Program Requirements

Minor in Environmental and Climate Humanities (4.0 credits)

This minor is open to all undergraduate degree students.

Requirements:

1. 0.5 credit in:
   - EACH 2000 [0.0] Introduction to the Environmental and Climate Humanities

2. 0.5 credit from Science-inflected Courses:
   - BIOL 1902 [0.5] Natural History
   - ERTH 1006 [0.5] Exploring Planet Earth
   - ERTH 2402 [0.5] Climate Change: An Earth Sciences Perspective
   - ERTH 4303 [0.5] Resources of a Finite Earth
   - GEOG 1010 [0.5] Global Environmental Systems
   - GEOG 2013 [0.5] Weather and Water
   - GEOG 2014 [0.5] The Earth's Surface
   - GEOG 2020 [0.5] Ecosystems of Canada
   - GEOG 3105 [0.5] Climate and Atmospheric Change
   - ISCI 1001 [0.5] Introduction to the Environment
   - ISCI 2002 [0.5] Human Impacts on the Environment

3. 1.5 credit from Humanities-inflected Courses:
   - ANTH 2080 [0.5] Humans/Animals: the More-than-Human in Social Research
   - ANTH 2510 [0.5] Theories of Human Nature
   - ANTH 2850 [0.5] Development and Underdevelopment
   - ANTH 3035 [0.5] Science, Culture and Society: Social Studies of Science
   - ANTH 3355 [0.5] Anthropology and the Environment
   - ANTH 4006 [0.5] Decolonizing Methodologies in the 21st Century: Practicing Engaged Anthropology
   - ANTH 4036 [0.5] Science and Technology Studies: Selected Topics
   - ANTH 4355 [0.5] Anthropology of Natural Resources
   - ANTH 4560 [0.5] Economic Anthropology
   - ANTH 4610 [0.5] Advanced Studies in Indigenous Peoples
   - CDNS 3610 [0.5] The Canadian Political Economy Tradition
   - CDNS 4400 [0.5] Cultural Landscape and Cultural Identity in Canada
   - CDNS 4403 [0.5] Heritage Conservation and Sustainability
   - COMS 2500 [0.5] Communication and Science

https://nextcalendar.carleton.ca/programadmin/
COMS 4311 [0.5] Environmental Communication
ENGL 1700 [0.0] Climate Change and the Humanities
ENGL 2730 [0.0] Culture and Climate Change
ENGL 3920 [0.5] Literary Ecological Fieldwork
FILM 2204 [0.5] Indigenous Cinema and Media
HIST 2311 [0.5] Environmental History of Canada
HIST 2913 [0.0] History of Oil
HIST 3310 [0.5] Animals in History
HUMR 3503 [0.5] Global Environmental Justice
HUMR 3504 [0.5] Public Health and Human Rights
HUMR 4907 [0.5] Special Topic in Human Rights
INDG 2015 [0.5] Indigenous Ecological Ways of Knowing
INDG 2020 [0.5] Decolonizing Gender, Sex, and Sexuality
INDG 3015 [0.5] Indigenous Ecological Ways of Knowing and the Academy
INDG 4015 [0.5] Land as a Relation
PHIL 2380 [0.5] Introduction to Environmental Ethics
PHIL 3380 [0.5] Environments, Technology and Values
RELI 2800 [0.0] Indigenous Traditions
RELI 2811 [0.0] Religions and the Environment
SOCI 2702 [0.5] Power and Social Change
SOCI 3019 [0.5] Sociology of International Migration
SOCI 3035 [0.5] Science, Culture and Society: Social Studies of Science
SOCI 3038 [0.5] Studies in Urban Sociology
SOCI 3430 [0.5] Studies in Collective Action and Social Movements
SOCI 4039 [0.5] Women in Contemporary Middle East Societies
SXST 4105 [0.5] Queer Ecologies

4. 1.0 credits from Social Science-inflected Courses: 1.0
   
   ECON 3803 [0.5] The Economics of Natural Resources
   ECON 3804 [0.5] Environmental Economics
   ENST 1000 [0.5] Introduction to Environmental Studies
   ENST 1020 [0.5] People, Places and Environments
or GEOG 1020 [0.5] People, Places and Environments
   ENST 2001 [0.5] Sustainable Futures: Environmental Challenges and Solutions
   ENST 2500 [0.5] Climate Change: Social Science Perspectives
or GEOG 2500 [0.5] Climate Change: Social Science Perspectives
   ENST 4006 [0.5] Environmental Policy Analysis
   EURR 4304 [0.5] Europe and International Migration
   GEOG 2200 [0.5] Global Connections
   GEOG 2600 [0.5] Geography Behind the Headlines
   GEOG 3022 [0.5] Environmental and Natural Resources
   GEOG 3206 [0.5] Health, Environment, and Society
   GEOG 3209 [0.5] Sustainability and Environment in the South
   GEOG 3501 [0.5] Geographies of the Canadian North
   GEOG 4004 [0.5] Environmental Impact Assessment
   GEOG 4022 [0.5] Seminar in People, Resources and Environmental Change
   GEOG 4024 [0.5] Seminar in Globalization
5. 0.5 credit in:

**EACH 4000 [0.0]**  Seminar in the Environmental and Climate Humanities

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

Total Credits 4.0

New Resources  No New Resources

Summary  Participation in the EACH Minor will enable all students to widen the scope of their degree, prepare them for work in a rapidly growing field, and allow them to contribute to a critical arena of study today.

Rationale  None

Program reviewer comments

*elizabethbruce (12/10/20 3:15 pm)*: Updated program code from TBD-2023 to ECH

*sarahcleary (12/15/20 10:27 am)*: Rollback: Rollback to P. Thompson as per SCCASP discussion on December 15.

*sarahcleary (01/06/21 3:57 pm)*: Updated section headers to differentiate requirements, moved EURR 4304 to section 4, and updated rationale as per P. Thompson.

Key: 2023
Minor in Environmental Humanities

Associated Minors

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<thead>
<tr>
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<td>EACH 2000</td>
<td>Introduction to the Environmental and Climate Humanities</td>
</tr>
<tr>
<td>EACH 4000</td>
<td>Seminar in the Environmental and Climate Humanities</td>
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Supporting Emails for EACH

Units sent responses to the email pasted in below. I have listed these emails in the order of the “EACH Minor Course Options” document. I’ve left out most of the back-and-forths but please don’t hesitate to contact me if you have any questions. Occasionally units responded only to the questions I asked but didn’t reiterate their support; in those cases, I selected emails from our earlier exchanges back in Jan/Feb.

Please note: I have edited material out of emails when it was not relevant to EACH.

The email I sent in June 2020 to which most of the emails below reply:

I’m writing now with an update on the Environmental and Climate Humanities Minor. Thanks so much for your feedback on the first iteration of the program and its course offerings. Because this program is so interdisciplinary and draws from many more units than the typical Minor it poses some unique issues. There are two ways that these issues may have an impact on your unit. I want to be sure you’re aware of them as we begin to move through the approval process. First, prerequisites for the course offerings have to be addressed. Would your unit be willing to include language that enables the prerequisite for EACH students be waived in consultation with the instructor or your program’s undergraduate administrator? This option would make the administration of the program smoother. Second, could you pass the list of courses on to your undergraduate administrator to ensure that we’re not missing anything with respect to program delivery from their perspective?

I’ve attached updated versions of all the relevant documents. As ever, if you notice any problems or things that should be adjusted, please do let me know.

Thanks again for your help; it is most appreciated. All the best in these tumultuous times, Barbara

__________________________________
Owen Rowland (Biology)

From most recent to least
[25 July]
Hi Barbara,

Yes, I think listing BIOL 1902 in the proposed Minor is good (instead of the other BIOL courses). Michael Runtz teaches that course. He has much about biodiversity in the course, including changes in habitats and animal/plant ranges due to climate change. We offer that course 3 times a year: fall, winter, and early summer terms (the latter two as re-broadcasts), so it gives students much flexibility.

All the best,
Owen

[In response, we removed the courses he indicated as problems and retained BIOL 1902.]

On Jul 10, 2020, at 4:32 PM, Owen Rowland <OwenRowland@Cunet.Carleton.Ca> wrote:

Dear Barbara,
Sorry for the delayed responses. First, I have recently completed my term as Biology Chair and just started a one year sabbatical. I have Cc’d the new Biology Chair, Bruce McKay. So further discussion, if needed, would come from Bruce.

That said, I did pass your proposal through our Curriculum Committee back in January (using the first iteration). I just forgot to pass on to you our feedback! Apologies.

. . . . Perhaps BIOL 1902 Natural History would be better than BIOL 1010? They may be taking the Natural History course anyway as an elective, but I think double counting is allowed now.

So I think without add more Science credits to the minor, then the Biology courses are not useful for this minor (except maybe BIOL 1902?). I think it could only work as a full combined program, rather than a minor, to involve the Biology upper year courses (like our Biology and Humanities combined program). But I don’t think that is what you are planning here.

With just 0.5 Science credit, we think the Earth Science, Geography or Environmental Science courses are a better home for this idea.

Best wishes,
Owen

Owen Rowland
Professor, Biology and Biochemistry
Carleton University, Ottawa, Canada
613-520-2600 x4213
Website: http://rowlandlab.blogspot.ca

Earth Sciences (Brian Cousens)

[11 August]
Hi Barbara. I am fine with the three courses from Earth Sciences that you have included.

Brian

Brian Cousens
Professor, Igneous Petrology and Geochemistry
Chair, Department of Earth Sciences
Carleton University
1125 Colonel By Drive
Ottawa, ON. K1S 5B6 Canada
Deliveries*: Herzberg 2115
Office Telephone*: 613-520-2600 x4436
Web: https://mypage.science.carleton.ca/~bcousens/Home.html
* Due to the COVID-19 pandemic, I am working at home.

DGES (Scott Mitchell)
[7 Aug]
Hi Barbara,

Yes, I confirm your interpretation re: the ENST/GEOG courses in the minor. And it’s fine to include GEOG 3022 - I’ve just talked to the instructor (John Milton) and our program director (Jill), and the numbers in 3022 are not a concern, just a blip with respect to how it was entered into timetabling this year. In general John would be happy to have EACH minors in the classes he teaches, but confirmed that they should follow the prerequisites.

Cheers,

Scott

From: Scott Mitchell  
Sent: August 6, 2020 13:36  
To: Jill Wigle <JillWigle@cunet.carleton.ca>; Elyn Humphreys <ElynHumphreys@cunet.carleton.ca>; Jesse Vermaire <JesseVermaire@CUNET.CARLETON.CA>; Derek Smith <DerekASmith@CUNET.CARLETON.CA>; murray richardson <Murray.Richardson@carleton.ca>  
Cc: Erin Johnston <ErinJohnston@Cunet.Carleton.Ca>; Natalie Pressburger <NataliePressburger@Cunet.Carleton.Ca>  
Subject: RE: Proposed Minor in the Environmental and Climate Humanities + Collaborative MA

Hi, Barbara,

Regarding the EACH minor:

- Part A (physical science credits) – GEOG 1010 is generally available welcoming extra students, although typically the fall section gets full and we have to direct people to the winter section. The more senior courses do have built-up content and following the prerequisite structure is preferred, however exceptions can be evaluated on a case-by-case basis.
- Part C (social science) - here, many of the courses actually do not have prerequisite issues, they often require a certain year standing but then generally also have a “or permission of the department” escape option; some courses that are more restrictive are:
  - GEOG 3022 is currently experiencing a space crunch and it is required in two of our programs – so we could continue to evaluate on a case-by-case basis, but it may not be fully accessible unless changes to the course make that possible – therefore the current requirements for students to be in ENST or our stream in BGInS are probably appropriate – flagging it for further discussion this coming year, for possible format adjustments to increase total size if possible, and let others in while reserving specific spaces for those that needed. This could include EACH minors, given how often this course comes up – e.g. I recognize that it’s required for a couple of the 4th year courses in the EACH list.
  - ENST 2001 routinely welcomes other students despite the fact that it says “2nd year ENST or permission of the department” – the department recently decided to keep that wording so we can evaluate case-by-case
  - The 4th year courses do all have prerequisites, and also the “escape clause” – except for ENST 4006, which just asks for 4th year standing.
GEOG 5005 is listed, and this is not appropriate since it is a graduate course.

- I guess overall, we believe that there’s a good mix of options, many without prereq-issues, and where there are prerequisites we believe that there are good reasons for them, and that students should be able to navigate the prerequisites themselves to some degree. We’re willing at our end to do the individual evaluations. But I will ask everyone to keep an eye on this, and if needed, think about possible novel solutions in the coming year, especially if the advising load shoots up.
- We are certainly happy to see it going ahead overall!

Interdisciplinary Science (dir, Steven Cooke; administrator, Michelle Santoianni)

[26 July]
Yes, to the ISCI courses listed below. There is another ISCI 2000-Natural Laws course that could included in the list. Three courses in total.
https://calendar.carleton.ca/undergrad/courses/ISCI/

Michelle Santoianni
Institute Administrator, Environmental and Interdisciplinary Science, TSES
4442 Herzberg Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6
613.520.4461

[from Steven Cook, 26 July]
Yes... I am 99% sure. Michelle... Do you agree?

Part B

Anthropology (Blair Rutherford)

[29 June]
Hi Barbara,

I just heard back from my Associate Chair, Xiaobei, who consulted with the Sociology side of the Department and she said the “SOCI caucus supports participating in the EACH Minor with instruction to students about Prerequisites (the student is responsible to check the pre-reqs and to consult with the course instructor if they have any questions ).”

In other words, the Soci side wasn’t keen about waiving prereqs for EACH. But it is keen for its courses to belong to it.

For the Anth side, we all agreed with both. A colleague, Danielle, summed up a key point for us about prereqs: “we don’t really have prerequisites to waive in most cases, and so long as the language doesn’t obligate us to waive our year-standing requirements (which could inadvertently force us to favor
students in the Minor)” it is completely fine.

We do suggest though that ANTH 4215, Natural Resources of the Global South (which is actually its old name and number – when it was a Selected Topics course – in the calendar it is ANTH 4355 Anthropology of Natural Resources), shouldn’t be part of it and that ANTH 4006, Decolonizing Methodologies in the 21st Century: Practicing Engaged Anthropology should be part of it.

Cheers,
Blair

Blair Rutherford, Professor and Chair
Department of Sociology & Anthropology
Carleton University
1125 Colonel By Drive
Ottawa, ON
Canada K1S 5B6
w. +1 613-520-2600 x2601
e. blair.rutherford@carleton.ca

_____________________________________

Canadian Studies (Anna Hoefnagels)

[27 July]
Hi Barbara,

We’ve had a change of administrative assignments in SICS with the start of the new year, so I wanted to double check that all remain in agreement with the program and our courses being identified as electives with the proposed minor and there is agreement.

Thank you for consulting with us about this program and the application of our courses as electives.

Warm regards,

Anna

_____________________________________

English (Jan Schroeder)

We had a dept meeting on 21 August in which both English’s participation in the Minor and housing the program in English were voted on and approved.

_____________________________________

History (James Miller)

[13 June]
Hi Barbara,
The undergraduate courses will not be a problem. There are no prerequisites for the 2000-level courses. For 3000, we have a general prerequisite of “a 2000-level history course or third-year standing and 1.0 credit in history,” but it is not course-specific so cannot be enforced by the registration system. So rather than include language in the calendar, the easiest thing would be to inform EACH students at registration time that they can register for the course even if they don’t meet the prerequisite, and that if they do encounter any problems to request an override. Joanna can let Tanya, our undergraduate administrator, know that it is ok to accept them.

On the History of Oil, we should have a new number for that soon. I’ll let you know.

