

DATE: November 30, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic), Chair, Senate Academic Program Committee

RE: 2019-20 Calendar Curriculum Proposals
Graduate Major Modifications



Background

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

Library Reports (as required)

In electronic communications dated November 1st, 6th & 7th, 2018 members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the 2019-20 major modifications included below.

Documentation

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

Omnibus Motion

In order to expedite business with the multiple major modifications that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the following 4 major modifications that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those major modifications that Senators agree can be covered by the omnibus motion.

THAT Senate approve the major modifications as presented below with effect from Fall 2019.

Major Modifications

1. Master of Social Work

CUCQA approval: November 14, 2018

SCCASP approval: November 20, 2018

SAPC Motion November 15, 2018

THAT SAPC recommends to Senate the approval of the major modification to the Master of Social Work program as presented with effect from Fall 2019.

Senate Motion November 30, 2018

THAT Senate approve the major modification to the Master of Social Work program as presented with effect from Fall 2019.

2. Master of Cognitive Science with specialization in Digital Humanities

CUCQA approval: November 14, 2018

SCCASP approval: November 20, 2018

SAPC Motion November 15, 2018

THAT SAPC recommends to Senate the approval of the introduction of the specialization in Digital Humanities to the Master of Cognitive Science program as presented with effect from Fall 2019.

Senate Motion November 30, 2018

THAT Senate approve the introduction of the specialization in Digital Humanities to the Master of Cognitive Science program as presented with effect from Fall 2019.

3. Master of Arts in Geography with specialization in Data Science

CUCQA approval: November 14, 2018

SCCASP approval: November 20, 2018

SAPC Motion November 15, 2018

THAT SAPC recommends to Senate the approval of the introduction of the specialization in Data Science to the Master of Arts in Geography program as presented with effect from Fall 2019.

Senate Motion November 30, 2018

THAT Senate approve the introduction of the specialization in Data Science to the Master of Arts in Geography program as presented with effect from Fall 2019.

4. Master of Business Administration with concentration in International Development Management and specialization in African Studies

CUCQA approval: November 14, 2018

SCCASP approval: November 20, 2018

SAPC Motion November 15, 2018

THAT SAPC recommends to Senate the approval of the deletion of the Master Business Administration with concentration in International Development Management and specialization in African Studies program as presented with effect from Fall 2019.

Senate Motion November 30, 2018

THAT Senate approve the deletion of the Master Business Administration with concentration in International Development Management and specialization in African Studies program as presented with effect from Fall 2019.

MEMORANDUM

To: Vice-Presidents' Academic and Research Committee

From: André Plourde, Dean of Faculty of Public Affairs
Matthias Neufang, Dean of Graduate and Postdoctoral Affairs

Date: May 30, 2018

Subject: **VPARC Executive Summary**
Master of Social Work Major Modifications

1. Program/Major Modification Overview

The major modifications proposed for the MSW program are being introduced to align the MSW with changes in our faculty, student body, social work education, and the field of social work. The program has been in its current form for about 25 years and has served the School well during that time. However, after our last cyclical program review and accreditation, it was clear that we needed to take this opportunity to reflect on the current state of the program, its strengths and its weaknesses. Over the past two years, the faculty at the School of Social Work have engaged in a comprehensive process of engaging community stakeholders, students, and faculty to review the existing program. The major modifications proposed here are a response to the findings of that evaluation process.

Over the past three decades, the structural approach to social work that originated at Carleton has been successfully integrated into progressive social work education programs across Canada and other schools of social work have also taken this approach to social work in new directions (critical social work, Indigenous social work, anti-racist social work). New faculty at the Carleton School of Social Work are bringing these innovations into the program and are diversifying the theoretical terrain upon which the School operates. One element of the major modifications suggested are to change the language and topics of courses to reflect the breadth of theoretical orientations at the school and align the program with trends and shifts in progressive social work education across the country. This includes, no longer separating policy and practice as two distinct fields of practice, but rather situating them as integrated modes of practice.

The major modifications also address the dramatic changes that have occurred in the profession over the past two decades. Specifically, much of the workplace training and professional development that used to be available to social workers in the workplace has been cut, requiring that some of the skills that the School traditionally relied on the workforce to support need to be integrated into the curriculum. As a result, the modifications increase the amount of the curriculum focused on skill development through the introduction of lab-based interpersonal practice class.

In addition to these changes, we have noticed a shift in our student body, many of our students are working, sometimes at full time jobs while trying to attend school full time, necessitating that we increase the flexibility of the program in order to respond to these changing realities and to make our program more accessible to these students. The major modifications that we propose provide students

with more choices around which courses they take, through 0.5-credit courses (rather than 1.0-credit courses), which increases the flexibility of the program. This allows students to design a program that meets their learning and employment goals whether they be in clinical social work, policy or research.

The major modifications foreground progressive approaches to social work in a manner that attends to preparing students for a broad range of field experiences. The goals of this program are to educate social work students to attend to the unequal social relations that underpin many individual problems while also offering them the professional skills required to work in today’s social service sector. Such a change sustains the long-term reputation of Carleton’s School of Social Work as a progressive school, committed to social justice, while also preparing students for the contemporary workplace.

The major modifications will help us meet the nine Learning Objectives outlined by our accreditation body the Canadian Association of Social Work Education, and the learning outcomes that we have under each objective. The added attention to Practice Skills at the introductory and advanced level, added courses on Indigenous Issues and an additional course on social work and social justice will significantly improve the program’s ability to facilitate students achieving the program level learning outcomes.

The major modifications do not shift the credit distribution between years in the program or the topics covered in each year. As a result, for the vast majority of our students who are in the program full time, they will take the original program in year one and move into the new program in year two. For the small number of students who are enrolled in the program part time, the transition will be a bit more complicated, but the program supervisor and administrator will provide each student with individual learning maps (which we already create for part time students) to support them through the transition. As the credit count stays the same in each year, this will involve replacing any incomplete courses from the original program with what is offered in their place in the second year.

Specifically, the revised foundation year program includes the removal of the required history course so that the direct intervention course can be expanded to a full 1.0 credit and an additional group work course. See table below:

Foundation Year

Current Courses	Planned	Nature of Change	Rationale
SOWK 5000 [0.5] Foundations in Structural Social Work	SOWK 5000 [0.5] Theoretical Foundations of Social Work: A Critical Perspective	Shift in title and content to integrate the existing theory course work into this course and broadening the content from a sole focus on structural social work to a comprehensive focus on critical perspectives	By deepening and broadening the theoretical content of this course we are able to introduce a group work course into the curriculum which has been identified as a key practice area by stakeholders. By broadening beyond only structural social work, students engage

			with more theories relevant to social work.
SOWK 5501 [0.5] Theories in Social Sciences and Social Work	Removed	This content will be integrated into SOWK 5000 [0.5]	Need to add courses that focus on specific modes of intervention to meet the needs of the profession.
SOWK 5502 [0.5] History of Social Welfare and Social Work	Becomes an elective	This course will be offered as an elective that students can take in the first or second year of the program.	The historical context of social work will be spread throughout courses allowing us to focus more content on preparing students for the field in term 2. For students who want a more in depth historical understanding of the profession, an elective is available.
SOWK 5608 [0.5] Community Work	Community Practice	Title change	Title reflects shifts in professional terminology
SOWK 5308 [1.0] Direct Intervention	SOWK 5001[1.0] Interpersonal Practice in Social Work: Knowledge, Skills and Practice. Change from 0.5 credit to 1.0 credit	SOWK 5308 is discontinued and is being replaced with SOWK 5001, which will incorporate and expand on the content of SOWK 5308.	The shift from SOWK 5308 to SOWK 5001 reflects stakeholder and student concerns that in the current curriculum they are not adequately prepared to enter field. The change in title is a more accurate and contemporary articulation of the content.
SOWK 5101 [0.5] Social Policy Analysis	SOWK 5003 [0.5] Policy Context of Social Work	SOWK 5101 is being discontinued and is being replaced with SOWK 5003.	This course change appeals to a greater number of students. Currently about 80% of our students are only interested in social work practice and 10% are only interested in policy, with 10% expressing interest in both fields. This new

			course reflects a change in approach to social policy so that the content is relevant to students who are interested in policy and practice. The new course will focus on policy relevance to all fields of practice.
n/a	SOWK 5004 [0.5] Group Work	New core course	Introducing core course in this important field of practice to align program with others across the country and meet needs of students and profession.
Practicum 1		Remains the same	An accreditation requirement.

Advanced Year Changes

The changes to the advanced year of the program shift from required full year courses (1.0 credit) to one intensive course (0.5 credit) and a series of 0.5 credit electives that students can choose from. This increases program flexibility and allows students to specialize or tailor their program to their individual learning needs and/or career goals.

Current Program	Planned Program	Nature of Changes	Rationale
SOWK 5306 [1.0] Advanced Theory of Social Administration and Social Policy	SOWK 5014 [0.5] Social Policy SOWK 5017 [0.5] Advanced Organizational Administration and Practice (as electives)	This 1.0-credit course is being split into two 0.5-credit courses that are two of a number of electives students can choose from.	Given the increase in competing student demands (i.e. paid work) and mental health issues, there are increasing numbers of students who are struggling to sustain registration in full year courses. By splitting the course in two, we provide students with greater flexibility in achieving their learning outcomes. Also, by shifting the structure of the program from required courses to a

			limited selection of electives, students can effectively tailor the curriculum to their learning needs.
SOWK 5307 [1.0] Advanced Theory of Direct Intervention	SOWK 5016 [0.5] Social Work Practice with Individuals and Families SOWK 5018 [0.5] Advanced Clinical Social Work Practice SOWK 5021 [0.5] Advanced Practice with Groups and Communities	This full year course has been split into three sub courses that cover components of the larger course and have become part of a series of electives that students can choose from.	Given the increase in competing student demands (i.e. paid work) and mental health issues, there are increasing numbers of students who are struggling to sustain registration in full year courses. By splitting the course in two, we provide students with greater flexibility in achieving their learning outcomes. Also, by shifting the structure of the program from required courses to a limited selection of electives, students can effectively tailor the curriculum to their learning needs.
SOWK 5405 [1.0] Research and Evaluation in Social Work	SOWK 5012 [0.5] Social Work Research Foundations	The required research credit will be reduced from 1.0 credit to 0.5 and will cover a range of research methods in social work rather than solely focusing on CBR. Students interested in further research courses will have the option of taking special topics courses focused on research in the school and/or research electives offered across the campus.	Given the increase in competing student demands (i.e. paid work) and mental health issues, there are increasing numbers of students who are struggling to sustain registration in full year courses. By shifting the required research course to 0.5 credit and allowing students interested in research to take another 0.5 credit in research electives, we provide students with greater flexibility in achieving their learning

			outcomes. Also, by shifting the structure of the program from required courses to electives, students can effectively tailor the curriculum to their learning needs.
n/a	SOWK 5015 [0.5] Indigenous Knowledge and Theory for Social Work	Addition to the program	Accreditation requirements have required that we increase the Indigenous content in the curriculum.
Existing List of Electives	Revised List of Electives		The electives in the program have been updated to reflect changes in the faculty complement and the field, and includes the addition of SOWK 5013 Community-Based Participatory Research.
	SOWK 5011 [0.5] Social Work and Social Justice	Course added to the program	A few years ago we added an intensive to the foundation year. This was an effective way to build a community of learners and was an effective strategy for students negotiating workload. We feel adding a similar intensive course at the advanced level would also help facilitate the advanced students' learning.
SOWK 5607 [2.0] Practicum II		Revision to description	An accreditation requirement that required some updating of the description for consistency

Thesis option, special topics, directed studies, independent research projects		All remain the same	
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2. Current International, National, and/or Provincial Profile

The major modifications proposed relating to changing our admission criteria from requiring a B in a 0.5-credit research methods course and a 0.5-credit research statistics course to requiring a 0.5 credit in one or the other aligns the admissions criteria more closely with those across the country. The current requirement for 1.0 credit in research and statistics courses was significantly above the requirements of many other programs and presented a barrier to students entering the program.

