Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Degree	Bachelor of Arts Honours
Title	Minor in Environmental and Climate Humanities

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:** **0.5**

    EACH 2000 [0.0]   **Introduction to the Environmental and Climate Humanities**

2. **0.5 credit from Science-inflected Courses:** **0.5**

    BIOL 1902 [0.5]   **Natural History**

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

    ERTH 2402 [0.5]   **Climate Change: An Earth Sciences 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:** **1.5**

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

    or SOCI 2080 [0.0]   **Humans/Animals: the More-than-Human in Social Research**

    ANTH 2510 [0.5]   **Theories of Human Nature**

    ANTH 2850 [0.5]   **Development and Underdevelopment**

    ANTH 3035 [0.5]   **Science, Culture and Society: Social Studies of Science**

    ANTH 3355 [0.5]   **Anthropology and the Environment**

    ANTH 4006 [0.5]   **Decolonizing Methodologies in the 21st Century: 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**

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**	

LAWS 3800 [0.5]   Law of Environmental Quality
LAWS 4800 [0.5]   Environment and Social Justice
PSCI 1500 [0.5]   Technology, Nature, Power
PSCI 1501 [0.5]   Politics of Migration
PSCI 3608 [0.5]   Migration Governance
PSCI 3609 [0.5]   Global Politics of Food
PSCI 3801 [0.5]   Environmental Politics
PSCI 4610 [0.5]   Politics of Migration Management
PSCI 4807 [0.5]   Politics of Citizenship and Migration
PSCI 4808 [0.5]   Global Environmental Politics
PSCI 4817 [0.5]   International Politics of Forced Migration
TSES 2006 [0.5]   Ecology and Culture
TSES 3002 [0.5]   Energy and Sustainability
TSES 4001 [0.5]   Technology and Society: Risk
TSES 4007 [0.5]   Product Life Cycle Analysis
TSES 4008 [0.5]   Environmentally Harmonious Lifestyles

5. 0.5 credit in: 0.5

EACH 4000 [0.0]   Seminar in the Environmental and Climate 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	Add new Minor in Environmental and Climate Humanities.
Rationale	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.
Transition/Implementation	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

Course Code	Course Title
EACH 2000	Introduction to the Environmental and Climate Humanities
EACH 4000	Seminar in the Environmental and Climate Humanities

Supporting Emails for EACH

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

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

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

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

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

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

_____

Owen Rowland (Biology)

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

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

All the best,
Owen

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

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

Dear Barbara,

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

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

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

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

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

Best wishes,
Owen

Owen Rowland
Professor, Biology and Biochemistry
Carleton University, Ottawa, Canada
613-520-2600 x4213
Website: http://rowlandlab.blogspot.ca
_____
Earth Sciences (Brian Cousens)

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

Brian

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

_____
DGES (Scott Mitchell)

[7 Aug]
Hi Barbara,

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

Cheers,

Scott

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

Hi, Barbara,

Regarding the EACH minor:

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

- o GEOG 5005 is listed, and this is not appropriate since it is a graduate course.

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

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

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

Michelle

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

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

Part B

_____
Anthropology (Blair Rutherford)

[29 June]
Hi Barbara,

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

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

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

students in the Minor)" it is completely fine.

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

Cheers,
Blair

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

_____
Canadian Studies (Anna Hoefnagels)

[27 July]
Hi Barbara,

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

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

Warm regards,

Anna

_____
English (Jan Schroeder)

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

_____
History (James Miller)

[13 June]
Hi Barbara,

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

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

James

_____

Human Rights (Paul Mkandawire)

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

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

[see Can Studies above]

_____
Philosophy (Annie Larivee)

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

Dear Barbara,
this project if very exciting! Thank you for reaching out.
Philosophy will be delighted to play a role in the new minor through the two philosophy courses you have listed.
Best
Annie

Annie Larivée
Chair of the philosophy department
Carleton University
1125 Colonel By Drive
Ottawa (Ontario)
K1S 5B6, Canada

_____

European, Russian, and Eurasion Studies (Jeff Sahaedo)

[2 July]
Hi Barbara,

Yes, sure.

Jeff

From: Barbara Leckie <barbaraleckie@icloud.com>
Sent: July 1, 2020 1:15 PM
To: Jeff Sahadeo <JeffSahadeo@Cunet.Carleton.Ca>
Subject: Re: Proposed Minor in the Environmental and Climate Humanities

[External Email]

Hi Jeff, I recently heard from Martin Geiger and he mentioned that the course below would also work well for the proposed Minor because it deals with climate migration. Would it be okay with you if I added it to the list of course options? Let me know. Thanks. All the best, Barbara

o   EURR 4304   Europe and International Migration

_____

Religion (Shawna Dolansky)

[24 July]
Dear Barbara,

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

The Religion program is in the process of re-evaluating its course offerings, so I want to let you know that the 2 courses you list from our unit will be retained, but might change their level starting in 2021-22. Specifically, we are deliberating the possibility of moving RELI 1720 (Global Indigenous Religions) to a 2nd year course, and moving RELI 3710 (Religions and the Environment) to a 2nd year course as well. I hope that this does not interfere with your plans. Additionally, while Global Indigenous Religions will be taught annually, Religions and the Environment may be offered only every 2 or 3 years, depending on enrolments.

We will be meeting next week to discuss these and other proposals designed to streamline our curriculum, and expect to be able to input Calendar changes by mid-August, in time for the 2021-22 Calendar listings. I will do my best to remember to update you and confirm these changes with you once they're made, but if you don't hear from me by mid-August please feel free to send me a reminder! We would definitely like our courses to be part of the EACH minor offerings.

All the best,
Shawna
_____

SAC (Brian Foss)

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

_____

Sexuality Studies (Ann Cvetovich)

[14 Feb]
Hi Barbara:

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

Best,
Ann

_____

Sociology (Blair Rutherford)

See email above for Anthro in Part B

Part C

_____

Economics (Hasmat Khan)

Dear Barbara,

I'm following up on my previous email.

We can allow students registered in the EACH Minor to take ECON 1001 or FYSM 1003 <u>concurrently</u> with ECON 3803 and ECON 3804. It is extremely unlikely that a student doing this will pass the 3000-level environmental course and fail ECON 1001 or FYSM 1003.

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

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

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

Dear Barbara,

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

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

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

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

. . .

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

_____
DGES (Scott Mitchell)

See email above in Part A

_____
Political Science (Elinor Sloan + consultation with Peter Andree)

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

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

Hi Elinor and Barbara,

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

All the best,
Peter

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

Hi Barbara,

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

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

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

Prerequisite(s): fourth-year Honours standing or permission of the Department.

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

Please let me know if you need additional information.

Many thanks,

Elinor

_____

TSE (John Buschek)

[24 July]
Hi Barbara,

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

John

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 20, 2020

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

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

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

Recommendation

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

- o Minor in the Environmental and Climate Humanities (EACH)

This is a formal notification for your records.

New Course Proposal

Date 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

Effective Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	NEUR
Course Number	4906
Title	Translational Approach to Indigenous Community Wellness
Title (short)	Indigenous Community Wellness

Faculty	Faculty of Science
Academic Unit	Department of Neuroscience
Credit Value	1.0
Significant Experiential Learning	Field Experience
Course Description	This course involves co-developing an Indigenous community-led process or product that addresses a current and specific mental health issue. Involves working in interdisciplinary groups with a community partner.
Prerequisite(s)	Fourth-year standing with a minimum CGPA of 9.0 AND a grade of A- or higher in one of NEUR 3401, 3402 or 3403 AND permission of instructor.
Class Format	Seminars or workshops three hours a week. A field trip to the partner community is typically required.
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	*Capstone
	*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.

Rationale for 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.
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 ChairDir UG as per previous approval. **sarahcleary (12/08/20 3:55 pm):** Removed advise from the prerequisite statement.