James

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Human Rights (Paul Mkandawire)

[6 August]
Hi Barbara
I am so sorry for being so behind things Barbara but this looks like a great program and we are happy to contribute the three courses (HUMR 3503, 3504, and 4907) you have identified from the Human Rights and Social Justice program. Just a minor correction on the course list i.e. a few years ago we changed HUMR 3504’s title to Public Health and Human Rights (not Health Policy and Human Rights). Thanks again Barbara for sharing this and all the best going forward.
Paul

---------------------------------------------
Paul Mkandawire PhD
Associate Professor & Co-Director
Institute of Interdisciplinary Studies
Carleton University (1320 Dunton Tower)
1125 Colonel By Drive
Ottawa, ON K1S 5B6
Tel: (613) 520 2600 x 3101

Indigenous Studies

[see Can Studies above]

---------------------------------------------
Philosophy (Annie Larivee)

On Jan 27, 2020, at 12:24 PM, Annie Larivee <annielarivee@gmail.com> wrote:

Dear Barbara,
this project if very exciting! Thank you for reaching out. Philosophy will be delighted to play a role in the new minor through the two philosophy courses you have listed.
Best
Annie
Hi Jeff, I recently heard from Martin Geiger and he mentioned that the course below would also work well for the proposed Minor because it deals with climate migration. Would it be okay with you if I added it to the list of course options? Let me know. Thanks. All the best, Barbara

EURR 4304 Europe and International Migration

Religion (Shawna Dolansky)

Thanks very much for getting in touch. I was aware of the initiative and think it’s an excellent idea.

The Religion program is in the process of re-evaluating its course offerings, so I want to let you know that the 2 courses you list from our unit will be retained, but might change their level starting in 2021-22. Specifically, we are deliberating the possibility of moving RELI 1720 (Global Indigenous Religions) to a 2nd year course, and moving RELI 3710 (Religions and the Environment) to a 2nd year course as well. I hope that this does not interfere with your plans. Additionally, while Global Indigenous Religions will be taught annually, Religions and the Environment may be offered only every 2 or 3 years, depending on enrolments.
We will be meeting next week to discuss these and other proposals designed to streamline our curriculum, and expect to be able to input Calendar changes by mid-August, in time for the 2021-22 Calendar listings. I will do my best to remember to update you and confirm these changes with you once they're made, but if you don't hear from me by mid-August please feel free to send me a reminder! We would definitely like our courses to be part of the EACH minor offerings.

All the best,
Shawna

SAC (Brian Foss)

[30 January]
Hi, Barbara –
SSAC Film Studies has just agreed that FILM 2204 (Indigenous Cinema and Media) could be listed as an elective in the Environment & Climate Humanities minor. We’re in the process right now of hiring a tenure-track faculty member in Canadian &/or Indigenous Film & Media Studies, so I’m expecting that that course will be offered on a regular basis in future years.
Brian

Sexuality Studies (Ann Cvetovich)

[14 Feb]
Hi Barbara:

Just reporting back to say that we were able to discuss your proposal in our monthly meeting on Wednesday and we are on board and excited about the minor (and the MA concentration). Although the Queer Ecologies course you list is not taught regularly, we hope to be able to offer it more frequently as we go forward, and we are happy to have you list it. If anything, we’d rather be more involved not less with the minor . . .

Best,
Ann

Sociology (Blair Rutherford)

See email above for Anthro in Part B

Part C

Economics (Hasmat Khan)

Dear Barbara,

I’m following up on my previous email.
We can allow students registered in the EACH Minor to take ECON 1001 or FYSM 1003 **concurrently** with ECON 3803 and ECON 3804. It is extremely unlikely that a student doing this will pass the 3000-level environmental course and fail ECON 1001 or FYSM 1003.

Our concern is that simply waiving the pre-requisite will increase the risk of the DFW category which hurts us. Over the past few years, the department has made concerted efforts to keep the DFW rate below the 30% norm at Carleton.

Hashmat

======================================================================
Hashmat Khan
Professor and Chair
Co-Director, Centre for Monetary and Financial Economics
Department of Economics
Carleton University, Ottawa, Canada
613-520-2600 (ext. 1561)
https://carleton.ca/khan/
======================================================================

From: Hashmat Khan <HashmatKhan@Cunet.Carleton.Ca>
Date: Friday, June 19, 2020 at 12:23 AM
To: Barbara Leckie External <barbaraleckie@icloud.com>
Cc: Chris Gunn <Chris.Gunn@carleton.ca>, Maya Papineau <Maya.Papineau@carleton.ca>, "Radovan Vadovic (Radovan.Vadovic@carleton.ca)" <Radovan.Vadovic@carleton.ca>, Renee Lortie <Renee.Lortie@carleton.ca>
Subject: Re: EACH Minor

Dear Barbara,

Good to hear that the EACH Minor is now moving through the approval process.
I have including Radovan Vadovic our incoming Undergraduate Supervisor and Renee Lortie our Undergraduate Administrator.

I can understand the challenges of navigating the inter-disciplinary aspect of the EACH Minor.

Regarding your second question, Renee will have a look through and check. I don’t see any issue as we offer both courses regularly.

Regarding the first question, the I have two concerns.
1. Although there is no minimum grade requirement for the prerequisites ECON 1001 and FYSM 1003, without them, a student will have difficulty following the material in ECON 3803 and ECON 3804. This can have negative implications for the DFW rate in these two courses.
2. Our unit’s practice is not to have instructor discretion in waiving prequisites.

...
It is great to see this FASS proposal for a new minor in Environmental and Climate Humanities!

DGES (Scott Mitchell)

See email above in Part A

Political Science (Elinor Sloan + consultation with Peter Andree)

Great, thank you Peter. I will ask Darlene to make that change in course leaf when she returns from holidays.

From: Peter Andree <PeterAndree@CUNET.CARLETON.CA>
Sent: Monday, July 27, 2020 10:34 AM
To: Elinor Sloan <ElinorSloan@CUNET.CARLETON.CA>; Barbara Leckie <BarbaraLeckie@CUNET.CARLETON.CA>
Cc: Elinor Sloan <Elinor.Sloan@carleton.ca>
Subject: RE: Proposed Minor in the Environmental and Climate Humanities

Hi Elinor and Barbara,

Yes, I would agree to making this adjustment to PSCI 4808 to make it more compatible with the new environmental studies and climate humanities minor.

All the best,
Peter

From: Elinor Sloan <ElinorSloan@CUNET.CARLETON.CA>
Sent: July 27, 2020 9:13 AM
To: Barbara Leckie <BarbaraLeckie@CUNET.CARLETON.CA>
Cc: Peter Andree <PeterAndree@CUNET.CARLETON.CA>; Elinor Sloan <Elinor.Sloan@carleton.ca>
Subject: FW: Proposed Minor in the Environmental and Climate Humanities

Hi Barbara,

My apologies for taking so long to get back to you.

On your two questions (highlighted below):

1. Prerequisites for course offerings.
   You have listed these PSCI courses: PSCI 1500, 1501, 3608, 3609, 3801, 4610, 4807, 4808 and 4817. Looking at the calendar entry, https://calendar.carleton.ca/undergrad/courses/PSCI/ , I notice that none of these courses have prerequisites with the exception of PSCI 4808.

   *Peter would you agree that we should change the language under PSCI 4808 to read more like the rest (e.g. 4817)? So remove Prerequisite(s): fourth-year Honours standing or permission of the Department, and one of PSCI 2401, PSCI 2601, PSCI 2602, or PSCI 3801. and replace with
Prerequisite(s): fourth-year Honours standing or permission of the Department.

2. I don’t think you have missed anything in terms of program delivery from our perspective.

Please let me know if you need additional information.

Many thanks,

Elinor

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TSE (John Buschek)

[24 July]
Hi Barbara,

Yes, it would be OK to list the TSES courses. TSES is glad to contribute to your program...which I think is very much needed.

... 

John
Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 20, 2020

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

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

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

Recommendation

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

- Minor in the Environmental and Climate Humanities (EACH)

This is a formal notification for your records.
New Course Proposal

Date Submitted: 11/24/20 8:49 am

Viewing: NEUR 4906: Translational Approach to Indigenous Community Wellness

Last edit: 12/08/20 3:55 pm

Changes proposed by: sarahcleary

Programs referencing this course: Neuroscience and Mental Health B.Sc. Honours

In Workflow

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

Approval Path

1. 09/29/20 1:51 pm
   Kim Hellemans (kimhellemans):
   Approved for NEUR ChairDir UG
2. 10/29/20 2:41 pm
   Julia Wallace (juliawallace):
   Approved for SCI FCC
3. 10/29/20 2:45 pm
   Julia Wallace (juliawallace):
   Approved for SCI FBoard
4. 11/18/20 10:58 am
   Sarah Cleary (sarahcleary):
   Rollback to SCI FBoard for PRE SCCASP
5. 11/24/20 8:49 am
   Sarah Cleary (sarahcleary):
   Rollback to Initiator
6. 11/24/20 8:50 am
   Sarah Cleary (sarahcleary):
   Approved for NEUR ChairDir UG
7. 11/26/20 2:40 pm
   Julia Wallace (juliawallace):
   Approved for SCI Dean
8. 11/26/20 2:42 pm
   Julia Wallace (juliawallace):
   Approved for SCI FCC
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<td>Course Description</td>
<td>This course involves co-developing an Indigenous community-led process or product that addresses a current and specific mental health issue. Involves working in interdisciplinary groups with a community partner.</td>
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<td>Prerequisite(s)</td>
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<td>Class Format</td>
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</tbody>
</table>

*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 course.
This course is a new option by which students can fulfill their Neuroscience honours thesis project program requirement. It entails a multi-disciplinary approach to designing and implementing programmes, policies, products and research to improve community health outcomes, particularly as they pertain to improving mental health within Indigenous communities. It involves a holistic systems-based framework to understanding key mental and physical health issues, including social, cultural and environmental determinants, neurobiological processes, and how these processes interact with one another. This is an experiential learning course that adopts community-led participatory research methods that contribute to the co-development of an intervention or product that addresses a current and specific real-life health issue. In so doing, students will gain skills in problem-solving, teamwork, community-based research, and translational research and interventions.

Students will be required to work with peers in partner courses in Sprott School of Business and Industrial Design, among others depending on the project, which will be defined on an annual basis. As this course will address a real-world problem, each year we will partner with an Indigenous community or community organization in Canada. There will be one field trip to the partnering community. Each student will complete their own final analysis and report.

Rationale for new course

Course reviewer comments

sarahcleary (11/18/20 10:58 am): Rollback: Rollback for edits as per J. Wallace.
sarahcleary (11/24/20 8:49 am): Rollback: Rollback to change to a major mod as per OVPAVPA. No action required on your part.
sarahcleary (11/24/20 8:50 am): Approving on behalf of NEUR Chair Dir UG as per previous approval.
sarahcleary (12/08/20 3:55 pm): Removed advise from the prerequisite statement.
February 4, 2021

RE: Indigenous Initiatives letter of support for proposed course NEUR 4906 ‘Translational Approach to Indigenous Community Wellness’

Described as a ‘living product’, NEUR 4906 Translational Approach to Indigenous Community Wellness is designed and adapted to fit the needs of Indigenous communities while teaching Carleton University students about how and when to engage with community, ultimately exposing them to the myriad ways that strength and resilience is expressed by Indigenous peoples.

In reviewing the extensive overview and rational for this course, I see that proper consideration has been taken in the conceptualization of this course on the part of Dr. Matheson and Dr. Colbourn that comes out of their experiences as an educators and community-based researchers.

I support this initiative and look forward to seeing how communities, students and faculty benefit from the teaching and research opportunities that result from this course.

Dr. Kahente Horn-Miller, Kanienkehaka (Mohawk)
Assistant Vice President, Indigenous Initiatives
Office of the Provost and Vice-President, (Academic)
Carleton University
Kahente.hornmiller@carleton.ca
STATEMENT OF SUPPORT

December 12, 2020

RE: Sprott support for proposed course NEUR 4906 ‘Translational Approach to Indigenous Community Wellness’

The goal of this proposed course is to provide Neuroscience and Mental Health students with an experiential learning opportunity to work together with Indigenous communities to address wellness issues that are deemed to be a priority by the community, and to do so using community-led participatory research approaches. The project will be conducted with students from other disciplines; while it currently includes students from Business and Industrial Design, it is anticipated that the participating disciplines may change over time, pending community priorities and availability of unit champions. This said, the Sprott School of Business is highly committed to working together with Neuroscience on this joint initiative. We have committed the time of an Indigenous faculty mentor to help guide this project and intend to ensure that there will be a faculty champion from Sprott for the foreseeable future. We are fully supportive of this interdisciplinary initiative.

[X] I support this change unconditionally.

Rick Colbourne
Sprott School of Business
Assistant Dean, Equity and Inclusive Communities
Assistant Professor, Indigenous Leadership and Management
In Workflow

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

Approval Path

1. 10/20/20 10:29 am
   John Stead (johnstead): Approved for NEUR ChairDir UG
2. 10/20/20 12:43 pm
   Julia Wallace (juliawallace): Approved for SCI Dean
3. 10/29/20 2:41 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
4. 10/29/20 2:45 pm
   Julia Wallace (juliawallace): Approved for SCI FBoard

History

1. Apr 2, 2014 by sandra
2. Mar 5, 2015 by sandra
3. Mar 16, 2017 by Lenore Gale (lenoregale)
4. Apr 12, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program

Neuroscience

Effective Date

2021-22

Workflow

majormod minormod
Program Code: HBS-6EA  
Level: Undergraduate  
Faculty: Faculty of Science  
Academic Unit: Department of Neuroscience  
Degree: Bachelor of Science Honours  
Title: Neuroscience and Mental Health B.Sc. Honours

Program Requirements

Neuroscience and Mental Health  
B.Sc. Honours (20.0 credits)

A. Credits Included in the Major (10.5 credits)

1. 5.5 credits in:

- NEUR 1202 [0.5] Neuroscience of Mental Health and Psychiatric Disease
- NEUR 1203 [0.5] Neuroscience of Mental Health and Neurological Disease
- NEUR 2001 [0.5] Introduction to Research Methods in Neuroscience
- NEUR 2002 [0.5] Introduction to Statistics in Neuroscience
- NEUR 2201 [0.5] Cellular and Molecular Neuroscience
- NEUR 2202 [0.5] Neurodevelopment and Plasticity
- NEUR 3001 [0.5] Data Analysis in Neuroscience I
- NEUR 3002 [0.5] Data Analysis in Neuroscience II
- NEUR 3204 [0.5] Neuropharmacology
- NEUR 3206 [0.5] Sensory and Motor Neuroscience
- NEUR 3207 [0.5] Systems Neuroscience

2. 1.0 credit in:

- BIOL 1103 [0.5] Foundations of Biology I
- BIOL 1104 [0.5] Foundations of Biology II

3. 1.5 credit from:

- NEUR 3301 [0.5] Genetics of Mental Health
- NEUR 3303 [0.5] The Neuroscience of Consciousness
- NEUR 3304 [0.5] Hormones and Behaviour
- NEUR 3401 [0.5] Environmental Toxins and Mental Health
- NEUR 3402 [0.5] Impact of Lifestyle and Social Interactions on Mental Health
- NEUR 3403 [0.5] Stress and Mental Health
- NEUR 3501 [0.5] Neurodegeneration and Aging
- NEUR 3502 [0.5] Neurodevelopmental Determinants of Mental Health

4. 0.5 credit from:

- NEUR 4301 [0.5] Neurobiology of Energy Homeostasis
- NEUR 4302 [0.5] Sex and the Brain
- NEUR 4303 [0.5] Indigenous Health & Mental Health
NEUR 4305 [0.5] Immune-Brain Interactions
NEUR 4306 [0.5] The Neural Basis of Addiction
NEUR 4600 [0.5] Advanced Lab in Neuroanatomy

5. 0.5 credit from:
   NEUR 4200 [0.5] Seminar on Current Advances in Neuroscience
   NEUR 4202 [0.5] Seminar on Current Research in Neuroscience and Psychiatric Disease
   NEUR 4203 [0.5] Seminar on Current Research in Neuroscience and Clinical Neurology

6. 1.0 credit from:
   NEUR 4905 [1.0] Honours Workshop
   NEUR 4906 [0.0] Translational Approach to Indigenous Community Wellness
   NEUR 4907 [1.0] Honours Essay and Research Proposal
   NEUR 4908 [1.0] Honours Research Thesis

7. 0.5 credit in Advanced Science Faculty Electives

B. Credits Not Included in the Major CGPA (9.5 credits)

8. 2.0 credits in:
   CHEM 1001 [0.5] General Chemistry I
   CHEM 1002 [0.5] General Chemistry II
   PHYS 1007 [0.5] Elementary University Physics I
   PHYS 1008 [0.5] Elementary University Physics II

9. 0.5 credit from:
   MATH 1007 [0.5] Elementary Calculus I
   MATH 1107 [0.5] Linear Algebra I

10. 1.0 credit in:
    BIOL 2201 [0.5] Cell Biology and Biochemistry
    or BIOL 2200 [0.5] Cellular Biochemistry
    BIOL 2107 [0.5] Fundamentals of Genetics

11. 1.0 credit in Science Continuation Courses

12. 2.0 credits in approved courses outside the faculties of Science and Engineering and Design (may include NSCI 1000)

13. 3.0 credits in free electives.