The major modification that increases the amount of curriculum time focused on interpersonal practice while diminishing the core research and history requirements of the program are also proposed to align our program with other similar social work programs across the country. The program will continue stand out in terms of the research and history electives that it offers.

Carleton's School of Social Work has, for the past three decades, claimed its distinctiveness as the invention of, and ongoing commitment to, structural social work. While this served the School very well for many decades, progressive social work education in Canada has embraced this approach and used it as the foundation for further innovation. In remaining fully committed the original version of structural social work, the School has not necessarily managed to be at the forefront of these innovations. This major modification will position the program clearly as continuing on the forefront of progressive social work education, but will no longer adhere solely to the Structural Approach. While the distinctiveness of the program is less singular, we feel this major modification will update our distinctiveness as being a leader in progressive social work education.

3. Mission and Strategic Directions

The modifications to our program furthers Carleton's SIP as many of the changes are in response to needs expressed in the social service sector. The MSW program also continues to have a significant experiential education component with 2.0 credits a year designated to a practicum and an elective that continues to offer students and opportunity to be involved in a community based participatory research project. The major modifications also increase our efforts to indigenize the curriculum by adding a course, *Indigenous Knowledge and Theory for Social Work*. Finally, the major modifications fit within Carleton's goal to strive for continuous improvement. Our master's program has remained largely unchanged for two and half decades and this update ensures that our graduate program responds to community and students needs in a changing world.

In terms of the strategic mandate agreement, we feel that these program modifications will help students to achieve the learning outcomes and improve their employability. This is because the changes were made in response to the concerns raised by students and stakeholders regarding how effectively the program was preparing graduates for the field. In this way, the modifications align with the Strategic Mandates commitment to enhancing professional development. The CU portfolio will remain central to the program, providing students with the opportunity to reflect on their learning. The new program will include lab work in the first year so that students can learn counselling skills in an experiential learning

environment. Changes made to the flexibility of the program were intended to improve access and equity for students who encounter health challenges, have disabilities and/or are facing economic situations that demand that they work significant hours while completing their degree.

4. Impact on Other Programs

For the most part our program has been quite isolated from other units on the campus. The modifications that we have proposed increase the opportunity for our students to engage in courses in other programs to learn about policy and research, while also opening up the possibility for other students to engage in our courses with the shift from full year core courses to half credit courses on a wide range of topics.

5. Students

The major modifications to the MSW program attend to the current reality that about 70% of our students apply for what we currently call our “direct intervention” stream; 20% of applicants state that they want to combine the policy and direct intervention streams and 10% are interested in the policy stream. The program redesign gives us greater program flexibility to meet the needs to the majority of our students, while providing options, drawing on our PhD courses and electives in other units across the university, to meet the needs of the smaller groups of students whose interests are in policy and research.

Through program review process, we held three town halls to receive input from students regarding what they would like to see in terms of modifications, and then what they thought about what we drafted. Over the past two years, six students were involved in the committee that did this work and the student association was involved in providing input and student feedback. Students, as a group, are in support of the program redesign.

The modifications will help students achieve their employment goals by offering more curricular content on building the practice skills they need for work in the social service sector. While this has resulted in the loss of some of the pure academic courses (i.e. history) in the cores of the program, it offers the School an interesting opportunity to integrate scholarly reflection and practice skill development whether that be in policy, clinical practice, community work or research. In increasing the flexibility of the program, students will also be able to tailor the program for their particular career goals, which will improve their employability.

Half of our students are full time in the one-year program. For these students the transition from the old program to the new program will be relatively simple, as they will be admitted directly into the new program. Students in the 2-year program will start in the old program and will transition over to the new program midway through their degree. The new program requirements can be used to map directly over the old program so that they can effectively remain in the structure that they had upon registration (i.e. two policy electives can be mapped onto the existing policy core course) or they can fully transition to the new program structure. We admit very few part time students (a maximum of three per year). We will work with each of these students to create an individualized learning plan. The new program will allow greater flexibility to meet the needs of these students so we anticipate that the transition will actually ease some of their struggles with the rigidity of the existing program structure.

Program Change Request

Date Submitted: 05/31/18 3:11 pm

Viewing: **MSW : Master of Social Work**

Last approved: 07/13/17 2:37 pm

Last edit: 09/18/18 5:33 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

1. **SOWK ChairDir GR**
2. **PA Dean**
3. **GRAD Dean**
4. **GRAD FCC**
5. **GRAD FBoard**
6. **CUCQA**
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. CalEditor

Approval Path

1. 08/27/18 5:24 pm
Hugh Shewell
(hughshewell): Approved
for SOWK ChairDir GR
2. 08/30/18 11:32 am
David Mendeloff
(davidmendeloff):
Approved for PA Dean
3. 09/13/18 2:13 pm
James Opp (jamesopp):
Approved for GRAD Dean
4. 09/18/18 5:31 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
5. 09/18/18 5:33 pm
Sandra Bauer
(sandrabauer): Rollback
to GRAD FCC for GRAD
FBoard
6. 10/12/18 3:07 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
7. 10/18/18 1:13 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

History

1. Jun 25, 2014 by sandra
2. Mar 5, 2015 by Karen Spencer (karens pencer)
3. Jun 15, 2015 by Sandra Bauer (sandr abauer)
4. May 8, 2017 by Sandra Bauer (sandr abauer)
5. May 8, 2017 by Sandra Bauer (sandr abauer)
6. May 8, 2017 by Sandra Bauer (sandr abauer)
7. Jul 12, 2017 by Sandra Bauer (sandr abauer)
8. Jul 13, 2017 by Sandra Bauer (sandr abauer)

Calendar Pages Using this Program [Social Work](#)

Effective Date	2019-20
Workflow	majormod minormod
Program Code	MSW
Level	Graduate
Faculty	Faculty of Public Affairs
Academic Unit	School of Social Work
Degree	Master of Social Work
Title	Master of Social Work

Program Requirements

Program Requirements

M.S.W. Social Work (11.0 credits)

Students admitted into the Foundation Year (first year of the two year MSW program) must complete the Foundation Year (**Year** ~~(year-I)~~) and the Advanced Year (**Year** ~~(year-II)~~) of the MSW program. Students admitted into the Advanced Year must only complete **Year** ~~year-II~~.

Requirements:

Foundation Year (Year I) Requirements (6.0 credits):

1. 6.0 credits in:

6.0

SOWK 5000 [0.5]	Theoretical Foundations of Social Work: A Critical Perspective
SOWK 5308 [0.5]	Direct Intervention
SOWK 5408 [0.0]	Course SOWK 5408 Not Found

SOWK 5001 [0.0]	Interpersonal Practice in Social Work: Ethics, Knowledge and Skills
SOWK 5003 [0.0]	Policy Context of Social Work
SOWK 5004 [0.0]	Group Work
SOWK 5606 [2.0]	Practicum I
SOWK 5608 [0.5]	Community Practice
SOWK 5501 [0.0]	Course SOWK 5501 Not Found

1.0 credit to be taken from graduate-level course offerings in the School
Advanced Year (Year II) Requirements (5.0 credits):

2. 1.0 credit in:		1.0
SOWK 5011 [0.0]	Social Work and Social Justice	
SOWK 5012 [0.0]	Social Work Research Foundations	
3. 2.0 credits from:		2.0
SOWK 5306 [0.0]	Course SOWK 5306 Not Found	
or SOWK 5307 [0.0]	Course SOWK 5307 Not Found	
SOWK 5405 [0.0]	Course SOWK 5405 Not Found	
3. 3.0 credits in:		3.0
SOWK 5014 [0.0]	Social Policy	
SOWK 5015 [0.0]	Indigenous Knowledge and Theory for Social Work	
SOWK 5016 [0.0]	Social Work Practice with Individuals and Families	
SOWK 5017 [0.0]	Advanced Organizational Administration and Practice	
SOWK 5018 [0.0]	Advanced Clinical Social Work Practice	
SOWK 5020 [0.0]	Social Work in Health Care Settings	
SOWK 5021 [0.0]	Advanced Social Work Practice with Groups and Communities	
SOWK 5302 [0.5]	Mental Health	
SOWK 5502 [0.5]	History of Social Welfare and Social Work	
SOWK 5700 [0.5]	Special Topics in Social Policy	
SOWK 5701 [0.5]	Special Topics in Direct Intervention	
SOWK 5702 [0.5]	Special Topics in Social Work	
SOWK 5703 [0.5]	Special Topics in Social Work	
3. 2.0 credits in:		2.0
a) Thesis pathway:		
SOWK 5909 [2.0]	Thesis	
and 1.0 credit in course work		
or		
b) Practicum pathway:		
SOWK 5607 [2.0]	Practicum II	
and 1.0 credit in course work		

Total Credits 11.0

For all course options listed above, a minimum of 1.0 credit to be taken from graduate-level Social Work course offerings, or with permission from the School of Social Work, a maximum of 1.0 credit may be taken outside the School of Social Work, and a maximum of 0.5 credit may be taken at the 4000-level.

All students in [SOWK 5903](#), [SOWK 5909](#), [SOWK 5606](#), [SOWK 5607](#) must maintain continuous registration until completion of the course in accordance with the General Regulations as stated in this calendar.

Part-Time Studies

The School offers part-time studies to a limited number of qualified candidates. The requirements for part-time studies are identical to those of the regular program, except that part-time students are limited to a maximum of 1.0 credit of course work per term.

Students registered on a part-time basis must maintain continuous registration for a minimum of two terms per year until all course requirements are completed.

