Carleton University
Canada's Capital University

DATE: February 16, 2021

TO: Senate

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

RE: 2021-22 Calendar Curriculum Proposals
Undergraduate and Graduate Major Modifications

Background

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

Library Reports (as required)

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

Documentation

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

Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 17 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

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

Major Modifications

1. **Environmental Science concentration in Geomatics**
   SCCASP approval: January 19, 2021
   SQAPC approval: February 11, 2021

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

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

Senate Motion February 26, 2021

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

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

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

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

Date: November 5, 2020

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

Modification Description

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

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

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

Impact on Other Programs

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

Societal Need

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

Student Demand

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

Resources

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

The following topics should be covered in this section:

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

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

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

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

e. *Space*: No additional space required.

f. *Equipment*: No additional equipment required.

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

November 5, 2020

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

Dear Dr. Cooke,

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

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

Sincerely,

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

Geomatic Concentration LOs: February 1, 2021

Students will be able to:

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

New Program Proposal

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

Viewing: **TBD-2031 : Environmental Science with Concentration in Geomatics B.Sc. Honours**

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

Last modified by: sarahcleary

Changes proposed by: michellesantoianni

In Workflow

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

Approval Path

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

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

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

Program Requirements

Environmental Science with Concentration in Geomatics B.Sc. Honours (20.0 credits)

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

1. **3.0 credits in:**   **3.0**

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

2. **1.0 credit in:**   **1.0**

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

or

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

and 0.5 credit 4000-level Approved Science for Environmental Science

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

BIOL 2600 [0.5]   **Ecology**

CHEM 2302 [0.5]   **Analytical Chemistry I**

CHEM 2800 [0.5]   **Foundations for Environmental Chemistry**

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

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

GEOG 3102 [0.5]   **Geomorphology**

GEOG 3103 [0.5]   **Watershed Hydrology**

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

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

GEOG 3106 [0.5]   **Aquatic Science and Management**

GEOG 3108 [0.5]   **Soil Properties**

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

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

ERTH 2403 [0.5]   **Introduction to Oceanography**

ERTH 3205 [0.5]   **Physical Hydrogeology**

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

GEOM 1004 [0.5]   **Maps, Satellites and the Geospatial Revolution**

GEOM 2005 [0.0]   **Introduction to Geospatial Programming**

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

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

GEOM 3002 [0.5]   **Introduction to Remote Sensing**

GEOM 3005 [0.5]   **Geospatial Analysis**

GEOG 3003 [0.5]   **Quantitative Geography**

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

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

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

GEOM 4008 [0.5]   **Advanced Topics in Geographic Information Systems**

GEOM 4009 [0.5]   **Applications in Geographic Information Systems**

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

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

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

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

STAT 2507 [0.5]   **Introduction to Statistical Modeling I**

or **GEOG 2006** [0.5]   **Introduction to Quantitative Research**

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

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

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

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

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

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

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

PHIL 2380 [0.5]   **Introduction to Environmental Ethics**

11. 0.5 credit from: **0.5**

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

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

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

13. 0.5 credit in free elective   **0.5**

Total Credits   20.0

New Resources	No New Resources
Summary	adding new concentration for Environmental science program
Rationale	Geomatics (including GIS, GNSS and remote sensing technologies) complements Environmental Science, and many ENSC students benefit from taking courses in the Geomatics program. Some ENSC students already take the minor option in Geomatics. The proposed program will offer students a well-defined pathway to develop expertise in theory and application of Geomatics science and technology within the discipline of Environmental Science. Students who graduate from this program will be competitive in the job market, since Geomatics skills are often required or expected of new hires in the environment field.
Transition/Implementation	New Geomatics concentration will be of interest to prospective students considering admission to the Environmental Science program and to current students as an element to add to their degree program.

Program reviewer comments	**peterthompson (09/28/20 9:59 am):** Rollback: Please see email -- entry is not formatted properly. **scottmitchell (10/01/20 12:09 pm):** Removed GEOM 2004 and GEOM 2008. They (conceptually) refer to the same course. The new course is supposed to be GEOM 2008 - we can't use 2004 because that course existed in the past. Once the course inventory entry is fixed, need to re-insert GEOM 2008 before sending this up the chain. **scottmitchell (10/01/20 1:11 pm):** Numbering of program requirements and course list for 2nd year GEOM courses fixed based on input from michellesantoianni and murrayrichardson **sarahcleary (12/17/20 4:17 pm):** Minor formatting.

Key: 2031

Institutional Quality Assurance Process

Major Modification Not Requiring a Library Report

Date: November 30, 2020

From: George Duimovich, Collections Librarian, STEM

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

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

Recommendation

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

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

This is a formal notification for your records.

MEMORANDUM

To: Senate Quality Assurance and Planning Committee

From: Shawna Dolansky, Religion Program Coordinator

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

Date: October 20, 2020

Subject: Major Modification to Religion. Track A2.

Modification Description

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

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

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

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

New Program Structure: BA Religion (Honours)

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

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

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

4. 0.5 credits from Indigenous Traditions

RELI 2800 [0.5] Indigenous Traditions [0.5]

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

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

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

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

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

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

Total Credits: 20.0

List of Program Changes

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

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

List of Course Changes

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

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

Impact on Other Programs

The impact on other programs is minimal, as follows:

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

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

Student Demand

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

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

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

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

Resources

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

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

Appendix: Impact on Learning Outcomes

Program-Wide Learning Outcomes (Current and Updated)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degree Level Expectations Mapped to BA General and Combined Honours PLOs

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

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

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

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

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

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

Last modified by: dianagreene

Changes proposed by: sarahcleary

In Workflow

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

Approval Path

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

History

1. Mar 19, 2014 by sandra

2. Jun 5, 2017 by Sandra Bauer (sandrabauer)
3. Feb 8, 2018 by Diana Greene (dianagreene)
4. Feb 21, 2020 by Diana Greene (dianagreene)
5. Jun 24, 2020 by Sarah Cleary (sarahcleary)

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

Program Requirements

Religion
B.A. (15.0 credits)

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

1. 1.0 credit in Foundations   1.0

    RELI 1710 [0.5]   Judaism, Christianity, Islam

    ~~RELI 1715 [0.0]~~   ~~Course RELI 1715 Not Found~~

    ~~or RELI 1716 [0.0]~~   ~~Course RELI 1716 Not Found~~

    RELI 1712 [0.0]   **Religions of South and East Asia**

2. 0.5 credit from Traditions and Contexts: Judaism, Christianity, and Islam   **0.5**

    RELI 2110 [0.5]   Judaism

    ~~RELI 2121 [0.5]~~   ~~Hebrew Bible~~

    ~~RELI 2122 [0.0]~~   ~~Course RELI 2122 Not Found~~

    ~~RELI 2220 [0.5]~~   ~~Early Christianity~~

    ~~RELI 2225 [0.0]~~   ~~Course RELI 2225 Not Found~~

    ~~RELI 2226 [0.0]~~   ~~Course RELI 2226 Not Found~~

    ~~RELI 2230 [0.5]~~   ~~Global Christianity~~

    RELI 2200 [0.0]   **Christianity**

    RELI 2310 [0.5]   Islam

RELI 2320 [0.0]   Course RELI 2320 Not Found

RELI 2330 [0.5]   The Qur'an

RELI 2350 [0.5]   Classical Islamic Thought

RELI 3131 [0.0]   Course RELI 3131 Not Found

RELI 3140 [0.5]   Holocaust Encounters

RELI 3141 [0.0]   Course RELI 3141 Not Found

RELI 3220 [0.5]   Reformation Europe

RELI 3230 [0.5]   Jesus of Nazareth

RELI 3231 [0.5]   Paul of Tarsus

RELI 3232 [0.5]   Christian Discipline

RELI 3250 [0.5]   Evangelical Christianity in Social-Historical Perspective

RELI 3322 [0.0]   Course RELI 3322 Not Found

RELI 3330 [0.5]   Sufism

RELI 3331 [0.0]   Course RELI 3331 Not Found

RELI 3340 [0.5]   The Life and Image of Muhammad

RELI 3350 [0.0]   Course RELI 3350 Not Found

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

RELI 1720 [0.0]   Course RELI 1720 Not Found

3. 0.5 credit from Traditions and Contexts: Hinduism, Buddhism, Religions of China   0.5