Total Credits 20.0

New Resources
No New Resources

Summary
Adding course NEUR 4906 into program.

Rationale for change
This course is a new option by which students can fulfill their Neuroscience honours thesis project program requirement. It entails a multi-disciplinary approach to designing and implementing programmes, policies, products and research to improve community health outcomes, particularly as they pertain to improving mental health within Indigenous communities. It involves a holistic systems-based framework to understanding key mental and physical health issues, including social, cultural and environmental determinants, neurobiological processes, and how these processes interact with one another. This is an experiential learning course that adopts community-led participatory research methods that contribute to the co-development of an intervention or product that addresses a current and specific real-life health issue. In so doing, students will gain skills in problem-solving, teamwork, community-based research, and translational research and interventions. Students will be required to work with peers in partner courses in Sprott School of Business and Industrial Design, among others depending on the project, which will be defined on an annual basis. As this course will address a real-world problem, each year we will partner with an Indigenous community or community organization in Canada. There will be one field trip to the partnering community. Each student will complete their own final analysis and report. The
primary cost associated with this project is the field trip flight; accommodation costs may be kept to a minimum, as in many small communities, there are only minimal hotel accommodations and so larger groups typically occupy the school gym, community centre or church. One of the activities of the Sprott students is to fund raise to cover the costs associated with travel to the communities. This has been successful model in a parallel course conducted in partnership with Tanzania. In addition, we are in discussions with potential donors, including the relevant northern airlines. Our goal is to ensure that the costs are covered so that the students are not out-of-pocket.

Transition/Implementation

None.

Program reviewer comments

sarahcleary (01/08/21 3:21 pm): Minor formatting.
Community Engagement Minor

MEMORANDUM

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

From: Blair Rutherford, Chair, Department of Sociology and Anthropology

CC: Dean Pauline Rankin, Associate Dean Peter Thompson, ODFASS

Date: August 28, 2020

Subject: New Program Proposal – Minor in Community Engagement

Program Description

a) Description of the Concept for the New Program

Any effort to bring about positive social change requires thoughtful, ethical, and effective community engagement from the start. Indeed “community engagement” has become a required category of consideration in everything from for-profit product development to social scientific research projects, from anti-poverty programs to arts initiatives. There is no doubt that community engagement is necessary and good, and that people who are skilled in its practice are highly valued across institutional settings. Yet the theories and practices of community engagement are widely varied; communities of interest appear and disappear in the diverse and rapidly changing socio-political contexts in which we live today. Housed in the Department of Sociology and Anthropology, with its long-established expertise in understanding the dynamics of social change and emergent communities in Canada and globally, the proposed Minor in Community Engagement will offer students a rigorous course of study that includes the theoretical tools and practical skills to recognize, respectfully engage, and build community, while working for change and respecting differences both on- and off-campus. This proposed Minor should assist programs across campus to draw more students interested in adding skills, knowledge, and experience in community engagement as part of their undergraduate degrees.

The minor comes at a time when the university is centering community engagement in its aspirations, and when students, more than ever, are searching for ways to ensure their studies are socially relevant and will help them promote positive change beyond the university to tackle urgent societal questions.

The proposed minor will draw on existing and growing strengths within the department of Sociology and Anthropology as well as on FASS and University-wide efforts to incorporate meaningful experiential learning opportunities within the broader curriculum. It will attract students from a variety of majors interested in making practica, placement courses, and other kinds of community-oriented learning a central part of their university education.

The minor will consist of two core courses (including a 2000-level core course and a 4000-level capstone) plus 1.0 credits of experiential learning courses and 2.0 credits of other interdisciplinary academic coursework. These courses will work together to provide students with solid methodological, theoretical, and experiential training in community engagement. The two core courses will also foster a
sense of community among participating students and encourage them to approach the challenges of community-engaged learning and research collaboratively.

Having an institutional home in Sociology and Anthropology will ensure this otherwise interdisciplinary minor is overseen by a group of faculty who are intellectually and politically committed to thinking with and through the concept of community. Comparable minors such as those at McMaster and York are either completely interdisciplinary programs comprised of community engaged courses, or single-discipline programs representing a particular area of interest. Our aim, by contrast, is to ensure that students’ interdisciplinary, experiential learning experience adds up to a coherent sense of what community engagement has been, is, and most importantly, could be. Our department draws on the Community Studies tradition historically allied to Sociology, the existing Social Justice stream in the department, and the very popular Community-Engaged Sociology course which we have run every year since 2014-15, as well as the recently-developed Engaged Ethnographic Field Course in Anthropology. Equipped with our own experience negotiating different approaches to ‘community’, we are well positioned to be able to help students from a wide range of personal and disciplinary backgrounds undertake community-engaged learning for the sake of their own personal intellectual development and the greater good.

The proposed minor distinguishes itself from the Social Justice stream in Sociology by focusing on community engagement in a much broader and more interdisciplinary fashion. The Social Justice stream consists of four Sociology classes focused exclusively on activism against social inequality; the Community Engagement Minor incorporates courses from approximately 20 disciplines and is focused on using an extensive range of university-based knowledge and skills to contribute to and support wider communities and the well-being of people in those communities in a diverse selection of ways, from teaching philosophy through children’s books to collaborating on public history projects.

b) Principal Goals of the Program
Students minoring in Community Engagement will first learn to recognize the community/communities relevant to their engagement work; understand which issues are pertinent to different communities; engage with them respectfully; and actively build community through learning, research and work.

The core courses will further emphasize the multiple community histories of any particular place and will ask students to articulate their own critical understandings of the complex and contested nature of ‘community’. Throughout the program, and guided by their advisor, students will develop an understanding of, and ability to engage in conversations about, the ways in which hierarchical social and power relations function in and between diverse communities, government and other public institutions, the non-profit sector, and social enterprises and the private sector, to inhibit or support inclusion and social justice. Students will further understand their placement both as service to their community or community organization and as a contribution toward social change.

c) Program Structure
The full proposed program structure for the calendar is in the Appendix below.

This initiative will introduce two new Sociology/Anthropology courses as well as draw on existing
courses and resources within the Department of Sociology and Anthropology and in other units,\(^1\) in order to create a 4.0 credit minor. It will introduce a 0.5 SOCI/ANTH 2180 Foundations in Community Engagement course and a 0.5 SOCI/ANTH 4171 Capstone in Community Engagement course, both of which will be required courses for the Minor. In addition to these 1.0 credits of core courses, students will also be required to take: 1.0 credit in what we call “Engaging the Community” courses (Part A), a set of relevant experiential learning courses from Sociology and Anthropology and other programs that enable students to have varied types of work or research experience with community organizations; and, 2.0 credits of courses in what we call “Critically Understanding Communities” courses (Part B), a set of courses that provide students with critical analytical tools to better understand social, cultural, economic and political dynamics of communities, selected from the attached list. In so doing, this interdisciplinary minor will allow students to learn from the rich expertise and research concerning communities and community engagement being carried out in a range of disciplines, predominantly but not exclusively in the Social Sciences and Humanities. Although many of the courses in Part A and Part B are senior undergraduate courses with pre-requisites, these courses are included for students who are majoring in those program and thus can “double-up” courses from their major and have them count towards this minor. There are enough courses in both parts (A & B) without pre-requisites other than year standing that we do not anticipate any problems for students to be able to register in courses that count toward their minor. The minor offers numerous opportunities for practica, internships and experiential learning in various disciplines and the unit and faculty agree that there are enough opportunities for students of any discipline hoping to register for the minor.

The cuPortfolio platform will be used by students over the course of the minor to document and critically reflect on their experiential and course-based work and synthesize their acquired skills and knowledges. Each student’s cuPortfolio will be set up and used in the required second year foundations course. Over the course of completing the “Engaging the Community” and “Critically Understanding Communities” components of the minor, students will document their learning by adding pages such as journal entries, reflections, and course papers to their cuPortfolio. In the required capstone course, students will critically reflect on and analyze the understandings of “engagement” and “community” they have developed. A summative activity will use the experiential learning documented on cuPortfolio and synthesize their learning with and through community engagement. A component of their summative project is expected to be public-facing, using media of their choosing (digital, written, visual, audio, or other) and to be potentially completed in collaboration with a community partner.

The faculty member teaching the capstone course (which will meet every two weeks) will also be responsible for touching base and staying connected with other students midstream in the minor who have completed the second year foundations course and are progressing toward the capstone course. This faculty member will ensure that as students move through the stages of the minor they are also

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\(^1\) They units and programs (and their faculty) are: Institute of African Studies (FASS and FPA); Institute of Criminology and Criminal Justice (FPA); Department of English Language and Literature (FASS); Department of Health Sciences (FS); Department of History (FASS); School of Industrial Design (FED); Department of Law and Legal Studies (FPA); Department of Philosophy (FASS); Department of Political Science (FPA); Department of Psychology (FASS); School of Indigenous and Canadian Studies (FASS); School of Linguistics and Language Studies (FASS); School of Social Work (FPA); School for Studies in Art and Culture (FASS); Pauline Jewett Institute of Women’s and Gender Studies (FASS); Digital Humanities program (FASS); Global and International Studies program (FPA); Human Rights program (FASS); Journalism program (FPA); and Technology, Society, Environment Studies program (FS).
adding documents, reflections, etc. to their cuPortfolio based on the other courses they are doing for
the minor (from Parts A and B). The faculty member will also periodically (once or twice a term)
organize meetings and events for students progressing through the minor in order to continue to build
and maintain a sense of community among the students in the minor.

The course descriptions for the two new courses are as follows:

**SOCI/ANTH 2180 Foundations in Community Engagement**
Study of theoretical debates and practical applications relating to community engagement with a focus
on Canadian examples. Exploration of the contested and complex meanings of community engagement
in and between diverse communities, public institutions, non-profit sector and private enterprise with
an emphasis on social justice.

**SOCI/ANTH 4171 Community Engagement Capstone**
Students in the capstone will reflect on their engagement experiences and advance their critical
understanding of community through a series of in-class activities and readings. Students will produce a
public-facing artifact (e.g., blog, podcast, video) related to their experiences, potentially in collaboration
with community partners.

**Current International, National and Provincial Profile**

We have identified four similar minor programs across Canada, three of which are in Ontario
(McMaster, Wilfrid Laurier, York) and one at the University of Alberta. We have also examined a number
of similar programs in the United States. The emergence of these programs speaks to the demand for
this kind of student experience.

Our program will also be distinct in important ways from the other four Canadian minor programs.
McMaster University’s Interdisciplinary Minor in Community Engagement is less focused on a core set of
courses for the minor than our program. McMaster’s minor contains a single one-term core course with
the weight given to electives across different disciplines. The program at Wilfrid Laurier University, the
Community Engagement Option, is focused on all students working with the same non-profit community
organization in Kitchener, known as the Working Centre. In contrast, our Community Engagement minor
will work with a broad range of community organizations tackling many different issues and problems;
this breadth of community engagement options is important as students in our minor may have many
different majors and diverse related interests and passions. Unlike our program, York University’s
Certificate and Minor in Community Engagement is not interdisciplinary and consist entirely of
Anthropology courses. The University of Alberta offers a Certificate Program in Community Engagement
and Service Learning. Our program places more emphasis on advocacy as a form of community
engagement than the University of Alberta certificate. In including advocacy as a key type of community
engagement, our program has been influenced by the successful Community Studies program at the
University of California, Santa Cruz. In short, relative to other Canadian programs, ours is distinct in
combining all the elements of a robust core with interdisciplinarity, engaging with many different
community contexts and groups, and including advocacy as a key form of community engagement.

Carleton’s Department of Sociology and Anthropology is known across the country and internationally
for engaged research and teaching, and for integrating research, teaching and community engagement.
For example, SOAN faculty and graduate students have recently worked with various community organizations to help schools tackle youth homelessness; to start an Inuit radio show; to run a hotline supporting prisoners with human rights issues or trying to access community supports; and to identify gaps in health services for Indigenous peoples on Vancouver Island. Our highly successful Community-Engaged Sociology course has featured our students working with many community groups such as the Ottawa Coalition to End Violence Against Women, Making Vote Count, and Immigrant Women Services Ottawa. Sociology-Anthropology continues to attract faculty and graduate and undergraduate students with an orientation to community-engaged work. Building the minor will allow us to continue to develop our strengths and profile in these areas. In particular, we have found that graduate students doing engaged research, like many of our own students, are attracted to our MA and PhD programs in part by the opportunity to work as teaching assistants in community engaged courses where they can lead teams of undergraduates working on community projects closely related to the graduate students’ own research.

Establishing the minor will provide a context through which our Department can collaborate with other units and share knowledge in developing experiential and community-engaged learning opportunities as Carleton further builds on its existing strengths in experiential learning and community engagement.

**Mission and Strategic Directions**

Carleton is increasingly emphasizing experiential learning. While experiential learning is a key feature of the second-year foundations course and in the minor’s 1.0 credit courses on “Engaging the Community,” the entire minor is structured to enable students to critically understand “community engagement” through learning from analysis of scholarly and grey literatures, various activities, and working with different community groups. It will build on the long work being carried out by the Carleton University Committee on Community Engaged Pedagogy (CCEP), in which our Sociology-Anthropology colleague Deborah Conners has long been active. Deborah was Co-Chair of the committee in 2019-2020.

The minor fits with the Carleton-specific degree level expectation approved by the Senate in fall 2019: “Students will demonstrate the ability to reflect on the link between theoretical knowledge and experiential application in contexts that prepare students for the workplace and/or civil society.” The minor also squarely fits the Senate-approved text of Carleton’s new Strategic Integrated Plan (SIP). Community engagement is highlighted in the “Aspiration Statement” of the SIP: “We will embed community engagement and partnership in our actions and culture.” Furthermore, the design of the program ensures students are directly engaging with community actors in their learning and using cuPortfolio to innovatively enable student-centred learning, fitting with the following goals: “We will approach teaching and pedagogy with imagination and new expectations”: “• Enable and encourage pedagogical practices and curricular designs that foster student engagement, access, inclusion and success • Promote and reward engagement, innovation and excellence in teaching and learning • Offer new and flexible opportunities for student-centred learning.” These goals are also articulated in the SIP when it declares: “Carleton will expand our reach, physical presence and interaction with local communities, ensuring our university, our facilities, our spaces, and our people are recognized as a part of daily civic life and contributors to the social, cultural and economic goals of Ottawa and its population.” To reach this goal, pathways include “• Engage with Indigenous communities through sustained relationships founded in mutual responsibility and accountability ... • Expand service-learning opportunities for students, faculty, staff and community partners to work together.” All these pathways
are readily attainable within this minor.

Carleton’s new Indigenous strategy, *Kinàmàgawin* (Learning Together), also promotes thoughtful and accountable engagement with Indigenous communities for Carleton faculty, staff and students. This is another important context for the proposed minor, as the second year foundations course will have discussions with Indigenous community leaders and scholars about respectful community engagement with Indigenous communities given the colonial and structural racism in Canada. The course will also draw on Indigenous Learning Bundles for the topics “Engaging with Indigenous Communities” and “Decolonization is for Everyone: Identity Formation in the Canadian Context,” among others. In 2020-21, an Indigenous teaching assistant will be leading a team of undergraduates working on an advocacy project in our Soci 4170 Community Engaged Sociology with the Criminalization and Punishment Education Project concerning Indigenous people and the criminal justice system.

The minor thus will be a crucial academic program in helping Carleton achieve its important goals for greater community engagement, providing students with more skills, knowledge, tools, and experiences to more fully engage with wider communities.