Key: 10169
Preview Bridge
Why Did This Not Sync?

Preview Bridge

February 4, 2021

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

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

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

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

Dr. Kahente Horn-Miller, Kanienkehaka (Mohawk)

Assistant Vice President, Indigenous Initiatives
Office of the Provost and Vice-President, (Academic)
Carleton University
Kahente.hornmiller@carleton.ca

Canada's Capital University

<u>STATEMENT OF SUPPORT</u>

December 12, 2020

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

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

[X] I support this change unconditionally.

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

Date Submitted: 10/20/20 10:18 am

Viewing: **HBS-6EA : Neuroscience and Mental Health B.Sc. Honours**

Last approved: 04/12/17 5:53 pm

Last edit: 01/08/21 3:21 pm

Last modified by: sarahcleary

Changes proposed by: ryanmackay

In Workflow

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

Approval Path

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

History

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

Calendar Pages Using this Program	Neuroscience

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: 5.5

NEUR 1202 [0.5]	Neuroscience of Mental Health and Psychiatric Disease
NEUR 1203 [0.5]	Neuroscience of Mental Health and Neurological Disease
NEUR 2001 [0.5]	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: 1.0

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

3. 1.5 credit from: 1.5

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: 0.5

NEUR 4301 [0.5]	Neurobiology of Energy Homeostasis
NEUR 4302 [0.5]	Sex and the Brain
NEUR 4303 [0.5]	Indigenous Health & Mental Health

NEUR 4305 [0.5]	Immune-Brain Interactions	
NEUR 4306 [0.5]	The Neural Basis of Addiction	
NEUR 4600 [0.5]	Advanced Lab in Neuroanatomy	

5. 0.5 credit from: 0.5

NEUR 4200 [0.5]	Seminar on Current Advances in Neuroscience
NEUR 4202 [0.5]	Seminar on Current Research in Neuroscience and Psychiatric Disease
NEUR 4203 [0.5]	Seminar on Current Research in Neuroscience and Clinical Neurology

6. 1.0 credit from: 1.0

NEUR 4905 [1.0]	Honours Workshop
NEUR 4906 [0.0]	**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   0.5

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

8. 2.0 credits in: 2.0

CHEM 1001 [0.5]	General Chemistry I
CHEM 1002 [0.5]	General Chemistry II
PHYS 1007 [0.5]	Elementary University Physics I
PHYS 1008 [0.5]	Elementary University Physics II

9. 0.5 credit from: 0.5

MATH 1007 [0.5]	Elementary Calculus I
MATH 1107 [0.5]	Linear Algebra I

10. 1.0 credit in: 1.0

BIOL 2201 [0.5]	Cell Biology and Biochemistry
or BIOL 2200 [0.5]	Cellular Biochemistry
BIOL 2107 [0.5]	Fundamentals of Genetics

11. 1.0 credit in Science Continuation Courses   1.0

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

13. 3.0 credits in free electives.   3.0

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, team work, 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.

Key: 846

Community Engagement Minor

MEMORANDUM

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

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

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

Date: August 28, 2020

Subject: New Program Proposal – Minor in Community Engagement

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Program Description

a) <u>Description of the Concept for the New Program</u>

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

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sense of community among participating students and encourage them to approach the challenges of community-engaged learning and research collaboratively.

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

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

b) Principal Goals of the Program

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

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

c) Program Structure

The full proposed program structure for the calendar is in the Appendix below.

This initiative will introduce two new Sociology/Anthropology courses as well as draw on existing

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

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

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

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[1] They units and programs (and their faculty) are: Institute of African Studies (FASS and FPA); Institute of Criminology and Criminal Justice (FPA); Department of English Language and Literature (FASS); Department of Health Sciences (FS); Department of History (FASS); School of Industrial Design (FED); Department of Law and Legal Studies (FPA); Department of Philosophy (FASS); Department of Political Science (FPA); Department of Psychology (FASS); School of Indigenous and Canadian Studies (FASS); School of Linguistics and Language Studies (FASS); School of Social Work (FPA); School for Studies in Art and Culture (FASS); Pauline Jewett Institute of Women's and Gender Studies (FASS); Digital Humanities program (FASS); Global and International Studies program (FPA); Human Rights program (FASS); Journalism program (FPA); and Technology, Society, Environment Studies program (FS).

adding documents, reflections, etc. to their cuPortfolio based on the other courses they are doing for the minor (from Parts A and B). The faculty member will also periodically (once or twice a term) organize meetings and events for students progressing through the minor in order to continue to build and maintain a sense of community among the students in the minor.

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

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

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

Current International, National and Provincial Profile

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

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

Carleton's Department of Sociology and Anthropology is known across the country and internationally for engaged research and teaching, and for integrating research, teaching and community engagement.

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

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

Mission and Strategic Directions

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

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

are readily attainable within this minor.

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

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

Impact on Other Programs

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

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

Societal Need

"Engaging communities" has become a growing theme for many institutions around Canada and beyond, from federal agencies to non-governmental organizations, municipalities to multi-national corporations, universities to grassroots organizations. Yet, such "community engagement" is not a straight-forward affair, but rather involves a range of complicated and often contested negotiations through and across hierarchical social and power relations, conflicting interests, and an array of emotions and aspirations. While many students are involved in various forms of community engagement within and outside the university, and many more are interested in it, aside from those

who have taken a course such as SOCI 4170 (Community Engaged Sociology), they are not necessarily equipped with the depth of knowledge, conceptual understandings, and mentored experiences to better understand the promises and potentials of such forms of engagements and to thoughtfully and carefully work through multiple ethical and political issues in which such efforts are entangled.

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

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

Student Demand

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

There is strong student enrollment in many of the departmental courses that are part of the "Engaging the Community" courses (Part A). SOCI 4170, Community Engaged Sociology, has run twice a year for the last three years and on average it has had an enrollment of 21.5 students each time. Interest and enrollment have grown substantially and the winter 2020 section was full at 25 students, with some students on a waiting list. For the coming academic year, currently the fall term and winter term sections are both full at 25 students (we will be in discussions with the FASS Dean about adding another section of SOCI 4170 in Fall, Winter or Spring term; regardless, there are numerous other courses students in the minor can use to satisfy the requirement for 1.0 credits of "Engaging the Community" courses – see section 3 of the appendix). The proposed Sociology 3950, Practicum Placement in Sociology, was piloted as a Selected Topics course in the Winter term of 2020 and had 7 students flourish in 7 diverse community-based practica. We will be growing the Sociology practicum course further this year. The proposed Anthropology course, 4100 Engaged Ethnographic Field Course, was offered as a Selected Topics course (with a focus on digital ethnography) in the Spring and had 19 students in it. Seeing the success with the Sociology practicum, and recognizing that ANTH 4000, Field

Placement in Anthropology, has had few students registered in it for the last ten years, once there was no longer a faculty member directly assigned to developing practica, for 2020-21 we now have a faculty member responsible for renewing and recruiting for the course and we anticipate many more students will register for it.

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

Resources

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

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

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

Library resources:
No additional library resources should be necessary.

Space:
Students in the minor would be welcomed to use space in the Department of Sociology and Anthropology, including the student lounge. We anticipate that the numerous events organized by our Department's faculty and students working with community members will be of interest to students in the minor. We also will be promoting talks concerning community engagement organized by other Carleton units, CCEP, and within the wider Ottawa-Gatineau community.

Equipment:
No additional equipment will be necessary.