RELI 2410 [0.5]   Buddhism

RELI 2510 [0.5]   Hinduism

RELI 2600 [0.5]   Religions of China

RELI 2720 [0.5]   Indigenous Religions of Canada

RELI 2750 [0.5]   Sikhism

RELI 3420 [0.5]   Early Buddhism

RELI 3422 [0.5]   Buddhism Beyond India

RELI 3520 [0.5]   Early Hinduism

RELI 3522 [0.5]   Modern Hinduism

4. 0.5 credit from Indigenous Traditions   0.5

RELI 2800 [0.0]   Indigenous Traditions

5. 1.5 credits from Comparative and Global Themes   1.5

RELI 2535 [0.5]   Religion and Gender

RELI 2711 [0.5]   Love and Its Myths

RELI 2712 [0.5]   Religious Diversity of Canada

RELI 2713 [0.5]   Mystical and Contemplative Traditions

RELI 2731 [0.0]   Course RELI 2731 Not Found

RELI 2732 [0.5]   Death and Afterlife

RELI 2736 [0.5]   Religion and Society

RELI 3130 [0.0]   Course RELI 3130 Not Found

RELI 3710 [0.0]   Course RELI 3710 Not Found

RELI 2810 [0.0]   Religion and Popular Culture

RELI 2811 [0.0]   Religions and the Environment

RELI 3000 [0.0]   Religion and Public Life

RELI 3101 [0.0]   Religions and the Body

RELI 3722 [0.5]   Religion and Violence

RELI 3734 [0.0]   Course RELI 3734 Not Found

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

6. 1.0 credit in Disciplinary Core Courses   1.0

     RELI 2741 [0.5]   Big Questions in Religious Studies

     RELI 3741 [0.5]   Classical Approaches to Religion

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

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

~~6. 6.0 credits not in RELI~~

~~7. 3.0 credits in free electives~~

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

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

Total Credits   15.0

New Resources	No New Resources
Summary	1. we are eliminating the dual courses RELI 1715 and RELI 1716 and consolidating them into one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this section "1.0 credit in Foundations" along with RELI 1710 (already required). 2. we are requiring two introductory 2000 level courses in Judaism, Christianity, or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creating a new introductory 2000 level course in Christianity (2200) toward this requirement. 3. we are requiring two introductory 2000 level course in either Hinduism, Buddhism, or Religions of China. 4. we are requiring one introductory 2000 level course in Indigenous Traditions (new course). 5. With the new requirements at the 2000 level, an extra 0.5 credit is freed up for a more comparative perspective. Also, some relevant courses are being eliminated, and new ones are being added. One course is being renamed (2713). Lastly, this item listing in the Calendar needs to be re-numbered as "5" to reflect the earlier addition to the list of requirements. 6. Added the requirement of 1.0 credit at 2000-level or above
Rationale for change	1. We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidating these courses into a single required course will allow both required "foundations" courses to be taught by a FTE. 2. To work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 3. To work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 4. As part of our effort to increase awareness of Indigenous traditions at Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous traditions at an introductory 2000 level. 5. We are eliminating courses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. With the newly consolidated 2000 level breadth course requirements, majors are able to round out their comparative understanding with an extra course (0.5) requirement in comparative and global themes. 6. To ensure that Majors have at least 2 courses in Religion in addition to 2000 level seminars.
Transition/Implementation	1. Majors who already have 1715 or 1716 will be able to count one of these toward their 1.0 credit in Foundations, as before. Majors who have not yet fulfilled this requirement will take the new 1712 combined course instead, according to the new requirements. 2. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion

Major (Hons).

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

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

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

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

Program reviewer comments	**sarahcleary (10/27/20 4:08 pm):** Rollback: Rollback - changing to a Major mod as per OVPAVPA. **sarahcleary (12/01/20 12:31 pm):** Course code changed from 1711 to 1712 **sarahcleary (12/01/20 12:44 pm):** Course code changed from 3100 to 3101. **sarahcleary (01/29/21 9:25 am):** Added '(can be in RELI)' to section 9 for consistency across programs. Additional minor formatting. **sarahcleary (02/04/21 8:09 am):** Edited Summary and Transition/Implementation to reflect change in course code from 1711 to 1712.

Key: 743

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

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

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

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

Last modified by: sarahcleary

Changes proposed by: dianagreene

In Workflow

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

Approval Path

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

History

1. Mar 19, 2014 by sandra

2. Feb 2, 2018 by Diana
   Greene (dianagreene)
3. Feb 2, 2018 by Mike
   Labreque (mikelabreque)

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

Program Requirements

Religion
B.A. Honours (20.0 credits)

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

1. 1.0 credit in Foundations   1.0

    RELI 1710 [0.5]   Judaism, Christianity, Islam

    ~~RELI 1715~~ ~~[0.0]~~   ~~Course RELI 1715 Not Found~~

    ~~or~~ ~~RELI 1716~~ ~~[0.0]~~   ~~Course RELI 1716 Not Found~~

    RELI 1712 [0.0]   **Religions of South and East Asia**

2. 0.5 credit from Traditions and Contexts: Judaism, Christianity, and Islam   **0.5**

    RELI 2110 [0.5]   Judaism

    ~~RELI 2121 [0.5]~~   ~~Hebrew Bible~~

    ~~RELI 2122~~ ~~[0.0]~~   ~~Course RELI 2122 Not Found~~

    ~~RELI 2220 [0.5]~~   ~~Early Christianity~~

    ~~RELI 2225~~ ~~[0.0]~~   ~~Course RELI 2225 Not Found~~

    ~~RELI 2226~~ ~~[0.0]~~   ~~Course RELI 2226 Not Found~~

    RELI 2200 [0.0]   **Christianity**

    RELI 2310 [0.5]   Islam

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

    ~~RELI 2330 [0.5]~~   ~~The Qur'an~~

    ~~RELI 2350 [0.5]~~   ~~Classical Islamic Thought~~

    ~~RELI 3131~~ ~~[0.0]~~   ~~Course RELI 3131 Not Found~~

RELI 3140 [0.5] Holocaust Encounters

RELI 3141 [0.0] Course RELI 3141 Not Found

RELI 3220 [0.5] Reformation Europe

RELI 3230 [0.5] Jesus of Nazareth

RELI 3231 [0.5] Paul of Tarsus

RELI 3232 [0.5] Christian Discipline

RELI 3250 [0.5] Evangelical Christianity in Social-Historical Perspective

RELI 3322 [0.0] Course RELI 3322 Not Found

RELI 3330 [0.5] Sufism

RELI 3331 [0.0] Course RELI 3331 Not Found

RELI 3340 [0.5] The Life and Image of Muhammad

RELI 3350 [0.0] Course RELI 3350 Not Found

3. 0.5 credit from Traditions and Contexts: Hinduism, Buddhism, Religions of China **0.5**

RELI 2410 [0.5] Buddhism

RELI 2510 [0.5] Hinduism

RELI 2515 [0.5] Religion and Aesthetics in India

RELI 2720 [0.5] Indigenous Religions of Canada

RELI 2750 [0.5] Sikhism

RELI 3420 [0.5] Early Buddhism

RELI 3422 [0.5] Buddhism Beyond India

RELI 3520 [0.5] Early Hinduism

RELI 3522 [0.5] Modern Hinduism

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

4. 0.5 credit from Indigenous Traditions **0.5**

RELI 2800 [0.0] **Indigenous Traditions**

5. 1.0 credit from Comparative and Global Themes 1.0

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

RELI 2230 [0.5] Global Christianity

RELI 2535 [0.5] Religion and Gender

RELI 2711 [0.5] Love and Its Myths

RELI 2712 [0.5] Religious Diversity of Canada

RELI 2713 [0.5] Mystical and Contemplative Traditions

RELI 2731 [0.0] Course RELI 2731 Not Found

RELI 2732 [0.5] Death and Afterlife

RELI 2736 [0.5] Religion and Society

RELI 3130 [0.0] Course RELI 3130 Not Found

RELI 3710 [0.0] Course RELI 3710 Not Found

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

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

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

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

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

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

RELI 3722 [0.5] Religion and Violence

RELI 3734 [0.0] Course RELI 3734 Not Found

5. 1.5 credits in Disciplinary Core Courses 1.5

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

6. 1.5 credits in Honours Seminars   1.5

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

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

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

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

9. 1.5 credits in RELI at the 4000 level (excluding RELI 4741)   1.5

     RELI 1720 [0.0]   Course RELI 1720 Not Found

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

8. 4.0 credits in free electives (can be in RELI)

10. 8.0 credits in electives not in RELI   **8.0**

11. 4.0 credits in free electives (can be in RELI)   **4.0**

Total Credits   20.0

New Resources	No New Resources
Summary	1. we are eliminating the dual courses RELI 1715 and RELI 1716 and consolidating them into one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this section "1.0 credit in Foundations" along with RELI 1710 (already required). 2. We are requiring only one introductory 2000 level course (0.5 credit) in either Judaism, Christianity, or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creating a new introductory 2000 level course in Christianity toward this requirement. 3. we are requiring only one introductory 2000 level course (0.5 credit) in either Hinduism, Buddhism, or Religions of China. 4. we are requiring one introductory 2000 level course in Indigenous Traditions (new course). 5. this requirement for comparative and global themes is not changing, but some relevant courses are being eliminated, and new ones are being added. It also needs to be re-numbered as "5" to reflect the earlier addition to the list of requirements. 6. Majors are now required to take an additional 1.0 credits at the 3000 level. 7. Majors are now required to take an additional 1.0 credits at the 2000 level.
Rationale for change	1. We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidating these courses into a single required course will allow both required "foundations" courses to be taught by a FTE. 2. To work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 3. to work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 4. as part of our effort to increase awareness of Indigenous traditions at Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous traditions at an introductory 2000 level. 5.we are eliminating courses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. 6.To ensure that Majors have at least 2 advanced level courses in Religion in addition to 4000 level seminars. 7. to ensure that Majors have at least 2 advanced level courses in Religion in addition to 4000 level seminars. 1. Majors who already have 1715 or 1716 will be able to count one of these toward their 1.0

Transition/Implementation	credit in Foundations, as before. Majors who have not yet fulfilled this requirement will take the new 1712 combined course instead, according to the new requirements. 2. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons). 3. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons). 4. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons). 5. we are eliminating courses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. 6. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons). 7. Currently enrolled Majors can complete their degree in accordance with the previous requirements, unless they choose to implement the new requirements instead. The Coordinator will work with each one to ensure that they are able to complete their Religion Major (Hons).
Program reviewer comments	**sarahcleary (10/27/20 3:13 pm):** Removed RELI 2515 from section 3. Corrected section 7. As per OVPAVPA. **sarahcleary (10/27/20 4:09 pm):** Rollback: Rollback - changing to a Major mod as per OVPAVPA. **sarahcleary (12/01/20 12:34 pm):** Course code changed from 1711 to 1712. **sarahcleary (12/01/20 12:42 pm):** Course code changed from 3100 to 3101. **sarahcleary (01/06/21 10:52 am):** Removed duplicate information. Reordered section 7,8,9. **sarahcleary (01/29/21 9:29 am):** Minor formatting. **sarahcleary (02/04/21 8:13 am):** Edited Summary and Transition/Implementation to reflect change in course code from 1711 to 1712.