**Impact on Other Programs**

The minor will help provide a vehicle for students to access and draw together the growing number of courses in FASS, FPA, and other faculties that provide experiential learning opportunities in, and/or critical discussion concerning, community engagement. This minor enables students to demonstrate an expertise in this crucial area, complementing the knowledge and skills they have learned in their particular major. Moreover, it promises to recruit new students to Carleton’s programs who are keen to gain expertise in community engagement, an area that is becoming of more and more societal (and international) interest as highlighted by youths actively working on anti-racism, anti-colonialism, climate change, and other pressing topics. We anticipate other units will be proposing new courses that fit within the area of community engagement and we would be happy to add them, if the unit wishes, as possible courses in Part A or Part B of the attached document.

We do not anticipate that this minor will draw students away from other programs, but instead it could recruit more students to the many major programs which have courses as part of this minor. The minor will enhance students’ experiences of community engagement as they pursue a broad variety of majors across the university. It will thus be complementary to numerous majors, rather than competing with them.

**Societal Need**

“Engaging communities” has become a growing theme for many institutions around Canada and beyond, from federal agencies to non-governmental organizations, municipalities to multi-national corporations, universities to grassroots organizations. Yet, such “community engagement” is not a straight-forward affair, but rather involves a range of complicated and often contested negotiations through and across hierarchical social and power relations, conflicting interests, and an array of emotions and aspirations. While many students are involved in various forms of community engagement within and outside the university, and many more are interested in it, aside from those
who have taken a course such as SOCI 4170 (Community Engaged Sociology), they are not necessarily equipped with the depth of knowledge, conceptual understandings, and mentored experiences to better understand the promises and potentials of such forms of engagements and to thoughtfully and carefully work through multiple ethical and political issues in which such efforts are entangled.

Many programs, including in our department, have excellent practicum courses in which students learn through carrying out activities with community groups, non-governmental organizations, or governmental offices that build on their specific programmatic learning. This minor provides students doing such courses additional learning to think through such practicums through the lens of “community engagement,” in this case of universities interacting with the wider communities of which they are a part. The minor helps to structure the students’ learning by not only preparing them for such “engaging the community” courses through the second-year foundations course, but also to allow them to use cuPortfolio to help their self-reflections during these “engaging with the community” courses. The capstone course then allows the minor’s students to more fully reflect and analyse their understandings of, and experiences with, community engagement based on their courses (and potentially other forms of learning).

This program will assist students to pursue career paths in the growing number of jobs and activities linked to community engagement in governmental, non-governmental, and private sectors. At the same time, it will prepare students for further engagement with communities as volunteers or activists. Moreover, it will assist them to pursue further education in a range of graduate studies programs within the social sciences and humanities as well as those concerning community engagement, activism, and social justice, as well as professional programs such as law and medicine.

**Student Demand**

We anticipate strong student demand as this Community Engagement minor builds on demand for Sociology and Anthropology courses that are part of it and it speaks directly to the growing youth involvement in various community groups pushing for various forms of social change.

There is strong student enrollment in many of the departmental courses that are part of the “Engaging the Community” courses (Part A). SOCI 4170, Community Engaged Sociology, has run twice a year for the last three years and on average it has had an enrollment of 21.5 students each time. Interest and enrollment have grown substantially and the winter 2020 section was full at 25 students, with some students on a waiting list. For the coming academic year, currently the fall term and winter term sections are both full at 25 students (we will be in discussions with the FASS Dean about adding another section of SOCI 4170 in Fall, Winter or Spring term; regardless, there are numerous other courses students in the minor can use to satisfy the requirement for 1.0 credits of “Engaging the Community” courses – see section 3 of the appendix ). The proposed Sociology 3950, Practicum Placement in Sociology, was piloted as a Selected Topics course in the Winter term of 2020 and had 7 students flourish in 7 diverse community-based practa. We will be growing the Sociology practicum course further this year. The proposed Anthropology course, 4100 Engaged Ethnographic Field Course, was offered as a Selected Topics course (with a focus on digital ethnography) in the Spring and had 19 students in it. Seeing the success with the Sociology practicum, and recognizing that ANTH 4000, Field
Placement in Anthropology, has had few students registered in it for the last ten years, once there was no longer a faculty member directly assigned to developing practica, for 2020-21 we now have a faculty member responsible for renewing and recruiting for the course and we anticipate many more students will register for it.

Moreover, there is growing youth support in Canada for climate action, anti-racism, and decolonization. As these movements, like others promoting a range of social justice issues, are anchored in varied community groups, there should be a strong interest in this minor in Community Engagement.

Resources

Faculty resources:
We anticipate meeting the needs of the program. The 2000-level foundations course and the 4000-level capstone course will be taught with available faculty in the Department of Sociology and Anthropology. We have a number of Sociology faculty who teach required courses in our Social Justice stream who have expressed interest and willingness to also teach the two new required courses for this minor, such as Deborah Conners, Aaron Doyle, and Alexis Shotwell. Tonya Davidson taught the proposed Practicum Placement in Sociology last year. In Anthropology, Danielle DiNovelli-Lang and Matthew Hawkins co-taught the proposed Anthropology course, 4171, in the Spring and are willing to teach it again in the future. Matthew Hawkins is also responsible for the placement courses in Anthropology and Sociology this coming academic year. Moreover, our new Anthropology hire, Beatriz Juárez Rodríguez, is a community engaged researcher who will also be active in this new minor. The other courses that are listed as electives are regularly offered either in our department or the other units involved. Deborah Conners is teaching the 2000-level foundations course under a Selected Topics course code this academic year and is planning to teach it for the next several years. Either Matthew Hawkins or Beatriz Juárez Rodríguez will teach the 4000-level capstone course starting in 2022-23 and the following year.

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

Administrative support:
The minor is housed in the Department of Sociology and Anthropology and our existing administrative staff, particularly Kim Mitchell (our Undergraduate Administrator), will be able to administer this program.

Library resources:
No additional library resources should be necessary.

Space:
Students in the minor would be welcomed to use space in the Department of Sociology and Anthropology, including the student lounge. We anticipate that the numerous events organized by our Department’s faculty and students working with community members will be of interest to students in the minor. We also will be promoting talks concerning community engagement organized by other Carleton units, CCEP, and within the wider Ottawa-Gatineau community.
**Equipment:**
No additional equipment will be necessary.

**Graduate student funding**
N/A

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

Minor in Community Engagement (4.0 credits)

This minor is open to all undergraduate degree students in any program. Students in any Sociology or Anthropology major should select courses carefully if they wish to use courses from the major in their minor. Such students should always consult the department.

Requirements:

1. **0.5 credit from:** 0.5
   - ANTH 2180 [0.0] Foundations in Community Engagement
   - SOCI 2180 [0.0] Foundations in Community Engagement

2. **0.5 credit from:** 0.5
   - ANTH 4171 [0.0] Community Engagement Capstone
   - SOCI 4171 [0.0] Community Engagement Capstone

3. **1.0 credit from** Engaging the Community courses: 1.0
   - AFRI 3900 [0.5] Placement
   - ANTH 4000 [0.5] Field Placement in Anthropology
   - ANTH 4100 [0.0] Ethnographic Field Course
   - ARTH 3701 [0.5] Art and Architecture on Site
   - ARTH 4701 [0.5] Art and Architecture on Site
   - CDNS 1101 [0.5] Ottawa: Exploring National Institutions
   - CDNS 4800 [1.0] Internship Practicum
   - CRCJ 3901 [1.0] Practicum in Criminology I
   - CRCJ 3902 [1.0] Practicum in Criminology II
   - DIGH 4005 [0.5] Digital Humanities Practicum
   - ENST 4450 [0.0] Community-Engaged Research
   - GEOG 3030 [0.5] Regional Field Excursion
   - GEOG 4000 [0.5] Field Studies
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WGST 4800 [0.5]  Women’s and Gender Studies Practicum

WGST 4801 [1.0]  Women’s and Gender Studies Practicum

4. **2.0 credits from Critically Understanding Communities courses:**

AFRI 3100 [0.5]  African Studies Abroad: Selected Topics

ANTH 2020 [0.5]  Race and Ethnicity

ANTH 2080 [0.5]  Humans/Animals: the More-than-Human in Social Research

ANTH 2680 [0.5]  Anthropology of "Mainstream" North America

ANTH 3005 [0.5]  Ethnographic Research Methods

ANTH 3020 [0.5]  Studies in Race and Ethnicity

ANTH 3025 [0.5]  Anthropology and Human Rights

ANTH 3310 [0.5]  Studies in Medical Anthropology

ANTH 3355 [0.5]  Anthropology and the Environment

ANTH 3580 [0.5]  Anthropology of Material Culture and Museums

ANTH 3600 [0.5]  Studies in Anthropology and Indigenous Peoples

ANTH 3800 [0.5]  Studies in Applied and Participatory Anthropology

ANTH 4006 [0.5]  Decolonizing Methodologies in the 21st Century: Practicing Engaged Anthropology

ANTH 4610 [0.5]  Advanced Studies in Indigenous Peoples

ANTH 4730 [0.5]  Colonialism and Post-Colonialism

ALDS 3205 [0.5]  English as a Global Language

CDNS 2210 [0.5]  Introduction to the Study of Canadian Culture

CRST 2001 [0.0]  Introduction to Critical Race Studies

DIGH 3814 [0.5]  Crafting Digital History

DBST 2001 [0.5]  Disabling Society
DBST 3001 [0.5] Disability Studies: Policy and Activism
ENGL 3608 [0.0] Topics in Theatre Management
ENGL 3920 [0.5] Literary Ecological Fieldwork
ENST 2001 [0.5] Sustainable Futures: Environmental Challenges and Solutions
FILM 2204 [0.5] Indigenous Cinema and Media
FYSM 1212 [0.5] Contemporary Moral, Social, and Religious Issues
GEOG 2023 [0.5] Cities, Inequality and Urban Change
GEOG 2300 [0.5] Space, Place and Culture
GEOG 2500 [0.5] Climate Change: Social Science Perspectives
GEOG 3021 [0.5] Geographies of Culture and Identity
GEOG 3023 [0.5] Cities in a Global World
GEOG 3206 [0.5] Health, Environment, and Society
GEOG 3404 [0.5] Geographies of Economic Development
GEOG 3501 [0.5] Geographies of the Canadian North
GEOG 4021 [0.5] Seminar in Culture, Identity and Place
GEOG 4022 [0.5] Seminar in People, Resources and Environmental Change
GEOG 4323 [0.5] Urban and Regional Planning
GINS 3300 [0.5] Global and International Studies Abroad: Selected Topics
HLTH 2003 [0.5] Social Determinants of Health
HLTH 3101 [0.5] Global Health
HLTH 3102 [0.5] Indigenous Health in a Global World
HIST 2811 [0.5] Public History from Memory to Museums
HIST 3814 [0.5] Crafting Digital History
HUMR 3504 [0.5] Public Health and Human Rights
INDG 3001 [0.5] Indigenous Governance
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**WGST 2801 [0.5]**  Activism, Feminisms, and Social Justice

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

Total Credits 4.0
New Program Proposal

Date Submitted: 10/15/20 1:37 pm

Viewing: TBD-2033: Minor in Community Engagement

Last edit: 12/08/20 9:43 am

Last modified by: sarahcleary

Changes proposed by: paulawhissell

In Workflow

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

Approval Path

1. 09/11/20 8:53 am
   Blair Rutherford (blairrutherford): Approved for SOAN ChairDir UG
2. 09/14/20 1:01 pm
   Peter Thompson (peterthompson): Rollback to Initiator
3. 09/14/20 3:16 pm
   Blair Rutherford (blairrutherford): Rollback to Initiator
4. 09/14/20 3:20 pm
   Blair Rutherford (blairrutherford): Approved for SOAN ChairDir UG
5. 09/15/20 8:00 am
   Sarah Cleary (sarahcleary): Rollback to Initiator
6. 09/15/20 8:13 am
   Blair Rutherford (blairrutherford): Approved for SOAN ChairDir UG
7. 10/15/20 12:15 pm
   Peter Thompson (peterthompson): Rollback to Initiator
8. 10/15/20 1:45 pm
   Blair Rutherford (blairrutherford):
Effective Date: 2021-22

Workflow: majormod

Program Code: TBD-2033

Level: Undergraduate

Faculty: Faculty of Arts and Social Sciences

Academic Unit: Department of Sociology and Anthropology

Degree: Not Applicable

Title: Minor in Community Engagement

---

Program Requirements

**Minor in Community Engagement (4.0 credits)**

This minor is open to all undergraduate degree students in any program. Students in any Sociology or Anthropology major should select courses carefully if they wish to use courses from the major in their minor. Such students should always consult the department.

**Requirements:**

1. **0.5 credit from:**
   - **ANTH 2180 [0.0]** Foundations in Community Engagement
   - **SOCI 2180 [0.0]** Foundations in Community Engagement

2. **0.5 credit from:**
   - **ANTH 4171 [0.0]** Community Engagement Capstone
   - **SOCI 4171 [0.0]** Community Engagement Capstone

3. **1.0 credit from Engaging the Community courses:**

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https://nextcalendar.carleton.ca/programadmin/
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   - ALDS 3205 [0.5]  English as a Global Language  
   - ANTH 2020 [0.5]  Race and Ethnicity  
   - ANTH 2080 [0.5]  Humans/Animals: the More-than-Human in Social Research
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5. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits 4.0

New Resources
No New Resources

Summary
New minor in Community Engagement (Submitted in Sept and returned for update Oct 15th with ANTH 3010 in #4).

Rationale
The proposed Minor in Community Engagement will offer students a rigorous course of study that includes the theoretical tools and practical skills to recognize, respectfully engage, and build community, while working for change and respecting differences both on- and off-campus. It will draw on existing and growing strengths within the Department of Sociology and Anthropology as well as on FASS and University-wide efforts to incorporate meaningful experiential learning opportunities within the broader curriculum. The minor comes at a time when the university is centering community engagement in its aspirations, and when students, more than ever, are searching for ways to ensure their studies are socially relevant and will help them promote positive change beyond the university to tackle urgent societal questions.

Transition/Implementation
n/a new program

Program reviewer comments
peterthompson (09/14/20 1:01 pm): Rollback: As requested.
blairrutherford (09/14/20 3:16 pm): Rollback: ENST 4450 should be added under 3.
sarahcleary (09/15/20 8:00 am): Rollback: Rollback as per unit request.
peterthompson (10/15/20 12:15 pm): Rollback: To add new course.
sarahcleary (12/08/20 9:43 am): Section 3 and 4 - rearranged courses in alpha numeric order.
New Course Proposal

Date Submitted: 12/09/20 7:54 am

Viewing: **ANTH 4171 : Community Engagement Capstone**

Last edit: 12/09/20 7:56 am

**Changes proposed by: sarahcleary**

Programs referencing this course: **Minor in Community Engagement**

In Workflow

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

Approval Path

1. 09/08/20 4:41 pm
   Blair Rutherford
   (blairrutherford): Approved for SOAN ChairDir UG
2. 10/09/20 10:54 am
   Sarah Cleary
   (sarahcleary): Rollback to Initiator
3. 10/09/20 10:56 am
   Sarah Cleary
   (sarahcleary): Approved for SOAN ChairDir UG
4. 11/26/20 2:38 pm
   Peter Thompson
   (peterthompson): Approved for AS Dean
5. 12/08/20 9:53 am
   Peter Thompson
   (peterthompson): Approved for AS FCC
6. 12/08/20 8:43 pm
   Peter Thompson
   (peterthompson): Approved for AS FBoard
7. 12/09/20 7:44 am
   Sarah Cleary
   (sarahcleary): Rollback to Initiator
8. 12/09/20 7:56 am
   Sarah Cleary
   (sarahcleary): Approved for SOAN ChairDir UG
9. 12/09/20 8:01 am
   Sarah Cleary
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**Course Description**: Students in the capstone will reflect on their engagement experiences and advance their critical understanding of community through a series of in-class activities and readings. Students will produce a public-facing artifact (e.g., blog, podcast, video) related to their experiences, potentially in collaboration with community partners.