Graduate student funding
N/A

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

Appendix

Minor in Community Engagement (4.0 credits)

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

Requirements:

1. 0.5 credit from: 0.5

ANTH 2180 [0.0] Foundations in Community Engagement

SOCI 2180 [0.0] Foundations in Community Engagement

2. 0.5 credit from: 0.5

ANTH 4171 [0.0] Community Engagement Capstone

SOCI 4171 [0.0] Community Engagement Capstone

3. 1.0 credit from Engaging the Community courses: 1.0

AFRI 3900 [0.5] Placement

ANTH 4000 [0.5] Field Placement in Anthropology

ANTH 4100 [0.0] Ethnographic Field Course

ARTH 3701 [0.5] Art and Architecture on Site

ARTH 4701 [0.5] Art and Architecture on Site

CDNS 1101 [0.5] Ottawa: Exploring National Institutions

CDNS 4800 [1.0] Internship Practicum

CRCJ 3901 [1.0] Practicum in Criminology I

CRCJ 3902 [1.0] Practicum in Criminology II

DIGH 4005 [0.5] Digital Humanities Practicum

ENST 4450 [0.0] Community-Engaged Research

GEOG 3030 [0.5] Regional Field Excursion

GEOG 4000 [0.5] Field Studies

GEOG 4450 [0.0]   Community-Engaged Research

GINS 3100 [0.5]   Global and International Group Project

GINS 3200 [0.5]   Experiential Learning Abroad

GINS 3900 [0.5]   International Placement

GINS 3901 [1.0]   International Placement

GINS 3930 [0.5]   Carleton International Placement

GINS 3931 [1.0]   Carleton International Placement

HLTH 4909 [1.0]   Capstone Course – Field Placement and Research Project

HIST 3807 [0.5]   Practicum in History

HIST 3815 [0.5]   Group Practicum

HUMR 4905 [0.5] Practicum Placement in Human Rights I

INDG 4001 [0.5]   Indigeneity in the City

INDG 4015 [0.5]   Land as a Relation

INDG 4020 [0.5]   Practicum

LAWS 4905 [1.0]   Full-Year Service Learning Placement

MPAD 3002 [0.5]   Civic Engagement and Public Institutions I

MPAD 3003 [0.5]   Civic Engagement and Public Institutions II: Minor Design Project

PHIL 2320 [0.0]   Children, Literature, and Philosophy

PSCI 3906 [1.0]   Full-Year Political Science Internship

PSCI 3907 [0.5]   One-Term Political Science Internship

PSYC 3901 [0.5]   Practicum in Psychology

PSYC 3902 [0.5]   Practicum in Psychology

PSYC 3905 [1.0]   Practicum in Psychology

PSYC 4330 [1.0]   Community Mental Health and Well-Being

SOCI 3950 [0.0]   Practicum Placement in Sociology

SOCI 4170 [0.5]   Community-Engaged Sociology

WGST 4800 [0.5]   Women's and Gender Studies Practicum

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

4. 2.0 credits from Critically Understanding Communities courses: 2.0

AFRI 3100 [0.5]   African Studies Abroad: Selected Topics

ANTH 2020 [0.5]   Race and Ethnicity

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

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

ANTH 3005 [0.5]   Ethnographic Research Methods

ANTH 3020 [0.5]   Studies in Race and Ethnicity

ANTH 3025 [0.5]   Anthropology and Human Rights

ANTH 3310 [0.5]   Studies in Medical Anthropology

ANTH 3355 [0.5]   Anthropology and the Environment

ANTH 3580 [0.5]   Anthropology of Material Culture and Museums

ANTH 3600 [0.5]   Studies in Anthropology and Indigenous Peoples

ANTH 3800 [0.5]   Studies in Applied and Participatory Anthropology

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

ANTH 4610 [0.5]   Advanced Studies in Indigenous Peoples

ANTH 4730 [0.5]   Colonialism and Post-Colonialism

ALDS 3205 [0.5]   English as a Global Language

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

CRST 2001 [0.0]   Introduction to Critical Race Studies

DIGH 3814 [0.5]   Crafting Digital History

DBST 2001 [0.5]   Disabling Society

DBST 3001 [0.5]   Disability Studies: Policy and Activism

ENGL 3608 [0.0]   Topics in Theatre Management

ENGL 3920 [0.5]   Literary Ecological Fieldwork

ENST 2001 [0.5]   Sustainable Futures: Environmental Challenges and Solutions

FILM 2204 [0.5]   Indigenous Cinema and Media

FYSM 1212 [0.5]   Contemporary Moral, Social, and Religious Issues

GEOG 2023 [0.5]   Cities, Inequality and Urban Change

GEOG 2300 [0.5]   Space, Place and Culture

GEOG 2500 [0.5]   Climate Change: Social Science Perspectives

GEOG 3021 [0.5]   Geographies of Culture and Identity

GEOG 3023 [0.5]   Cities in a Global World

GEOG 3206 [0.5]   Health, Environment, and Society

GEOG 3404 [0.5]   Geographies of Economic Development

GEOG 3501 [0.5]   Geographies of the Canadian North

GEOG 4021 [0.5]   Seminar in Culture, Identity and Place

GEOG 4022 [0.5]   Seminar in People, Resources and Environmental Change

GEOG 4323 [0.5]   Urban and Regional Planning

GINS 3300 [0.5]   Global and International Studies Abroad: Selected Topics

HLTH 2003 [0.5]   Social Determinants of Health

HLTH 3101 [0.5]   Global Health

HLTH 3102 [0.5]   Indigenous Health in a Global World

HIST 2811 [0.5]   Public History from Memory to Museums

HIST 3814 [0.5]   Crafting Digital History

HUMR 3504 [0.5] Public Health and Human Rights

INDG 3001 [0.5]   Indigenous Governance

INDG 3011 [0.5]   Indigenous Rights, Resistance, and Resurgence

IDES 2600 [0.5]   Human Factors/Ergonomics in Design

IDES 3107 [0.5]   Design and Sustainability

IDES 3601 [0.5]   Research for Design

LAWS 2105 [0.5]   Social Justice and Human Rights

LAWS 3307 [0.5]   Youth and Criminal Law

LAWS 3503 [0.5]   Equality and Discrimination

LAWS 3504 [0.5]   Law and Aboriginal Peoples

LAWS 3800 [0.5]   Law of Environmental Quality

LAWS 4001 [0.5]   Law, Family and Gender

LAWS 4305 [0.5]   Criminal Justice Reform

LAWS 4311 [0.5]   Human Rights in Canadian Prisons

LAWS 4503 [0.5]   Law, Disability and Society

LAWS 4504 [0.5]   Indigenous Criminal Justice

LAWS 4603 [0.5]   Transitional Justice

LAWS 4607 [0.5]   Immigration and Refugee Law

LAWS 4800 [0.5]   Environment and Social Justice

MUSI 2008 [0.5]   Music of the World's Peoples

MUSI 3103 [0.5]   Music in Canada

MUSI 3302 [0.5]   Music and Gender I

MUSI 4102 [0.5]   Theory and Methods in Ethnomusicology

MUSI 4103 [0.5]   Ethnomusicology of Canadian Traditions

MUSI 4104 [0.5]   First Peoples Music in Canada

MUSI 4303 [0.5]   Music and Gender II

MUSI 4306 [0.5]   Music and Wellbeing in a Global Context

PIPS 3000 [0.5]   Site-Specific Performance

PHIL 1550 [0.5]   Introduction to Ethics and Social Issues

PHIL 2103 [0.5]   Philosophy of Human Rights

PHIL 2306 [0.5]   Philosophy and Feminism

PHIL 2307 [0.5]   Gender and Philosophy

PHIL 2380 [0.5]   Introduction to Environmental Ethics

PHIL 3340 [0.5]   Topics in Contemporary Social and Political Philosophy

PHIL 3350 [0.5]   Philosophy, Ethics, and Public Affairs

PHIL 3360 [0.5]   Philosophy, Economics, and Public Policy

PHIL 3380 [0.5]   Environments, Technology and Values

PSCI 2500 [0.5]   Gender and Politics

PSCI 3006 [0.5]   Social Power in Canadian Politics

PSYC 2301 [0.5]   Introduction to Health Psychology

SXST 2101 [0.5]   Sexuality Studies: A Critical Introduction

SXST 2102 [0.5]   Sexuality, Gender, and Security

SXST 4104 [0.5]   Sexuality and Political Economy

SOWK 2005 [0.5]   Values and Ethics for Social Work

SOWK 2203 [0.5]   Introduction to Social Work Practice with Groups and Communities