In their first fall term, part-time students in the MSW Foundation Year (Year I) must register in **SOWK 5000** ~~SOWK 5000~~ and one of **SOWK 5003** of ~~SOWK 5501, SOWK 5502, SOWK 5308, SOWK 5408,~~ or **SOWK 5608**. ~~SOWK 5608~~. **In their second fall term, they must register for SOWK 5001.** Part-time students in the MSW Advanced Year (Year II) register in **SOWK 5011 and SOWK 5012** ~~SOWK 5306 or SOWK 5307~~ ~~plus an additional 0.5 credit of course work~~ in their first fall term.

Change of Status

Students contemplating changing their full-time or part-time status should consult the [General Regulations](#) section of this Calendar.

New Resources	No New Resources
Summary	A1 Major Modification of MSW. Modifications include changes to course offerings, titles and descriptions. Policy and practice formerly separated into distinct fields, will be integrated. Greater flexibility in course selection will be offered, including 0.5-credit rather than existing 1.0 credit courses.
Rationale for change	In response to last cyclical program review and accreditation, and after undertaking a comprehensive review involving stakeholders, students, and faculty. To better reflect the breadth of theoretical orientations at the school and to align the program with national trends in progressive social work education. Greater flexibility in course selection will enhance accessibility.
Transition/Implementation	Half of our students are full time in the one-year program. For these students the transition from the old program to the new program will be relatively simple, as they will be admitted directly into the new program. Students in the 2-year program will start in the old program and will transition over to the new program midway through their degree. The new program requirements can be used to map directly over the old program so that they can effectively remain in the structure that they had upon registration (i.e. two policy electives can be mapped onto the existing policy core course) or they can fully transition to the new program structure. We admit very few part time students (a maximum of three per year). We will work with each of these students to create an individualized learning plan. The new program will allow greater flexibility to meet the needs of these students so we anticipate that the transition will actually ease some of their struggles with the rigidity of the existing program structure.

Program reviewer comments	<p>davidmendeloff (08/30/18 11:31 am): Very light edit: Changed 3.a) "Thesis/course work option" and 3.b) "Practicum/course work option" to "Thesis/coursework option" and "Practicum/coursework option", respectively.</p> <p>jamesopp (09/12/18 3:11 pm): Update "option" to "pathway". Clarify some of the abbreviated words in summary & rationale.</p> <p>jamesopp (09/12/18 3:11 pm): Update "option" to "pathway". Clarify some of the abbreviated words in summary & rationale.</p> <p>jamesopp (09/12/18 3:12 pm): Update "option" to "pathway". Clarify some of the abbreviated words in summary and rationale.</p> <p>sandrabauer (09/13/18 1:46 pm): Edited summary and rationale for clarity</p> <p>sandrabauer (09/18/18 5:33 pm): Rollback: Accidentally sent forward one step too many</p>
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SOWK				
Code	Title	Status	Initiator	Received
SOWK 5000	SOWK 5000: Theoretical Foundations of Social Work: A Critical Perspective	Edited	karens Spencer	10/18/2018
SOWK 5001	SOWK 5001: Interpersonal Practice in Social Work: Ethics, Knowledge and Skills	Added	karens Spencer	10/18/2018
SOWK 5003	SOWK 5003: Policy Context of Social Work	Added	karens Spencer	10/18/2018
SOWK 5004	SOWK 5004: Group Work	Added	karens Spencer	10/18/2018
SOWK 5011	SOWK 5011: Social Work and Social Justice	Added	karens Spencer	10/18/2018
SOWK 5012	SOWK 5012: Social Work Research Foundations	Added	karens Spencer	10/18/2018
SOWK 5013	SOWK 5013: Community-Based Participatory Research	Added	karens Spencer	10/18/2018
SOWK 5014	SOWK 5014: Social Policy	Added	karens Spencer	10/18/2018
SOWK 5015	SOWK 5015: Indigenous Knowledge and Theory for Social Work	Added	karens Spencer	10/18/2018
SOWK 5016	SOWK 5016: Social Work Practice with Individuals and Families	Added	karens Spencer	10/18/2018
SOWK 5017	SOWK 5017: Advanced Organizational Administration and Practice	Added	karens Spencer	10/18/2018
SOWK 5018	SOWK 5018: Advanced Clinical Social Work Practice	Added	karens Spencer	10/18/2018
SOWK 5020	SOWK 5020: Social Work in Health Care Settings	Added	karens Spencer	10/18/2018
SOWK 5021	SOWK 5021: Advanced Social Work Practice with Groups and Communities	Added	karens Spencer	10/18/2018
SOWK 5101	SOWK 5101: Social Policy Analysis	Deleted	karens Spencer	10/18/2018
SOWK 5102	SOWK 5102: Political Economy of Health	Deleted	karens Spencer	10/18/2018
SOWK 5105	SOWK 5105: Poverty and Income Security	Deleted	karens Spencer	10/18/2018
SOWK 5106	SOWK 5106: Women and Social Policy	Deleted	karens Spencer	10/18/2018
SOWK 5301	SOWK 5301: Women, Male Violence and Social Change	Deleted	karens Spencer	10/18/2018
SOWK 5306	SOWK 5306: Advanced Theory for Social Administration and Policy	Deleted	karens Spencer	10/18/2018
SOWK 5307	SOWK 5307: Advanced Theory for Direct Intervention	Deleted	karens Spencer	10/18/2018
SOWK 5405	SOWK 5405: Research and Evaluation in Social Work	Deleted	karens Spencer	10/18/2018

SOWK 5408	SOWK 5408: Social Administration and Policy	Deleted	karens Spencer	10/18/2018
SOWK 5501	SOWK 5501: Theories in Social Science and Social Work	Deleted	karens Spencer	10/18/2018
SOWK 5502	SOWK 5502: History of Social Welfare and Social Work	Edited	karens Spencer	10/18/2018
SOWK 5607	SOWK 5607: Practicum II	Edited	karens Spencer	10/18/2018
SOWK 5608	SOWK 5608: Community Practice	Edited	sandra Bauer	10/18/2018
SOWK 5609	SOWK 5609: Community Development	Deleted	karens Spencer	10/18/2018
SOWK 5704	SOWK 5704: Race, Culture and Social Work Practice	Deleted	karens Spencer	10/18/2018
SOWK 5705	SOWK 5705: Child Protection	Deleted	karens Spencer	10/18/2018
SOWK 5706	SOWK 5706: Trauma and Memory	Deleted	karens Spencer	10/18/2018
SOWK 5801	SOWK 5801: Feminist Social Work Practice with Individuals, Couples, and Families	Deleted	karens Spencer	10/18/2018
SOWK 5804	SOWK 5804: Organizing for Social Change	Deleted	karens Spencer	10/18/2018
SOWK 5805	SOWK 5805: Social Development in the International Context	Deleted	karens Spencer	10/18/2018

Program Change Request

New Program Proposal

Date Submitted: 08/30/18 10:10 am

Viewing: **TBD-1911 : Master of Cognitive Science with Specialization in Digital Humanities**

Last edit: 10/15/18 1:03 pm

Last modified by: sandrabauer

Changes proposed by: johntracey

In Workflow

1. ENGL ChairDir GR
2. COGS ChairDir GR
3. AS Dean
4. GRAD Dean
5. GRAD FCC
6. GRAD FBoard
7. CUCQA
8. PRE SCCASP
9. SCCASP
10. SAPC
11. Senate
12. CalEditor

Approval Path

1. 09/05/18 11:31 am
Judy Katz (judykatz):
Approved for ENGL
ChairDir GR
2. 09/05/18 12:59 pm
Jo-Anne Lefevre
(joannelefevre):
Approved for COGS
ChairDir GR
3. 09/19/18 2:13 pm
Richard Mann
(richardmann): Approved
for AS Dean
4. 09/19/18 4:34 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD Dean
5. 09/26/18 3:26 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
6. 10/18/18 1:13 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FBoard

Effective Date 2019-20

Workflow majormod

Program Code	TBD-1911
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Institute of Cognitive Science Department of English
Degree	Master of Cognitive Science
Title	Master of Cognitive Science with Specialization in Digital Humanities

Program Requirements

Master of Cognitive Science with Specialization in Digital Humanities (6.0 credits)

Requirements - research project pathway (6.0 credits)

- | | | |
|--|--|-----|
| 1. 0.5 credit in: | | 0.5 |
| <u>CGSC 5100</u> [0.5] | Issues in Cognitive Science | |
| 2. 0.5 credit in: | | 0.5 |
| <u>CGSC 5101</u> [0.5] | Experimental Methods and Statistics | |
| or <u>CGSC 5103</u> [0.5] | Formal Methods | |
| 3. 1.5 credits from: | | 1.5 |
| <u>CGSC 5001</u> [0.5] | Cognition and Artificial Cognitive Systems | |
| <u>CGSC 5002</u> [0.5] | Experimental Research in Cognition | |
| <u>CGSC 5003</u> [0.5] | Cognition and Language | |
| <u>CGSC 5003</u> [0.5] | Cognition and Language | |
| <u>CGSC 5004</u> [0.5] | Cognition and Conceptual Issues | |
| <u>CGSC 5005</u> [0.5] | Cognition and Neuroscience | |
| 4. 1.5 credits in CGSC or other courses selected with approval of the project supervisor and graduate supervisor. | | 1.5 |
| 5. 0.5 credit in: | | 0.5 |
| <u>DIGH 5000</u> [0.5] | Issues in the Digital Humanities | |
| 6. 0.5 credit from: | | 0.5 |
| <u>DIGH 5011</u> [0.5] | Graduate Practicum in Digital Humanities | |
| <u>DIGH 5012</u> [0.5] | Directed Readings and Research in Digital Humanities | |
| or annually-listed DIGH course | | |
| 7. 0.0 credit in: | | |
| <u>DIGH 5800</u> [0.0] | Digital Humanities: Professional Development | |
| 8. 1.0 credit in: | | 1.0 |
| <u>CGSC 5908</u> [1.0] | Research Project (in the specialization) | |
| 9. Students are required to present their research at the Cognitive Science Student Spring Conference (in either year) | | |
| Total Credits | | 6.0 |

Requirements - Thesis pathway (6.0 credits)

- | | | |
|------------------------|-----------------------------|-----|
| 1. 0.5 credit in: | | 0.5 |
| <u>CGSC 5100</u> [0.5] | Issues in Cognitive Science | |

<p>2. 0.5 credit from:</p> <p><u>CGSC 5101</u> [0.5] Experimental Methods and Statistics</p> <p>or <u>CGSC 5103</u> [0.5] Formal Methods</p> <p>3. 1.5 credits in CGSC or other courses, from at least two different cognitive disciplines, selected with approval of the thesis supervisor and the graduate supervisor.</p> <p>4. 0.5 credit in:</p> <p><u>DIGH 5000</u> [0.5] Issues in the Digital Humanities</p> <p>5. 0.5 credit from:</p> <p><u>DIGH 5011</u> [0.5] Graduate Practicum in Digital Humanities</p> <p><u>DIGH 5012</u> [0.5] Directed Readings and Research in Digital Humanities</p> <p>or annually-listed DIGH course</p> <p>6. 0.0 credit in:</p> <p><u>DIGH 5800</u> [0.0] Digital Humanities: Professional Development</p> <p>7. 2.5 credits in:</p> <p><u>CGSC 5909</u> [2.5] M. Cog. Thesis (in the specialization)</p> <p>8. Students are required to present their research at the Cognitive Science Student Spring Conference (in either year)</p> <p>Total Credits</p>	<p>0.5</p> <p>1.5</p> <p>0.5</p> <p>0.5</p> <p>2.5</p> <p>6.0</p>
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New Resources

No New Resources

Summary

The Institute of Cognitive Science (ICS) has approved the creation of a specialization in Digital Humanities for its two masters programs. This document sets out the proposed form of the specialization for these two programs. For both options, a 6.0 credit program was recommended because Cognitive Science is already heavily interdisciplinary. If a 5.0 credit program were offered, the consensus view of ICS was that it would dilute the cognitive science component of the degrees.