**Prerequisite(s)**: ANTH 2180 and fourth year standing or permission of instructor.

**Class Format**: Lecture, discussion and project work three hours per week.

**Precluded Courses**: Also listed as SOCI 4171.

**Piggybacked Courses**: 

---

10. 12/09/20 8:01 am
Sarah Cleary
(sarahcleary): Approved for AS FCC

11. 12/09/20 8:03 am
Sarah Cleary
(sarahcleary): Approved for AS FBoard

12. 12/09/20 3:47 pm
Sarah Cleary
(sarahcleary): Approved for PRE SCCASP
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*May constitute a major modification under Carleton’s IQAP. Please consult [https://carleton.ca/viceprovost/major-minor-modifications/](https://carleton.ca/viceprovost/major-minor-modifications/) for more details.

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<th>Rationale for new course</th>
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<td>The capstone course will provide students with an opportunity to reflect on and share with other students their diverse theoretical understandings and experiences with community engagement, underpinning the collaborative and interdisciplinary understanding of “community engagement” advanced by the minor. A public-facing final project, potentially in collaboration with a community partner, will be summative of their complete experience in the minor-program and will provide students an opportunity to transform their experiences into knowledge relevant for the public.</td>
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New Course Proposal

Date Submitted: 12/09/20 7:41 am

Viewing: SOCi 4171 : Community Engagement Capstone

Last edit: 12/09/20 4:48 pm

Changes proposed by: sarahcleary

Programs referencing this course: Minor in Community Engagement

In Workflow

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

Approval Path

1. 09/08/20 4:41 pm
   Blair Rutherford (blairrutherford):
   Approved for SOAN ChairDir UG
2. 10/07/20 3:02 pm
   Peter Thompson (peterthompson):
   Approved for AS FCC
3. 10/23/20 1:52 pm
   Peter Thompson (peterthompson):
   Approved for AS FBoard
4. 12/09/20 7:41 am
   Sarah Cleary (sarahcleary): Rollback to Initiator
5. 12/09/20 8:03 am
   Blair Rutherford (blairrutherford):
   Approved for SOAN ChairDir UG
6. 12/09/20 4:48 pm
   Sarah Cleary (sarahcleary): Approved for AS Dean
7. 12/09/20 4:49 pm
   Sarah Cleary (sarahcleary): Approved for AS FCC
8. 12/09/20 4:50 pm
   Sarah Cleary (sarahcleary): Approved for AS FBoard
<table>
<thead>
<tr>
<th>Effective Date</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workflow</td>
<td>majormod</td>
</tr>
<tr>
<td>New Resources</td>
<td>No New Resources</td>
</tr>
<tr>
<td>Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Course Code</td>
<td>SOCI</td>
</tr>
<tr>
<td>Course Number</td>
<td>4171</td>
</tr>
<tr>
<td>Title</td>
<td>Community Engagement Capstone</td>
</tr>
<tr>
<td>Title (short)</td>
<td>Community Engagement Capstone</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department of Sociology and Anthropology</td>
</tr>
<tr>
<td>Credit Value</td>
<td>0.50</td>
</tr>
<tr>
<td>Significant Experiential Learning</td>
<td>Industry/Community Research Projects</td>
</tr>
<tr>
<td>Course Description</td>
<td>Students in the capstone will reflect on their engagement experiences and advance their critical understanding of community through a series of in-class activities and readings. Students will produce a public-facing artifact (e.g., blog, podcast, video) related to their experiences, potentially in collaboration with community partners.</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>SOCI 2180 and fourth year standing or permission of the instructor.</td>
</tr>
<tr>
<td>Class Format</td>
<td>Lecture, discussion and project work three hours a week.</td>
</tr>
<tr>
<td>Precluded Courses</td>
<td>Also listed as ANTH 4171.</td>
</tr>
<tr>
<td>Grade Mode</td>
<td>Standard Letter Grade</td>
</tr>
<tr>
<td>Schedule Type</td>
<td>*Capstone</td>
</tr>
<tr>
<td>*May constitute a major modification under Carleton’s IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.</td>
<td></td>
</tr>
<tr>
<td>Unpaid Placement</td>
<td>No</td>
</tr>
<tr>
<td>Summary</td>
<td>New course for proposed new minor in Community Engagement.</td>
</tr>
</tbody>
</table>
Rationale for new course

The capstone course will provide students with an opportunity to reflect on and share with other students their diverse theoretical understandings and experiences with community engagement, underpinning the collaborative and interdisciplinary understanding of “community engagement” advanced by the minor. A public-facing final project, potentially in collaboration with a community partner, will be summative of their complete experience in the minor-program and will provide students an opportunity to transform their experiences into knowledge relevant for the public.

Course reviewer comments

sarahcleary (12/09/20 7:41 am): Rollback: Rollback to change to a major mod as per OVPAVPA. No action required on your part.
sarahcleary (12/09/20 3:41 pm): Minor formatting to prerequisite as per standard layout.
sarahcleary (12/09/20 4:48 pm): Approving on behalf of AS Dean/AS FCC/AS FBoard as per email with P. Thompson.
Minor in Community Engagement

Associated Minors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 2180</td>
<td>Foundations in Community Engagement</td>
</tr>
<tr>
<td>ANTH 2180</td>
<td>Foundations in Community Engagement</td>
</tr>
</tbody>
</table>
Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 11, 2020

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

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

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

Recommendation

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

- Minor in Community Engagement

This is a formal notification for your records.
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ X X ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: Nicolas Carrier

Name: Nicolas Carrier

Title: Director

Academic unit:

Criminology &

Criminal Justice

Date: 2020-09-02

Notes: This is a fantastic and timely project, superbly crafted.
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

I support the change, subject to the edits that have been sent back by our undergraduate coordinator Jill Wigle – most notably, that our practicum courses should not be included in the minor.

Signature: [Signature]

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 25 August 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: [Signature]

Name: Shawn Graham

Title: Professor; Coordinator, MA in Digital Humanities and the Minor in Digital Humanities, College of the Humanities

Academic unit: Dept of History; 0% Greek and Roman Studies, College of the Humanities

Date: August 24, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X ] I support this change

unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Janice Schroeder

Title: Associate Professor and Chair

Academic unit:

English

Date: Aug 25, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[☑] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:  

Name: Martin Holcik

Title: Professor and Chair

Academic unit: Health Sciences

Date: August 26, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: 

Name: James Miller

Title: Chair

Academic unit: History

Date: 18/8/20

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

☒ I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Paul [Redacted]

Title: Co-Director

Academic unit: 115 (Human Rights)

Date: 31 August 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: [Signature]

Name: Christine Duff
Title: Director
Academic unit: Institute of African Studies
Date: 28 August 2020
Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

x I support this change, with the following reservations:

A) We might need to create an extra section for the courses if design courses are popular with non-design students.
B) We think the second-year course IDES 2600 should be restricted to students in the BID Major

Signature: [Signature]

Name: Bjarki Hallgrimsson
Title: Director/Associate Professor
Academic unit: School of Industrial Design
Date: Sep 2-2020
Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x ] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature: Allan Thompson

Name: Allan Thompson

Title: Associate Director, School of Journalism and Communication / Journalism program head

Academic unit:

Journalism

Date: Sept. 8, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[  ] I support this change unconditionally.

[  ] I do not support this change.

[X ] I support this change, with the following reservations: The Department of Law and Legal Studies will need to assess the future impact on its course enrolments of the proposed Minor. However, at this time, the Department does not have any concerns in this regard.

Signature:

Name: Vincent Kazmierski

Title: Chair

Academic unit: Department of Law and Legal Studies

Date: September 7, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Annie Larivée
Title: Chair
Academic unit: Philosophy Department
Date: 31-08-2020
Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

☑️ I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: E. Sloan

Title: Chair

Academic unit: Political Science

Date: 18 Aug 2020

Notes: It is possible not all PSCI electives indicated in this minor will be available every year.
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Joanna Pozzulo

Title: Professor and Departmental Chair

Academic unit:

Psychology

Date: 8/17/2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[✓] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: [Signature]
Name: Brian Foss
Title: Director
Academic unit: J5AC
Date: 12/8/20

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: Anna Hoefnagels

Name: Anna Hoefnagels

Title: Director

Academic unit: School of Indigenous and Canadian Studies

Date: 25 August 2020
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ X ] I support this change unconditionally. [ ] I do not support this change.

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

Signature: 

Name: David Wood

Title: Professor, Director

Academic unit:

School of

Linguistics and Language Studies

Date: August 31, 2020

Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ x ] I support this change
unconditionally.

[ ] I do not support this change.

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

Signature: Sarah Louise Todd

Name: Sarah Todd

Title: Director and Professor

Academic unit:
Social Work

Date: September 1,
2020

Notes:

This looks like a great initiative, that I think will be of interest to our students.
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

☑ I support this change unconditionally.

[ ] I do not support this change.

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

Signature: John Buschek
Name: John Buschek
Title: Director
Academic unit: Technology, Society, Environment Studies
Date: September 1, 2020
Notes:
STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: [Signature]

Name: Ann Cvetkovich

Title: Professor + Director

Academic unit: Institute of Women + Gender Studies

Date: Sept 2, 2020

Notes:
In Workflow

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

Approval Path

1. 06/05/20 9:03 am
   Sarah Cleary
   (sarahcleary): Rollback to Initiator
2. 06/08/20 2:38 pm
   Sarah Cleary
   (sarahcleary): Approved for BUSI ChairDir UG
3. 07/23/20 10:21 am
   Dana Brown
   (danabrown): Approved for BUS Dean
4. 08/28/20 9:19 am
   Howard Nemiroff
   (howardnemiroff): Approved for BUS FCC
5. 08/28/20 9:20 am
   Howard Nemiroff
   (howardnemiroff): Approved for BUS FBoard
6. 09/28/20 3:19 pm
   Sarah Cleary
   (sarahcleary): Approved for PRE SCCASP
7. 10/13/20 12:04 pm
   Erika Strathearn
   (erikastrathearn): Approved for SCCASP
8. 10/29/20 11:52 am
   Sarah Cleary
   (sarahcleary): Rollback to BUS FBoard for SQAPC
9. 12/01/20 8:35 am
   Howard Nemiroff
   (howardnemiroff): Approved for BUS FBoard

Date Submitted: 06/05/20 9:03 am

Viewing: **MBE M1E**: Minor in Business (Entrepreneurship) **Entrepreneurship**

Last approved: 04/15/20 4:17 pm

Last edit: 11/12/20 11:40 am

Last modified by: elizabethbruce

**Changes proposed by: sarahcleary**
Calendar Pages Using this Program  Business

Effective Date  2021-22

Workflow  major mod minor mod

Program Code  MBE M1E

Level  Undergraduate

Faculty  Sprot School of Business

Academic Unit  School of Business

Degree  Not Applicable

Title  Minor in *Business (Entrepreneurship)* _Entrepreneurship*

---

Program Requirements

**Minor in *Business (Entrepreneurship)* _Entrepreneurship_ (4.0 credits)**

Only students pursuing an undergraduate program (except B.Com. and B.I.B.) requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits toward their degree with a minimum Overall CGPA of 7.00 may be admitted to the Minor in *Business (Entrepreneurship)* _Entrepreneurship_.

Students who are required to leave the Minor due to a low Minor CGPA may not return to the Minor at any subsequent date.

**Students are required to present a Minor CGPA of 6.50 or higher at graduation in order to be awarded a Minor in Business (Entrepreneurship)* _Entrepreneurship_.

Requirements

1. 0.5 credit in:
   - **BUSI 1003 [0.5]**  Survey of Accounting

2. 3.0 credits in:
   - **BUSI 2121 [0.5]**  Introduction to Organizational Behaviour
   - **BUSI 2204 [0.5]**  Basic Marketing
1. 1.0 credit in:
   - **BUSI 1801** [0.5]  
     Foundations of Business  
   - **BUSI 2800** [0.5]  
     Entrepreneurship
2. 2.0 credits in:
   - **BUSI 3600** [0.5]  
     Entrepreneurial Strategies  
   - **BUSI 3810** [0.5]  
     Business Development  
   - **BUSI 3820** [0.5]  
     Practicum in Business Design
3. 0.5 credit in:
   - **BUSI 4810** [0.5]  
     Practicum in Business Creation
4. 1.0 credit in **BUSI at the 2000-level or higher**
5. The remaining requirements of the major discipline(s) and degree must be satisfied.

<table>
<thead>
<tr>
<th>New Resources</th>
<th>No New Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Clarification of Minor name and replacing the intro BUSI courses with the Foundations in Business course</td>
</tr>
<tr>
<td>Rationale for change</td>
<td>The Minor in Business is increasing its flexibility and ability to provide a more bespoke opportunity for students interested in certain aspects of business as they pertain to their backgrounds.</td>
</tr>
<tr>
<td>Transition/Implementation</td>
<td>Fall '21 implementation. Courses that are deleted will still be available to students who wish to remain in the Minor in Entrepreneurship, and students who are wanting to COPE but have already completed the 3 deleted courses will have the two 2000-level courses applied to item 3, and BUSI 1003 will replace BUSI 1801, thus the transition to the new entrepreneurship stream is seamless.</td>
</tr>
</tbody>
</table>

Program reviewer comments:
- **sarahcleary (06/05/20 8:57 am)**: Updated from minor mod to major mod as per OVPAVPA. Formatted BUSI 1801. Updated credit values on right hand side to match new changes.
- **sarahcleary (06/05/20 9:03 am)**: Rollback: Rollback to update workflow from minor to major. No action required on your part.
- **sarahcleary (06/08/20 2:38 pm)**: Approving on behalf of BUSI ChairDir UG.
- **elizabethbruce (09/22/20 1:50 pm)**: Updating program code from MIE to MTE to account for program name change.
- **sarahcleary (10/29/20 11:52 am)**: Rollback: Rollback to BUS FBoard as per OVPAVPA request.
- **elizabethbruce (11/12/20 11:40 am)**: Updating program code from MTE to MBE to reflect revised program title
MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

From: Robin Ritchie (Associate Dean, Professional Graduate Programs, Sprott)

CC: Dana Brown (Dean, Sprott)
Patrice Smith (Dean, FGPA), James Opp (Associate Dean, FGPA)
David J. Hornsby (AVP, Teaching and Learning)

Date: November 5, 2020

Subject: Major Modification to the Master of Business Administration (MBA) program. Track A1
Introduction of online and hybrid delivery modes

Modification Description

The Master of Business Administration (online) is a new delivery mode for Carleton University’s Master of Business Administration program, offered by the Sprott School of Business. Although the introduction of a new delivery mode is considered a major modification, there will be no change to program learning objectives or curriculum under this proposal. The online MBA will be delivered by Sprott faculty and follow the same quality and assurance-of-learning procedures used in our existing face-to-face MBA, as required by our primary accreditation body, the Association to Advance Collegiate Schools of Business (AACSB).

The principal rationale for introducing an online version of the MBA is to enable Carleton to meet the needs of underserved markets that few Canadian business schools are currently addressing. Evidence from Canada, along with similar geographic markets such as the United States and Australia, suggests that there is significant latent demand in Canada for an online MBA offered by traditional universities, and that interest in such a degree is likely to grow. Our aim is to meet the needs of learners for whom traditional campus-based offerings are inaccessible or impractical.

The addition of a fully-online delivery mode will also provide Sprott with critical expertise necessary to incorporate world-class remote learning into our existing offerings at some future date. Competition for MBA students is intense, and applicants increasingly expect a hybrid learning experience that effectively leverages the strengths of both remote and face-to-face learning. Although we have been teaching our courses remotely during the COVID-19 pandemic, this experience has demonstrated that our ability to design and deliver high-quality online courses remains underdeveloped. We need to improve our competencies in these areas in order to serve students effectively.
Design & Delivery

Degree requirements, courses, and learning goals for the online MBA will be identical to our existing offerings. Courses will be taught by a combination of full-time faculty and contract instructors in a proportion similar to our face-to-face MBA delivery modes. We are governed in this regard by AACSB accreditation standards, which impose strict requirements to ensure that programs are taught primarily by faculty who are actively engaged in scholarly activities.

Since this version of the program is aimed specifically at the online market, it will require some adjustment to the way our courses are scheduled and delivered. As with our existing offerings, standards of academic rigour will be strictly maintained. The MBA is already offered in non-traditional modes through our intensive-delivery Professional and Shanghai-based offerings, and we intend to draw on that experience when adapting the program for remote delivery.