Key: 741

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

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

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

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

Last modified by: sarahcleary

Changes proposed by: dianagreene

In Workflow

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

Approval Path

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

History

1. Mar 19, 2014 by sandra

2. Jun 5, 2017 by Sandra
   Bauer (sandrabauer)
3. Feb 20, 2018 by Diana
   Greene (dianagreene)

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

Program Requirements

Religion
B.A. Combined Honours (20.0 credits)

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

1. 1.0 credit in Foundations   1.0

    RELI 1710 [0.5]   Judaism, Christianity, Islam

    ~~RELI 1715 [0.0]~~   ~~Course RELI 1715 Not Found~~

    ~~or RELI 1716 [0.0]~~   ~~Course RELI 1716 Not Found~~

    RELI 1712 [0.0]   **Religions of South and East Asia**

2. 0.5 credit from Traditions and Contexts: Judaism, Christianity, and Islam   0.5

    RELI 2110 [0.5]   Judaism

    ~~RELI 2121 [0.5]~~   ~~Hebrew Bible~~

    ~~RELI 2122 [0.0]~~   ~~Course RELI 2122 Not Found~~

    ~~RELI 2220 [0.5]~~   ~~Early Christianity~~

    ~~RELI 2225 [0.0]~~   ~~Course RELI 2225 Not Found~~

    ~~RELI 2226 [0.0]~~   ~~Course RELI 2226 Not Found~~

    RELI 2200 [0.0]   **Christianity**

    RELI 2310 [0.5]   Islam

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

    ~~RELI 2330 [0.5]~~   ~~The Qur'an~~

    ~~RELI 2350 [0.5]~~   ~~Classical Islamic Thought~~

    ~~RELI 3131 [0.0]~~   ~~Course RELI 3131 Not Found~~

RELI 3140 [0.5]   Holocaust Encounters
RELI 3141 [0.0]   Course RELI 3141 Not Found
RELI 3220 [0.5]   Reformation Europe
RELI 3230 [0.5]   Jesus of Nazareth
RELI 3231 [0.5]   Paul of Tarsus
RELI 3232 [0.5]   Christian Discipline
RELI 3250 [0.5]   Evangelical Christianity in Social-Historical Perspective
RELI 3322 [0.0]   Course RELI 3322 Not Found
RELI 3330 [0.5]   Sufism
RELI 3331 [0.0]   Course RELI 3331 Not Found
RELI 3340 [0.5]   The Life and Image of Muhammad
RELI 3350 [0.0]   Course RELI 3350 Not Found

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

RELI 1720 [0.0]   Course RELI 1720 Not Found

3. 0.5 credit from Traditions and Contexts: Hinduism, Buddhism, Religions of China   0.5

RELI 2410 [0.5]   Buddhism
RELI 2510 [0.5]   Hinduism
RELI 2720 [0.5]   Indigenous Religions of Canada
RELI 2750 [0.5]   Sikhism
RELI 3420 [0.5]   Early Buddhism
RELI 3422 [0.5]   Buddhism Beyond India
RELI 3520 [0.5]   Early Hinduism
RELI 3522 [0.5]   Modern Hinduism
RELI 2600 [0.5]   Religions of China

4. 0.5 credit from Indigenous Traditions   0.5

RELI 2800 [0.0]   Indigenous Traditions

5. 1.0 credit from Comparative and Global Themes   1.0

RELI 1741 [0.5]   Global Religions: Identity and Community
RELI 2230 [0.5]   Global Christianity
RELI 2535 [0.5]   Religion and Gender
RELI 2711 [0.5]   Love and Its Myths
RELI 2712 [0.5]   Religious Diversity of Canada
RELI 2713 [0.5]   Mystical and Contemplative Traditions
RELI 2731 [0.0]   Course RELI 2731 Not Found
RELI 2732 [0.5]   Death and Afterlife
RELI 2736 [0.5]   Religion and Society
RELI 3130 [0.0]   Course RELI 3130 Not Found
RELI 3710 [0.0]   Course RELI 3710 Not Found
RELI 2738 [0.5]   Philosophy of Religion
RELI 2810 [0.0]   Religion and Popular Culture
RELI 3000 [0.0]   Religion and Public Life
RELI 3101 [0.0]   Religions and the Body
RELI 3301 [0.5]   Music and Religion
RELI 3722 [0.5]   Religion and Violence
RELI 3734 [0.0]   Course RELI 3734 Not Found

6. 1.5 credits in Disciplinary Core Courses   1.5

RELI 2741 [0.5]	Big Questions in Religious Studies	
RELI 3741 [0.5]	Classical Approaches to Religion	
RELI 4741 [0.5]	Contemporary Issues in the Study of Religion	

6. 1.0 credit in Honours Seminars   1.0

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

B. Additional Requirements

7. The requirements from the other discipline must be satisfied   6.0

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

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

B. Additional Requirements (14.0 credits)   **14.0**

8. The requirements from the other discipline must be satisfied

9. Sufficient free electives to make 20.0 credits for the degree

Total Credits	20.0

New Resources	No New Resources

Summary	1. we are eliminating the dual courses RELI 1715 and RELI 1716 and consolidating them into one single 0.5 credit course (RELI 1712), which will be required at the 1000 level in this section "1.0 credit in Foundations" along with RELI 1710 (already required). 2. We are requiring only one introductory 2000 level course in either Judaism, Christianity, or Islam. Note: while we currently have introductory courses in Judaism (2110) and Islam (2310) we are creating a new introductory 2000 level course in Christianity (RELI 2200) toward this requirement which will be included in the new list. 3. We are requiring only one introductory 2000 level course in either Hinduism, Buddhism, or Religions of China. 4. we are requiring one introductory 2000 level course in Indigenous Traditions (new course RELI 2800). 5. we are increasing the comparative requirement to 1.0. Also, some relevant courses are being eliminated, one course is being renamed (2713) and new ones are being added. This item also needs to be re-numbered as "5" to reflect the earlier addition to the list of requirements. 6. we are increasing the comparative requirement to 1.0. Also, some relevant courses are being eliminated, one course is being renamed (2713) and new ones are being added. This item also needs to be re-numbered as "5" to reflect the earlier addition to the list of requirements. 7. renumbering remainder of headings for proper number sequence.

Rationale for change	1.We have limited faculty resources for teaching numerous required courses at the 1000 level. Consolidating these courses into a single required course will allow both required "foundations" courses to be taught by a FTE. 2. To work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 3. To work toward parity among traditions represented at each level, we are eliminating many of our 2000 level courses and focusing on introductory courses to each tradition at the 2000 level. The new requirements reflect this, and attempt to ensure that each Major acquires breadth across Eastern, Western, and Indigenous traditions. 4. as part of our effort to increase awareness of Indigenous traditions at Carleton, it is important that students enrolled in a Religion Major become familiar with Indigenous traditions at an introductory 2000 level. 5. We are eliminating courses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand. 6. We are eliminating courses that are no longer being taught or are under-enrolled, and adding courses that can subsume content from those that are being eliminated as well as inject new content that will lead to higher student demand.

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

Key: 742

A deleted record cannot be edited

Program Delete Proposal

Date Submitted: 09/14/20 12:09 pm

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

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

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

Last modified by: dianagreene

Changes proposed by: dianagreene

In Workflow

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

Approval Path

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

History

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

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

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

Program Requirements

Minor in Jewish Studies (4.0 credits)

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

Requirements

1. **0.5 credit in:**   0.5

    RELI 1710 [0.5]   Judaism, Christianity, Islam

2. **2.0 credits from:**   2.0

    RELI 2110 [0.5]   Judaism

    RELI 2121 [0.5]   Hebrew Bible

    RELI 2122 [0.0]   Course RELI 2122 Not Found

    RELI 3130 [0.0]   Course RELI 3130 Not Found

    RELI 3131 [0.0]   Course RELI 3131 Not Found

    RELI 3140 [0.5]   Holocaust Encounters

    RELI 3141 [0.0]   Course RELI 3141 Not Found

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

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

Total Credits   4.0

Note: Approval of the Religion Coordinator is required when selecting courses for Item 3 above.

New Resources

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

Program reviewer
comments

A deleted record cannot be edited

Program Delete Proposal

Date Submitted: 09/14/20 11:59 am

Viewing: NK1 : Minor in Islamic Studies

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

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

Last modified by: dianagreene

Changes proposed by: dianagreene

In Workflow

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

Approval Path

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

History

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

Calendar Pages Using this Program	Religion

Effective Date	2021-22

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

Program Requirements

Minor in Islamic Studies (4.0 credits)

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

Requirements

1. **1.5 credits in:**   1.5

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

2. **0.5 credit from:**   0.5

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

3. **1.5 credits from:**   1.5

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

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

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

Note: approval of the Religion Coordinator is required when selecting a course from another department for Item 4 above.

Total Credits	4.0

New Resources

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

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

Program reviewer
comments

Key: 746

A deleted record cannot be edited

Program Delete Proposal

Date Submitted: 09/14/20 11:57 am

Viewing: CRS : Minor in Christianity Studies

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

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

Last modified by: dianagreene

Changes proposed by: dianagreene

In Workflow

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

Approval Path

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

History

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

Calendar Pages Using this Program	Religion
Effective Date	2021-22

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

Program Requirements

Minor in Christianity Studies (4.0 credits)

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

Requirements:

1. **1.0 credit in:**   1.0
   RELI 1710 [0.5]   Judaism, Christianity, Islam
   RELI 2741 [0.5]   Big Questions in Religious Studies
2. **0.5 credit from:**   0.5
   RELI 2122 [0.0]   Course RELI 2122 Not Found
   RELI 2735 [0.5]   Greek Religion
   RELI 2737 [0.5]   Roman Religion
3. **2.0 credits from:**   2.0
   RELI 2220 [0.5]   Early Christianity
   RELI 2225 [0.0]   Course RELI 2225 Not Found
   RELI 2226 [0.0]   Course RELI 2226 Not Found
   RELI 2230 [0.5]   Global Christianity
   RELI 3220 [0.5]   Reformation Europe
   RELI 3230 [0.5]   Jesus of Nazareth
   RELI 3231 [0.5]   Paul of Tarsus
   RELI 3232 [0.5]   Christian Discipline
   RELI 3250 [0.5]   Evangelical Christianity in Social-Historical Perspective
4. **0.5 credit in** RELI courses listed above or in another discipline on a theme pertaining to the study of Christianity (see note below).   0.5
5. The remaining requirements of the major discipline(s) and degree must be satisfied.

Note: approval of the Religion Coordinator is required when selecting courses for Item 4 above.