SOWK 3207 [0.5]   Human Rights Practice in Civil Society

SOWK 4000 [0.5]   Social Work and Indigenous Peoples

SOWK 4003 [0.5]   Advanced Social Work Practice with Communities

SOCI 2010 [0.5]   Critical Approaches to Economic Inequality

SOCI 2020 [0.5]   Race and Ethnicity

SOCI 2030 [0.5]   Work, Industry and Occupations

SOCI 2040 [0.5]   Food, Culture and Society

SOCI 2043 [0.5]   Sociology of the Family

SOCI 2045 [0.5]   Gender and Society

SOCI 2080 [0.0]   Humans/Animals: the More-than-Human in Social Research

SOCI 2170 [0.5]   Foundations in Social Justice

SOCI 2450 [0.5]   Crime and Society

SOCI 2702 [0.5]   Power and Social Change

SOCI 2705 [0.5]   Popular Culture in the Digital Age

SOCI 3010 [0.5]   Power, Oppression and Resistance

SOCI 3019 [0.5]   Sociology of International Migration

SOCI 3020 [0.5]   Studies in Race and Ethnicity

SOCI 3030 [0.5]   Studies in Work, Industry and Occupations: Authority and Expertise

SOCI 3038 [0.5]   Studies in Urban Sociology

SOCI 3040 [0.5]   Studies in the Sociology of Gender

SOCI 3044 [0.5]   Sociology of Sex and Sexuality

SOCI 3050 [0.5]   Studies in the Sociology of Health

SOCI 3055 [0.5]   Studies in Addictions

SOCI 3056 [0.5]   Women and Health

SOCI 3060 [0.5]   Critical Disability Studies

SOCI 3170 [0.5]   Social Justice in Action

SOCI 3300 [0.5]   Studies in the Sociology of Education

SOCI 3430 [0.5]   Studies in Collective Action and Social Movements

SOCI 3480 [0.5]   Law and Social Regulation

SOCI 4040 [0.5]   Feminist Sociology of Intersectionality

SOCI 4730 [0.5]   Colonialism and Post-Colonialism

TSES 3001 [0.5]   Technology-Society Interactions

TSES 4006 [0.5]   Technology and Society: Work

WGST 2801 [0.5] Activism, Feminisms, and Social Justice

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

Total Credits   4.0

New Program Proposal

Date 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):

Approved for SOAN
ChairDir UG

9. 12/08/20 9:59 am
Peter Thompson
(peterthompson):
Approved for AS Dean

10. 12/08/20 8:37 pm
Peter Thompson
(peterthompson):
Approved for AS FCC

11. 12/08/20 8:42 pm
Peter Thompson
(peterthompson):
Approved for AS FBoard

12. 12/09/20 3:37 pm
Sarah Cleary
(sarahcleary): Approved
for PRE SCCASP

Effective Date	2021-22
Workflow	majormod
Program Code	TBD-2033
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Degree	Not Applicable
Title	Minor in Community Engagement

Program Requirements

Minor in Community Engagement (4.0 credits)

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

Requirements:

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

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

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

AFRI 3900 [0.5]   **Placement**
ANTH 4000 [0.5]   **Field Placement in Anthropology**
ANTH 4100 [0.0]   **Ethnographic Field Course**
ARTH 3701 [0.5]   **Art and Architecture on Site**
ARTH 4701 [0.5]   **Art and Architecture on Site**
CDNS 1101 [0.5]   **Ottawa: Exploring National Institutions**
CDNS 4800 [1.0]   **Internship Practicum**
CRCJ 3901 [1.0]   **Practicum in Criminology I**
CRCJ 3902 [1.0]   **Practicum in Criminology II**
DIGH 4005 [0.5]   **Digital Humanities Practicum**
ENST 4450 [0.0]   **Community-Engaged Research**
GEOG 3030 [0.5]   **Regional Field Excursion**
GEOG 4000 [0.5]   **Field Studies**
GEOG 4450 [0.0]   **Community-Engaged Research**
GINS 3100 [0.5]   **Global and International Group Project**
GINS 3200 [0.5]   **Experiential Learning Abroad**
GINS 3900 [0.5]   **International Placement**
GINS 3901 [1.0]   **International Placement**
GINS 3930 [0.5]   **Carleton International Placement**
GINS 3931 [1.0]   **Carleton International Placement**
HIST 3807 [0.5]   **Practicum in History**
HIST 3815 [0.5]   **Group Practicum**
HLTH 4909 [1.0]   **Capstone Course – Field Placement and Research Project**
HUMR 4905 [0.5]   **Practicum Placement in Human Rights I**
INDG 4001 [0.5]   **Indigeneity in the City**
INDG 4015 [0.5]   **Land as a Relation**
INDG 4020 [0.5]   **Practicum**
LAWS 4905 [1.0]   **Full-Year Service Learning Placement**
MPAD 3002 [0.5]   **Civic Engagement and Public Institutions I**
MPAD 3003 [0.5]   **Civic Engagement and Public Institutions II: Minor Design Project**
PHIL 2320 [0.0]   **Children, Literature, and Philosophy**
PSCI 3906 [1.0]   **Full-Year Political Science Internship**
PSCI 3907 [0.5]   **One-Term Political Science Internship**
PSYC 3901 [0.5]   **Practicum in Psychology**
PSYC 3902 [0.5]   **Practicum in Psychology**
PSYC 3905 [1.0]   **Practicum in Psychology**
PSYC 4330 [1.0]   **Community Mental Health and Well-Being**
SOCI 3950 [0.0]   **Practicum Placement in Sociology**
SOCI 4170 [0.5]   **Community-Engaged Sociology**
WGST 4800 [0.5]   **Women's and Gender Studies Practicum**
WGST 4801 [1.0]   **Women's and Gender Studies Practicum**

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

AFRI 3100 [0.5]   **African Studies Abroad: Selected Topics**
ALDS 3205 [0.5]   **English as a Global Language**
ANTH 2020 [0.5]   **Race and Ethnicity**
ANTH 2080 [0.5]   **Humans/Animals: the More-than-Human in Social Research**

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

ANTH 3005 [0.5]   Ethnographic Research Methods

ANTH 3010 [0.5]   Language, Culture, and Globalization

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

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

CRST 2001 [0.0]   Introduction to Critical Race Studies

DBST 2001 [0.5]   Disabling Society

DBST 3001 [0.5]   Disability Studies: Policy and Activism

DIGH 3814 [0.5]   Crafting Digital History

ENGL 3608 [0.0]   Topics in Theatre Management

ENGL 3920 [0.5]   Literary Ecological Fieldwork

ENST 2001 [0.5]   Sustainable Futures: Environmental Challenges and 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