Market research has shown that individuals who choose to complete their MBA online need the flexibility to begin their studies at a time of year that is convenient for them, and the freedom to complete the degree at their own pace (Maclean’s, Getting an MBA 2020). For this reason, students who enroll in the online MBA will have the option to start the program at multiple entry points and the flexibility to complete the degree in 12 months or a longer period of time.

While standard courses at Carleton comprise 36 contact hours (corresponding to 0.5 academic credits), the Sprott MBA was built mainly around 18-contact-hour (0.25-credit) courses. This gives students flexibility to choose from a broad range of topic options, but it also creates operational complexity that, in the case of the online MBA, impairs our ability to offer multiple entry points. For this reason, the online version of the MBA will pair thematically-related 0.25-credit courses into 0.5-credit “blocks”. The two courses that make up each block will be paired for scheduling purposes, while remaining separate from a teaching and grading standpoint. Many of our 0.25-credit courses have a natural counterpart with which they can be paired to form a course block (e.g., Financial Accounting + Managerial Accounting). In other instances, we will pair two different-but-complementary 0.25 credit courses, as shown below:

<table>
<thead>
<tr>
<th>Core courses in current MBA</th>
<th>Delivery “blocks” in online MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5100 Managing People and Organizations 0.5</td>
<td>Unchanged MGMT 5100 0.5</td>
</tr>
<tr>
<td>MKTG 5200 Marketing Strategy 0.5</td>
<td>Unchanged MKTG 5200 0.5</td>
</tr>
<tr>
<td>STGY 5903 Strategic Concepts 0.5</td>
<td>Unchanged STGY 5903 0.5</td>
</tr>
<tr>
<td>STGY 5900 Corporate and Business Strategy 0.5</td>
<td>Unchanged STGY 5900 0.5</td>
</tr>
<tr>
<td>ACCT 5001 Financial Accounting 0.25</td>
<td>Paired ACCT 5001 + ACCT 5002 0.5</td>
</tr>
<tr>
<td>ACCT 5002 Managerial Accounting 0.25</td>
<td>Paired FINA 5501 + FINA 5502 0.5</td>
</tr>
<tr>
<td>FINA 5501 Financial Management 0.25</td>
<td>Paired IBUS 5701 + BUSI 5802 0.5</td>
</tr>
<tr>
<td>FINA 5502 Corporate Finance 0.25</td>
<td>Paired ITIS 5401 + TOMS 5302 0.5</td>
</tr>
<tr>
<td>IBUS 5701 International Business 0.25</td>
<td>Paired BUSI 5801 + elective course 0.5</td>
</tr>
<tr>
<td>BUSI 5802 Business Ethics 0.25</td>
<td></td>
</tr>
<tr>
<td>ITIS 5401 Managing Infosys in Organizations 0.25</td>
<td></td>
</tr>
<tr>
<td>TOMS 5302 Operations Management 0.25</td>
<td></td>
</tr>
<tr>
<td>BUSI 5801 Statistics for Business 0.25</td>
<td></td>
</tr>
</tbody>
</table>
### Current Financial Management concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5011</td>
<td>Financial Statement Analysis</td>
<td>0.25</td>
</tr>
<tr>
<td>ACCT 5012</td>
<td>Performance Measurement</td>
<td>0.25</td>
</tr>
<tr>
<td>ACCT 5013</td>
<td>Financial Reporting in Public Orgs</td>
<td>0.25</td>
</tr>
<tr>
<td>ACCT 5014</td>
<td>Governance</td>
<td>0.25</td>
</tr>
<tr>
<td>FINA 5511</td>
<td>Investments</td>
<td>0.25</td>
</tr>
<tr>
<td>FINA 5514</td>
<td>International Finance</td>
<td>0.25</td>
</tr>
<tr>
<td>FINA 5512</td>
<td>Valuation</td>
<td>0.25</td>
</tr>
<tr>
<td>FINA 5513</td>
<td>Mergers and Acquisitions</td>
<td>0.25</td>
</tr>
<tr>
<td>FINA 5521</td>
<td>Financial Mgmt Integration</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Delivery “blocks” in online MBA

- Paired ACCT 5011 + ACCT 5012 0.5
- Paired ACCT 5013 + ACCT 5014 0.5
- Paired FINA 5511 + FINA 5514 0.5
- Paired FINA 5512 + FINA 5513 0.5
- Paired FINA 5521 + elective course 0.5

### Current Business Analytics concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 5000</td>
<td>Data Science Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>ITIS 5433</td>
<td>Business Analytics Methods</td>
<td>0.5</td>
</tr>
<tr>
<td>ITIS 5408</td>
<td>Social Analytics</td>
<td>0.5</td>
</tr>
<tr>
<td>ITIS 5431</td>
<td>Business Analytics for Managers</td>
<td>0.25</td>
</tr>
<tr>
<td>ITIS 5434</td>
<td>Data Visualization for Analytics</td>
<td>0.25</td>
</tr>
<tr>
<td>TOMS 5303</td>
<td>Managing Projects</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Delivery “blocks” in online MBA

- Unchanged DATA 5000 0.5
- Unchanged ITIS 5433 0.5
- Unchanged ITIS 5408 0.5
- Paired ITIS 5431 + ITIS 5434 0.5
- Paired TOMS 5303 + elective course 0.5

### Current Management & Change concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5120</td>
<td>Leading and Managing Change</td>
<td>0.5</td>
</tr>
<tr>
<td>MGMT 5111</td>
<td>Conflict and Negotiation</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5112</td>
<td>Power and Influence</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5113</td>
<td>Managing Teams</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5114</td>
<td>Managing Diversity</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5116</td>
<td>Managing Performance</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5117</td>
<td>Knowledge Management</td>
<td>0.25</td>
</tr>
<tr>
<td>MGMT 5115</td>
<td>Leadership</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Delivery “blocks” in online MBA

- Unchanged MGMT 5120 0.5
- Paired MGMT 5111 + MGMT 5112 0.5
- Paired MGMT 5113 + MGMT 5114 0.5
- Paired MGMT 5116 + MGMT 5117 0.5
- Paired MGMT 5115 + elective course 0.5

The structure of the online MBA will allow as many as 6 points of entry, as shown below (subject to adjustment following the RFP process). Highlights illustrate a sample student journey in one of the three concentrations:

<table>
<thead>
<tr>
<th>Fall 1 Core course / block</th>
<th>Fall 2 Core course / block</th>
<th>Winter 1 Core course / block</th>
<th>Winter 2 Core course / block</th>
<th>Summer 1 Core course / block</th>
<th>Summer 2 Core course / block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration 1</td>
<td>Concentration 2</td>
<td>Concentration 1</td>
<td>Concentration 2</td>
<td>Concentration 1</td>
<td>Concentration 2*</td>
</tr>
<tr>
<td>Concentration 2</td>
<td>Concentration 3</td>
<td>Concentration 2</td>
<td>Concentration 3</td>
<td>Concentration 2</td>
<td>Concentration 3</td>
</tr>
<tr>
<td>Concentration 3</td>
<td></td>
<td>Concentration 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Each student will take one 0.5 credit course block from another concentration as an elective.

### Impact on Other Programs

Although it shares the same learning goals and degree credentials as Sprott’s existing MBA offerings, we anticipate that the new online delivery mode will expand Sprott’s reach across Canada and in
international markets. We do not expect it to cannibalize because existing offerings offer distinctive benefits that the online MBA will not.

Approximately 85% of our current full-time weekday MBA cohort are international students, the majority of whom indicate that they were attracted by the opportunity to learn, work, and live in Canada. In our Professional MBA, which mainly serves Ottawa-based working professionals via intensive classes offered on Fridays and Saturdays, student surveys have shown a strong preference for face-to-face, cohort-based learning. Students in our Shanghai MBA place a similarly high premium on the face-to-face experience, as evidenced by the fact that they chose the Sprott MBA over the many online options currently promoted in that market. Likewise, we do not expect the online MBA to impact demand for programs offered by other academic units at Carleton.

**Operational Impact**

Introduction of an online MBA will benefit Sprott’s operations in at least two ways:

- Availability of online courses will allow the school to continue to serve the international students admitted to our full-time weekday MBA program if restrictions prevent them from travelling to Ottawa. In 2019, approximately 85% of these students came from other countries.

- An online MBA will also make it possible for students enrolled in our face-to-face MBA offerings to complete some of their courses online. This is particularly helpful for students in our Professional MBA or Shanghai MBA who miss a course due to illness or family emergency, or who fail a course and need to retake it.

In keeping with our focus on flexibility, students will have the ability to transfer between the online and face-to-face MBA, although experience at other universities suggests that this is uncommon. We expect the number of students switching from face-to-face into the online MBA to be roughly equal to the number moving in the opposite direction. Guidelines will be established to limit the number of times a student can switch between modalities.

Advertising for the online MBA will be substantial and is likely to benefit other programs offered by the School of Business—and Carleton University more generally—due to the visibility and awareness this will generate. In recent years, resource constraints have prevented Sprott from making significant investments in either brand-building or program promotion.

The only MBA concentration that includes an external course is Business Analytics, which requires DATA 5000 (Data Science Seminar) offered by the Institute for Data Science. IDS has confirmed that they are willing to support the online MBA by offering the course online.

**Student Demand**

Many sources show evidence of growing general interest in online learning in Canada. There is particular demand for flexible, high-quality online MBA offerings that allow students to learn at their own pace, adjust to changing life circumstances, and learn from anywhere:
• The Higher Education Quality Council of Ontario notes that adult learners in Ontario have a high need to enhance their skills, but family and work responsibilities often limit their ability to participate in traditional face-to-face programs (HEQCO, Lifelong Learning in Ontario).

• Improvements in technology and internet access have made online learning an increasingly popular option, and evidence suggests that this trend will continue. In Ontario, year over year growth in online learning stood at 14% in 2019 (National Survey of Online and Digital Learning).

• The MBA is the most searched-for degree in Canada. Between 2018 and 2019, searches for ‘MBA’ on Google increased by 277% (Google Search Data).

Currently, 50 universities offer MBA programs in Canada, but only six offer a fully-online option (i.e., no on-campus requirements). This suggests significant unmet need and potential for growth.

Resources

The launch of the online MBA will require a substantial and sustained investment in:

• Guidance and technical aid to faculty members to support transition course content to a format suitable for remote delivery.

• Capacity-building for student advising, support, and career services.

• Marketing and advertising to build awareness and credibility and recruit students.

Course adaptation and development will be performed by Sprott faculty with support from Carleton Teaching and Learning Services. Student advising, support, and career services will be provided by Carleton staff, as is currently done with our face-to-face offerings.

Consistent with current practice at several other Canadian universities, marketing and advertising of the online MBA will be managed by an external partner who has the expertise to perform this function more effectively and at lower cost than can be achieved internally. Where appropriate, the partner may also be contracted to provide advice regarding program logistics, selection of suitable technology, and effective use of online tools to support student learning.

A Request for Proposal and competitive bidding process will be used to select the partner. The contract will be fully reviewed by the university’s legal team and will be for a limited term that enables Carleton to develop expertise without long-term commitment. We have also engaged an independent consultant with experience in online partnership management to ensure that the agreement limits Carleton’s risk, respects our academic mandate, and maximizes benefits to the university.

Here is a summary of resource requirements:

a. Faculty resources: We intend to hire additional full-time faculty once the program is established and the level of demand is clear. However, in the first 2-3 years, additional teaching capacity required by the online MBA will be achieved by paying current faculty to teach overload or, where necessary, by hiring contract instructors. When a contract instructor is used, they will work closely with faculty who are already teaching the same MBA modules in our existing delivery modes.
b. **Contract instructors and course development costs:** The online MBA stream includes 9 core course blocks and 18 concentration/elective course blocks (3 concentrations × 6 blocks per concentration). Total estimated expenses for teaching (based on a course buy-out / contract instructor cost of $7,500 per 0.5 credit) are 27 × $7,500 = $202,500. We anticipate that course development costs in the first year will be roughly equivalent to the cost of teaching (i.e., an additional $202,500); thereafter we expect course development and improvement expenses equivalent to 20% of teaching costs.

Our proposal includes a maximum of 6 entry points for the program. Although we expect to attract 20 students at entry points 1 and 2, it would be prudent to model for the risk of having to absorb the development costs for the first 9 course blocks (which takes us to entry point 3) without revenue. In this case, we would require fiscal budget to cover the cost of 9 courses, including teaching and associated course development (9 × $15,000 = $135,000). Teaching and Learning Services has confirmed that they are willing to contribute $50,000 toward these development costs. Sprott would benefit from additional fiscal money to cover the remainder of instructional costs ($85,000), but will work without this if required.

Even without fiscal investment, it is possible to bootstrap and draw on current teaching resources within Sprott and existing development funds in TLS, counting on ongoing revenue to support us going forward. In that case, we would require zero upfront investment from the university.

c. **Administrative support:** A student support officer will be required for the online MBA; initially, this role will be filled on a fractional basis (i.e., as part of the responsibilities of a staff member who also performs other functions). Incremental support will also required for the provision of career services; this role will also initially be filled on a fractional basis. Finally, there will be additional demands on central admissions and registrar services, roughly proportional to the size of the program.

d. **Library resources:** Students in the online MBA will increase demand for electronic resources in line with the size of the program. A librarian may need to be allocated on a fractional basis to respond to queries from online students.

e. **Space:** None. The program will be delivered exclusively online.

f. **Equipment:** None. The program will be delivered online, using existing equipment.

g. **Graduate student funding:** None. This is a professional program; there is no expectation of graduate funding.
New Course Proposal

Date Submitted: 09/18/20 4:41 pm

Viewing: GINS 3999 : Co-operative Work Term

Last edit: 09/18/20 4:41 pm

Changes proposed by: jenellewilliams

Programs referencing this course: R-UG-COOP-B.G.IN.S Admission and Continuation Requirements

In Workflow

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

Approval Path

1. 09/03/20 8:00 am
   Sarah Cleary
   (sarahcleary): Rollback to Initiator

2. 09/18/20 10:28 am
   Mary Francoli
   (maryfrancoli): Rollback to Initiator

3. 09/24/20 9:46 am
   Mary Francoli
   (maryfrancoli): Approved for KROE ChairDir UG

4. 09/30/20 8:02 pm
   David Mendeloff
   (davidmendeloff): Approved for PA Dean

5. 10/09/20 1:42 pm
   David Mendeloff
   (davidmendeloff): Approved for PA FCC

6. 11/26/20 2:46 pm
   David Mendeloff
   (davidmendeloff): Approved for PA FBoard

Effective Date: 2021-22

Workflow: majormod

New Resources: No New Resources

Level: Undergraduate

Course Code: GINS
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</tr>
<tr>
<td>*May constitute a major modification under Carleton’s IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.</td>
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<td>Summary</td>
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<tr>
<td>Rationale for new course</td>
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<tr>
<td>Course reviewer comments</td>
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<td><strong>sarahcleary</strong> (09/03/20 8:00 am): Rollback: Rollback for editing.</td>
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<tr>
<td><strong>maryfrancoli</strong> (09/18/20 10:28 am): Rollback: Rolling back as requested</td>
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Key: 10091

Preview Bridge

Why Did This Not Sync?
New Course Proposal

Date Submitted: 06/22/20 4:57 pm

Viewing: ISAP 3999: Co-operative Work Term

Last edit: 06/22/20 4:57 pm

Changes proposed by: sarahcleary

Programs referencing this course: R-UG-COOP-B.Sc. Interdisciplinary Science and Practice co-op admission and continuation requirements

In Workflow

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

Approval Path

1. 01/17/20 6:32 pm
   Steven Cooke (stevencooke): Approved for IEIS ChairDir UG
2. 01/24/20 8:36 am
   Naomi Cappuccino (naomicappuccino):
   Rollback to IEIS ChairDir UG for SCI FCC
3. 06/17/20 10:54 am
   Michelle Santoianni (michellesantoianii):
   Rollback to Initiator
4. 06/22/20 9:50 am
   Michelle Santoianni (michellesantoianii):
   Rollback to Initiator
5. 06/22/20 4:57 pm
   Sarah Cleary (sarahcleary):
   Rollback to Initiator
6. 08/06/20 7:10 am
   Steven Cooke (stevencooke): Approved for IEIS ChairDir UG
7. 08/12/20 11:13 am
   Julia Wallace (juliawallace): Approved for SCI Dean
8. 08/20/20 3:02 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
9. 09/24/20 3:57 pm
   Julia Wallace
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<td>Institute for Environmental and Interdisciplinary Sciences</td>
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<td>Prerequisite(s)</td>
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<tr>
<td>Class Format</td>
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<tr>
<td>Precluded Courses</td>
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<td>Also listed as</td>
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<td>Piggybacked Courses</td>
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<tr>
<td>*May constitute a major modification under Carleton's IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.</td>
<td></td>
</tr>
<tr>
<td>Unpaid Placement</td>
<td>No</td>
</tr>
<tr>
<td>Summary</td>
<td>ISAP is a new program with co-op. Co-op course was not added when the original courses were added to the calendar</td>
</tr>
<tr>
<td>Rationale for new course</td>
<td>co-op course needed for when students begin work terms.</td>
</tr>
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naomicappuccino (01/24/20 8:36 am): Rollback: Rolling back per Pam's request
sarahcleary (01/28/20 9:10 am): Updated effective date to 2021-2022 as per AS Dean.
michellesantoian (06/17/20 10:54 am): Rollback: unit correction
michellesantoian (06/22/20 9:50 am): Rollback: corrections
sarahcleary (06/22/20 4:56 pm): Removed 'education' from title. Removed language from class format, prerequisite and course description statements as per typical calendar format.
sarahcleary (06/22/20 4:57 pm): Rollback: Rollback to update workflow to major modification. No action required on your part.
MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC) for A2s

From: Guy Lacroix, Department of Psychology

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

Date: September 2nd, 2020

Subject: Six Thematic Minors in Psychology (Track A2)

The Department of Psychology proposes to offer six new thematic minors in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. These minors reflect our areas of research as well as our highly successful concentrations.

