



# **CREDIT WASTE AND THE BA DEGREE**

## **A SCCASP Background Document**

## ***Executive Summary***

A significant number of BA students apply to graduate with a sufficient number of credits only to find that they cannot use all these credits to graduate. This situation is referred to as 'Credit Waste.' A major contributor to Credit Waste is the elective category of Credits Not in the Major. Other contributors are failure to fulfil the BA breadth requirements and presenting more than 7.0 1000-level credits at graduation.

The Final Report of the Working Group on Academic Rules and Regulations recommended the elimination of Credits Not in the Major in order to reduce Credit Waste. Work subsequently undertaken indicates that it is not necessary to eliminate Credits Not in the Major, but rather to apply them to various types of BA programs in a revised fashion. The following recommendations achieve this as well as addressing Credit Waste caused by failure to fulfil the BA breadth requirements and presenting more than 7.0 1000-level credits at graduation. This document also revisits the BA Template passed by Senate in 1998, which is still in force and forms part of the context for Credit Waste.

***Recommendation 1: THAT the current elective categories of Credits Not in the Major and Free Electives Be Continued***

***Recommendation 2: THAT Credits Not in the Major Not Be Required for Combined Honours Programs***

***Recommendation 3: THAT the number of Credits Not in the Major Required for General BA Programs Be Reduced from 7 to 6.***

***Recommendation 4: THAT Mandatory Advising Be Put in Place for Students Changing Majors More than Once***

***Recommendation 5: THAT Students May Only Change Major if They Have Taken a Minimum of One Course in the Major into Which They Are Transferring***

***Recommendation 6: THAT 'Early Warning Advising' Be Instituted for Students Whose CGPAs Early in their Honours Program Suggest that Subsequent Transfer to the Related General Program Is a Possibility Because of APE***

***Recommendation 7: THAT, if Adopted, Recommendations 4, 5 and 6 Be Referred to the Working Group on APE for Consideration and Implementation***

***Recommendation 8: THAT All BA Program Descriptions in the Undergraduate Calendar Have Embedded Explicitly within Them All the University and Degree Rules and Regulations Pertaining to that Program***

***Recommendation 9: THAT Mandatory Advising Be Put in Place for Students in All BA Programs Who Do Not Fulfill the BA Degree Breadth Requirements as Part of the First Ten Credits Completed***

***Recommendation 10: THAT the Current BA Template (Passed by Senate in 1998) Be Rescinded and Replaced by a Renewed BA Template***

# CREDIT WASTE AND THE BA DEGREE

## A SCCASP Background Document

### ***Introduction***

In this document, SCCASP rehearses concerns that have arisen with respect to the phenomenon of 'Credit Waste' as it pertains to the BA degree. There appear to be three principal causes that generate Credit Waste as this phenomenon pertains to the BA degree: the use of the elective category of 'Credits Not in the Major' to ensure breadth as a critical and foundational feature of a liberal arts education; students do not complete their breadth requirements before applying to graduate; and students apply to graduate with more than the permitted seven 1000-level credits. This document makes ten recommendations with respect to all three causes in the service of reducing Credit Waste at the same time as ensuring that breadth remains a foundational feature of the BA degree at Carleton. Many of the issues discussed in this document relate to the BA Template, approved by Senate in 1998. This Template is now out-of-date and has to some extent aggravated the problem of Credit Waste. This document accordingly proposes a renewed BA Template.

### ***What Is Credit Waste?***

Credit Waste occurs when students take courses that cannot be used to graduate from a program and become 'Extra to Degree.' In the spring of 2016, 1,479 BA students applied to graduate. 529 of these students had at least one course 'extra to degree.' Some had many more. There can be many causes of Credit Waste, a phenomenon which affects many degrees. These causes have to do with Transfer Credit on Admission as well as with Preclusions. These other causes are not addressed in this document, which concentrates on the three causes that appear to be most common with respect to the BA degree.

Students either become aware of courses 'extra to degree' when they apply to graduate or as they are *en route* to graduation. Faced with this situation, students can become discouraged and may choose not to complete their program. Other students may choose to complete their program by taking additional courses, but may graduate with a less than positive view of their time at Carleton.

### ***Why Focus on the BA Degree?***

There are two, very positive aspects of the BA degree at Carleton that, perversely, lie behind the phenomenon of Credit Waste where the elective category of Credits Not in the Major is concerned. The first is that the BA degree at Carleton is distinctive in the ease with which students can combine two majors to form a significant and enviable number of combined honours programs. The second is that 41%<sup>1</sup> of students who graduate with a BA degree at Carleton within seven years have changed program ('major') at least once – and often more than once – *en route* to graduation. The BA degree at Carleton therefore provides students with a significant and welcome degree of flexibility and mobility as they discover what interests them most in the arts, humanities and social sciences. This flexibility and mobility need to be preserved at the same time as: a) eliminating unnecessary barriers to graduation as evidenced through Credit Waste; b) ensuring that breadth remains a foundational feature of the BA degree at Carleton. This is the purpose of the recommendations put forward in this document.

---

<sup>1</sup> Figure supplied by the Office of Institutional Research and Planning.

### ***What Are 'Credits Not in the Major'?***

The elective category of 'Credits Not in the Major' is a feature of the majority of BA programs and flows from the BA Template that was passed by Senate in 1998 (enclosed as Appendix II). The category of 'Credits Not in the Major' does, however, apply to other degree programs, for example, the B.Sc, the B.CoMS and the B.Econ.

The BA Template set a maximum number of credits in the major that students can present at graduation for various types of BA programs (honours, general, combined, thematic, and so on). The limit on the number of credits in the major that could be presented for graduation was introduced to ensure that students achieved an acceptable breadth of education in BA programs. This breadth is correctly viewed as foundational and essential to the character of a liberal arts education. The category of 'Credits Not in the Major' was introduced after the BA Template was passed by Senate as a way of ensuring that this feature of the BA Template was adhered to and the principle of breadth entrenched. So, for example, the vast majority of honours BA programs require student to take 8 Credits Not in the Major. The BA Template stipulates that the maximum number of credits that a student can present in the major at graduation is 12.

Appendix I lists BA programs with 'Credits Not in the Major.' This Appendix demonstrates that there is a remarkable degree of consistency among BA programs with the number of Credits Not in the Major required for various types of BA program. This consistency of requirement is significant in underpinning the student mobility that characterizes the BA degree.

There is evidence that the introduction of 'Credits Not in the Major' in itself has contributed to some extent and in some ways to Credit Waste. Unfortunately, however – and as will be explained below – Senate approved a small number of program initiatives after the BA Template was approved that were inconsistent with the Template. There is evidence that this lack of consistency has aggravated the phenomenon of Credit Waste.

### ***How is this Document Organized?***

The document begins by explaining why Credit Waste needs to be addressed. The document then proceeds to examine the relationship between Credit Waste and Credits Not in the Major and propose some recommendations with respect to Credits Not in the Major aimed at reducing Credit Waste. The document goes on to propose recommendations to offset Credit Waste as generated by students applying to graduate with more than seven 1000-level credits or not having completed the BA degree breadth requirements.

***In order to make clear the relevance of the ten recommendations proposed in this document to reduce Credit Waste in the BA degree, it is necessary to provide a detailed account of the circumstances that have given rise to the phenomenon of Credit Waste (please see pages 8-10 below). It is also necessary to review the recommendation made by the Working Group on Academic Rules and Regulations established by the Provost in 2013 to address the role played by the elective category of Credits Not in the Major in generating Credit Waste (please see pages 6-7 and 11-12 below).***

***Because of the detailed character of these accounts, it needs to be stressed at this point in the document that all the challenges identified through both these accounts are resolved through the ten recommendation that follow (please see pages 12-16 below).***

In the light of the rationales that lie behind these ten recommendations, the document proposes a renewed BA Template in Appendix III

### ***Why Does Credit Waste Need to Be Addressed?***

There are five reasons:

1. Students who experience Credit Waste are likely to feel dissatisfied with their university experience, whether or not they take the extra credits necessary to complete their program or simply leave the university without graduating. If they take the extra credits, they incur a cost that might have been prevented. It can be argued that some students do not make themselves sufficiently aware of university regulations and do not follow them. However, it is equally clear from the evidence presented in this document that the university itself must bear some measure of responsibility for Credit Waste. This is because of regulations that are either inconsistent or unclear, or that in themselves generate Credit Waste. Even when students should be aware of university regulations and do not follow them, it can be argued that the university, through advising, should do everything it can to avoid this happening.

This last point is important. Academic advisors in the Academic Advising Centre are intently aware that it is increasingly unusual for students to refer to the undergraduate calendar when planning their academic careers. They plan much more effectively when they have explained to them what is expected. Understanding this is relevant to the importance of recommendations proposed in this document with respect to advising.

2. Students who experience a feeling of dissatisfaction with their education may detract from the university's reputation as well as adversely affect NSSE scores and future enrolments. NSSE scores are likely to become increasingly important in the new funding formula for the Provincial support of universities.
3. Students lost to the university detract from university revenues. On the assumption that each undergraduate student attracts at least \$10K in revenues annually, the loss of say, 100 students, represents an annual revenue loss of \$1M.
4. Students who leave the university before graduating negatively affect the university's retention rates. Retention rates constitute one key performance indicator used by the Ministry of Advanced Education and Skills Development to determine funding for universities.
5. Students who leave the university before graduating negatively affect the university's graduation rates. Graduation rates constitute one key performance indicator used by the Ministry of Advanced Education and Skills Development to determine funding for universities.
6. Students who have to take extra credits in order to graduate because of Credit Waste take longer to graduate, thereby negatively affecting the university's graduation rate.

## ***Credits Not in the Major and the Working Group on Academic Rules and Regulations***

### **INTRODUCTION**

An unsuccessful attempt was made between 2011 and 2013 to address issues that arose from the inconsistencies between the provisions of the BA Template and some subsequent program initiatives. This attempt included steps to reduce Credit Waste resulting from the elective category of Credits Not in the Major. The issue of Credit Waste resulting from Credits Not in the Major has come to the fore again as a consequence of the deliberations of the Working Group on Academic Rules and Regulations that was established in 2013 by the Provost and Vice-President (Academic) on the recommendation of the Provost's Task Force on Enrolment, Retention and Program Renewal. The membership of the Working Group is set out in Appendix IV. It submitted its Final Report to the Task Force in January 2015. This Report is enclosed as Appendix V.

The Provost's Task Force accepted the Report and referred it to the Provost. The Provost agreed with the 'Next Steps' as set out on page 13 of the Report:

Upon review by the Task Force, the report will be forwarded to the Provost and subsequently to the Senate Committee on Curriculum, Admission and Studies Policy (SCCASP). SCCASP will review each regulation proposal and consult with Faculties for their feedback, as well as ensure that recommendations align with the Institutional Quality Assurance Process (IQAP) as necessary and appropriate. The University Registrar will advise on the implementation timelines and operational considerations.

The Provost accordingly requested that the University Registrar bring forward proposals to implement the Report's recommendations to SCCASP. In order to do this, the University Registrar consulted with staff in her Office, staff in the Office of the Graduate Registrar, and the Vice-Provost (who chaired the Provost's Task Force). SCCASP has subsequently held a number of meetings and retreats to consider the Working Group's recommendations and be informed of progress where it has been agreed that various recommendations will be implemented.

This document represents a step in the process recommended by the Working Group and agreed to by the Provost. Through this document, SCCASP is requesting the Faculty Boards of the Faculty of Arts and Social Sciences and the Faculty of Public Affairs to consider the recommendations proposed to reduce Credit Waste. It is also requesting that the Faculty Boards consider the proposed, renewed BA Template. This Template is consistent with the recommendations proposed in this document and with existing BA program structures not affected by these recommendations (only two of the recommendations affect these program structures: recommendations 2 and 3). The recommendations put forward in this document with respect to Credits Not in the Major do not affect the Faculty of Science, apart from the BA programs in Biology<sup>2</sup>. They do, however, affect the B.Econ. and B.CoMS. degrees where combined

---

<sup>2</sup> Recommendation 2 would require Biology to change the reference in the calendar copy for its combined honours program to '2.0 credits in free electives not in BIOL or the other discipline' to '2.0 credits in free electives not in BIOL.' Recommendation 3 would require the number of free electives in the General BA Biology program to be raised from two to three. This could be accomplished by eliminating line 8 in the calendar copy and changing line 9 to '2.0 credits in free electives.'

honours programs are concerned.<sup>3</sup>

#### WHY WAS THE WORKING GROUP ESTABLISHED?

A principal reason for establishing the Working Group was that the University's academic rules and regulations had not been reviewed for a considerable period of time. There was a feeling that – in the period since they were last reviewed – the University's academic rules and regulations had in some cases become unnecessarily complex (often attempting to legislate for every eventuality), and that this complexity was proving confusing for students and constituting barriers to their successful completion of programs.

From the outset, the Working Group was clear on the purpose of academic rules and regulations:

The purpose of academic rules . . . is to provide students with information and direction through the explicit and transparent statement of academic expectations and standards. The academic rules should enable students to complete their academic experience in an efficacious manner and to meet the standards and quality of Carleton University credentials while not imposing barriers that hinder students from successfully progressing in and completing their degrees, diplomas or certificates. (The Final Report of the Working Group, p. 4)

The Working Group expanded on this statement by establishing seven principles to guide the development of academic rules (The Final Report of the Working Group, p. 5). Some of these principles are referred to later in this document.

#### THE WORKING GROUP AND CREDITS NOT IN THE MAJOR

It was against this background that the Working Group considered the issue of electives and identified Credits Not in the Major as a possible barrier to graduation: 'The restriction of requiring students to choose a significant proportion of their required credits "not in the major" poses a challenge for students to ensure that they accumulate the "right" kind of electives to fulfill the degree program requirements, and may present a barrier to graduation' (p. 10). The Working Group further identified combined honours as constituting a particular instance of this challenge, a challenge that is related to the growth in thematic or interdisciplinary programs:

The challenge is prevalent for students in Combined Honours programs where fulfilling the requirements for both majors may prohibitively restrict the choices available to meet stipulated requirements for electives not in the major in one or the other, or both, majors. With the growth of interdisciplinary programs and opportunities, the restriction is expected to create more challenges for students, potentially requiring students to complete more than 20.0 credits to successfully graduate in a timely fashion. (p. 10)

---

<sup>3</sup> The request could be made to these academic units in the light of recommendation 2 to eliminate their Credits Not in the Major requirement for combined honours program, or to require Credits Not in the Major only in their program and not in 'the other discipline.'

## WHAT ARE THE CHALLENGES?

There are basically two types of challenges: those involving combined honours, and those involving students who either change programs (that is, change major) or move from an honours to a general program in the same subject area. Five examples can be provided:

1. The two majors in a combined honours do not have the same requirement with respect to Credits Not in the Major

There is only one instance of this particular issue. However, it is illustrative of the challenges that can be faced by students, academic advisors and staff in the Registrar's office when such an issue occurs.

Because of changes to what was then the BA programs in Applied Economics that were approved by Senate after the BA Template came into effect, the number of Credits Not in the Major required for a combined honours in Applied Economics was set at 4. This is at variance with the remainder of BA programs requiring Credits Not in the Major for combined programs, which require 5: the maximum number of credits in the majors that the BA Template permits a student to present at graduation for a combined honours BA program is thus 15. The change in the number of Credits Not in the Major for the combined program in Applied Economics therefore allows – at least in principle – for a student to graduate with 16 credits in the majors. This put a combined program in Applied Economics at variance with the BA Template. It should, however, be noted that the new B.Econ. degree is not subject to the BA Template.

When a major sets the number of Credits Not in the Major for a combined honours program, it covers the other major as well. So, in the case of a student taking a combined honours involving Economics (and this remains the case with the new B.Econ. degree), students and academic advisors are challenged to understand what is required: is it 4.0 or 5.0 Credits Not in the Major? The Registrar's Office is likewise challenged in building an Audit: is it 4.0 or 5.0 Credits Not in the Major? The staff member in the Registrar's Office has, effectively, to choose. More than one staff member will likely be involved in constructing and maintaining the Audit. A student may as a result receive conflicting advice through their Audit as they progress through their program towards graduation.

2. Combined honours involving thematic or interdisciplinary programs

A thematic program is defined in the 1998 BA Template as follows: 'a Major program composed of a series of courses offered across two or more collaborating disciplines or interdisciplinary areas which provides students with thematic pathways not readily available within the usual Major program.' The Template goes on to state that 'the programs currently administered through the Institute for Interdisciplinary Studies can be characterized as thematic majors.' These are identified as Cognitive Science, D.I.S., Environmental Studies and Child Studies. The requirement for breadth is waived for these programs by the BA Template 'on the grounds that the programs are structured so as to meet the requirements for breadth.' The presumption, presumably, is that although students may take a substantial number of credits in the thematic area, they are nonetheless exposed to the epistemologies, theories and methodologies of several disciplines.



The elective category of Credits Not in the Major cannot therefore easily be applied to thematic programs because this category is operationalized by the Registrar's Office in terms of course codes. While this works well for single discipline or even combined honours, it would not work well for thematic programs because all the courses in the several contributing disciplines would have to be excluded, whether or not they were relevant to the intellectual area of the thematic program.

It is therefore of interest that the BA Template states that 'thematic majors cannot be combined with other majors.' This, presumably, is because 'other majors' (i.e., single discipline majors) would require a certain number (normally 5) of Credits Not in the Major, while thematic majors would require none. Since Credits Not in the Major always apply to 'the other discipline,' this would create a contradictory situation for students and academic advisors. In other words, because thematic majors do not require Credits Not in the Major, this would apply to the single-discipline major in a combined honours program, while the requirement for (normally 5) Credits Not in the Major in the single-discipline major would apply to the thematic major, which does not.

Since the BA Template was approved by Senate, a combined honours in African Studies has been approved by Senate and the Ontario Universities Council on Quality Assurance (there is no free-standing honours program in African Studies so a student wishing to graduate with an honours degree in African Studies therefore has to do so by way of a combined honours). As a thematic major, African Studies does not require Credits Not in the Major, presumably because breadth is clearly achieved through the range of disciplines that students are exposed to in completing the combined honours. However, the combined honours in African Studies does state that 'the requirements for the other discipline must be satisfied.' This situation immediately creates the contradiction referred to in the previous paragraph, and puts African Studies at variance with the BA Template.

The solution that has been adopted by the Registrar's Office is to build audits for combined honours with African Studies without any requirement for Credits Not in the Major. This course of action has never been questioned. However, this does not change the fact that the requirements of the other discipline are not being met. The audit and the student's right to graduate *could* be challenged. The fact that no challenge has occurred could be interpreted as an indication that the other disciplines are comfortable with the idea of no requirement for Credits Not in the Major in this situation: in taking a combined honours in African Studies, the student could in any case be taking a range of courses in different BA disciplines

A similar situation occurs with the combined honours program in Human Rights. Human Rights (which is clearly a thematic major) ensures that breadth is achieved by requiring students in its combined honours program to take 0.5 credits in each of five thematic areas involving a wide range of disciplines. Human Rights does not require Credits Not in the Major in its combined honours program, but does stipulate that 'the requirements for the other discipline must be satisfied.' This again creates the contradiction referred to above.

### 3. A student changes from a single-discipline honours program to a combined honours program

A student making such a change moves from a program that allows 12 credits in the major at

graduation to one which, according to the 1998 BA Template, allows 15 credits in the majors of the combined program at graduation (the maximum number of credits that can be required in each half of a combined honours program is 7 – a student can thus reach the maximum number of 15 credits by taking one credit of free electives in majors' courses).<sup>4</sup> The potential for the student to have too many credits at graduation in the half of the combined program that derives from their original, single-discipline program is considerable, especially if the student makes this change in third or fourth year (the student effectively moves down to 7 or, maybe, 8 credits as the maximum number that can be presented at graduation).

#### 4. Students changing majors

Students who change majors, maybe more than once, can experience Credit Waste. This can be explained as follows: a student enrolls in one honours BA program, but takes a number of electives in another BA major; few if any of these courses are courses required to graduate with an honours BA in this second major; the student decides to change their major to the second major, takes the required courses, applies to graduate and then discovers that they are in contravention of the rule regarding 'electives not in the major,' in this case, 8.0 credits 'not in the major.' The student finds: (a) they cannot graduate; (b) in order to graduate, they have to take more than the 20.0 credits they have already accumulated.

#### 5. A student is moved from an honours to a general BA program as a consequence of an Academic Performance Evaluation (APE)

A student who is in an honours BA program is moved to the equivalent general program as a result of APE to avoid suspension. There are fewer credits allowed in the general than in the honours program. Such students therefore enter the general program with more credits in the major than are permitted. As a consequence, some credits become 'extra to the degree,' and the student has to take additional credits in order to graduate. Students in this position – questionable academic standing and losing credits they thought they had earned – are likely to drop out rather than undertake additional studies to graduate.

Challenges 1-2 have to do with the welcome ease with which students can combined two majors to form a combined honours program. Challenges 3-5 are a consequence of student mobility. 41% of students who graduate with a BA within seven years have changed major. One of the principles established by the Working Group to guide the development of academic rules speaks to program flexibility and student mobility: 'Academic rules should maximize flexibility within and across programs – a student transferring from one program to another should not be unnecessarily penalized.'

---

<sup>4</sup> The 1998 BA Template stipulates that each half of a combined honours program with concentration can require a maximum of either 7 or 8 credits for a permissible total of 15 credits at graduation. Only one program, Law and Legal Studies, has a combined honours program with concentrations, and this combined program requires 8 credits. All other combined BA honours programs require 7 credits or less. The New B.Econ. degree, however, has a combined program that required 7.5 credits. A combined honours program in Economics and Law and Legal Studies would thus be at variance with the 1998 BA Template in requiring 15.5 credits in the majors at graduation. However, this variance ceases to be an issue if Recommendation 2 is implemented (please see Table 2).

## WHAT IS THE WORKING GROUP'S RECOMMENDATION WITH RESPECT TO CREDITS NOT IN THE MAJOR?

The Final Report of the Working Group proposed the following future categorization of electives in order 'to reduce potential barriers for student graduation.' The proposal is that 'free electives' and 'electives not in the major' – the current categories – be replaced by 'restricted electives' and 'unrestricted electives.' The Final Report of the Working Group defines these new, proposed categories as follows:

**'Restricted Electives'** – many programs will prescribe specific courses, or a list of specific courses from which students may choose, to fulfill elective course requirements for that program. Students should refer to individual program . . . information to determine the required courses that will be included in the calculation of the CGPA.

**'Unrestricted Electives'** – approved credit courses at the 1000-level or above that may be taken in any [program], including the major [program], and used to fulfill elective requirements in [a student's] program . . .'

The Working Group elaborated further on the proposed category of unrestricted electives:

An approved credit course successfully completed in any program may be used to fulfill an unrestricted elective requirement in any other program. Credit courses may not be specifically prohibited from credit in any particular degree program. In general, departments are encouraged to facilitate recognition of credit where appropriate to support student success and timely completion of programs. (Final Report of the Working Group, p. 30)

The consequence of this recommendation is that Credits Not in the Major could no longer be used as a way of ensuring that the number of credits in the major a student is permitted to present for graduation is adhered to. This in turn begs the question of how the principle of breadth in BA programs is to be preserved.

The Final Report of the Working Group makes the following observation with respect to breadth on the assumption that the elective category of Credits Not in the Major is dispensed with:

There are other opportunities available to ensure students do not limit their undergraduate educational experience, including:

- i. Expanding the current breadth requirement by encouraging or requiring students to take more courses in one or more of the four defined breadth areas;
- ii. Requiring students to include a minor . . . in their degree programs;
- iii. Being more prescriptive about the specific courses, or areas of course study, that must be included in the program . . .

The suggestion, in other words, is that the new, proposed category of 'restricted electives' could be used to entrench 'breadth.'

***Work that has been undertaken in preparing this document strongly suggests that moving in this direction would require an unnecessarily long and complex process of negotiation unlikely to result in: (a) a consistent outcome with respect to the maximum number of credits in a major students could***

*present at graduation; (b) a common and consistent set of rules that could easily be understood by students and academic advisors alike.*

*There are approximately 23 academic units that administer BA programs. If the suggestion put forward in the Final Report of the Working Group were to be followed, one of two scenarios might unfold:*

- 1. Each academic unit could specify different restricted electives that it felt were most appropriate for its BA programs as well as a different number of restricted electives. This scenario would seriously compromise the mobility that currently characterizes the BA degree at Carleton.*
- 2. In order to preserve mobility, the 23 units might attempt to coordinate a common set of restricted electives. Since it is unlikely that the units would wish to agree on a common set of specified courses, it seems likely that this scenario would result in something markedly similar to the current elective category of Credits Not in the Major.*

*To move in this direction could thus undermine two of the seven principles established by the Working Group to guide the development of academic rules:*

- 1. Academic rules should be simple and transparent – there is a need to have a corpus of rules that is easily understandable to the entire university community and beyond.*
- 2. Academic rules should maximize flexibility within and across programs – a student transferring from one program to another should not be unnecessarily penalized.*

*Work undertaken in the preparation of this document suggests that the elective category of ‘Credits Not in the Major’ represents a clean, transparent and consistent method of entrenching breadth in BA programs by ensuring the maximum number of credits in the major students can present at graduation. It would seem that what is needed is not their elimination, but rather changes to how they are applied to some categories of BA programs.*

*SCCASP’s recommendations with respect to Credits Not in the Major are thus as follows:*

***Recommendation 1: THAT the current elective categories of Credits Not in the Major and Free Electives Be Continued***

Rationale: It is not necessary to eliminate the elective category of Credits Not in the Major in order to deal with the issues of Credit Waste identified above.

***Recommendation 2: THAT Credits Not in the Major Not Be Required for Combined Honours Programs***

Rationale:

1. Implementing this recommendation will significantly reduce the phenomenon of Credit Waste (please see Challenges 1-3 above).
2. Eliminating Credits Not in the Major will have less of a deleterious effect on the principle of breadth than if they were eliminated for single-discipline honours or general programs.

Students are in any case studying to a significant extent in two disciplines. If both majors are in the same breadth category, students have in addition to take two credits in two of the three remaining breadth areas. If the two majors are in different breadth areas, students in addition have to take one credit in one of the two remaining breadth areas. Under the current BA Template, students can in any case present up to 15 credits in the two majors combined in order to graduate with a combined honours.

3. It is likely that any proposed, new BA programs will be interdisciplinary or thematic and may, like African Studies, start life as a combined honours program or wish, like Human Rights, to have a combined honours program as part of their suite of offerings. There are, for example, some interdisciplinary or thematic minors that may grow into programs (a minor has a minimum of 4 credits – a combined honours a minimum of 6 credits in each of the two majors). Continuing with Credits Not in the Major for combined programs involving thematic majors may therefore exacerbate the problem that already exists. As the Final Report of the Working Group observed: 'With the growth of interdisciplinary programs and opportunities, the restriction [occasioned by Credits Not in the Major] is expected to create more challenges for students, potentially requiring students to complete more than 20.0 credits to successfully graduate in a timely fashion' (please see Challenge 2 above).

***Recommendation 3: THAT the number of Credits Not in the Major Required for General BA Programs Be Reduced from 7 to 6.***

Rationale:

1. This recommendation will increase the number of credits that a student can present at graduation from 8 to 9. This will significantly reduce the number of students experiencing Credit Waste when, as a consequence of APE, they are transferred from an honours program to the related general program. Concomitantly, this recommendation will increase the number of free electives available to students in general programs.
2. Taking this step will not materially affect the principle of breadth. Students in honours programs can present up to 12 credits in the major at graduations (60%). Currently, students in general programs can present up to 8 credits (53.3%). Raising the number to 9 (60%) means that the principle of breadth would then be operationalized at the same level (60%) for both honours and general programs.
3. This recommendation would be easy to implement.

***Recommendation 4: THAT Mandatory Advising Be Put in Place for Students Changing Majors More than Once***

Rationale: SCCASP feels that the requirement that students in single-discipline honours programs must take at least 8 Credits Not in the Major is an effective way of ensuring that students do not present more than 12 credits in the major at graduation and therefore of ensuring that the principle of breadth is adhered to. The same principle applies to single-discipline general programs. This means that some students may continue to accrue 'credits extra to degree' if they change major and therefore experience 'Credit Waste.' The feeling is that the best way to minimize this occurrence is for students to be required to meet with an academic advisor if they attempt to change major more

than once in their academic career so that they are clear about the implications of the change as they move towards graduation. It is felt that the likelihood of students encountering Credit Waste is reduced significantly if they change major only once in their academic career and remain with that second major until graduation. However, if students have to take additional credits as a consequence of changing single-discipline programs ('majors') more than once, there will be a conscious decision and commitment to so do as a consequence of mandatory advising. Students who commit to take additional credits for this reason are unlikely to be dissatisfied with their educational experience at Carleton.

***Recommendation 5: THAT Students May Only Change Major if They Have Taken a Minimum of One Course in the Major into Which They Are Transferring***

Rationale:

1. This recommendation to some degree represents an extension of Recommendation 4. Students may currently transfer into a major in which they have taken no courses. This – together with the fact that students may currently change major without being required to discuss the change with an academic advisor – means that the decision to change may be ill-informed and taken lightly. There may be little commitment behind such a decision based on a foundational experience in the discipline in question, *and scant awareness that the decision may result in Credit Waste*. This recommendation therefore underscores the advisability of a change of major being a consciously thought-through decision unlikely to result in a feeling of dissatisfaction with a student's educational experience.
2. Students may currently change major several times a term through the Change of Program Elements of Carleton Central (COPE). In addition to the major, COPE may also be used to register in – or change between – concentrations and minors. The fact that students may change this easily between BA programs ('majors') and without having taken a foundational course in the major into which they are transferring suggests that students may change major in the spirit of 'shopping around' rather than contemplating such a change as part of planning seriously for their academic career. Recommendations 4 and 5 should largely offset the phenomenon of 'shopping around' and the attendant problems of unanticipated Credit Waste or lack of direction in a student's academic career.

This recommendation could be implemented through advising. The intention is that students who change major more than once will in any case have to meet with an advisor (please see Recommendation 4). Students who attempt to transfer into a major in which they have taken no courses when they attempt to change major for the first time could be required to meet with an advisor to discuss their motivation. Advisors could guide such students to take a course in the major into which they wish to transfer to ensure that their decision is the right one for them.

It should be noted that students are sometimes transferred from either an honours program or a general program into a general program in which they have not taken a foundational or, indeed, any course. This step is frequently taken when a student has no BA program in which they have taken courses *and* a sufficiently high CGPA to remain in any of those programs. By transferring students into a program in which they have not taken any course, the requirement for a sufficiently high

CGPA in a major is averted because students have no record in that program. Such students are essentially being ‘parked,’ avoid suspension because all that is required to remain in a program in which they have taken no courses is a sufficiently high overall CGPA, and are being given a chance to successfully take a sufficient number of courses to achieve a necessary CGPA in the major for a program into which they can then be legitimately transferred.

This route to avoiding suspension will be closed if Recommendation 5 is implemented. However, there is a parallel initiative under way to establish a ‘non-designated,’ 15-credit general BA program (that is, a general BA program without a major). The idea behind this initiative is to establish an ‘off-ramp’ for students who either cannot maintain a sufficiently high CGPA in a major in order to graduate, or are unlikely to be able to graduate in a major without Credit Waste because they have changed major too many times (or both). Such students are likely to have a weak academic record. The establishment of such a program would provide a home for students who might otherwise face suspension. Many Ontario universities appear to already have such programs for their BA as well as BSc degrees.

***Recommendation 6: THAT ‘Early Warning Advising’ Be Instituted for Students Whose CGPAs Early in their Honours Program Suggest that Subsequent Transfer to the Related General Program Is a Possibility Because of APE***

Rationale: Recommendation 3, if implemented, should reduce some Credit Waste with respect to students who are transferred from an honours to a general program relatively early in their career. However, there may be waste of more than one credit for students who are transferred relatively late in their career. The advising recommended here will enable such students to manage the number of credits in the major that they take so that transfer to the general program does not subsequently produce Credit Waste. This advising may therefore be particularly important for students who could be transferred to the general program in third or fourth year who may have amassed more than 9 credits in the major (please see recommendation 3).

It should be noted that a Low Major CGPA Outreach Program already exists within the Academic Advising Service for students in the situation that is the subject of this recommendation. This recommendation would have the effect of broadening the parameters of this Program and making advising mandatory.

***Recommendation 7: THAT, if Adopted, Recommendations 4, 5 and 6 Be Referred to the Working Group on APE for Consideration and Implementation***

Rationale: The Working Group on Academic Rules and Regulations made some observations on APE in its Final Report (pp. 11 and 31-32). As a consequence, a Working Group on APE has been established in the Registrar’s Office to improve the features and administration of APE. This Working Group is considering recommendations similar to Recommendations 4, 5 and 6 as proposed in this document. Ideas for increased advising that will provide improved guidance to students are also being considered in connection with other initiatives to improve retention and graduation rates. A common theme in all these initiatives is to better facilitate lines of communication between the Academic Advising Centre and undergraduate advisors in academic units.



***SCCASP is proposing two recommendations with respect to Credit Waste caused by students applying to graduate in a BA program with more than seven, 1000-level credits, or applying to graduate not having fulfilled the BA degree breadth requirements.***

***Recommendation 8: THAT All BA Program Descriptions in the Undergraduate Calendar Have Embedded Explicitly within Them All the University and Degree Rules and Regulations Pertaining to that Program***

Rationale: Most BA program descriptions in the Undergraduate Calendar require students and academic advisors to interpret how some University and BA Degree Regulations (for example, not taking more than seven, 1000-level credits in a BA program or fulfilling breadth requirements) apply to the program in question. By embedding explicitly within each program description the Regulations pertaining to the program in question, no interpretation of Regulations will be required on the part of students and academic advisors, thus reducing the possibility of mistakes in interpreting the Regulations and the possibility of creating Credit Waste. Students and academic advisors would have to refer only to each program description.

Note: This recommendation, if implemented, will also support the reduction of Credit Waste related to Credits Not in the Major.

***Recommendation 9: THAT Mandatory Advising Be Put in Place for Students in All BA Programs Who Do Not Fulfill the BA Degree Breadth Requirements as Part of the First Ten Credits Completed***

Rationale: This recommendation, if implemented, should eradicate Credit Waste as a consequence of students applying to graduate who have not completed the BA Degree breadth requirements.

***SCCASP has one recommendation (Recommendation 10) with respect to the BA Template: THAT the Current BA Template (Passed by Senate in 1998) Be Rescinded and Replaced by a Renewed BA Template***

The Recommendation is consistent with a recommendation contained in the Final Report of the Working Group on Academic Rules and Regulations (p. 12):

Many of the issues and definitions reviewed by the Working Group address challenges identified with the efficacy and status of the B.A. Template adopted by the Senate in 1998 to guide the structure and requirements of Bachelor of Arts programs. Programs have grown and evolved over the period since the template was adopted which pre-dates the introduction of the quality assurance framework and IQAP. The Working Group recommends that the 1998 B.A. Template be rescinded and replaced by a new Senate-approved framework defining the basic program structure and requirements for new academic program initiatives, which will include the minimum and maximum number of credits required and allowed within plans and sub-plans. The Working Group's recommendations on Academic Nomenclature (pp.5-6) and Undergraduate Degrees (p.8) provide a foundation for this. Conformity with the framework should ensure that program development is guided by the principles of quality assurance, while embracing the evolution of academic qualifications and programs.

A proposed, renewed BA Template is included as Appendix III.



**Table 1: BA Programs and their Fit with the Current (1998) BA Template**

Program	#Credits Req	CNIM	Free Electives	Max Present	Comments
AFRI Com	7	0	13	15	Thematic major – however, requirements of other discipline to be observed – no way of enforcing Max Present
AFRI Gen	6	0	9	10	Thematic major - no way of enforcing Max Present
ANTH Hons	9	8	2.5	12	SOCI 1001 (0.5) Required
ANTH Com	7	5	To make 20	15	CNIM includes SOCI
ANTH Gen	6	7	1.5	8	SOCI 1001 (0.5) Required
ARTH Hons	10	8	2	12	
ARTH Com	6.5	5	To make 20	15	
ARTH Gen	6.5	7	1.5	8	
HTA Hons	10	8	2	12	CNIM includes ARCH
HTA Com	6.5	5	To make 20	15	
HTA Gen	7	7	1	8	CNIM includes ARCH
BIOL Hons	8	9	3	11	6 credits in 'restricted electives' - CNIM
BIOL Gen	6	7	2	8	6 credits in 'restricted electives' - CNIM
BIOL Com	7	5	1	15	3 credits in 'restricted electives' - CNIM
CDNS Hons	9	8	3	12	
CDNS Com	7	5	To make 20	15	
CDNS Gen	7	7	1	8	
CHST Hons	11	0	9	15	Thematic major – no way of enforcing Max Present
CHST Gen	8.5	0	6.5	10	Thematic major – no way of enforcing Max Present
CRCJ Hons	13.5	5	1.5	15	Thematic major – concentration in Law
CRCJ Hons	13	5	2	15	Thematic major – concentration in Psych
CRCJ Hons	13.5	5	1.5	15	Thematic major – concentration in Soci
CRCJ Gen	10.5	3.5	1	11.5	Thematic major – concentration in Law
CRCJ Gen	11	3.5	0.5	11.5	Thematic major – concentration in Psych
CRCJ Gen	10.5	3.5	1	11.5	Thematic major – concentration in Soci
ENGL Hons	10	8	2	12	
ENGL Hons	11	8	1	12	Concentration in Creative Writing
ENGL Hons	11	8	1	12	Concentration in Drama Studies
ENGL Com	7	5	To make 20	15	
ENGL Gen	6	7	2	8	
ENST Hons	12	0	8	15	Thematic major
ENST Gen	8	0	7	10	Thematic major

Program	#Credits Req	CNIM	Free Electives	Max Present	Comments
EURR Hons	10	0	9	15	Thematic major – no way of enforcing Max Present
EURR Com	7	5	To make 20	15	Thematic major – 1 credit in ‘restricted electives’
EURR Gen	7	0	8	15	Thematic major – no way of enforcing Max Present
FILM Hons	9	8	3	12	
FILM Com	7	5	To make 20	15	
FILM Gen	6	7	2	8	
FREN Hons	10	8	2	12	
FREN Com	7	5	To make 20	15	
FREN Com J	7	0			Consult Journalism
FREN Gen	6	7	2	8	
GEOG Hons	10	8	2	12	
GEOG Hons	10	8	2	12	Concentration in Physical Geography
GEOG Com	7	5	To make 20	15	
GEOG Gen	7	7	1	15	
GEOM Hons	10	8	2	12	
G&RS Hons	10	8	2	12	
G&RS Com	7	5	To make 20	15	
G&RS Gen	6	7	2	8	
HIST Hons	10	8	2	12	
HIST Com	6	5	To make 20	15	
HIST Gen	7	7	1	8	
HUMR Hons	9	0	11	15	Thematic major – no way of enforcing Max Present
HUMR Com	7	0	To make 20	15	Thematic major – however, requirements of other discipline to be observed – no way of enforcing Max Present
HUMR Com L	7	0	To make 20	15	Thematic major – concentration in Transnational Law and Human Rights – however, requirements of other discipline to be observed – no way of enforcing Max Present
HUMR Gen	7	0	8	10	Thematic major – no way of enforcing Max Present
INDG Com	7	5	To make 20	15	

Program	#Credits Req	CNIM	Free Electives	Max Present	Comments
<b>LAWS Hons</b>	9	8	3	12	
<b>LAWS Com</b>	6.5	5	To make 20	15	
<b>LAWS Hons</b>	10.5	8	1.5	12	Concentration in Law, Policy and Government
<b>LAWS Com</b>	8	5	To make 20	15	Concentration in Law, Policy and Government
<b>LAWS Hons</b>	10.5	8	1.5	12	Concentration in Business Law
<b>LAWS Com</b>	8	5	To make 20	15	Concentration in Business Law
<b>LAWS Hons</b>	10.5	8	1.5	12	Concentration in Transnational Law and Human Rights
<b>LAWS Com</b>	8	5	To make 20	15	Concentration in Transnational Law and Human Rights
<b>LAWS Gen</b>	6.5	6.5	2	8.5	
<b>LING Hons</b>	9.5	5 (8)	5.5	12	CNIM includes ALDS – only 2.5 Credits in free electives can be in LING, making CNIM number in fact 8
<b>LING Com</b>	6	5	To make 20	15	
<b>LING &amp; ALDS Hons</b>	12	5	To make 20 (3?)	15	
<b>LING Gen</b>	6.5	5	3.5	8	CNIM includes ALDS – only 1.5 Credits in free electives can be in LING, making CNIM number in fact 7
<b>ALDS Hons</b>	9	5	6	11.5	CNIM includes LING – only 2.5 credits in free electives can be in ALDS, making CNIM number in fact 8.5
<b>ALDS Com</b>	6	5	To make 20	15	
<b>ALDS Gen</b>	6	5	4	7.5	CNIM includes LING – only 1.5 credits in free electives can be in ALDS, making CNIM number in fact 7.5
<b>MUSI Hons</b>	10	8	2	12	
<b>MUSI Com</b>	7	5	To make 20	15	
<b>MUSI Gen</b>	7	7	1	8	
<b>PHIL Hons</b>	10	8	2	12	
<b>PHIL Hons</b>	12	5	3	15	Concentration in Philosophy, Ethics and Public Affairs
<b>PHIL Com</b>	7	5	To make 20	15	
<b>PHIL Gen</b>	6	7	2	8	

Program	#Credits Req	CNIM	Free Electives	Max Present	Comments
PSCI Hons	9	8	3	12	
PSCI Com	7	5	To make 20	15	
PSCI Com J	7	0 (8J)	4	12	I credit in 'restricted electives'
PSCI Com Soci	6	5	2	15	
PSCI Gen	6	7	2	8	
PSYC Hons	9	8	3	12	
PSYC Com	7	2	To make 20	??	'Sufficient credits not in PSYC or other discipline to meet program requirements (depends on discipline, see advisor)'
PSYC Gen	6	7	2	8	
RELI Hons	9	9	2	11	
RELI Com	6	5	To make 20	15	
RELI Gen	6	7	2	8	
SOCI Hons	9	8	2.5	12	CNIM includes ANTH – 0.5 credit 'restricted elective' in ANTH
SOCI Com	7	5	To make 20	15	
SOCI Gen	6	7	1.5	8	CNIM includes ANTH
WGST Hons	9	8	3	12	Thematic major? – CNIM only in WGST courses – no courses from other disciplines
WGST Com	7	5	To make 20	15	Thematic major – CNIM only in WGST courses – courses from 19 other disciplines in CGPA
WGST Gen	6	7	2	8	Thematic major – CNIM only in WGST courses – courses from 16 other disciplines in CGPA

#### Notes:

1. Red highlights indicates non-compliance with the current (1998) BA Template. All non-compliance is resolved through the new BA Template (please see Table 2)
2. The following *non-thematic* programs are consistent with the BA Template and are consistent with each other in terms of CNIM (Hons 8; Com 5; Gen 7): ANTH, ARTH, HTA, BIOL (Com and Gen), CDNS, ENGL, FILM, FREN, GEOG, G&RS, HIST, LING, MUSI, PHIL, PSCI, and SOCI.
3. BIOL (Hons) is consistent with the BA Template but is not consistent with the *non-thematic programs* listed in note 2 in terms of CNIM.