Total Credits	4.0

New Resources

Summary	Elimination of Minor in Christianity Studies

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

Program reviewer
comments

Key: 1204

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: January 26, 2021

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

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

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

Recommendation

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

- o   Major Modification to Religion. Track A2.

This is a formal notification for your records.

Minor in Health Sciences

MEMORANDUM

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

From: Martin Holcik, Department of Health Sciences

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

Date: October 1, 2020

Subject: New Program Proposal – Minor in Health Sciences

Program Description

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

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

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

Principal Goals of the Program.

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

Program Structure

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

The program structure is as follows:

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

> **Elective courses** (1.5 Credits)
> Choices of 3000 or 4000 level HLTH courses

The course descriptions for the core courses are as follows:

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

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

Lecture three hours a week.

HLTH 2001 Health Research Methods and Skills
An introduction to quantitative and qualitative methods and designs in health sciences research. Basic research skills will also be provided, including regulatory aspects of conducting research, information literacy skills, evaluating published research and other sources of evidence in the digital age.
Includes: Experiential Learning Activity.
Prerequisite(s): HLTH 1000 or HLTH 1001.
Lecture three hours a week, lab/workshop two hours a week.

HLTH 2002 Molecular and Cellular Pathology
Introduction to the causes, natural history, and pathophysiology of common human diseases of various organ systems. Diseases related to structural and functional changes at the molecular, cellular and organ level.
Includes: Experiential Learning Activity.
Prerequisite(s): HLTH 1000 and BIOL 1103, or HTLH 2020.
Lecture three hours a week.

HLTH 2003 Social Determinants of Health
Overview of the social determinants of health, ranging from early life experiences, poverty, social status, migration, and the physical environment. The relation between social determinants and environmental vulnerabilities, health behaviours, illness prevalence, treatment outcomes, and access to health care.
Prerequisite(s): HLTH 1000 or HLTH 1001.
Lecture three hours a week.

Impact on Other Programs

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

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

Societal Need

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

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

Student Demand

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

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

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

Resources

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

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

Administrative support:

Template #2—August 2018

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

Library resources:
No additional library resources should be necessary.

Space:
There is no requirement for space.

Communication:

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

Equipment:
No additional equipment will be necessary.

Graduate student funding
N/A

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

New Program Proposal

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

Viewing: **MHS : Minor in Health Sciences**

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

Last modified by: sarahcleary

Changes proposed by: sandracloutier

In Workflow

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

Approval Path

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

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

Program Requirements

Minor in Health Sciences (4.0 credits)

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

Requirements:

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

   HLTH 1001 [0.5]   **Principles of Health I**

   HLTH 2001 [0.5]   **Health Research Methods and Skills**

   HLTH 2002 [0.5]   **Molecular and Cellular Pathology**

   HLTH 2003 [0.5]   **Social Determinants of Health**

   HLTH 2020 [0.0]   **Principles of Health II**

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

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

Total Credits	4.0

New Resources	No New Resources
Summary	Addition of new Health Sciences minor.
Rationale	Department has had a number of students interested in pursuing a minor in Health Sciences. T
Transition/Implementation	This minor is a major change and we are currently introducing a new course (HLTH 2020) that will be apart of minor.

Program reviewer comments

sarahcleary (06/25/20 3:39 pm): Added section three as per standard minor layout/requirements and additional minor edits.

juliawallace (08/20/20 8:36 am): Rollback: Rolled back at the request of Edana Cassol.

juliawallace (10/22/20 3:43 pm): Rollback: at request of Martin Holcik

elizabethbruce (11/02/20 3:52 pm): Updated program code from TBD-2004 to MHS

sarahcleary (12/14/20 3:51 pm): Updating information as per unit with notification to the AD.

Key: 2004

Associated Minors

Course	Course Name
HLTH 2020	Principles of Health II

Institutional Quality Assurance Process

Minor in Health Sciences, Not Requiring a Library Report

Date: January 28, 2021

From: George Duimovich, Collections Librarian STEM

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

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

Recommendation

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

- o **Minor in Health Sciences**

This is a formal notification for your records.

New Course Proposal

Date Submitted: 01/15/21 7:56 am

Viewing: **SOCI 3950 : Practicum Placement in Sociology**

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

Changes proposed by: sarahcleary

Programs referencing this course	Minor in Community Engagement

In Workflow

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

Approval Path

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

Effective Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	SOCI
Course Number	3950
Title	Practicum Placement in Sociology
Title (short)	Practicum Placement in Soci

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

Grade Mode	Standard Letter Grade
Schedule Type	*Practicum
	*May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details.
Unpaid Placement	Yes
Summary	New course.
Rationale for new course	This course was successfully offered as a Special Topics course in Sociology in 2019-2020. It offers an important school-to-work transition opportunity that will allow students to have improved post-graduation career outcomes. It also will add another experiential learning opportunity in the

program.

Course reviewer comments	**sarahcleary (01/15/21 7:56 am):** Rollback: Rollback to change from a minor mod to a major mod as per OVPAVPA. No action required on your part.

Key: 10080
Preview Bridge
Why Did This Not Sync?

Preview Bridge

New Course Proposal

Date Submitted: 10/09/20 11:14 am

Viewing: **STAT 3999 : Co-operative Work Term**

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

Changes proposed by: sarahcleary

Programs referencing this course	R-UG-COOP-B.Mathematics Admission and Continuation Requirements

In Workflow

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

Approval Path

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

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

Faculty	Faculty of Science
Academic Unit	School of Mathematics and Statistics
Credit Value	0.0
Significant Experiential Learning	Co-op
Course Description	
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	*Work Term
	*May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details.
Unpaid Placement	No
Summary	new STAT designation to match MATH 3999

Rationale for new course	Over the past 10 years, the statistics program has grown such that the majority of honours students are in STAT programs. To reflect this change, a STAT designation is needed to emphasize that the focus of the co-op placement is on statistics and not mathematics. A STAT designation would also be helpful for students seeking jobs in the statistics/data science fields.
Course reviewer comments	**sarahcleary (09/23/20 8:13 am):** Corrected: Title, Credit Value, Grade Mode. Removed: Course Description, Prerequisite. As per Co-op unit request to standardize co-op 'course'. **sarahcleary (10/09/20 11:13 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No action required on your part. **sarahcleary (10/09/20 11:16 am):** Approving on behalf of MATH ChairDir UG. **sarahcleary (01/22/21 2:25 pm):** Updating the rational with new information provided by the unit.

Key: 10003
Preview Bridge
Why Did This Not Sync?

Preview Bridge

Template for Major Modifications: A1 or A2

Major Modification Track A2

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

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

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

Date: 23rd November 2020

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

Modification Description

Description of New Modification

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

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

Rationale for Curricular Changes

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

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

Template #2—June 2020

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

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

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

Description of Changes to Program Structure

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

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

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

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

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

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

Web & User Experience/Interfaces Stream

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

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

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

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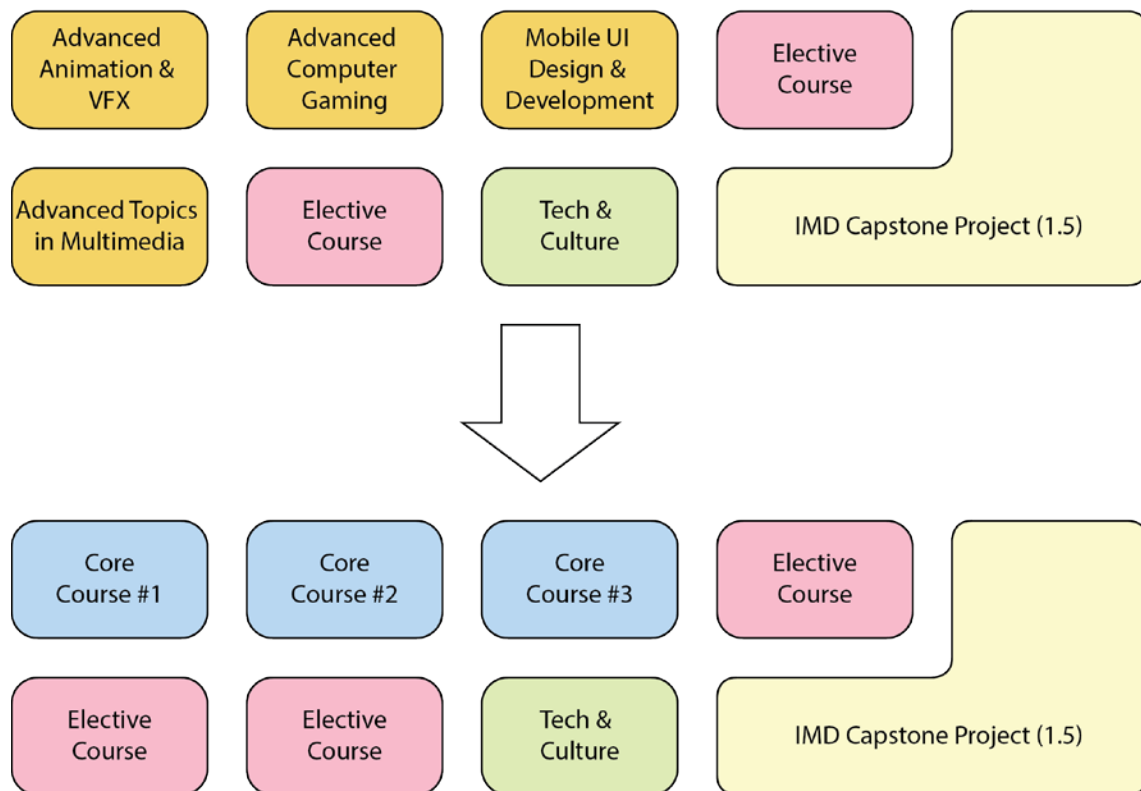
Figure 1 – Structural Changes to Course Progression

