated above, I fully endorse this program on behalf of the Faculty of Arts and Social Sciences, and look forward to the contributions it will make in the lives of a new group of Carleton students.

Sincerely,

A handwritten signature in blue ink that reads "Anne Bowker". The signature is written in a cursive, flowing style.

Anne Bowker, PhD  
Interim Dean  
Faculty of Arts and Social Sciences



April 29, 2024

**Re: Support for the proposed B.A. General Studies**

Dear Colleagues,

I am very pleased to offer my strong support for the proposed 15-credit online B.A. General Studies, which has been developed collaboratively with colleagues in the Faculty of Arts and Social Sciences. Consistent with Carleton's strategic priority to foster inclusion, equity, and accessibility, this program is an important initiative designed to appeal to many non-traditional learners who are not well-served by the structure of our traditional disciplinary honours B.A. programs.

The proposed B.A. General Studies embraces the benefits of exposing students to a broad range of ideas and subject-area disciplines that is the hallmark of a classic liberal arts education. It will prepare students for a wide range of careers by helping them develop critical employability skills for the modern workforce, such as collaboration/teamwork skills, communication skills, the ability to problem-solve and to build strong working relationships. These skills are transferable, durable, adaptable, and complementary to continued, lifelong learning in the face of a changing labour market.

The proposed B.A. General Studies leverages the hundreds of high-quality online courses currently offered in both FPA and FASS, while allowing students to supplement online offerings with in-person courses. While the program is highly flexible, it also adheres to Carleton's well-established thematic B.A. Template structure. Rather than a disciplinary focus, the program builds on the B.A. Breadth requirement – common to all B.A. programs. Students structure their studies by selecting 6.0 credits from two of the three existing non-Science Breadth Areas (Social Science, Humanities, and Culture and Communication). Like other B.A. programs, students will take the bulk of their credits (9.0) in elective courses.

The program is intended to enhance recruitment and retention by “meet[ing] the needs of changing student populations” (SIP, p. 12). Research on post-secondary education trends, as well as surveys conducted by Teaching and Learning services, shows robust demand for online programming and an appetite for flexible modalities that combine online, hybrid and in-person options. Based on demand in Carleton's Undeclared Honours pathway and what we know of comparable programs at other Ontario universities, we anticipate an intake of approximately 50 students a year and 150 total registrations at steady state. I am confident the program can be

supported with existing resources, though both FASS and FPA are committed to providing necessary resources should actual enrolment significantly exceed the targets.

The B.A. General Studies is anticipated to have minimal impact on existing programs. It is expected to attract mostly new students whose needs are not currently met by our existing B.A. programs, or a few who may enroll in the B.A. Undeclared. While some students may opt to transfer to the B.A. General Studies from an existing Hons or 15-credit B.A. program, such an option already exists with B.A. Open Studies. Existing programs may benefit to the extent that it spurs FASS and FPA units to develop more and better online courses, providing flexibility and enhanced retention for their own students.

I am very excited by the prospects of this program attracting new learners to Carleton by meeting students where they are, and by building upon the already excellent quality of FPA and FASS online courses.

Sincerely,

A handwritten signature in black ink that reads "Brenda O'Neill". The signature is written in a cursive, flowing style.

Brenda O'Neill  
Dean, Faculty of Public Affairs

**DATE:** May 9<sup>th</sup>, 2024

**TO:** Dr. David Mendeloff, Associate Dean (Faculty Affairs), Faculty of Public Affairs  
Dr. Vandna Bhatia, Associate Dean (Academic), Faculty of Public Affairs  
Dr. Pascal Gin, Associate Dean (Academic), Faculty of Arts and Social Sciences

**FROM:** Dr. David Hornsby, Vice-Provost and Associate Vice-President (Academic)

**CC:** Dr. Pauline Rankin, Provost and Vice-President (Academic)  
Dr. Hashmat Kahn, Associate Vice-President (Academic and Strategic Initiatives)  
Dr. Brenda O'Neill, Dean, Faculty of Public Affairs  
Dr. Anne Bowker, Interim Dean, Faculty of Arts and Social Sciences  
Christina Noja, Director, Office of Academic Programs and Strategic Initiatives (Academic)  
Dr. Robyn Green, Program Officer, Office of Academic Programs and Strategic Initiatives  
Dr. Lizzie Yan, Program Assessment Specialist, Office of Academic Programs and Strategic Initiatives

**RE: Outcome of New Program Proposal**

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The Senate Quality Assurance and Planning Committee (SQAPC) met on **May 9<sup>th</sup>, 2024** to consider the new program proposal:

- Bachelor of Arts, General Studies

In accordance with article 3.5.8 of Carleton's Institutional Quality Assurance Process, SQAPC has determined the outcome of the programs as "**Recommended to commence**".