HIST 2811 [0.5]   Public History from Memory to Museums

HIST 3814 [0.5]   Crafting Digital History

HLTH 2003 [0.5]   Social Determinants of Health

HLTH 3101 [0.5]   Global Health

HLTH 3102 [0.5]   Indigenous Health in a Global World

HUMR 3504 [0.5]   Public Health and Human Rights

IDES 2600 [0.5]   Human Factors/Ergonomics in Design

IDES 3107 [0.5]   Design and Sustainability

IDES 3601 [0.5]   Research for Design

INDG 3001 [0.5]   Indigenous Governance

INDG 3011 [0.5]   Indigenous Rights, Resistance, and Resurgence

LAWS 2105 [0.5]   Social Justice and Human Rights
LAWS 3307 [0.5]   Youth and Criminal Law
LAWS 3503 [0.5]   Equality and Discrimination
LAWS 3504 [0.5]   Law and Aboriginal Peoples
LAWS 3800 [0.5]   Law of Environmental Quality
LAWS 4001 [0.5]   Law, Family and Gender
LAWS 4305 [0.5]   Criminal Justice Reform
LAWS 4311 [0.5]   Human Rights in Canadian Prisons
LAWS 4503 [0.5]   Law, Disability and Society
LAWS 4504 [0.5]   Indigenous Criminal Justice
LAWS 4603 [0.5]   Transitional Justice
LAWS 4607 [0.5]   Immigration and Refugee Law
LAWS 4800 [0.5]   Environment and Social Justice
MUSI 2008 [0.5]   Music of the World's Peoples
MUSI 3103 [0.5]   Music in Canada
MUSI 3302 [0.5]   Music and Gender I
MUSI 4102 [0.5]   Theory and Methods in Ethnomusicology
MUSI 4103 [0.5]   Ethnomusicology of Canadian Traditions
MUSI 4104 [0.5]   First Peoples Music in Canada
MUSI 4303 [0.5]   Music and Gender II
MUSI 4306 [0.5]   Music and Wellbeing in a Global Context
PHIL 1550 [0.5]   Introduction to Ethics and Social Issues
PHIL 2103 [0.5]   Philosophy of Human Rights
PHIL 2306 [0.5]   Philosophy and Feminism
PHIL 2307 [0.5]   Gender and Philosophy
PHIL 2380 [0.5]   Introduction to Environmental Ethics
PHIL 3340 [0.5]   Topics in Contemporary Social and Political Philosophy
PHIL 3350 [0.5]   Philosophy, Ethics, and Public Affairs
PHIL 3360 [0.5]   Philosophy, Economics, and Public Policy
PHIL 3380 [0.5]   Environments, Technology and Values
PIPS 3000 [0.5]   Site-Specific Performance
PSCI 2500 [0.5]   Gender and Politics
PSCI 3006 [0.5]   Social Power in Canadian Politics
PSYC 2301 [0.5]   Introduction to Health Psychology
SOCI 2010 [0.5]   Critical Approaches to Economic Inequality
SOCI 2020 [0.5]   Race and Ethnicity
SOCI 2030 [0.5]   Work, Industry and Occupations
SOCI 2040 [0.5]   Food, Culture and Society
SOCI 2043 [0.5]   Sociology of the Family
SOCI 2045 [0.5]   Gender and Society
SOCI 2080 [0.0]   Humans/Animals: the More-than-Human in Social Research
SOCI 2170 [0.5]   Foundations in Social Justice
SOCI 2450 [0.5]   Crime and Society
SOCI 2702 [0.5]   Power and Social Change
SOCI 2705 [0.5]   Popular Culture in the Digital Age
SOCI 3010 [0.5]   Power, Oppression and Resistance

SOCI 3019 [0.5]	**Sociology of International Migration**
SOCI 3020 [0.5]	**Studies in Race and Ethnicity**
SOCI 3030 [0.5]	**Studies in Work, Industry and Occupations: Authority and Expertise**
SOCI 3038 [0.5]	**Studies in Urban Sociology**
SOCI 3040 [0.5]	**Studies in the Sociology of Gender**
SOCI 3044 [0.5]	**Sociology of Sex and Sexuality**
SOCI 3050 [0.5]	**Studies in the Sociology of Health**
SOCI 3055 [0.5]	**Studies in Addictions**
SOCI 3056 [0.5]	**Women and Health**
SOCI 3060 [0.5]	**Critical Disability Studies**
SOCI 3170 [0.5]	**Social Justice in Action**
SOCI 3300 [0.5]	**Studies in the Sociology of Education**
SOCI 3430 [0.5]	**Studies in Collective Action and Social Movements**
SOCI 3480 [0.5]	**Law and Social Regulation**
SOCI 4040 [0.5]	**Feminist Sociology of Intersectionality**
SOCI 4730 [0.5]	**Colonialism and Post-Colonialism**
SOWK 2005 [0.5]	**Values and Ethics for Social Work**
SOWK 2203 [0.5]	**Introduction to Social Work Practice with Groups and Communities**
SOWK 3207 [0.5]	**Human Rights Practice in Civil Society**
SOWK 4000 [0.5]	**Social Work and Indigenous Peoples**
SOWK 4003 [0.5]	**Advanced Social Work Practice with Communities**
SXST 2101 [0.5]	**Sexuality Studies: A Critical Introduction**
SXST 2102 [0.5]	**Sexuality, Gender, and Security**
SXST 4104 [0.5]	**Sexuality and Political Economy**
TSES 3001 [0.5]	**Technology-Society Interactions**
TSES 4006 [0.5]	**Technology and Society: Work**
WGST 2801 [0.5]	**Activism, Feminisms, and Social Justice**

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

Total Credits   4.0

New 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.

Key: 2033

peterthompson (10/15/20 12:15 pm): Rollback: To add new course.
sarahcleary (12/08/20 9:43 am): Section 3 and 4 - rearranged courses in alpha numeric order.

Key: 2033

New Course Proposal

Date 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

Effective Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ANTH
Course Number	4171
Title	Community Engagement Capstone
Title (short)	Community Engagement Capstone

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Credit Value	0.50
Significant Experiential Learning	Industry/Community Research Projects
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	

Grade Mode	Standard Letter Grade
Schedule Type	*Capstone
	*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 for proposed new minor in Community Engagement.
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 (10/09/20 10:54 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No action required on your part. **sarahcleary (10/09/20 10:56 am):** Approving on behalf of SOAN ChairDir UG. **sarahcleary (12/09/20 7:44 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No action required on your part. **sarahcleary (12/09/20 7:56 am):** Approving on behalf of SOAN ChairDir and AS Dean/AS FCC/AS FBoard as proposal was rolled back in error.

Key: 10096
Preview Bridge
Why Did This Not Sync?

Preview Bridge

New Course Proposal

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

Viewing: **SOCI 4171 : Community Engagement Capstone**

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

Changes proposed by: sarahcleary

Programs referencing this course

[Minor in Community Engagement](#)

In Workflow

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

Approval Path

1. 09/08/20 4:41 pm
   Blair Rutherford
   (blairrutherford):
   Approved for SOAN
   ChairDir UG
2. 10/07/20 3:02 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FCC
3. 10/23/20 1:52 pm
   Peter Thompson
   (peterthompson):
   Approved for AS FBoard
4. 12/09/20 7:41 am
   Sarah Cleary
   (sarahcleary): Rollback to
   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

Effective Date	2021-22
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	SOCI
Course Number	4171
Title	Community Engagement Capstone
Title (short)	Community Engagement Capstone
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Sociology and Anthropology
Credit Value	0.50
Significant Experiential Learning	Industry/Community Research Projects
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)	SOCI 2180 and fourth year standing or permission of the instructor.
Class Format	Lecture, discussion and project work three hours a week.
Precluded Courses	
Also listed as	ANTH 4171.
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	*Capstone
	*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 for proposed new minor in Community Engagement.

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.

Key: 10095
Preview Bridge
Why Did This Not Sync?

Preview Bridge

Minor in Community Engagement

Associated Minors

Course Code	Course Title
SOCI 2180	Foundations in Community Engagement
ANTH 2180	Foundations in Community Engagement

Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: November 11, 2020

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

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

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

Recommendation

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

- o   Minor in Community Engagement

This is a formal notification for your records.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X X] I support this change

unconditionally.

 [ ] I do not support this change.