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

Impact on Other Programs

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

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

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

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

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

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

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

Student Demand

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

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

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

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

Template #2—June 2020

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

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

Resources

Faculty/Contract Instructor Resources

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

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

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

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

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

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

Template #2—June 2020

Administrative Support

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

Library Resources

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

Space

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

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

Equipment

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

January 20 2021

Re: Adding IMD Electives to the Carleton Calendar

Hello,

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

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

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

Sincerely,

Jill Stoner

Professor and Director, Azrieli School of Architecture & Urbanism

New Program Proposal

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

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

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

Last modified by: hanajabi

Changes proposed by: hanajabi

In Workflow

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

Approval Path

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

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

Program Requirements

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

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

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

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

    IMD 1001 [0.5]   **Visual Communication**

    IMD 1002 [0.5]   **Visual Dynamics**

    IMD 1004 [0.5]   **Design Processes**

    IMD 1005 [0.5]   **Web Development**

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

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

    BIT 2400 [0.5]   **Intermediate Programming**

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

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

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

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

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

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

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

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

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

    ITEC 4007 [0.0]   **Dynamics and Physics-Based Animation**

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

    ITEC 4010 [0.0]   **Visual Effects and Compositing**

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

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

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

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

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

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

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

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

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

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

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

    BIT 2006 [0.5]   **Elective**

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

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

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

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

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

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

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

IMD 4002 [0.5]   Technology and Culture

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

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

BIT 4000 [0.5]   Directed Studies

IRM 4002 [0.5]   Network Technology

ITEC 3100 [0.5]   Immersive Storytelling

IMD 4006 [0.5]   Advanced Game Design and Development

IMD 4008 [0.5]   Mobile User Interface Design and Development

ITEC 4011 [0.0]   Artificial Intelligence for Digital Media

ITEC 4012 [0.0]   Web Application Frameworks

ITEC 4014 [0.0]   User Experience Design and Accessibility

ITEC 4015 [0.0]   Digital Audio and Music

ITEC 4016 [0.0]   Virtual and Augmented Reality

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

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

ITEC 4019 [0.0]   Directing and Cinematography for Digital Storytelling

ITEC 4020 [0.0]   Environment and Architectural Modelling

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

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

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

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

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

Key: 2076

New Program Proposal

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

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

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

Last modified by: sarahcleary

Changes proposed by: hanajabi

In Workflow

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

Approval Path

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

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

Program Requirements

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

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

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

1. 2.0 credits in: **2.0**

    IMD 1001 [0.5]   **Visual Communication**

    IMD 1002 [0.5]   **Visual Dynamics**

    IMD 1004 [0.5]   **Design Processes**

    IMD 1005 [0.5]   **Web Development**

2. 3.0 credits in: **3.0**

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

    BIT 2400 [0.5]   **Intermediate Programming**

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

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

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

3. 3.0 credits in: **3.0**

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

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

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

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

4. 1.5 credits in: **1.5**

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

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

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

5. 1.5 credit in: **1.5**

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

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

6. 2.5 credits in: **2.5**

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

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

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

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

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

7. 2.0 credits in: **2.0**

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

    BIT 2006 [0.5]   **Elective**

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

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

8. 1.5 credits in: **1.5**

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

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

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

9. 0.5 credits in: **0.5**

IMD 4002 [0.5]   Technology and Culture

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

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

BIT 4000 [0.5]   Directed Studies

IRM 4002 [0.5]   Network Technology

ITEC 3100 [0.5]   Immersive Storytelling

ITEC 4007 [0.0]   Dynamics and Physics-Based Animation

IMD 4008 [0.5]   Mobile User Interface Design and Development

ITEC 4010 [0.0]   Visual Effects and Compositing

ITEC 4012 [0.0]   Web Application Frameworks

ITEC 4014 [0.0]   User Experience Design and Accessibility

ITEC 4015 [0.0]   Digital Audio and Music

ITEC 4016 [0.0]   Virtual and Augmented Reality

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

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

ITEC 4019 [0.0]   Directing and Cinematography for Digital Storytelling

ITEC 4020 [0.0]   Environment and Architectural Modelling

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

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

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

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

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

<div align="right">Key: 2077</div>

New Program Proposal

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

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

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

Last modified by: hanajabi

Changes proposed by: hanajabi

In Workflow

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

Approval Path

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

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

Program Requirements

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

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

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

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

   IMD 1001 [0.5]   **Visual Communication**

   IMD 1002 [0.5]   **Visual Dynamics**

   IMD 1004 [0.5]   **Design Processes**

   IMD 1005 [0.5]   **Web Development**

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

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

   BIT 2400 [0.5]   **Intermediate Programming**

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

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

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

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

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

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

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

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

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

   IMD 4008 [0.5]   **Mobile User Interface Design and Development**

   ITEC 4012 [0.0]   **Web Application Frameworks**

   ITEC 4014 [0.0]   **User Experience Design and Accessibility**

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

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

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

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

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

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

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

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

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

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

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

   BIT 2006 [0.5]   **Elective**

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

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

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

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

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

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

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

IMD 4002 [0.5]   **Technology and Culture**

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

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

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IRM 4002 [0.5]   **Network Technology**

ITEC 3100 [0.5]   **Immersive Storytelling**

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

ITEC 4007 [0.0]   **Dynamics and Physics-Based Animation**

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

ITEC 4010 [0.0]   **Visual Effects and Compositing**

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

ITEC 4015 [0.0]   **Digital Audio and Music**

ITEC 4016 [0.0]   **Virtual and Augmented Reality**

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

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

ITEC 4019 [0.0]   **Directing and Cinematography for Digital Storytelling**

ITEC 4020 [0.0]   **Environment and Architectural Modelling**

Total Credits   20.0

Retention of Work (Interactive Multimedia and Design Program Only)

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

New Resources	Contract Instructor Faculty
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Transition/Implementation	The stream offerings have been setup to minimally impact students, by picking one stream and specific electives they would have approximately same offering as the 4th year students in the 2020-2021 calendar. On the School side, the transition plan utilizes current faculty to

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

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

Key: 2075

Associated Minor Mods
BIT Streams

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

MEMORANDUM

DATE: February 4, 2021

TO: Whom it may concern.

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

RE: Adding IMD Electives to the Carleton Calendar

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

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

Sincerely,

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

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: February 8, 2021

From: George Duimovich, Collections Librarian (STEM)

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

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

Recommendation

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

- Interactive Multimedia & Design Program. Track [A2]

This is a formal notification for your records.

<u>Mutual Statement of Support</u>

RE:

The School of Information Technology proposed electives (as part of their expansion towards streaming options) in the IMD Program.
And:
The School of Industrial Design, BID Program with Concentration in User Experience Design (UX) and User Interface Design (UiD)

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

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

[X] We support this change unconditionally.

[ ] I do not support this change.

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

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

Signatures:

Name: Bjarki Hallgrimsson

Title: Director

For Academic unit: School of Industrial Design

Date:

Name: Chris Joslin

Title: Director

Academic unit: School of Information Technology

Date: 11/Feb/2021

New Program Proposal

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

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

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

Last modified by: sarahcleary

Changes proposed by: howardnemiroff

In Workflow

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

Approval Path

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

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

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

Program Requirements

Bachelor of Commerce (20.0 credits)

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

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

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

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

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

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

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

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

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

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

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

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

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

STAT 2606 [0.5]	**Business Statistics**

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

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

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

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

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

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

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

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

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

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

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

Total Credits   20.0

Notes:

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

New Resources	No New Resources
Summary	The difference between the BCom and the BCom Honours is in the course requirements. Honours students must complete an additional 1.0 credits in BUSI at the 4000-level. Note that there are also different ACE requirements. Adjusting the Math/Econ/Stat offerings to be consistent with the BCom Honours as well. The 20-credit BCom degree would be awarded provided a student maintains both a 5.0 overall and 5.0 major CGPA to graduation so that those students in Good Standing under the new framework have a pathway to graduation. The current BCom honours would remain unchanged, requiring a 6.5 CGPA major and a 6.5 CGPA concentration in order to graduate in honours with a concentration. Students graduating with a 5.0 - 6.49 major and overall CGPA will graduate with a BCom, and no concentration, regardless of the concentration CGPA. The BCom degree would also have an adjusted requirement (Item 9), as opposed to the honours requirement of 1.0 credit in BUSI at the 4000-level.
Rationale	Adding the BCom to allow students to progress successfully under the new ACE framework. Detailed rationale provided to SQAPC in separate document outlining reasons why an offramp is necessary and why it cannot be referred to as a BCom (Major).
Transition/Implementation	Fall '21

Program reviewer comments	**sarahcleary (12/08/20 8:13 am):** Added title header, sum credits, hyper linked courses in note 4 and other minor formatting. **sarahcleary (12/08/20 2:57 pm):** Rollback: Rollback for additional edits as per H. Nemiroff. **sarahcleary (01/06/21 9:52 am):** Added "Enrolment in the Bachelor of Commerce program is restricted. Please consult with an academic advisor for more information." as this program is an exit only option. As per email with H. Nemiroff. **sarahcleary (01/06/21 10:01 am):** Edited section A from 11.5 credits to 11.0. **sarahcleary (01/28/21 8:44 am):** Added additional information to the Summary as per OVPAVPA.