The Committee wishes to thank the unit for their submission and congratulate the unit on a successful new program proposal. The next stage in the new program approval process is the submission of the new program brief to Carleton University Senate (**June 7<sup>th</sup>, 2024**). Before the program can be advertised and officially commence, approval from both the Ontario Universities' Council on Quality Assurance and the Ministry of Advanced Education and Skills Development is required.

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

Sincerely,



Professor David J Hornsby, BA (Hons), MA, PhD (Cantab)  
Vice-Provost and Associate Vice-President (Academic)  
Professor of International Affairs

# New Program Proposal

Date Submitted: 04/04/24 4:02 pm

Viewing: **TBD-2257 : General Studies B.A.**

Last edit: 04/09/24 11:31 am

Last modified by: nataliephelan

[Changes proposed by: nataliephelan](#)

## In Workflow

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

## Approval Path

1. 05/03/24 8:52 am  
Pascal Gin (pascalgin):  
Approved for FASS  
ChairDir UG
2. 05/03/24 11:10 am  
Robyn Green  
(robyngreen): Approved  
for AS Dean
3. 05/03/24 11:11 am  
Robyn Green  
(robyngreen): Approved  
for AS FCC
4. 05/03/24 11:12 am  
Robyn Green  
(robyngreen): Approved  
for AS FBoard
5. 05/03/24 11:12 am  
Robyn Green  
(robyngreen): Approved  
for PA Dean
6. 05/03/24 11:12 am  
Robyn Green  
(robyngreen): Approved  
for PA FCC
7. 05/03/24 11:14 am  
Vandna Bhatia  
(vandnabhatia):  
Approved for PA FBoard
8. 05/03/24 11:15 am  
Robyn Green  
(robyngreen): Approved  
for PRE SCCASP

9. 05/03/24 11:15 am  
 Robyn Green  
 (robbyngreen): Approved  
 for SCCASP

Effective Date	2025-26
Workflow	majormod
Program Code	TBD-2257
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	Arts & Social Sciences (Faculty of)
Degree	
Title	General Studies B.A.

## Program Requirements

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### General Studies B.A. (15.0 credits)

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

- |  |     |
|--|-----|
| <b>1. 3.0 credits in</b> two of the three eligible B.A. Breadth Areas: | 6.0 |
| Culture and Communication  |     |
| Humanities   |     |
| Social Sciences  |     |

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

- |   |      |
|---|------|
| <b>2. 9.0 credits in</b> free electives | 9.0  |
| Total Credits                           | 15.0 |

#### Notes:

- Students must complete a minimum of 3.0 credits at the 2000-level or above in one or both of the two selected Breadth Areas.
- Students must complete a minimum of 2.0 credits at the 3000-level or above, of which 1.0 credit must be in one or both of the two selected Breadth Areas.

In addition to the requirements presented here, students must satisfy:

- the Bachelor of Arts regulations (except for the [B.A. Breadth Requirement](#), which is waived for General Studies students); and
- and University regulations common to all undergraduate students (consult the [Academic Regulations of the University](#) section of this Calendar), including the Minimum Number of Residency Credits ([Section 2.2.2/3.4.1](#)), the Advanced Credits requirement ([Section 2.2.3/3.4.2](#)), the Maximum Number of Credits Below the 2000-Level ([Section 2.2.1](#)), and the process of Academic Continuation Evaluation ([Section 3.2](#)).

## New Resources

No New Resources

## Summary

New program BA with major in General Studies, also known as the online BA.

The Faculty and Arts and Social Sciences (FASS) and the Faculty of Public Affairs (FPA) are proposing a new 15-credit online B.A. General Studies program that builds on the critical mass of online courses that are regularly offered across the two faculties. This flexible program, which will allow students to pursue their studies entirely online, or through a combination of online and in-person modalities, targets a potentially large audience of non-traditional learners who are not well-served by traditional programs.

## Rationale

The new General Studies B.A. degree allows students to earn a degree outside of the traditional B.A. structure. Rather than focusing on a particular discipline, students will take a variety of courses that suit their needs and interests from the approximately 130 online courses, and more than 700 courses with all modalities combined, that FASS and FPA currently offer every term. This new General Studies B.A. program builds on the B.A. Breadth requirement by using the existing three non-Science Breadth Areas to scaffold a student's individual program of study. With the help of a faculty advisor, students will take a selection of courses from the broad areas of Culture and Communication, Humanities, and Social Sciences. While we expect greatest demand to be an entirely online pathway, students may complete the B.A. General Studies degree with any combination of online and in-person courses.

## Transition/Implementation

Transition plan to follow.

Program reviewer  
comments

Key: 2257