Rational for the thematic minors

Five years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. These concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer thematic minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students’ minds. Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

To our knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

The thematic minors

The proposed thematic minors would be open to all undergraduate students in programs other than Psychology. All involve 4.0 credits in psychology. PSYC 1001, 1002, 2001, and 2002 are common to all the minors and provide the foundation. The remaining 2.0 credits give each thematic minor its flavor. It
should also be noted that the credits assigned to mandatory and optional courses are area-specific and reflect the importance of the different topics to each discipline.  

*Students receiving a thematic minor cannot obtain the generic minor in psychology at the same time.*

---

**Minor in Forensic Psychology (4.0 credits)**

Requirements:

1. 2.0 credits in:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>Introduction to Psychology I</td>
</tr>
<tr>
<td>PSYC 1002</td>
<td>Introduction to Psychology II</td>
</tr>
<tr>
<td>PSYC 2001</td>
<td>Introduction to Research Methods in Psychology</td>
</tr>
<tr>
<td>PSYC 2002</td>
<td>Introduction to Statistics in Psychology</td>
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2. 1.0 credits in:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYC 2400</td>
<td>Introduction to Forensic Psychology</td>
</tr>
<tr>
<td>PSYC 3402</td>
<td>Criminal Behaviour</td>
</tr>
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</table>

3. 1.0 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 3403</td>
<td>Addiction</td>
</tr>
<tr>
<td>PSYC 3404</td>
<td>Police Psychology</td>
</tr>
<tr>
<td>PSYC 3604</td>
<td>Clinical Psychology and Mental Illness</td>
</tr>
</tbody>
</table>

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

Total Credits

4.0

---

**Minor in Cognitive Psychology (4.0 credits)**

Requirements:
### Thematic minors

#### August 2020

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>PSYC 1001</td>
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<tr>
<td>PSYC 1002</td>
<td>Introduction to Psychology II</td>
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<tr>
<td>PSYC 2001</td>
<td>Introduction to Research Methods in Psychology</td>
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<tr>
<td>PSYC 2002</td>
<td>Introduction to Statistics in Psychology</td>
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#### 1.5 credits in:

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<tbody>
<tr>
<td>PSYC 2307</td>
<td>Human Neuropsychology I</td>
</tr>
<tr>
<td>PSYC 2700</td>
<td>Introduction to Cognitive Psychology</td>
</tr>
<tr>
<td>PSYC 3702</td>
<td>Perception</td>
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</table>

#### 0.5 credit from:

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<tbody>
<tr>
<td>PSYC 3307</td>
<td>Human Neuropsychology II</td>
</tr>
<tr>
<td>PSYC 3506</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>PSYC 3508</td>
<td>Child Language</td>
</tr>
<tr>
<td>PSYC 3709</td>
<td>Language Processing and the Brain</td>
</tr>
<tr>
<td>PSYC 3710</td>
<td>Introduction to Human Factors</td>
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</table>

#### 0. Total Credits

<table>
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### Minor in Developmental Psychology (4.0 credits)

**Requirements:**

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</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>Introduction to Psychology I</td>
</tr>
<tr>
<td>PSYC 1002</td>
<td>Introduction to Psychology II</td>
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Thematic minors — August 2020
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<th>Course Code</th>
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<tr>
<td>PSYC 2001</td>
<td>Introduction to Research Methods in Psychology</td>
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<tr>
<td>PSYC 2002</td>
<td>Introduction to Statistics in Psychology</td>
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<tr>
<td>PSYC 2500</td>
<td>Foundations of Developmental Psychology</td>
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<td>3. 1.5 credits from:</td>
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<tr>
<td>PSYC 3505</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>PSYC 3506</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>PSYC 3507</td>
<td>Social Development</td>
</tr>
<tr>
<td>PSYC 3508</td>
<td>Child Language</td>
</tr>
<tr>
<td>PSYC 3509</td>
<td>Adolescence and Emerging Adulthood</td>
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4. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits 4.0

---

**Minor in Health Psychology (4.0 credits)**

**Requirements:**

1. 2.0 credits in: 2.0
   - PSYC 1001 [0.5]  Introduction to Psychology I
   - PSYC 1002 [0.5]  Introduction to Psychology II
   - PSYC 2001 [0.5]  Introduction to Research Methods in Psychology
   - PSYC 2002 [0.5]  Introduction to Statistics in Psychology

2. 1.5 credits in: 1.5
   - PSYC 2301 [0.5]  Introduction to Health Psychology
   - PSYC 3302 [0.5]  Positive Psychology
3. 0.5 credit from:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 3604</td>
<td>Clinical Psychology and Mental Illness</td>
</tr>
</tbody>
</table>

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

Total Credits 4.0

---

**Minor in Organizational Psychology (4.0 credits)**

Requirements:

1. 2.0 credits in:  

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSYC 1001</td>
<td>Introduction to Psychology I</td>
</tr>
<tr>
<td>PSYC 1002</td>
<td>Introduction to Psychology II</td>
</tr>
<tr>
<td>PSYC 2001</td>
<td>Introduction to Research Methods in Psychology</td>
</tr>
<tr>
<td>PSYC 2002</td>
<td>Introduction to Statistics in Psychology</td>
</tr>
</tbody>
</table>

2. 1.0 credits in:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2801</td>
<td>Organizational Psychology I</td>
</tr>
<tr>
<td>PSYC 3801</td>
<td>Organizational Psychology II</td>
</tr>
</tbody>
</table>

3. 1.0 credits from:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2100</td>
<td>Introduction to Social Psychology</td>
</tr>
<tr>
<td>PSYC 2600</td>
<td>Introduction to the Study of Personality</td>
</tr>
<tr>
<td>PSYC 3001</td>
<td>Psychological Testing</td>
</tr>
</tbody>
</table>

4. The remaining requirements of the major discipline(s) and degree must be satisfied.
Minor in Social Psychology and Personality (4.0 credits)

Requirements:

1. 2.0 credits in:
   - **PSYC 1001** [0.5] Introduction to Psychology I
   - **PSYC 1002** [0.5] Introduction to Psychology II
   - **PSYC 2001** [0.5] Introduction to Research Methods in Psychology
   - **PSYC 2002** [0.5] Introduction to Statistics in Psychology

2. 1.0 credits in:
   - **PSYC 2100** [0.5] Introduction to Social Psychology
   - **PSYC 2600** [0.5] Introduction to the Study of Personality

3. 1.0 credits from:
   - **PSYC 3104** [0.5] Intergroup Relations: The Psychology of Conflict and Violence
   - **PSYC 3106** [0.5] Close Relationships
   - **PSYC 3302** [0.5] Positive Psychology
   - **PSYC 3405** [0.5] Psychology of Motivation and Emotion
   - **PSYC 3603** [0.5] Psychology of Women

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

Total Credits 4.0

Impact on other programs

Students in the Cognitive Science program cannot register in the Minor in Cognitive Psychology or the generic minor in Psychology. For the next three years, students registered in the Psychology Concentration of the Criminology program will be restricted from taking the Forensic Psychology minor.

Societal needs
During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs.

Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career.

**Resources**

The Department of Psychology would administer these minors. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we would be able to accommodate them without any additional classes. Hence, these new minors will not require any new resources.
New Program Proposal

Date Submitted: 07/31/20 3:19 pm

Viewing: N5A : Minor in Cognitive Psychology

Last edit: 11/19/20 4:32 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

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

Approval Path
1. 08/04/20 2:41 pm Guy Lacroix (guylacroix): Approved for PSYC ChairDir UG
2. 10/19/20 11:02 am Julia Wallace (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm Peter Thompson (peterthompson): Approved for AS Dean
4. 11/26/20 2:41 pm Julia Wallace (juliawallace): Approved for SCI FCC
5. 12/08/20 9:56 am Peter Thompson (peterthompson): Approved for AS FCC
6. 12/16/20 5:09 pm Julia Wallace (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:43 pm Peter Thompson (peterthompson): Approved for AS FBoard

Effective Date 2021-22
Program Requirements

Minor in Cognitive Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology and Cognitive Science.

Requirements:

1. 2.0 credits in:
    - **PSYC 1001 [0.5]** Introduction to Psychology I
    - **PSYC 1002 [0.5]** Introduction to Psychology II
    - **PSYC 2001 [0.5]** Introduction to Research Methods in Psychology
    - **PSYC 2002 [0.5]** Introduction to Statistics in Psychology

2. 1.5 credits in:
    - **PSYC 2307 [0.5]** Human Neuropsychology I
    - **PSYC 2700 [0.5]** Introduction to Cognitive Psychology
    - **PSYC 3702 [0.5]** Perception

3. 0.5 credit from:
    - **PSYC 3307 [0.5]** Human Neuropsychology II
    - **PSYC 3506 [0.5]** Cognitive Development
    - **PSYC 3508 [0.5]** Child Language
    - **PSYC 3709 [0.5]** Language Processing and the Brain
    - **PSYC 3710 [0.5]** Introduction to Human Factors

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

Total Credits 4.0

New Resources

No New Resources

Summary

Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed
courses do not propose much that is concrete in potential students’ minds (Introduction to Psychology I & II, Introduction to Research Methods for Psychology, and Introduction to Statistics for Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current International, Provincial, and/or Provincial Profile and Distinctiveness
To my knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

3. Mission and Strategic Objectives
Strategic Integrated Plan
This program supports the following strategic goals of the University’s Strategic Integrated Plan: Sustainable Communities – Global Prosperity: Goal 1-1: To develop new programs and initiatives that build on academic strengths and respond to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. As stated in relation to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs
No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents thematically clear program elements. 5. Students and Careers
As suggested in the goal 2-1, these minors might provide an attractive complement to other Carleton programs. 6. Governance and Resources
The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any additional classes. Hence, this new minors will not require any new resources.

Transition/Implementation
No impact

Program reviewer comments
sarahcleary (08/14/20 11:03 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors.
sarahcleary (08/14/20 12:41 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:17 pm): Updated program code from TBD-2015 to N5A
New Program Proposal

Date Submitted: 07/31/20 3:21 pm

Viewing: N5B : Minor in Developmental Psychology

Last edit: 11/26/20 2:38 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

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

Approval Path

1. 08/04/20 2:41 pm
   Guy Lacroix (guylacroix): Approved for PSYC ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson (peterthompson): Approved for AS Dean
4. 11/26/20 2:41 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson (peterthompson): Approved for AS FCC
6. 12/16/20 5:09 pm
   Julia Wallace (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:43 pm
   Peter Thompson (peterthompson): Approved for AS FBoard

Effective Date

2021-22
**Workflow**

- majormod

**Program Code**

- N5B

**Level**

- Undergraduate

**Faculty**

- Faculty of Arts and Social Sciences
- Faculty of Science

**Academic Unit**

- Department of Psychology

**Degree**

- Not Applicable

**Title**

- Minor in Developmental Psychology

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### Program Requirements

**Minor in Developmental Psychology (4.0 credits)**

Open to all undergraduate students in programs other than Psychology.

**Requirements:**

1. **2.0 credits in:**
   - **PSYC 1001 [0.5]** Introduction to Psychology I
   - **PSYC 1002 [0.5]** Introduction to Psychology II
   - **PSYC 2001 [0.5]** Introduction to Research Methods in Psychology
   - **PSYC 2002 [0.5]** Introduction to Statistics in Psychology

2. **0.5 credit in:**
   - **PSYC 2500 [0.5]** Foundations of Developmental Psychology

3. **1.5 credits from:**
   - **PSYC 3505 [0.5]** Exceptional Children
   - **PSYC 3506 [0.5]** Cognitive Development
   - **PSYC 3507 [0.5]** Social Development
   - **PSYC 3508 [0.5]** Child Language
   - **PSYC 3509 [0.5]** Adolescence and Emerging Adulthood

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

**Total Credits**

- **4.0**

**New Resources**

- No New Resources

**Summary**

Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students’ minds (Introduction to Psychology I & II, Introduction to Research Methods for Psychology, and Introduction to...
Statistics for Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current International, Provincial, and/or Provincial Profile and Distinctiveness To my knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

3. Mission and Strategic Objectives Strategic Integrated Plan This program supports the following strategic goals of the University’s Strategic Integrated Plan: Sustainable Communities – Global Prosperity: Goal 1-1: To develop new programs and initiatives that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. As stated in relation to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents thematically clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an attractive complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any additional classes. Hence, this new minors will not require any new resources.

Rationale

Transition/Implementation No impact

Program reviewer comments

sarahcleary (08/14/20 11:19 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors.

sarahcleary (08/14/20 12:42 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.

elizabethbruce (11/12/20 4:17 pm): Updates program code from TBD-2016 to N5B

sarahcleary (11/19/20 4:21 pm): Added "and Childhood and Youth Studies" as per discussion with G. Lacroix and P. Thompson.
sarahcleary (11/26/20 2:38 pm): Removing restriction for the Childhood and Youth Studies program as per conversation with P. Thompson.
New Program Proposal

Date Submitted: 07/31/20 3:15 pm

Viewing: **N5D : Minor in Forensic Psychology**

Last edit: 11/19/20 4:35 pm

Last modified by: sarahcleary

Changes proposed by: guylacroix

In Workflow

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

Approval Path

1. 08/04/20 2:41 pm
   Guy Lacroix (guylacroix):
   Approved for PSYC ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace
   (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson
   (peterthompson):
   Approved for AS Dean
4. 11/26/20 2:41 pm
   Julia Wallace
   (juliawallace): Approved for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
6. 12/16/20 5:09 pm
   Julia Wallace
   (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard

Effective Date 2021-22
Program Requirements

Minor in Forensic Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology and Criminology and Criminal Justice with Concentration in Psychology.

Requirements:
1. 2.0 credits in:
   - **PSYC 1001 [0.5]** Introduction to Psychology I
   - **PSYC 1002 [0.5]** Introduction to Psychology II
   - **PSYC 2001 [0.5]** Introduction to Research Methods in Psychology
   - **PSYC 2002 [0.5]** Introduction to Statistics in Psychology
2. 1.0 credits in:
   - **PSYC 2400 [0.5]** Introduction to Forensic Psychology
   - **PSYC 3402 [0.5]** Criminal Behaviour
3. 1.0 credits from:
   - **PSYC 3403 [0.5]** Addiction
   - **PSYC 3404 [0.0]** Police Psychology
   - **PSYC 3604 [0.5]** Clinical Psychology and Mental Illness
4. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits 4.0

New Resources

No New Resources

Summary

Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students’ minds (Introduction to Psychology I & II, Introduction to Research Methods for Psychology, and Introduction to...
Statistics for Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current International, Provincial, and/or Provincial Profile and Distinctiveness To my knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

3. Mission and Strategic Objectives This program supports the following strategic goals of the University’s Strategic Integrated Plan: Sustainable Communities – Global Prosperity: Goal 1-1: To develop new programs and initiatives that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. As stated in relation to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton.