4. LAWS, ALDS and RELI (*non-thematic* programs) are consistent with the BA Template, but are not consistent with the *non-thematic* programs listed in Note 2 or with each other in terms of CNIM for Hons and/or Gen. They are, however, consistent with each other and the *non-thematic* programs listed in Note 1 where Com is concerned.
5. INDG only has COMS, but is consistent with the *non-thematic* programs listed in Note 2 and Note 3 with respect to CNIM.
6. The following could be assumed in terms of the definition in the BA Template ('a Major program composed of a series of courses offered across two or more collaborating disciplines or interdisciplinary areas which provides students with thematic pathways not readily available within the usual Major program') to be *thematic* programs: AFRI, CHST, CRCJ, ENST, EURR, HUMR, WGST (although it should be noted that WGST Hons is constituted solely through WGST courses). However, it should be noted that BA breadth requirements are only exempt for the following *thematic* programs (it is assumed that this exemption exists because the interdisciplinary character of the programs in itself ensure breadth): AFRI, CRCJ, ENST and HUMR. This means that breadth is required for CHST, EURR, and WGST.
  - a. AFRI Com has no CNIM; CRCJ does not have COM; ENST does not have COM; HUMR COM has no CNIM
  - b. CHST does not have COM: EURR and WGST have COM and CNIM consistent with the programs listed in Notes 1, 2 and 3.

The issue of a contradiction between CNIM as required for the *non-thematic* programs listed in Notes 1, 2 and 3 and as not required for *thematic* programs occurs only with AFRI and HUMR.

7. The following programs are not consistent with the BA Template:
  - a. CRCJ Gen requires either 10.5 or 11 credits (depending on the concentration) and allows students to present up to 11.5 credits at graduation – the BA Template stipulates a limit of 10 credits as being required for *thematic* Gen with concentration and as the maximum number of credits students can present at graduation.
  - b. HUMR Hons requires only 9 credits – the BA Template requires a minimum of 10
  - c. LAWS Gen allows students to present up to 8.5 credits at graduation – the BA Template allows only 8.
  - d. PHIL Hons with concentration required 12 credits and allows students to present up to 15 credits at graduation – the BA Template stipulates a limit of 11 credits as being required for a *non-thematic* honours with concentration and a limit of 12 credits that can be presented at graduation.

All these exceptions can be accommodated in the proposed, renewed BA Template (please see Table 2).

8. It should be noted that the following programs cannot enforce the maximum number of credits that a student can present at graduation as stipulated by the BA Template because they do not required any CNIM: AFRI Gen; CHST Hons + Gen; EURR + Gen; HUMR Hons + Gen. This does not, as such, render the programs inconsistent with the BA Template – it just means that students may present more credits in the major at graduation than is permitted. The interesting

questions are: 'does this happen' and 'are the students allowed to graduate'? It should also be noted that, if Recommendation 2 is implemented, no consistent or reliable maximum number of credits that a student could present at graduation could be established (please see Table 2).

**Table 2: Maximum and Minimum Number of Credits for BA Degree Programs in the Renewed BA Template**

Degree Program	Type	Mimimum # Credits	Maximum # Credits	Student May Present
BA General	Regular	6	7	9 <sup>56</sup>
BA General	Concentration	6	8	9 <sup>5</sup>
BA General	Thematic	7	10	10
BA General	Thematic + Concentration	7	11 <sup>7</sup>	12 <sup>7</sup>
BA Honours	Regular	8	10	12
BA Honours	Concentration	8	12 <sup>8</sup>	15 <sup>8</sup>
BA Honours	Combined	6	7.5 <sup>9</sup>	N/A <sup>10</sup>
BA Honours	Combined + Concentration	6	8 <sup>11</sup>	N/A <sup>10</sup>
BA Honours	Thematic	9 <sup>12</sup>	15	15
BA Honours	Thematic + Concentration	10	15	15

Note: Figures in red type represent a variance with the 1998 BA Template.

It should be noted that the number of free electives in any program with Credits Not in the Major is calculated and set as the difference between the minimum number of credits required to graduate and

<sup>5</sup> See recommendation 3

<sup>6</sup> Also accommodates LAW Gen (please see Table 1)

<sup>7</sup> Accommodates CRCJ Gen (please see Table 1)

<sup>8</sup> Accommodates Phil Hons + Concentration (please see Table 1)

<sup>9</sup> Although the new B.Econ. combined honours program is not subject to a BA Template, this change from the 1998 BA Template accommodates this program, which requires 7.5 credits in the major.

<sup>10</sup> Please see Recommendation 2.

<sup>11</sup> The 1998 BA Template stipulates a maximum of 7 or 8 credits for any half of a combined honours program that is with concentration, with a maximum of 15 credits in the majors being presented by a student at graduation for a combined honours with concentration. The alternative number of 7 or 8 is presumably to ensure that that the number of credits in the majors being presented at graduation does not increase to 16, which would be the case if both halves of a combined honours program were with concentration and requiring 8 credits in each half. Presumably, there would have to be negotiations between academic units contributing to this type of combined honours program to ensure that the maximum number of 15 credits was not exceeded. Since it is being recommended that Credits Not in the Major not be required for any type of combined honours program, it seems sensible to set the maximum number of credits that can be required for any half of a combined honours program that is with concentration to 8. Only one half of a combined honours program with concentrations currently exists (LAWS), and this half of the program requires 8 credits.

<sup>12</sup> Accommodates HUMR Hons (please see Table 1).

the maximum number of credits that can be presented at graduation. So – for example – and if recommendation #3 is adopted – a regular general BA program may set 6 Credits in the Major as being required for graduation; the maximum number of Credits Not in the Major that can be presented at graduation is 9; the number of free electives is thus 3. If a program sets 7 Credits in the Major as being required for graduation in a general program, the number of free electives is 2. Free electives cannot increase the maximum number of Credits in the Major that can be presented at graduation if the program has Credits Not in the Major.



## **APPENDIX I**

### **BA Programs with 'Credits Not in the Major'**



Appendix I: BA Programs with 'Electives Not in the Major'

Program	Credits Not In	Restrictions
B.A. Hons. Anthropology	8.0 credits	Not in ANTH or SOCI
B.A. Combined Honours Anthropology	5.0 credits	Not in ANTH, SOCI or other discipline
B.A. General, Anthropology	7.0 credits	Not in ANTH or SOCI
B.A. Honours, Art History	8.0 Credits	Not in ARTH
B.A. Combined Honours, Art History	5.0 credits	Not in ARTH or the other discipline
B.A. General, Art History	7.0 credits	Not in ARTH
B.A. Honours, History and Theory of Architecture	8.0 credits	Not in ARTH or Architecture
B.A. General, History and Theory of Architecture	7.0 credits	Not in ARTH or Architecture
B.A. Honours, Biology	9.0 credits	3.0 credits not in Biology; 6.0 credits in approved Arts and Social Science
B.A. Combined Honours in Biology	12.0 credits (5.0 credits not in Biology)	3.0 credits not in Biology; 2.0 credits not in Biology or the other discipline; 7.0 credits in approved Arts or Social Sciences to include the requirements of the other discipline.
B.A. General, Biology	7.0 credits	3.0 credits not in Biology; 4.0 credits in approved Arts and Social Sciences
B.A. Honours, Indigenous and Canadian Studies	8.0 credits	Not in CDNS or INDG
B.A. Combined Honours, Indigenous and Canadian Studies	5.0 credits	CDNS, INDG or the other discipline
B.A. General, Indigenous and Canadian Studies	7.0 credits	Not in CDNS or INDG
Bachelor of Communications, Honours	8.0 credits	Not in COMS
Bachelor of Communications, Combined Honours	5.0 credits	Not in COMS or the other discipline
Bachelor of Communications, General	7.0 credits	Not in COMS
B.A. Honours, Economics; Applied Economics	7.0 credits	Not in ECON
B.A. Combined Honours, Economics; Applied Economics	4.0 credits	Not in ECON or other discipline
B.A. Economics, General	6.0 credits	Not in ECON

B.A. Honours, English Language and Literature; Creative Writing	8.0 credits	Not in ENGL
B.A. Combined Honours, English Language and Literature	5.0 credits	Not in ENGL or other discipline
B.A. General, English Language and Literature	7.0 credits	Not In ENGL
B.A. Honours, Film	8.0 credits	Not in FILM
B.A. Combined Honours, Film	5.0 credits	Not in FILM or other discipline
B.A. General, Film	7.0 credits	Not in FILM
B.A. Honours, Geography	8.0 credits	Not in GEOG
B.A. Combined Honours, Geography	5.0 Credits	Not in GEOG or other discipline
B.A. General, Geography	7.0 credits	Not in GEOG
B.A. Honours, History	8.0 credits	Not in HIST
B.A. Combined Honours, History	5.0 credits	Not in HIST or other discipline
B.A. General, History	7.0 credits	Not in HIST
B.A. Honours, Law	8.0 credits	Not in LAWS
B.A. Combined Honours, Law	5.0 credits	Not in LAWS or other discipline
B.A. General, Law	6.5 credits	Not in LAWS
B.A. Honours, Philosophy	8.0 credits	Not in PHIL
B.A. Combined Honours, Philosophy	5.0 credits	Not in PHIL or other discipline
B.A. General, Philosophy	7.0 credits	Not in PHIL
B.A. Honours, Political Science	8.0 credits	Not in PSCI
B.A. Combined Honours, Political Science	5.0 credits	Not in PSCI or other discipline
B.A. General, Political Science	7.0 credits	Not in PSCI
B.A. Honours, Psychology	8.0 credits	Not in PSYC
B.A. General, Psychology	7.0 credits	Not in PSYC
B.A. Honours, Religion	9.0 credits	Not in RELI
B.A. Combined Honours, Religion	5.0 credits	Not in RELI or other discipline
B.A. General, Religion	7.0 credits	Not in RELI
Bachelor of Social Work	6.0 credits	Not in SOWK
Bachelor of Honours, Sociology	8.0 credits	Not in SOCI or ANTH
B.A. Combined Honours, Sociology	5.0 credits	Not in SOCI, ANTH or other discipline
B.A. General, Sociology	7.0 credits	Not in SOCI or ANTH
B.A. Honours, Women's and Gender Studies	8.0 credits	Not in WGST
B.A. Combined Hons, Women's and Gender Studies	5.0 credits	Not in WGST or other discipline
B.A. General, Women's and Gender Studies	7.0 credits	Not in WGST

Key:

Conforming to the Norm:

20-credit program	8 credits	12-credit maximum
15-credit program	7 credits	8-credit maximum
Combined 20-credit program	5 credits	15-credit maximum

THE THREE NORMS ARE CONSISTENT WITH THE 1998 BA TEMPLATE IN TERMS OF THE MAXIMUM NUMBER OF CREDITS IN THE MAJOR THAT A STUDENT CAN PRESENT AT GRADUATION

Outside the Norm:

Biology – one credit above norm for honours – due to a BA honours program in a science discipline

Economics – one credit below norm in all three cases

Religion – nine credit for 20-credit honours program

Law – 6.5 credits only for General



## **APPENDIX II**

### **The 1998 BA Template**

*revised as a  
result of the  
Jan 23 Senate  
meeting*

Attachment #3

APPENDIX F  
to Senate Minutes

SEP 25 1998

**B.A. Council (*pro tem.*)**

**REVISED TEMPLATE FOR THE NEW B.A. DEGREES**

[Revisions have been made as of July 29, 1998, to reflect Senate's decision about the nomenclature of the 15 credit B.A. degree program and about the impending closure of Combined B.A. programs as well as issues raised during the Advisors' training sessions. Some items have been rearranged and other deleted. Minor editing has corrected some errors of omission and commission in the appendices. There is no substantive impact on programs currently in place.]

**I. NOMENCLATURE.**

**1. Rename the Pass B.A.**

The Pass B.A. degree will be renamed the B.A. degree. The diploma designation will be: B.A. in <Major name>. In the case of a Combined Major in this degree program, the designation will be: Combined B.A. in <first Major name> and <second Major name>.

**2. Rename the Honours. B.A.**

The Honours degree in the B.A. (variously called Honours B.A., B.A. with Honours, B.A. Honours) will be called the B.A. (Honours) degree program. The diploma designation will be: B.A. (Honours) in <Major name>. In the case of a Combined Major in this degree program, the designation will be: Combined B.A. (Honours) in <first Major name> and <second Major name>.

**3. Thematic Major**

This is a Major program composed of a series of courses offered across two or more collaborating disciplines or interdisciplinary areas which provides students with thematic pathways not readily available within the usual Major program(s). The programs currently administered through the Institute for Interdisciplinary Studies can be characterized as thematic Majors. Thematic Majors cannot be combined with other Majors.

**4. Specialization**

This is a Major program designed by the sponsoring unit to accomplish specific goals such as ideal preparation for second-entry professional programs, or preparation for fast-tracking programs into post-graduate study. These programs would be designed for students who desire a high degree of structure and are therefore prepared to forego some choice. It is expected that the program parameters will be applied in an appropriately flexible manner.

*mm*  
*12*



### **5. Minor**

Minors sponsored by units offering B.A. and B.A.(Honours) programs shall consist of 4.0 credits, of which at most 1.0 are at the 100-level, although in some instances, sponsoring units may request Senate permission to require or permit further 100-level credits. At least 2.0 credits towards a Minor must be taken at Carleton.

### **6. Concentration**

Concentrations within the B.A. programs shall consist of at least 3.5 credits from designated courses within the Major, identified by the sponsoring unit as focused on a special area of expertise, knowledge and/or practice. A Concentration is normally a unique program of study within the Major.

## **II. ENTRY AND CONTINUATION IN PROGRAM OPTIONS**

### **7. Entry, continuation and eligibility to graduate with a program option**

Entry to, continuation in, and eligibility to graduate with a program option (a Minor or a Concentration) sponsored by units offering the B.A. degrees shall be dependent solely upon performance in the courses counting towards the program option and not based on enrolment in a particular degree program.

### **8. Minors**

Entry to a Minor will be based on clearly stated standards established by the sponsoring unit with Senate approval. Entry to a Minor can occur at the time of admission or at any time during the first year of study without having completed a course required for the Minor. If a GPA in the Minor exists, then it must meet or exceed the stated minimum requirement for the Minor, which will be a GPA of at least 4.0 or at least 6.5 over the courses in the Minor, as specified in the relevant Calendar entry.

### **9. Concentrations**

Entry to a Concentration will be based on clearly stated standards established by the sponsoring unit with Senate approval. Good Standing in the appropriate Major is also required in the case of all Concentrations. Entry to a Concentration can usually occur at the time of admission or at any time during the first year of study without having completed a course required for the Concentration, unless otherwise stated in the Calendar. If a GPA in the Continuation exists, then it must meet or exceed the stated minimum requirement for the Concentration which will normally be a GPA of at least 4.0 or at least 6.5 over the courses in the Concentration, as specified in the relevant Calendar entry. In some instances, the standard for continuation and eligibility to graduate may, with Senate approval, be higher than 6.5.

### **III. THE B.A. DEGREE:**

#### **10. First-Year Seminar**

All B.A. students must complete a 1.0 credit attempt in a designated First-Year Seminar during their first 4.0 credits of registration. Students admitted to a B.A. degree program in Good Standing who are eligible for Second Year or higher standing will be assumed to have met this requirement.

#### **11. Requirement for Breadth**

To graduate, all B.A. students must offer standing in 3.0 credits which meet the requirement for Breadth. Students must offer 1.0 credit in each of 3 of the 4 breadth categories designated by lists of courses as published in the Calendar. One of these credits may be in a student's Major.

#### **12. Credits in the Major**

All B.A. programs must require at least 6.0 credits in the Major as a minimum but not more than 7.0 credits in the Major counting towards the 15.0 required credits for the degree. A student may count additional optional credits in the Major towards the degree up to a maximum of 8.0 credits in the Major.

#### **13. B.A. thematic Major**

All B.A. thematic Major programs must require 7.0 credits in the Major as a minimum and 10.0 credits in the Major as the maximum counting towards the 15.0 required credits for the degree.

Thematic Majors in the B.A. degree program will retain the requirement for the First-Year Seminar. The requirement for Breadth is waived for the D.I.S., Environmental Studies and Child Studies B.A. programs on the grounds that the programs are structured so as to meet the goals of the requirement for Breadth. Other thematic Majors may request Senate for an exemption or modification to the requirement.

#### **14. Combined B.A. programs**

Combined B.A. programs will continue for 1998-99, with requirements specified in the 1997-98 Calendar, modified by the addition of the requirements for a First-Year Seminar and for breadth.

#### **15. Concentration**

B.A. students may pursue Concentrations within some Majors. Concentrations identify a special sub-set of courses in the Major (typically at least 3.5 credits) which determine a unique program of study for students in the Concentration.

A regular Major program with a Concentration may require up to a maximum of 8.0 credits in the Major. A student may count additional optional credits in the Major towards the degree, but the maximum allowed is 8.0 credits in the Major.



A thematic Major program with a Concentration may require up to a maximum of 10.0 credits in the Major. A student may count additional optional credits in the Major towards the degree, but the maximum allowed is 10.0 credits in the Major.

#### **16. B.A. Specialization program**

In B.A. Specialization programs (permissible in the B.A. only in the case of thematic Majors), departments may specify 12.0 required credits, with a maximum of 8.0 credits in the Major and 4.0 in designated options outside the Major. The maximum number of credits in the Major which a student may count towards the degree is 8.0.

All B.A. Specialization degree programs are permitted to specify a maximum of 12.0 required credits, with a maximum of 8.0 normally permitted in the Major, and the remainder in designated options. Units are permitted to request Senate's permission to exceed the normal maximum.

### **IV. THE B.A.(HONOURS) DEGREE:**

#### **17. First-Year Seminar**

All B.A.(Honours) students must complete a 1.0 credit attempt in a designated First-Year Seminar during their first 4.0 credits of registration. Students admitted to a B.A. degree program in Good Standing who are eligible for Second Year or higher standing will be assumed to have met this requirement.

#### **18. Requirement for Breadth**

To graduate, all B.A.(Honours) students must offer standing in 4.0 credits which meet the requirement for Breadth. Students must offer at least 1.0 credit in each of 3 of the 4 breadth categories designated by lists of courses as published in the Calendar. Only one of these credits may be in a student's Major. In the case of a Combined Major, where a course from each Major may appropriately be counted against two different areas for breadth, one credit may be used from each Major.

#### **19. Credits in the Major**

All B.A.(Honours) programs must require at least 8.0 credits in the Major as a minimum but not more than 10.0 credits in the Major counting towards the 20.0 required credits for the degree. A student may count additional optional credits in the Major towards the degree up to a maximum of 12.0 credits in the Major.

#### **20. B.A.(Honours) thematic Major**

All B.A.(Honours) thematic Major programs must require at least 10.0 credits in the Major as a minimum and 15.0 credits in the Major as the maximum in the 20.0 credits counting towards the degree.

Thematic Majors in the B.A.(Honours) degree program will retain the requirement for the First-Year Seminar. The requirement for Breadth is waived for the Cognitive Science, D.I.S.,



Environmental Studies and Child Studies B.A. programs on the grounds that the programs are structured so as to meet the goals of the requirement for Breadth. Other thematic Majors may request Senate for an exemption or modification to the requirement.

#### **21. Combined B.A.(Honours) program**

All Combined B.A.(Honours) programs must require at least 6.0 credits in each Major as the minimum but not more than 7.0 credits in each Major counting towards the degree. A student may count additional optional credits in the two Majors towards the degree up to a maximum total in the two Majors of 15.0 credits.

#### **22. Concentration**

B.A.(Honours) students may pursue Concentrations within some Majors. Concentrations identify a special sub-set of courses in the Major (typically at least 3.5 credits) which determine a unique program of study for students in the Concentration.

A program with a Concentration within a regular Major may require up to a maximum of 11.0 credits in the Major. A student may count additional optional credits in the Major towards the degree up to a maximum of 12.0 credits in the Major.

A program with a Concentration within a thematic Major may require up to a maximum of 15 credits in the Major. The maximum number of credits in the Major which a student may count towards the degree is 15.0

When a Concentration is pursued within one of the Majors in a Combined B.A.(Honours) degree, the maximum number of credits in that Major counting towards the degree will be 8.0. A student may count additional optional credits in the two Majors towards the degree up to a maximum total in the two Majors of 15.0 credits.

#### **23. B.A.(Honours) Specialization program**

All B.A.(Honours) Specialization degree programs (permissible in the B.A.(Honours) only with a regular Major) are permitted to specify a maximum of 15.0 required credits, with a maximum of 12.0 normally permitted in the Major discipline, and the remainder in designated options. Units may request Senate's permission to exceed the normal maximum. The maximum number of credits in the Major which a student may count towards the degree is normally 12.0.

## APPENDIX 1

### B.A. Degree programs: Maxima and Minima

Degree program	Major	Credits in the Major		
		total must be at least	unit may not require more than	max. student may offer
B.A.	regular <sup>1</sup>	6	7	8
B.A.	regular + concentration <sup>2</sup>	6	8	8
B.A.	combined regular	<i>status quo ante</i> <sup>3</sup>		
B.A.	thematic <sup>4</sup>	7	10	10
B.A.	thematic + concentration <sup>5</sup>	7	10	10
B.A. Specialization	thematic	8/4 <sup>6</sup>	8/4 <sup>6</sup>	8/4 <sup>6</sup>

B.A.(Honours)	regular	8	10	12
B.A.(Honours)	regular + concentration	8	11	12
B.A.(Honours)	combined regular		7	15
B.A.(Honours)	combined regular + concentration		7/8 ( $\Sigma=15$ ) <sup>7</sup>	( $\Sigma=15$ ) <sup>7</sup>
B.A.(Honours)	thematic	10	15	15
B.A.(Honours)	thematic + concentration	10	15	15
B.A.(Honours) Specialization	regular	12/3 <sup>6</sup>	12/3 <sup>6</sup>	12/3 <sup>6</sup>

1. Most existing Majors, usually in one discipline or area.
2. These Concentrations are a set of special courses taken completely within the Major.
3. Until September, 1999, as described in the Calendar for 1997-98.
4. Thematic Majors include both current interdisciplinary Majors such as Child Studies, D.I.S. programs, Cognitive Science and new Major programs such as Criminology and Criminal Justice. Designation is given after B.A. Council review.
5. These Concentrations are a set of special courses taken from within the Major or from within the units contributing to the Major.
6. These figures (X/Y) specify the usual distribution between courses in the Major and the specified options. The intent was that X credits in the Major be the norm and that units requiring more than 8 credits in the B.A. and 12.0 credits in the B.A.(Honours) would be required to obtain Senate permission, such permission not to be unreasonably denied. The options are expected to be, at least in part, exactly specified
7. Combined Major with a Concentration may require 8.0; total not to exceed 15.

F  
F  
14-11  
Soc 1



# ACCEPTABLE B.A. REGISTRATION COMBINATIONS: Majors, Minors, Concentrations

Degree	Major #1	Major #2 [non-them.]	Minor <sup>1</sup>
B.A.	regular	--	--
B.A.	regular	yes	--
B.A.	regular	--	yes
B.A.	regular + concentration <sup>2</sup>	--	--
B.A.	regular + concentration	--	yes
B.A.	thematic	--	--
B.A.	thematic + concentration	--	--
B.A. Specialization	thematic + concentration	--	--

B.A.(Honours)	regular	--	--
B.A.(Honours)	regular	yes	--
B.A.(Honours)	regular	--	yes
B.A.(Honours)	regular + concentration	--	--
B.A.(Honours)	regular + concentration	yes	--
B.A.(Honours)	regular + concentration	--	yes
B.A.(Honours)	thematic	--	--
B.A.(Honours)	thematic	--	yes
B.A.(Honours)	thematic + concentration	--	--
B.A.(Honours)	thematic + concentration	--	yes
B.A.(Honours) Specialization	regular	--	--
B.A.(Honours) Specialization	regular + concentration	--	--

1. Minor credits to be totally **outside** the Major.
2. Concentration to be totally **within** coherent, designated special subset of Major. In the case of a Thematic Major, some Concentration credits may be from one of the contributing units and not a part of the Major.



## **APPENDIX III**

### **A Renewed BA Template**

## A Renewed BA Template<sup>13</sup>

### ***Preamble***

The BA Degree at Carleton is noticeable for the ease with which students can change major or combine two majors to form a significant and enviable number of combined honours programs.

The BA Template accordingly provides a basic framework of requirements for various types of BA programs that facilitates a welcome degree of flexibility and mobility for students at the same time as entrenching the principle of breadth foundational to a liberal arts education. In doing so, the Template recognizes two of the principles established by the Working Group on Academic Rules and Regulations to guide the development of academic rules:

1. Academic rules should enable students to progress smoothly through their studies and from program to program.
2. Academic rules should maximize flexibility within and across programs – a student transferring from one program to another should not be unnecessarily penalized.

### ***The Template***

#### TYPES OF BA PROGRAMS

##### *General (15 Credits):*

Regular  
With concentration  
Thematic  
Thematic with concentration

##### *Honours (20- Credits)*

Regular  
With concentration  
Combined  
Combined with concentration  
Thematic  
Thematic with concentration

---

<sup>13</sup> This Template incorporates the Recommendations contained in this document that affect the structure of, or student progress through, BA programs.

## Definitions

Concentration<sup>14</sup> - A program element of at least 3.5 credits recorded on the transcript and diploma constituted by a set of required courses that concentrate on a particular area of study within the program that provides the student with specific expertise, knowledge and/or practice.

## Thematic Program<sup>15</sup>

A thematic program is an interdisciplinary program that concentrates on a particular interdisciplinary intellectual area or theme, and draws on courses within its major CGPA from at least three disciplines.

## Combined Honours Program<sup>16</sup>

A combined honours program is one in which a student fulfills the requirements for a combined honours major in two such majors from different BA programs or two such majors involving one BA program and a program from another degree (such as B.CoMS. or B.Econ.).

All BA programs must provide for a combined honours program in the interests of program flexibility for students. An exemption from this requirement may be granted by Senate on a recommendation from the Senate Committee on Curriculum, Admissions and Studies Policy.

## UNIVERSITY REGULATIONS THAT APPLY TO ALL BA PROGRAMS

There are four university regulations that apply to all BA programs:

1. A student may count a maximum of 7.0 credits below the 2000-level toward fulfilment of graduation requirements:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv6/#6.2>
2. Among the credits presented at graduation, students in both the B.A. General and the B.A. Honours degrees are required to include 3.0 breadth credits, including 1.0 credit from each of three of the four specified Breadth Areas. Credits that fulfil requirements in a Major, Minor or Concentration may be used to fulfil the Breadth Requirement:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsandrequirementsforthebachelorofartsdegree/>.

---

<sup>14</sup> As a consequence of the Final Report of the Working Group on Academic Rules and Regulations (please see pp. 5-6 and 18-23), work has been undertaken on establishing a Nomenclature Framework and, within that Nomenclature Framework, a Glossary of Definitions for terms used in the university calendar. The Nomenclature Framework was approved by Senate at its meeting of October 26<sup>th</sup>, 2016. Work on the Glossary of Definitions continues. The definition of a 'concentration' included in this document is the definition contained in the current version of the Glossary. The definition in the Glossary of Definitions that is currently under development does not contain the minimum requirement of 3.5 credits..

<sup>15</sup> There is currently no definition of a thematic program in the Glossary of Definitions referred to in footnote 10 that is currently under development.

<sup>16</sup> There is currently no definition of a combined honours program in the Glossary of Definitions referred to in footnote 10 that is currently under development

3. Students in all BA programs that have breadth requirements must fulfill the breadth requirements as part of the first ten credits completed.
4. A student may take no more than two elements in a program in addition to the major<sup>17</sup>:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv6/#6.5>

## CREDIT REQUIREMENTS FOR TYPES OF BA PROGRAMS

### General Regular

General Regular programs may require no less than 6.0 and no more than 7.0 credits in the major. Student may present up to 9.0 credits in the major at graduation. General Regular programs normally require 6.0 credits not in the major and normally provide for 2.0 or 3.0 credits in free electives.

### General Regular with Concentration

General Regular programs with Concentration may require no less than 6.0 and no more than 8.0 credits in the major. Student may present up to 9.0 credits in the major at graduation. General Regular programs with Concentration normally require 6.0 credits not in the major and normally provide for 1.0 to 3.0 credits in free electives.

### Thematic General

Thematic General programs may require no less than 7.0 and no more than 10.0 credits in the major. Student may normally present up to 10.0 credits in the major at graduation.

### Thematic General with Concentration

Thematic General programs with Concentration may require no less than 7.0 and no more than 11.0 credits in the major. Student may normally present up to 12.0 credits in the major at graduation.

### Honours Regular

Honours Regular programs may require no less than 8.0 and no more than 10.0 credits in the major. Student may present up to 12.0 credits in the major at graduation. Honours Regular programs normally require 8.0 credits not in the major and provide for 2.0 to 4.0 credits in free electives.

### Honours Regular with Concentration

Honours Regular programs with Concentration may require no less than 8.0 and no more than 12.0 credits in the major. Student may present up to 15.0 credits in the major at graduation. The number of credits not in the major and the number of free electives may vary.

---

<sup>17</sup> Elements are defined in the Nomenclature Framework referred to in footnote 10. It is included as Appendix VI.

### Combined Honours

Combined Honours programs may require no less than 6.0 credits and no more than 7.5 credits in the major.

### Combined Honours with Concentration

Combined Honours programs with Concentration may require no less than 6.0 credits and no more than 8.0 credits in the major.

### Thematic Honours

Thematic Honours programs may require no less than 9.0 credits and no more than 15.0 credits in the major. Student may normally present up to 15.0 credits in the major at graduation.

### Thematic Honours with Concentration

Thematic Honours programs with Concentration may require no less than 1.0 credits and no more than 15.0 credits in the major. Student may normally present up to 15.0 credits in the major at graduation.

### **Maximum and Minimum Number of Credits for BA Degree Programs**

<b>Degree Program</b>	<b>Type</b>	<b>Mimimum # Credits</b>	<b>Maximum # Credits</b>	<b>Student May Present</b>
BA General	Regular	6	7	9
BA General	Concentration	6	8	9
BA General	Thematic	7	10	10
BA General	Thematic + Concentration	7	11	12
BA Honours	Regular	8	10	12
BA Honours	Concentration	8	12	15
BA Honours	Combined	6	7.5	N/A
BA Honours	Combined + Concentration	6	8	N/A
BA Honours	Thematic	9	15	15
BA Honours	Thematic + Concentration	10	15	15





## **APPENDIX IV**

### **The Membership of the Working Group on Academic Rules and Regulations**

## **Membership of the Working Group on Academic Rules and Regulations**

Katherine Graham, Senior Advisor to the Provost – Chair

Suzanne Blanchard, Associate Vice-President (Students and Enrolment) and University Registrar – Vice-Chair

Donald Russell, Associate Dean, Policy & Planning, FED, and Chair of SCCASP

Michael Brklacich, Associate Dean, Programs & Awards, FGPA

Naomi Cappuccino, Associate Professor, Department of Biology, Faculty of Science

Nick Rowe, Associate Professor, Department of Economics, FPA

Susan B. Whitney, Associate Professor, Department of History, FASS (served until May 2014)

James Miller, Associate Professor, Department of History, FASS (served starting March 2014)

Sana Mohsni, Assistant Professor, Sprott School of Business

Vicki Saveland, DARS Specialist, Registrar's Office

Joanne Bree, Graduate Registrar, FGPA

Jessica DeVries, Advisor from the Office of the Vice-Provost

Jo-Anne Brady, External Advisor



## **APPENDIX V**

### **Final Report of the Working Group on Academic Rules and Regulations**

**Working Group on Academic Rules and Regulations  
Final Report**

**December 2014**

## Table of Contents

Executive Summary .....	3
Introduction and Methodology .....	5
The Purpose of Academic Rules .....	5
Principles to Guide Academic Rule Development .....	6
Academic Nomenclature .....	6
The Carleton University Calendar .....	7
Proposed Specific Rule Changes .....	8
Next Steps .....	13
Conclusion .....	14
Appendix 1 Working Group Membership .....	15
Appendix 2 Clustered Priorities for Review .....	16
Appendix 3 Academic Calendar Table of Contents .....	17
Appendix 4 Definitions .....	18
Appendix 5 Examination .....	24
Appendix 6 Grading .....	26
Appendix 7 Electives .....	29
Appendix 8 Academic Performance Review .....	31
Appendix 9 Credit Attempts LOP and Exchange .....	33

# **Working Group on Academic Rules and Regulations**

## **Final Report**

### **December 2014**

#### **Executive Summary**

A Working Group on Academic Rules and Regulations (WG) met through the period September 2013 to December 2014, conducting the first major review of university regulations since 2005. The WG recognized that the purpose of academic rules at Carleton University is to provide students with information and direction through the explicit and transparent statement of academic expectations and standards. The academic rules should enable students to complete their academic experience in an efficacious manner and to meet the standards and quality of Carleton University credentials while not imposing barriers that hinder students from successfully progressing in and completing their degrees, diplomas or certificates. From this statement of purpose, seven principles were defined to guide the review and discussion of specific academic rules.

This report outlines an explicit academic nomenclature proposed to provide a consistent, uniform categorization of academic programs and a common academic calendar structure for undergraduate and graduate students, including a glossary of definitions. The Working Group recommends specific modifications or considerations for the following rules and regulations:

- ❖ Examinations
- ❖ Grading
- ❖ Undergraduate Degree classification
- ❖ Laddered Programs
- ❖ Audit
- ❖ Electives
- ❖ Credit for ESL Courses
- ❖ Academic Performance Evaluation
- ❖ Double Counting
- ❖ Preclusions and Equivalencies
- ❖ B.A. Template
- ❖ Transfer of Grades – Exchange and Letter of Permission
- ❖ Withdrawal from Program

Through the introduction of greater consistency and reduction of unnecessary complexity, it is anticipated that students will face fewer perceived or actual barriers in the pursuit of their degree studies, while maintaining the academic quality and standards of Carleton University.

The final report of the Working Group will be considered by the Task Force on Enrolment, Retention and Program Renewal (ERPR), which will make a recommendation to the Provost on its disposition. The next formal step in its approval will occur through the Senate Committee on Curriculum, Admission and Studies Policy (SCCASP). SCCASP will undertake

a consultative approach to review each recommendation and determine the path forward to implementation and transition, as appropriate.

## **Introduction**

The Provost and Vice-President Academic established the Working Group on Academic Rules and Regulations to conduct the first major review of university rules and regulations since 2005. The Working Group comprised representatives from each of the six Faculties, the Faculty of Graduate and Postdoctoral Affairs, and the Office of the University Registrar. The Chair of SCCASP served in that capacity, as well as in the capacity of representative of the Faculty of Engineering and Design. (see Appendix 1 for a list of members).

The Working Group began its deliberations in September 2013 and met 25 times during the period September 2013 – December 2014, including a half-day retreat on June 17, 2014. Through the deliberations, members of the Working Group consulted with colleagues in the Faculties and on the Task Force on Enrolment, Retention and Program Renewal (ERPR), as well as the Associate Provost and Provost. An external analytical support person was hired to consult with the Working Group and provide research and comparative analysis on the structure of the academic calendar as well as areas identified as priorities for review with the objective of supporting student success (included as Appendix 2). Research into practices at other universities was conducted by reviewing web sites, telephone consultation, and a detailed survey of Ontario universities.

This final report contains the results of the comprehensive review and recommendations of the Working Group. In the context of approving and implementing the recommendations and developing a transition plan, deviations from current practices should be reviewed and resolved as appropriate.

## **Methodology**

In the first phase of its deliberations, the Working Group developed a statement of purpose for academic rules and a set of seven principles to guide development of specific academic rules. Attention then turned to a review of the structure and content of the academic calendar with the objective of simplifying the presentation and nomenclature to improve consistency, transparency and access to the information contained therein and to bring greater consistency to undergraduate and graduate rules and content where appropriate.

Several other issues and challenges were identified by the Working Group for review and comment. The observations and recommendations from this extensive review are summarized in the main body of this report with more detailed treatment in Appendices 3 to 9, attached.

## **The Purpose of Academic Rules at Carleton University**

The purpose of academic rules at Carleton University is to provide students with information and direction through the explicit and transparent statement of academic expectations and standards. The academic rules enable students to complete their

academic experience in an efficacious manner and to meet the standards and quality of Carleton University credentials while not imposing barriers that hinder students from successfully progressing in and completing their degrees, diplomas or certificates.

## **Principles to Guide Development of Specific Academic Rules**

The Working Group proposes the following seven principles to guide development of specific academic rules. Our own work was guided by these principles and we recommend that they be used to guide development of rules in the future.

1. Academic rules should apply a level of standards appropriate to the degree type and level and type of course. In this regard, reference may be had to the provincial Degree Level Expectations (DLE's).  
Undergraduate students should not be judged by the standards of what is required for graduate level work and *vice versa*. As needed, our rules should reflect the increasing depth and breadth of subject area knowledge and academic experience as students progress through their programs.
2. Academic rules should create the appropriate incentives for students.  
There should be no perverse incentives that induce students to shape their course of study in an academically unsound way.
3. Academic rules should exhibit uniformity and consistency across the university.  
To the greatest extent possible, we should have a broad set of rules that apply across all programs. This will encourage greater understanding of the rules by students, faculty and staff and may reduce unwarranted barriers to student mobility among and within programs.
4. Academic rules should enable students to progress smoothly through their studies and from program to program
5. Academic rules should maximize flexibility within and across programs.  
A student transferring from one program to another should not be unnecessarily penalized.
6. Academic rules should be simple and transparent.  
There is a need to have a corpus of rules that is easily understandable to the entire university community and beyond. This speaks to the language used and the organization of the rules.
7. Academic rules should not exist to deal with exceptional circumstances. The university's academic and administrative processes, including petitions and appeals processes, should have the capacity to deal with these rare exceptions. The purpose of rules should be to provide clear guidance regarding appropriate and necessary requirements for graduation in a timely manner in accordance with the academic standards of Carleton University.

## **Academic Nomenclature**

It is proposed that Carleton adopt a consistent, uniform classification to describe and categorize programs of study. The use of a common terminology or vocabulary to describe the hierarchy and nesting of various academic opportunities reduces confusion and potential risk of misunderstanding in applying academic rules and regulations, promoting



successful and timely progression and graduation. Carleton's current practice uses the term Program to describe both the Academic Qualification (degree, diploma or certificate) and/or the Primary Focus of Study (Major or Field), and can create confusion. The following nomenclature uses terms consistently and every pursuit of study and academic rule or regulation may be mapped to this structure.

Program	=	Degree, Diploma, Certificate
Plan	=	Major (undergraduate)
	=	Field (graduate)
Sub-Plan	=	Mandatory or Discretionary, subject to program approval
	=	Minor, Concentration, Specialization
	=	Option (discretionary addition with distinct requirements)
		- Co-operative Education
		- Exchange
		- Mention Francais (undergraduate)
		- Course Work, Research Essay, Thesis (graduate)
		- Cotutelle (Ph.D.)

- All Qualifications (degrees, diplomas, certificates) are Programs.
- Plan name may be the same as Program in cases where students may not or do not choose a Major or Field (e.g., Bachelor of Commerce, Master of Business Administration).
- Plans do not need Sub-Plans.
- Sub-Plans need Plans.
- Programs, Plans and Sub-Plans are identified by unique codes.

## **The Carleton University Academic Calendar**

The Working Group proposes a single Calendar for graduate and undergraduate students driven by a common table of contents or navigation bar. Common university-wide information should be available from a single primary source, added and updated centrally to avoid duplication and confusion, thereby mitigating the risk of error and potentially abating the risk of appeals arising from misunderstandings or misinformation. All academic regulation information should be within the academic calendar, with links to and from academic program and plan information updated by the departments. Information about tuition and fees, or scholarships and awards, should not be included in the academic calendar. It should be located elsewhere on the Carleton University website. The proposed table of contents for the Carleton University Academic Calendar is included in Appendix 3.

The Working Group recommends the following principles concerning the role and use of the academic calendar in the future.

### ***Guiding Principles***

- *Primary Source* – wherever possible information should be updated from one principal designated source (e.g., University-wide information [e.g., Student Record

Information and Communication, Co-operative Education] updated centrally from the principal designated source; academic program and plan information updated by the academic units)

- *Accessibility* – information should be easily accessed by students, faculty and staff
- *One Place* – information should be consolidated in a single place, with access from multiple places as desired, using links
- *Consistency and Equity* – rules and requirements should be transparent and consistently presented and applied
- *Authority* – the official calendar is the authority on academic rules and regulations, linked to program and plan requirements

### ***Calendar Definitions***

The academic calendar should include a complete glossary of terms. The Working Group proposes a common framework to define all academic program components, which includes a consistent nomenclature (noted above) and explicit differentiation of terms previously used interchangeably to avoid confusion for students, faculty and staff. See Appendix 4 for recommended definitions.