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

Signature: *Nicolas Carrier*

Name: Nicolas Carrier

Title: Director

Academic unit:

Criminology &

Criminal Justice

Date: 2020-09-02

Notes: This is a fantastic and timely project, superbly crafted.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

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

Signature: _____

Name: Scott Mitchell

Title: Chair

Academic unit: Geography and Environmental Studies

Date: 25 August 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Shawn Graham

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

Humanities, College of the Humanities

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

Humanities

Date: August 24, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[X] I support this change

unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Janice Schroeder

Title: Associate Professor and Chair

Academic unit:

English

Date: Aug 25, 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: p r o p o s e d M i n o r i n C o m m u n i t y E n g a g e m e n t

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

[ ] I do not support this change.

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

Signature:

Name: 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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _Paul Mkandawire (signature)_

Name: PAUL MKANDAWIRE

Title: CO-DIRECTOR

Academic unit: IIS (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:

Name: Christine Duff

Title: Director

Academic unit:

Institute of African

Studies

Date: 28 August 2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: p r o p o s e d M i n o r i n C o m m u n i t y E n g a g e m e n t

[ ] I support this change unconditionally.

[ ] I do not support this change.

x I support this change, with the following reservations:

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

Signature:

Name: Bjarki Hallgrimsson

Title: Director/Associate Professor

Academic unit: School of Industrial Design
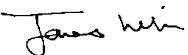
Date: Sep 2-2020

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: proposed Minor in Community Engagement

[x] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature: *Allan Thompson*

Name: Allan Thompson

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

head

Academic unit:

Journalism

Date: Sept. 8, 2020

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: proposed Minor in Community Engagement

[ ] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Vincent Kazmierski

Title: Chair

Academic unit: Departmen of Law and Legal Studies

Date: September 7, 2020

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: p r o p o s e d   M i n o r   i n   C o m m u n i t y   E n g a g e m e n t

[X] I support this change

unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Annie Larivée

Title: Chair

Academic unit: Philosophy Department

Date: 31-08-2020

Notes:

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _(signature)_

Name: E. Sloan

Title: Chair

Academic unit: Political Science

Date: 18 Aug 2020

Notes: It is possible not all PSCI electives indicated in this minor will be available every year.

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: 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:

Name: Brian Foss

Title: Director

Academic unit: SSAC

Date: 12/8/20

Notes:

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: proposed Minor in Community Engagement

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature:

Name: Anna Hoefnagels

Title: Director

Academic unit: School of Indigenous and Canadian Studies

Date: 25 August 2020

<u>STATEMENT OF SUPPORT FROM SISTER UNIT</u>

RE: proposed Minor in Community Engagement

[X] I support this change

unconditionally. [ ] I do not support this

change.

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

Signature:

Name: David Wood

Title: Professor, Director

Academic unit:

School of

Linguistics and

Language Studies

Date: August 31,

2020

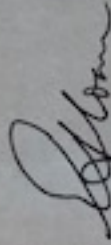Notes:

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.
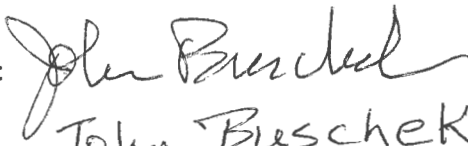
STATEMENT OF SUPPORT FROM SISTER UNIT

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

[X] I support this change unconditionally.

[ ] I do not support this change.

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

Signature: _Ann Cv_

Name: Ann Cvetkovich

Title: Professor + Director

Academic unit: Institute of Women's + Gender Studies

Date: Sept 2, 2020

Notes:

Date 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

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

History

Calendar Pages Using this Program	**Business**
Effective Date	2021-22
Workflow	**majormod** ~~minormod~~
Program Code	**MBE** ~~M1E~~
Level	Undergraduate
Faculty	Sprott 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:~~		~~0.5~~
~~BUSI 1003 [0.5]~~	~~Survey of Accounting~~	
~~2. 3.0 credits in:~~		~~3.0~~
~~BUSI 2121 [0.5]~~	~~Introduction to Organizational Behaviour~~	
~~BUSI 2204 [0.5]~~	~~Basic Marketing~~	

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

    BUSI 1801 [0.5]   **Foundations of Business**

    BUSI 2800 [0.5]   Entrepreneurship

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

    BUSI 3600 [0.5]   Entrepreneurial Strategies

    BUSI 3810 [0.5]   Business Development

    BUSI 3820 [0.5]   Practicum in Business Design

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

    BUSI 4810 [0.5]   Practicum in Business Creation

3. **1.0 credit in BUSI at the 2000-level or higher**   **1.0**

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

Total Credits   4.0

New Resources	No New Resources
Summary	Clarification of Minor name and replacing the intro BUSI courses with the Foundations in Business course
Rationale for change	The Minor in Business is increasing its flexibility and ability to provide a more bespoke opportunity for students interested in certain aspects of business as they pertain to their backgrounds.
Transition/Implementation	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.
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

Key: 518

MEMORANDUM

To: Senate Quality Assurance and Planning Committee (SQAPC)

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

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

Date: November 5, 2020

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

Modification Description

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

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

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

Design & Delivery

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

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

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

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

Core courses in current MBA *Delivery "blocks" in online MBA*

MGMT 5100	Managing People and Organizations	0.5	→	Unchanged	MGMT 5100	0.5
MKTG 5200	Marketing Strategy	0.5	→	Unchanged	MKTG 5200	0.5
STGY 5903	Strategic Concepts	0.5	→	Unchanged	STGY 5903	0.5
STGY 5900	Corporate and Business Strategy	0.5	→	Unchanged	STGY 5900	0.5
ACCT 5001	Financial Accounting	0.25	→	Paired	ACCT 5001 + ACCT 5002	0.5
ACCT 5002	Managerial Accounting	0.25				
FINA 5501	Financial Management	0.25	→	Paired	FINA 5501 + FINA 5502	0.5
FINA 5502	Corporate Finance	0.25				
IBUS 5701	International Business	0.25	→	Paired	IBUS 5701 + BUSI 5802	0.5
BUSI 5802	Business Ethics	0.25				
ITIS 5401	Managing Infosys in Organizations	0.25	→	Paired	ITIS 5401 + TOMS 5302	0.5
TOMS 5302	Operations Management	0.25				
BUSI 5801	Statistics for Business	0.25	→	Paired	BUSI 5801 + elective course	0.5

Current Financial Management concentration

ACCT 5011	Financial Statement Analysis	0.25
ACCT 5012	Performance Measurement	0.25
ACCT 5013	Financial Reporting in Public Orgs	0.25
ACCT 5014	Governance	0.25
FINA 5511	Investments	0.25
FINA 5514	International Finance	0.25
FINA 5512	Valuation	0.25
FINA 5513	Mergers and Acquisitions	0.25
FINA 5521	Financial Mgmt Integration	0.25

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

DATA 5000	Data Science Seminar	0.5
ITIS 5433	Business Analytics Methods	0.5
ITIS 5408	Social Analytics	0.5
ITIS 5431	Business Analytics for Managers	0.25
ITIS 5434	Data Visualization for Analytics	0.25
TOMS 5303	Managing Projects	0.25

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

MGMT 5120	Leading and Managing Change	0.5
MGMT 5111	Conflict and Negotiation	0.25
MGMT 5112	Power and Influence	0.25
MGMT 5113	Managing Teams	0.25
MGMT 5114	Managing Diversity	0.25
MGMT 5116	Managing Performance	0.25
MGMT 5117	Knowledge Management	0.25
MGMT 5115	Leadership	0.25

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:

Fall 1	Fall 2	Winter 1	Winter 2	Summer 1	Summer 2
Core course / block	Core course / block	Core course / block	Core course / block	Core course / block	Core course / block
Core course / block	Concentration 1	Core course / block	Concentration 1	Core course / block	Concentration 1
Concentration 1	Concentration 2	Concentration 1	Concentration 2	Concentration 1	Concentration 2*
Concentration 2	Concentration 3	Concentration 2	Concentration 3	Concentration 2	Concentration 3
Concentration 3		Concentration 3		Concentration 3	

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

Impact on Other Programs

Although it shares the same learning goals and degree credentials as Sprott's existing MBA offerings, we anticipate that the new online delivery mode will expand Sprott's reach across Canada and in

international markets. We do **not** expect it to cannibalize because existing offerings offer distinctive benefits that the online MBA will not.