4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents thematically clear program elements.

5. Students and Careers As suggested in the goal 2-1, these minors might provide an attractive complement to other Carleton programs.

6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any additional classes. Hence, this new minors will not require any new resources.

Rationale

Transition/Implementation No impact

Program reviewer comments

sarahcleary (08/14/20 11:30 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors. Added course code for Police Psychology (PSYC 3406) to section 3 as per CIM.
sarahcleary (08/14/20 12:42 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
sarahcleary (11/11/20 12:15 pm): Section 3 - removed 3604 and replaced with 3404 as the course code was updated.
elizabethbruce (11/12/20 4:19 pm): Updated program code from TBD-2014 to N5D
sarahcleary (11/19/20 4:35 pm): Added "and Criminology and Criminal Justice with Concentration in Psychology" as per discussion with G. Lacroix and P. Thompson.
New Program Proposal

Date Submitted: 07/31/20 3:25 pm

Viewing: N5C : Minor in Health Psychology

Last edit: 11/12/20 4:18 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

Effective Date 2021-22

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
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Approval Path
1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix): Approved for PSYC ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson (peterthompson): Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson (peterthompson): Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson (peterthompson): Approved for AS FBoard
Program Requirements

Minor in Health Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. 2.0 credits in: 2.0
   - **PSYC 1001 [0.5]** Introduction to Psychology I
   - **PSYC 1002 [0.5]** Introduction to Psychology II
   - **PSYC 2001 [0.5]** Introduction to Research Methods in Psychology
   - **PSYC 2002 [0.5]** Introduction to Statistics in Psychology

2. 1.5 credits in: 1.5
   - **PSYC 2301 [0.5]** Introduction to Health Psychology
   - **PSYC 3302 [0.5]** Positive Psychology
   - **PSYC 3604 [0.5]** Clinical Psychology and Mental Illness

3. 0.5 credit from: 0.5
   - **PSYC 3301 [0.5]** Sport and Performance Psychology
   - **PSYC 3403 [0.5]** Addiction
   - **PSYC 3405 [0.5]** Psychology of Motivation and Emotion

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

Total Credits 4.0

New Resources

No New Resources

Summary

Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students’ minds (Introduction to Psychology I & II, Introduction to Research Methods for Psychology, and Introduction to
Rationale

Statistics for Psychology). Hence, the new minors would have a more explicit theme (e.g., Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current International, Provincial, and/or Provincial Profile and Distinctiveness To my knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

3. Mission and Strategic Objectives Strategic Integrated Plan This program supports the following strategic goals of the University’s Strategic Integrated Plan: Sustainable Communities – Global Prosperity: Goal 1-1: To develop new programs and initiatives that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. As stated in relation to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents thematically clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an attractive complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any additional classes. Hence, this new minors will not require any new resources.

Transition/Implementation

No impact

Program reviewer comments

sarahcleary (08/14/20 11:36 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors.
sarahcleary (08/14/20 12:43 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:18 pm): Updated program code from TBD-2017 to NSC

Key: 2017
New Program Proposal

Date Submitted: 07/31/20 3:27 pm

Viewing: N5E : Minor in Organizational Psychology

Last edit: 11/12/20 4:33 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

In Workflow

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

Approval Path

1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix): Approved for PSYC ChairDir UG
2. 10/19/20 11:02 am
   Julia Wallace (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson (peterthompson): Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
5. 12/08/20 9:56 am
   Peter Thompson (peterthompson): Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson (peterthompson): Approved for AS FBoard

Effective Date: 2021-22
Program Requirements

Minor in Organizational Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:
1. 2.0 credits in: 
   - PSYC 1001 [0.5] Introduction to Psychology I
   - PSYC 1002 [0.5] Introduction to Psychology II
   - PSYC 2001 [0.5] Introduction to Research Methods in Psychology
   - PSYC 2002 [0.5] Introduction to Statistics in Psychology
2. 1.0 credits in: 
   - PSYC 2801 [0.5] Organizational Psychology I
   - PSYC 3801 [0.5] Organizational Psychology II
3. 1.0 credits from: 
   - PSYC 2100 [0.5] Introduction to Social Psychology
   - PSYC 2600 [0.5] Introduction to the Study of Personality
   - PSYC 3001 [0.5] Psychological Testing
4. The remaining requirements of the major discipline(s) and degree must be satisfied.

Total Credits 4.0

New Resources
No New Resources

Summary
Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

Considering the success of these concentrations, our Department now wishes to offer minors that reflect these six same areas of research. Our present minor is generic and its listed courses do not propose much that is concrete in potential students’ minds (Introduction to Psychology I & II, Introduction to Research Methods for Psychology, and Introduction to Statistics for Psychology). Hence, the new minors would have a more explicit theme (e.g.,
Forensic Psychology) and propose courses that evoke more clearly their content (e.g., Criminal Behavior).

Current International, Provincial, and/or Provincial Profile and Distinctiveness To my knowledge, only one program in Ontario presently offers thematic minors in psychology. Laurentian University offers a generic minor (like all other Ontario psychology programs) and two distinctive minors: a minor in experimental psychology (a combination of courses that present NSERC funded topics of research) and a Minor in Health and Disability (a multidisciplinary program). Hence, the proposed minors would be unique to Carleton. It should also be noted that at least two Carleton units presently offer thematic minors. In addition to a generic minor, Religion offers a minor in Christianity Studies, in Islamic Studies, and in Jewish Studies. Also, English offers minors in Digital Humanities, in Drama Studies, in English Language and Literature, and in Professional Writing.

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Transition/Implementation No impact

Program reviewer comments

sarahcleary (08/14/20 11:41 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors.
sarahcleary (08/14/20 11:51 am): Minor edit to section 3 wording.
sarahcleary (08/14/20 12:44 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:33 pm): Updated program code from TBD-2018 to NSE

Key: 2018
New Program Proposal

Date Submitted: 07/31/20 3:29 pm

Viewing: **N5F : Minor in Social Psychology and Personality**

Last edit: 11/12/20 4:36 pm

Last modified by: elizabethbruce

Changes proposed by: guylacroix

In Workflow

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

Approval Path

1. 08/04/20 2:42 pm
   Guy Lacroix (guylacroix): Approved for PSYC ChairDir UG
2. 10/19/20 11:03 am
   Julia Wallace (juliawallace): Approved for SCI Dean
3. 11/26/20 2:37 pm
   Peter Thompson (peterthompson): Approved for AS Dean
4. 11/26/20 2:42 pm
   Julia Wallace (juliawallace): Approved for SCI FCC
5. 12/08/20 9:52 am
   Peter Thompson (peterthompson): Approved for AS FCC
6. 12/16/20 5:10 pm
   Julia Wallace (juliawallace): Approved for SCI FBoard
7. 12/17/20 5:44 pm
   Peter Thompson (peterthompson): Approved for AS FBoard

Effective Date

2021-22
Program Requirements

Minor in Social Psychology and Personality (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. 2.0 credits in:  
   - **PSYC 1001 [0.5]** Introduction to Psychology I
   - **PSYC 1002 [0.5]** Introduction to Psychology II
   - **PSYC 2001 [0.5]** Introduction to Research Methods in Psychology
   - **PSYC 2002 [0.5]** Introduction to Statistics in Psychology

2. 1.0 credits in:  
   - **PSYC 2100 [0.5]** Introduction to Social Psychology
   - **PSYC 2600 [0.5]** Introduction to the Study of Personality

3. 1.0 credits from:  
   - **PSYC 3104 [0.5]** Intergroup Relations: The Psychology of Conflict and Violence
   - **PSYC 3106 [0.5]** Close Relationships
   - **PSYC 3302 [0.5]** Positive Psychology
   - **PSYC 3405 [0.5]** Psychology of Motivation and Emotion
   - **PSYC 3603 [0.5]** Psychology of Women

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

Total Credits 4.0

New Resources  
No New Resources

Summary  
Four years ago, the Department of Psychology launched its six concentrations in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. This allowed our Honours students to be formally recognized for an area of research within psychology that they are passionate about. The concentrations have been immensely popular. Over 900 students presently have one declared.

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Program Management

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Rationale

3. Mission and Strategic Objectives Strategic Integrated Plan This program supports the following strategic goals of the University’s Strategic Integrated Plan: Sustainable Communities – Global Prosperity: Goal 1-1: To develop new programs and initiatives that builds on academic strengths and responds to societal needs. During the last few years, our Department has worked hard to translate its research efforts into a dynamic and attractive program for our undergraduate students. Our Department’s research obviously has many real-world applications. For example, our research in health psychology informs and prepares those students who are considering careers as clinical psychologists, counsellors, and mental health care providers. Our research in forensic psychology allows students to better understand criminal behavior and thus gives them a deeply important role answering a variety of legal, social, and political questions. Finally, our research in developmental psychology gives all our students who plan to be educators or parents a clear edge. Thus, we believe that these new minors are a natural continuation of our efforts to promote the vital role of our research via our programs. Goal 1-2: To ensure the sustainability of Carleton University through a long-term enrolment model and efficient and effective management of resources. Minors are typically not the main aspect of recruitment efforts, but the proposed ones might help Carleton attract students nonetheless. They have clear themes that might be appealing to students who wish to complement another Carleton program. For instance, a future teacher might want to combine a minor in developmental psychology with his major in English. Or, a law student might believe that a minor in forensic psychology will be useful to her career. Goal 3-1: To ensure the employability and future success of our students through experiential learning, engagement, innovative teaching and holistic support services. As stated in relation to goal 1-1, these minors are likely to be a solid complement to other degrees that are offered at Carleton. 4. Impact on other programs No impact on other academic units at Carleton is expected. The proposed minors simply repackage our courses in a way that promotes our research areas and that presents thematically clear program elements. 5. Students and Careers As suggested in the goal 2-1, these minors might provide an attractive complement to other Carleton programs. 6. Governance and Resources The Department of Psychology would administer the program and manage the courses and program requirements. All the courses that were selected for the six new minors exist and they are already offered to large numbers of students. Hence, even if the new minors did increase the total number of students in our programs, we will be able to accommodate them without any additional classes. Hence, this new minors will not require any new resources.

Transition/Implementation

No impact

Program reviewer comments

sarahcleary (08/14/20 11:49 am): Formatted courses into a course list. Added header for program title. Added section 4 to include standard language for minors.
sarahcleary (08/14/20 12:44 pm): Added "Open to all undergraduate students in programs other than Psychology." as per G. Lacroix.
elizabethbruce (11/12/20 4:36 pm): Program code from TBD-2019 to N5F

Key: 2019
Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: September 27, 2020
From: Alana Skwarok, Collections Librarian, Arts and Social Sciences
To: Robyn Green, Program Officer, Faculty of Arts & Social Sciences
cc: Amber Lannon, University Librarian
Laura Newton Miller, Head, Collections & Assessment
Sally Sax, Head, Electronic Resources & Acquisitions
Patti Harper, Head, Research Support Services

Recommendation

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

- Six Thematic Minors in Psychology

This is a formal notification for your records.
New Course Proposal

Date Submitted: 10/09/20 11:01 am

Viewing: GEOG 4450 : Community-Engaged Research

Last edit: 10/09/20 11:03 am

Changes proposed by: sarahcleary

Programs referencing this course

Minor in Community Engagement

In Workflow

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

Approval Path

1. 09/13/20 12:44 pm
   Scott Mitchell (scottmitchell): Approved for GEOG ChairDir UG
2. 10/09/20 11:01 am
   Sarah Cleary (sarahcleary): Rollback to Initiator
3. 10/09/20 11:03 am
   Sarah Cleary (sarahcleary): Approved for GEOG ChairDir UG
4. 11/09/20 12:00 pm
   Peter Thompson (peterthompson): Approved for AS Dean
5. 11/26/20 2:47 pm
   Peter Thompson (peterthompson): Approved for AS FCC
6. 12/08/20 9:48 am
   Peter Thompson (peterthompson): Approved for AS FBoard
7. 12/09/20 4:28 pm
   Sarah Cleary (sarahcleary): Approved for PRE SCCASP

Effective Date

2021-22

Workflow

majormod

New Resources

No New Resources

https://nextcalendar.carleton.ca/courseadmin/
<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td>GEOG</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>4450</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Community-Engaged Research</td>
</tr>
<tr>
<td><strong>Title (short)</strong></td>
<td>Community-Engaged Research</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Department of Geography and Environmental Studies</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>0.50</td>
</tr>
<tr>
<td><strong>Significant Experiential Learning</strong></td>
<td>Industry/Community Research Projects</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>Working in partnership with local organizations, students apply their geographical knowledge to conduct community-engaged research. Student projects will generate outputs for community partners. Research topics vary year to year.</td>
</tr>
<tr>
<td><strong>Prerequisite(s)</strong></td>
<td>fourth-year standing, or permission of the department.</td>
</tr>
<tr>
<td><strong>Class Format</strong></td>
<td>Lectures, discussion and project work three hours a week</td>
</tr>
<tr>
<td><strong>Precluded Courses</strong></td>
<td>ENST 4450</td>
</tr>
<tr>
<td><strong>Also listed as</strong></td>
<td>ENST 4450</td>
</tr>
<tr>
<td><strong>Piggybacked Courses</strong></td>
<td>ENST 4450</td>
</tr>
<tr>
<td><strong>Grade Mode</strong></td>
<td>Standard Letter Grade</td>
</tr>
<tr>
<td><strong>Schedule Type</strong></td>
<td>Discussion Group Lecture</td>
</tr>
<tr>
<td></td>
<td>*May constitute a major modification under Carleton’s IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.</td>
</tr>
<tr>
<td><strong>Unpaid Placement</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Introduce a 4th year community-engaged research course as an elective</td>
</tr>
<tr>
<td><strong>Rationale for new course</strong></td>
<td>To provide students with more opportunities for experiential learning and community-engaged research. If approved, this course would not be offered every year.</td>
</tr>
<tr>
<td><strong>Course reviewer comments</strong></td>
<td><strong>sarahcleary (10/09/20 11:01 am):</strong> Rollback: Rollback to update to a major mod as per OVPAVPA. No action required on your part. <strong>sarahcleary (10/09/20 11:03 am):</strong> Approving on behalf of GEOG ChairDir UG.</td>
</tr>
</tbody>
</table>
New Course Proposal

Date Submitted: 10/09/20 10:58 am

Viewing: ENST 4450 : Community-Engaged Research

Last edit: 10/09/20 11:00 am

Changes proposed by: sarahcleary

Programs referencing this course
- ELECTIVES-Approved Environmental Studies Electives (UG)
- Minor in Community Engagement

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

Approval Path
1. 09/13/20 12:45 pm
   Scott Mitchell (scottmitchell): Approved for GEOG ChairDir UG
2. 10/09/20 10:58 am
   Sarah Cleary (sarahcleary): Rollback to Initiator
3. 10/09/20 11:00 am
   Sarah Cleary (sarahcleary): Approved for GEOG ChairDir UG
4. 11/09/20 11:59 am
   Peter Thompson (peterthompson): Approved for AS Dean
5. 11/26/20 2:45 pm
   Peter Thompson (peterthompson): Approved for AS FCC
6. 11/26/20 4:20 pm
   Peter Thompson (peterthompson): Approved for AS FBoard
7. 12/09/20 4:28 pm
   Sarah Cleary (sarahcleary): Approved for PRE SCCASP

Effective Date
2021-22

Workflow
majormod

New Resources
No New Resources
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</table>
| **Course reviewer comments** | **sarahcleary (10/09/20 10:58 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No action required on your part.  
**sarahcleary (10/09/20 11:00 am):** Approving on behalf of GEOG ChairDir UG. |