The intent is to establish a framework for nomenclature with specific unambiguous definitions applied consistently across all undergraduate and graduate academic programs and plans. The Working Group recognizes there may be implementation issues and supports a period of transition to adopt the framework with consistent terms and definitions while examining the potential impact of changing some existing terminology.

### **Proposed Specific Rule Changes**

The Working Group recommends the proposed specific rule changes. Many of these will result in amendments to the academic calendar.

### ***Examinations***

A common section in the academic calendar will outline regulations related to final examinations for undergraduate and graduate students, specifically introducing the availability of, and rules governing, supplemental examinations for students who are unable to write or complete a required final examination because of illness or other circumstances beyond their control or whose performance on the examination has been impaired by such circumstances. The detailed recommendations are included as Appendix 5.

### ***Grading***

Amendments are proposed for the grading system to ensure consistency for undergraduate and graduate students and to simplify the available grade notations to reduce complexity and improve transparency and understanding. The academic calendar will include a single table of letter grades, grade points, descriptors and suggested percentage equivalents and a revised and reduced complement of grade notations, pending a review by the Office of the University Registrar of the operational and system requirements and implications of

introducing the revisions. Refer to Appendix 6 for a full description of the proposed revisions and rationale.

### ***Undergraduate Degrees***

To clarify the degree program qualifications at Carleton and eliminate the confusion about Major academic plans versus Major 20.0 degree programs, the following degree nomenclature is recommended:

Honours Degree and Combined Honours Degree programs:

- Four-year, 20.0 credits minimum; minimum graduation requirement of 5.00 Overall CGPA and 6.50 Major CGPA

General Degree programs:

- Three-year, 15.0 credits minimum; minimum graduation requirement of 4.00 Overall CGPA and 4.00 Major CGPA
- Four-year, 20.0 credits minimum; minimum graduation requirement of 4.00 Overall CGPA and 4.00 Major CGPA

Engineering Degree programs

- Four-year, 21.5 credits; minimum graduation requirement of 5.00 Overall CGPA

### ***Laddered Programs***

Proposed Policy Statement: In support of student success, access and mobility, Carleton University endorses new approaches to curriculum delivery<sup>1</sup> and specifically the pursuit of programs in a laddered manner that provides predictable opportunities for students to progress from Certificate or Diploma level programs through to Degree completion at the undergraduate or graduate level. Student access may be improved by designing alternative programs that can be stand-alone qualifications or provide advanced standing in a subsequent program with little or no loss of credit. The design of, and progress through, laddered programs must be in accordance with established academic standards and stated learning objectives, and must be achieved within established time lines for continuing registration. Students applying for admission to an advanced qualification program after a significant time lapse may be required to complete additional credits to complete the degree program. Students applying to transfer from another postsecondary institution will be given the appropriate transfer credit to proceed with advanced standing where possible and appropriate.

### ***Audit Regulation***

The Working Group recommends the following common regulation for undergraduate and graduate students replace the current sections 1.6 University Regulations and 7.7 Graduate General Regulations:

---

<sup>1</sup> Working Group on Academic Rules and Regulations Terms of Reference and Membership.

An Auditor is defined as a student who attends a course for interest and not for credit. Auditor students may typically only enroll in lecture or seminar courses and permission is subject to capacity, generally assessed after courses commence. Formal registration is required but the student does not receive credit for the course. The student may attend classes but may not submit assignments or write tests or examinations for evaluation. The student should discuss with the instructor the conditions and expectations under which as an auditor s/he may participate, including attendance and participation in class discussion and group work. A request to change course registration from audit to credit status must be received by the Registrar's Office no later than the last day to add a course (of that duration) in the term. Students must satisfy all academic and prerequisite requirements. A request to change course registration from degree credit to audit status must be received by the Registrar's Office no later than the last day to withdraw from a course (of that duration) without penalty. Appeals to change course registration status from credit to audit after the published course change deadline will only be allowed under exceptional and extenuating circumstances beyond the control of the student. Students may not retroactively appeal to change the registration status from audit to credit, but may subsequently re-register in the course for credit, and be assessed the associated tuition. Graduate students are limited to a maximum of 1.0 course audit registration per program.

### ***Electives***

Carleton University has identified two categories for "elective" courses: Free Electives and Electives Not In the Major. The restriction of requiring students to choose a significant proportion of their required credits "not in the Major" poses a challenge for students to ensure that they accumulate the "right" kind of electives to fulfill the degree program requirements, and may present a barrier to graduation. The challenge is prevalent for students in Combined Honours programs where fulfilling the requirements for both Majors may prohibitively restrict the choices available to meet stipulated requirements for electives not in the Major in one or the other, or both, Majors. With the growth of interdisciplinary programs and opportunities, the restriction is expected to create more challenges for students, potentially requiring students to complete more than 20.0 credits to successfully graduate in a timely fashion.

The Working Group recommends the following definitions:

*Restricted Electives* – many programs will prescribe specific courses, or a list of specific courses from which students may choose, to fulfill elective course requirements for that program. Students should refer to individual program and plan information to determine the list of courses from which they may choose that will be included in the calculation of the Major CGPA.

*Unrestricted Electives* – approved credit courses at the 1000-level or above that may be taken in any plan, including the Major plan, and used to fulfill elective requirements in any other program or plan.

This definition of unrestricted electives leads the Working Group to recommend the following foundational policy:

An approved credit course successfully completed in any program may be used to fulfill an unrestricted elective requirement in any other program. Credit courses may not be specifically prohibited from credit in any particular degree program. In general, departments are encouraged to facilitate recognition of credit where appropriate to support student success and timely completion of programs. Further information about electives as well as related issues, including Minor sub-plans, that should be considered may be found in Appendix 7.

### ***Credit for ESL Courses***

Current practice at Carleton allows students in degree programs offered by the Faculty of Arts and Social Sciences and the Faculty of Public Affairs to count up to 2.0 ESLA credits toward their degrees, whereas most other undergraduate programs only allow a maximum of 1.0 credit. Engineering allows no credit. An analysis of practices at other universities demonstrates that it is not customary to award credit toward the degree program for courses taken to improve English language proficiency as a condition of admission. A review conducted by the Office of the Registrar determined that a significant number of students would be affected if students were no longer eligible to earn any credit toward their degree programs and a change in practice could have a negative impact on the objective of increasing international student enrolment.

The Working Group recommends consistency across undergraduate programs and recommends that that one credit for ESLA 1900 be allowed as an unrestricted elective in any undergraduate program. Engineering would remain an exception.

### ***Academic Performance Evaluation***

Academic Performance Evaluation (APE) was reviewed. The Working Group considers it appropriate for the APE process to continue and confirmed that it should still only apply to undergraduate programs and plans. The evaluation criteria have been summarized in a single document and table (see Appendix 8 for the summary document). The following principles governing APE are proposed.

- Provide thresholds defining the academic standards required for program progression and graduation.
- Be as transparent and simple as possible to promote student success and program completion.
- Be reasonable and equitable to ensure the academic standards of Carleton University are well understood and are met or exceeded.
- Be comprehensive across undergraduate programs to promote equity and consistency while acknowledging and supporting various program requirements.
- Be consistent across undergraduate programs, allowing for differential CGPA requirements and outcomes.
- Make provision for differential thresholds and requirements by academic program or plan that are designed to meet specific academic objectives.

## ***Double Counting***

According to Section 6.5 (Restrictions on Program Elements), a course is considered to be double-counted if it is used to satisfy both the requirements for the Major(s) and a Minor, or between any Minors, Concentrations or Specializations, whereby students may only use a maximum of two double-counted courses to satisfy graduation requirements. The double counting rule has been identified as potentially creating challenges for students to ensure they understand that the credits they earn are all eligible for their degree program and plans, that is, that students do not end up in a position that they have completed 20.0 credits, but certain credits may not be allowed because they have exceeded the maximum two credit double counting rule. The current rule may also impose undue restrictions on credit recognition in ladder programs. The Working Group considers it to be premature to recommend any potential revisions to the double counting rule at this time and recommends that as learning outcomes are established for all courses and programs, the notion of double counting learning outcomes should be considered. Any subsequent change may influence the current regulations and practices surrounding plans and sub-plans that are closely related and the credits required to fulfill requirements for graduation.

## ***Courses – Preclusions and Equivalencies***

The Working Group confirmed the definitions of courses that are equivalent or preclude one another (Section 1.7 Credit for Closely Related Courses), emphasizing that the two or more units offering courses that are equivalent or closely related enough to preclude one another must agree that these restrictions are reciprocal and apply to all programs and plans in those units. Equivalent courses should always be noted in the calendar as “also listed as” (formerly “cross-listed”) and precluded courses should be listed in all relevant academic plans. For example, if two units (e.g., Psychology and Political Science) identify a course from another unit (e.g., Criminology and Criminal Justice) as precluding specific courses in their academic plans, the latter unit must reciprocate and identify the same courses as preclusions in the CRCJ academic plan, eliminating confusion and the necessity for students to check two academic plans to ensure the courses successfully completed will count toward their degree requirements.

## ***B.A. Template***

Many of the issues and definitions reviewed by the Working Group address challenges identified with the efficacy and status of the B.A. Template adopted by the Senate in 1998 to guide the structure and requirements of Bachelor of Arts programs. Programs have grown and evolved over the period since the template was adopted which pre-dates the introduction of the quality assurance framework and IQAP.

The Working Group recommends that the 1998 B.A. Template be rescinded and replaced by a new Senate-approved framework defining the basic program structure and requirements for new academic program initiatives, which will include the minimum and maximum number of credits required and allowed within plans and sub-plans. The Working Group’s recommendations on Academic Nomenclature (pp.5-6) and Undergraduate Degrees (p.8) provide a foundation for this. Conformity with the framework should ensure that program development is guided by the principles of quality assurance, while embracing the evolution of academic qualifications and programs.

## ***Exchange and Letter of Permission Transfer of Grades***

The practice of recording transfer credits earned on Exchange and/or Letter of Permission (LOP) should be consistent with one another and should provide the right incentives in support of student academic success. In particular, students should be encouraged to study abroad and take part in international exchanges, recognizing the challenges and opportunities that different cultures and languages may pose to experiential learning.

The Working Group recommends that only credits successfully achieved at other institutions while on exchange or LOP should be transferred and recorded in the student record and on the official transcript, forgoing the current practice of transferring failed credit attempts from exchanges. Refer to Appendix 9 for more information about current practices at Carleton and other universities."

## ***Withdrawal from Program***

Graduate students who wish to drop all courses and terminate their registration in the academic program must notify their department in writing of their intention to withdraw. Students who do not register for three consecutive terms or do not register continuously in their thesis, research essay, or independent research project will be withdrawn and must re-apply for admission.

The current practice does not require or enable undergraduate students to formally voluntarily withdraw from their academic programs. Undergraduate students who have been away from the University for nine or more consecutive terms will be withdrawn and must re-apply for admission. The Working Group recommends that the University Registrar review and develop a process for undergraduate students to withdraw and record the withdrawal in their academic records.

## **Next Steps**

The final report of the Working Group will be submitted to the Task Force on Enrolment, Retention and Program Renewal (ERPR) in January 2015 for their consideration. Upon review by the Task Force, the report will be forwarded to the Provost and subsequently to the Senate Committee on Curriculum, Admission and Studies Policy (SCCASP). SCCASP will review each regulation proposal and consult with Faculties for their feedback, as well as ensure that recommendations align with the Institutional Quality Assurance Process (IQAP) as necessary and appropriate. The University Registrar will advise on the implementation timelines and operational considerations. It is recommended that the revised calendar structure be implemented for the 2016-2017 academic year, to streamline the dissemination of information to students, faculty and staff. Revised academic rules and regulations will be implemented as soon as possible and practical with the Carleton University Senate being involved, as appropriate, in the approval of changes.

## **Conclusion**

The recommendations in this report, the result of months of review and analysis, are designed to streamline academic rules and regulations and support student success. Through the introduction of greater consistency and reduction of unnecessary complexity, it is anticipated that students will face fewer perceived or actual barriers in the pursuit of their degree studies, while maintaining the academic quality and standards of Carleton University.

The Chair acknowledges the contribution and dedication of the members of the Working Group through this phase of this important review initiative. This report is intended to form the foundation for the positive evolution of the basic rules and regulations that govern academic programs and student progress.



## **Working Group on Academic Rules and Regulations Membership**

Katherine Graham, Senior Advisor to the Provost – Chair

Suzanne Blanchard, Associate Vice-President (Students and Enrolment) and University Registrar –  
Vice-Chair

Donald Russell, Associate Dean, Policy & Planning, FED, and Chair of SCCASP

Michael Brklacich, Associate Dean, Programs & Awards, FGPA

Naomi Cappuccino, Associate Professor, Department of Biology, Faculty of Science

Nick Rowe, Associate Professor, Department of Economics, FPA

Susan B. Whitney, Associate Professor, Department of History, FASS (served until May 2014)

James Miller, Associate Professor, Department of History, FASS (served starting March 2014)

Sana Mohsni, Assistant Professor, Sprott School of Business

Vicki Saveland, DARS Specialist, Registrar's Office

Joanne Bree, Graduate Registrar, FGPA

Jessica DeVries, Advisor from the Office of Quality Assurance

Jo-Anne Brady, External Advisor

## **Working Group on Academic Rules and Regulations Clustered Priorities for Review**

### **1.1 – Course, part 1**

- 1.1.1 Deferrals – exams and assignments
- 1.1.2 Withdrawal date from courses
- 1.1.3 Timing of the deferred exam
- 1.1.4 Exam cancellation timing

### **1.2 – Course, part 2**

- 1.2.1 Equivalencies and preclusions
- 1.2.2 Audit – possibility of eliminating requirement of someone auditing a course to do work
- 1.2.3 Policies around grading and meaning and definitions of grades, grading, standing, pre-requisites
- 1.2.4 Feedback – difference between formative and summative evaluation
- 1.2.5 Supplemental exams

### **2 – Degrees**

- 2.1 Stackable degree components and what degrees mean
- 2.2 Credit requirements for different kinds of degree programs
- 2.3 Double counting rule
- 2.4 Comparison of rules and regulations for Graduate and Undergraduate programs
- 2.5 An alteration to the major appellation
- 2.6 Reducing and standardizing the credits for ESL courses
- 2.7 Allowing credits for certain courses (restrictions for credits on certain courses)
- 2.8 Major-Minor – discrepancies between Minor and Major GPA requirements among degrees
- 2.9 Letter of permission/exchange
  - 2.9.1 Transfer of grades
- 2.10 Combining majors across degrees
- 2.11 The BA requirements / template
- 2.12 Field
- 2.13 Major

### **3 – Admission, continuation**

- 3.1 To look at the whole APE (Academic Performance Evaluation) and the principles behind it
  - 3.1.1 The impact on students (accumulations)
  - 3.1.2 Re-admission and the baggage
  - 3.1.3 The when for the annual
  - 3.1.4 Should graduate student progress be reviewed though APE as well?
  - 3.1.5 Possibly Delete 'continue in general'
- 3.2 Academic Warning GPA – whether individual faculties should deviate from standard regulations
- 3.3 Withdrawal from Program

## Academic Calendar Table of Contents

- **Definitions**
- **Carleton University Academic Calendar**
- **The Academic Year**
- **Calendar Updates**
- Degree Programs and Academic Plans
- Certificates and Diplomas
- Courses
- Academic Regulations
- **Examinations and Grading**
- Admission Regulations
- **Co-operative Education**
- Academic Regulations for Special Students
- **Academic Accommodation for Students with Disabilities**
- **Academic Accommodation for Students with Religious Obligations**
- **Academic Integrity and Offenses of Conduct**
- **Student Record Information and Communication**
- **About the University**

Content identified in **red type** is university-wide information from a common primary source, updated centrally from a single source. Specific details related to undergraduate or graduate students are explicitly noted as appropriate.

Content identified in **blue type** provides unique information relating to undergraduate and graduate students.

## Definitions

The following glossary is not intended to be exhaustive; students should refer to Carleton's web site for other important information (e.g., [www.carleton.ca/registrar](http://www.carleton.ca/registrar); [www.gradstudents.carleton.ca](http://www.gradstudents.carleton.ca) )  
Except where noted, all definitions apply to undergraduate and graduate students.

Academic Performance Evaluation (APE)	The APE is the annual assessment of student status in undergraduate degree and certificate programs, and special studies. The possible outcomes of an APE are <i>Good Standing, Academic Warning, Suspension, Continue in Alternate, Continue in General, Dismissed from Program, or Debarment</i> .
Academic Program	Refers to the primary area or focus of study for the degree, diploma or certificate qualification. Requires a number of core mandatory requirements and a number of learning objectives and outcomes common to all Programs leading to the Qualification.
Academic Plan	A specified combination of courses in a particular subject area leading to a program qualification. Refers to a Major in an Undergraduate Degree Program and a Field in a Graduate Degree Program. More than one Major may be pursued toward a single degree.
Sub-Plan	An additional component to the Plan, e.g., a Minor, a Concentration or Specialization, with specific academic requirements, that may be within or in addition to the Plan requirements. Sub-plans may be optional or mandatory.
Auditor	A student who attends a course for interest and not for credit; formal registration is required.
Calendar	The official publication of academic regulations, Academic Programs and Plans of study, course descriptions, and requirements for graduation, as approved by the Senate.
Certificate	Undergraduate - a structured set of at least four credits in a particular discipline or area of study that introduces the student to, or extends their knowledge of, that discipline or area of study. An undergraduate certificate is a stand-alone qualification that may be taken concurrently with a bachelor's program or independently. It is normally constituted by a structured set of sequential year-level courses.
Challenge for Credit	Undergraduate academic course credit gained through examination, based on a student's prior learning experience. A successful challenge for credit is noted in the student's record as CH (unsuccessful noted as UCH); a CH is not included in the CGPA calculation nor

	used to satisfy the degree program residency requirement. Challenge for Credit is not available in all programs.
Concentration	A Sub-Plan, recorded on the transcript and diploma: Refers to a set of courses concentrating in a particular focus area of study with specific mandatory requirements and common learning objectives.
Co-operative Education	An undergraduate or graduate Option comprising work periods combined with academic study to acquire experience; the co-op program is an option intended to complement the student's academic study.
Core	A course, or group of courses selected from a limited list, required in a Plan. These are courses of special importance to the Program or Plan and are subject to specific CGPA requirements.
Cotutelle	An Option in any Ph.D. program. Doctoral students undertake to complete the requirements of a Ph.D. program in both their home university and a partner university in another country.
Course	<p>A course is a unit of teaching that typically lasts one academic term, is led by one or more instructors, and has a fixed roster of students.</p> <p>A prescribed set of study and evaluation, used for academic credit towards a qualification. Courses have unique eight-character alphanumeric course codes, titles and descriptions. The credit value is indicated in square brackets following the course number.</p> <ol style="list-style-type: none"> <li>1. Numbers 1000-4000 designate undergraduate courses;</li> <li>2. 0000-level courses are also available and may be required to satisfy pre-requisites;</li> <li>3. Numbers 5000-6000 designate graduate courses.</li> </ol>
Course Outline	Instructors are required to provide students in each course a written Course Outline (distributed in class or electronically), on or before the first teaching day for undergraduate courses, before the last date for late registration for graduate courses. The course outline will specify all of the elements and their weighting that will contribute to the course grade, including (where applicable) attendance, class participation, essays, tests, laboratories, studio-workshops, other course related work assignments and final examinations, and will explicitly state whether students must write a final examination to be eligible to pass the course. The course outline may also specify the requirements imposed on students auditing a course.
Courses Set Aside	Courses that do not contribute to the fulfillment of

	<p>graduation requirements within the student's Academic Plan:</p> <ol style="list-style-type: none"> <li>1. Extra to the Degree (ETD) – Passed credits that are in excess of the required credits;</li> <li>2. No Credit for Degree (NCD) – Passed credits that are ineligible for credit in the student's Plan;</li> <li>3. Forfeit – repeated courses, failed courses replaced, course equivalencies, preclusions, and courses placed in this category by an academic standing committee or an appeal committee.</li> </ol>
Credit	The academic value of a course (e.g., 0.00, 0.25, 0.33, 0.5, 1.0, 1.5, 2.0 etc.).
Cumulative Grade Point Average (CGPA)	<p>The key assessment tool for undergraduate performance evaluation, GRAD and UG graduation requirements and distinctions; may be used in assessment for scholarships, medals and other milestones.</p> <p>The CGPA is the ratio of grade points earned on all courses (Overall CGPA) or a set of courses (e.g., Major CGPA, Language Core CGPA), taken over more than one term, to the total credit value of these courses.</p>
Degree	An academic qualification at the Bachelor, Master or Doctoral level awarded by the University Senate upon the successful completion of a prescribed set and sequence of requirements at a specified standard of performance.
Diploma	Post-baccalaureate Diploma – a stand-alone undergraduate credential intended to qualify candidates for consideration for entry into a Master's program where the candidate already possesses a Bachelor's degree; normally constituted by at least three credits of fourth-year undergraduate courses.
	<p>Graduate Diploma:</p> <p>Type 2: Offered concurrently with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the master's or doctoral degree program. This represents an additional, usually interdisciplinary, qualification.</p> <p>Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.</p>
Discredit	For Undergraduate students, a discredit is a course registration that results in a grade of F (failure) or UNS (unsatisfactory performance).
Electives	<b><i>Restricted Electives</i></b> – many programs will prescribe

specific courses, or a list of specific courses from which students may choose, to fulfill elective course requirements for that program. Students should refer to individual program and plan information to determine list of courses from which they may choose that will be included in the calculation of the Major CGPA.

***Unrestricted Electives*** – approved credit courses at the 1000-level or above that may be taken in any plan, including the Major plan, and used to fulfill elective requirements in any other program or plan.

Equivalency

Courses that are of equal credit value and which are considered to be similar enough that they always preclude one another and may serve interchangeably for the other in terms of prerequisites, co-requisites, and Plan requirements. These will be identified in the calendar as “Also Listed As”.

Field

A Field occurs only at the graduate level, and is defined as an academic plan in an identifiable area of research activity undertaken by a group of faculty of sufficient number.

General

An undergraduate non-honours Bachelor’s degree requiring 15.0 or 20.0 credits.

Honours

An undergraduate Bachelor’s degree requiring a minimum of 20.0 credits, normally completed in four years; demands a higher academic standard than 20.0 credit General degree programs.

Letter of Permission

A formal document issued by the University Registrar approving a student to register in a course at another institution in lieu of a Carleton course in the student’s Academic Plan.

Major

A Plan, recorded on the transcript and diploma; Specifies the required course credits in one or more defined disciplines or areas of study that are the principle focus of a student’s undergraduate degree. Formerly also referred to an undergraduate degree program in certain Science disciplines requiring 20.0 credits, normally completed in four years.

Mention Francais

An undergraduate Option noted on the transcript denoting specified courses taken in French, which may be used to fulfill Academic Program requirements.

Minor

A Sub-Plan that comprises a defined set of courses (4.0-5.0 credits) that either introduces or extends knowledge in a discipline in an undergraduate degree.

Option

An addition or route with distinct requirements, e.g., (i) at the undergraduate level: co-operative education, study abroad, Mention Francais; (ii) at the graduate level: thesis, research essay, research project, course-



	only, co-op, internship or practicum, Cotutelle (in Ph.D. programs).
Pre-requisite	A requirement that must be satisfied prior to beginning a course.
Preclusion	Courses that contain sufficient content in common that credit may not be earned for more than one of the courses. Courses that preclude one another are not necessarily considered equivalent and may or may not be interchangeable to fulfill Program or Plan requirements.
Specialization	A Sub-Plan in Graduate degree programs only, recorded on the transcript and diploma: Refers to an interdisciplinary area of study available to collaborate with different academic plans.
Special Students Status	Students not admitted to an Academic Program. Full-time: <ol style="list-style-type: none"> <li>1. Undergraduate students are full-time when registered in a 60% course load per term as defined by the student's Academic Program, for example, registered in at least 1.5 credits per term in a 2.5 credit normal course load.</li> <li>2. Graduate students are normally admitted and must stay continuously registered as Full-time. Students may apply to the Dean of Graduate and Postdoctoral Affairs for exemption from full-time status in exceptional cases (e.g., medical), exemptions are normally granted for one term.</li> </ol> Part-time: <ol style="list-style-type: none"> <li>1. Undergraduate students are part-time when registered in less than a 60% course load per term as defined by the student's academic program, for example, registered in less than 1.5 credits per term;</li> <li>2. Graduate students may be admitted as part-time students and will be required to continue and complete their program as part-time; a part-time student is not eligible to register in more than 1.25 credits per term, including audit courses.</li> </ol>
Stream	A pattern of courses within an Academic Plan; not recorded on the diploma.
Supplemental Examination	A special examination that may be written by students who were unable to write or complete a final examination because of illness or other circumstances beyond their control, or whose performance on the examination has been impaired by such circumstances.
Transfer Credit	Academic credit granted for individual courses successfully completed at another institution, either

	upon admission (admitted with advanced standing from secondary school, or transfer from college or university) or while registered with a Letter of Permission or on exchange.
Transcript	A record of a student's academic registration and accomplishments at Carleton University.
Undeclared Students	Undergraduate degree students admitted to the degree program but who have not declared an Academic Plan; normally students are required to declare an Academic Plan before reaching second year standing.
Withdrawal	A formal process for discontinuing studies in a course or a program.

Undergraduate students do not currently formally voluntarily withdraw from their Programs or Plans, but the Registrar's Office will develop a formal process for voluntary withdrawal. Students who have been away from the University for nine or more consecutive terms will be withdrawn and must re-apply for admission.

Graduate students who wish to drop all courses and terminate their registration in the academic program must notify their department in writing of their intention to withdraw. Students who do not register for three consecutive terms or do not register continuously in their thesis, research essay, or independent research project will be withdrawn and must re-apply for admission.

## Examinations

### Examinations

1. Accommodation – Students who believe they qualify for an accommodation for or exemption from a final examination should register with the appropriate department within (*insert required notice period*): Equity Services for Family Status or Religious Observance ([carleton.ca/equity](http://carleton.ca/equity)) or the Paul Menton Centre for Students with Disabilities ([carleton.ca/pmc](http://carleton.ca/pmc)).
2. The official examination period may include examinations scheduled on weekday evenings, Saturdays and Sundays.
3. Undergraduate Examinations – All tests and examinations, except laboratory examinations, oral and slide tests and other particular tests, are subject to the following rules:
  - a. Tests or examinations given in class may not exceed the time allotted for the class;
  - b. Final examinations in the summer term will be held in official examination periods;
  - c. In courses numbered below the 2000-level, if there is a final examination or an end of term examination in a multi-term course, this examination will be held in the official examination periods;
  - d. In courses numbered below the 4000-level, no tests or examinations may be held during the last two weeks of fall, winter or summer terms, or between the end of classes in a term and the beginning of formally scheduled examinations; the time period is reduced to one week for courses taught over a six-week period;
  - e. In courses below the 4000-level, take-home examinations may not be assigned before the last day of classes and are due on the last day of the official examination period;
  - f. In courses at the 4000-level, arrangements for examinations outside the official examination period are at the instructor's discretion but must be announced at least three weeks in advance.
4. Master's Examinations (current section 9.3 GRAD General Regs)
5. Doctoral Examinations (current section 9.4 GRAD General Regs)
  - Unsatisfactory Comprehensive Grades (current section 9.5 GRAD General Regs)
6. If a student is required to write the final examination to be eligible to pass the course, regardless of the weight of the examination or the student's cumulative grade from term-work exclusive of the final examination, this must be indicated in the Course Outline.

7. Students who are unable to write or complete a required final examination because of illness or other circumstances beyond their control, or whose performance on the examination has been impaired by such circumstances, may apply to write a supplemental examination at a deferred time.
8. Undergraduate students are permitted to write a maximum of three supplemental examinations over the course of each undergraduate program; graduate students are permitted to write a maximum of one supplemental examination over the course of their graduate program. Petitions to appeal this maximum may be considered under exceptional or extraordinary circumstances.
9. The grade on the supplemental examination will replace the examination grade previously achieved, where applicable.
10. If a student becomes ill during the final examination, the examination paper, answer book(s), and any supporting material must be handed into the proctor or supervisor to have the examination canceled in order to be eligible to write a supplemental examination.
11. Students may drop or withdraw from the course after the last date for withdrawal as indicated in the Academic Year section of the Calendar, up to and including the final day of the examination period, but the notation WDN will be noted permanently on the official transcript. If a student does not write a required final examination and does not apply for a supplemental examination, the student will receive 0.0 on the final exam.
12. The application for a supplemental examination must be made in writing no later than five working days after the posting of final grades (for undergraduate students to the Registrar's Office, graduate students to the Dean of the Faculty of Graduate and Postdoctoral Affairs).
13. The Registrar's Office or FGPA Office will schedule the supplemental examination, in consultation with the appropriate instructor(s)/supervisor(s)/departmental assistant(s), as soon as possible in the following term. In all cases, the supplemental examination must be completed before the end of the term following the original date of the examination.
14. In exceptional circumstances with extenuating conditions beyond the student's control, a student may petition to write a supplemental examination beyond the maximum established period noted above.
15. Unless there may be a cause to appeal the maximum number of supplemental examinations allowed, students will not be required to provide supporting documentation.

## Grading

The academic calendar will include a single Table presenting Letter Grades, Grade Points, Descriptors and Suggested Percentage Grade Equivalents – consistent for all Undergraduate and Graduate students and programs except where noted.

In cases where the student will pass the course even if the final examination is not written, the cumulative grade earned on term work without the missing examination will be assigned.

The following proposed changes reduce the number of grade notations from 16 to 12, and explicitly delineate interim notations from permanent notations (pending a review of the operational and system implications to implement):

- Introduce INC (Incomplete) as an Interim Notation when the final grade is not yet available because a student has not completed the course, pending the submission of outstanding work or a supplemental examination. INC must be replaced with an appropriate final notation (e.g., AEG or WDN) or grade, within a prescribed time (*to be determined*), or it is replaced with an F.
- Replace DEF (Deferred Final Examination) and GNA (Grade Not Available) with INC (Incomplete) – to be assigned in all cases in which the student will receive a failing grade if outstanding work is not completed or the final examination is not written. In all cases INC will lapse to F within a set number of days after the end of each term if the student fails to complete.
- Eliminate the following grade notations:
  - o FND - Failure with no deferred examination allowed. Replace with F.
  - o ABS – Absent from a required final examination. Replace with F.
  - o DNC – Did not complete the course; if a passing grade is not achieved through completed course work, assign either AEG or WDN as appropriate.
- IP (In Progress) must always be an interim notation denoting a course, program or activity that is in progress. At a point when there is not, and will not be, any progress, the interim notation should be replaced with a permanent notation. Withdrawn (WDN) is the appropriate notation for those circumstances where the IP is currently maintained permanently.
- Consider replacing CUR with IP. Use one notation consistently to refer to current or ongoing registration in courses, including undergraduate courses, graduate thesis, research essay, independent research project or comprehensive examination.

## Grading System

Letter Grade	Grade Points	Descriptor	Suggested % Conversion
A+	12	Exceptional; significantly exceeds the highest expectations for the course	90-100
A	11	Outstanding; meets the highest standards for the course	85-89
A-	10	Excellent; meets very high standards for the course	80-84
B+	9	Very good; meets high standards for the course	77-79
B	8	Good; meets most standards for the course	73-76
B-	7	More than adequate; shows some reasonable command of material	70-72
C+	6	Acceptable; meets the basic standards for the course	67-69
C	5	Acceptable; meets some of the basic standards for the course	63-66
C-	4	Acceptable; while falling short of meeting the basic standards for the course	60-62
D+	3	Minimally acceptable	57-59
D	2	Minimally acceptable; passing grade	53-56
D-	1	Minimally acceptable; lowest passing grade	50-52
F	0	Failure	<50
Other Grading Notations			
AEG	Academic Cr; No impact on CGPA	Aegrotat – Pass standing is granted under special circumstances by an academic appeal committee, in response to an application from or on behalf of a student, on the basis of course work when no further assessment is considered feasible. AEG has no impact on the CGPA calculation.	
SAT	Academic Cr; No impact on CGPA	Satisfactory performance in an ungraded program requirement or option or co-op preparation course, including graduate courses involving practicum, fieldwork, or other complex activities not easily adaptable to the twelve-point system of grading. Also applies to comprehensive examinations, Master's and	

UNS	No Academic Cr; No impact on CGPA	Doctoral theses and oral defenses. Unsatisfactory performance in an ungraded program requirement or option or co-op preparation course, including graduate courses involving practicum, fieldwork, or other complex activities not easily adaptable to the twelve-point system of grading. Also applies to comprehensive examinations, Master's and Doctoral theses and oral defenses.
Pass with Distinction (PD)	Academic Cr;	At the graduate level, denotes comprehensive examinations and Master's theses that are exceptional in all respects.
INC	Interim Notation	Final grade is not yet available pending completion and submission of work and/or supplemental examination. INC must be replaced by a grade within the prescribed time ( <i>to be determined</i> ) or it is replaced with an F. (Replaces previous notations DEF and DNC.)
WDN	No Academic Cr; No impact on CGPA	Students may withdraw, or be withdrawn, from courses after the last day of classes before the last day of the term. The notation remains on the student record and is displayed on the official transcript. (Replaces previous notation ABS.)
IP	Interim Notation	Assigned by the Registrar's Office when a graduate thesis, research essay, independent research project, comprehensive examination or research seminar (the latter only with approval from the FGPA) is not completed by the end of the period of registration. IP must be replaced by an appropriate final notation or grade or within the prescribed time ( <i>to be determined</i> ) or re-registration in the course, or it is replaced with an F.
AUD	No Academic Cr; no impact on CGPA	Audit. Indicates the course was taken for interest and not for academic credit.
CH	Academic Cr (UG); no impact on CGPA	Credit granted under challenge for credit policy.
UCH	No Academic Cr; No impact on CGPA	Unsuccessful attempt under challenge for credit policy.
CTN	No Academic Cr; No impact on CGPA	Continuing. Assigned by the Registrar's Office to the first half of a course taught consecutively over two terms.
CUR	Interim Notation	Current Registration. Assigned by the Registrar's Office to indicate the student is currently registered in the course.



## Electives

Carleton University has identified two categories for “elective” courses: Free Electives and Electives Not In the Major. The latter category arises from the *Revised Template for the New B.A. Degrees* (July 1998) that stipulates the maximum number of credits within the Major that may be counted towards the 20.0 required credits for the degree. The premise behind the requirement of a maximum number of credits within the Major is presumably to prevent students from narrowing their undergraduate education to focus almost entirely on a single disciplinary area of study.

The restriction of requiring students to choose a significant proportion of their required credits “not in the major” poses a challenge for students to ensure that they accumulate the “right” kind of electives to fulfill the degree program requirements, and may present a barrier to graduation. The challenge is prevalent for students in Combined Honours programs where fulfilling the requirements for both Majors may prohibitively restrict the choices available to meet stipulated requirements for electives not in the Major in one or the other, or both, Majors. With the growth of interdisciplinary programs and opportunities, the restriction is expected to create more challenges for students, potentially requiring students to complete more than 20.0 credits to successfully graduate in a timely fashion.

There are other opportunities available to ensure students do not limit their undergraduate educational experience, including:

- i) The Breadth requirement (which could be expanded by encouraging or requiring students to take more courses in one or more of the four defined Breadth areas),
- ii) Requiring students to include a Minor sub-plan in the their degree programs, or
- iii) Being more prescriptive about the specific courses, or areas of course study, that must be included in the program following the pattern of Bachelor of Science Honours programs.

The following definitions are offered to describe elective credit requirements to reduce potential barriers for student graduation:

***Restricted Electives*** – many programs will prescribe specific courses, or a list of specific courses from which students may choose, to fulfill elective course requirements for that program. Students should refer to individual program and plan information to determine the required courses that will be included in the calculation of the CGPA.

***Unrestricted Electives*** – approved credit courses at the 1000-level or above that may be taken in any plan, including the Major plan, and used to fulfill elective requirements in any other program or plan.

The following foundational policy is implied in the definition of unrestricted electives:

An approved credit course successfully completed in any program may be used to fulfill an unrestricted elective requirement in any other program. Credit courses may not be specifically prohibited from credit in any particular degree program. In general, departments are encouraged to facilitate recognition of credit where appropriate to support student success and timely completion of programs.

**Further issue to be considered:**

Minors

The following principle has been endorsed but a full analysis is required to understand the impact on current programs and plans.

Proposed regulation - Minor sub-plans are open to all undergraduate students not registered in the Major Plan.

Some disciplines may place further restrictions if the subject matter of the Minor is considered too similar to the program or plan Major, or with the requirements for admission (for example, requirement to be in an Honours program). Additionally, a minimum CGPA on a minimum number of completed credits might be required to be eligible for admission to the Minor. Students should be aware that it might require more than 15.0 or 20.0 credits to complete a Minor sub-plan within their degree program.

## Academic Performance Evaluation

The Academic Performance Evaluation (APE) is the annual assessment of student status in undergraduate degree and certificate programs, and special studies. The basis of evaluation is the student's Overall CGPA, the Major and/or Core CGPA, discredits as applicable, and a limited number of program specific requirements. The evaluation compares the CGPA to the minima required by the student's program or plan at the time of the evaluation. The possible outcomes are:

***Good Standing*** – the student fully meets the academic standards prescribed for the student's program and is eligible to continue in that program.

***Academic Warning*** – the student's performance does not meet the academic standards to proceed in *Good Standing* in the program. Normally, the student may continue in the program provided the Overall CGPA is a minimum of 1.00 and the maximum number of allowable Discredits has not been exceeded, and must achieve *Good Standing* in the next Academic Performance Evaluation. (Note: students in the Bachelor of Commerce or Bachelor of International Business degree programs will be assigned a status of *Academic Warning* if they have a deficiency of more than 1.0 grade point required for *Good Standing* in their Overall, Major and Core (where applicable) CGPAs.)

***Suspension*** – students meeting at least one of the following conditions may not continue their programs for a minimum of one year, after which they must petition to Admission Services to return to their original program:

- a. The Overall CGPA is less than 1.00;
- b. While on *Academic Warning*, the student fails to achieve *Good Standing* at the next Academic Performance Evaluation;
- c. The maximum number of allowable discredits for the program is exceeded;
- d. The student fails to meet any Additional Requirements prescribed at admission.

Students under *Suspension* may register immediately as Special Students, or apply for admission to other degree programs, provided they meet *Good Standing* or *Academic Warning* standards in those programs. Upon admission or re-admission, the CGPA may include grades achieved prior to *Suspension*; the maximum number of discredits may be adjusted.

***Continue in General*** – Students in Honours degree programs (unless otherwise stipulated (\*)) who (i) would be suspended due to a low CGPA, and (ii) meet or exceed the minimum requirements for *Good Standing* in the General program, will have their programs changed automatically to the 15.0 or 20.0 credit General program in the corresponding or aligned academic plan.

***Continue in Alternate (CA)*** – the status of CA is applied instead of *Suspension* in certain professional and limited enrolment Honours programs (\*) if any of the conditions for *Suspension* apply and the student has a minimum Overall CGPA of 1.00. The student may

not apply for re-admission to the same degree program but may apply through Admission Services for admission to another degree program or to Special Studies. In the case of the B.A.S. program Design plan, students with CA status will automatically be registered in a different plan in the B.A.S. program.

***Dismissed from Program (DP)*** - the status of DP is applied instead of *Suspension* in certain professional and limited enrolment Honours programs (\*) if any of the conditions for *Suspension* apply, but students may apply for admission to Special Studies only.

(\* applicable programs: for example B.Eng., B.A.S. Design plan only, B.Hum., B.J., B.Com., B.I.B., B.I.D., B.PAPM.)

***Debarment*** – Students who have the status of *Suspension* or *Dismissed from Program* in their current degree programs and have had a previous record of *Suspension* or *Dismissed from Program* in any program or Special Studies will be *Debarred* and will not be eligible for any studies at the University for a minimum of three years. Students wishing to be re- admitted after three years must appeal to the Senate Undergraduate Studies Committee, and if successful, may be required to complete certain specific courses and to forfeit certain previously completed courses in order to provide a reasonable expectation of success. Upon re-admission, the CGPA will include grades achieved prior to the *Debarment*; the maximum number of discredits may be adjusted.

## **Principles Governing Academic Performance Evaluation**

Academic Performance Evaluation should:

- Provide thresholds defining the academic standards required for program progression and graduation.
- Be as transparent and simple as possible to promote student success and program completion.
- Be reasonable and equitable to ensure the academic standards of Carleton University are well understood and are met or exceeded.
- Be comprehensive across undergraduate programs to promote equity and consistency while acknowledging and supporting various program requirements.
- Be consistent across undergraduate programs, allowing for differential CGPA requirements.
- Make provision for differential thresholds and requirements by academic program or plan that are designed to meet specific academic objectives.

A comprehensive summary table with all Academic Performance Evaluation Requirements by Program will be included in the Academic Calendar.

## **Credit Attempts – Letter of Permission and Exchange**

### Current Practice

#### Passed Courses:

- Letter of Permission and Exchange - Grades for successfully completed courses taken on Letters of Permission or Exchange are not transferred (University of Ottawa is an exception); transfer credits are noted on the transcript and count toward the credits required toward the degree but not factored into the CGPA.

#### Failed Courses:

- Letter of Permission – No credit is transferred; reported on the transcript as UNS and included as a Discredit; has no impact on the CGPA.
- Exchange – No credit is transferred; reported on the transcript as an F; included as a Discredit and included in the CGPA calculation at 0.0 points.

### Other Institutions

Highlights of a review of institutional web sites and responses to a survey administered in support of the 2013 ARUCC/PCCAT national transcript and student mobility nomenclature project include:

- o The majority of institutions do not transfer grades, pass or fail, with transfer credit;
- o Transfer credit attempts are recorded and reported as credit or no credit (e.g., CR/NC);
- o The majority of universities record only successful transfer-credits, courses with failing grades not being eligible for transfer.

In general, the inclusion of failures is optional, but not common practice.

### Recommendation

Record only credits successfully transferred; failed course attempts should not be recorded.