Rationale

The proposed Specialization in Digital Humanities will provide our MCogSc students with an additional interdisciplinary opportunity to expand their theoretical and methodological expertise. It will not detract from their current MCogSc experience as the Digital Humanities option (for those who select it) will require 1.0 credits of additional coursework (offered by beyond the 5.0 credits of the MCogSc). This additional coursework will enable students to pursue academic and career opportunities not currently accessible with only their MCogSc degrees. We currently have two faculty members (Dr. Kasia Muldner and Dr. Rob West) who conduct research that fits well within the Digital Humanities approach, and we may have more who do so in the future. Students will be able to complete the degree within the normal time frame (2 years). It will be more demanding than the other specializations but we felt that reflected the additional credential they would receive. We assume it will appeal to a small group of highly motivated individuals. This program has the support of the Digital Humanities program.

Transition/Implementation

There will be no impact for current students who have no interest in this Specialization (the core MCogSc degree requirements remain unchanged). Students entering their second year in the Fall of 2019 will have the option of adding this Specialization if they choose to do so, even though they have already completed one year of the program. In that case, they will be required to take an additional 1.0 credits toward their degree, specifically to meet the requirements of the Specialization (from the Digital Humanities program), but their core MCogSc degree requirements will not be affected.

Program reviewer comments

sandrabauer (09/19/18 4:20 pm): Put into CourseLeaf format.

Program Change Request

New Program Proposal

Date Submitted: 08/14/18 3:03 pm

Viewing: **TBD-1909 : M.A. Geography with Specialization in Data Science**

Last edit: 09/13/18 3:04 pm

Last modified by: sandrabauer

Changes proposed by: dougking

In Workflow

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

Approval Path

1. 08/15/18 12:17 pm
Scott Mitchell
(scottmitchell): Approved for GEOG ChairDir GR
2. 08/28/18 10:51 am
Richard Mann
(richardmann): Approved for AS Dean
3. 08/31/18 11:22 am
James Opp (jamesopp): Approved for GRAD Dean
4. 09/13/18 1:54 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FCC
5. 09/19/18 2:16 pm
Sandra Bauer
(sandrabauer): Approved for GRAD FBoard

Effective Date	2019-20
Workflow	majormod
Program Code	TBD-1909
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of Geography and Environmental Studies

Degree	Master of Arts
Title	M.A. Geography with Specialization in Data Science

Program Requirements

M.A. Geography with Specialization in Data Science (5.0 credits)

Requirements:

1. 0.5 credit in:		0.5
<u>DATA 5000</u> [0.5]	Data Science Seminar	
2. 0.5 credit in:		0.5
<u>GEOG 5000</u> [0.5]	Approaches to Geographical Inquiry	
3. 2.5 credits in:		2.5
<u>GEOG 5909</u> [2.5]	M.A. Thesis (in the specialization and including oral examination of the thesis)	
4. 0.5 credit in:		0.5
<u>GEOG 5905</u> [0.5]	Masters Research Workshop	
5. 1.0 credit in approved graduate-level electives		1.0
6. In addition to the formal requirements, M.A. students are required to attend the Departmental Seminar series, and the Graduate Field Camp.		
Total Credits		5.0

New Resources No New Resources

Summary This proposal is to add the Data Science Specialization to our MA Geography program. It is similar in structure to our MSc with Specialization in Data Science and to those in other units. Our MA Geography requires 2.5cr coursework and a 2.5cr thesis. In this proposed program, one of the courses must be DATA 5000 and the thesis must be in a topic appropriate to and approved by Data Science. All other requirements are the same as for the MA Geography.

Rationale Currently, we are admitting 1-2 students per year in the MSc Geography with Specialization in Data Science. We have received a number of inquiries from prospective students interested in this specialization in the MA Geography program. We have a number of faculty members involved in this broad research field. The Director of the Institute for Data Science has been consulted and supports adding this program to the Data Science Collaborative Specialization.

Transition/Implementation No impact. New students will apply to this program as appropriate. Students currently in the MA Geography could apply if there is available space and if they meet the requirements. We expect only 1-2 students per year given the university wide demand and the limited capacity of Data Science.

Program reviewer comments
sandrabauer (08/27/18 12:09 pm): Formatted into CourseLeaf table.
sandrabauer (08/28/18 11:45 am): This is a Major Modification Track B (IQAP 5.3.1.1)
Jamesopp (08/31/18 11:22 am): jwo: check for consistency in capitalization (item 3) and title (specialization v. collaborative specialization).
sandrabauer (09/13/18 3:05 pm): Added statement to rationale confirming support of the Institute for Data Science.

A deleted record cannot be edited

Program Delete Proposal

Date Submitted: 09/12/18 9:28 am

Viewing: **MBA-ID-AS : Conc. in
International Development Mgt. &
Specialization African Studies**

Last approved: 05/01/17 10:45 am

Last edit: 11/15/18 10:21 am

Last modified by: christinanoja

Changes proposed by: sandrabauer

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
3. **GRAD Dean**
4. **GRAD FCC**
5. **GRAD FBoard**
6. **CUCQA**
7. **PRE SCCASP**
8. **SCCASP**
9. **SAPC**
10. **Senate**
11. CalEditor

Approval Path

1. 08/10/18 2:36 pm
Shaobo Ji (shaoboji):
Approved for BUSI
ChairDir GR
2. 09/11/18 3:40 pm
Sandra Bauer
(sandrabauer): Rollback
to Initiator
3. 09/12/18 9:27 am
Shaobo Ji (shaoboji):
Rollback to Initiator
4. 09/12/18 9:29 am
Shaobo Ji (shaoboji):
Approved for BUSI
ChairDir GR
5. 09/12/18 9:30 am
Shaobo Ji (shaoboji):
Approved for BUS Dean
6. 09/12/18 3:00 pm
James Opp (jamesopp):
Approved for GRAD Dean
7. 09/26/18 3:25 pm
Sandra Bauer
(sandrabauer): Approved
for GRAD FCC
8. 10/18/18 1:13 pm
Sandra Bauer

- (sandrabauer): Approved for GRAD FBoard
- 9. 11/15/18 10:21 am
Christina Noja
(christinanoja): Approved for CUCQA
- 10. 11/16/18 10:57 am
Mike Labreque
(mikelabreque): Approved for PRE SCCASP
- 11. 11/20/18 10:20 am
Dan Begin (danbegin): Approved for SCCASP
- 12. 11/22/18 11:14 am
Christina Noja
(christinanoja): Approved for SAPC

History

1. May 14, 2015 by sandra
2. Jun 23, 2015 by Sandra Bauer (sandrabauer)
3. Jul 17, 2015 by Anshul Singh (anshulsingh)
4. Jul 20, 2015 by Anshul Singh (anshulsingh)
5. Nov 19, 2015 by Sandra Bauer (sandrabauer)
6. May 1, 2017 by Sandra Bauer (sandrabauer)
7. May 1, 2017 by Sandra Bauer (sandrabauer)

Calendar Pages Using this Program [Business](#)

Effective Date	2019-20
Workflow	majormod minormod
Program Code	MBA-ID-AS
Level	Graduate
Faculty	Sprott School of Business
Academic Unit	School of Business

Degree	Master of Business Administration
Title	Conc. in International Development Mgt. & Specialization African Studies

Program Requirements

M.B.A. with Concentration in International Development Management and Specialization in African Studies (8.5 credits)

Requirements:

1. 0.5 credit in:		0.5
AFRI 5000 [0.5]	African Studies as a Discipline: Historical and Current Perspectives	
2. 0.0 credit in:		0.0
AFRI 5800 [0.0]	Scholarly Preparation in African Studies	
3. 4.25 credits in	compulsory core courses	4.25
4. 2.25 credits in	concentration courses ¹	2.25
5. 0.5 credit in	elective courses ¹	0.5
6. 1.0 credit in:		1.0
BUSI 5999 [1.0]	Internship ²	
7. 0.0 credit in:		
BUSI 5998 [0.0]	MBA Skills Workshop ³	
Total Credits		8.5

¹ A total of 1.0 credit between concentration and elective courses must be designated as having sufficient African Studies content to meet the requirements of the specialization.

² Students with less than two (2) years of professional employment experience must successfully complete BUSI 5999 [1.0] Internship in order to graduate. Students with two or more years work experience may apply for an exemption.

³ Non-credit required skills workshop.

New Resources	No New Resources
Summary	Removing this concentration/specialization combination due to rationale outlined below.
Rationale for change	We cannot keep this program as it is not in compliance with the government regulations re. collaborative specializations. The QAF requires that the specialization represent 30% of the courses. The MBA requires students to complete 7.5 credits which would require 2.25 credits in African Studies. At this time, students are only required to take 1.5 credits.
Transition/Implementation	This change will not affect any current students as the one student we currently have in this program will be done in Summer of 2019. Her program

requirements will not change and will continue to follow the 201730 graduate calendar until her degree is up. Moving forward it will not affect any future students as they will just not be able to apply to a non-existent program.