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

Operational Impact

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

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

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

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

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

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

Student Demand

Many sources show evidence of growing general interest in online learning in Canada. There is particular demand for flexible, high-quality online MBA offerings that allow students to learn at their own pace, adjust to changing life circumstances, and learn from anywhere:

- The Higher Education Quality Council of Ontario notes that adult learners in Ontario have a high need to enhance their skills, but family and work responsibilities often limit their ability to participate in traditional face-to-face programs *(HEQCO, Lifelong Learning in Ontario)*.

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

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

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

Resources

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

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

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

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

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

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

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

Here is a summary of resource requirements:

a. *Faculty resources*: We intend to hire additional full-time faculty once the program is established and the level of demand is clear. However, in the first 2-3 years, additional teaching capacity required by the online MBA will be achieved by paying current faculty to teach overload or, where necessary, by hiring contract instructors. When a contract instructor is used, they will work closely with faculty who are already teaching the same MBA modules in our existing delivery modes.

b. *Contract instructors and course development costs:* The online MBA stream includes 9 core course blocks and 18 concentration/elective course blocks (3 concentrations × 6 blocks per concentration). Total estimated expenses for teaching (based on a course buy-out / contract instructor cost of $7,500 per 0.5 credit) are 27 × $7,500 = $202,500. We anticipate that course development costs in the first year will be roughly equivalent to the cost of teaching (i.e., an additional $202,500); thereafter we expect course development and improvement expenses equivalent to 20% of teaching costs.

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

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

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

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

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

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

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

New Course Proposal

Date 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

Course Number	3999
Title	Co-operative Work Term
Title (short)	Co-operative Work Term
Faculty	Faculty of Public Affairs
Academic Unit	Kroeger College of Public Affairs
Credit Value	0.0
Significant Experiential Learning	Co-op
Course Description	N/A
Prerequisite(s)	
Class Format	N/A
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	*Work Term
	*May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details.
Unpaid Placement	No
Summary	The Bachelor of Global and International Studies Program (BGInS) proposes to establish a Co-operative Education Program option for the BGInS degree. This cooperative education option will expand the academic opportunities and experiences of undergraduate majors admitted into the program and will help to attract excellent students to the BGInS Program.
	The BGInS Program proposes to make the Co-op Education Program option available to qualified students in the 2021-2022 academic year, with the possible first work term in Summer 2024. Students who are accepted into the co-op program will begin their work terms after the successful completion of the third year of study and must include three work terms in their academic studies to graduate with the co-operative education option.
	The co-op program will allow students to gain applied knowledge in the workplace in a variety of domestic governmental and industrial organizations, inside and outside of Ottawa.
Rationale for new course	We expect this to be a significant factor in attracting students to the program. The co-op program will also provide students with work experience and a more realistic understanding of job possibilities that will increase their likelihood of finding employment after graduation. We believe that the combination of the international experience requirement in the BGInS program, combined with domestic work experience in the Ottawa area, will produce graduates who will have an advantage in the job market for globally-oriented careers.

Course reviewer comments	**sarahcleary (09/03/20 8:00 am):** Rollback: Rollback for editing. **maryfrancoli (09/18/20 10:28 am):** Rollback: Rolling back as requested

Key: 10091
Preview Bridge
Why Did This Not Sync?

Preview Bridge

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
   (michellesantoianni):
   Rollback to Initiator
4. 06/22/20 9:50 am
   Michelle Santoianni
   (michellesantoianni):
   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

(juliawallace): Approved
for SCI FBoard

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

Faculty	Faculty of Science
Academic Unit	Institute for Environmental and Interdisciplinary Sciences
Credit Value	0.0
Significant Experiential Learning	Co-op
Course Description	
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	

Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	*Work Term
	*May constitute a major modification under Carleton's IQAP. Please consult https://carleton.ca/viceprovost/major-minor-modifications/ for more details.
Unpaid Placement	No
Summary	ISAP is a new program with co-op. Co-op course was not added when the original courses were added to the calendar
Rationale for new course	co-op course needed for when students begin work terms.

Course reviewer comments

naomicappuccino (01/24/20 8:36 am): Rollback: Rolling back per Pam's request
sarahcleary (01/28/20 9:10 am): Updated effective date to 2021-2022 as per AS Dean.
michellesantoianni (06/17/20 10:54 am): Rollback: unit correction
michellesantoianni (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.

Key: 9771
Preview Bridge
Why Did This Not Sync?

Preview Bridge

MEMORANDUM

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

From: Guy Lacroix, Department of Psychology

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

Date: September 2nd, 2020

Subject: Six Thematic Minors in Psychology (Track A2)
_____

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

Rational for the thematic minors

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

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

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

The thematic minors
The proposed thematic minors would be open to all undergraduate students in programs other than Psychology. All involve 4.0 credits in psychology. PSYC 1001, 1002, 2001, and 2002 are common to all the minors and provide the foundation. The remaining 2.0 credits give each thematic minor its flavor. It

should also be noted that the credits assigned to mandatory and optional courses are area-specific and reflect the importance of the different topics to each discipline.

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

Minor in Forensic Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		**2.0**
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.0 credits in:		**1.0**
PSYC 2400 [0.5]	Introduction to Forensic Psychology	
PSYC 3402 [0.5]	Criminal Behaviour	
3. 1.0 credits from:		**1.0**
PSYC 3403 [0.5]	Addiction	
PSYC 3404 [0.5]	Police Psychology	
PSYC 3604 [0.5]	Clinical Psychology and Mental Illness	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		
		4.0

Minor in Cognitive Psychology (4.0 credits)

Requirements:

1. **2.0 credits in:**		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. **1.5 credits in:**		1.5
PSYC 2307 [0.5]	Human Neuropsychology I	
PSYC 2700 [0.5]	Introduction to Cognitive Psychology	
PSYC 3702 [0.5]	Perception	
3. **0.5 credit from:**		0.5
PSYC 3307 [0.5]	Human Neuropsychology II	
PSYC 3506 [0.5]	Cognitive Development	
PSYC 3508 [0.5]	Child Language	
PSYC 3709 [0.5]	Language Processing and the Brain	
PSYC 3710 [0.5]	Introduction to Human Factors	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Developmental Psychology (4.0 credits)

Requirements:

1. **2.0 credits in:**		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	

Thematic minors —August 2020

PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 0.5 credit in:		0.5
PSYC 2500 [0.5]	Foundations of Developmental Psychology	
3. 1.5 credits from:		1.5
PSYC 3505 [0.5]	Exceptional Children	
PSYC 3506 [0.5]	Cognitive Development	
PSYC 3507 [0.5]	Social Development	
PSYC 3508 [0.5]	Child Language	
PSYC 3509 [0.5]	Adolescence and Emerging Adulthood	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Health Psychology (4.0 credits)

Requirements:

1. 2.0 credits in:		2.0
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. 1.5 credits in:		1.5
PSYC 2301 [0.5]	Introduction to Health Psychology	
PSYC 3302 [0.5]	Positive Psychology	

PSYC 3604 [0.5]	Clinical Psychology and Mental Illness	
3. 0.5 credit from:		0.5
PSYC 3301 [0.5]	Sport and Performance Psychology	
PSYC 3403 [0.5]	Addiction	
PSYC 3405 [0.5]	Psychology of Motivation and Emotion	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Minor in Organizational Psychology (4.0 credits)