## **APPENDIX VI**

### **Academic Nomenclature**

## Academic Nomenclature

### ***Preamble***

It is proposed that Carleton adopt a consistent, uniform classification to describe and categorize programs of study. The use of a common terminology or vocabulary to describe the hierarchy and nesting of various academic opportunities reduces confusion and potential risk of misunderstanding in applying academic rules and regulations, promoting successful and timely progression and graduation. The following nomenclature uses terms consistently and every pursuit of study and academic rule or regulation may be mapped to this structure.

### ***The Nomenclature***

#### **Credential**

An academic qualification awarded by the University Senate upon successful completion of an academic program. All credentials are either degrees (bachelors, masters, or doctoral), diplomas or certificates.

#### **Program**

A specified combination of academic requirements in a discipline or intellectual area of study which leads to a credential (e.g., BA in Philosophy, PhD in History, MSc in Chemistry, Diploma in Program Evaluation; Certificate in the Teaching of English as a Second Language).

#### **Element**

A mandatory or optional set of courses that may form part of a program. Elements are majors, minors, concentrations, and specializations; there are a maximum number of elements that may be taken in conjunction with a program at the undergraduate level. Elements are recorded on the transcript and the diploma.

#### **Option**

An optional addition to a program with distinct requirements: (i) Undergraduate: co-operative education, study abroad, Mention Francais; (ii) Graduate: co-operative education, Cotutelle (in Ph.D. programs). Options may be taken in addition to elements and are recorded on the transcript and the diploma.

#### **Pathway**

A pathway through a program that is a route to completion (e.g., thesis, research essay, research project or course only, accelerated pathway); or a focused area of study constituting a route to completion that is not recognized as a concentration or specialization. Pathways may be chosen in addition to elements but are not recorded on the transcript or diploma.



# New Program Proposal

Date Submitted: 04/11/17 12:16 pm

Viewing: **TBD-1597 : R-ADM-Program-C.P.W.**

Last edit: 04/11/17 12:16 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1597
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: Admissions
Degree	
Title	R-ADM-Program-C.P.W.

## In Workflow

1. REGS ADM Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. CalEditor

## Program Requirements

### Admission Requirements

To be eligible for admission to the Certificate in Professional Writing, applicants must present:

- Second year standing in the B.A. Honours English, Applied Linguistics and Discourse Studies, or any other honours degree at Carleton University
- CGPA of 7.5 or higher
- A statement of purpose and a sample of their academic or professional writing
- Permission of the Professional Writing Program

---

New Resources	No New Resources
Summary	Add admission statement for Certificate in Professional Writing

Rationale

Transition/Implementation

---

Program reviewer  
comments

Key: 1597

# New Program Proposal

Date Submitted: 04/11/17 12:01 pm

Viewing: **TBD-1596 : R-ADM-Program-P.B.D. Professional Writing**

## In Workflow

1. REGS ADM Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. CalEditor

Last edit: 04/13/17 10:10 am

Last modified by: sandrabauer

### Changes proposed by: sandrabauer

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1596
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: Admissions
Degree	
Title	R-ADM-Program-P.B.D. Professional Writing

## Program Requirements

### Diploma

- **Post-Baccalaureate Diploma in Professional Writing**

To be eligible for admission to the Post-Baccalaureate Diploma in Professional Writing students must normally present:

1. An honours undergraduate degree with a GPA of 8.0 or higher
2. A statement of purpose and a sample of their academic or professional writing
3. Permission of the Professional Writing Program.

---

New Resources

No New Resources

Summary

Add admission statement for P.B.D. in professional writing

Rationale

Transition/Implementation

---

Program reviewer  
comments

Key: 1596

DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee



RE: Certificate in Professional Writing – **New Program Approval**

---

**SAPC Motion**

**THAT** SAPC recommends to Senate the approval of the Certificate in Professional Writing as presented to commence in the fall 2018.

**Senate Motion**

**THAT** Senate approve the introduction of the Certificate in Professional Writing as presented to commence in the fall 2018.

**Background**

The Professional Writing Certificate is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program where a student has second year standing and a CGPA of 7.5 or higher.

**Attachments**

- Executive Summary
- Letters of Support
- Library report
- Courseleaf entry

**Professional Writing: Certificate and Minor**

**Bachelor of Arts in Applied Linguistics and Discourse Studies in the School of Linguistics  
and Language Studies**

**Bachelor of Arts Department of English**

## **1.0 Professional Writing Certificate and Minor Overview**

The Department of Linguistics and Language Studies (SLALS) and the Department of English are proposing a new certificate, a new post-baccalaureate diploma<sup>1</sup> and a minor in Professional Writing. The certificate and the post-baccalaureate diploma constitute a new program proposals while the introduction of the minor constitutes an A2 major modification. The Certificate and PDB will have identical requirements and will consist of **5.0** undergraduate credits in the Applied Linguistics and Discourse Studies (ALDS) courses in SLALS and the Department of English. The Minor will consist of **4.0** undergraduate credits in ALDS and English courses.

### **Character and Scope, Rationale**

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed.

The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally

---

<sup>1</sup> A post-baccalaureate diploma is defined as a stand-alone undergraduate credential intended to: qualify a candidate for consideration for entry into a master's program, or; bring a candidate who already possesses a bachelor's degree up to a level of a bachelor's degree of 20.0 credits or more in another discipline, or; provide a candidate who already possesses a twenty-credit bachelor's degree in the same discipline the opportunity to bring their previous studies to current equivalents and/or to examine alternative areas. In the case of the Post-Baccalaureate in Professional Writing, the Office of the Vice-Provost is proposing to Senate that a fourth bullet point be added to "provide a candidate with a professional undergraduate credential for which the prior completion of an undergraduate degree program is appropriate." The proposed PBD in Professional Writing would fall under this fourth category.



experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs (see pp. 12).

The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more.

The administrative home of the Professional Writing programs will be the ALDS program of SLALS.

### **Professional Writing Certificate and Post-Baccalaureate Diploma**

The Professional Writing Certificate follows a 5.0 credit sequence of courses as does the Post-Baccalaureate Diploma. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program, or as a one-year 5-credit post-degree option. Four of the courses, 2.0 credits, are new, the remaining six, or 3.0 credits, are courses which already exist in either English or SLALS.

### **Courses**

#### 1st year

0.5 ENGL 1008 English Grammar

#### 2d year

0.5 ALDS 2202 Analysis of Written Language

### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 ENGL 4135 Studies in Publishing

0.5 **NEW** Writing and Knowledge-Making in the Professions

### Electives: 1.0 credit out of the following

0.5 ALDS 3401/ENGL 3908 Research and Theory in Academic Writing

0.5 ALDS 4405/ENGL 4515 Teaching Writing in School and Workplace

0.5 ALDS 4403/ENGL 4909 Writing and Knowledge Making in the Disciplines

### **Admission requirements – Certificate and Post-Baccalaureate Diploma**

#### Certificate in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Students should be in their second year of study in an honours degree program in English, Applied Linguistics and Discourse Studies, or any other honours degree at Carleton University,<sup>2</sup> with a

---

<sup>2</sup> Currently, the ALDS program offers a certificate in Teaching English as a Second Language where 2/3 of the students are already enrolled in Linguistics and 1/3 are registered in other Honours programs (specifically History, English, Psychology, Sociology and others outside FASS). Recruitment efforts are primarily directed at the first year students taking the core ALDS and LING courses.

CGPA of 7.5 or higher. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply.

Applications will be reviewed on a case-by-case basis.

#### Post-Baccalaureate Diploma in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Normally, students would be required to have completed an honours undergraduate degree with a minimum 8.0 average or higher to be admitted. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply. Applications will be reviewed on a case-by-case basis.

#### Professional Writing Minor

The Professional Writing Minor follows a 4.0 credit sequence of courses. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program. Four of the courses, 2.0 credits, are new, the remaining four, or 2.0 credits, are courses which already exist in either English or SLALS. Minors cannot normally be taken in collaboration with the degree program in the same discipline. However, an exception can be made for interdisciplinary minors where some, but not all, of the courses for the minor come from the discipline of the student's home program (this is the case with the minor in digital humanities).

For this reason, it may be that students in English and ALDS who take the minor may encounter the "double counting rule". This is in part because these credits are cross-listed between English and ALDS. The "double-counting" rule restricts to two the number of credits that can be counted towards both the degree program and a program element such as a minor. An exemption

from the “double counting rule” can be sought from SCCASP and the Office of the Vice-Provost will undertake the necessary steps to obtain this approval.

## **Courses**

### 1st year

0.5 ENGL 1008 English Grammar

### 2d year

0.5 ALDS 2202 Analysis of Written Language

### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 **NEW** Writing and Knowledge-Making in the Professions

0.5 ENGL 4135 Studies in Publishing

Both programs will require students to formally apply and they will be accepted based on GPA and a Statement of Interest in which they will be required to articulate their motives and goals for entering the program, along with a sample of their written work. Enrollment will be limited, as the fourth year courses in Professional Writing will need to be conducted in computer laboratories.

## **Descriptions of the proposed new courses:**

**ALDS 3414/ ENGL 3414 [0.5] Introduction to Professional Writing and Editing**

The fundamentals skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4404/ENGL 4404 [0.5 credit] Writing and Knowledge-Making in the Professions**

The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4414/ENGL 4414 [0.5] Professional Writing I**

The role of writing in government and non-government organizations (NGOs). Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4415/ENGL 4415 [0.5] Professional Writing II**

The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **Impact on Program's Learning Outcomes**

The Professional Writing programs have limited impact on the learning outcomes of the BA in ALDS or the BA in English. It may be necessary in the next round of Cyclical Program Review to consider adding objectives, but at present the writing studies focus of both degrees covers the basic thrust of these new programs.

### **Effect on Existing Program, and on Students**

The Professional Writing programs serve to augment programs already extant in SLALS and in English. The BA in ALDS provides a grounding in the study of writing in workplace and academic contexts, as well as the teaching of writing. The Department of English has a number of courses in grammar, writing, and editing which provide students a measure of expertise in the basics of writing as a craft. The new programs will take these elements, and, with the addition of new courses, allow students to specialize in professional writing. The programs will provide a rich blend of theory, research, and practice, with the two fourth year courses Professional Writing I and II including a practicum/internship experience in a professional context.

Students who graduate with the Certificate or Minor will be uniquely prepared for their professional lives. They will have a depth of understanding and a breadth of perspective on their work which is unavailable in most undergraduate degrees. They will understand writing as a practice as embedded in culture, they will be able to situate writing in specific contexts, and experience writing in various contexts including an actual workplace.

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which essentially has no competition in Ottawa, and limited competition elsewhere in the country. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business and may attract students from Science and Engineering.

## **Implementation**

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

## **2.0 Current International, National, and/or Provincial Profile**

Professional writing education is quite scattered across Canada. Programs focused on technical writing exist in community colleges including locally at Algonquin College, but these are quite different in nature and scope from professional writing since they are very skills and training focused, and prepare students to write technical manuals for software and technical equipment, for the most part.

Carleton University's Professional Writing programs will be unique and especially attractive to those wishing to pursue careers in public service or in NGOs, medical research facilities, and more. For one thing, the programs will offer depth and breadth of education in this area, including research and theory on genre and rhetoric. Most importantly, however, is the fact that the programs are situated in Ottawa, with its huge number of workplaces in which such writing is needed, and in which practicum/internship opportunities abound. Graduates will be well prepared to start careers involving administrative and professional writing.

In today's knowledge-based economy, Canadian organizations need employees with highly developed professional writing skills. Programs that prepare graduates to write in the workplace have emerged across Ontario and the rest of the country.

Our proposed program is unique in being tailored to employers in the National Capital Region, including federal government departments and agencies, NGOs, science-related organizations, and health research institutes and teaching hospitals. Below is a description of the professional writing programs currently offered in Ontario universities. None of these professional writing programs is designed to prepare students to write in specific professional contexts, such as the National Capital Region.

#### **University-Level Professional Writing Programs in Ontario**

- York University

The Professional Writing Program in the Faculty of Liberal Arts and Professional Studies at York University offers a Specialized Honours BA, Honours BA, General BA, and Honours Minor. The program has three streams: Books; Periodicals; and Institutional Communications.

- Brock University



Brock University's Department of English Language and Literature offers a Certificate in Rhetoric and Professional Writing for those wishing to acquire knowledge and practical experience in the management, organization, and presentation of written information. The program is limited to persons not currently enrolled in a degree program at Brock and includes general technical and professional writing courses.

- University of Toronto (Mississauga)

The University of Toronto's Professional Writing and Communication program is founded on principles of effective communication originating in classical rhetoric and updated through contemporary theory and practice in professional settings. Students examine how written communication works in professional, academic, artistic, personal, and public settings. The program offers a Major and Minor BA.

- University of Waterloo

The Rhetoric, Media, and Professional Communication program, situated in the University of Waterloo's English Department, is a versatile program that allows students to study and create a broad range of documents for the workplace, the Web, and the media. In addition, students are given a solid grounding in literature and criticism. The program offers an Honours Major degree and is also available as a joint Honours degree in combination with another major and as a co-op degree.

- Western University

The Western University's Department of Writing Studies in the Faculty of Arts and Humanities offers a Diploma in Professional Communication and a Certificate in Professional

Communication, both of which aim to develop students' abilities in workplace writing. One of the requirements for admission to the program is high standing in pre-requisite courses in grammar and introductory writing. Courses in the program include Advanced Healthcare Communication, Forensic Writing, and Writing for the Web.

### **3.0 Mission and Strategic Directions**

The Professional Writing programs in SLALS and English link closely with themes and goals in Carleton University's Strategic Plan.

*Goal 1-1* specifies that the university seeks to develop new programs building on strengths and responsive to societal needs. The Professional Writing programs build on existing strong programs in SLALS and English and adapt them to evolving societal needs. As demand for added value in bachelor degrees in arts and social sciences increases, these programs are a timely addition to offerings in the Faculty of Arts and Social Sciences. Graduates will be well prepared to pursue careers as public servants or in a wide range of professional organizations. Their education will include a depth of knowledge of writing and the research associated with it, as well as skills in such writing and an actual workplace practicum.

*Goal 3-1* is focused on enhancing student success through a range of means. The Professional Writing programs offer knowledge and experience unique to Carleton University. The fact that the university is situated in the national capital with access to a large number of professional writing contexts makes it an ideal site for such programs. Students will benefit from a unique curriculum with breadth and depth of knowledge. This is a prime example of a program which will strengthen student ability to start careers immediately after graduation, benefitting from an undergraduate experience marked by experiential learning and innovative programming.

#### **4.0 Impact on other Programs or Academic Units**

The Professional Writing programs are unlikely to impact other programs or academic units at Carleton. There are no other writing programs at the university. If anything, this program is likely to increase the numbers of students applying for the BA degree and degrees in the Faculty of Public Affairs, as well as Sprott School of Business.

#### **5.0 Student Demand**

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which will be situated in Ottawa. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business.

It will be important to market the programs to students applying to Carleton. The programs will add perceived value to an undergraduate degree in Arts and Social Sciences, or Public Affairs, and should prove attractive to prospective students.

#### **6.0 Resources**

The Professional Writing programs require no new resources during the implementation or administration of the program. Four 0.5 credit courses at the 3<sup>rd</sup> and 4<sup>th</sup> year levels will be added

to the undergraduate course offerings of SLALS and English. These can be dealt with initially by existing faculty and several Contract Instructors, possibly drawn from the PhD ranks in SLALS. The programs will require a coordinator, meaning a .5 course release for continuing faculty in either SLALS or English.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

**New minor and certificate in Professional Writing**

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

Signature: 

Name: Robin Norris

Title: Chair

Academic unit: Department of English Language and Literature

Date: 17 March 2017

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

A handwritten signature in blue ink that reads "David Wood". The signature is written in a cursive style with a large initial 'D'.

Signature:

Name: David Wood

Title: Associate Professor, Director of School of Linguistics and Language Studies

Academic Unit: School of Linguistic and language Studies

Notes: NA

## Institutional Quality Assurance Process

### Major Modification and New Certificate Not Requiring a Library Report

*Date:* March 24, 2017

*From:* Judy Senecal - Reference Services

*To:* John Shepherd, Vice-Provost and Associate Vice-President (Academic)

*cc* Richard Mann, Associate Dean, Faculty of Arts and Social Sciences  
Wallace Clement, Dean of the Faculty of Arts and Social Sciences (Interim)  
David Wood, School Director, School of Linguistics and Language Studies  
Robin Norris, Chair, Department of English  
Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)  
Christine Noja, Acting Manager, Office of the Vice-Provost and Associate Vice-President (Academic)  
Wayne Jones, University Librarian  
David Sharp, Head, Collection Development and Acquisitions  
Colleen Neely, Assessment Projects Librarian

### Recommendation

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

- Professional Writing Certificate and Minor

This is a formal notification for your records.

## New Program Proposal

Date Submitted: 04/11/17 12:16 pm

Viewing: **TBD-1597 : R-ADM-  
Program-C.P.W.**

Last edit: 04/11/17 12:16 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

### In Workflow

1. REGS ADM Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. CalEditor

### Approval Path

1. 04/21/17 9:54 am  
Janice O'Farrell  
(janiceofarrell):  
Approved for REGS ADM  
Review
2. 04/21/17 10:25 am  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
3. 04/21/17 10:26 am  
Sandra Bauer  
(sandrabauer): Approved  
for SCCASP

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1597
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: Admissions
Degree	
Title	R-ADM-Program-C.P.W.

### Program Requirements



## Admission Requirements

To be eligible for admission to the Certificate in Professional Writing, applicants must present:

- Second year standing in the B.A. Honours English, Applied Linguistics and Discourse Studies, or any other honours degree at Carleton University
- CGPA of 7.5 or higher
- A statement of purpose and a sample of their academic or professional writing
- Permission of the Professional Writing Program

---

New Resources

No New Resources

Summary

Add admission statement for Certificate in Professional Writing

Rationale

Transition/Implementation

---

Program reviewer  
comments

Key: 1597

## New Program Proposal

Date Submitted: 03/21/17 4:01 pm

Viewing: **TBD-1557 : Certificate in Professional Writing**

Last edit: 04/13/17 10:24 am

Last modified by: christinanoja

Changes proposed by: davidwood

### In Workflow

1. ENGL ChairDir UG
2. LALS ChairDir UG
3. AS Dean
4. AS FCC
5. AS FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Future Cycle
12. CalEditor

### Approval Path

1. 03/21/17 4:22 pm  
Judy Katz (judykatz):  
Approved for ENGL  
ChairDir UG
2. 03/21/17 4:22 pm  
David Wood  
(davidwood): Approved  
for LALS ChairDir UG
3. 03/21/17 4:25 pm  
Richard Mann  
(richardmann): Approved  
for AS Dean
4. 03/21/17 4:25 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
5. 03/21/17 4:26 pm  
Richard Mann  
(richardmann): Approved  
for AS FBoard
6. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
7. 04/19/17 12:13 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP

8. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
9. 04/21/17 8:49 am  
Christina Noja  
(christinanoja): Approved  
for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1557
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies Department of English
Degree	
Title	Certificate in Professional Writing

## Program Requirements

### Certificate in Professional Writing (5.0 credits)

To be taken concurrently with an Honours degree, provided the Major CGPA in the Honours program is at least 7.5.

#### Graduation

A candidate for the CPW must obtain a grade of C or higher in all courses taken at Carleton University under the CPW program.

#### Requirements

<b>1. 1.0 credit in:</b>		<b>1.0</b>
<u><b>ENGL 1008 [0.5]</b></u>	<b>English Grammar: Fundamentals</b>	
<u><b>ALDS 2202 [0.5]</b></u>	<b>Analysis of Written Language Use</b>	
<b>2. 3.0 credits in:</b>		<b>3.0</b>
<u><b>ALDS 3402/ENGL 3909 [0.5]</b></u>	<b>Research and Theory in Workplace Writing</b>	
<u><b>ALDS 3414/ENGL 3414 [0.0]</b></u>	<b>Introduction to Professional Writing and Editing</b>	
<u><b>ALDS 4404/ENGL 4004 [0.0]</b></u>	<b>Writing and Knowledge-Making in the Professions</b>	
<u><b>ENGL 4135 [0.5]</b></u>	<b>Studies in Publishing</b>	

ALDS 4414/ENGL 4414 [0.0]

Professional Writing I

ALDS 4415/ENGL 4415 [0.0]

Professional Writing II

3. 1.0 credit from:

1.0

ALDS 3401/ENGL 3908 [0.5]

Research and Theory in Academic Writing

ALDS 4403/ENGL 4909 [0.5]

Writing and Knowledge-Making in the Disciplines

ALDS 4405/ENGL 4515 [0.5]

Teaching Writing in School and the Workplace

Total Credits

5.0

New Resources

Contract Instructor

Summary

Add a Certificate in Professional Writing

Rationale

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed. The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs. The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more. The Professional Writing Certificate follows a 5.0 credit sequence of courses. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program, or as a one-year 5-credit post-degree option. Four of the courses, 2.0 credits, are new, the remaining six, or 3.0 credits, are courses which already exist in either English or SLALS.

Transition/Implementation

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

Program reviewer comments

**christinanoja (04/13/17 10:12 am):** Changed program requirements to reflect the certificate only.

**christinanoja (04/13/17 10:24 am):** adjusted entry level gpa

**sandrabauer (04/18/17 4:37 pm):** The admissions information and graduation requirements will appear/be moved to the regulations tab.

Key: 1557

## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/18/17 3:58 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:58 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ALDS
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ENGL 3414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing
Rationale for new course	<ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.</li> </ul>

- The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory for the proposed programs. None of the existing courses provides similar content.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9199

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ENGL 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/19/17 12:13 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:14 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja



(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ENGL
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing, or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ALDS 3414
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing.
Rationale for new course	The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory or the proposed programs. None of the existing courses provides similar content.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9203

## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 4404 : Writing and Knowledge-Making in the Professions**

Last edit: 04/18/17 3:59 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:59 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ALDS
Course Number	4404
Title	Writing and Knowledge-Making in the Professions
Title (short)	Writing/Knowledge Professions

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. How the goals, values, and assumptions of different professions shape their writing in distinctive ways and the implications for theory, research, and practice.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ENGL 4004
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 4404:Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professional Writing

**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS 4403/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

Key: 9200

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4004 : Writing and Knowledge-Making in the Professions**

Last edit: 04/19/17 12:44 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:44 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ENGL
Course Number	4004
Title	Writing and Knowledge-Making in the Professions
Title (short)	Writing/Knowledge Professions
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ALDS 4404
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 4004: Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professional Writing.

**Rationale for new course**

The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS4003/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9204



## New Course Proposal

Date Submitted: 03/23/17 12:08 pm

Viewing: **ALDS 4414 : Professional Writing I**

Last edit: 04/19/17 12:09 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ALDS
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	Third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ENGL 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	<p>Add ALDS 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing</p> <ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and</li> </ul>

Rationale for new course

Certificate in Professional Writing, in which it will be a required course.

- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

Course reviewer comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (03/23/17 12:07 pm):** Rollback: change workflow to major  
**sandrabauer (04/19/17 12:10 pm):** moved statement about placement to class format statement.

Key: 9201

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4414 : Professional Writing I**

Last edit: 04/19/17 1:37 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:37 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ENGL
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminar three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ALDS 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	<p>Add ENGL 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing.</p> <p>The course is a necessary addition to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in</p>

**Rationale for new course**

Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace replacements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9205

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ALDS 4415 : Professional Writing II**

Last edit: 04/19/17 12:12 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:13 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code ALDS

Course Number 4415

Title Professional Writing II

Title (short) Professional Writing II

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Course Description The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.

Prerequisite(s) Third-year standing or permission of the instructor.

Class Format Seminars three hours a week. May include a work placement.

Precluded Courses

Also listed as ENGL 4415

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ALDS 4415, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing



**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (04/19/17 12:12 pm):** Moved statement about placement to class format statement.

Key: 9202

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4415 : Professional Writing II**

Last edit: 04/19/17 1:38 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate

10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:06 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:38 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code ENGL

Course Number 4415

Title Professional Writing II

Title (short) Professional Writing II

Faculty Faculty of Arts and Social Sciences

Academic Unit Department of English

Credit Value 0.50

Course Description The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.

Prerequisite(s) third-year standing or permission of the instructor.

Class Format Seminars three hours a week. May include a work placement.

Precluded Courses

Also listed as ALDS 4415

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ENGL 4415, Professional Writing II, as part of the proposed Certificate and Minor in Professional Writing.

**Rationale for new course**

The course is a necessary additional to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:01 pm):** Rollback: To change pathway to majormod

---

Key: 9206



DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee

RE: Post-Baccalaureate Diploma in Professional Writing – **New Program Approval**

---

**SAPC Motion**

**THAT** SAPC recommends to Senate the approval of the Post-Baccalaureate Diploma in Professional Writing as presented to commence in the fall 2018.

**Senate Motion**

**THAT** Senate approve the introduction of the Post-Baccalaureate Diploma in Professional Writing as presented to commence in the fall 2018.

**Background**

The Post-Baccalaureate Diploma is intended as a program option designed to provide students with a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts. Students applying for admission must have an honours undergraduate degree with a GPA of 8.0 or higher.

**Attachments**

Executive Summary  
Letters of Support  
Library report  
Courseleaf entry

**Professional Writing: Certificate and Minor**

**Bachelor of Arts in Applied Linguistics and Discourse Studies in the School of Linguistics  
and Language Studies**

**Bachelor of Arts Department of English**

## **1.0 Professional Writing Certificate and Minor Overview**

The Department of Linguistics and Language Studies (SLALS) and the Department of English are proposing a new certificate, a new post-baccalaureate diploma<sup>1</sup> and a minor in Professional Writing. The certificate and the post-baccalaureate diploma constitute a new program proposals while the introduction of the minor constitutes an A2 major modification. The Certificate and PDB will have identical requirements and will consist of **5.0** undergraduate credits in the Applied Linguistics and Discourse Studies (ALDS) courses in SLALS and the Department of English. The Minor will consist of **4.0** undergraduate credits in ALDS and English courses.

### **Character and Scope, Rationale**

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed.

The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally

---

<sup>1</sup> A post-baccalaureate diploma is defined as a stand-alone undergraduate credential intended to: qualify a candidate for consideration for entry into a master's program, or; bring a candidate who already possesses a bachelor's degree up to a level of a bachelor's degree of 20.0 credits or more in another discipline, or; provide a candidate who already possesses a twenty-credit bachelor's degree in the same discipline the opportunity to bring their previous studies to current equivalents and/or to examine alternative areas. In the case of the Post-Baccalaureate in Professional Writing, the Office of the Vice-Provost is proposing to Senate that a fourth bullet point be added to "provide a candidate with a professional undergraduate credential for which the prior completion of an undergraduate degree program is appropriate." The proposed PBD in Professional Writing would fall under this fourth category.

experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs (see pp. 12).

The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more.

The administrative home of the Professional Writing programs will be the ALDS program of SLALS.

### **Professional Writing Certificate and Post-Baccalaureate Diploma**

The Professional Writing Certificate follows a 5.0 credit sequence of courses as does the Post-Baccalaureate Diploma. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program, or as a one-year 5-credit post-degree option. Four of the courses, 2.0 credits, are new, the remaining six, or 3.0 credits, are courses which already exist in either English or SLALS.

### **Courses**

#### 1st year

0.5 ENGL 1008 English Grammar

#### 2d year

0.5 ALDS 2202 Analysis of Written Language



### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 ENGL 4135 Studies in Publishing

0.5 **NEW** Writing and Knowledge-Making in the Professions

### Electives: 1.0 credit out of the following

0.5 ALDS 3401/ENGL 3908 Research and Theory in Academic Writing

0.5 ALDS 4405/ENGL 4515 Teaching Writing in School and Workplace

0.5 ALDS 4403/ENGL 4909 Writing and Knowledge Making in the Disciplines

### **Admission requirements – Certificate and Post-Baccalaureate Diploma**

#### Certificate in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Students should be in their second year of study in an honours degree program in English, Applied Linguistics and Discourse Studies, or any other honours degree at Carleton University,<sup>2</sup> with a

---

<sup>2</sup> Currently, the ALDS program offers a certificate in Teaching English as a Second Language where 2/3 of the students are already enrolled in Linguistics and 1/3 are registered in other Honours programs (specifically History, English, Psychology, Sociology and others outside FASS). Recruitment efforts are primarily directed at the first year students taking the core ALDS and LING courses.

CGPA of 7.5 or higher. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply.

Applications will be reviewed on a case-by-case basis.

#### Post-Baccalaureate Diploma in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Normally, students would be required to have completed an honours undergraduate degree with a minimum 8.0 average or higher to be admitted. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply. Applications will be reviewed on a case-by-case basis.

#### Professional Writing Minor

The Professional Writing Minor follows a 4.0 credit sequence of courses. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program. Four of the courses, 2.0 credits, are new, the remaining four, or 2.0 credits, are courses which already exist in either English or SLALS. Minors cannot normally be taken in collaboration with the degree program in the same discipline. However, an exception can be made for interdisciplinary minors where some, but not all, of the courses for the minor come from the discipline of the student's home program (this is the case with the minor in digital humanities).

For this reason, it may be that students in English and ALDS who take the minor may encounter the "double counting rule". This is in part because these credits are cross-listed between English and ALDS. The "double-counting" rule restricts to two the number of credits that can be counted towards both the degree program and a program element such as a minor. An exemption

from the “double counting rule” can be sought from SCCASP and the Office of the Vice-Provost will undertake the necessary steps to obtain this approval.

## **Courses**

### 1st year

0.5 ENGL 1008 English Grammar

### 2d year

0.5 ALDS 2202 Analysis of Written Language

### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 **NEW** Writing and Knowledge-Making in the Professions

0.5 ENGL 4135 Studies in Publishing

Both programs will require students to formally apply and they will be accepted based on GPA and a Statement of Interest in which they will be required to articulate their motives and goals for entering the program, along with a sample of their written work. Enrollment will be limited, as the fourth year courses in Professional Writing will need to be conducted in computer laboratories.

## **Descriptions of the proposed new courses:**

**ALDS 3414/ ENGL 3414 [0.5] Introduction to Professional Writing and Editing**

The fundamentals skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4404/ENGL 4404 [0.5 credit] Writing and Knowledge-Making in the Professions**

The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4414/ENGL 4414 [0.5] Professional Writing I**

The role of writing in government and non-government organizations (NGOs). Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4415/ENGL 4415 [0.5] Professional Writing II**

The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **Impact on Program's Learning Outcomes**

The Professional Writing programs have limited impact on the learning outcomes of the BA in ALDS or the BA in English. It may be necessary in the next round of Cyclical Program Review to consider adding objectives, but at present the writing studies focus of both degrees covers the basic thrust of these new programs.

### **Effect on Existing Program, and on Students**

The Professional Writing programs serve to augment programs already extant in SLALS and in English. The BA in ALDS provides a grounding in the study of writing in workplace and academic contexts, as well as the teaching of writing. The Department of English has a number of courses in grammar, writing, and editing which provide students a measure of expertise in the basics of writing as a craft. The new programs will take these elements, and, with the addition of new courses, allow students to specialize in professional writing. The programs will provide a rich blend of theory, research, and practice, with the two fourth year courses Professional Writing I and II including a practicum/internship experience in a professional context.

Students who graduate with the Certificate or Minor will be uniquely prepared for their professional lives. They will have a depth of understanding and a breadth of perspective on their work which is unavailable in most undergraduate degrees. They will understand writing as a practice as embedded in culture, they will be able to situate writing in specific contexts, and experience writing in various contexts including an actual workplace.

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which essentially has no competition in Ottawa, and limited competition elsewhere in the country. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business and may attract students from Science and Engineering.

## **Implementation**

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

## **2.0 Current International, National, and/or Provincial Profile**

Professional writing education is quite scattered across Canada. Programs focused on technical writing exist in community colleges including locally at Algonquin College, but these are quite different in nature and scope from professional writing since they are very skills and training focused, and prepare students to write technical manuals for software and technical equipment, for the most part.

Carleton University's Professional Writing programs will be unique and especially attractive to those wishing to pursue careers in public service or in NGOs, medical research facilities, and more. For one thing, the programs will offer depth and breadth of education in this area, including research and theory on genre and rhetoric. Most importantly, however, is the fact that the programs are situated in Ottawa, with its huge number of workplaces in which such writing is needed, and in which practicum/internship opportunities abound. Graduates will be well prepared to start careers involving administrative and professional writing.

In today's knowledge-based economy, Canadian organizations need employees with highly developed professional writing skills. Programs that prepare graduates to write in the workplace have emerged across Ontario and the rest of the country.

Our proposed program is unique in being tailored to employers in the National Capital Region, including federal government departments and agencies, NGOs, science-related organizations, and health research institutes and teaching hospitals. Below is a description of the professional writing programs currently offered in Ontario universities. None of these professional writing programs is designed to prepare students to write in specific professional contexts, such as the National Capital Region.

#### **University-Level Professional Writing Programs in Ontario**

- York University

The Professional Writing Program in the Faculty of Liberal Arts and Professional Studies at York University offers a Specialized Honours BA, Honours BA, General BA, and Honours Minor. The program has three streams: Books; Periodicals; and Institutional Communications.

- Brock University

Brock University's Department of English Language and Literature offers a Certificate in Rhetoric and Professional Writing for those wishing to acquire knowledge and practical experience in the management, organization, and presentation of written information. The program is limited to persons not currently enrolled in a degree program at Brock and includes general technical and professional writing courses.

- University of Toronto (Mississauga)

The University of Toronto's Professional Writing and Communication program is founded on principles of effective communication originating in classical rhetoric and updated through contemporary theory and practice in professional settings. Students examine how written communication works in professional, academic, artistic, personal, and public settings. The program offers a Major and Minor BA.

- University of Waterloo

The Rhetoric, Media, and Professional Communication program, situated in the University of Waterloo's English Department, is a versatile program that allows students to study and create a broad range of documents for the workplace, the Web, and the media. In addition, students are given a solid grounding in literature and criticism. The program offers an Honours Major degree and is also available as a joint Honours degree in combination with another major and as a co-op degree.

- Western University

The Western University's Department of Writing Studies in the Faculty of Arts and Humanities offers a Diploma in Professional Communication and a Certificate in Professional



Communication, both of which aim to develop students' abilities in workplace writing. One of the requirements for admission to the program is high standing in pre-requisite courses in grammar and introductory writing. Courses in the program include Advanced Healthcare Communication, Forensic Writing, and Writing for the Web.

### **3.0 Mission and Strategic Directions**

The Professional Writing programs in SLALS and English link closely with themes and goals in Carleton University's Strategic Plan.

*Goal 1-1* specifies that the university seeks to develop new programs building on strengths and responsive to societal needs. The Professional Writing programs build on existing strong programs in SLALS and English and adapt them to evolving societal needs. As demand for added value in bachelor degrees in arts and social sciences increases, these programs are a timely addition to offerings in the Faculty of Arts and Social Sciences. Graduates will be well prepared to pursue careers as public servants or in a wide range of professional organizations. Their education will include a depth of knowledge of writing and the research associated with it, as well as skills in such writing and an actual workplace practicum.

*Goal 3-1* is focused on enhancing student success through a range of means. The Professional Writing programs offer knowledge and experience unique to Carleton University. The fact that the university is situated in the national capital with access to a large number of professional writing contexts makes it an ideal site for such programs. Students will benefit from a unique curriculum with breadth and depth of knowledge. This is a prime example of a program which will strengthen student ability to start careers immediately after graduation, benefitting from an undergraduate experience marked by experiential learning and innovative programming.

#### **4.0 Impact on other Programs or Academic Units**

The Professional Writing programs are unlikely to impact other programs or academic units at Carleton. There are no other writing programs at the university. If anything, this program is likely to increase the numbers of students applying for the BA degree and degrees in the Faculty of Public Affairs, as well as Sprott School of Business.

#### **5.0 Student Demand**

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which will be situated in Ottawa. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business.

It will be important to market the programs to students applying to Carleton. The programs will add perceived value to an undergraduate degree in Arts and Social Sciences, or Public Affairs, and should prove attractive to prospective students.

#### **6.0 Resources**

The Professional Writing programs require no new resources during the implementation or administration of the program. Four 0.5 credit courses at the 3<sup>rd</sup> and 4<sup>th</sup> year levels will be added

to the undergraduate course offerings of SLALS and English. These can be dealt with initially by existing faculty and several Contract Instructors, possibly drawn from the PhD ranks in SLALS. The programs will require a coordinator, meaning a .5 course release for continuing faculty in either SLALS or English.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

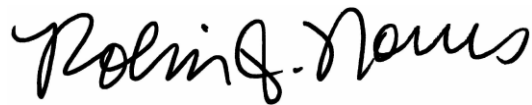
**New minor and certificate in Professional Writing**

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

Signature:

A handwritten signature in black ink that reads "Robin Norris". The signature is written in a cursive, flowing style.

Name: Robin Norris

Title: Chair

Academic unit: Department of English Language and Literature

Date: 17 March 2017

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

A handwritten signature in blue ink that reads "David Wood". The signature is written in a cursive style with a large initial 'D'.

Signature:

Name: David Wood

Title: Associate Professor, Director of School of Linguistics and Language Studies

Academic Unit: School of Linguistic and language Studies

Notes: NA

## Institutional Quality Assurance Process

### Major Modification and New Certificate Not Requiring a Library Report

*Date:* March 24, 2017

*From:* Judy Senecal - Reference Services

*To:* John Shepherd, Vice-Provost and Associate Vice-President (Academic)

*cc* Richard Mann, Associate Dean, Faculty of Arts and Social Sciences  
Wallace Clement, Dean of the Faculty of Arts and Social Sciences (Interim)  
David Wood, School Director, School of Linguistics and Language Studies  
Robin Norris, Chair, Department of English  
Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)  
Christine Noja, Acting Manager, Office of the Vice-Provost and Associate Vice-President (Academic)  
Wayne Jones, University Librarian  
David Sharp, Head, Collection Development and Acquisitions  
Colleen Neely, Assessment Projects Librarian

### Recommendation

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

- Professional Writing Certificate and Minor

This is a formal notification for your records.

## New Program Proposal

Date Submitted: 04/11/17 12:01 pm

Viewing: **TBD-1596 : R-ADM-  
Program-P.B.D. Professional Writing**

Last edit: 04/13/17 10:10 am

Last modified by: sandrabauer

Changes proposed by: sandrabauer

### In Workflow

1. **REGS ADM Review**
2. **PRE SCCASP**
3. **SCCASP**
4. **Senate**
5. CalEditor

### Approval Path

1. 04/21/17 9:54 am  
Janice O'Farrell  
(janiceofarrell):  
Approved for REGS ADM  
Review
2. 04/21/17 10:25 am  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
3. 04/21/17 10:26 am  
Sandra Bauer  
(sandrabauer): Approved  
for SCCASP

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1596
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: Admissions
Degree	
Title	R-ADM-Program-P.B.D. Professional Writing

### Program Requirements

## Diploma

- **Post-Baccalaureate Diploma in Professional Writing**

To be eligible for admission to the Post-Baccalaureate Diploma in Professional Writing students must normally present:

1. An honours undergraduate degree with a GPA of 8.0 or higher
2. A statement of purpose and a sample of their academic or professional writing
3. Permission of the Professional Writing Program.

---

New Resources

No New Resources

Summary

Add admission statement for P.B.D. in professional writing

Rationale

Transition/Implementation

---

Program reviewer  
comments

Key: 1596



## New Program Proposal

Date Submitted: 04/13/17 2:00 pm

Viewing: **TBD-1604 : Post-Baccalaureate  
Diploma in Professional Writing**

Last edit: 04/13/17 2:10 pm

Last modified by: sandrabauer

Changes proposed by: traceywright

### In Workflow

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

### Approval Path

1. 04/13/17 2:26 pm  
Judy Katz (judykatz):  
Approved for ENGL  
ChairDir UG
2. 04/13/17 3:10 pm  
David Wood  
(davidwood): Approved  
for LALS ChairDir UG
3. 04/13/17 4:22 pm  
Richard Mann  
(richardmann): Approved  
for AS Dean
4. 04/13/17 4:24 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
5. 04/13/17 4:25 pm  
Richard Mann  
(richardmann): Approved  
for AS FBoard
6. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
7. 04/19/17 1:42 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP

8. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
9. 04/21/17 8:49 am  
Christina Noja  
(christinanoja): Approved  
for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1604
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies Department of English
Degree	
Title	Post-Baccalaureate Diploma in Professional Writing

## Program Requirements

Post-Baccalaureate Diploma in Professional Writing (5.0 credits)

Graduation

A candidate for the PBD must obtain a grade of C or higher in all courses taken at Carleton University under the PBD program.

Requirements

- |  |   |            |
|--|---|------------|
| <b>1. 1.0 credit in:</b>                         |   | <b>1.0</b> |
| <u><a href="#">ALDS 2202</a></u> [0.5]           | <b>Analysis of Written Language Use</b>                 |            |
| <u><a href="#">ENGL 1008</a></u> [0.5]           | <b>English Grammar: Fundamentals</b>                    |            |
| <b>2. 3.0 credits in:</b>                        |   | <b>3.0</b> |
| <u><a href="#">ALDS 3402/ENGL 3909</a></u> [0.5] | <b>Research and Theory in Workplace Writing</b>         |            |
| <u><a href="#">ALDS 3414/ENGL 3414</a></u> [0.0] | <b>Introduction to Professional Writing and Editing</b> |            |
| <u><a href="#">ALDS 4404/ENGL 4004</a></u> [0.0] | <b>Writing and Knowledge-Making in the Professions</b>  |            |
| <u><a href="#">ENGL 4135</a></u> [0.5]           | <b>Studies in Publishing</b>                            |            |
| <u><a href="#">ALDS 4414/ENGL 4414</a></u> [0.0] | <b>Professional Writing I</b>                           |            |
| <u><a href="#">ALDS 4415/ENGL 4415</a></u> [0.0] | <b>Professional Writing II</b>                          |            |
| <b>3. 1.0 credit from:</b>                       |   | <b>1.0</b> |
| <u><a href="#">ALDS 3401/ENGL 3908</a></u> [0.5] | <b>Research and Theory in Academic Writing</b>          |            |

ALDS 4403/ENGL 4909 [0.5]

Writing and Knowledge-Making in the Disciplines

ALDS 4405/ENGL 4515 [0.5]

Teaching Writing in School and the Workplace

Total Credits

5.0

New Resources

Contract Instructor

Summary

Add a Post-Baccalaureate Diploma in Professional Writing.