Key: 2024

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

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

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

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

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

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

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

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

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

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

Schools where that they are offering two distinct business degrees

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

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

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

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

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

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

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

Ivey graduating average (70%)

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

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

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

Rationale based on how ACE affects our students:

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

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

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

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

MEMORANDUM

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

From: Guy Lacroix, Department of Psychology

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

Date: October 13th, 2020

Subject: Multidisciplinary Certificate in Mental Health and Well-Being

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

Rational for the certificate

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

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

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

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

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

The Certificate Program

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

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

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

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

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

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

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

Disability Studies
DBST 1001 [0.5]   Introduction to Disability Studies

Economics
ECON 3460 [0.5 credit]   Introduction to Health Economics

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

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

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Linguistics

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

Music

MUSI 3303 [0.5 credit]   Introduction to Music Therapy

Philosophy

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

Sociology

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

Social Work

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

Technology, Society, Environment Studies

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

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

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

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

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

Neuroscience

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

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

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

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

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

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

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

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

Equity and Inclusive Communities (60-90 min workshops)

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

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

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

Admission

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

Certificate administration

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

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

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

Impact on other programs

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

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

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

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

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

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

Societal needs

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

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

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

Resources

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

Multidisciplinary Certificate in Mental Health and Well-Being LOs:

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

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

New Program Proposal

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

Viewing: **TBD-2013 : Certificate in Multidisciplinary Studies in Mental Health and Well-Being**

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

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

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

Approval Path

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

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2013
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Certificate in Multidisciplinary Studies in Mental Health and Well-Being

Program Requirements

Certificate in Multidisciplinary Studies in Mental Health and Well-Being (5.0 credits)

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

Requirements

1. **1.0 credit in:**   **1.0**

    PSYC 1001 [0.5]   **Introduction to Psychology I**

    PSYC 1002 [0.5]   **Introduction to Psychology II**

2. **2.0 credits in:**   **2.0**

    PSYC 2301 [0.5]   **Introduction to Health Psychology**

    PSYC 3302 [0.5]   **Positive Psychology**

    PSYC 3403 [0.5]   **Addiction**

    PSYC 3604 [0.5]   **Clinical Psychology and Mental Illness**

3. **2.0 credits from two or more units:**   **2.0**

Anthroplogy

    ANTH 2020 [0.5]   **Race and Ethnicity**

    ANTH 2040 [0.5]   **Anthropology and Gender**

    ANTH 2070 [0.5]   **Psychological Anthropology**

    ANTH 2550 [0.5]   **Religion and Society**

    ANTH 3020 [0.5]   **Studies in Race and Ethnicity**

    ANTH 3040 [0.5]   **The Global Middle Class**

    ANTH 3310 [0.5]   **Studies in Medical Anthropology**

    ANTH 4005 [0.5]   **Health and Globalization**

    ANTH 4780 [0.5]   **Anthropology of Personhood**

Business

    BUSI 3104 [0.5]   **Managing Individual Performance**

    BUSI 4105 [0.5]   **Managing Change**

Disability Studies

    DBST 1001 [0.5]   Introduction to Disability Studies

Economics

    ECON 3460 [0.5]   Introduction to Health Economics

Geography

    GEOG 3206 [0.5]   Health, Environment, and Society

Health Sciences

    HLTH 1001 [0.5]   Principles of Health I

    HLTH 2003 [0.5]   Social Determinants of Health

    HLTH 3403 [0.5]   Gender and Health

History

    HIST 3106 [0.5]   Social History of Sexuality

    HIST 3120 [0.5]   History of the Body

Human Rights

    HUMR 1001 [1.0]   Introduction to Human Rights

Industrial Design

    IDES 2600 [0.5]   Human Factors/Ergonomics in Design

Law

    LAWS 2105 [0.5]   Social Justice and Human Rights

Linguistics

    LING 2604 [0.5]   Communication Disorders I

    LING 3604 [0.5]   Communication Disorders II

Music

    MUSI 3303 [0.5]   Introduction to Music Therapy

Neuroscience

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

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

Philosophy

    PHIL 1200 [0.5]   The Meaning of Life

    PHIL 1700 [0.5]   Philosophy of Love and Sex

    PHIL 2307 [0.5]   Gender and Philosophy

    PHIL 2380 [0.5]   Introduction to Environmental Ethics

    PHIL 2408 [0.5]   Bioethics

    PHIL 2540 [0.5]   Personal Identity and the Self

    PHIL 2550 [0.5]   Moral Psychology

    PHIL 2700 [0.5]   Asian Philosophy

Religion

    RELI 1731 [0.5]   Varieties of Religious Experience

    RELI 2732 [0.5]   Death and Afterlife

Sociology

    SOCI 2020 [0.5]   Race and Ethnicity

    SOCI 2030 [0.5]   Work, Industry and Occupations

    SOCI 2040 [0.5]   Food, Culture and Society

    SOCI 2043 [0.5]   Sociology of the Family

    SOCI 2045 [0.5]   Gender and Society

    SOCI 2050 [0.5]   Sociology of Health

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

Social Work

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

Technology, Society, Environmental Studies

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

4. 12 hours of non-credit training from an approved list of activities. Refer to the Department of Psychology for more information.

Total Credits	5.0

New Resources	No New Resources
Summary	The Department of psychology wishes to introduce a new Multidisciplinary Certificate in Mental Health and Well-Being. This new program would entail 3.0 credits in psychology, 2.0 credits among selected electives from FASS, FPA, Sprott School of Business, and Science, as well as 12 hours of relevant non-credit training from Carleton units (such as the Centre for Student Academic Support, Student Affairs, the Student Experience Office, and the Equity and Inclusive Communities). The certificate would be offered to all undergraduate Carleton students and would also be made available to students not currently enrolled in a degree program. It would be administered by the Department of Psychology via a certificate coordinator, who is a faculty member from the Department of Psychology. The Coordinator will strike an ad hoc committee of at least two members from the Carleton community whose work focuses on students' and staff's health and well-being as needed (e.g., evaluating elective courses, etc.).
Rationale	Rational for the certificate In recent years, Carleton has solidified its commitment to the mental health needs of its students (i.e., Mental Health Framework), staff (i.e., Healthy Workplace), and faculty (i.e., FASS Mental Health Connectors). Great strides have been made in providing mental health services to the Carleton community (i.e., Health and Counselling). Moreover, Carleton's new Strategic Integrated Plan identifies Wellness and Sustainability as central themes for strength and growth. Since Carleton's Department of Psychology was established in 1953, it has been at the centre of mental health and well-being, in terms of teaching, research, and training. Countless graduates from our program have moved on to careers in clinical psychology, counselling, medicine, and other helping professions. They have also used their academic background to gain employment in non-profit organizations, in governmental positions, and in the private sector both in a research capacity and in more clinically oriented positions. In fact, the first Carleton student to ever graduate with a PhD in psychology from our Department, June Pimm, is an internationally recognized expert on autism working within the Ottawa-Carleton School Board system for over 40 years. The Department of Psychology has been in-step with Carleton's mandate from the beginning. As a discipline, psychology is synonymous with mental health and well-being. In terms of educational programming, we established an undergraduate concentration in health, a graduate concentration in mental health and well-being, and more recently an undergraduate stream in mental health and well-being. We also hold several mental health and well-being events for the broader Carleton community and external community members; namely Psychology Mental Health Day and Psychology Let's Talk Lecture. The

demand and interest for the programming and initiatives has been overwhelming. Numerous units across campus and external agencies have asked us to collaborate to offer programming to either their students or if we could provide expertise to their groups. It is clear that there is a demand from other units and students for greater programming in mental health and well-being. Many Carleton students who are not in our psychology program wish to expand their ability to positively influence the mental health and well-being of others as well as take care of their own. Other units would like to support these interests in their students. Thus, we would like to propose this Multidisciplinary Certificate in Mental Health and Well-Being. The introduction of this multidisciplinary certificate is timely. Not only is mental health and well-being a priority at Carleton but it also is a priority in Canada and around the world. For instance, in a recent Canadian Mental Health Association poll, a majority of Ontarians said that the pandemic will cause a "serious mental health crisis" and argued that the province will need additional mental health support to address it. This certificate will help Carleton students meet this challenge. The core courses from psychology will provide students with a firm understanding of evidence-based research on mental health and well-being. The elective courses offered by a variety of Carleton Departments will tie into this research, but also present these topics more broadly embracing many perspectives including philosophical, sociological, and legal ones. Finally, this certificate will take advantage of the abundance of practical knowledge available on campus via non-credit training. Students will receive applied training that will help them support others in need and their own mental health and well-being, ultimately impacting the well-being of society. Admission Students in any general or Honours degree offered at Carleton will be accepted into the Certificate. Applicants who are not from Carleton will be accepted if they meet the requirements for the BA General in Arts. Certificate administration The certificate will be administered by a coordinator selected from the Department of Psychology and the administrative staff from the Department of Psychology. They would be assisted by a committee comprised of faculty members whose research focuses on mental health and well-being as well as members from the Carleton Community staff who operate in the same area. For example, the Certificate committee currently includes: Guy Lacroix Coordinator – Department of Psychology Kaitlin Barkley Undergraduate Program advisor - Department of Psychology Katie Gunnell Faculty - Department of Psychology Andrea Howard Faculty - Department of Psychology Marina Milyavskaya Faculty - Department of Psychology Joanna Pozzulo Faculty - Department of Psychology Michelle Baulch Manager, Student Care & Support - Office Dir. of Students Affairs Rachel Anderson-Houldsworth Supplemental Instruction Coordinator - Centre for Student Academic Support Shannon Noonan Healthy Workplace Champion for the Office of the Vice-President (Students & Enrolment) The committee would meet each year to verify that the list of credited and non-credited activities is up to date. It would also liaise with the different Carleton units that offer non-credit training to students and staff to ensure availability and explore new opportunities. For example, the committee has been in contact with the Spirituality Centre. They do not presently offer training, but might in the future. Impact on other programs The impact of the certificate on other programs would be minimal. All listed psychology courses are already large and offered multiple times per year. The large list of electives makes it unlikely that enrollment in any particular course would be noticeably larger. Letters of support will be obtained from all participating units. At a program level, there are three programs at Carleton other than psychology whose programs could be seen as overlapping with this certificate: Social Work, Health Sciences, and Neuroscience. The nature of the certificate makes it complementary to the programs offered by these other units. Students in any major or program may add the Certificate to their degree. Notes Social Work is an accredited program with selected enrollment that prepares students professionally for work in that area. Thus, its goals are completely distinct from those of the certificate (and SW students could certainly combine their degree with the Certificate). Health Sciences presents a vast array of courses on health generally within the Faculty of Science. Hence, the scope of their degree is much broader than mental health and well-being. Their students could also take the certificate in combination with their degree, and Health Sciences will contribute courses to the certificate. Neuroscience does have an undergraduate program in neuroscience and mental health, but psychology courses were removed from all neuroscience programs a few