Program reviewer
comments

sandrabauer (09/11/18 3:40 pm): Rollback: Please resubmit into workflow and re-approve to pick up new roles in CourseLeaf.

shaoboji (09/12/18 9:27 am): Rollback: please delete

jamesopp (09/12/18 2:59 pm): Revise rationale before PnP.

christinanoja (11/15/18 10:21 am): additional rationale added for clarification


Key: 1019

DATE: November 30, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Final Assessment Report and Executive Summary: Undergraduate programs in Criminology & Criminal Justice



The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate programs in Criminology & Criminal Justice.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of November 15, 2018:

THAT SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Criminology & Criminal Justice.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 30, 2018

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Criminology & Criminal Justice.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate programs in Criminology and Criminal Justice
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Criminology and Criminal Justice are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate programs (BA in Criminology and Criminal Justice) resides in the Institute of Criminology & Criminal Justice, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the program as categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the Institute of Criminology & Criminal Justice on May 1, 2017, offered a positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the Institute of Criminology & Criminal Justice and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report that was submitted to CUCQA on March 14, 2018.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 10, 2018.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate program (BA in Criminology & Criminal Justice) resides in the Institute of Criminology & Criminal Justice, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the program as categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on March 9-10th, 2017, was conducted by Dr. Paula Maurutto from the University of Toronto, and Dr. Marc Patry from Saint Mary's University. The site visit involved formal meetings with the Assistant Vice-President (Academic), the Dean and Associate Dean in the Faculty of Public Affairs and the Director of the Institute of Criminology and Criminal Justice. The review committee also met with faculty members, contract instructors, staff, and undergraduate students.

The External Reviewers' report, submitted on April 21, 2017, offered a positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Institute of Criminology & Criminal Justice (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of the Institute of Criminology & Criminal Justice and the Dean of the Faculty of Public Affairs to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the Institute of Criminology & Criminal Justice, and the Dean of the Faculty of Public Affairs regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

Strengths of the programs

General

The external reviewers' report states that the program is of "generally good quality", "promotes collaborative learning and research through an interdisciplinary approach that contributes to transformative knowledge", and "leads to employment in professional and quasi- professional careers."

Faculty

The external reviewers' report states that "the directly appointed faculty in the Institute of Criminology & Criminal Justice are very high quality scholars, and they have a strong dedication to improving the quality of their students' education." The reviewers' noted that the research profiles of faculty were "very impressive and on par with the best universities in Canada."

Students

The external reviewers' found that there was "good communication between faculty, students and staff", and that students were served with "excellent advising and general support from staff."

Curriculum

The external reviewers' noted that the program has an appropriate design and delivery structure to achieve the identified learning outcomes. They observed that "the core requirements of the program are laid out very clearly in a summary document provided to all majors, and there is every indication that quality of student advising is excellent."

Challenges faced by the programs

While the programs are generally successful, the External Reviewers did note some challenges.

Specifically, they identified that while the program has "an appropriate design and delivery structure to achieve the identified learning outcomes", "there are some prominent gaps in

the curriculum which need to be addressed.” The report of the External Reviewers’ also details some challenges with interdisciplinary programs, including a heavy course load for all majors which limits a student’s ability to complete a double major. These challenges were addressed in the unit’s response to the External Reviewers’ report.

Opportunities for program improvement and enhancement

The External Reviewers’ Report made 5 recommendations for improvement:

1. *The institute should develop a) a second year course on contemporary issues in criminology and criminal justice; b) a third year course on criminological theory and c) senior courses on substantive topics in criminology, all of which should be staffed by directly appointed full time faculty.*
2. *The Honours Research Project should be renamed to Honours Thesis.*
3. *The governance structure of the Institute should be changed to that only directly appointed members have voting privileges. Consideration should be given to designating the Institute as a School or Department.*
4. *The University should make a significant investment in at least 5 new directly appointed tenure track faculty positions.*
5. *Increase resources to the program with respect to the operating budget and pace allocation in light of the significant expansion of the program.*

CUCQA considered all recommendations pertinent and invited the Institute to address each of them in their response and subsequent Action Plan.

The Outcome of the Review

As a consequence of the review, the undergraduate programs in Criminology & Criminal Justice were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Institute of Criminology & Criminal Justice and the Dean of the Faculty of Public Affairs, in a response to the External Reviewers’ report that was considered by CUCQA on March 14th, 2018. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 10th, 2018.

The Institute was generally pleased with the report and agreed to consider and implement a number of recommendations. As a first step in taking action on the recommendations, the Institute has provided detail on the committees and owners who will be considering each of the recommendations made. The institute has agreed to consider all of the recommendations while recognizing that some are based on resources beyond their control.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit and Faculty Dean, and forwarded to CUCQA for its review. The majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 30th, 2019.

The Next Cyclical Review

The next cyclical review of the programs in Criminology & Criminal Justice will be conducted during the 2020-2021 academic year.

To: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic), Chair, Carleton University Committee on Quality Assurance

CC: Dr. Jerry Tomberlin, Provost and Vice-President (Academic)
Dr. Hugh Shewell, Associate Dean, Academic
Dr. Adrian Chan, Assistant Vice-President (Academic)
Tiffany Douglas, Program Review Officer, Office of the Vice-Provost and Associate Vice-President (Academic)

From: Evelyn Maeder, Director, Institute of Criminology and Criminal Justice
André Plourde, Dean, Faculty of Public Affairs

Date: 27 July 2018

Re: Action Plan

The Institute of Criminology and Criminal Justice was pleased that the Carleton University Committee on Quality Assurance has categorized our program as “good quality.” However, our goal is to achieve the highest level of evaluation, “good quality with international or national presence,” and as such we have several steps to complete as part of our action plan prior to the next Cyclical Program Review.

Step 1: Form a Planning Committee

The external reviewers’ report recommended that “the University should make a significant investment in at least 5 new directly-appointed tenure-track ICCJ faculty positions ... and increase resources to the program with respect to the operating budget and space allocation in light of the significant expansion of the program.”

As stated in our response to that report, we appreciate that the reviewers recognized that we are facing issues with resources. Due to our rapid growth, we are faced with the need to restructure our program. In response to these suggestions, we have struck a planning committee consisting of core faculty, cross-appointed faculty, and staff. The mandate of this committee is to propose a new structure for the Criminology and Criminal Justice program that can accommodate our large numbers and help set out our vision for the program and the Institute’s governance structure, while taking into account the suggestions of the external reviewers.

The report of the external reviewers also recommended that “the governance structure of the Institute should be changed so that only directly-appointed ICCJ members have voting privileges,” and that “consideration should be given to designating the Institute as a School or Department.”

As mentioned in our response to that report, we agree that the governance structure of the Institute would benefit from an update. The mandate of our planning committee will be to

determine how our governance might be streamlined for increased efficiency, effectiveness, and participation. The planning committee will revisit our constitution to see what changes might be made to address the external reviewers' concerns. As aforementioned, however, we are committed to maintaining our multidisciplinary structure.

Personnel Responsible: The Director has solicited volunteers for this committee. The committee is comprised of Evelyn Maeder (Director), Nicolas Carrier (core faculty), Lara Karaian (core faculty), Jeffrey Monaghan (core faculty), Danette Nearing-Guibord (core faculty), Robin Dunbar (staff), Marilyn Ginder (staff), Michael Mopas (cross-appointed faculty, SOCI), and Dale Spencer (cross-appointed faculty, LAWS).

Timeline: This task is now complete.

Step 2: Hold a Series of Meetings / Retreats of the Planning Committee

The mandate of the Planning Committee is to propose a new structure for the Criminology and Criminal Justice program prior to the commencement of the 2018-2019 academic year. To do this, we will hold two meetings / retreats (one in the Winter semester, and one in the summer term) in order to develop and finalize our revised structure. All members of the Planning Committee have read the external reviewers' report, and our discussions centre around the recommendations made therein.

Personnel Responsible: The Director will call these meetings.

Timeline: The Winter semester has taken place, and a great deal of progress has been made in the development of a revised curricular and governance structure. The second meeting will take place sometime in August, after which this proposal will be finalized.

Step 3: Propose a Revised Curricular Structure

The external reviewers recommended in their report that the Institute should "develop a) a second-year course on contemporary issues in criminology and criminal justice; b) a third-year course on criminological theory and c) senior courses on substantive topics in criminology." They also suggested that the Honours Research Project course be re-titled Honours Thesis.

Some of these changes have already been made. We have added a second-year course on Criminological Theory, which will be taught for the first time in the Fall 2018 semester.

The planning committee will develop a blueprint of a revised program that can accommodate our large numbers and help set out our vision for the program and the Institute's governance structure. We agree that the core curriculum of the CRCJ program requires additional courses in order to provide students with a better foundation of principles within criminology and criminal justice. However, we would be unable to provide instruction for all these recommended courses with our current faculty complement. In addition, with the

current number of required courses in each concentration, it is not possible to add all of the recommended courses to the curriculum.

Our planning committee will discuss other possible curricular changes that could address the concerns expressed by the external reviewers. At the end of its second meeting, the committee will propose a revised structure for the CRCJ program and its curriculum, leading to a request for additional resources in accordance with the identified needs stemming from this updated vision.

Personnel Responsible: The Planning Committee will propose a revised curricular and governance structure at the end of their second meeting/retreat. The Director will write up this proposal and submit it to Planning Committee members for their feedback. Once it has been approved, the Director will submit the proposal to the Dean.

Timeline: The proposal will be finalized in August 2018, circulated to Planning Committee members in September 2018, and submitted to the Dean sometime in Fall 2018.

Step 4: Identify and Request Additional Resources

We will consult with the Dean's Office on the Planning Committee's report and identify resource needs that follow from the revised curricular and governance structure. This will inform a subsequent request by the Dean to the University for any additional resources required to support the program.

Personnel Responsible: The Director and Associate Dean (Academic). The Dean will make a request for additional resources after consultation with the Associate Dean and the Director.

Timeline: Consultations with the Associate Dean will take place after the Planning Committee's report is completed in the Fall of 2018. A request for additional resources will take place once all the steps identified above have been completed. The objective is for the Dean to make a request for additional resources no later than March 2019, as part of the Faculty's budget submission for 2019-20.

In conclusion, the Institute will undertake the following steps in its efforts to address the concerns raised by the external reviewers:

- Form a planning committee (responsibility of the Director, and already complete)
- Hold a series of meetings/retreats of the planning committee (responsibility of the Director and Planning Committee members – one of which is complete, and the other of which will take place in August)
- Propose a revised curricular / governance structure (responsibility of the Planning Committee, to be written up by the Director and presented to the Dean in the Fall Semester of 2018)

- Identify and make a request for additional resources (responsibility of the Dean, in consultation with the Associate Dean (Academic) and the Director), to be presented to the University no later than March 2019.

DATE: November 30, 2018

TO: Senate

FROM: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Final Assessment Report and Executive Summary: Master of Political Management

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the Master of Political Management.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of November 15, 2018:

THAT SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Master of Political Management.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 30, 2018

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Master of Political Management.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the Master of Political Management
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Master of Political Management is provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Master of Political Management resides in Arthur Kroeger College of Public Affairs, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to Arthur Kroeger College of Public Affairs on April 26, 2017, offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of Arthur Kroeger College of Public Affairs, and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report that was submitted to CUCQA on April 25, 2018.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on September 26th, 2018.