Rationale

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed. The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs. The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more. The Professional Writing Certificate follows a 5.0 credit sequence of courses. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program, or as a one-year 5-credit post-baccalaureate degree option. Four of the courses, 2.0 credits, are new, the remaining six, or 3.0 credits, are courses which already exist in either English or SLALS.

Transition/Implementation

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

Program reviewer comments

**sandrabauer (04/19/17 1:42 pm):** Graduation requirements will be formatted and moved to regulations tab.

Key: 1604

## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/18/17 3:58 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:58 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ALDS
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ENGL 3414
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing
Rationale for new course	<ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.</li> </ul>

- The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory for the proposed programs. None of the existing courses provides similar content.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9199

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ENGL 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/19/17 12:13 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:14 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ENGL
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing, or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ALDS 3414
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing.
Rationale for new course	The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.



The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory or the proposed programs. None of the existing courses provides similar content.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9203

## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 4404 : Writing and Knowledge-Making in the Professions**

Last edit: 04/18/17 3:59 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:59 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources Contract Instructor

Level Undergraduate

Course Code ALDS

Course Number 4404

Title Writing and Knowledge-Making in the Professions

Title (short) Writing/Knowledge Professions

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Course Description The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. How the goals, values, and assumptions of different professions shape their writing in distinctive ways and the implications for theory, research, and practice.

Prerequisite(s) third-year standing or permission of the instructor.

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ENGL 4004

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ALDS 4404:Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professional Writing

**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS 4403/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

Key: 9200

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4004 : Writing and Knowledge-Making in the Professions**

Last edit: 04/19/17 12:44 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:44 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources Contract Instructor

Level Undergraduate

Course Code ENGL

Course Number 4004

Title Writing and Knowledge-Making in the Professions

Title (short) Writing/Knowledge Professions

Faculty Faculty of Arts and Social Sciences

Academic Unit Department of English

Credit Value 0.50

Course Description The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.

Prerequisite(s) third-year standing or permission of the instructor.

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ALDS 4404

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ENGL 4004: Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professor Writing.

**Rationale for new course**

The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS4003/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9204

## New Course Proposal

Date Submitted: 03/23/17 12:08 pm

Viewing: **ALDS 4414 : Professional Writing I**

Last edit: 04/19/17 12:09 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja



(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ALDS
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	Third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ENGL 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	<p>Add ALDS 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing</p> <ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and</li> </ul>

Rationale for new course

Certificate in Professional Writing, in which it will be a required course.

- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

Course reviewer comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (03/23/17 12:07 pm):** Rollback: change workflow to major  
**sandrabauer (04/19/17 12:10 pm):** moved statement about placement to class format statement.

Key: 9201

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4414 : Professional Writing I**

Last edit: 04/19/17 1:37 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:37 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ENGL
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminar three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ALDS 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	<p>Add ENGL 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing.</p> <p>The course is a necessary addition to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in</p>

**Rationale for new course**

Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace replacements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9205

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ALDS 4415 : Professional Writing II**

Last edit: 04/19/17 12:12 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:13 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ALDS
Course Number	4415
Title	Professional Writing II
Title (short)	Professional Writing II
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.
Prerequisite(s)	Third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ENGL 4415
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 4415, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing

**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (04/19/17 12:12 pm):** Moved statement about placement to class format statement.

Key: 9202



## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4415 : Professional Writing II**

Last edit: 04/19/17 1:38 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:06 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:38 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ENGL
Course Number	4415
Title	Professional Writing II
Title (short)	Professional Writing II

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ALDS 4415
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 4415, Professional Writing II, as part of the proposed Certificate and Minor in Professional Writing.

**Rationale for new course**

The course is a necessary additional to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**


**sandrabauer (03/23/17 12:01 pm):** Rollback: To change pathway to majormod

---

Key: 9206

DATE: April 21, 2017

TO: Senate

FROM: Dr. Peter Ricketts, Provost and Vice-President (Academic), Chair, Senate Academic  
Program Committee 

RE: 2017-18 Calendar Curriculum Proposals  
**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**

In electronic communications dated March 21<sup>st</sup> and 24<sup>th</sup>, 2017 members of the Library staff, upon review of the proposals, confirmed no additional resources were required for these 2018-19 major modification.

**Documentation**

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

**Major Modifications**

- 1. Minor in Professional Writing**  
CUCQA approval: April 18, 2017  
SCCASP approval: April 18, 2017

**SAPC Motion April 20, 2017**

**THAT** SAPC recommends to Senate the approval of the minor in Professional Writing as presented to commence in the fall 2018.

**Senate Motion April 28, 2017**

**THAT** Senate approve the introduction of the minor in Professional Writing as presented to commence in the fall 2018.

- 2. Bachelor of Global and International Studies Specialization and Stream in French and Francophone Studies**  
CUCQA approval: March 22, 2017  
SCCASP approval: April 4, 2017

**SAPC Motion April 6, 2017**

**THAT** SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in French and Francophone Studies as presented to commence in the fall 2018.

**Senate Motion April 28, 2017**

**THAT** Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in French and Francophone Studies as presented to commence in the fall 2018.

**3. Bachelor of Global and International Studies Specialization and Stream in Global Genders and Sexualities**

CUCQA approval: March 22, 2017

SCCASP approval: April 4, 2017

**SAPC Motion April 6, 2017**

**THAT** SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in Global Genders and Sexualities as presented to commence in the fall 2018.

**Senate Motion April 28, 2017**

**THAT** Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Global Genders and Sexualities as presented to commence in the fall 2018.

**4. Bachelor of Global and International Studies Specialization and Stream in Teaching English in Global Contexts**

CUCQA approval: March 22, 2017

SCCASP approval: April 4, 2017

**SAPC Motion April 6, 2017**

**THAT** SAPC recommends to Senate the approval of the Bachelor of Global and International Studies specialization and stream in Teaching English in Global Contexts as presented to commence in the fall 2018.

**Senate Motion April 28, 2017**

**THAT** Senate approve the introduction of the Bachelor of Global and International Studies specialization and stream in Teaching English in Global Contexts as presented to commence in the fall 2018.

**Professional Writing: Certificate and Minor**

**Bachelor of Arts in Applied Linguistics and Discourse Studies in the School of Linguistics  
and Language Studies**

**Bachelor of Arts Department of English**

## **1.0 Professional Writing Certificate and Minor Overview**

The Department of Linguistics and Language Studies (SLALS) and the Department of English are proposing a new certificate, a new post-baccalaureate diploma<sup>1</sup> and a minor in Professional Writing. The certificate and the post-baccalaureate diploma constitute a new program proposals while the introduction of the minor constitutes an A2 major modification. The Certificate and PDB will have identical requirements and will consist of **5.0** undergraduate credits in the Applied Linguistics and Discourse Studies (ALDS) courses in SLALS and the Department of English. The Minor will consist of **4.0** undergraduate credits in ALDS and English courses.

### **Character and Scope, Rationale**

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed.

The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally

---

<sup>1</sup> A post-baccalaureate diploma is defined as a stand-alone undergraduate credential intended to: qualify a candidate for consideration for entry into a master's program, or; bring a candidate who already possesses a bachelor's degree up to a level of a bachelor's degree of 20.0 credits or more in another discipline, or; provide a candidate who already possesses a twenty-credit bachelor's degree in the same discipline the opportunity to bring their previous studies to current equivalents and/or to examine alternative areas. In the case of the Post-Baccalaureate in Professional Writing, the Office of the Vice-Provost is proposing to Senate that a fourth bullet point be added to "provide a candidate with a professional undergraduate credential for which the prior completion of an undergraduate degree program is appropriate." The proposed PBD in Professional Writing would fall under this fourth category.

experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs (see pp. 12).

The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more.

The administrative home of the Professional Writing programs will be the ALDS program of SLALS.

### **Professional Writing Certificate and Post-Baccalaureate Diploma**

The Professional Writing Certificate follows a 5.0 credit sequence of courses as does the Post-Baccalaureate Diploma. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program, or as a one-year 5-credit post-degree option. Four of the courses, 2.0 credits, are new, the remaining six, or 3.0 credits, are courses which already exist in either English or SLALS.

### **Courses**

#### 1st year

0.5 ENGL 1008 English Grammar

#### 2d year

0.5 ALDS 2202 Analysis of Written Language



### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 ENGL 4135 Studies in Publishing

0.5 **NEW** Writing and Knowledge-Making in the Professions

### Electives: 1.0 credit out of the following

0.5 ALDS 3401/ENGL 3908 Research and Theory in Academic Writing

0.5 ALDS 4405/ENGL 4515 Teaching Writing in School and Workplace

0.5 ALDS 4403/ENGL 4909 Writing and Knowledge Making in the Disciplines

### **Admission requirements – Certificate and Post-Baccalaureate Diploma**

#### Certificate in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Students should be in their second year of study in an honours degree program in English, Applied Linguistics and Discourse Studies, or any other honours degree at Carleton University,<sup>2</sup> with a

---

<sup>2</sup> Currently, the ALDS program offers a certificate in Teaching English as a Second Language where 2/3 of the students are already enrolled in Linguistics and 1/3 are registered in other Honours programs (specifically History, English, Psychology, Sociology and others outside FASS). Recruitment efforts are primarily directed at the first year students taking the core ALDS and LING courses.

CGPA of 7.5 or higher. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply.

Applications will be reviewed on a case-by-case basis.

#### Post-Baccalaureate Diploma in Professional Writing:

Admission to this program requires the permission of the Professional Writing program. Normally, students would be required to have completed an honours undergraduate degree with a minimum 8.0 average or higher to be admitted. Applicants must submit a statement of purpose and a sample of their academic or professional writing when they apply. Applications will be reviewed on a case-by-case basis.

#### Professional Writing Minor

The Professional Writing Minor follows a 4.0 credit sequence of courses. The program is designed to be taken concurrently with an honours undergraduate degree in English or ALDS, or any other bachelor degree program. Four of the courses, 2.0 credits, are new, the remaining four, or 2.0 credits, are courses which already exist in either English or SLALS. Minors cannot normally be taken in collaboration with the degree program in the same discipline. However, an exception can be made for interdisciplinary minors where some, but not all, of the courses for the minor come from the discipline of the student's home program (this is the case with the minor in digital humanities).

For this reason, it may be that students in English and ALDS who take the minor may encounter the "double counting rule". This is in part because these credits are cross-listed between English and ALDS. The "double-counting" rule restricts to two the number of credits that can be counted towards both the degree program and a program element such as a minor. An exemption

from the “double counting rule” can be sought from SCCASP and the Office of the Vice-Provost will undertake the necessary steps to obtain this approval.

## **Courses**

### 1st year

0.5 ENGL 1008 English Grammar

### 2d year

0.5 ALDS 2202 Analysis of Written Language

### 3d year

0.5 ALDS 3402/ENGL 3909 Research and Theory in Workplace Writing

0.5 **NEW** Introduction to Professional Writing and Editing

### 4th year

0.5 **NEW** Professional Writing I

-may include a practice component

0.5 **NEW** Professional Writing II

-may include a practice component

0.5 **NEW** Writing and Knowledge-Making in the Professions

0.5 ENGL 4135 Studies in Publishing

Both programs will require students to formally apply and they will be accepted based on GPA and a Statement of Interest in which they will be required to articulate their motives and goals for entering the program, along with a sample of their written work. Enrollment will be limited, as the fourth year courses in Professional Writing will need to be conducted in computer laboratories.

## **Descriptions of the proposed new courses:**

**ALDS 3414/ ENGL 3414 [0.5] Introduction to Professional Writing and Editing**

The fundamentals skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4404/ENGL 4404 [0.5 credit] Writing and Knowledge-Making in the Professions**

The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4414/ENGL 4414 [0.5] Professional Writing I**

The role of writing in government and non-government organizations (NGOs). Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **ALDS 4415/ENGL 4415 [0.5] Professional Writing II**

The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases. (May include a work placement.)

Prerequisite(s): third-year standing or permission from the instructor.

Seminars three hours a week.

### **Impact on Program's Learning Outcomes**

The Professional Writing programs have limited impact on the learning outcomes of the BA in ALDS or the BA in English. It may be necessary in the next round of Cyclical Program Review to consider adding objectives, but at present the writing studies focus of both degrees covers the basic thrust of these new programs.

### **Effect on Existing Program, and on Students**

The Professional Writing programs serve to augment programs already extant in SLALS and in English. The BA in ALDS provides a grounding in the study of writing in workplace and academic contexts, as well as the teaching of writing. The Department of English has a number of courses in grammar, writing, and editing which provide students a measure of expertise in the basics of writing as a craft. The new programs will take these elements, and, with the addition of new courses, allow students to specialize in professional writing. The programs will provide a rich blend of theory, research, and practice, with the two fourth year courses Professional Writing I and II including a practicum/internship experience in a professional context.

Students who graduate with the Certificate or Minor will be uniquely prepared for their professional lives. They will have a depth of understanding and a breadth of perspective on their work which is unavailable in most undergraduate degrees. They will understand writing as a practice as embedded in culture, they will be able to situate writing in specific contexts, and experience writing in various contexts including an actual workplace.

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which essentially has no competition in Ottawa, and limited competition elsewhere in the country. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business and may attract students from Science and Engineering.

## **Implementation**

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

## **2.0 Current International, National, and/or Provincial Profile**

Professional writing education is quite scattered across Canada. Programs focused on technical writing exist in community colleges including locally at Algonquin College, but these are quite different in nature and scope from professional writing since they are very skills and training focused, and prepare students to write technical manuals for software and technical equipment, for the most part.

Carleton University's Professional Writing programs will be unique and especially attractive to those wishing to pursue careers in public service or in NGOs, medical research facilities, and more. For one thing, the programs will offer depth and breadth of education in this area, including research and theory on genre and rhetoric. Most importantly, however, is the fact that the programs are situated in Ottawa, with its huge number of workplaces in which such writing is needed, and in which practicum/internship opportunities abound. Graduates will be well prepared to start careers involving administrative and professional writing.

In today's knowledge-based economy, Canadian organizations need employees with highly developed professional writing skills. Programs that prepare graduates to write in the workplace have emerged across Ontario and the rest of the country.

Our proposed program is unique in being tailored to employers in the National Capital Region, including federal government departments and agencies, NGOs, science-related organizations, and health research institutes and teaching hospitals. Below is a description of the professional writing programs currently offered in Ontario universities. None of these professional writing programs is designed to prepare students to write in specific professional contexts, such as the National Capital Region.

#### **University-Level Professional Writing Programs in Ontario**

- York University

The Professional Writing Program in the Faculty of Liberal Arts and Professional Studies at York University offers a Specialized Honours BA, Honours BA, General BA, and Honours Minor. The program has three streams: Books; Periodicals; and Institutional Communications.

- Brock University

Brock University's Department of English Language and Literature offers a Certificate in Rhetoric and Professional Writing for those wishing to acquire knowledge and practical experience in the management, organization, and presentation of written information. The program is limited to persons not currently enrolled in a degree program at Brock and includes general technical and professional writing courses.

- University of Toronto (Mississauga)

The University of Toronto's Professional Writing and Communication program is founded on principles of effective communication originating in classical rhetoric and updated through contemporary theory and practice in professional settings. Students examine how written communication works in professional, academic, artistic, personal, and public settings. The program offers a Major and Minor BA.

- University of Waterloo

The Rhetoric, Media, and Professional Communication program, situated in the University of Waterloo's English Department, is a versatile program that allows students to study and create a broad range of documents for the workplace, the Web, and the media. In addition, students are given a solid grounding in literature and criticism. The program offers an Honours Major degree and is also available as a joint Honours degree in combination with another major and as a co-op degree.

- Western University

The Western University's Department of Writing Studies in the Faculty of Arts and Humanities offers a Diploma in Professional Communication and a Certificate in Professional



Communication, both of which aim to develop students' abilities in workplace writing. One of the requirements for admission to the program is high standing in pre-requisite courses in grammar and introductory writing. Courses in the program include Advanced Healthcare Communication, Forensic Writing, and Writing for the Web.

### **3.0 Mission and Strategic Directions**

The Professional Writing programs in SLALS and English link closely with themes and goals in Carleton University's Strategic Plan.

*Goal 1-1* specifies that the university seeks to develop new programs building on strengths and responsive to societal needs. The Professional Writing programs build on existing strong programs in SLALS and English and adapt them to evolving societal needs. As demand for added value in bachelor degrees in arts and social sciences increases, these programs are a timely addition to offerings in the Faculty of Arts and Social Sciences. Graduates will be well prepared to pursue careers as public servants or in a wide range of professional organizations. Their education will include a depth of knowledge of writing and the research associated with it, as well as skills in such writing and an actual workplace practicum.

*Goal 3-1* is focused on enhancing student success through a range of means. The Professional Writing programs offer knowledge and experience unique to Carleton University. The fact that the university is situated in the national capital with access to a large number of professional writing contexts makes it an ideal site for such programs. Students will benefit from a unique curriculum with breadth and depth of knowledge. This is a prime example of a program which will strengthen student ability to start careers immediately after graduation, benefitting from an undergraduate experience marked by experiential learning and innovative programming.

#### **4.0 Impact on other Programs or Academic Units**

The Professional Writing programs are unlikely to impact other programs or academic units at Carleton. There are no other writing programs at the university. If anything, this program is likely to increase the numbers of students applying for the BA degree and degrees in the Faculty of Public Affairs, as well as Sprott School of Business.

#### **5.0 Student Demand**

Marketing of the programs should attract a significant number of new students. A survey of third and fourth year students in writing-related courses in SLALS shows that the program can be expected to be popular with undergraduate students as a concurrent option, and we would expect in the vicinity of 25 concurrent students to be in the program in any given year. We would expect another 12 to 15 to be post-degree students. This number of students will require that at least two sections of the certificate program be run concurrently every year.

It is easy to market a program like this which will be situated in Ottawa. It is likely to attract students in Arts and Social Sciences as well as the Faculty of Public Affairs and Sprott School of Business.

It will be important to market the programs to students applying to Carleton. The programs will add perceived value to an undergraduate degree in Arts and Social Sciences, or Public Affairs, and should prove attractive to prospective students.

#### **6.0 Resources**

The Professional Writing programs require no new resources during the implementation or administration of the program. Four 0.5 credit courses at the 3<sup>rd</sup> and 4<sup>th</sup> year levels will be added

to the undergraduate course offerings of SLALS and English. These can be dealt with initially by existing faculty and several Contract Instructors, possibly drawn from the PhD ranks in SLALS. The programs will require a coordinator, meaning a .5 course release for continuing faculty in either SLALS or English.

STATEMENT OF SUPPORT FROM SISTER UNIT

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

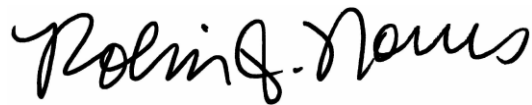
**New minor and certificate in Professional Writing**

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

Signature:

A handwritten signature in black ink that reads "Robin Norris". The signature is written in a cursive, flowing style.

Name: Robin Norris

Title: Chair

Academic unit: Department of English Language and Literature

Date: 17 March 2017

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

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

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

A handwritten signature in blue ink that reads "David Wood". The signature is written in a cursive style with a large initial 'D'.

Signature:

Name: David Wood

Title: Associate Professor, Director of School of Linguistics and Language Studies

Academic Unit: School of Linguistic and language Studies

Notes: NA

## New Program Proposal

Date Submitted: 03/21/17 4:01 pm

Viewing: **TBD-1558 : Minor in Professional Writing**

Last edit: 04/19/17 1:39 pm

Last modified by: sandrabauer

Changes proposed by: davidwood

### In Workflow

1. ENGL ChairDir UG
2. LALS ChairDir UG
3. AS Dean
4. AS FCC
5. AS FBoard
6. CUCQA
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. Future Cycle
12. CalEditor

### Approval Path

1. 03/21/17 4:22 pm  
Judy Katz (judykatz):  
Approved for ENGL  
ChairDir UG
2. 03/21/17 4:23 pm  
David Wood  
(davidwood): Approved  
for LALS ChairDir UG
3. 03/21/17 4:25 pm  
Richard Mann  
(richardmann): Approved  
for AS Dean
4. 03/21/17 4:25 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
5. 03/21/17 4:26 pm  
Richard Mann  
(richardmann): Approved  
for AS FBoard
6. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
7. 04/19/17 1:39 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP

8. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
9. 04/21/17 8:49 am  
Christina Noja  
(christinanoja): Approved  
for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1558
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies Department of English
Degree	Bachelor of Arts
Title	Minor in Professional Writing

## Program Requirements

### Minor in Professional Writing (4.0 credits)

**Open to all undergraduate degree students.**

#### **Requirements:**

<b>1. 1.0 credit in:</b>		<b>1.0</b>
<u>ENGL 1008</u> [0.5]	English Grammar: Fundamentals	
<u>ALDS 2202</u> [0.5]	Analysis of Written Language Use	
<b>2. 1.0 credit in:</b>		<b>1.0</b>
<u>ALDS 3402/ENGL 3909</u> [0.5]	Research and Theory in Workplace Writing	
<u>ALDS 3414/ENGL 3414</u> [0.0]	Introduction to Professional Writing and Editing	
<b>3. 2.0 credits in:</b>		<b>2.0</b>
<u>ENGL 4135</u> [0.5]	Studies in Publishing	
<u>ALDS 4404/ENGL 4004</u> [0.0]	Writing and Knowledge-Making in the Professions	
<u>ALDS 4414/ENGL 4414</u> [0.0]	Professional Writing I	
<u>ALDS 4415/ENGL 4415</u> [0.0]	Professional Writing II	
<b>4. The remaining requirements of the major discipline(s) and degree must be satisfied.</b>		
Total Credits		<b>4.0</b>

## New Resources

Contract Instructor

## Summary

Add a Minor in Professional Writing

## Rationale

Professional writing is a specialized endeavour which incorporates a range of knowledge and skills, and typically takes place in contexts such as government departments, non-governmental organizations (NGOs), trade associations, public interest groups, banks, medical research facilities, and involves the production of texts such as reports, briefs, grants proposals, and so on. Typically, professional writing involves a strong sense of the context within which the writing must occur, including the genres, audiences, and specific language needed. The undergraduate programs in ALDS and in English have long included a focus on writing studies. A number of writing-focused courses have been cross listed and have traditionally experienced strong enrollments. Over a number of years the possibility of creating joint programs in professional writing has been a topic of discussion, and it is time to take action in creating such programs. The University's Strategic Integrated Plan provides a set of goals and strategies which are remarkably suited to the creation of such programs. The Professional Writing Certificate and Minor are designed to provide a comprehensive education in the nature, contexts, and practice of the specialized types of writing which occur in professional contexts such as government, NGOs, medical institutions, and so on. Special attention is paid to the contexts within which such writing is needed, the nature of genres, the specific language needed, the vital role of a sense of audience, and more.

## Transition/Implementation

Implementation of this program is manageable with some preparation. Many of the courses already exist. The program can begin with several Contract Instructors teaching some courses, which would be ideal for some SLALS PhD students who need to complete a Praxis as part of their degree requirements. Practicum placements can be secured but would need administrative support. The programs will need coordinators, faculty who will have course releases.

---

Program reviewer  
comments

Key: 1558



## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/18/17 3:58 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:58 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ALDS
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ENGL 3414
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing
Rationale for new course	<ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.</li> </ul>

- The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory for the proposed programs. None of the existing courses provides similar content.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9199

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ENGL 3414 : Introduction to Professional Writing and Editing**

Last edit: 04/19/17 12:13 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:14 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ENGL
Course Number	3414
Title	Introduction to Professional Writing and Editing
Title (short)	Intro Professional Writing

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The fundamental skills of professional writing and editing, including writing for specific audiences, document design, revision strategies, copyediting.
Prerequisite(s)	third-year standing, or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ALDS 3414
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 3414, Introduction to Professional Writing and Editing, as part of the proposed Certificate and Minor in Professional Writing.
Rationale for new course	The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students studying in the proposed Minor and Certificate in Professional Writing. The course serves as introductory or the proposed programs. None of the existing courses provides similar content.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

Course reviewer  
comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

---

Key: 9203

## New Course Proposal

Date Submitted: 03/23/17 12:02 pm

Viewing: **ALDS 4404 : Writing and Knowledge-Making in the Professions**

Last edit: 04/18/17 3:59 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/18/17 3:59 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:42 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources Contract Instructor

Level Undergraduate

Course Code ALDS

Course Number 4404

Title Writing and Knowledge-Making in the Professions

Title (short) Writing/Knowledge Professions

Faculty Faculty of Arts and Social Sciences

Academic Unit School of Linguistics and Language Studies

Credit Value 0.50

Course Description The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. How the goals, values, and assumptions of different professions shape their writing in distinctive ways and the implications for theory, research, and practice.

Prerequisite(s) third-year standing or permission of the instructor.

Class Format Seminars three hours a week.

Precluded Courses

Also listed as ENGL 4004

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ALDS 4404:Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professional Writing



**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS 4403/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod

Key: 9200

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4004 : Writing and Knowledge-Making in the Professions**

Last edit: 04/19/17 12:44 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:44 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

---

Effective Date	2018-19
Workflow	majormod
New Resources	Contract Instructor
Level	Undergraduate
Course Code	ENGL
Course Number	4004
Title	Writing and Knowledge-Making in the Professions
Title (short)	Writing/Knowledge Professions

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in constructing knowledge in the professions, as viewed from contemporary socio-cultural perspectives. Consideration of how the goals, values, and assumptions of different professions shape their writing in distinctive ways and what implications this holds for theory, research, and practice.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminars three hours a week.
Precluded Courses	
Also listed as	ALDS 4404
Piggybacked Courses	

---

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ENGL 4004: Writing and Knowledge-Making in the Professions, an essential component of the newly proposed Certificate and Minor in Professor Writing.

**Rationale for new course**

The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course fills the gap in our program as far as it relates to professional writing and serves as a counterpart to the existing course ALDS4003/ENGL4909 Writing and Knowledge-Making in the Disciplines, which serves as an elective to the proposed programs.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9204

## New Course Proposal

Date Submitted: 03/23/17 12:08 pm

Viewing: **ALDS 4414 : Professional Writing I**

Last edit: 04/19/17 12:09 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ALDS
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	Third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ENGL 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	<p>Add ALDS 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing</p> <ul style="list-style-type: none"> <li>The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and</li> </ul>

Rationale for new course

Certificate in Professional Writing, in which it will be a required course.

- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

Course reviewer comments

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (03/23/17 12:07 pm):** Rollback: change workflow to major  
**sandrabauer (04/19/17 12:10 pm):** moved statement about placement to class format statement.

Key: 9201

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4414 : Professional Writing I**

Last edit: 04/19/17 1:37 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:37 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja



(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ENGL
Course Number	4414
Title	Professional Writing I
Title (short)	Professional Writing I

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Department of English
Credit Value	0.50
Course Description	The role of writing in government and NGOs. Consideration of various genres, practices and styles of government and NGO writing, including, grant proposals, administrative reports, press releases, briefing notes, recommendation reports.
Prerequisite(s)	third-year standing or permission of the instructor.
Class Format	Seminar three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ALDS 4414
Piggybacked Courses	

Grade Mode	Standard Letter Grade
------------	-----------------------

Schedule Type	Seminar
---------------	---------

Summary	Add ENGL 4414, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing.
	The course is a necessary addition to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in

**Rationale for new course**

Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of government- and NGO-related writing needs and genres. The course allows for workplace replacements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:00 pm):** Rollback: To change pathway to majormod

---

Key: 9205

## New Course Proposal

Date Submitted: 03/23/17 12:03 pm

Viewing: **ALDS 4415 : Professional Writing II**

Last edit: 04/19/17 12:12 pm

Changes proposed by: sandrabauer

### In Workflow

1. LALS ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:05 pm  
Sandra Bauer  
(sandrabauer): Approved  
for LALS ChairDir UG
2. 03/23/17 12:07 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:09 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:39 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 12:13 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:41 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date	2018-19
Workflow	majormod
New Resources	No New Resources
Level	Undergraduate
Course Code	ALDS
Course Number	4415
Title	Professional Writing II
Title (short)	Professional Writing II
Faculty	Faculty of Arts and Social Sciences
Academic Unit	School of Linguistics and Language Studies
Credit Value	0.50
Course Description	The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.
Prerequisite(s)	Third-year standing or permission of the instructor.
Class Format	Seminars three hours a week. May include a work placement.
Precluded Courses	
Also listed as	ENGL 4415
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Seminar
Summary	Add ALDS 4415, Professional Writing I, as part of the proposed Certificate and Minor in Professional Writing

**Rationale for new course**

- The course is a necessary addition to our offerings in Applied Linguistics and Discourses Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.
- The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.
- We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

**Course reviewer comments**

**sandrabauer (03/23/17 11:59 am):** Rollback: To change pathway to majormod  
**sandrabauer (04/19/17 12:12 pm):** Moved statement about placement to class format statement.

Key: 9202

## New Course Proposal

Date Submitted: 03/23/17 12:04 pm

Viewing: **ENGL 4415 : Professional Writing II**

Last edit: 04/19/17 1:38 pm

Changes proposed by: sandrabauer

### In Workflow

1. ENGL ChairDir UG
2. AS Dean
3. AS FCC
4. AS FBoard
5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

### Approval Path

1. 03/23/17 12:06 pm  
Sandra Bauer  
(sandrabauer): Approved  
for ENGL ChairDir UG
2. 03/23/17 12:08 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS Dean
3. 03/23/17 12:10 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FCC
4. 03/23/17 12:11 pm  
Sandra Bauer  
(sandrabauer): Approved  
for AS FBoard
5. 04/18/17 3:40 pm  
Christina Noja  
(christinanoja): Approved  
for CUCQA
6. 04/19/17 1:38 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE SCCASP
7. 04/19/17 3:43 pm  
Dan Begin (danbegin):  
Approved for SCCASP
8. 04/21/17 8:50 am  
Christina Noja

(christinanoja): Approved  
for SAPC

Programs referencing  
this course

[Certificate in Professional Writing](#)  
[Minor in Professional Writing](#)  
[Post-Baccalaureate Diploma in Professional Writing](#)

Effective Date 2018-19

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code ENGL

Course Number 4415

Title Professional Writing II

Title (short) Professional Writing II

Faculty Faculty of Arts and Social Sciences

Academic Unit Department of English

Credit Value 0.50

Course Description The role of writing in science-related fields and in the health professions. Consideration of various genres, practices and styles of scientific and health-related writing, including, research reports, grant proposals, case reports, popularizations of science, press releases.

Prerequisite(s) third-year standing or permission of the instructor.

Class Format Seminars three hours a week. May include a work placement.

Precluded Courses

Also listed as ALDS 4415

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Seminar

Summary Add ENGL 4415, Professional Writing II, as part of the proposed Certificate and Minor in Professional Writing.

**Rationale for new course**

The course is a necessary additional to our offerings in Applied Linguistics and Discourse Studies. It provides essential content to our proposed Minor and Certificate in Professional Writing, in which it will be a required course.

The content of the course is of immediate relevance to students in the proposed Minor and Certificate in Professional Writing. The course serves as one of the foundational courses in proposed programs. This course fills the existing gap by providing students with a broad picture of writing needs and genres in science-related fields and in health professions. The course allows for workplace placements for students enrolled in the course. No similar course currently exists.

We expect total enrollment in the proposed Minor and Certificate to reach 65-70 students. All students enrolled in Minor and Certificate in Professional Writing will take this required course.

---

**Course reviewer comments**

**sandrabauer (03/23/17 12:01 pm):** Rollback: To change pathway to majormod

---

Key: 9206



## **Program Development & Curriculum Management**

B.G.I.n.S. specialization in French and Francophone Studies

### **EXECUTIVE SUMMARY**

#### **1. Overview of the added specialization**

##### **1.1 Goals of the added specialization**

The proposed B.G.I.n.S. specialization in French and Francophone Studies was developed to meet two academic objectives. It aims to provide undergraduate students with a level of proficiency fully adapted to the use of French-as-a-second-language for professional or academic purposes. The specialization equally seeks to provide undergraduate students with interdisciplinary training that connects global and international studies with scholarship in French and Francophone studies, with a focus on the subfields of French linguistics and French literary studies.

##### **1.2 Genesis of the added specialization**

Three concurring reasons led to the proposal for a Specialization in French and Francophone Studies as an added stream to the B.G.In.S. (Honours) program.

First, this specialization aims to respond to students' expanding interest in cross-disciplinary programs of relevance in an increasingly internationalized environment. Please refer to section 5 below for more details.

The proposed specialization further responds to the need to better reflect, in terms of program offerings, ways in which the academic profile of the Department has evolved over the past ten years. Replacement faculty hires in the areas of French linguistics and literatures consolidated substantially the Department's core focus on globally diversified approaches to French studies. In terms of literary studies, areas of scholarship represented at the departmental level have grown to cover migrant Québec literatures, translation studies, cultural globalization, postcolonial French literatures and colonial dynamics of literary production and transfers. With respect to linguistics, current fields of expertise map out an academic orientation equally shifted towards the francophone world at large, with a strong focus on varieties of French in the Americas and Africa and French-based creoles. Such a convergence and alignment of academic interests has had an obvious impact on courses, particularly at the upper-year levels. Year after year, topics such as *Varieties of French in the Americas* or *Cultural globalization and French literature* have increasingly come to define a substantial proportion of course offerings. Yet, at the undergraduate level, BA programs themselves changed very little since the last thorough restructuring the Department undertook in 2006-2007. In order to better integrate and communicate more explicitly what had become a clear orientation within the Department, developing a coherent French and Francophone Studies program stream became a

priority in terms of curricular planning. The new Bachelor program in Global and International Studies provided the Department with the perfect opportunity and structure to develop such a stream while building on, and contributing to, the strength of the B.G.I.n.S. initiative. Dr. Chris Brown, the program's Director, and Dr. Sukeshi Kamra, then FASS's Associate Dean (curriculum), were consulted throughout the process.

Finally, the proposed new specialization in French and Francophone Studies was equally motivated by departmental strategic planning at the graduate level. Strengthening and showcasing a widened francophone approach to French studies was prioritized as the best means to refocus the MA program for recruitment purposes. Accordingly, as part of some of the changes brought about, the MA was rebranded a few years back as a Master of Arts in French and Francophone Studies. While the number of yearly international applications received indicates a positive response, the decline in the number of domestic graduate application remains unchanged. Building stronger ties across our Honours and MA programs was deemed to offer some further potential for strengthening enrolment. The specialization in French and Francophone Studies is meant precisely as a means to achieve a more integrated progression from undergraduate to graduate programs.

### **1.3 Structure of the added specialization**

The proposed specialization is built around three curricular priorities.

First, it patterns language acquisition and reinforcement so that students may achieve a high level of proficiency in French for professional or academic purposes.

Taking responsibility for an immersive engagement goes to the core of the program. The language requirement builds on a full-year advanced level French course covering all language competences, to which are added two half-credits of enrichment courses further refining oral and writing abilities. Moreover, this sequence of courses is complemented by a fully immersive program requirement in the form of 1 credit of French courses abroad. This compulsory international exposure to a French-speaking academic setting is essential for students to develop and enrich language abilities that allow them to fully engage in their field of studies.

The specialization is thus intended to go beyond the limitations of scaling language training to a level not nearly sufficient for active and committed intellectual and cultural engagement in a global context. It addresses an increasingly acute need for reaching beyond monolingualism so as to properly equip individuals with means of communication better adapted to a post self-referential and culturally expanded environment. While this speaks to the critical citizenship and intercultural competencies at the pedagogical core of the B.G.I.n.S. program, it further fosters the sort of ethical engagement that requires long-term and self-transforming intellectual investment on the part of students committed to a polycentric world citizenry.

Second, the specialization is meant to offer a course progression that provides strong research-focused engagement around global issues as they pertain to French and Francophone Studies. To this end, the program will of course build on the 4.5 core

credits compulsory for all B.G.I.n.S. specializations but it will also be capped by 2 credits of 4<sup>th</sup> year research seminars closely tied to issues of global relevance in the field of French and Francophone Studies, with special topics ranging from linguistic comparison between varieties of French to boundary-challenging patterns of cultural expressions across Francophone literatures. Overall, the specialization seeks to foster and develop a detailed understanding of the complex multimodal dynamics, interconnected spheres of influence as well as patterns of transfers and resistance that shape literary systems and language evolution or interactions within francophone settings. The specialization is closely tied in this sense to the core pedagogical value centred on knowledge of global and international issues.

Third, the specialization aims to provide students with a variety of courses than cover a significant number of approaches to Francophone studies and issues. This is first accomplished through a focus, across all years, on acquiring an expanded understanding of both the complex and varied language realities studied in French linguistics and the diversity of cultural issues and expressions addressed in French literary scholarship. This joined focus spans all four year of the program, starting with the First-Year Seminar devoted to World Literature in French, building on foundations and third-year courses in both disciplines, and leading to the upper-year special topics research seminars previously mentioned. In addition, the breadth in approaches to French and Francophone studies is built-in by means of courses that shift multi-nodal, global and transnational considerations across different historical timeframes (e.g. FREN 3212, 3214, 3215, 3415, 4413), geocultural spheres of influence (e.g. FYSM 1408, 4212, 4213, 4412, 4415) and a variety of issue-based topics (e.g. FREN 3414, 4214, 4215, 4300). The core pedagogical emphasis on multiple paths to knowledge is therefore built-in the curricular design of the specialization.

## **2. Current international, national, and provincial profiles**

Provincially, the proposed specialization differentiates itself in three ways from other academic offerings in the area of French and Francophone studies. It goes beyond aggregating a limited set of courses (usually within the scope of a Minor) and fully develops a four-year program of studies at the level of an Honours Bachelor degree. It draws on the curricular strength and rigour of the existing B.G.I.n.S. program so as to offer undergraduate students sound cross-disciplinary training and foundations, rather than strictly limiting learning to French and Francophone studies courses alone. Within the specific focus on French and Francophone Studies, it widens the scope of study by conjoining a literary and linguistic perspectives rather than limiting undergraduate training to one or the other. It also builds on a sequence of courses that aims to innovate by consolidating a significant breadth of approaches to global and cross-boundaries phenomena and by shifting historically, geocultural or issue-based perspectives.

## **3. Mission and Strategic Directions**

If approved, the proposed B.G.I.n.S. specialization in French and Francophone Studies will be going forward in the context of the forthcoming SMA, currently in the process of being developed. Referring to the current SIP is therefore more useful for the purpose of assessing how this specialization fits with the University's priorities for strategic positioning. A specialization such as the one proposed addresses inherently some of the goals laid out around the student-centred theme. The specialization would most obviously enhance, from an academic standpoint, knowledge around global issues and cultures as much as it would fit with an internationalization strategy. Since it requires no additional resources and builds up strategically on existing ones, the specialization would further conform to a sustainable management of resources. Because of its very purpose and focus as part of the B.G.I.n.S program, the specialization would further contribute in obvious ways to the development of curriculum that addresses contemporary knowledge needs while strengthening the ties between undergraduate and graduate programs, as per 1.2 above.

#### **4. Impact on other programs**

The specialization in French and Francophone Studies complements and expands the B.G.I.n.S program in three ways. It widens the program's current offerings in selected area studies of global relevance by opening it to aspects of the francophone world. It provides students with an interest in global and international studies with a unique education opportunity that combines high-competency language training and academic training in a targeted area. It strengthens in part the Canadian dimension of the B.G.I.n.S program through a new specialization closely tied to the literary and linguistics positioning of French-speaking Canada in a globalized Francophone world.

With respect to B.G.I.n.S. knowledge clusters, the specialization in French and Francophone Studies contributes in two ways to the range of academic orientations currently offered as part of the program. Focused as it is on providing an understanding of how global phenomena are empirically localized, transformed and realized within the dynamics at play in specific French-speaking language and cultural environments, the specialization is intimately connected with mediation, circulation and cultural formations, in particular with respect to global literatures, global communications and the interface between globalization, culture and power. Further, by addressing the entangled linguistics and cultural complexities that interconnect rather than unify francophone realities, the proposed specialization requires stepping beyond frames of understanding limited to the one-dimensional overlay of Nation-State, national language and self-contained culture. As such, the specialization also addresses place-making and boundaries as the latter relate to linguistic communities, literary systems and cultural agency.

The specialization in French and Francophone Studies equally strengthens and widens the range of Honours programs offered by the Department of French. It builds on the French Honours B.A. by making compulsory a range of options geared towards enhancing language skills for a fuller professional engagement (i.e. 1 credit of third-year enhancement course programmed as part of the language requirement; a

mandatory immersive study-abroad component). It also opens further avenues of studies at the Honours B.A. level by interconnecting literary and linguistics scholarship, whereas both are only offered as separate streams within the Honours B.A. structure. Finally, for students leaning towards a Combined Honours, the proposed specialization opens up choices beyond the existing set of disciplines that can be added to French studies.

## **5. Students**

As briefly outlined in 1.2 above, the proposed specialization addresses a growing interest on the part of undergraduate students. More specifically, it intends to build on a growing trend towards doubling up academic training in a variety of fields with either high-competency language training or further training in particular area studies of global relevance. This is evidenced at the departmental level by the steady increase in the number of undergraduate students who opt to double major in French studies (in addition to another discipline), or to add a Minor in French to their degree. This also happens to be corroborated by queries received during yearly recruitment events. They indeed point to a demand for programs that combine an international focus with training in the areas of French language and French Studies.

As is the case for all French Combined Honours degree, the proposed specialization provides students with the communication skill set necessary to be engaged professionally in a French unilingual or French bilingual work environment. As such, graduating students doubly benefit, in terms of employability, from the expertise they develop in their field and the high-competence language training they further receive. Because the proposed B.G.I.n.S. specialization goes beyond language acquisition per se to further extend academic training to French and Francophone Studies, it further equips students to successfully seek employment in fields connected to francophone institutions and contexts (e.g. international affairs, foreign and government service, NGOs, public relations, communication industries)

## **6. Resources**

The added specialization requires no further resources from the Department of French, whether in terms of teaching or space. No new courses are required as part of the proposed stream and specialization. Existing faculty members can teach all course offerings. Advising around course selection linked to the International Experience Requirement falls under existing administrative responsibilities.