Requirements:

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

Total Credits	**4.0**

Minor in Social Psychology and Personality (4.0 credits)

Requirements:

1. **2.0 credits in:**		**2.0**
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
PSYC 2001 [0.5]	Introduction to Research Methods in Psychology	
PSYC 2002 [0.5]	Introduction to Statistics in Psychology	
2. **1.0 credits in:**		**1.0**
PSYC 2100 [0.5]	Introduction to Social Psychology	
PSYC 2600 [0.5]	Introduction to the Study of Personality	
3. **1.0 credits from:**		**1.0**
PSYC 3104 [0.5]	Intergroup Relations: The Psychology of Conflict and Violence	
PSYC 3106 [0.5]	Close Relationships	
PSYC 3302 [0.5]	Positive Psychology	
PSYC 3405 [0.5]	Psychology of Motivation and Emotion	
PSYC 3603 [0.5]	Psychology of Women	
4. The remaining requirements of the major discipline(s) and degree must be satisfied.		
Total Credits		**4.0**

Impact on other programs

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

Societal needs

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

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

Resources

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

New Program Proposal

Date 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

Workflow	majormod
Program Code	N5A
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Cognitive Psychology

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: **2.0**

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

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

PSYC 2001 [0.5]   **Introduction to Research Methods in Psychology**

PSYC 2002 [0.5]   **Introduction to Statistics in Psychology**

2. 1.5 credits in: **1.5**

PSYC 2307 [0.5]   **Human Neuropsychology I**

PSYC 2700 [0.5]   **Introduction to Cognitive Psychology**

PSYC 3702 [0.5]   **Perception**

3. 0.5 credit from: **0.5**

PSYC 3307 [0.5]   **Human Neuropsychology II**

PSYC 3506 [0.5]   **Cognitive Development**

PSYC 3508 [0.5]   **Child Language**

PSYC 3709 [0.5]   **Language Processing and the Brain**

PSYC 3710 [0.5]   **Introduction to Human Factors**

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

Total Credits	4.0

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).

Rationale	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 11:03 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

sarahcleary (11/19/20 4:32 pm): Added "and Cognitive Science" as per discussion with G. Lacroix and P. Thompson.

Key: 2015

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

Program Requirements

Minor in Developmental Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

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

    PSYC 1001 [0.5]   **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:**   **0.5**

    PSYC 2500 [0.5]   **Foundations of Developmental Psychology**

3. **1.5 credits from:**   **1.5**

    PSYC 3505 [0.5]   **Exceptional Children**

    PSYC 3506 [0.5]   **Cognitive Development**

    PSYC 3507 [0.5]   **Social Development**

    PSYC 3508 [0.5]   **Child Language**

    PSYC 3509 [0.5]   **Adolescence and Emerging Adulthood**

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

Total Credits	4.0

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).

Rationale

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 11:19 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.

Key: 2016

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

Workflow	majormod
Program Code	N5D
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Forensic Psychology

Program Requirements

Minor in Forensic Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology and Criminology and Criminal Justice with Concentration in 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. **1.0 credits in:**   **1.0**

PSYC 2400 [0.5]	**Introduction to Forensic Psychology**
PSYC 3402 [0.5]	**Criminal Behaviour**

3. **1.0 credits from:**   **1.0**

PSYC 3403 [0.5]	**Addiction**
PSYC 3404 [0.0]	**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).

Rationale

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 11:30 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.

Key: 2014

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

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

Workflow	majormod
Program Code	N5C
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Health Psychology

Program Requirements

Minor in Health Psychology (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

1. 2.0 credits in: **2.0**

PSYC 1001 **[0.5]**	**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

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).

Rationale	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 N5C

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

Workflow	majormod
Program Code	N5E
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Organizational Psychology

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: **2.0**

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

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

   PSYC 2001 [0.5]   **Introduction to Research Methods in Psychology**

   PSYC 2002 [0.5]   **Introduction to Statistics in Psychology**

2. 1.0 credits in: **1.0**

   PSYC 2801 [0.5]   **Organizational Psychology I**

   PSYC 3801 [0.5]   **Organizational Psychology II**

3. 1.0 credits from: **1.0**

   PSYC 2100 [0.5]   **Introduction to Social Psychology**

   PSYC 2600 [0.5]   **Introduction to the Study of Personality**

   PSYC 3001 [0.5]   **Psychological Testing**

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

Total Credits   4.0

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).

Rationale

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 11:41 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 N5E

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

Workflow	majormod
Program Code	N5F
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Science
Academic Unit	Department of Psychology
Degree	Not Applicable
Title	Minor in Social Psychology and Personality

Program Requirements

Minor in Social Psychology and Personality (4.0 credits)

Open to all undergraduate students in programs other than Psychology.

Requirements:

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

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

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

   PSYC 2001 **[0.5]**   **Introduction to Research Methods in Psychology**

   PSYC 2002 **[0.5]**   **Introduction to Statistics in Psychology**

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

   PSYC 2100 **[0.5]**   **Introduction to Social Psychology**

   PSYC 2600 **[0.5]**   **Introduction to the Study of Personality**

3. **1.0 credits from:**   **1.0**

   PSYC 3104 **[0.5]**   **Intergroup Relations: The Psychology of Conflict and Violence**

   PSYC 3106 **[0.5]**   **Close Relationships**

   PSYC 3302 **[0.5]**   **Positive Psychology**

   PSYC 3405 **[0.5]**   **Psychology of Motivation and Emotion**

   PSYC 3603 **[0.5]**   **Psychology of Women**

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

Total Credits	4.0

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).

Rationale

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 11:49 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:

- o 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

Level	Undergraduate
Course Code	GEOG
Course Number	4450
Title	Community-Engaged Research
Title (short)	Community-Engaged Research

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Geography and Environmental Studies
Credit Value	0.50
Significant Experiential Learning	Industry/Community Research Projects
Course Description	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.
Prerequisite(s)	fourth-year standing, or permission of the department.
Class Format	Lectures, discussion and project work three hours a week
Precluded Courses	
Also listed as	ENST 4450
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Discussion Group Lecture *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	Introduce a 4th year community-engaged research course as an elective
Rationale for new course	To provide students with more opportunities for experiential learning and community-engaged research. If approved, this course would not be offered every year.

Course reviewer comments	**sarahcleary (10/09/20 11:01 am):** Rollback: Rollback to update to a major mod as per OVPAVPA. No action required on your part. **sarahcleary (10/09/20 11:03 am):** Approving on behalf of GEOG ChairDir UG.

Key: 10121
Preview Bridge
Why Did This Not Sync?

Preview Bridge

New Course Proposal

Date 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

Level	Undergraduate
Course Code	ENST
Course Number	4450
Title	Community-Engaged Research
Title (short)	Community-Engaged Research
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Geography and Environmental Studies
Credit Value	0.50
Significant Experiential Learning	Industry/Community Research Projects
Course Description	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.
Prerequisite(s)	fourth-year standing, or permission of the department
Class Format	Lectures, discussion and project work three hours a week.
Precluded Courses	
Also listed as	GEOG 4450
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Discussion Group Lecture *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	Introduce a 4th year community-engaged research course as an elective
Rationale for new course	To provide students with more opportunities for experiential learning and community-engaged research. If approved, this course would not be offered every year.
Course reviewer comments	**sarahcleary (10/09/20 10:58 am):** Rollback: Rollback to change to a major mod as per OVPAVPA. No action required on your part. **sarahcleary (10/09/20 11:00 am):** Approving on behalf of GEOG ChairDir UG.

Key: 10122
Preview Bridge
Why Did This Not Sync?

Preview Bridge