FINAL ASSESSMENT REPORT

Introduction

The Master of Political Management resides in the Arthur Kroeger College of Public Affairs, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on April 10-11th, 2017 was conducted by Dr. Alex Marland (Memorial University), Ms. Anne McGrath (Office of the Premier, Southern Alberta), and Dr. Lisa Young (University of Calgary). The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of Arthur Kroeger College of Public Affairs. The review committee also met with faculty members, contract instructors, staff, graduate students and alumni.

The External Reviewers' report, submitted on April 26, 2017, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Arthur Kroeger College of Public Affairs.
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director of Arthur Kroeger College of Public Affairs, the Dean of the Faculty of Public Affairs, and the Dean of Graduate and Postdoctoral Affairs to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G).
- The acceptance by CUCQA of the Action Plan (Appendix H).

Appendix I contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of Arthur Kroeger College of Public Affairs, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement that have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

Strengths of the programs

General

The external reviewers noted the uniqueness of this program, praising the unit's ability to "establish a positive reputation in a short history."

Faculty

The external reviewers found the faculty to be "unique, as all have both academic credentials, active research programs, as well as experience in the real world of political management," and found them to be a collegial and dedicated group.

Students

The external reviewers' report comments on the "admirable" level of support offered to students, giving examples of mentorship opportunities and an alumni network. Reviewers felt that students were "challenged to engage as critical consumers of relevant research across a range of disciplines."

Curriculum

The external reviewers noted that the program is "appropriately designed and structured to achieve its' learning outcomes." They praised the pedagogic approach taken by the unit in delivering forms of assessment which they deemed "innovative", such as "memorandums to Cabinet, press releases, briefing notes," and stating that "students and alumni comment favorably on the relevance" of these activities.

Challenges faced by the program

The external reviewers offered a very positive assessment of the program, and many of their suggestions were not based on addressing specific challenges, but instead, provided as a means to improve the program. Specific areas they noted for possible improvement include the lack of an onboarding process for contract instructors, and the need to "unabashedly focus on political management in Canada, and to note the difference between this and focusing on political management in downtown Ottawa."

Opportunities for program improvement and enhancement

The external reviewers' report made 13 recommendations for improvement:

1. *Revisit and revise the learning outcomes for the MPM program to more clearly articulate expectations relation to engagement with scholarly research, and research skills.*
2. *Renew the MPM curriculum.*
3. *Make the MPM program more pan-Canadian in its approach.*
4. *Formalize the role of the MPM Donor Advisory Committee through a Terms of Reference.*
5. *Provide more pedagogical supports to the MPM contract instructors.*
6. *Refine the MPM admission criteria slightly.*
7. *Provide more administrative supports for location MPM internship positions.*
8. *Increase administrative support for the MPM program in order to reduce faculty members' administrative responsibilities.*
9. *Discuss whether the funding structure for MPM students ought to be adjusted.*
10. *Explore funding for an MPM post-doctoral fellow.*
11. *Investigate taking bold steps to turn Carleton University Political Management program into a research hub for the study of political management in Canada.*
12. *Improve awareness among students and course instructors about political management research resources.*
13. *Explore market demand for additional MPM program options.*

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan.

The Outcome of the Review

As a consequence of the review, the Master of Political Management was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of Arthur Kroeger College of Public Affairs, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was considered by CUCQA on April 25, 2018. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on September 26th, 2018.

The College was generally pleased with the report and agreed to implement a number of recommendations. The College agreed to consider and take action on all of the recommendations presented, and has provided a detailed action plan which notes the timeline and steps being taken to address each of the recommendations.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit and Faculty Dean, and forwarded to CUCQA for its review. In the case of the Master of Political Management, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by January 30th, 2021.

The Next Cyclical Review

The next cyclical review of the Master of Political Management will be conducted during the 2023-2024 academic year.

To: Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)
From: Mary Francoli, Director, Arthur Kroeger College of Public Affairs
André Plourde, Dean, Faculty of Public Affairs
Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Date: August 31, 2018
Re: IQAP Action Plan, Master of Political Management

We are grateful for the care taken by the Carleton University Committee on Quality Assurance (CUCQA) in reviewing documents submitted for the cyclical program review of the Clayton H. Riddell Graduate Program in Political Management. This includes (1) the External Reviewers' Report of April 2017, and (2) our Joint Response to the Reviewers' Report, submitted September 2017. We are pleased that CUCQA has categorised the program as "Good Quality."

While we addressed all 13 recommendations made in the in our September 2017 Joint Response, we are pleased to submit this action plan which elaborates both our responses and proposed actions to the Reviewers' recommendations. In particular, we expand on our responses to recommendations 3, 5, 8, 11 and 13, as requested by CUCQA and noted in Lorraine Dyke's 4 May 2018 memorandum to Barry Wright. An appendix to this document contains a summary of the action plan in the form of a table.

Our action plan is informed by the unique features of the Political Management program. As our external reviewers noted in their April 2017 Report, the program is "unique in Canada and has established a positive reputation in its short history." The reviewers recognized the advantages offered by program's location in the national capital. In addition, they noted the program's firmly-established "multi-partisan environment," and engagement with, and "mutual respect" for, a range of political perspectives. The Political Management program fits firmly within Carleton's tradition of innovative multi-disciplinary public affairs programming, one that leverages Carleton's capital advantage and fully reflects our claims of a cross-partisan program for the professional training of political staffers and policy advocates. The reviewers praised the collegiality that exists in the program and the positive relationships with related units at Carleton. We are particularly pleased that they identified "outstanding rapport between faculty, course instructors, students and alumni." They noted a learning environment that includes a "positive student experience," "rigorous coursework," "pedagogic innovation," "integrated career advising," and "supportive alumni." The reviewers made 13 recommendations that, in their view, will build on these positive foundations and further enhance the Political Management's profile and the appeal of its programming.

This action plan outlines measures we commit to implementing and to exploring. They aim to get to the heart of the reviewers' recommendations while keeping in mind the existing resources of the program. In some cases, action can be taken in the near future, and in some cases the more innovative actions will be dependent on proposals for additional resources including, faculty, administrative support, and space.

Recommendations, Responses, Actions:

1. *Revisit and revise the learning outcomes for the MPM program to more clearly articulate expectations relating to engagement with scholarly research and research skills.*

As noted in our September 2017 Joint Response, the reviewers were confident “that the learning outcomes and curriculum of the MPM are appropriate for a professional master’s program and consistent with the Council of Ontario Universities Graduate Degree Level Expectations.” Still, they believed we could improve the way we articulate the learning outcomes and the way these outcomes are achieved. We accept this recommendation and will proceed as the reviewers advise. Efforts have been made to begin addressing the articulation of learning outcomes in the form of a series of curricular changes that are currently under review. Among other things, these changes constitute changes to the descriptions and titles of course content to clarify the nature and objectives of the course. The MPM Program Committee will meet to further review learning outcomes in the Fall 2018 term.

2. *Renew the MPM Curriculum.*

The reviewers noted that the program is “appropriately designed and structured to achieve its learning outcomes.” At the same time, they recommended that the faculty members “put their own stamp on the curriculum,” which was designed before any of the core faculty were hired in 2011. Specifically, the reviewers advised us to rename courses to better reflect their content, to eliminate overlap between the courses, and to reduce the number of mandatory courses. They asked us to consider offering intensive quarter-credit courses where appropriate. They also suggested offering courses in ethics and in global political management. Finally, they recommended that the practicum paper be marked on a satisfactory/ unsatisfactory basis.

As noted in our September 2017 Joint Response, we accept these recommendations for curricular renewal, and informed by these recommendations, we have submitted major curricular changes in the CourseLeaf system for the coming curricular round. As noted, the current Political Management curriculum was devised before the program faculty members were hired. The faculty have now operated with this curriculum for seven years and have had ample opportunity to reflect on its strengths and weaknesses as recognised by the external assessors.

We began curricular renewal with minor curricular changes implemented during the 2017-18 curricular round that build upon the introduction of a third year undergraduate course in Political Management with COMS and PSCI cross designations the previous year. This entailed creation of a graduate pathway from Carleton’s Bachelor of Public Affairs and Policy Management (BPAPM), and piggy-backing two elective POLM

courses so that they are available to fourth year students (also added in BPAPM curricular changes for students in the Strategic Public Opinion stream of the Communication and Policy Studies specialization). This completed our in-progress curricular changes. During this time the Political Management Graduate Committee approved major curricular changes in direct response to the current CPR process. These changes were submitted in CourseLeaf in April and May 2018 to initiate review over the coming year for possible implementation in September 2019.

The recently submitted major curricular changes recognize that after students graduate from the program they return to or commence work in a variety of jobs: assistants to ministers, members of Parliament, or senators; lobbyists; communications consultants; public servants. They work in communications, policy, advocacy, or political strategy. Despite the wide range of interests, talents, and career ambitions, they are all required to take the same seven core courses (including the practicum), leaving room for only two electives. Political Management faculty believe that the interests of the students would be better-served if they were given more choice, allowing them to tailor the program to meet their needs and aspirations. Current students and alumni have been widely consulted and have echoed this need for curricular change. They have reviewed the changes that are currently in CourseLeaf.

Our proposed major curricular changes modify the distribution of core and elective courses, together with some restructuring of existing POLM courses on Canadian political institutions and political communication. These changes have the added benefit that they will better allow part-time students to build a course schedule around their work hours. It will also mean that international students will not be required to complete as many credits in the study of Canadian political institutions.

A second policy related course is also proposed to balance offerings for political management students whose interests are not primarily in the areas of media relations and communications, an area already well-represented in our course offerings. We have also added an ethics course to better meet the program's original objective of improving ethics and professionalism in Canadian politics. A new course on national institutions in a comparative context is also proposed to broaden appeal of the program's offerings to students beyond Canada. We return to this matter in our response to recommendation 3 below, to clarify what appears to be basic misapprehension about possible change in the program's focus found in CUCQA's request for more information in our response to that recommendation.

3. Make the MPM Program more pan-Canadian in its approach.

The reviewers suggested, in support of this recommendation, offering a course in political management at the sub-national level and another that clusters "non-Canadian content into a single global political management course." We should engage guest speakers from outside Canada through video conferencing. We should make a "more determined effort to place some students in positions outside Ottawa." We should "increase students'

awareness that during their program of study, they are eligible to complete a French course at no additional tuition cost.”

As noted in our September 2017 Joint Response, we accept these recommendations and will proceed accordingly. However, in the context of this recommendation, CUCQA has subsequently raised the question whether the focus of the program is Canadian or international. In the design of the program and the proposed curricular renewal, our focus is Canadian. Though a few international students are admitted each year and have played an important role in expanding the perspective of the Canadian students, particularly those interested in comparative perspectives, international students are not a primary constituency for this program. Nonetheless, the proposed new course on national institutions in comparative perspective and adjustment of required credits in the study of Canadian political institutions should broaden the appeal of the program to international students without compromising our focus on Canadian political institutions and political life.