## New Program Proposal

Date Submitted: 02/26/17 8:15 pm

Viewing: **TBD-1525 : BGINS  
Specialization in French and  
Francophone Studies**

Last edit: 03/28/17 10:17 am

Last modified by: sandrabauer

Changes proposed by: pascalgin

### In Workflow

1. GINS ChairDir UG
2. FREN ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 03/03/17 4:34 pm  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 03/03/17 5:04 pm  
Pascal Gin (pascalgin):  
Approved for FREN  
ChairDir UG
3. 03/04/17 5:28 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/13/17 11:57 am  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/13/17 3:58 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
7. 03/13/17 4:00 pm  
Hugh Shewell

- (hughshewell): Approved for PA FBoard
- 8. 03/17/17 2:57 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
- 9. 03/24/17 8:42 am  
Christina Noja  
(christinanoja): Approved for CUCQA
- 10. 03/28/17 10:17 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
- 11. 04/04/17 10:13 am  
Dan Begin (danbegin): Approved for SCCASP
- 12. 04/13/17 1:52 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1525
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	Department of French Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies Honours
Title	BGINS Specialization in French and Francophone Studies

## Program Requirements

### Specialization in French and Francophone Studies B.G.In.S. Honours (20.0 credits)

#### A. Credits included in the Major CGPA (12.0 credits)

##### 1. 4.5 credits in: Core Courses

4.5

**GINS 1000** [0.5]

**Global History**

<a href="#"><u>GINS 1010</u></a> [0.5]	International Law and Politics
<a href="#"><u>GINS 1020</u></a> [0.5]	Ethnography, Globalization and Culture
<a href="#"><u>GINS 2000</u></a> [0.5]	Ethics and Globalization
<a href="#"><u>GINS 2010</u></a> [0.5]	Globalization and International Economic Issues
<a href="#"><u>GINS 2020</u></a> [0.5]	Global Literatures
<a href="#"><u>GINS 3010</u></a> [0.5]	Global and International Theory
<a href="#"><u>GINS 3020</u></a> [0.5]	Places, Boundaries, Movements and Global Environmental Change
<a href="#"><u>GINS 4090</u></a> [0.5]	Honours Seminar in Global and International Studies

**2. 7.5 credits in: the Specialization**

**a. 3.0 credits in: Foundations 3.0**

<a href="#"><u>FYSM 1408</u></a> [1.0]	World Literature in French
<a href="#"><u>FREN 2201</u></a> [1.0]	Introduction aux études littéraires 1
<a href="#"><u>FREN 2401</u></a> [1.0]	Fonctionnement d'une langue: le français

**b. 0.5 credit in: Methods 0.5**

<a href="#"><u>FREN 3050</u></a> [0.5]	Compétences critiques
--	-----------------------

**c. 1.5 credits from: French and Francophone Studies at the 3000-level 1.5**

<a href="#"><u>FREN 3213</u></a> [0.5]	Du Baroque aux Lumières
<a href="#"><u>FREN 3214</u></a> [0.5]	Révolutions, avant-gardes et ruptures : du 19e siècle aux années 1950
<a href="#"><u>FREN 3215</u></a> [0.5]	Les ères du soupçon : contemporanéités de la littérature
<a href="#"><u>FREN 3414</u></a> [0.5]	Sociolinguistique du français
<a href="#"><u>FREN 3415</u></a> [0.5]	La fabrique du français

**d. 1.0 credit in: French and Francophone Studies - International Experience 1.0**

1.0 credit in approved courses at the 3000-level or above taken in French, on exchange or a letter of permission, at a French-language university abroad

**e. 1.5 credits from: French and Francophone Studies at the 4000-level 1.5**

<a href="#"><u>FREN 4212</u></a> [0.5]	Littératures francophones
<a href="#"><u>FREN 4213</u></a> [0.5]	Littérature québécoise et canadienne d'expression française
<a href="#"><u>FREN 4214</u></a> [0.5]	Genre et mouvement
<a href="#"><u>FREN 4215</u></a> [0.5]	Problématiques contemporaines
<a href="#"><u>FREN 4300</u></a> [0.5]	Selected topics in French and Francophone studies
<a href="#"><u>FREN 4412</u></a> [0.5]	Diversité du français
<a href="#"><u>FREN 4413</u></a> [0.5]	Diachronie du français
<a href="#"><u>FREN 4414</u></a> [0.5]	Analyse du français
<a href="#"><u>FREN 4415</u></a> [0.5]	Variation du français

**B. Credits Not Included in the Major CGPA (8.0 credits)**

**3. 8.0 credits in: Free Electives 8.0**

**C. Additional Requirements**

**4. The International Experience Requirement must be met through an international exchange or a letter of permission (see item 2.d).**

**5. To satisfy the Language Requirement, students must complete [FREN 2100](#) [1.0], Advanced French, [FREN 3701](#) [0.5], Français oral, and [FREN 3702](#) [0.5], Français écrit, or their equivalent.**

Total Credits 20.0



## Summary

The proposed B.G.I.n.S. specialization and stream in French and Francophone Studies were developed to meet two academic objectives. They seek to provide undergraduate students with interdisciplinary training that connects global and international studies with scholarship in French and Francophone studies, with a focus on the subfields of French linguistics and French literary studies. They further aim to provide undergraduate students with a level of proficiency fully adapted to the use of French-as-a-second-language for professional or academic purposes. The specialization covers 3 credits of foundations in French linguistics and literatures (including a First-Year Seminar); 2 credits of selected topics at the third- year level across both disciplines (including 0.5 of methodology); 1.5 of upper-year research seminars, and 1 credit of approved French or Francophone Studies courses in a French university abroad. Language requirements cover a full credit of advanced-level French language course and one additional credit of advanced enrichment courses at the third-year level.

## Rationale

The proposed specialization and stream in French and Francophone Studies aim to integrate within a rigorous undergraduate degree the Department of French's core focus on globally diversified approaches to French studies while building on, and contributing to, the strength of the existing B.G.I.n.S. program. In so doing, they are intended to respond to students' expanding interest in cross-disciplinary programs of relevance in an increasingly internationalized environment. The specialization is further intended as a means to achieve a more integrated progression from undergraduate training in French Studies to the existing M.A. in French and Francophone Studies.

## Transition/Implementation

Since it will require neither new courses nor hiring, implementation of the proposed B.G.I.n.S. specialization and stream in French and Francophone Studies will focus on effective recruitment and sustained student advising. In addition to web and print-based recruitment efforts, the Department will actively promote the new specialization through the existing cycle of first-year recruitment events. Enrolled students will benefit from the close academic advising the Department offers its majors, from early orientation at the unit's level through one-on-one monitoring during the March advising period.

Program reviewer  
comments

**sandrabauer (03/28/17 10:17 am):** format

Key: 1525

## New Program Proposal

Date Submitted: 02/26/17 8:19 pm

Viewing: **TBD-1527 : BGINS Stream in French and Francophone Studies**

Last edit: 03/28/17 10:20 am

Last modified by: sandrabauer

Changes proposed by: pascalgin

### In Workflow

1. GINS ChairDir UG
2. FREN ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 03/03/17 4:34 pm  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 03/03/17 5:04 pm  
Pascal Gin (pascalgin):  
Approved for FREN  
ChairDir UG
3. 03/04/17 5:29 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/13/17 11:57 am  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/13/17 4:00 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
7. 03/13/17 4:03 pm  
Hugh Shewell

- (hughshewell): Approved for PA FBoard
- 8. 03/17/17 2:58 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
- 9. 03/24/17 8:42 am  
Christina Noja  
(christinanoja): Approved for CUCQA
- 10. 03/28/17 10:20 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
- 11. 04/04/17 10:15 am  
Dan Begin (danbegin): Approved for SCCASP
- 12. 04/13/17 1:52 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1527
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	Department of French Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies General
Title	BGINS Stream in French and Francophone Studies

## Program Requirements

### Stream in French and Francophone Studies B.G.In.S. General (15.0 credits)

#### A. Credits included in the Major CGPA (8.0 credits)

##### 1. 4.0 credits in: Core Courses

4.0

**GINS 1000** [0.5]      **Global History**

<u><a href="#">GINS 1010</a></u> [0.5]	International Law and Politics
<u><a href="#">GINS 1020</a></u> [0.5]	Ethnography, Globalization and Culture
<u><a href="#">GINS 2000</a></u> [0.5]	Ethics and Globalization
<u><a href="#">GINS 2010</a></u> [0.5]	Globalization and International Economic Issues
<u><a href="#">GINS 2020</a></u> [0.5]	Global Literatures
<u><a href="#">GINS 3010</a></u> [0.5]	Global and International Theory
<u><a href="#">GINS 3020</a></u> [0.5]	Places, Boundaries, Movements and Global Environmental Change

**2. 4.0 credits from: the Stream** **4.0**

**a. Foundations**

<u><a href="#">FREN 2201</a></u> [1.0]	Introduction aux études littéraires 1
<u><a href="#">FREN 2401</a></u> [1.0]	Fonctionnement d'une langue: le français

**b. French and Francophone Studies at the 3000-level**

<u><a href="#">FREN 3213</a></u> [0.5]	Du Baroque aux Lumières
<u><a href="#">FREN 3214</a></u> [0.5]	Révolutions, avant-gardes et ruptures : du 19e siècle aux années 1950
<u><a href="#">FREN 3215</a></u> [0.5]	Les ères du soupçon : contemporanéités de la littérature
<u><a href="#">FREN 3414</a></u> [0.5]	Sociolinguistique du français
<u><a href="#">FREN 3415</a></u> [0.5]	La fabrique du français

**B. Credits Not Included in the Major CGPA (7.0 credits)**

**3. 7.0 credits in: Free Electives** **7.0**

**C. Additional Requirements**

**4. To satisfy the Language Requirement, students must complete [FREN 2100](#) [1.0], Advanced French, or its equivalent.**

**Total Credits** **15.0**

**New Resources**

No New Resources

**Summary**

The proposed B.G.I.n.S. specialization and stream in French and Francophone Studies were developed to meet two academic objectives. They seek to provide undergraduate students with interdisciplinary training that connects global and international studies with scholarship in French and Francophone studies, with a focus on the subfields of French linguistics and French literary studies. They further aim to provide undergraduate students with a level of proficiency fully adapted to the use of French-as-a-second-language for professional or academic purposes. The stream covers 2 credits of foundations in French linguistics and literatures and 2 credits of selected topics at the third- year level across both disciplines. Language requirements cover a full credit of advanced-level French language.

**Rationale**

The proposed specialization and stream in French and Francophone Studies aim to integrate within a rigorous undergraduate degree the Department of French 's core focus on globally diversified approaches to French studies while building on, and contributing to, the strength of the existing B.G.I.n.S. program. In so doing, they are intended to respond to students' expanding interest in cross-disciplinary programs of relevance in an increasingly internationalized environment.

**Transition/Implementation**

Since it will require neither new courses nor hiring, implementation of the proposed B.G.I.n.S. specialization and stream in French and Francophone Studies

will focus on effective recruitment and sustained student advising. In addition to web and print-based recruitment efforts, the Department will actively promote the new specialization through the existing cycle of first-year recruitment events. Enrolled students will benefit from the close academic advising the Department offers its majors, from early orientation at the unit's level through one-on-one monitoring during the March advising period.

---

Program reviewer  
comments

**sandrabauer (03/28/17 10:20 am):** format

Key: 1527

## **IIS and WGST BGINS Specialization (Hons) and Stream (General)**

### **GLOBAL GENDERS AND SEXUALITIES**

Global Genders and Sexualities explores the historical and contemporary intersections of genders and sexualities to better understand the dynamics shaping the transnational world. This specialization and stream demonstrates the ways that bodies, genders, and sexualities are part of wider power relations and cultural formations such as global capitalism, diasporic communities, and the politics of borders. How are various forms of knowledge about genders and sexualities produced, circulated across borders and resisted?

The specialization and stream aims to ground students in theory and demonstrate its practical application. The stream and specialization requires students to consider how ideas about genders and sexualities circulate within and across borders and the differential material impact that these circulations have on the lives of various populations. Global Genders and Sexualities focuses on the interdependent relationships between bodies, identities, and space, and thus speaks to the philosophy of the Bodies, Migration, and Place-Making knowledge cluster. Students will explore how sexualities and gender identities and practices circulate, traverse bodies and are shaped by borders and through various practical applications in advocacy and activism. The stream and specialization challenges students to become critically aware of themselves and others as global citizens. Furthermore, Global Genders and Sexualities allows students to foster the necessary intercultural competencies to engage ethically and effectively with the concrete needs of diverse populations in a globalized world.

The stream and specialization is comprised of core BGINS courses, foundational courses in women's and gender (WGST) and sexuality studies (SXST), and two thematic groups, as well as a language and international experience component. The stream and specialization complements the BGINS core courses by giving students a solid foundation in the theoretical strands and practical approaches to the interdisciplinary field of gender and sexuality studies. The thematic groups, *Theorizing Bodies and Borders* and *Advocacy and Activism* are designed to familiarize students with the ways that genders and sexualities are understood theoretically and the way that such knowledge can translate into the realms of international policy and activism within and across borders.

### **Knowledge of Global and International Issues**

The Global Genders and Sexualities Specialization and Stream requires students to think critically about the ways that ideologies, identities, and practices related to gender and sexuality are connected to, influenced by, and have an impact on, the global and the international. The specialization and stream will encourage students to think critically about how gender and sexuality operate in global and international processes such as colonialism and postcolonialism, neoliberalism, development, and social movements.

## **Multiple Paths of Knowledge**

Women's and Gender Studies and Sexuality Studies are both multidisciplinary fields, and faculty contributing to the specialization have a wide range of perspectives, coming from a variety of social science and humanities backgrounds, including sociology, history, political science, geography, and cultural studies. This will provide students with an impressive range of approaches to theorizing gender and sexuality in global and international contexts, as well as opportunities for putting this knowledge into practice in activism and policy. Students will be encouraged to acquire knowledge through academic avenues as well as experiential learning.

## **Critical Awareness of Self and Others**

Women's and Gender Studies and Sexuality Studies are scholastic fields that promote an understanding of power, agency and socio-economic, political and cultural relations that begins with locating the self. Beginning with the foundations courses and interwoven throughout both knowledge clusters comprising the stream and specialization, students gain a deeper understanding of themselves in relation to others through analyzing gender identity, sexual orientation and the politics of embodiment in global and international contexts. Students will be encouraged to understand themselves and others are gendered and sexual subjects whose lives are mediated by power relations including colonialism, nationalism and cultural and linguistic imperialism that frame local and global environments.

## **Ethical Engagement in the world**

Reflective of the commitment of Women's, Gender and Sexuality Studies to praxis, the two knowledge clusters that comprise the stream and specialization encourage students to understand the relationship between embodied gender identity and sexual orientation, agency and the politics of representation of the self and others in global and international contexts. Courses that comprise the stream and specialization emphasize the ways that multiple systems of power (e.g. global capitalism, colonialism, hetero/homonormativity) influence the ways that some bodies, genders and sexual orientations are valued while others are oppressed. Students will be encouraged to understand and respect socio-cultural specificity, diversity and difference regarding gender identity and sexuality within local, national and global contexts. Ethical engagement in women's, gender and sexual politics within global and international contexts is fostered through understandings of different levels and ways to engage nationally, regionally and globally as agents of change, as well as allies.

## **Demonstrated intercultural competencies**

Students in this stream and specialization will explore global and international localities that include diasporic experiences, as well as political and cultural knowledges relating to contemporary issues relating to gender and sexuality. Students bring their own diverse backgrounds and experiences to the classroom. The curriculum in this stream and specialization draws upon these experiences as teaching tools, as students build upon their existing and develop new intercultural competencies. This will be enhanced by this stream and specialization's international experience component and the language requirement.

#### Current international, national, and/or provincial profile

While the trend in the interdisciplinary field of women's studies is to focus on gender, its intersection with sexuality and the politics of space and place, few undergraduate programs in Canada emphasize the global and international dynamics of such phenomena. Several gender and sexuality studies programs, including those at the University of Ottawa, the University of Manitoba, Mount St. Vincent, the University of Toronto, and Concordia University, offer single courses on globalization, transnationalism, and/or international relations. York University and the University of British Columbia have a few more course offerings; however, they do not specifically orient their program through a global and international lens, and they do not have a language requirement or international experience component. The Global Genders and Sexualities specialization and stream is positioned to capitalize on this lacuna. Carleton University's location within the nation's capital is a significant advantage in that it will allow students to take advantage of existing relationships with government and non-governmental organizations.

#### Mission and strategic directions

The Global Genders and Sexualities stream and specialization is in direct alignment with the major themes of Carleton University's Strategic Integrated Plan and the Strategic Mandate Agreement. This stream and specialization draws on the established and extensive research portfolios of current faculty members working in the area of gender and sexuality studies. By emphasizing student-centred experiential learning with an international focus, the stream and specialization will cultivate the talents of current and prospective students and provide mentorship for students as they become productive and engaged global citizens.

#### Impact on other programs

##### *Impact on LOs*

This BGINS stream and specialization has no impact on the Women's and Gender Studies BA Program learning outcomes. Please note that based on current parameters set by Quality Assurance, as a minor, Sexuality Studies is not required to establish learning outcomes. Women's and Gender Studies conducted its program cyclical review in 2016-2017 and its program learning outcomes were satisfactory.



### *Impact of new Stream and Specialization on existing program*

The Global Genders and Sexualities stream and specialization is an exciting joint initiative that will benefit the Women's and Gender Studies and Sexuality Studies Minor programs and the Carleton University community. This stream and specialization will allow new and current students the ability to conceptualize their degree as part of larger transnational trends in studying gender and sexuality. We anticipate that this specialization will extend student interest in studying gender and sexuality at Carleton University and encourage the collaborating programs to undertake more joint activities such as speaker series and research workshops as part of the experiential learning activities for BGINS students and students, current and future, already registered in the collaborating programs.

The motivation behind mounting this joint initiative is to boost recruitment and retention for both collaborating programs. As part of our respective recruitment and retention strategies, the collaborating program will endeavour to work towards enhancing students' learning and research experience in transnational approaches to gender and sexuality through theory and activism.

In addition to the core courses for the BGINS major, students in both programs are required to take the foundational courses respectively offered in the collaborating programs, i.e., WGST 1801 and SXST 2101. All courses listed under the thematic groups are taught as part of the collaborating programs curriculum. It should be noted that several courses listed in the thematic groups require prerequisites however, as long as students move through the program as recommended, there is should be no real challenge in terms of completion.

Finally, the Global Genders and Sexualities stream and specialization will be primarily housed and administered through the Pauline Jewett Institute of Women's and Gender Studies. These administrated duties do not include the course registration for each course. Students will continue to register for courses as needed by respective program. The stream and specialization will be advertised via each collaborating programs website in addition to recruitment undertaken through the BGINS marketing strategies.

### *Impact on other programs*

The only program that will be affected by this specialization is Human Rights. The stream and specialization includes courses offered in the Human Rights Program. We will request that spaces be reserved for BGINS students taking the Global Genders and Sexualities stream and specialization in these courses in order to accommodate registration.

### Societal need

This specialization is particularly significant as it fills a societal need regarding the impact of geopolitical, economic, and cultural policies on the shaping, containment, and making of gender and sexuality across the globe. For example, gender and sexuality increasingly play a central role in public and foreign affairs policies, migration, diasporic experiences,

and cultural debates related to public and private activities. The Global Genders and Sexualities stream and specialization will give students interested in global social justice and activism the opportunity to grapple with the theoretical and advocacy issues at the heart of these transnational debates by focusing on gender and sexuality. It will also help mark Carleton University as a leader in this area of study because of its location and academic/research expertise.

### Student demand

We have not carried out a study of students on the proposed Stream and Specialization. However, we believe there will be a demand. Anecdotally, faculty members have reported that existing students as well as prospective students at recruitment fairs are expressing interest in studying genders and sexualities from a global and international perspective. One of the most popular courses in women's and gender studies, WGST 2801 Activism, Feminisms, and Social Justice, has an activism project component. Over the past four years, these projects have been increasingly focused on international and global issues. Finally, the three most recent hires in women's and gender studies (Dr. Amrita Hari, Dr. Megan Rivers-Moore, and Dr. Grace Adeniyi Ogunyankin) are all scholars who focus on transnational feminism.

### Resources

No new resources are being requested for the administration of the proposed specialization and stream. Global Genders and Sexualities draws on existing faculty and course offerings in women's and gender studies and sexuality studies. The stream and specialization will be administered by the Pauline Jewett Institute of Women's and Gender Studies, and the role of specialization coordinator and student advisor will be held by Dan Irving in Sexuality Studies (IIS).

## **Specialization in Global Genders and Sexualities**

### **B.G.In.S. Honours (20.0 credits)**

#### A. Credits Included in the Major CGPA (12.0 credits)

##### **1. 4.5 credits in: Core Courses**

4.5

<a href="#">GINS 1000</a> [0.5]	Global History
<a href="#">GINS 1010</a> [0.5]	International Law and Politics
<a href="#">GINS 1020</a> [0.5]	Ethnography, Globalization and Culture
<a href="#">GINS 2000</a> [0.5]	Ethics and Globalization
<a href="#">GINS 2010</a> [0.5]	Globalization and International Economic Issues
<a href="#">GINS 2020</a> [0.5]	Global Literatures
<a href="#">GINS 3010</a> [0.5]	Global and International Theory
<a href="#">GINS 3020</a> [0.5]	Places, Boundaries, Movements and Global Environmental Change
<a href="#">GINS 3200</a> [0.5]	Experiential Learning Abroad

[GINS 4090](#) [0.5] Honours Seminar in Global and International Studies

**2. 7.5 credits in: The Specialization**

a. 1.5 credits in: Foundations 1.5

[WGST 1808](#) [1.0] Introduction to Women's and Gender Studies

[SXST 2101](#) [0.5] Sexuality Studies: A Critical Introduction

b. 2.0 credits from: Theorizing Bodies and Borders 2.0

[SXST 2102](#) [0.5] Sexuality, Gender, and Security

[WGST 2800](#) [0.5] Intersectional Identities

[WGST 2803](#) [0.5] Body Matters: The Politics of Bodies

[WGST 2810](#) [0.0] Feminisms & Contemporary Masculinities

[SXST 3103](#) [0.5] Sexuality and Disability

[SXST 3104](#) [0.5] Transnational Sexualities

[SXST 3106](#) [0.5] Queer(ing) Archives

[WGST 3809](#) [0.5] Feminist Thought

[WGST 3810](#) [0.5] Feminist Research

c. 2.5 credits from: Advocacy and Activism 2.5

[HUMR 2202](#) [0.5] Power Relations and Human Rights

[HUMR 2301](#) [0.5] Human Rights and Sexualities

[WGST 2801](#) [0.5] Activism, Feminisms, and Social Justice

[WGST 2812](#) [0.5] Selected Topics in Women's and Gender Studies

[WGST 2807](#) [0.5] Issues in Reproductive Health

[WGST 3812](#) [0.5] Selected Topics in Women's and Gender Studies

[HUMR 3202](#) [0.5] Human Rights and Resistance

[WGST 3803](#) [0.5] Feminisms and Transnationalism

[WGST 3806](#) [0.5] Growing up Gendered

[WGST 3807](#) [0.5] Gendered Violence

d. 1.5 credits from: Honours Seminars in Global Genders and Sexualities 1.5

[HUMR 4302](#) [0.5] Transgender Human Rights

[HUMR 4401](#) [0.5] Gender, Citizenship and Social Justice in a Transnational World

[SXST 4101](#) [0.5] Interdisciplinary Studies of Sexuality

[SXST 4103](#) [0.5] Politics of Kink

[WGST 4804](#) [0.5] Digital Lives in Global Spaces

[WGST 4807](#) [0.5] Gender and Health in a Globalized World

[WGST 4812](#) [0.5] Selected Topics in Women's and Gender Studies

B. Credits Not Included in the Major CGPA (8.0 credits)

**3. 8.0 credit in: free electives** 8.0

C. Additional Requirements

4. The International Requirement must be met

5. The Language Requirement must be met.

Total Credits

20.0

---

## Stream in Global Genders and Sexualities

### B.G.In.S. General (15.0 credits)

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

**1. 4.0 credits in: Core Courses** 4.0

- [GINS 1000](#) [0.5] Global History
- [GINS 1010](#) [0.5] International Law and Politics
- [GINS 1020](#) [0.5] Ethnography, Globalization and Culture
- [GINS 2000](#) [0.5] Ethics and Globalization
- [GINS 2010](#) [0.5] Globalization and International Economic Issues
- [GINS 2020](#) [0.5] Global Literatures
- [GINS 3010](#) [0.5] Global and International Theory
- [GINS 3020](#) [0.5] Places, Boundaries, Movements and Global Environmental Change

**2. 4.0 credits from: the Stream** 4.0

a. Foundations

- [WGST 1808](#) [1.0] Introduction to Women's and Gender Studies
- [SXST 2101](#) [0.5] Sexuality Studies: A Critical Introduction

b. Theorizing Bodies and Borders

- [SXST 2102](#) [0.5] Sexuality, Gender, and Security
- [WGST 2800](#) [0.5] Intersectional Identities
- [WGST 2803](#) [0.5] Body Matters: The Politics of Bodies
- [WGST 2810](#) [0.0] Feminisms & Contemporary Masculinities
- [SXST 3103](#) [0.5] Sexuality and Disability
- [SXST 3104](#) [0.5] Transnational Sexualities
- [SXST 3106](#) [0.5] Queer(ing) Archives
- [WGST 3809](#) [0.5] Feminist Thought
- [WGST 3810](#) [0.5] Feminist Research

c. Advocacy and Activism

- [HUMR 2202](#) [0.5] Power Relations and Human Rights
- [HUMR 2301](#) [0.5] Human Rights and Sexualities
- [HUMR 3202](#) [0.5] Human Rights and Resistance
- [WGST 2801](#) [0.5] Activism, Feminisms, and Social Justice

<a href="#">WGST 2807</a> [0.5]	Issues in Reproductive Health	
<a href="#">WGST 2812</a> [0.5]	Selected Topics in Women's and Gender Studies	
<a href="#">WGST 3803</a> [0.5]	Feminisms and Transnationalism	
<a href="#">WGST 3806</a> [0.5]	Growing Up Gendered	
<a href="#">WGST 3807</a> [0.5]	Gendered Violence	
<a href="#">WGST 3812</a> [0.5]	Selected Topics in Women's and Gender Studies	
B. Credits Not Included in the Major CGPA (7.0 credits)		
<b>3. 7.0 credits in</b>	free electives	7.0
C. Additional Requirements		
4. The Language Requirement must be met.		
Total Credits		15.0

## New Program Proposal

Date Submitted: 02/22/17 11:32 am

Viewing: **TBD-1544 : BGInS Specialization  
in Global Genders and Sexualities**

Last edit: 03/28/17 10:18 am

Last modified by: sandrabauer

Changes proposed by: claireryan

### In Workflow

1. GINS ChairDir UG
2. WOMN ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 03/03/17 4:36 pm  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 03/13/17 10:04 am  
Karen March  
(karenmarch): Approved  
for WOMN ChairDir UG
3. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/13/17 3:46 pm  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/13/17 3:52 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/17/17 3:00 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
7. 03/17/17 3:04 pm  
Hugh Shewell

- (hughshewell): Approved for PA FBoard
8. 03/17/17 3:06 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
9. 03/24/17 8:42 am  
Christina Noja  
(christinanoja): Approved for CUCQA
10. 03/28/17 10:18 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
11. 04/04/17 10:14 am  
Dan Begin (danbegin): Approved for SCCASP
12. 04/13/17 1:53 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1544
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	Pauline Jewett Institute of Women's and Gender Studies Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies Honours
Title	BGInS Specialization in Global Genders and Sexualities

## Program Requirements

### Specialization in Global Genders and Sexualities

#### B.G.In.S. Honours (20.0 credits)

#### A. Credits Included in the Major CGPA (12.0 credits)

##### 1. 4.5 credits in: Core Courses

4.5

GINS 1000 [0.5]      Global History

<u><a href="#">GINS 1010</a></u> [0.5]	International Law and Politics
<u><a href="#">GINS 1020</a></u> [0.5]	Ethnography, Globalization and Culture
<u><a href="#">GINS 2000</a></u> [0.5]	Ethics and Globalization
<u><a href="#">GINS 2010</a></u> [0.5]	Globalization and International Economic Issues
<u><a href="#">GINS 2020</a></u> [0.5]	Global Literatures
<u><a href="#">GINS 3010</a></u> [0.5]	Global and International Theory
<u><a href="#">GINS 3020</a></u> [0.5]	Places, Boundaries, Movements and Global Environmental Change
<u><a href="#">GINS 3200</a></u> [0.5]	Experiential Learning Abroad
<u><a href="#">GINS 4090</a></u> [0.5]	Honours Seminar in Global and International Studies

## 2. 7.5 credits in: The Specialization

### a. 1.5 credits in: Foundations 1.5

<u><a href="#">WGST 1808</a></u> [1.0]	Introduction to Women's and Gender Studies
<u><a href="#">SXST 2101</a></u> [0.5]	Sexuality Studies: A Critical Introduction

### b. 2.0 credits from: Theorizing Bodies and Borders 2.0

<u><a href="#">SXST 2102</a></u> [0.5]	Sexuality, Gender, and Security
<u><a href="#">WGST 2800</a></u> [0.5]	Intersectional Identities
<u><a href="#">WGST 2803</a></u> [0.5]	Body Matters: The Politics of Bodies
<u><a href="#">WGST 2810</a></u> [0.0]	Feminisms & Contemporary Masculinities
<u><a href="#">SXST 3103</a></u> [0.5]	Sexuality and Disability
<u><a href="#">SXST 3104</a></u> [0.5]	Transnational Sexualities
<u><a href="#">SXST 3106</a></u> [0.5]	Queer(ing) Archives
<u><a href="#">WGST 3809</a></u> [0.5]	Feminist Thought
<u><a href="#">WGST 3810</a></u> [0.5]	Feminist Research

### c. 2.5 credits from: Advocacy and Activism 2.5

<u><a href="#">HUMR 2202</a></u> [0.5]	Power Relations and Human Rights
<u><a href="#">HUMR 2301</a></u> [0.5]	Human Rights and Sexualities
<u><a href="#">WGST 2801</a></u> [0.5]	Activism, Feminisms, and Social Justice
<u><a href="#">WGST 2812</a></u> [0.5]	Selected Topics in Women's and Gender Studies
<u><a href="#">WGST 2807</a></u> [0.5]	Issues in Reproductive Health
<u><a href="#">WGST 3812</a></u> [0.5]	Selected Topics in Women's and Gender Studies
<u><a href="#">HUMR 3202</a></u> [0.5]	Human Rights and Resistance
<u><a href="#">WGST 3803</a></u> [0.5]	Feminisms and Transnationalism
<u><a href="#">WGST 3806</a></u> [0.5]	Growing Up Gendered
<u><a href="#">WGST 3807</a></u> [0.5]	Gendered Violence

### d. 1.5 credits from: Honours Seminars in Global Gender and Sexuality 1.5

<u><a href="#">HUMR 4302</a></u> [0.5]	Transgender Human Rights
<u><a href="#">HUMR 4401</a></u> [0.5]	Gender, Citizenship and Social Justice in a Transnational World
<u><a href="#">SXST 4101</a></u> [0.5]	Interdisciplinary Studies of Sexuality
<u><a href="#">SXST 4103</a></u> [0.5]	Politics of Kink
<u><a href="#">WGST 4804</a></u> [0.5]	Digital Lives in Global Spaces
<u><a href="#">WGST 4807</a></u> [0.5]	Gender and Health in a Globalized World
<u><a href="#">WGST 4812</a></u> [0.5]	Selected Topics in Women's and Gender Studies

## B. Credits Not Included in the Major CGPA (8.0 credits)



3. 8.0 credits in: free electives

8.0

C. Additional Requirements

4. The International Requirement must be met

5. The Language Requirement must be met.

Total Credits

20.0

New Resources

No New Resources

Summary

New Program in Bachelor of Global and International Studies Honours

Rationale

While the trend in the interdisciplinary field of women's studies is to focus on gender, its intersection with sexuality and the politics of space and place, few undergraduate programs in Canada emphasize the global and international dynamics of such phenomena. The BGINS Global Genders and Sexualities specialization and stream explores the historical and contemporary intersections of genders and sexualities to better understand the dynamics shaping the transnational world. The specialization and stream, comprised of core BGINS courses, foundational courses in women's and gender (WGST) and sexuality studies (SXST), and three thematic groups, as well as a language and international experience component, aims to ground students in theory and demonstrate its practical application in ways that can translate into the realms of international policy and activism.

Transition/Implementation

In consultation with the registrar's office

Program reviewer  
comments**chrisbrown (03/03/17 4:35 pm):** Title changed to "Global Genders and Sexualities"**christinanoja (03/20/17 8:25 am):** CN- added transition plan**christinanoja (03/20/17 8:26 am):** CN-changed name in rationale to reflect name of specialization**sandrabauer (03/28/17 10:18 am):** format

Key: 1544

## New Program Proposal

Date Submitted: 02/22/17 11:31 am

Viewing: **TBD-1543 : BGInS Stream in Global Genders and Sexualities**

Last edit: 03/28/17 10:21 am

Last modified by: sandrabauer

Changes proposed by: claireryan

### In Workflow

1. GINS ChairDir UG
2. WOMN ChairDir UG
3. AS Dean
4. PA Dean
5. AS FCC
6. PA FCC
7. AS FBoard
8. PA FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 03/03/17 4:37 pm  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 03/13/17 10:04 am  
Karen March  
(karenmarch): Approved  
for WOMN ChairDir UG
3. 03/13/17 11:57 am  
Richard Mann  
(richardmann): Approved  
for AS Dean
4. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
5. 03/13/17 3:49 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
6. 03/13/17 3:52 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
7. 03/17/17 2:58 pm  
Richard Mann

- (richardmann): Approved for AS FBoard
8. 03/17/17 3:04 pm  
Hugh Shewell  
(hughshewell): Approved for PA FBoard
9. 03/24/17 8:42 am  
Christina Noja  
(christinanoja): Approved for CUCQA
10. 03/28/17 10:21 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
11. 04/04/17 10:15 am  
Dan Begin (danbegin): Approved for SCCASP
12. 04/13/17 1:53 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1543
Level	Undergraduate
Faculty	Faculty of Public Affairs Faculty of Arts and Social Sciences
Academic Unit	Pauline Jewett Institute of Women's and Gender Studies Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies General
Title	BGInS Stream in Global Genders and Sexualities

## Program Requirements

### Stream in Global Genders and Sexualities

#### B.G.In.S. General (15.0 credits)

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

##### 1. 4.0 credits in: Core Courses

4.0

GINS 1000 [0.5]      Global History

<u><a href="#">GINS 1010</a></u> [0.5]	International Law and Politics
<u><a href="#">GINS 1020</a></u> [0.5]	Ethnography, Globalization and Culture
<u><a href="#">GINS 2000</a></u> [0.5]	Ethics and Globalization
<u><a href="#">GINS 2010</a></u> [0.5]	Globalization and International Economic Issues
<u><a href="#">GINS 2020</a></u> [0.5]	Global Literatures
<u><a href="#">GINS 3010</a></u> [0.5]	Global and International Theory
<u><a href="#">GINS 3020</a></u> [0.5]	Places, Boundaries, Movements and Global Environmental Change

**2. 4.0 credits from: the Stream**

**4.0**

**a. Foundations**

<u><a href="#">WGST 1808</a></u> [1.0]	Introduction to Women's and Gender Studies
<u><a href="#">SXST 2101</a></u> [0.5]	Sexuality Studies: A Critical Introduction

**b. Theorizing Bodies and Borders**

<u><a href="#">SXST 2102</a></u> [0.5]	Sexuality, Gender, and Security
<u><a href="#">WGST 2800</a></u> [0.5]	Intersectional Identities
<u><a href="#">WGST 2803</a></u> [0.5]	Body Matters: The Politics of Bodies
<u><a href="#">WGST 2810</a></u> [0.0]	Feminisms & Contemporary Masculinities
<u><a href="#">SXST 3103</a></u> [0.5]	Sexuality and Disability
<u><a href="#">SXST 3104</a></u> [0.5]	Transnational Sexualities
<u><a href="#">SXST 3106</a></u> [0.5]	Queer(ing) Archives
<u><a href="#">WGST 3809</a></u> [0.5]	Feminist Thought
<u><a href="#">WGST 3810</a></u> [0.5]	Feminist Research

**c. Advocacy and Activism**

<u><a href="#">HUMR 2202</a></u> [0.5]	Power Relations and Human Rights
<u><a href="#">HUMR 2301</a></u> [0.5]	Human Rights and Sexualities
<u><a href="#">HUMR 3202</a></u> [0.5]	Human Rights and Resistance
<u><a href="#">WGST 2801</a></u> [0.5]	Activism, Feminisms, and Social Justice
<u><a href="#">WGST 2807</a></u> [0.5]	Issues in Reproductive Health
<u><a href="#">WGST 2812</a></u> [0.5]	Selected Topics in Women's and Gender Studies
<u><a href="#">WGST 3803</a></u> [0.5]	Feminisms and Transnationalism
<u><a href="#">WGST 3806</a></u> [0.5]	Growing Up Gendered
<u><a href="#">WGST 3807</a></u> [0.5]	Gendered Violence
<u><a href="#">WGST 3812</a></u> [0.5]	Selected Topics in Women's and Gender Studies

**B. Credits Not Included in the Major CGPA (7.0 credits)**

**3. 7.0 credits in free electives**

**7.0**

**C. Additional Requirements**

**4. The Language Requirement must be met.**

Total Credits

15.0

New Resources

No New Resources

Summary

Add new Program Bachelor of Global and International Studies General

Rationale

While the trend in the interdisciplinary field of women's studies is to focus on gender, its intersection with sexuality and the politics of space and place, few

undergraduate programs in Canada emphasize the global and international dynamics of such phenomena. The BGINS Global Genders and Sexualities specialization and stream explores the historical and contemporary intersections of genders and sexualities to better understand the dynamics shaping the transnational world. The specialization and stream, comprised of core BGINS courses, foundational courses in women's and gender (WGST) and sexuality studies (SXST), and three thematic groups, as well as a language and international experience component, aims to ground students in theory and demonstrate its practical application in ways that can translate into the realms of international policy and activism.

Transition/Implementation In consultation with the registrar's office.

---

Program reviewer  
comments

**chrisbrown (03/03/17 4:37 pm):** Title changed to "Global Genders and Sexualities"  
**christinanoja (03/20/17 8:27 am):** CN-added transition plan and changed name in rationale to reflect name of stream  
**sandrabauer (03/28/17 10:21 am):** format

Key: 1543

STATEMENT OF SUPPORT FROM SISTER UNIT

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

I am in support of the proposed BGINS specialization in Global Gender and Sexuality. IIS is responsible for delivering the core SXST courses in the specialization/stream as well as the elective HUMR courses in the "advocacy and activism" category of the specialization/stream. We anticipate no difficulties in accommodating BGINS students in any of those courses. Should any further information or clarification be required, I can be reached at extension 4093.

☒ I support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

Signature: 

Name: Dr. Adam Barrows

Title: Director

Academic unit: Institute of Interdisciplinary Studies

Date: March 1, 2017

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: BGINS Specialization in Global Gender and Sexuality

The Institute of Women's & Gender Studies is fully in support of the proposed BGINS specialization in Global Gender and Sexuality. The Institute is responsible for delivering the core WGST courses in the specialization and we anticipate no difficulties in accommodating the BGINS students in these courses. We are excited about the program and to building connections with the BGINS program.

☒ We support this change unconditionally.

☐ I do not support this change.

☐ I support this change, with the following reservations:

Signature: *Katharine Kelly*

Name: Katharine Kelly

Title: Director

Academic unit: Pauline Jewett Institute of Women's & Gender Studies

Date: 01/03/2017

Notes: The Institute collective supports this program. I am signing on their behalf. KK

Teaching English in Global Contexts

Specialization and Stream in the Bachelor of Global and International Studies (BGInS)

School of Linguistics and Language Studies



## **1.0 Teaching English in Global Contexts Overview**

The Teaching English in Global Contexts (TEGC) Specialization in the Bachelor of Global and International Studies (BGInS) is a Major Modification, Track A2, representing a program of 7.5 undergraduate credits in the Applied Linguistics and Discourse Studies (ALDS) courses in the School of Linguistics and Language Studies (SLALS), in addition to the 5.0 core credits of the BGInS degree. The TEGC Stream in BGInS represents a program of 4.0 undergraduate credits in ALDS courses in SLALS, in addition to the 4.0 core credits of the BGInS degree.

### **Character and Scope, Rationale**

The learning and teaching of English as a second (ESL) or foreign (EFL) language is a huge and growing endeavor worldwide. English as a second language (ESL) refers to the teaching and learning of English as an additional language in countries where English is an official language, such as Canada, the United States, United Kingdom, Australia, New Zealand, and so on. ESL is taught and learned for purposes of adaptation and integration into an English-speaking society. English as a foreign language (EFL) is used to refer to the teaching and learning of English in contexts where it is not an official language, such as in Asia, Europe, parts of Africa, Latin America, and so on.

The teaching of ESL/EFL is a professional endeavor which is very much in demand worldwide. In the case of EFL, it is often the case that teaching jobs simply go to native speakers of English or those who have been educated in English in English-speaking countries. However, given the power of global English and the complex issues surrounding its use and dominance in education systems and various enterprises around the world, just being a native speaker is clearly not sufficient qualification in itself. This has led to changes in the types of qualifications required to teach internationally, with more and more employers looking for solid teaching credentials.