years ago. Moreover, neuroscience emphasizes physiological explanations of mental health, whereas this certificate presents mental health and well-being from a multidisciplinary perspective. Hence, there is little overlap between the neuroscience program and the certificate, and once more, the certificate could be combined with a neuroscience degree. Finally, neuroscience will contribute courses to the certificate. We believe that the value of this Certificate both to Carleton students and our University's reputation as a premier destination for research and study on mental health and well-being is critical. Societal needs According to Government of Canada statistics, 1 in 3 Canadians will suffer from a mental illness during their lifetime. Thus, it is not surprising that the World Health Organization and the Canadian Mental Health Association have been emphasizing the promotion of mental health issues as well as their prevention. This is the central goal of this certificate. This Certificate will give students a comprehensive understanding of mental health and well-being. The courses introduction to health psychology, clinical psychology and mental health, addictions, and positive psychology cover the full range of fundamental topics, from mental illness to the factors that enable one to enjoy a fulfilling life. Students also will discover the different approaches for treatment as well as learn about concrete recommendations that will help them improve their quality of life. Beyond the courses in psychology, the selected electives will help students contextualize this knowledge. Individuals' mental health and well-being have political, societal, legal, moral, and philosophical implications. Hence, students will be able to choose courses that will allow them to consider mental health and well-being topics more broadly. Finally, the inclusion of applied training activities given at Carleton will give students tools that are designed to enhance their well-being and, in some cases, support others in need. The stigmatization of mental health problems remains an important challenge. The Certificate's theme will facilitate candid discussion of and positive attitudes toward mental health issues and well-being. There is no doubt that the knowledge students acquire with this certificate will be highly transferrable to the workplace. Employers have a legal obligation to accommodate employees with mental health disabilities. Most also take their responsibility to support mental health and well-being in the workplace seriously. Hence, students who have obtained this certificate will have the appropriate background to support their future employers' mental health and well-being initiatives. Naturally, the intent of this certificate is not to provide professional training to students. This function resides with programs such as clinical psychology, counselling, social work, and nursing. Nonetheless, there are many health-related employment opportunities within hospitals, clinics, non-profit organizations, governmental agencies, and private sector industries. Hence, this certificate taken alone or in combination with other Carleton programs will increase our students' ability to find employment. Resources As currently designed, the certificate would not require additional resources. All the courses already exist and have sufficient space to accommodate incoming students. Similarly, students would be taking advantage of existing training opportunities on campus whose mandate includes offering such services. Finally, the certificate coordinator would be a faculty member from the Department of Psychology, and that individual's work would be an administrative duty without any teaching release.

Transition/Implementation	No impact

Program reviewer comments	**sarahcleary (12/07/20 4:10 pm):** Removed 'Multidisciplinary' from the title of the certificate as per OVPAVPA. **sarahcleary (12/14/20 3:06 pm):** Added requirements into a course list for calendar formatting. Added program header and information regarding admission as per rationale. Removed list of non-credit requirements as per email with AD P. Thompson. **sarahcleary (02/04/21 8:28 am):** Changed the name of the certificate to include Multidisciplinary Studies, added a restriction to students in Psychology with the Stream in Mental Health and Well-Being as per emails with Chair and both ADs.

Key: 2013

STATEMENT OF SUPPORT FROM SISTER UNIT

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

Multidisciplinary Certificate in Mental Health and Well-Being

[X]I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Blair Rutherford

Title: Chair

Academic unit:

Sociology and

Anthropology

Date: 29 Sept 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *(signed)*

Name: Howard Nemiroff

Title: Associate Dean, Undergraduate Studies

Academic unit: Sprott School of Business

Date: October 13, 2020

Notes: Sprott fully supports this initiative.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

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

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

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

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Hashmat Khan

Title: Chair and Professor

Academic unit:

Economics

Date: September

29, 2020
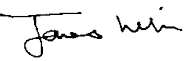
Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *James Miller*

Name: James Miller

Title: Chair

Academic unit:

History

Date: 29/9/2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Multidisciplinary Certificate in Mental Health and Well-Being

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

[ ] I do not support this change.

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

Signature:

Name: Martin Holcik

Title: Professor and Chair

Academic unit: Health Sciences

Date: September 29, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

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

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

[✓] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *B Macleod*

Name: Beth Macleod

Title: Associate Director

Academic unit: Linguistics (slals)

Date: Sept. 29, 2020
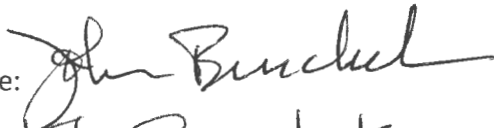
Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Brian Foss

Title: Director

Academic unit:SSAC

Date: 12/10/20

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

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

Inclusion of philosophy courses in certificate in wellbeing and mental health

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Annie Larivée

Title: Departmental chair

Academic unit:

Philosophy

Date: 29-10-2020

Notes:

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

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

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

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: {Briefly describe proposal for which support is being sought}
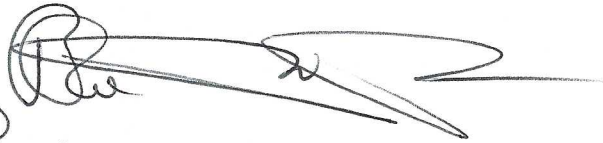
Certificate in Mental Health and Well being

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *Sarah Louise Todd*

Name: Sarah Todd

Title: Director and Professor

Academic unit:

Social Work

 Date: September

29, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: *John Buschek*

Name: John Buschek

Title: Director, TSES

Academic unit: TSES

Date: Sep 30, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Multidisciplinary Certificate in Mental Health and Well-Being

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _____

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 13 Oct 2020

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

STATEMENT OF SUPPORT FROM SISTER UNIT

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

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

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: Chantal Trudel

Title: Associate Professor

Academic unit:

School of Industrial

Design

Date: 2020-10-13

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Paul Mkandawire

Title: Director (Human Rights & Social Justice)

Academic unit: IIS

Date: 5 Oct 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Vincent Kazmierski

Title: Chair and Associate Professor

Academic unit: Law and Legal Studies

Date: October 4, 2020

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

STATEMENT OF SUPPORT FROM SISTER UNIT

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

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

Neuroscience

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

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: Kim Hellemans

Title: Chair, Department of Neuroscience

Academic unit:

Neuroscience

Date: October 6,

2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: Shane Hawkins

Name: Shane Hawkins

Title: Director

Academic unit: College of the Humanities

Date: 13 October 2020

Notes:

Institutional Quality Assurance Process

New Certificate Not Requiring a Library Report

Date: September 27, 2020

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

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

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

Recommendation

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

- o   Multidisciplinary Certificate in Mental Health and Well-Being

This is a formal notification for your records.

MEMORANDUM

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

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

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

Date:

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

Program Description

a) <u>Description of the Concept for the New Program</u>

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

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

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

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

b) <u>The Principal Goals of the Program</u>

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

c) <u>The Program Structure</u>

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

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

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

The course descriptions are as follows:

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

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

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

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

Please see Appendix C below for the Program Requirements.

Current International, National and Provincial Profile

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

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

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

There are no comparable programs in Ontario.

Mission and Strategic Directions

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

Impact on Other Programs

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

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

Societal Need

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

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

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

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

Student Demand

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

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

Resources

Faculty resources:

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

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

Because EACH is an interdisciplinary Minor, team-teaching of these courses would be ideal. We recognize that Carleton might not have the resources for team-teaching but we will plan, when possible, to have the instructors for the 2nd-year core course and the 4th-year capstone course

plan the courses together, move fluidly between them, and collaborate pedagogically. For this reason, it would be ideal for these two instructors to be in different disciplines.

Contract instructors:

We do not anticipate requiring additional contract instructor hires to launch our program.

Administrative support:

We do not anticipate requiring additional administrative support to launch our program. The program will be housed in the English Department.

Space:

The lounge in the English Department.

Equipment:

No additional equipment will be necessary.

Graduate student funding:

N/A

Business plan:

We have not included a business plan since, with the exception of the core course, we are not requesting any new resources.

Governance:

The Minor Planning committee was comprised of nine members from four different units (as indicated in the header to this document). Both English and DGES seemed like good homes for the Minor. After consulting as a committee and consulting with Scott Mitchell, the chair of DGES, we decided to house the minor in English for two reasons: DGES didn't want the Minor to be confused with their Minor in Environmental Studies; and, because EACH emphasizes the humanities, we wanted a unit that clearly signalled that focus. We also consulted with Andrew Wallace, the chair of English last year, and Janice Schroeder, the current chair. This decision to house the Minor in English was agreed upon unanimously by everyone consulted and by the Minor Planning Committee.

The English Department will be responsible for assigning a faculty member as the EACH program coordinator. Normally the coordinator will serve a two-year term. Barbara Leckie has agreed to serve as coordinator for the first two years. The coordinator will oversee curriculum issues, course inclusion, and student advising. The coordinator will also propose candidates who can teach the core course (see Resources above), provide information to the departmental administrators, and consult with the program Steering Committee as needed.

The Steering Committee will be composed of five members representing at least three different units. It will be selected by the Carleton Climate Commons Core Committee. This group is connected with all the units involved in the Minor and well-versed in its structure and goals. Program administration will be conducted by the English department administrators.

Given the interdisciplinary nature of the minor, how will curriculum or resource decisions be made?

Appendix A:
The Case for the Environmental and Climate Humanities

Our current climate crisis has made scholars more aware than ever of the importance of environmental studies to a university education. As early as 1991, David Orr gave an impassioned and now widely-circulated convocation address in which he pointed to the devastating impact of human actions on the environment and argued that "all university education should be environmental education." And yet universities have been slow to respond to his call for a more comprehensive, responsible, interdisciplinary, and engaged pedagogical mandate in relation to the environment. To be sure, ecocriticism (emerging in the 1990s), the environmental humanities (emerging in the early 2000s), the energy humanities and Anthropocene studies (both emerging in the last decade or so) are now widely established research areas. But interdisciplinary and university-wide programs have not kept pace with these new research areas. And now, as we face a climate emergency almost thirty years after Orr's address, a coordinated university-wide environmental and climate curriculum is more compelling than ever. Climate change education, as scientists themselves also note, is not a topic for science alone. The new Minor described in the attached summary meets this challenge for the humanities and social sciences: it defines a university education as an environmental and climate change education. What follows here is an overview of the parameters and contributions of the environmental and climate humanities for readers who may be unfamiliar with this nexus of studies.