Some elements in the field of Political Management, such as communication and public opinion research, cross political boundaries and are applicable to different political institutional contexts. Other areas in the field are not so readily transferrable. As noted, while the George Washington University Political Management program was a primary reference for the development Carleton’s Political Management program, we have extended the field to a rather different political institutional setting. Westminster parliamentary systems and associated political party structures, cabinet advisory, accountability and executive functions are substantially different from those in the US political system (but shared with the UK, Australia, New Zealand and others). The training of effective political staffing and policy advocacy must address the specificities of our parliamentary system of government. Canada is also a federal state with different levels of government with particular jurisdictional responsibilities (and here Australia rather than the United States is the more appropriate comparison). These matters are fully recognized by our external reviewers, and their recommendation 3 is concerned with better addressing the federal nature of Canadian politics, not with possible re-orientation of the program to an international focus.

As noted in our September Joint Response, while Political Management at Carleton will always remain focused on federal political institutions, we recognize that our programming not only has appeal to policy advocates working with NGOs and social movements, but also municipal and provincial level political staffers, as well as international students and scholars. The range of MPM practicum placements demonstrates the program’s national and international scope: students have, for example, completed their requirement elsewhere in Ontario (Toronto and Hamilton), in Canada (Prince Edward Island, Nova Scotia, New Brunswick, and British Columbia) and outside Canada (Barbados, Washington State, Ohio, Morocco, and the country of Georgia). We will continue to work with students to develop a broad range of placement options.

As noted, our proposed new course on national political institutions in comparative perspective promises to widen the appeal of our Political Management program to foreign students and scholars who research in the field (one of our faculty members is also exploring comparative dimensions of Political Management and another is looking at comparative aspects of national political leadership). Technologies hold some promise for global and subnational collaborations (although we would note that our previous efforts to equip our Common Room for video conferencing have not been successful).

4. *Formalize the role of the MPM Donor Advisory Committee through a terms of reference.*

We have referred this particular recommendation to the Dean of the Faculty of Public Affairs who has responsibility for liaison with the donor committee (Riddell Advisory Group; see the Governance section, at page 18 of our Self-Study).

The Dean of the Faculty of Public Affairs agrees to bring this recommendation to the attention of the members of the Riddell Advisory Group and will urge them to develop a terms of reference document for the Group.

5. *Provide more pedagogical supports to MPM contractual instructors.*

As noted in our Joint Response, we accept this recommendation, however, we do note that the majority of our CIs have very good teaching records. CUCQA has since requested more information about our planned response to this matter and we elaborate accordingly with the following initiatives:

- 1) In 2017, the Kroeger College administrator created a handbook for contract instructors. The handbook details information and resources to help CIs navigate the university system and provides them with information about the supports available to them. The plan is to update the handbook annually. It is sent to CIs prior to the start of each term as they are working on the course outlines. Information regarding the EDC is sent with the handbook.
- 2) Core faculty serve as mentors to CIs. They offer to meet with them to discuss pedagogy, review course outlines, and go over university services and supports.
- 3) CIs are invited to meet with the Director of Kroeger College annually. CIs are also encouraged to seek assistance from, and to make use of, the EDC. This serves as a check-in and is an opportunity for the Director to inform CIs about teaching services and supports at Carleton, including the EDC. As is university policy, CIs with teaching evaluations under 4.0 work with the Director to prepare an action plan to improve their teaching scores.

6. *Refine the MPM admission criteria slightly.*

As noted in our September Joint Response we accept the reviewers' suggestion that we only extend offers of admission to students with "prior involvement in political life or public affairs" with some reservations. We have already been implementing such a policy and will continue to do so, but do not wish to exclude potential applicants with an academic background in politics, public policy or those with NGO experience with an interest in policy advocacy. Moreover, the development of a graduate pathway from the BPAPM at Carleton has already demonstrated value as a source of well-prepared capable students without prior participation in political life or public affairs outside the university context. While these students already have some exposure to the field, graduates of political science and related programs at other Canadian universities also are good potential students for this program. Any requirement of "extensive prior involvement," would have an extremely negative impact on our application pool and reduce the diversity of our student intakes.

The reviewers' concern about international students who do not have the necessary background to take our courses on Canadian political institutions are addressed in the curriculum proposals noted in response to recommendation 2 above.

7. *Provide more administrative supports for locating MPM internship positions*

As noted in our September Joint Response, we accept this recommendation and as noted then, the work to secure practicum placements is led by a faculty coordinator with support from the half-time program administrative staff and with additional advice from other faculty on an as-needs basis. We believe there is scope to make better use of existing program resources to complete the annual task of securing practicum placements for students.

The reviewers recommended that a list of previous placements be made available online to allow current and prospective students to "visualize potential opportunities." We have acted on this recommendation and it appears on the program website. In addition to this public list, we have compiled an internal and searchable database to record previous placements, including employer contact information.

The reviewers recommended that prospective and new students be provided more direct information on the responsibilities of the program vis à vis securing placements. We have reviewed the online program information to this effect and have updated the information to be provided to students at both the program orientation and the practicum orientation meetings. Incoming students now also receive a letter from the program supervisor that summarizes the curriculum and the joint responsibility of the program and the students in securing practicum placements. We will also be reviewing the program's practicum guidelines, a document circulated each year to current students.

We have begun to explore opportunities to make better use of the University's existing resources, including CuLearn and the Co-operative Education Program. This past year, CuLearn was used to communicate with MPM students about practicum opportunities, to remind students of program requirements, and to collect student forms required for the practicum credit. In addition, faculty have also established a contact with the Co-operative Education Program to share information and best practices.

8. *Increase administrative support for the MPM program in order to reduce faculty members' administrative responsibilities.*

As indicated in our September joint response this matter is being pursued with the Dean of the Faculty of Public Affairs. It should be noted that this is essentially a budgetary matter falling within the jurisdiction of the line Dean, matters beyond the purview of academic programming, although we acknowledge these matters have significant impact on the delivery of our program. CUCQA has requested more information in relation to the program website, physical space and a list of proactive administrative staff tasks.

There has been considerable website development over the past academic year (one of the new items is referred to in the previous section) and the Program Administrator's job description has been revised and approved by Human Resources with specific reference to this matter and several other proactive tasks noted. The job description and expectations for the half-time administrative staff position have been reviewed and the role of student advising on administrative matters, including administrative matters related to the practicum, are more clearly articulated as part of the administrator's responsibilities. The job description of the graduate administrator will be further refined as the College reorganizes, as is discussed below.

At the time of the program review the residual effects of administrative staff turnover were still being experienced. As noted, direct administrative support comes from a half-time graduate program administrator under the supervision of the College Administrator who is also responsible for supervision of administrative staff and service for two undergraduate programs (BPAPM, BGIInS). Staff transition has meant that academic colleagues bore a larger administrative load.

The current, half-time administrator, physically splits her time between MPM in Richcraft Hall and BPAPM in the Loeb Building. This scenario is not ideal for MPM faculty or students, and it is not ideal for the administrator. Given BPAPM's larger size, the administrator has noted that she finds it difficult to leave the Loeb Building and go to Richcraft Hall, particularly during times where there is high volume of student inquiries in BPAPM.

There are a series of changes underway both within Kroeger College and within MPM to address administrative support. The splitting of both time and space that the administrator is working within is not sustainable. Kroeger College has a new Director who is looking at reorganizing administrative operations in the near future. Plans for this will evolve as

the College solidifies plans for incorporating additional graduate programs, and could involve the creation of a full-time graduate administrator position that focuses specifically on graduate programs as opposed to the current graduate/undergrad focus of the MPM administrator. However, while having a graduate-only administrator would be helpful, it does not fully address the time and space issues raised by the reviewers. To this end, we are working on a proposal for program expansion. Expanded administrative support is part of this proposal. MPM will continue to work on this proposal with the Director of Kroeger College, and the Dean of the Faculty of Public Affairs.

9. Discuss whether the funding structure for MPM students ought to be adjusted.

We agree with this recommendation as noted in our September joint response. Incoming students receive scholarship support from the Faculty of Graduate Studies and Postdoctoral Affairs and the Riddell Foundation, but not TAs, because the program wanted them to have more time to be involved in political life (volunteering in an MP's office, for example). We have changed the Riddell Scholarship so it is now divided over three terms instead of two, in response to concerns from students who have had trouble paying their spring/summer fees.

10. Explore funding for a MPM post-doctoral fellow

As noted in our Self Study and earlier in this action plan (recommendation 7), the Practitioner in Residence (Bill Fox in 2015–16, Robert Silver in 2016–17, William Stairs in 2017–18, Rachel Curran in 2018-19) serves as an important mentor, as an experienced political practitioner, for our Political Management students. However, political management is also a growing academic field, an obvious sub-discipline of Political Science, but also related to the disciplines of Communication, Public Administration, and Political Marketing. A postdoctoral fellow located in Political Management would help build our critical mass on the academic side of Political Management studies.

Faculty have been supportive of including postdoctoral fellows. Stephen Azzi has served as the faculty supervisor on two Fulbright applications, which were unfortunately unsuccessful, and Paul Wilson is currently the supervisor for a Banting postdoctoral applicant.

While MPM does not currently have funding for postdoctoral fellows, it acknowledges that it can do more to attract postdoctoral candidates who are applying for funding through other means (ie. SSHRC, Banting, Fulbright, etc.) MPM will include language on its website to encourage the application of postdoctoral fellows who have funding.

11. Investigate taking bold steps to turn the Carleton University Political Management program into a research hub for the study of political management in Canada.

As noted in our September response to recommendation 11, Political Management is a growing academic field. We believe that Carleton's bold step in establishing our program, its growing profile nationally and internationally, and our Ottawa location positions us well to establish leadership in the field in Canada.

We have appointed Dr. Paul Thomas, a Political Management Fellow and a former postdoctoral fellow in the Department of Political Science at Carleton, as Adjunct Research Professor in accordance with the procedures set out by the Office of the Provost and Vice-President Academic. Dr. Thomas's research complements that of our faculty, all of whom have developed national profiles for their research (all MPM faculty are now tenured and hold the rank of Associate Professor). We believe that the scholarly productivity and profile of our Political Management colleagues puts us in a good position to more fully realize the position of prominence in the field of Carleton's Political Management program.

We will also explore the possibility of hosting an annual conference on political management as well as participating in other opportunities that are organized at the Faculty or university levels.

We would like to expand to become a research hub for Canadian political management. This will be considered as we draft a proposal for expansion.

12. Improve awareness among students and course instructors about political management research resources.

As noted in our September joint response there are no specifically identified "political management resources." As a multidisciplinary program, research resources are shared with Political Science, Public Policy and Administration, History, and Journalism and Communication. The MacOdrum Library reference staff have created an online subject guide, which we can link to the MPM website, as recommended in the report. This guide has been created and is currently available online:

<https://library.carleton.ca/research/subject-guides/political-management-detailed-guide>.