The humanities and social sciences contribute to environmental and climate change studies through their interrelated foci on: 1) communication; 2) culture; and 3) paradigm shifts.

1) Early work calling for the humanities and social sciences to join with the sciences was typically pitched in the context of translation or communication: the sciences needed the humanities to "translate" their ideas to a wider public, a need that is now felt especially acutely in the context of the climate crisis. Humanities expertise in communication remains a compelling component of the science/humanities intersection. But the focus on translation and communication also has its detractors. As one critic amusingly puts it, to ask humanities scholars to translate science into lay-language is like asking an accomplished composer to tune your guitar (Hartman, "Unpacking"). The focus on translation, in particular, also illuminates a problem that the humanities, in general, are nicely equipped to address: that "translation" is never without transformation. Information does not seamlessly travel from one field to another; rather, culture—understood in the anthropological sense of "a way of life"—is integral to comprehension. This point is take up in point (2).

2) The communication and translation of environmental and climate science to a broad public, then, is important. But communication without a study of culture, broadly understood, is incomplete at best. Here we shift from climate change as a transparent and translatable category to climate change as an *idea*, an idea that can only be understood by turning to the humanities and social science (Hulme). In this context, scholars and teachers in the environmental and climate humanities are by no means confined to communication roles alone. Indeed, most scholars in these areas now see their largest contribution coming from what their own fields, uniquely and in combination with others, offer. The climate science is established, they note, but that is

only the beginning of the work that needs to be done. The *idea* of climate change introduces cultural, social, ethical, and political questions. It is keenly attuned to unequal power relations, economic inequality, the production of knowledge, decolonization, technology, fossil fuels and energy options, extraction, food choices and food security, education, storytelling, activism, and species extinction.

In short, a humanities and social sciences approach directly engages with systemic change, economic inequality, and uneven power relations. It underscores that the words we use (the environment, ecology, global warming, global crisis, Anthropocene, and sustainability, for example) carry implications that demand attention. It draws on knowledge formations and science from Indigenous and Inuit traditions while also exploring the structural oppressions that have led to minimizing resources and voices so critical to us all. And it recognizes that the way we formulate social problems shape the solutions we imagine.

3) Finally, for many scholars the climate crisis introduces a paradigm shift that involves not simply adding new areas of study to the university but also revisioning how the university itself functions. It asks us to rethink the terms through which we understand ourselves, our work, and the very categories of inquiry outlined above. Imre Szeman, for example, writes that "a confrontation with energy compels us to engage in a thorough-going reimagination of many of our fundamental concepts and understandings" (317). *The Guardian* summarizes Timothy Morton's position as follows: "the Anthropocene is forcing a revolution in human thought" (15 June 2017). Working with Inuit communities, Amanda Boetzkes writes in response to changes in the earth's tilt: "The Anthropocene has changed the way we see; it has altered the terms and parameters of perceptions itself" (272). Several scholars and teachers (Stacey Alaimo, Donna Haraway, Anna Tsing, and Kath Weston among others) have responded by reimagining how their research and pedagogy is altered in these contexts. By bringing these questions and orientations *into* the university through the proposed Minor we can be part of the shifts underway, shaping new approaches, and formulating new possibilities for the future.

These three orientations are underpinned by the environmental and climate humanities' shared commitment to interdisciplinary, public-facing, experiential, and experimental pedagogy. Neither the environment nor climate change can be adequately understood without drawing on the collective wisdom of many different disciplines. Indeed, interconnection is built into most definitions of ecology. Further, by fostering partnerships with community groups, museums, NGOs, local farms, and government itself, the university's role as a catalyst for robust and innovative thinking is harnessed. Environmental and climate humanities approaches recognize that this thinking is often strongest—most exciting, creative, and unexpected—when brought into dialogue with arenas outside the university; these approaches similarly recognize that expertise is widely distributed and that we often learn the most when we turn to new communities, voices, and forums for exchange. Here, too, Carleton is perfectly poised to realize and extend these pedagogical principles.

Appendix B:
Quotations that Underscore the Role of the Humanities in Responding to Environmental and Climate Change Issues Today

"Given the truly bleak prospects for our global climatic future, and the urgency of our adapting to it, it is difficult to name a more vital task for the academic humanities than to bring climate change into the classroom. With crisis comes opportunity. The fractious and demoralized debate over global warming opens the horizon for a new ecological pedagogy, one that will play a vital role in producing actively-informed, climate-progressive students and citizens for the future" (Gillen D'Arcy Wood 96).

"The practices and assumptions that guide the arts and humanities . . . . may well be the key to understanding why contemporary culture finds it so hard to deal with climate change. Indeed, this is perhaps the most important question ever to confront *culture* in the broadest sense—for let us make no mistake: the climate crisis is also a crisis of culture, and thus of the imagination" (Ghosh 9).

"True, we could not define 'human-induced planetary climate change' except with the help of big science; and, true, the problem of the 'two cultures' of the sciences and the humanities remains. But the questions of justice that follow from climate-change science require us to possess an ability that only the humanities can foster: the ability to see something from another person's point of view" (Chakrabarty, "Humanities" 378).

"[T]he ecological crisis is not only a crisis of the physical environment but also a crisis of the cultural and social environment—of the systems of representation and of the institutional structures through which contemporary society understands and responds to environmental change" (Bergthaller et al.)

"[T]he challenge of addressing global warming isn't fundamentally a scientific or technological. . . . next steps in addressing environmental crisis will have to come from the humanities and social sciences—from those disciplines that have long attended to the intricacies of social processes, the nature and capacity of political change, and the circulation and organization of symbolic meaning through culture. This constitutes an enormous challenge and is on that we have barely begun to take up. . . . The task is nothing less than to reimagine modernity" (Szeman and Boyer 3).

"Ecocriticism is a lively confluence of ecology, philosophy, anthropology, sociology, literature, feminism, sustainability studies, environmental justice (especially within indigenous and postcolonial studies), queer theory, and numerous adjacent fields that seek to deepen our understanding of the intimacy of humans and nonhumans. Striving to better frame ethical, historical, and cognitive relatons to the world, especially at a time of anthropogenic climate change, ecotheory ranges across the environmental humanities, green studies, social activism, and the new materialisms (including material feminism, object studies, and vibrant materialism). Literature, history, and the arts bring to environmental science a long and spirited conversation about the relation of human activity (intellectual and industrial) to a world that exceeds anthropomorphic capture" (Cohen and Duckert 2).

"The Anthropocene has changed the way we see; it has altered the terms and parameters of perceptions itself" (Boetzkes 272).

"Humanities disciplines long dedicated to exploring counterfactuals—the if/then imagination of alternate possible worlds—can be powerful vehicles for navigating the ethical conundrums and cultural unease that come with shifting ecological parameters. In partnership with the social sciences . . . the humanities provide an imagination space and set of critical tools for grappling with issues of power, representation, and materiality. Historical knowledge and interpretive skills help us to untangle the oftentimes invisible connections between ordinary structures of feeling, habit, and the political facts of the modern carbon economy that fuels climate change" (Siperstein et al., 4).

"Certainly the provocative idea that a closer arts-science connection could catalyze breakthrough science (Gurnon et al. 2013) is in line with the curious fact that Nobel laureates are more likely to pursue artistic endeavors than are members of the Royal Society and National Academy of Sciences, who are in turn more artistically engaged than the "average" scientist (Root-Bernstein et al. 2008). The idea that mind wandering should be considered part of the scientific method, that we should educate for risk-taking exploration, or that arts may help the sciences, might well meet with skepticism in practice. However, the evidence is overwhelming that such seemingly irrelevant activities should not be seen as procrastination, but rather as effective ways to boost scientific productivity" (Scheffer et al., np).

"In our view, solving the world's climate problems will require tapping into brainpower beyond science. . . . Scholars in the humanities interpret human history, literature and imagery to figure out how people make sense of their world. Humanists challenge others to consider what makes a good life, and pose uncomfortable questions – for example, "Good for whom?" and "At whose expense?" Going beyond science, humanists can define cultural forces driving climate change, such as the fossil fuel dependence of industrialized societies. . . . Humanist scholars like LeMenager help to uncover the root causes of complex problems. Yes, rising carbon dioxide levels trap more heat in the atmosphere – but values matter too. Defining features of American identity, such as independence, freedom, mobility and self-reliance, have become entangled with petroleum consumption. . . . Cultural scholars and philosophers can inject ethical principles into policymaking. . . . Humanists can also help decision makers see how history and culture affect policy options. Plans to improve fuel economy will need to address the historical bond between petroleum and personal freedom. . . . By tapping into what moves people, the emerging field of environmental humanities can help spur climate action. Scholars of history, philosophy, religious studies, literature and media are exploring many aspects of humans' relationship with the Earth. An entire literary genre of climate fiction, or "Cli-Fi," depicts often-apocalyptic visions of climate impacts on humanity. Social scientists have worked out how civilizations like the ancient Maya and medieval Icelanders dealt with climate shocks. . . .Together with scientists, environmental humanists are reforming scenarios used in climate modeling. Scenarios originated as an improvisational form of theater, and humanists are reclaiming them as a rehearsal space for the massive societal shifts required to avert dangerous climate change" (Allison and Miller).

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New Program Proposal

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Last modified by: elizabethbruce

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In Workflow

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

Approval Path

1. 09/14/20 10:07 am
   Judy Katz (judykatz):
   Approved for ENGL
   ChairDir UG
2. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
3. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
4. 12/08/20 8:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
5. 12/09/20 4:00 pm
   Sarah Cleary
   (sarahcleary): Approved
   for PRE SCCASP
6. 12/15/20 10:27 am
   Sarah Cleary
   (sarahcleary): Rollback to
   AS FBoard for SCCASP
7. 01/18/21 10:24 am
   Peter Thompson
   (peterthompson):
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