13. Explore market demand for additional MPM program options

We elaborate here on our response to this recommendation set out in our earlier joint response as requested by CUCQA. As noted in September, the Carleton University Survey Centre (Heather Pyman and Jon Pammett) conducted a web-based internet survey (final report 15 July 2015) of people in political staff positions in Ontario (federal Parliament and provincial legislature, government relations firms and NGOs) to

determine the level of interest in the Political Management program if it were offered on a part time basis. Fully 48 per cent of respondents indicated lack of awareness of the program. Of those that expressed interest in it, there was a clear preference for part-time studies delivered in the form of intensive summer evening sessions. Surveys and focus groups have also been held with students and graduates of the program for the purposes of this cyclical review and the redacted findings appear in Appendix 3 of volume one of our Self Study. We have undertaken to complete further marketing research and to build on these foundations. There are two key elements to our marketing initiatives.

First, we believe that awareness raising is a priority. The 2015 survey indicates that more work is required to raise the profile of the program. The approach to graduate recruitment and marketing has recently changed at the University (there is now a graduate program viewbook) and we have participated in recent Faculty of Public Affairs initiatives to support the marketing of our graduate programs. The primary venue for outside advertising for the program has been *Hill Times* and *National Newswatch*. Both of these outlets are good for increasing awareness of the program among employers and possible placement hosts. As such they should continue, although they are less effective at reaching potential students and have an Ottawa focus and primary constituency. Recent developments in campaigns suggest that Facebook is the most effective and efficient way to target voters, and it is probably the most cost-effective way for us to reach potential students. We have dedicated funds for Facebook ads, targeted at 21–30-year-old university students and university graduates with an interest in politics. The pilot project initiated in the Fall 2017 showed positive results, with our applications increasing 28 per cent over the previous year.

Second, the follow-up element to our marketing initiative concerns the shape of possible future program options. We are working on a proposal for expansion that could include alternative pathways through the program. Our curricular renewal, as noted earlier, will facilitate this and will be built upon in the proposal. We are developing a plan to enhance the profile of the program to staffers working at provincial and municipal levels of government. These initiatives, along with the proposed major curricular changes, will allow us to follow through on a longstanding plan to expand part-time studies in the program

APPENDIX: Summary of Action Plan, Master of Political Management (MPM) Program

CPR Recommendation	Proposed Actions	Responsibility	Timeline
<p>1. <i>Revisit and revise the learning outcomes for the MPM program to more clearly articulate expectations relating to engagement with scholarly research and research skills.</i></p>	<ul style="list-style-type: none"> • Review way in which learning outcomes are articulated and achieved. 	<ul style="list-style-type: none"> • MPM 	<ul style="list-style-type: none"> • <i>In Progress:</i> Currently a series of changes submitted to CourseLeaf are aimed at, among other things, changes courses to better articulate learning outcomes. MPM Program Committee to meet in Fall 2018 to further review learning outcomes.
<p>2. <i>Renew the MPM Curriculum</i></p>	<ul style="list-style-type: none"> • Create graduate pathway from BPAPM • Modify distribution of core and elective classes • Introduce a slate of .25 credit classes to widen program choice • Introduce additional classes to meet the interests of students and to better reflect the discipline. 	<ul style="list-style-type: none"> • MPM • MPM • MPM • MPM 	<ul style="list-style-type: none"> • <i>Implemented:</i> Graduate pathway from BPAPM has been established. • <i>In progress:</i> A series of CourseLeaf submissions have been made and are currently going through the approval process to begin in September 2019. This includes: <ul style="list-style-type: none"> ○ The introduction of a series of .25 credit classes ○ The introduction of a policy class ○ The introduction of an ethics class ○ The introduction of a class on national institutions in a comparative context ○ Modification of the POLM 5908 practicum to an assessment of satisfactory/ unsatisfactory

<p>3. <i>Make the MPM Program more pan-Canadian in its approach</i></p>	<ul style="list-style-type: none"> • Introduction of class on national institutions in a comparative context • Adjustment of required number of core credits to allow students to take a broader range of classes • Increasing the amount of provincial content in core courses 	<ul style="list-style-type: none"> • MPM • MPM • MPM 	<ul style="list-style-type: none"> • <i>In progress:</i> Proposed changes are currently making their way through CourseLeaf to begin in September 2019. • <i>In progress:</i> Proposed changes are currently making their way through CourseLeaf to begin in September 2019. • <i>In progress:</i> MPM Program Committee to review core courses before January 2019 to identify provincial content.
<p>4. <i>Formalize the role of the MPM Donor Advisory Committee through a terms of reference</i></p>	<ul style="list-style-type: none"> • Referred recommendation to the Dean of the Faculty of Public Affairs who liases with the Donor Advisory Committee 	<ul style="list-style-type: none"> • Dean, Faculty of Public Affairs 	<ul style="list-style-type: none"> • <i>In progress:</i> Dean has agreed to bring this recommendation to the attention of the Donor Advisory Group and will ask them to develop a terms of reference document for the Group.
<p>5. <i>Provide more pedagogical supports to MPM contractual instructors</i></p>	<ul style="list-style-type: none"> • Develop a handbook for CIs 	<ul style="list-style-type: none"> • AKC Administrator 	<ul style="list-style-type: none"> • <i>Implemented.</i> AKC Administrator drafted handbook which is distributed to CIs and updated annually.

	<ul style="list-style-type: none"> • Core faculty mentor CIs • Director of AKC meets meets with CIs annually (mandatory for those with low teaching scores) • CIs encouraged to use EDC. 	<ul style="list-style-type: none"> • MPM Faculty • Director AKC • Director AKC and Core Faculty 	<ul style="list-style-type: none"> • Ongoing: Core faculty offer to help with pedagogy, outlines, etc. on an ongoing basis. • Ongoing: Director extends an invitation to all CIs in the College to meet when they are offered a contract. These meetings are mandatory for CIs with teaching scores of 4.0 and under as per the CUPE 4600 (unit 2) collective agreement. • Ongoing: All CIs are encouraged to use EDC. Information is provided by faculty, AKC Director, and in the CI handbook.
<p>6. <i>Refine the MPM admission criteria slightly</i></p>	<ul style="list-style-type: none"> • Revised balance between core and elective classes and introduction of class on Political Institutions in a Comparative Context to make curriculum more accessible to international applicants who may not have extensive knowledge of 	<ul style="list-style-type: none"> • MPM 	<ul style="list-style-type: none"> • In progress. Changes currently in CourseLeaf to be implemented in September 2019.

	Canadian political institutions		
7. <i>Provide more administrative supports for locating MPM internship positions</i>	<ul style="list-style-type: none"> • Make list of previous placements available online • Develop an internal, searchable database of previous placements that includes employers' contact information • Update information to be provided to students. • Better use university resources such as CU Learn to provide information to students. 	<ul style="list-style-type: none"> • MPM • MPM • MPM • MPM 	<ul style="list-style-type: none"> • Implemented: A public list of previous placements is now on the MPM website. • Implemented: An internal searchable database with employer contact information is available to students based on the 2017-18 placements. • Implemented: Website updated to clarify student and program responsibilities/ orientation material updated. • Implemented: CU Learn being used to provide information and help with administration of placements.

<p>8. <i>Increase administrative support for the MPM program in order to reduce faculty members' administrative responsibilities</i></p>	<ul style="list-style-type: none"> • Program Administrator's job description refined to more clearly articulate advising role and practicum support. • Establishment of a 'graduate administrator' position for Kroeger College 	<ul style="list-style-type: none"> • MPM • Director AKC 	<ul style="list-style-type: none"> • Implemented: Program administrator's job has been reviewed and amended in collaboration with Human Resources. • In Progress: The Director of AKC is currently in the process of considering administrative reform in preparation of adding a new graduate program to the College. Decisions regarding reform will also take into consideration a proposal MPM is working on related to expansion. If the program expands significantly a full time administrator would be required. Target for administrative change is January 2019.
<p>9. <i>Discuss whether the funding structure for MPM students ought to be adjusted</i></p>	<ul style="list-style-type: none"> • Change distribution of Riddell scholarship to students so that it is distributed over 3 terms instead of 2 to better offset summer tuition. 	<ul style="list-style-type: none"> • MPM 	<ul style="list-style-type: none"> • Implemented: This change is in effect.

<p>10. <i>Explore funding for a MPM post-doctoral fellow</i></p>	<ul style="list-style-type: none"> • Update website to indicate post doctoral students with funding are welcome to apply. • Continue to sponsor and work with potential post-doctoral candidates as they come forward. 	<ul style="list-style-type: none"> • MPM • MPM 	<ul style="list-style-type: none"> • <i>In progress:</i> Language for website being drafted. Will be implemented by November 2018. • <i>Ongoing:</i> Currently MPM is supporting a post doctoral SSHRC application.
<p>11. <i>Investigate taking bold steps to turn the Carleton University Political Management program into a research hub for the study of political management in Canada</i></p>	<ul style="list-style-type: none"> • Appointment of Adjunct Research Fellow • Develop plan for expansion that includes elements that would profile and grow research activities • Explore possibility of an annual conference 	<ul style="list-style-type: none"> • MPM • MPM • MPM 	<ul style="list-style-type: none"> • <i>Implemented:</i> Dr. Paul Thomas was appointed. • <i>In progress:</i> Proposal for expansion currently being developed by MPM faculty in coordination with AKC Director. • <i>In progress:</i> The idea of a conference will be explored alongside any plans for expansion.

	<ul style="list-style-type: none"> • Participate in university and Faculty activities 	<ul style="list-style-type: none"> • MPM 	<ul style="list-style-type: none"> • Ongoing: Core faculty will monitor and consider university and Faculty activities as they arise.
<p>12. <i>Improve awareness among students and course instructors about political management research resources.</i></p>	<ul style="list-style-type: none"> • request will be made with MacOdrum Library reference staff to create an online subject guide 	<ul style="list-style-type: none"> • MPM 	<ul style="list-style-type: none"> • Implemented: Subject guide currently available online: https://library.carleton.ca/research/subject-guides/political-management-detailed-guide
<p>13. <i>Explore market demand for additional MPM program options</i></p>	<ul style="list-style-type: none"> • Expand social media marketing strategy • Develop proposal for expansion • Make program more adaptable to working students. 	<ul style="list-style-type: none"> • MPM • MPM • MPM 	<ul style="list-style-type: none"> • Ongoing: Recruitment strategies will be reviewed on an annual basis. • In Progress: Proposal for expansion to be drafted by November 2018. • In Progress: Changes in CourseLeaf with the introduction of 0.25 credits will shorten the time to completion for mandatory courses, making them easier for working students to complete.