While there is no currently internationally accepted set of standards for EFL teaching, degrees and certificates from universities in the English speaking world serve as premier qualifications. For ESL teachers in Ontario and Canada, two professional organizations, TESL Ontario, and TESL Canada, are mandated by government to manage the accreditation of teachers. Well trained teachers of ESL/EFL need to have a strong grounding in the study of globalization, the place of English in globalization, the contexts within which English is learned, and methods and practice in the field. The TEGC specialization is meant to provide this type of training, with courses in various aspects of global and international affairs, the place of global English, the nature of language second language acquisition, methodologies of teaching, and a teaching practicum abroad and in Canada. The stream is designed to provide foundational knowledge without the methodology and practicum components of the specialization. Graduates from the stream will be eligible for teaching jobs abroad in which defined qualifications are not a priority.

The TEGC specialization is designed to provide a comprehensive education in the nature, contexts, and practice of global ESL/EFL teaching and learning. Special attention is paid to the place of English in a globalized and increasingly interconnected world, and the political, economic, social, educational roles of English in countries around the world. Critical perspectives on the pros and cons of international spread of English are also a focus, including postcolonialism, linguistic imperialism, neoliberalism, digital divide, unequal development, upward social mobility, and language policies (e.g., language rights, linguistic diversity and maintenance).

The TEGC Specialization follows a 7.5 credit four-year sequence of courses covering these areas:

**First year:** foundation courses in linguistics and applied linguistics and discourse studies.

**Second year:** the nature of spoken and written discourse, introduction to language acquisition.

**Third year:** Global English in perspective, second language acquisition, structures of English, and one option from cross-cultural communication, or second language writing.

**Fourth year:** methodology in English language teaching, teaching English as a foreign language, practicum in teaching English (abroad and in Canada) and one option in English for specific purposes or language testing.

The TEGC Stream follows a 4.0 credit three-year sequence of courses covering these areas:

**First year:** foundation courses in linguistics and applied linguistics and discourse studies

**Second year:** the nature of spoken and written discourse, introduction to language acquisition

**Third year:** Global English in perspective, second language acquisition, structures of English, and one option from cross-cultural communication, or second language writing.

### **Impact on Program's Learning Outcomes**

The TEGC program has no impact on the learning outcomes of the BA in ALDS.

### **Effect on Existing Program, and on Students**

The TEGC specialization serves to augment programs already extant in SLALS. The BA in ALDS provides a grounding in the study of language in use, as a means of communication, storing and articulating cultural values, constructing and negotiating identities, interpreting the world, and as discourse (language use in context), with some focus on language acquisition as well. The TEGC program will consist of courses taken from the BA in ALDS and the CTESL, with the addition of one new .5 credit offering at the third year level, *Global English in Perspective*.

Students who graduate with the TEGC Specialization and Stream will be uniquely prepared for their professional lives. They will have a depth of understanding and a breadth of perspective on their work which is unavailable in other TESL training programs. They will understand globalization from various perspectives, situate English language education in broader historical, cultural, and political contexts, gain a view of the particular place of English in a given country or region with its own and unique languages to which both symbolic and instrumental values are often attached. Thus, the students will develop an appreciation for language diversity and the extent to which languages can be intertwined with people's socio-economic and cultural well-being, and have an arsenal of teaching methods and hands-on experiences to apply to a position teaching internationally. Those graduating from the Specialization will also be able to apply this knowledge to teaching in Canada, as they will be accredited by TESL Ontario and TESL Canada.

Marketing of the program should attract a significant number of new students. Teaching English internationally is an attractive career choice for many, as seen by the increasing numbers of CTESL students who wish to follow that route. It is easy to market a program like this which essentially has no competition in Canada or elsewhere.

## **Implementation**

Implementation of this program is immediately manageable. The courses already exist, with the exception of the new course Global English in Perspective. Practicum placements abroad for Specialization students can be secured by the practicum supervisor of the CTESL and MA programs in SLALS.

A development with positive implications for the TEGC Specialization is the addition of a new faculty member to the TESL programs in SLALS starting in July 2017. Adding this new

member of the team will make the implementation of the TEGC specialization quite timely and will certainly help facilitate the launch of the new program.

## **2.0 Current International, National, and/or Provincial Profile**

The nature of TESL education in Ontario and across Canada is quite local. As an immigrant accepting nation, Canada has long realized the importance of language training and has had the Canadian Language Benchmarks and the Language Instruction for Newcomers to Canada (LINC) programs in place for decades. Efforts to professionalize TESL in Canada have led to requirements that language teachers in government funded programs such as LINC be accredited by professional associations such as TESL Ontario and TESL Canada. As a result, most teacher education programs for ESL in Canada concentrate on preparing and accrediting teachers to teach in Canada.

For those wishing to teach abroad the choices are fewer. They can take standard TEL programs, they can choose from some programs with a course or two focused on teaching abroad, or take a community college program which may offer practicum abroad. These programs are seriously limited in their ability to truly educate students about the sociopolitical issues around teaching English globally and the impact that English education has on individuals, educational systems, and societies and cultures.

The TEGC program is unique in Canada in that it provides a comprehensive education in the contextual factors influencing English teaching and its role in globalization and more. It provides much more than the standard methods courses and short practicums which exist in a few programs scattered around the country and concentrated in community colleges.

## **3.0 Mission and Strategic Directions**

The TEGC programs in BGIInS link closely with themes and goals in Carleton University's Strategic Plan.

*Goal 1-1* specifies that the university seeks to develop new programs building on strengths and responsive to societal needs. The TEGC programs build on existing strong programs in SLALS and adapt them to evolving societal needs. As the world becomes ever more tightly connected through technological and cultural change, the TEGC programs respond by educating critically aware and professionally trained international English teachers who can facilitate international communication.

*Goal 3-1* is focused on enhancing student success through a range of means. The TEGC programs offer experience abroad and a unique curriculum with breadth and depth of knowledge. This is a prime example of a program which will strengthen student ability to start careers immediately after graduation, benefitting from an undergraduate experience marked by experiential learning and innovative programming.

*Goal 3-2* stresses student engagement with the global community. Our TEGC programs offer practicum abroad and are fully focused on preparing students to be productive professional in global contexts. They will be well educated teachers with a unique combination of skills and knowledge.

#### **4.0 Impact on other Programs or Academic Units**

The TEGC program is unlikely to impact other programs or academic units at Carleton. There are no other teacher education programs at the university besides those offered by SLALS, and the TEGC program stands to augment these as seen above. If anything, this program is likely to increase the numbers of students applying for the BGIInS degree.

## **5.0 Student Demand**

Demand for this type of program is strong. At present the CTESL program is experiencing high enrollment. A number of these students happened upon the program through word-of-mouth or through hearing of it in their undergraduate courses in SLALS or elsewhere in the university. A significant number of these students plan to go abroad to work after graduation. While the CTESL prepares them as such, many of them would have preferred to pursue a program of greater length and with a specific focus on teaching abroad. The TEGC program offers this, and, if presented as a choice to students at the high school level who are considering future career options, is likely to be attractive to many. The international employment market for EFL teachers continues to grow. Competition for the best positions, in colleges, universities, and quality private institutes, also grows. People with the strongest qualifications are poised to succeed in getting these positions, and TEGC is certain to be seen as a gold standard qualification worldwide.

## **6.0 Resources**

The TEGC program requires no new resources. One 0.5 credit course at the 3<sup>rd</sup> year level will be added to the undergraduate course offerings of SLALS. This can be dealt with by existing faculty, and made more readily possible with the addition of a new TESL faculty member to start in 2017.

## New Program Proposal

Date Submitted: 02/24/17 1:52 pm

Viewing: **TBD-1545 : BGINS Stream in Teaching English in Global Contexts**

Last edit: 03/28/17 10:21 am

Last modified by: sandrabauer

Changes proposed by: davidwood

### In Workflow

1. KROE ChairDir UG
2. LALS ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 02/27/17 10:58 am  
Barry Wright  
(barrywright): Approved  
for KROE ChairDir UG
2. 02/28/17 9:20 am  
David Wood  
(davidwood): Approved  
for LALS ChairDir UG
3. 02/28/17 11:46 am  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/13/17 11:57 am  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/13/17 3:57 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
7. 03/13/17 4:01 pm  
Hugh Shewell



- (hughshewell): Approved for PA FBoard
8. 03/17/17 2:58 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
9. 03/24/17 8:43 am  
Christina Noja  
(christinanoja): Approved for CUCQA
10. 03/28/17 10:21 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
11. 04/04/17 10:16 am  
Dan Begin (danbegin): Approved for SCCASP
12. 04/13/17 1:53 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1545
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	School of Linguistics and Language Studies Kroeger College of Public Affairs
Degree	Bachelor of Global and International Studies General
Title	BGINS Stream in Teaching English in Global Contexts

## Program Requirements

### Stream in Teaching English in Global Contexts B.G.In.S. General (15.0 credits)

#### A. Credits Included in the Major CGPS (8.0 credits)

##### 1. 4.0 credits in:

4.0

GINS 1000 [0.5]    Global History

<u><a href="#">GINS 1010</a></u> [0.5]	International Law and Politics
<u><a href="#">GINS 1020</a></u> [0.5]	Ethnography, Globalization and Culture
<u><a href="#">GINS 2000</a></u> [0.5]	Ethics and Globalization
<u><a href="#">GINS 2010</a></u> [0.5]	Globalization and International Economic Issues
<u><a href="#">GINS 2020</a></u> [0.5]	Global Literatures
<u><a href="#">GINS 3010</a></u> [0.5]	Global and International Theory
<u><a href="#">GINS 3020</a></u> [0.5]	Places, Boundaries, Movements and Global Environmental Change

**2. 4.0 credits from: the Stream****4.0****a. Foundations**

<u><a href="#">ALDS 1001</a></u> [0.5]	Language Matters: Introduction to ALDS
<u><a href="#">LING 1001</a></u> [0.5]	Introduction to Linguistics I

**b. Language Analysis**

<u><a href="#">ALDS 2201</a></u> [0.5]	Analysis of Oral Language Use
<u><a href="#">ALDS 2202</a></u> [0.5]	Analysis of Written Language Use
<u><a href="#">ALDS 2203</a></u> [0.5]	Linguistic Theory and Second-Language Learning

**c. Language Teaching and Acquisition**

<u><a href="#">ALDS 3201</a></u> [0.5]	Cross-Cultural Communication
<u><a href="#">ALDS 3205</a></u> [0.0]	English as a Global Language
<u><a href="#">ALDS 4602</a></u> [0.5]	Second Language Acquisition
<u><a href="#">ALDS 4801</a></u> [0.5]	Major Structures of English

**B. Credits Not Included in the Major CGPA (7.0 credits)****3. 7.0 credits in: Free Electives****7.0****C. Additional Requirements****4. The Language Requirement must be met.**

Total Credits

15.0

**New Resources**

No New Resources

**Summary**

Add a new stream in the Bachelor of Global and International Studies B.A. in Teaching English in Global Contexts

**Rationale**

The growth of globalization and international communication, together with historical and geopolitical trends, have resulted in English being the most important medium of international communication. Teachers of English as a Second Language (TESL) in international contexts are usually trained in a one-size-fits-all set of methods which often fail to take account of local historical and geopolitical issues. The Teaching English in Global Contexts stream is designed to make students critically aware of these phenomena and provide a unique depth and breadth of knowledge in teacher education. Teaching English in Global Contexts has two areas of focus: 1. An understanding of the influence of English as a global language, and the consequences of that influence. 2. Foundational knowledge for teaching English for global educational contexts. The program content includes a unique provision of background and critical perspectives on the power of English internationally: 1. Critical perspectives on the international spread of English are a particular concern, including postcolonialism, linguistic imperialism, neoliberalism, digital divide, unequal development, upward social mobility, and language policies (e.g., language rights, linguistic diversity and

maintenance). 2. Foundational knowledge related to teacher education which includes second language acquisition and structures of English. The program is attractive to students who wish to pursue careers in English language education in global contexts. They are certain to have an edge in obtaining employment in the field.

**Transition/Implementation**

The stream will begin accepting new students in 2018-2019. It is expected to increase enrollment numbers in our existing courses in ALDS which make up the Teaching English in Global Contexts stream. The new course ALDS 3205: English as a Global Language will be offered beginning in 2018-2019 and will have run at least once before the BGLnS students are required to take it in third year.

**Program reviewer  
comments**

**christinanoja (03/20/17 8:33 am):** CN- changed rationale and transition plan to reflect correct name of the specialization

Key: 1545

## New Program Proposal

Date Submitted: 02/24/17 2:02 pm

Viewing: **TBD-1519 : BGINS**  
**Specialization in Teaching English in**  
**Global Contexts**

Last edit: 03/28/17 10:19 am

Last modified by: sandrabauer

Changes proposed by: davidwood

### In Workflow

1. GINS ChairDir UG
2. LALS ChairDir UG
3. PA Dean
4. AS Dean
5. PA FCC
6. AS FCC
7. PA FBoard
8. AS FBoard
9. CUCQA
10. PRE SCCASP
11. SCCASP
12. SAPC
13. Senate
14. Future Cycle
15. CalEditor

### Approval Path

1. 03/03/17 4:38 pm  
Chris Brown  
(chrisbrown): Approved  
for GINS ChairDir UG
2. 03/03/17 4:41 pm  
David Wood  
(davidwood): Approved  
for LALS ChairDir UG
3. 03/04/17 5:29 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA Dean
4. 03/13/17 11:57 am  
Richard Mann  
(richardmann): Approved  
for AS Dean
5. 03/13/17 3:40 pm  
Hugh Shewell  
(hughshewell): Approved  
for PA FCC
6. 03/13/17 4:04 pm  
Richard Mann  
(richardmann): Approved  
for AS FCC
7. 03/13/17 4:10 pm  
Hugh Shewell

- (hughshewell): Approved for PA FBoard
8. 03/17/17 2:57 pm  
Richard Mann  
(richardmann): Approved for AS FBoard
9. 03/24/17 8:42 am  
Christina Noja  
(christinanoja): Approved for CUCQA
10. 03/28/17 10:19 am  
Sandra Bauer  
(sandrabauer): Approved for PRE SCCASP
11. 04/04/17 10:14 am  
Dan Begin (danbegin): Approved for SCCASP
12. 04/13/17 1:52 pm  
Christina Noja  
(christinanoja): Approved for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1519
Level	Undergraduate
Faculty	Faculty of Arts and Social Sciences Faculty of Public Affairs
Academic Unit	School of Linguistics and Language Studies Global and International Studies (Kroeger College)
Degree	Bachelor of Global and International Studies Honours
Title	BGINS Specialization in Teaching English in Global Contexts

## Program Requirements

### Specialization in Teaching English in Global Contexts B.G.In.S. Honours (20.0 credits)

#### A. Credits Included in the Major CGPA (12.0 credits)

##### 1. 4.5 credits in:

4.5

GINS 1000 [0.5]

Global History

<a href="#"><u>GINS 1010</u></a> [0.5]	International Law and Politics
<a href="#"><u>GINS 1020</u></a> [0.5]	Ethnography, Globalization and Culture
<a href="#"><u>GINS 2000</u></a> [0.5]	Ethics and Globalization
<a href="#"><u>GINS 2010</u></a> [0.5]	Globalization and International Economic Issues
<a href="#"><u>GINS 2020</u></a> [0.5]	Global Literatures
<a href="#"><u>GINS 3010</u></a> [0.5]	Global and International Theory
<a href="#"><u>GINS 3020</u></a> [0.5]	Places, Boundaries, Movements and Global Environmental Change
<a href="#"><u>GINS 4090</u></a> [0.5]	Honours Seminar in Global and International Studies

**2. 7.5 credits in: the Specialization**

**a. 1.0 credit in: Foundations 1.0**

<a href="#"><u>ALDS 1001</u></a> [0.5]	Language Matters: Introduction to ALDS
<a href="#"><u>LING 1001</u></a> [0.5]	Introduction to Linguistics I

**b. 1.5 credits in: Language Analysis 1.5**

<a href="#"><u>ALDS 2201</u></a> [0.5]	Analysis of Oral Language Use
<a href="#"><u>ALDS 2202</u></a> [0.5]	Analysis of Written Language Use
<a href="#"><u>ALDS 2203</u></a> [0.5]	Linguistic Theory and Second-Language Learning

**c. 1.0 credit from: Language Teaching Electives 1.0**

<a href="#"><u>ALDS 3201</u></a> [0.5]	Cross-Cultural Communication
<a href="#"><u>ALDS 3405</u></a> [0.5]	Second Language Writing
<a href="#"><u>ALDS 4201</u></a> [0.5]	Language Testing
<a href="#"><u>ALDS 4208</u></a> [0.5]	Languages for Specific Purposes
<a href="#"><u>ALDS 4709</u></a> [0.5]	Systemic-Functional Linguistics

**d. 1.5 credits in: Language Acquisition 1.5**

<a href="#"><u>ALDS 3205</u></a> [0.0]	English as a Global Language
<a href="#"><u>ALDS 4602</u></a> [0.5]	Second Language Acquisition
<a href="#"><u>ALDS 4801</u></a> [0.5]	Major Structures of English

**e. 2.5 credits in: Language Teaching 2.5**

<a href="#"><u>ALDS 4205</u></a> [1.0]	Teaching English as a Second Language: Methodology
<a href="#"><u>ALDS 4206</u></a> [1.0]	Practicum in Teaching ESL
<a href="#"><u>ALDS 4209</u></a> [0.5]	Foreign Language Teaching

**B. Credits Not Included in the Major CGPA (8.5 credits)**

**3. 8.0 credits in: free electives 8.0**

**C. Additional Requirements**

**4. The International Experience requirement must be met through completion of [ALDS 4206](#) [1.0], with practicum outside Canada.**

**5. The Language requirement must be met.**

Total Credits 20.0

New Resources

No New Resources

Summary

Add a new specialization in the Bachelor of Global and International Studies B.A. Honours: Teaching English in Global Contexts

Rationale

The growth of globalization and international communication, together with historical and geopolitical trends, have resulted in English being most important

medium of international communication. Teachers of English as a Second Language (TESL) in international contexts are usually trained in a one-size-fits-all set of methods which often fail to take account of local historical and geopolitical issues. The Teaching English in Global Contexts specialization is designed to make students critically aware of these phenomena and provide a unique depth and breadth of knowledge in teacher education. Teaching English in Global Contexts has two areas of focus: 1. An understanding of the influence of English as a global language, and the consequences of that influence 2. Preparation of teachers of English for global educational contexts The program content includes a unique provision of background and critical perspectives on the power of English internationally, together with teacher education including a practicum abroad: 1. Critical perspectives on the pros and cons of international spread of English are a particular concern, including postcolonialism, linguistic imperialism, neoliberalism, digital divide, unequal development, upward social mobility, and language policies (e.g., language rights, linguistic diversity and maintenance). 2. Teacher education and preparation which includes a practicum in a school context abroad, provided by the TESL coordinators in the School of Linguistics and Language Studies (SLALS). The program is attractive to students who wish to pursue careers in English language education in global contexts or in Canada with a global perspective. They are certain to have an edge in obtaining employment in the field and this program is certain to become known as groundbreaking.

Transition/Implementation Transition and implementation:

The Teaching English in Global Contexts specialization will begin accepting new students in 2018-2019. It is expected to increase the enrollment numbers in our existing courses in ALDS which make up the Teaching English in Global Contexts specialization. The new course ALDS 3205: English as a Global Language will be offered beginning in 2018-2019 and will have run at least once before BGLnS students are required to take it in their third year. TESL program coordinators will begin expanding the practicum to include placements abroad, which will be ready to accept student interns by 2019-2020, in time for the first cohort of BGLnS Global English students to go abroad in their third or fourth year.

Program reviewer  
comments

**chrisbrown (11/28/16 1:32 pm):** Rollback: As per my email to David Wood of Nov. 28.  
**chrisbrown (03/03/17 4:38 pm):** Title changed to "Teaching English in Global Contexts"  
**christinanoja (03/20/17 8:31 am):** CN- changed rationale and transition plan to reflect correct name of the specialization  
**christinanoja (03/22/17 2:37 pm):** Changed date in transition plan to 2019-2020.

Key: 1519



**Carleton**  
UNIVERSITY

Canada's Capital University

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

*memorandum*

DATE: April 21, 2017

TO: Senate

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

RE: Dominican University College - Minor Modifications

---

**Background**

As part of the affiliation agreement with the Dominican University College (DUC), and through Carleton's Institutional Quality Assurance Process (IQAP), covering also the academic, non-vocational degree programs of Dominican University College, Carleton University plays a role in curriculum and program review and approvals at Dominican University College.

Minor modifications approved by the Dominican University College's Academic Council are provided to Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) for information; please see attached IQAP Appendix 6b for a flow chart of the process.

The Office of the Vice-Provost and Associate Vice-President (Academic) is in receipt of the approved course changes as provided in the attached documents.

The Dominican University College 2017-18 course changes are being provided to Senate for information.



## ANNEXE I

Niveau	Session	Année
1 <sup>er</sup> cycle	Printemps	2017
DPHI 4900	Examen de B. Ph.	3 cr.

Niveau	Session	Année
1 <sup>er</sup> cycle	Automne	2017
DPHI 1100	Introduction à la philosophie	3 cr.
DPHI 1111	Histoire des idées I	3 cr.
DPHI 1210	Philosophies grecques	3 cr.
DPHI 1211	Les grands courants doctrinaux au Moyen Âge	3 cr.
DPHI 2438	Philosophie de l'existence	3 cr.
DPHI 2660	Philosophie des valeurs I	6 cr.
DPHI 2748	Philosophie de la connaissance	3 cr.
DPHI 4900	Examen de B. Ph.	3 cr.
DPHI 8560	Philosophie de la religion	3 cr.

Niveau	Session	Année
1 <sup>er</sup> cycle	Hiver	2018
DPHI 1104	Pensée critique et méthodologie de la recherche	3 cr.
DPHI 1107	Introduction à la lecture des textes	3 cr.
DPHI 1113	Histoire des idées III. La pensée moderne	3 cr.
DPHI 2320	Le rationalisme au XVII <sup>e</sup> siècle	3 cr.
DPHI 2322	Philosophie britanniques des XVII <sup>e</sup> et XVIII <sup>e</sup> siècles	3 cr.
DPHI 2332	Descartes	3 cr.
DPHI 2336	Hegel	3 cr.
DPHI 2340	Étude des textes philosophiques du XVI <sup>e</sup> au XIX <sup>e</sup> siècle	3 cr.
DPHI 2442	Philosophie analytique	3 cr.
DPHI 2661	Philosophie des valeurs	3 cr.
DPHI 2844	Courants en phénoménologie	3 cr.
DPHI 3640	Métaphysique	3 cr.
DPHI 3641	Le problème philosophique de Dieu	3 cr.
DPHI 4900	Examen de B. Ph.	3 cr.
DPHI 8760	Philosophie de l'éducation	3 cr.
DPHI 9100	La Grèce antique et son héritage	3 cr.
DPHI 9104	Introduction à la pensée philosophique	3 cr.

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE I

Level	Term	Year
Undergraduate	Spring	2017
DPHY 4900	B. Ph. Oral Examination	3 cr.

Level	Term	Year
Undergraduate	Fall	2017
DPHY 1100	Introduction to Philosophy	3 cr.
DPHY 1103	Logic I	3 cr.
DPHY 1111	History of Ideas I. Ancient Civilization	3 cr.
DPHY 1210	Ancient Greek Philosophy	6 cr.
DPHY 1211	Main Doctrinal Currents in the Middle Ages	3 cr.
DPHY 2332	Descartes	3 cr.
DPHY 2750	Epistemology	3 cr.
DPHY 3822	Ancient and Modern Dialectics	3 cr.
DPHY 4900	B. Ph. Oral Examination	3 cr.

Level	Term	Year
Undergraduate	Winter	2018
DPHY 1104	Critical Thinking and Methodology	3 cr.
DPHY 1107	Introduction to Text Reading	3 cr.
DPHY 1113	History of Ideas III. The Modern Thought	3 cr.
DPHY 2320	Rationalism in the 17 <sup>th</sup> Century	3 cr.
DPHY 2322	Empiricism in the 17 <sup>th</sup> and 18 <sup>th</sup> Century	3 cr.
DPHY 2334	Kant	3 cr.
DPHY 2336	Hegel	3 cr.
DPHY 2340	Readings in Modern Philosophy 16 <sup>th</sup> – 19 <sup>th</sup> Centuries	3 cr.
DPHY 2442	Analytic Philosophy	3 cr.
DPHY 2664	Current Issues in Ethics I	3 cr.
DPHY 2690	Science and Ethics	3 cr.
DPHY 2844	Currents in Phenomenology	3 cr.
DPHY 3640	Metaphysics	3 cr.
DPHY 3660	Introduction to Applied Ethics	3 cr.
DPHY 4900	B. Ph. Oral Examination	3 cr.
DPHY 9100	Ancient Greece and its Heritage	3 cr.
DPHY 9104	Introduction to Philosophical Thought	3 cr.

*Eduardo Andújar*

Dean

March 30<sup>th</sup>, 2017

# ANNEXE I

Niveau - Level		Session - Term	Année - year
Cycles supérieurs - Graduate		Printemps - Spring	2017
<b>DPHI 4380</b>	<b>Séminaire DAC IV : Thème en philosophie contemporaine 8</b> <i>DPHI 4382- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
<b>DPHY 4380</b>	<b>Seminar LYU IV : Themes in Contemporary Philosophy 8</b> <i>DPHY 4382 – Reading Adorno's Minima Moralia Today</i>		3 cr.
<b>DPHY 4330</b>	<b>Seminar LYU IV : Themes in Contemporary Philosophy 3</b> <i>DPHY 4333 – Philosophy of Economics. Perspectives on Inequality and Poverty</i>		3 cr.
<b>DPHI 5470</b>	<b>Séminaire IV : Thème en philosophie contemporaine 8</b> <i>DPHI 5472- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
<b>DPHY 5470</b>	<b>Seminar IV : Themes in Contemporary Philosophy 8</b> <i>DPHY 5472 – Reading Adorno's Minima Moralia Today</i>		3 cr.
<b>DPHI 6470</b>	<b>Séminaire IV : Thème en philosophie contemporaine 8</b> <i>DPHI 6472- Lire Minima Moralia d'Adorno aujourd'hui</i>		3 cr.
<b>DPHY 6470</b>	<b>Seminar IV : Themes in Contemporary Philosophy 8</b> <i>DPHY 6472 – Reading Adorno's Minima Moralia Today</i>		3 cr.

*Eduardo Andújar*

Dean

March 30<sup>th</sup>, 2017

# ANNEXE I

Niveau - Level		Session - Term	Année - year
Cycles supérieurs - Graduate		Automne - Fall	2017
DPHY 5260	<b>Seminar II: Medieval Thought 3</b> <i>DPHY 5262- Being passionate. Reading Aquinas on Passions</i>	3 cr.	
DPHY 6260	<b>Seminar II: Medieval Thought 3</b> <i>DPHY 6262- Being passionate. Reading Aquinas on Passions</i>	3 cr.	
DPHI 5260	<b>Séminaire II: La pensée médiéval 3</b> <i>DPHI 5262- Être passionné. Lire Thomas d'Aquin à propos des passions</i>	3 cr.	
DPHI 6260	<b>Séminaire II: La pensée médiéval 3</b> <i>DPHI 6262- Être passionné. Lire Thomas d'Aquin à propos des passions</i>	3 cr.	
DPHY 5350	<b>Seminar III: Early Modern and Modern Philosophy 6</b> <i>DPHY 5354- An Introduction to Leibnizian Metaphysics</i>	3 cr.	
DPHY 6350	<b>Seminar III: Early Modern and Modern Philosophy 6</b> <i>DPHY 6354- An Introduction to Leibnizian Metaphysics</i>	3 cr.	
DPHY 5410	<b>Seminar IV: Themes in Contemporary Philosophy 2</b> <i>DPHY 5417- Ricoeur, Taylor and Parfit on Personal Identity</i>	3 cr.	
DPHY 6410	<b>Seminar IV: Themes in Contemporary Philosophy 2</b> <i>DPHY 6417- Ricoeur, Taylor and Parfit on Personal Identity</i>	3 cr.	
DPHI 5410	<b>Séminaire IV: Thèmes en philosophie contemporaine 2</b> <i>DPHI 5417- Ricoeur, Taylor et Parfit sur l'identité personnelle</i>	3 cr.	
DPHI 6410	<b>Séminaire IV: Thèmes en philosophie contemporaine 2</b> <i>DPHI 6417- Ricoeur, Taylor et Parfit sur l'identité personnelle</i>	3 cr.	
DPHY 5410	<b>Seminar IV: Themes in Contemporary Philosophy 2</b> <i>DPHY 5411- The Origins of Analytic Philosophy</i>	3 cr.	
DPHY 6410	<b>Seminar IV: Themes in Contemporary Philosophy 2</b> <i>DPHY 6411- The Origins of Analytic Philosophy</i>	3 cr.	

*Eduardo Andújar*

Dean

March 30<sup>th</sup>, 2017

# ANNEXE I

Niveau - Level	Session - Term	Année - year
Cycles supérieurs - Graduate	Hiver - Winter	2018
<b>DPHY 5320</b>	<b>Seminar III: Early and Modern Philosophy 3</b> <i>DPHY 5327- Hegel's Science of Logic</i>	3 cr.
<b>DPHY 6320</b>	<b>Seminar III: Early and Modern Philosophy 3</b> <i>DPHY 6327- Hegel's Science of Logic</i> ****	3 cr.
<b>DPHY 5310</b>	<b>Seminar III: Early and Modern Philosophy 2</b> <i>DPHY 5314- The Corpus Hispanorum de Pace</i>	3 cr.
<b>DPHY 6310</b>	<b>Seminar III: Early and Modern Philosophy 2</b> <i>DPHY 6314- The Corpus Hispanorum de Pace</i>	3 cr.
<b>DPHI 5310</b>	<b>Séminaire III: Philosophie de la renaissance et moderne</b> <i>2 DPHI 5314- Le Corpus Hispanorum de Pace</i>	3 cr.
<b>DPHI 6310</b>	<b>Séminaire III: Philosophie de la renaissance et moderne</b> <i>2 DPHI 6314- Le Corpus Hispanorum de Pace</i>	3 cr.
<b>DPHI 5470</b>	<b>Séminaire IV: Thèmes en philosophie contemporaine 8</b> <i>DPHI 5474- Philosophie des sciences et histoire des idées</i>	3 cr.
<b>DPHI 6470</b>	<b>Séminaire IV: Thèmes en philosophie contemporaine 8</b> <i>DPHI 6474- Philosophie des sciences et histoire des idées</i>	3 cr.
<b>DPHY 5470</b>	<b>Seminar IV: Themes in Contemporary Philosophy 8</b> <i>DPHY 5474- Philosophy of Sciences and History of Ideas</i>	3 cr.
<b>DPHY 6470</b>	<b>Seminar IV: Themes in Contemporary Philosophy 8</b> <i>DPHY 6474- Philosophy of Sciences and History of Ideas</i>	3 cr.
<b>DPHY 5280</b>	<b>Seminar II: Medieval Thought 5</b> <i>DPHY 5282- THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas</i>	3 cr.
<b>DPHY 6280</b>	<b>Seminar II: Medieval Thought 5</b> <i>DPHY 6282- THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas</i>	3 cr.

*Eduardo Andújar*

Dean

March 30<sup>th</sup>, 2017

## ANNEXE I

Level		Terms	Year
Graduate		Spring, Fall and Winter	2017-2018
DPHI 5950	Résidence (Recherche)		3 cr.
DPHY 5950	Residence (Research)		3 cr.
DPHI 5960	Projet de thèse		3 cr.
DPHY 5960	Thesis Proposal		3 cr.
DPHI 5980	Soumission de la thèse		12 cr.
DPHY 5980	Thesis Submission		12 cr.
DPHI 5990	Soutenance de la thèse		0 cr.
DPHY 5990	Thesis defence		0 cr.
DPHI 6950	Préparation du projet		6 cr.
DPHY 6950	Preparation Proposal		6 cr.
DPHI 6960	Projet de thèse		6 cr.
DPHY 6960	Thesis Proposal		6 cr.
DPHI 6970	Examen de candidature		6 cr.
DPHY 6970	Candidacy Examination		6 cr.
DPHI 6980	Soumission de la thèse		30 cr.
DPHY 6980	Thesis Submission		30 cr.
DPHI 6990	Soutenance de la thèse		0 cr.
DPHY 6990	Thesis defence		0 cr.

*Eduardo Andújar*

Dean

March 30<sup>th</sup>, 2017

# ANNEXE I

Niveau	Session	Année
1 <sup>er</sup> cycle	Printemps	2017

Niveau	Session	Année
1 <sup>er</sup> cycle	Automne	2017
DTHI 1442	Le mystère de Dieu I	3 cr.
DTHI 1520	Théologie morale fondamentale	3 cr.
DTHI 3462	Trois sacrements à redécouvrir (Pénitence, mariage, sacrement et malades)	3 cr.
DTHI 3161	Introduction aux livres Sapientiaux	3 cr.
DTHI 4002	Grec biblique	3 cr.

Niveau	Session	Année
1 <sup>er</sup> cycle	Hiver	2018
DTHI 1220	Les écrits pauliniens	3 cr.
DTHI 1320	Les premier siècles Réforme et Contre-Réforme	3 cr.
DTHI 1443	Le mystère de Dieu II	3 cr.
DTHI 1521	Anthropologie théologique	3 cr.

*Hervé Tremblay*

Doyen  
30 mars 2017

## ANNEXE I

Level	Term	Year
Undergraduate	Spring	2017
DTHY 4565	Ways of Prayer	1 cr.

Level	Term	Year
Undergraduate	Fall	2017
DTHY 2140	Introduction to Prophetical Books	3 cr.
DTHY 2441	Christology I	3 cr.
DTHY 3260	The Gospel of John	3 cr.
DTHY 3360	Protestant and Catholic Reformation	3 cr.
DTHY 4002	Biblical Greek	3 cr.

Level	Term	Year
Undergraduate	Winter	2018
DTHY 2542	Hope and Charity	3 cr.
DTHY 2442	Christology II	3 cr.
DTHY 3461	Sacraments 1: Baptism and its Confirmation	3 cr.
DTHY 4120	«In the Beginning»: Gen 1-11	3 cr.

*Hervé Tremblay*

Dean

March 30<sup>th</sup> 2016



## ANNEXE I

Niveau - Level	Session - Term	Année - year
Cycles supérieurs - Graduate	Automne - Fall	2017
DTHI 5560	Éthique et soins I	1 cr.
DTHI 5561	Éthique et soins II	1 cr.
DTHI 5562	Éthique et soins III	1 cr.
DTHI 6362	La réforme protestante	3 cr.
DTHY 5401	Engaging the Thought of Bernard Lonergan	3 cr.
DTHY 6362	The Protestant Reformation	3 cr.

Niveau - Level	Session - Term	Année - year
Cycles supérieurs - Graduate	Hiver - Winter	2018
DTHI 5080	Méthodes théologiques	3 cr.
DTHI 5110	La Bible et son histoire I	1 cr.
DTHI 5111	La Bible et son histoire II	1 cr.
DTHI 5112	La Bible et son histoire III	1 cr.
DTHI 6580	Bioéthique et théologie	3 cr.
DTHY 5080	Theological Methods	3 cr.
DTHY 5115	The Plan of God in the Bible	3 cr.
DTHY 6580	Bioethics and Theology	3 cr.

Level	Terms	Year
Graduate	Spring, Fall and Winter	2017-2018
DTHI 5970	Examen compréhensif	6 cr.
DTHY 5970	Comprehensive Exam	6 cr.
DTHI 5980	Soumission de la thèse	0 cr.
DTHY 5980	Thesis Submission	0 cr.
DTHI 5990	Soutenance de la thèse	0 cr.
DTHY 5990	Thesis defence	0 cr.
DPHI 6970	Examen compréhensif	6 cr.
DTHY 6970	Comprehensive Exam	6 cr.
DTHI 6980	Soumission de la thèse	0 cr.
DTHY 6980	Thesis Submission	0 cr.
DTHI 6990	Soutenance de la thèse	0 cr.
DTHY 6990	Thesis defence	0 cr.

*Hervé Tremblay*

Dean

March 30<sup>th</sup> 2016

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 4380</b>
<b>Titre générique du cours:</b>	Séminaire DAC IV: Thèmes en philosophie contemporaine 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 4382
<b>Crédits :</b>	3
<b>Titre complet</b>	
Lire <i>Minima Moralia</i> d'Adorno aujourd'hui	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Lire <i>Minima Moralia</i> d'Adorno aujourd'hui	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. IV : Phil. contemp. 8</b>	
<b>Description du cours</b>	
<p>L'École de Frankfurt, au fil des générations, a proposé diverses perspectives critiques sur la société contemporaine. Elle a posé des diagnostics sur les dommages que celle-ci inflige aux humains. Dans <i>Minima Moralia</i>, Adorno pratique une forme de critique qui s'enracine dans une double option. La première : dans les conditions présentes de l'existence, la liberté et le bonheur, la morale et la justice, le bien d'un individu ou d'une société ne peuvent être déterminés que négativement, comme dans des formes inversés. La seconde, plus intermittente mais non moins puissante : des expériences radicalement positives existent, élaborées à l'ombre des temporalités explorées par Proust et Benjamin. <i>Minima Moralia</i> se propose comme un type de pratique philosophique remontant aux origines de la philosophie : l'enseignement du bien vivre.</p> <p>Au cours de ce séminaire, après une mise en contexte littéraire, historique et philosophique, nous explorerons la structure et les enjeux de cet ouvrage fascinant. Les étudiants et étudiantes seront appelées à présenter, analyser et débattre certaines sections de l'ouvrage.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 4380</b>
<b>Titre générique du cours :</b>	Seminar LYU IV : Themes in Contemporary Philosophy 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 4382
<b>Crédits :</b>	3
<b>Titre complet</b>	
Reading Adorno's <i>Minima Morals</i> Today	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Reading Adorno's <i>Minima Morals</i> Today	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV: Th. Contemp. Phil. 8</b>	
<b>Description du cours</b>	
<p>Over generations, the School of Frankfurt has proposed various critical perspectives on contemporary society and has made several diagnostics on the damage that it inflicts to humans. In <i>Minima Moralia</i>, Adorno put in place a form of criticism that is rooted in a double option. The first: in the present conditions of existence, freedom and happiness, morality and justice, the good for an individual or a society can be determined only negatively, as in reversed forms. The second, more intermittent but no less powerful: dramatically positive experiences exist, developed in the shadow of temporalities explored by Proust and Benjamin. <i>Minima Moralia</i> offers itself as a type of philosophical practice dating back to the origins of philosophy: the teaching of the good life. In the seminar, after presenting the literary, historical and philosophical context of <i>Minima Moralia</i>, we will explore the structure and issues of this fascinating book. Students will be asked to present, analyze and discuss various sections of the book.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 4330</b>
<b>Titre générique du cours:</b>	DPHY 4333
<b>Section :</b>	A
<b>Côte du cours :</b>	Seminar LYU IV: Themes in Contemporary Philosophy 3
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophy of Economics, Perspective on Inequality and Poverty	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophy of Economics, Perspective on Inequality and Poverty	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV : Th. Contemp. Phil. 3</b>	
<b>Description du cours</b>	
<p>This course examines the diverse and significant connections between ethics, economics, equality, and poverty within the context of the recent trends towards extreme inequality of income and wealth, global financialization, wage suppression, debt deflation, and the ongoing after effects of the 2008 global financial crisis. In the twentieth century economics has been primarily descriptive and often neutral with respect to moral considerations, or it investigates these considerations from a very narrow, usually utilitarian, perspective. Social and economic philosophers in the tradition of classical political economy sought to integrate normative economics with the positive science of wealth creation. This integration has important implications for contemporary developments in post-neoclassical economics where qualitative and ethical evaluations are coming to be viewed as essential components of economic policy development. This course is an in-depth analysis of the concepts of economic justice, liberty, wealth, social economics, inequality, poverty as well as the more philosophical considerations of equalities of opportunities and benefits as found primarily in the writings of such classical political economists and philosophers as Adam Smith, David Ricardo, Thomas Malthus, G.W.F Hegel, Karl Mark, John Stuart Mill, Henry George, Alfred Marshall, Knut Wicksell and John Maynard Keynes as well as current views of Joseph Stiglitz, Thomas Piketty, Anthony Atkinson and others on how to resolve inequality, reduce poverty, and address the ongoing economic crisis. The interaction between philosophical presuppositions about human nature, political philosophy, economic theory, and the juridical structure of civil society will be a central focus of the course. An effort will also be made to compare the central ideas of classical political economy and philosophical economics with contemporary articulations of these ideas and to look for broader philosophical explanations of economic discussions of inequality and the nature of poverty.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 5470</b>
<b>Titre générique du cours :</b>	Séminaire IV : Thèmes en philosophie contemporaine 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 5472
<b>Crédits :</b>	3
<b>Titre complet</b>	
Lire Minima Moralia d'Adorno aujourd'hui	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Lire Minima Moralia d'Adorno aujourd'hui	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Séminaire IV</b>	
<b>Description du cours</b>	
<p>L'École de Frankfurt, au fil des générations, a proposé diverses perspectives critiques sur la société contemporaine. Elle a posé des diagnostics sur les dommages que celle-ci inflige aux humains. Dans <i>Minima Moralia</i>, Adorno pratique une forme de critique qui s'enracine dans une double option. La première : dans les conditions présentes de l'existence, la liberté et le bonheur, la morale et la justice, le bien d'un individu ou d'une société ne peuvent être déterminés que négativement, comme dans des formes inversés. La seconde, plus intermittente mais non moins puissante : des expériences radicalement positives existent, élaborées à l'ombre des temporalités explorées par Proust et Benjamin. <i>Minima Moralia</i> se propose comme un type de pratique philosophique remontant aux origines de la philosophie : l'enseignement du bien vivre.</p> <p>Au cours de ce séminaire, après une mise en contexte littéraire, historique et philosophique, nous explorerons la structure et les enjeux de cet ouvrage fascinant. Les étudiants et étudiantes seront appelées à présenter, analyser et débattre certaines sections de l'ouvrage.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5470</b>
<b>Titre générique du cours :</b>	Seminar IV : Themes in Contemporary Philosophy 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 5472
<b>Crédits :</b>	3
<b>Titre complet</b>	
Reading Adorno's <i>Minima Moralia</i> Today	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Reading Adorno's <i>Minima Moralia</i> Today	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Seminar IV</b>	
<b>Description du cours</b>	
<p>Over generations, the School of Frankfurt has proposed various critical perspectives on contemporary society and has made several diagnostics on the damage that it inflicts to humans. In <i>Minima Moralia</i>, Adorno put in place a form of criticism that is rooted in a double option. The first: in the present conditions of existence, freedom and happiness, morality and justice, the good for an individual or a society can be determined only negatively, as in reversed forms. The second, more intermittent but no less powerful: dramatically positive experiences exist, developed in the shadow of temporalities explored by Proust and Benjamin. <i>Minima Moralia</i> offers itself as a type of philosophical practice dating back to the origins of philosophy: the teaching of the good life. In the seminar, after presenting the literary, historical and philosophical context of <i>Minima Moralia</i>, we will explore the structure and issues of this fascinating book. Students will be asked to present, analyze and discuss various sections of the book.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 6470</b>
<b>Titre générique du cours :</b>	Séminaire IV : Thèmes en philosophie contemporaine 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 6472
<b>Crédits :</b>	3
<b>Titre complet</b>	
Lire Minima Moralia d'Adorno aujourd'hui	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Lire Minima Moralia d'Adorno aujourd'hui	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Séminaire IV</b>	
<b>Description du cours</b>	
<p>L'École de Frankfurt, au fil des générations, a proposé diverses perspectives critiques sur la société contemporaine. Elle a posé des diagnostics sur les dommages que celle-ci inflige aux humains. Dans <i>Minima Moralia</i>, Adorno pratique une forme de critique qui s'enracine dans une double option. La première : dans les conditions présentes de l'existence, la liberté et le bonheur, la morale et la justice, le bien d'un individu ou d'une société ne peuvent être déterminés que négativement, comme dans des formes inversés. La seconde, plus intermittente mais non moins puissante : des expériences radicalement positives existent, élaborées à l'ombre des temporalités explorées par Proust et Benjamin. <i>Minima Moralia</i> se propose comme un type de pratique philosophique remontant aux origines de la philosophie : l'enseignement du bien vivre.</p> <p>Au cours de ce séminaire, après une mise en contexte littéraire, historique et philosophique, nous explorerons la structure et les enjeux de cet ouvrage fascinant. Les étudiants et étudiantes seront appelées à présenter, analyser et débattre certaines sections de l'ouvrage.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6470</b>
<b>Titre générique du cours:</b>	Seminar IV : Themes in Contemporary Philosophy 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 6472
<b>Crédits :</b>	3
<b>Titre complet</b>	
Reading Adorno's <i>Minima Moralia</i> Today	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Reading Adorno's <i>Minima Moralia</i> Today	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Seminar IV : Contemp Phil. 8</b>	
<b>Description du cours</b>	
<p>Over generations, the School of Frankfurt has proposed various critical perspectives on contemporary society and has made several diagnostics on the damage that it inflicts to humans. In <i>Minima Moralia</i>, Adorno put in place a form of criticism that is rooted in a double option. The first: in the present conditions of existence, freedom and happiness, morality and justice, the good for an individual or a society can be determined only negatively, as in reversed forms. The second, more intermittent but no less powerful: dramatically positive experiences exist, developed in the shadow of temporalities explored by Proust and Benjamin. <i>Minima Moralia</i> offers itself as a type of philosophical practice dating back to the origins of philosophy: the teaching of the good life. In the seminar, after presenting the literary, historical and philosophical context of <i>Minima Moralia</i>, we will explore the structure and issues of this fascinating book. Students will be asked to present, analyze and discuss various sections of the book.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017



## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHI 2584
Section :	A
Crédits :	3
Titre complet	
Philosophie et sexualité	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophie et sexualité	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Philosophie et sexualité	
Description du cours	
<p>Entre 1976 et 1984, les travaux de Michel Foucault ont exploré et construit une « Histoire de la sexualité » qui a ouvert plusieurs avenues pour diverses disciplines. Depuis, la société contemporaine est le théâtre d'une accélération de la diversification des pratiques sexuelles et des discours sur l'identité sexuelle. Ce cours proposera une reprise philosophique critique des options retenues par Michel Foucault ainsi qu'une relecture des textes qu'il analyse. Il s'arrêtera aussi à explorer l'une ou l'autre période laissée en chantier par Foucault pour approfondir certaines options et en déplacer d'autres.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHY 2584
Section :	A
Crédits :	3
Titre complet	
Philosophy and Sexuality	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophy and Sexuality	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Philosophy and Sexuality	
Description du cours	
<p>Between 1976 and 1984, the works of Michel Foucault explored and built a "History of sexuality" which opened several avenues for various disciplines. Since, contemporary society is the theatre of an acceleration of the diversification of sexual practices and discourses on sexual identity. This course will provide a critical philosophical recovery of Michel Foucault's options and a revisiting of texts that he analyzes. We will also explore some periods left behind by Foucault to deepen some options and move others.</p>	

*Eduardo Andujar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHI 3240
Section :	A
Crédits :	3
Titre complet	
Philosophie de l'économie	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophie de l'économie	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Philosophie de l'économie	
Description du cours	
<p>Ce cours entend examiner diverses significations et liens entre l'anthropologie, l'éthique, l'égalité, l'économie et la pauvreté dans le monde contemporain marqué par la transformation du concept et de la réalité de la « croissance », l'accélération sociale, l'inégalité des salaires et des richesses, la fragilisation du travail, l'émergence de nouveaux modèles de travail, l'endettement, etc.</p> <p>Généralement, depuis le début du XXe siècle —contrairement à ce qui était le cas auparavant— le discours économique s'est voulu descriptif, éloigné des questions éthiques ou bien lorsqu'il les abordait le faisant dans une perspective étroitement utilitariste. Ce cours entend introduire divers auteurs de la tradition philosophique qui se sont penchés sur ces questions dans une perspective plus large. Le cours se penchera et analysera les liens et significations qu'ils proposaient entre les concepts de justice économique, de liberté, de richesse, d'économie sociale, d'inégalité et de pauvreté.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte du cours :</b>	<b>DPHY 3240</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophy of Economics	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophy of Economics	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Philosophy of Economics</b>	
<b>Description du cours</b>	
<p>This course intends to review various meanings and links between anthropology, ethics, equality, economy and poverty in today's world, marked by the transformation of the concept and the reality of 'growth', social acceleration, the inequality of wages and wealth, the weakening of labor, the emergence of new models of labor, the high level of debt, etc. Largely, since the beginning of the 20th century —contrary to what was the case previously— economic discourse has taken a descriptive approach, detached from ethical questions or approaching them from a closely utilitarian perspective. This course intends to introduce several authors from the philosophical tradition which focused on these issues in a broader perspective. We will explore and analyze the links and meanings that they proposed between the concepts of economic justice, freedom, wealth, social economy, inequality and poverty.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHI 2710
Section :	A
Crédits :	3
Titre complet	
Culture entrepreneuriale: de la vie à l'investissement responsable et vice versa	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Culture entrepreneuriale: de la vie à l'investissement responsable et vice versa	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Culture entrepreneurial	
Description du cours	
<p>En partant d'une histoire locale et des principes mis en place par son acteur principal M. Eugène Tassé, les principes de la « culture entrepreneuriale » seront déployés, leurs enracinements éthiques et anthropologiques seront explorés, l'impact sur la vie et pour la vie éthique et personnelle seront articulés. Ces recherches permettront de mettre en place un questionnement sur le rapport à l'argent et à sa circulation dans la société contemporaine. Les voies de l'application de ces principes seront exposées et analysées de manière critique.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHY 2710
Section :	A
Crédits :	3
Titre complet	
Entrepreneurial Culture : from Life to Responsible Investment and Vice Versa	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Entrepreneurial Culture : from Life to Responsible Investment and Vice Versa	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Entrepreneurial Culture	
Description du cours	
<p>Starting from a local story and principles established by its leading actor Mr. Eugene Tassé, we will present the principles of "entrepreneurial culture", explore their ethical and anthropological roots, and we will articulate their influence on life in general and on the ethical and personal life. This research will set up a questioning on the relationship to money and on its circulation in contemporary society. The paths for the application of these principles will be exposed and analyzed critically.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte du cours :</b>	<b>DPHI 3250</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophie du travail	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophie du travail	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Philosophie du travail</b>	
<b>Description du cours</b>	
<p>Ce cours porte sur quelques thèmes philosophiques majeurs dans la constitution d'une philosophie du travail. La nature et le monde humain. Le travail comme condition de la vie humaine. La dimension objective du travail. Travail et société. Le travail et le droit. Le travail et la technique. La dimension subjective du travail. Le travail et l'éthique. Les vertus du travail. Le changement social. Les aliénations du travail. Travail, oppression et exploitation. La spiritualité du travail.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte du cours :</b>	<b>DPHY 3250</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophy of Labor	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophy of Labor	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Philosophy of Labor</b>	
<b>Description du cours</b>	
<p>This course focuses on a few major philosophical themes in the constitution of a Philosophy of Labor. Nature and the human world. Labor as a condition of human life. The objective dimension of labor. Labor and society. Labor and rights. Labor and technology. The subjective dimension of labor. Labor and ethics. The virtues of labor. Social change. The alienation of labor. Labor, oppression and exploitation. The spirituality of labor.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017



## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHY 2764
Section :	A
Crédits :	3
Titre complet	
The Free Will Problem	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
The Free Will Problem	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
The Free Will Problem	
Description du cours	
<p>Are human beings free, or are we the product of our history, biology or environment? This course explores that question as it has been asked and answered by philosophers across history. The course will trace the so-called Free Will Problem through the thought of Gorgias, Aristotle, Epicurus, Suarez, Leibniz, Spinoza, Locke, Hume and Reid and into contemporary accounts such as those of Chisholm, Lewis, van Inwagen, Kane and Pereboom. Topics of discussion will include the concepts of freedom and of will, fatalism and determinism, the problem of God's foreknowledge, randomness, providence and luck.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte du cours :	DPHI 2764
Section :	A
Crédits :	3
Titre complet	
Le problème du Libre Arbitre	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Le problème du Libre Arbitre	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Le problème du Libre Arbitre	
Description du cours	
<p>Sommes-nous libres ou sommes-nous le produit de notre histoire, de la biologie ou de l'environnement ? Ce cours explore cette question telle comme elle a été formulée et développée par les philosophes à travers l'histoire. Le cours retracera le soi-disant problème du libre arbitre dans la pensée de Gorgias, d'Aristote, Épicure, Suárez, Leibniz, Spinoza, Locke, Hume et Reid et dans les récits contemporains tels que ceux de Chisholm, Lewis, van Inwagen, Kane et Pereboom. Parmi les thèmes de discussion on peut mentionner les concepts de liberté et de volonté, le fatalisme et le déterminisme, le problème de la prescience de Dieu, l'aléatoire, la providence et la chance.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5350</b>
<b>Titre générique du cours:</b>	Seminar III : Early Modern and Modern Philosophy 6
<b>Section :</b>	A
<b>Côtes du cours :</b>	DPHY 5354
<b>Crédits :</b>	3
<b>Titre complet</b>	
An Introduction to Leibnizian Metaphysics	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
An Introduction to Leibnizian Metaphysics	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Intro. Leibnizian Metaphysics</b>	
<b>Description du cours</b>	
<p>Few philosophers can match G.W. Leibniz in either the breadth or quality of their philosophical understanding. Posterity has agreed with Leibniz's contemporaries in placing him among the leading physicists, mathematicians, theologians and philosophers of his age, and among the greatest of any age. He is remembered today for contributing the discipline of Dynamics to physics, for inventing mathematical Calculus, theological Optimism, and philosophical Monadology. Courses on Leibniz can never deal with more than a part of his immense oeuvre. This course will be a graduate-level introduction to the core concepts of Leibniz's metaphysics. We will approach each key idea using both original and secondary sources. Among the topics covered will be God, Nature, Grace, Harmony, Necessity, and Teleology.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6350</b>
<b>Titre générique du cours:</b>	Seminar III : Early Modern and Modern Philosophy 6
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 6354
<b>Crédits :</b>	3
<b>Titre complet</b>	
An Introduction to Leibnizian Metaphysics	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
An Introduction to Leibnizian Metaphysics	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Intro. Leibnizian Metaphysics</b>	
<b>Description du cours</b>	
<p>Few philosophers can match G.W. Leibniz in either the breadth or quality of their philosophical understanding. Posterity has agreed with Leibniz's contemporaries in placing him among the leading physicists, mathematicians, theologians and philosophers of his age, and among the greatest of any age. He is remembered today for contributing the discipline of Dynamics to physics, for inventing mathematical Calculus, theological Optimism, and philosophical Monadology. Courses on Leibniz can never deal with more than a part of his immense oeuvre. This course will be a graduate-level introduction to the core concepts of Leibniz's metaphysics. We will approach each key idea using both original and secondary sources. Among the topics covered will be God, Nature, Grace, Harmony, Necessity, and Teleology.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5310</b>
<b>Titre générique du cours:</b>	Seminar III: Early Modern and Modern Philosophy 2
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 5314
<b>Crédits :</b>	3
<b>Titre complet</b>	
The Corpus Hispanorum de Pace	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
The Corpus Hispanorum de Pace	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. III: Early &amp; Mod. Phil. 2</b>	
<b>Description du cours</b>	
<p>During most of the 16<sup>th</sup> Century in Europe, what has been called a theological and philosophical restoration [Maurice de Wulf] took place, principally, at the University of Salamanca.</p> <p>Although the exact influence exerted by the members of the Salamanca School in the development of modern thought is still an open question, it has become increasingly clear that modern thinkers such as Descartes, Leibniz, Locke, Wolff, Pufendorf and Grotius were strongly influenced by theories developed in the School.</p> <p>The members of the University of Salamanca wrote extensively about a large number of theological, philosophical and legal matters, which have been integrated in what is known as the <i>Corpus Hispanorum de Pace</i>. The seminar will explore some of the most significant theories of that <i>Corpus</i> developed by Francisco de Vitoria, Domingo de Soto, Melchor Cano, Bartolomé de las Casas and Francisco Suárez. We will focus, among other relevant points, on ethics and the natural-law theory of the state, the <i>communitas orbis</i> and the law of war, the legitimacy and the limitations of political power, the emergence of the subjective concept of <i>ius</i>, the political community as a moral entity, modern constitutionalism and the contractarian approach to political obligation.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6310</b>
<b>Titre générique du cours:</b>	Seminar III: Early Modern and Modern Philosophy 2
<b>Section :</b>	A
<b>Côte du cours</b>	DPHY 6314
<b>Crédits :</b>	3
<b>Titre complet</b>	
The Corpus Hispanorum de Pace	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
The Corpus Hispanorum de Pace	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. III: Early &amp; Mod. Phil. 2</b>	
<b>Description du cours</b>	
<p>During most of the 16<sup>th</sup> Century in Europe, what has been called a theological and philosophical restoration [Maurice de Wulf] took place, principally, at the University of Salamanca.</p> <p>Although the exact influence exerted by the members of the Salamanca School in the development of modern thought is still an open question, it has become increasingly clear that modern thinkers such as Descartes, Leibniz, Locke, Wolff, Pufendorf and Grotius were strongly influenced by theories developed in the School.</p> <p>The members of the University of Salamanca wrote extensively about a large number of theological, philosophical and legal matters, which have been integrated in what is known as the <i>Corpus Hispanorum de Pace</i>. The seminar will explore some of the most significant theories of that <i>Corpus</i> developed by Francisco de Vitoria, Domingo de Soto, Melchor Cano, Bartolomé de las Casas and Francisco Suárez. We will focus, among other relevant points, on ethics and the natural-law theory of the state, the <i>communitas orbis</i> and the law of war, the legitimacy and the limitations of political power, the emergence of the subjective concept of <i>ius</i>, the political community as a moral entity, modern constitutionalism and the contractarian approach to political obligation.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 5310</b>
<b>Titre générique du cours:</b>	Séminaire III: Philosophie de la Renaissance et moderne 2
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 5314
<b>Crédits :</b>	3
<b>Titre complet</b>	
Le Corpus Hispanorum de Pace	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Le Corpus Hispanorum de Pace	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. III: Phil. Ren. &amp; Mod. 2</b>	
<b>Description du cours</b>	
<p>Pendant la majeure partie du XVI<sup>e</sup> siècle en Europe, ce qu'on appelle une restauration théologique et philosophique [Maurice de Wulf] a eu lieu, principalement, à l'Université de Salamanque. Bien que l'exacte influence exercée par les membres de l'école de Salamanque dans le développement de la pensée moderne est toujours une question ouverte, il est devenu de plus en plus évident que des penseurs modernes comme Descartes, Leibniz, Locke, Wolff, Pufendorf et Grotius ont été fortement influencés par les théories développées à l'École.</p> <p>Les membres de l'Université de Salamanque ont beaucoup écrit sur un grand nombre de questions théologiques, philosophiques et juridiques qui ont été intégrées dans ce qu'on appelle le <i>Corpus Hispanorum de Pace</i>. Le séminaire explorera quelques-unes des théories les plus importantes de ce <i>Corpus</i> développées par Francisco de Vitoria, Domingo de Soto, Melchor Cano, Bartolomé de las Casas et Francisco Suárez. Nous nous concentrerons, entre autres points pertinents, sur l'éthique et la théorie du droit naturel de l'État, l'<i>Orbis Communitas</i> et le droit de la guerre, la légitimité et les limites du pouvoir politique, l'émergence de la notion subjective d'<i>ius</i>, la communauté politique comme une entité morale, le constitutionnalisme moderne et l'approche <i>contractualiste</i> de l'obligation politique.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 6310</b>
<b>Titre générique du cours :</b>	Séminaire III: Philosophie de la Renaissance et moderne 2
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 6314
<b>Crédits :</b>	3
<b>Titre complet</b>	
Le Corpus Hispanorum de Pace	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Le Corpus Hispanorum de Pace	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. III: Phil. Ren. &amp; Mod. 2</b>	
<b>Description du cours</b>	
<p>Pendant la majeure partie du XVI<sup>e</sup> siècle en Europe, ce qu'on appelle une restauration théologique et philosophique [Maurice de Wulf] a eu lieu, principalement, à l'Université de Salamanque. Bien que l'exacte influence exercée par les membres de l'école de Salamanque dans le développement de la pensée moderne est toujours une question ouverte, il est devenu de plus en plus évident que des penseurs modernes comme Descartes, Leibniz, Locke, Wolff, Pufendorf et Grotius ont été fortement influencés par les théories développées à l'École.</p> <p>Les membres de l'Université de Salamanque ont beaucoup écrit sur un grand nombre de questions théologiques, philosophiques et juridiques qui ont été intégrées dans ce qu'on appelle le <i>Corpus Hispanorum de Pace</i>. Le séminaire explorera quelques-unes des théories les plus importantes de ce <i>Corpus</i> développées par Francisco de Vitoria, Domingo de Soto, Melchor Cano, Bartolomé de las Casas et Francisco Suárez. Nous nous concentrerons, entre autres points pertinents, sur l'éthique et la théorie du droit naturel de l'État, l'<i>Orbis Communitas</i> et le droit de la guerre, la légitimité et les limites du pouvoir politique, l'émergence de la notion subjective d'<i>ius</i>, la communauté politique comme une entité morale, le constitutionnalisme moderne et l'approche <i>contractualiste</i> de l'obligation politique.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017



## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 5470</b>
<b>Titre générique du cours</b>	Séminaire IV : Thèmes en philosophie contemporaine 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHI 5474
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophie des sciences et histoire des idées	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophie des sciences et histoire des idées	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. IV: Phil. Contemporaine 8</b>	
<b>Description du cours</b>	
<p>Dans la tradition continentale, et notamment française, la philosophie, l'épistémologie des sciences et l'histoire des idées sont profondément liées. Ce courant a peut-être culminé à l'époque de <i>L'archéologie du savoir</i>, tel que proposée par Michel Foucault. Le séminaire tentera de placer ce courant dans son contexte et d'en explorer les suites, notamment dans l'appropriation du courant par plusieurs philosophes de la tradition analytique, tels que R. Rorty et Ian Hacking, ainsi que dans les variétés de constructivisme épistémologique présentement considérées dans la discussion philosophique et épistémologique.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

Côte générique du cours :	DPHI 6470
Titre générique du cours:	Séminaire IV : Thèmes en philosophie contemporaine 8
Section :	A
Côte du cours :	DPHY 6474
Crédits :	3
Titre complet	
Philosophie des sciences et histoire des idées	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Philosophie des sciences et histoire des idées	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Sém. IV: Phil. Contemporaine 8	
Description du cours	
<p>Dans la tradition continentale, et notamment française, la philosophie, l'épistémologie des sciences et l'histoire des idées sont profondément liées. Ce courant a peut-être culminé à l'époque de <i>L'archéologie du savoir</i>, tel que proposée par Michel Foucault. Le séminaire tentera de placer ce courant dans son contexte et d'en explorer les suites, notamment dans l'appropriation du courant par plusieurs philosophes de la tradition analytique, tels que R. Rorty et Ian Hacking, ainsi que dans les variétés de constructivisme épistémologique présentement considérées dans la discussion philosophique et épistémologique.</p>	

Eduardo Andújar

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5470</b>
<b>Titre générique du cours:</b>	Seminar IV: Themes in Contemporary Philosophy 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 5474
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophy of Sciences and History of Ideas	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophy of Sciences and History of Ideas	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV: Contemporary Phil. 8</b>	
<b>Description du cours</b>	
<p>In the Continental tradition, including French Philosophy, Philosophy, Epistemology of Science and History of Ideas are deeply related. Maybe, this current peaked at the time of <i>L'archéologie du savoir</i>, such as proposed by Michel Foucault. The seminar will try to place this current in its context and to explore the outlook, especially the appropriation of such current by many philosophers of the analytic tradition such as R. Rorty and Ian Hacking, as well as the varieties of epistemological constructivism currently considered in the philosophical and epistemological discussion.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6470</b>
<b>Titre générique du cours:</b>	Seminar IV: Themes in Contemporary Philosophy 8
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 6474
<b>Crédits :</b>	3
<b>Titre complet</b>	
Philosophy of Sciences and History of Ideas	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Philosophy of Sciences and History of Ideas	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV: Contemporary Phil. 8</b>	
<b>Description du cours</b>	
<p>In the Continental tradition, including French Philosophy, Philosophy, Epistemology of Science and History of Ideas are deeply related. Maybe, this current peaked at the time of <i>L'archéologie du savoir</i>, such as proposed by Michel Foucault. The seminar will try to place this current in its context and to explore the outlook, especially the appropriation of such current by many philosophers of the analytic tradition such as R. Rorty and Ian Hacking, as well as the varieties of epistemological constructivism currently considered in the philosophical and epistemological discussion.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5280</b>
<b>Titre générique du cours :</b>	Seminar III: Medieval Thought 5
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 5282
<b>Crédits :</b>	3
<b>Titre complet</b>	
THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. III : Medieval Thought 5</b>	
<b>Description du cours</b>	
<p>Human intellectual history after the High Middle Ages has been a relentless descent from the high ground of Heaven to the rift valley of the underworld – from the Mind of God to the mindlessness of matter – from the light of intelligibility to the murky bleakness of chance. The path to the present has had many high points to many hopes – but the hard won destination unexpectedly leads to a spirit longing for justice, for art free at last, for conclusive evidence – to a spirit imprisoned in an imaginary world, given yet claimed as its very own – a self-imposed world where evidence seeking a conclusion always seems to morph into a conclusion seeking for evidence. Faith exchanged for Evidence – the form of both the same as different in the grip of Imagination – always between intellect and sense, sense and intellect. The human story remains unfulfilled and unfulfillable unless there is a “restoration of all things” – a re-acquaintance with the Mind of God – a third path leading out of Tartarus to Olympus making the way stations of justice, art and evidence an experience empowered by excitement and meaning and the promise of achievement gathered not lost. Bonaventure was captivated by the idea of a journey by our soul into the Mind of God. Our three were astonished at God’s completeness – Aristotle at God’s self-relation to all else always existing – Pseudo-Dionysius and Thomas at the teleology of God’s procession and return – at His creative life and pre-existent love – at His timeless enfolding of time. The class will study their astonishment in the hopes of empowering our own.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6280</b>
<b>Titre générique du cours :</b>	Seminar III: Medieval Thought 5
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 6282
<b>Crédits :</b>	3
<b>Titre complet</b>	
THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
THE MIND OF GOD – Aristotle, Pseudo-Dionysius, Thomas Aquinas	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. III : Medieval Thought 5</b>	
<b>Description du cours</b>	
<p>Human intellectual history after the High Middle Ages has been a relentless descent from the high ground of Heaven to the rift valley of the underworld – from the Mind of God to the mindlessness of matter – from the light of intelligibility to the murky bleakness of chance. The path to the present has had many high points to many hopes – but the hard won destination unexpectedly leads to a spirit longing for justice, for art free at last, for conclusive evidence – to a spirit imprisoned in an imaginary world, given yet claimed as its very own – a self-imposed world where evidence seeking a conclusion always seems to morph into a conclusion seeking for evidence. Faith exchanged for Evidence – the form of both the same as different in the grip of Imagination – always between intellect and sense, sense and intellect. The human story remains unfulfilled and unfulfillable unless there is a “restoration of all things” – a re-acquaintance with the Mind of God – a third path leading out of Tartarus to Olympus making the way stations of justice, art and evidence an experience empowered by excitement and meaning and the promise of achievement gathered not lost. Bonaventure was captivated by the idea of a journey by our soul into the Mind of God. Our three were astonished at God’s completeness – Aristotle at God’s self-relation to all else always existing – Pseudo-Dionysius and Thomas at the teleology of God’s procession and return – at His creative life and pre-existent love – at His timeless enfolding of time. The class will study their astonishment in the hopes of empowering our own.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 5410</b>
<b>Titre générique du cours :</b>	Séminaire IV : Thèmes en philosophie contemporaine 2
<b>Section :</b>	A
<b>Côte du cours</b>	DPHY 5417
<b>Crédits :</b>	3
<b>Titre complet</b>	
Ricoeur, Taylor et Parfit sur l'identité personnelle	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Ricoeur, Taylor et Parfit sur l'identité personnelle	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. IV : Phil. contemp. 2</b>	
<b>Description du cours</b>	
<p>Le thème de l'identité personnelle a animé des œuvres majeures de la philosophie contemporaine, autant dans la philosophie continentale que dans la philosophie analytique, créant un dialogue important et fertile à travers les traditions. Ce séminaire consistera en une lecture attentive de certaines des œuvres majeures qui marquent ces réflexions et discussions. Paul Ricoeur (<i>Soi-même comme un autre</i>, 1990), Charles Taylor (<i>Les Sources du soi</i>, 1989) et Derek Parfit (<i>Reasons and Persons</i>, 1984) et (<i>On What Matters</i>, vol. 1-2, 2011; vol. 3, 2017). Le format sera celui d'un séminaire de lecture dans lequel un chapitre des textes à l'étude est présenté par l'un des participants.</p>	

*Eduardo Andújar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHI 6410</b>
<b>Titre générique du cours :</b>	Séminaire IV : Thèmes en philosophie contemporaine 2
<b>Section :</b>	A
<b>Côte de cours :</b>	DPHY 6417
<b>Crédits :</b>	3
<b>Titre complet</b>	
Ricoeur, Taylor et Parfit sur l'identité personnelle	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Ricoeur, Taylor et Parfit sur l'identité personnelle	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sém. IV : Phil. contemp. 2</b>	
<b>Description du cours</b>	
<p>Le thème de l'identité personnelle a animé des œuvres majeures de la philosophie contemporaine, autant dans la philosophie continentale que dans la philosophie analytique, créant un dialogue important et fertile à travers les traditions. Ce séminaire consistera en une lecture attentive de certaines des œuvres majeures qui marquent ces réflexions et discussions. Paul Ricoeur (<i>Soi-même comme un autre</i>, 1990), Charles Taylor (<i>Les Sources du soi</i>, 1989) et Derek Parfit (<i>Reasons and Persons</i>, 1984) et (<i>On What Matters</i>, vol. 1-2, 2011; vol. 3, 2017). Le format sera celui d'un séminaire de lecture dans lequel un chapitre des textes à l'étude est présenté par l'un des participants.</p>	

*Eduardo Andujar*

Doyen

30 mars 2017



## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5410</b>
<b>Titre générique du cours :</b>	Seminar IV : Themes in Contemporary Philosophy 2
<b>Section :</b>	A
<b>Côte de cours :</b>	DPHY 5417
<b>Crédits :</b>	3
<b>Titre complet</b>	
Ricoeur, Taylor and Parfit on Personal Identity	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Ricoeur, Taylor and Parfit on Personal Identity	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV : Th. Contemp. Phil. 2</b>	
<b>Description du cours</b>	
<p>The theme of personal identity has animated major works in recent philosophy, both in Continental and Analytic philosophy, creating an important and fertile dialogue across the traditions. This seminar will consist in a close reading of some of the major works that influence these reflections and discussions. Paul Ricoeur, <i>Soi-même comme un autre</i> (1990), Charles Taylor, <i>Sources of the Self</i> (1989) and Derek Parfit, <i>Reasons and Persons</i> (1984) and <i>On What Matters</i> (vols. 1-2 2011; vol. 3 2017). The format will be of a reading seminar in which a chapter of the texts under study will be presented by one of the participants.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6410</b>
<b>Titre générique du cours :</b>	Seminar IV : Themes in Contemporary Philosophy 2
<b>Section :</b>	A
<b>Côte de cours :</b>	DPHY 6417
<b>Crédits :</b>	3
<b>Titre complet</b>	
Ricoeur, Taylor and Parfit on Personal Identity	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Ricoeur, Taylor and Parfit on Personal Identity	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV : Th. Contemp. Phil. 2</b>	
<b>Description du cours</b>	
<p>The theme of personal identity has animated major works in recent philosophy, both in Continental and Analytic philosophy, creating an important and fertile dialogue across the traditions. This seminar will consist in a close reading of some of the major works that influence these reflections and discussions. Paul Ricoeur, <i>Soi-même comme un autre</i> (1990), Charles Taylor, <i>Sources of the Self</i> (1989) and Derek Parfit, <i>Reasons and Persons</i> (1984) and <i>On What Matters</i> (vols. 1-2 2011; vol. 3 2017). The format will be of a reading seminar in which a chapter of the texts under study will be presented by one of the participants.</p>	

*Eduardo Andujar*

Doyen  
30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 5410</b>
<b>Titre générique du cours:</b>	Seminar IV : Themes in Contemporary Philosophy 2
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 5411
<b>Crédits :</b>	3
<b>Titre complet</b>	
The Origins of Analytic Philosophy	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
The Origins of Analytic Philosophy	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV : Th. Contemp. Phil. 2</b>	
<b>Description du cours</b>	
<p>In this course we will look at the very beginnings of Analytic Philosophy. We will start by looking at two of the most influential Oxford Idealists, F. H. Bradley and T.H. Green, and their notions of truth, self-evidence, and being. In the wake of 20<sup>th</sup> century, Bertrand Russell and G.E. Moore reacted to Bradley's and Green's versions of Platonic Idealism. We will focus on Russell's and Moore's responses and their subsequent 'counter-offer' to Western philosophy which becomes known as the Analytic tradition. We will also look, in passing only, at A. J. Ayer's of Bradley's philosophy, as well as Carnap's refutation of metaphysics. At the end of the course, the professor will provide a quick glimpse at where Analytic philosophy is today, in the wake of the 21<sup>st</sup> century.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS – PHILOSOPHIE

<b>Côte générique du cours :</b>	<b>DPHY 6410</b>
<b>Titre générique du cours:</b>	Seminar IV : Themes in Contemporary Philosophy 2
<b>Section :</b>	A
<b>Côte du cours :</b>	DPHY 6411
<b>Crédits :</b>	3
<b>Titre complet</b>	
The Origins of Analytic Philosophy	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
The Origins of Analytic Philosophy	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Sem. IV : Th. Contemp. Phil. 2</b>	
<b>Description du cours</b>	
<p>In this course we will look at the very beginnings of Analytic Philosophy. We will start by looking at two of the most influential Oxford Idealists, F. H. Bradley and T.H. Green, and their notions of truth, self-evidence, and being. In the wake of 20<sup>th</sup> century, Bertrand Russell and G.E. Moore reacted to Bradley's and Green's versions of Platonic Idealism. We will focus on Russell's and Moore's responses and their subsequent 'counter-offer' to Western philosophy which becomes known as the Analytic tradition. We will also look, in passing only, at A. J. Ayer's of Bradley's philosophy, as well as Carnap's refutation of metaphysics. At the end of the course, the professor will provide a quick glimpse at where Analytic philosophy is today, in the wake of the 21<sup>st</sup> century.</p>	

*Eduardo Andújar*

Doyen

30 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 1442</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Le mystère de Dieu I	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Le mystère de Dieu I : L'identité de Dieu	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Le mystère de Dieu I</b>	
<b>Description du cours</b>	
<p>Ce cours traite d'abord de l'identité du Dieu Unique. Connaître Dieu s'oppose à l'indifférence et l'idolâtrie. Quels sont les noms de Dieu et quel est le sens de son invocation? Comment la raison argumente-t-elle que Dieu existe? Comment envisager de façon à la fois chrétienne et rationnelle la transcendance de Dieu, sa toute-puissance, son rapport à la souffrance, etc. Le cours aborde ensuite l'identité trinitaire du Dieu unique : la confession trinitaire est-elle incluse dans le monothéisme juif? Comment le dogme trinitaire a-t-il été élaboré par les Pères de l'Église et les conciles?</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

Côte du cours :	DTHI 1443
Section :	A
Crédits :	3
Titre complet	
Le mystère de Dieu II	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
Le mystère de Dieu I : Trinité et Créateur	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
Le mystère de Dieu II	
Description du cours	
<p>Ce cours explore d’abord les grandes voies de la théologie trinitaire : le rôle fondateur de saint Augustin pour l’Occident; l’apport spéculatif de saint Thomas d’Aquin; la perspective de l’Orthodoxie byzantine et le dialogue œcuménique sur le Saint-Esprit. Des questions particulières sont aussi traitées en termes contemporains : comment envisager un Dieu Père? Jusqu’où la Trinité est-elle un modèle de communauté? Le cours interroge ensuite l’action créatrice de Dieu et sa souveraineté à l’épreuve du mal, objet d’espérance. Cela conduit à une théologie renouvelée de la Providence.</p>	

*Hervé Tremblay*

Doyen  
31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHY 4565</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
Ways of Prayer	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Ways of Prayer	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Ways of Prayer</b>	
<b>Description du cours</b>	
<p>This course will offer students an opportunity to identify more clearly their own way of praying, to ponder various methods and to sympathetically understand ways practiced by other people. Various types of prayers will be examined: in the Bible, in St. Thomas Aquinas, among Eastern Orthodox Christians, among modern prayerful people, Catholic and Protestant, Spiritual and psychological aspects of maturing in prayer will also be discussed.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHY 2441</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Christology I	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Christology I : Portraits of Jesus	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Christology I</b>	
<b>Description du cours</b>	
<p>Is there a contemporary Jesus? The figure of Jesus is regularly portrayed anew. Nowadays, historical pictures lead the market. Is there any coherence between the Christ of Paul, the historical Jesus and the Christ of councils? How could we present or encounter Jesus with our contemporary culture? Could it help us reading the first testimonies of faith with a renewed interest? This course offers an inventive way to accomplish that.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017



## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b><a href="#">DTHY 2442</a></b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Christology II	
<b>Titre long – base de données (<i>max. : 100 caractères incl. les espaces et la ponctuation</i>)</b>	
Christology II : Christ of the Christian Tradition	
<b>Titre – relevé de notes (<i>max. : 30 caractères incluant les espaces et la ponctuation</i>)</b>	
<b><a href="#">Christology II</a></b>	
<b>Description du cours</b>	
<p>This course deals with the core of Christian faith: the organic coherence of the Creed stemming from Easter; the Incarnation of the Son of God as mission and salvation. This course integrates the major outcomes of the Western Tradition, especially regarding the meaning of the Cross, taking care of ecumenical debates.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

Côte du cours :	<b>DTHY 4120</b>
Section :	A
Crédits :	3
Titre complet	
«In the Beginning» : Gen 1-11	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
«In the Beginning» : Gen 1-11	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
«In the Beginning» : Gen 1-11	
Description du cours	
<p>For centuries, the first chapters of the book of Genesis have been misunderstood because they were read as historical accounts. When science grew stronger in the 19<sup>th</sup> century and archeological discoveries ‘seemed’ to contradict the Bible, the famous conflict began. This course will first propose an exegetical approach for a more accurate reading of Gen 1-11. Then it will study more in details the main texts: the two so-called Creation Narratives (Gen 1-2); the so-called Original Sin (Gen 3); the Cain and Abel narrative (Gen 4); the Great Flood (Gen 6-9); the Tower of Babel (Gen 11) and the Genealogies (Gen 5;10).</p>	

*Hervé Tremblay*

Doyen  
31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 6362</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
La réforme protestante	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
La réforme protestante	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>La réforme protestante</b>	
<b>Description du cours</b>	
<p>Ce séminaire présentera le contexte de la Réforme protestante, puis permettra aux étudiants de se familiariser avec la vie et l'œuvre des principaux réformateurs: Martin Luther, Huldrych Zwingli, Jean Calvin et Menno Simmons. En plus d'ouvrages généraux, les étudiants utiliseront les écrits de ces théologiens protestants. Du côté catholique, la figure de Gasparo Contarini et l'enseignement du concile de Trente illustreront la position catholique. L'étude théologique portera sur un point précis (déterminé à l'avance par le professeur) : l'eucharistie/repas du Seigneur, l'Église, le ministère ordonné.</p>	

*Hervé Tremblay*

Doyen  
31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

Côte du cours :	DTHY 6362
Section :	A
Crédits :	3
Titre complet	
The Protestant Reformation	
Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)	
The Protestant Reformation	
Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)	
The Protestant Reformation	
Description du cours	
<p>This seminar will explore the contact of the Protestant Reformation and the life and work of the main reformers: Martin Luther, Huldrych Zwingli, Jean Calvin and Menno Simmons by using both general works about the period and writings of the reformers themselves. The figure of Gasparo Contarini and the teachings of the Council of Trent will illuminate the Catholic position. Students will also prepare a study on a particular aspect (chose in advance by the professor): the eucharist/Lord's supper, the Church, ordained ministry.</p>	

Hervé Tremblay

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 5560</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
Éthique et soins I	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Éthique, spiritualité et accompagnement I	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Éthique et soins I</b>	
<b>Description du cours</b>	
<p>Ce cours en trois volets vise à explorer les enjeux éthiques liés à l'expérience spirituelle des personnes malades et souffrantes et à réfléchir sur l'intégration des aspects spirituels dans les pratiques de soin et d'accompagnement. Les thématiques suivantes seront abordées : spiritualité et expérience de la maladie ; mort, souffrance et approche spirituelle ; intégration de la dimension spirituelle dans les pratiques de soin ; accompagnement spirituel des personnes malades.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 5561</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
Éthique et soins II	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Éthique, spiritualité et accompagnement II	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Éthique et soins II</b>	
<b>Description du cours</b>	
<p>Ce cours en trois volets vise à explorer les enjeux éthiques liés à l'expérience spirituelle des personnes malades et souffrantes et à réfléchir sur l'intégration des aspects spirituels dans les pratiques de soin et d'accompagnement. Les thématiques suivantes seront abordées : spiritualité et expérience de la maladie ; mort, souffrance et approche spirituelle ; intégration de la dimension spirituelle dans les pratiques de soin ; accompagnement spirituel des personnes malades.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 5562</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
Éthique et soins III	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Éthique, spiritualité et accompagnement III	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Éthique et soins III</b>	
<b>Description du cours</b>	
<p>Ce cours en trois volets vise à explorer les enjeux éthiques liés à l'expérience spirituelle des personnes malades et souffrantes et à réfléchir sur l'intégration des aspects spirituels dans les pratiques de soin et d'accompagnement. Les thématiques suivantes seront abordées : spiritualité et expérience de la maladie ; mort, souffrance et approche spirituelle ; intégration de la dimension spirituelle dans les pratiques de soin ; accompagnement spirituel des personnes malades.</p>	

*Hervé Tremblay*

Doyen

31 mars 2017

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

<b>Côte du cours :</b>	<b>DTHI 5110</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
La Bible et son histoire I	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
La Bible et son histoire I	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>La Bible et son histoire I</b>	
<b>Description du cours</b>	
<p>L'Ancien Testament a pris plus de 1000 ans pour se former. Les récits auraient d'abord été transmis oralement dans les familles et par les prêtres-lévites dans les célébrations du culte. Au 6<sup>ème</sup> siècle avant JC, le peuple juif a connu l'exil à Babylone et a alors commencé le processus d'écriture ou de réécriture de ses traditions. Comment a fonctionné la transmission orale des récits et comment les livres furent-ils écrits? (DTHI 5110)</p> <p>Le Nouveau Testament fut écrit au cours du premier siècle de notre ère. Les premiers chrétiens ont recueilli les dires et les faits de Jésus et les ont transmis à la génération suivante à travers la liturgie et la prédication. Certains rédacteurs ont ensuite entrepris de mettre par écrit ces récits. Pour sa part, Paul a fondé des Églises et gardait contact avec elles pour les guider et les encourager à travers des lettres. Ces lettres furent ensuite regroupées. Comment la communauté a-t-elle déterminé les livres qui font partie du NT? (DTHI 5111)</p> <p>L'Église a reçu les Écritures et les a lues de différentes manières selon les époques de son histoire. Quels sont les grands moments de cette tradition de lecture? Comment les différents commentateurs de la Bible ont-ils procédé pour lui donner un sens approprié pour leur époque? Comment les commentaires transforment-ils le texte biblique? Comment la conception moderne de l'histoire a-t-elle changé et réorienté notre lecture de la Bible? (DTHI 5112)</p>	

*Hervé Tremblay*

Doyen



## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

31 mars 2017

<b>Côte du cours :</b>	<b>DTHI 5111</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
La Bible et son histoire II	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
La Bible et son histoire II	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>La Bible et son histoire II</b>	
<b>Description du cours</b>	
<p>L'Ancien Testament a pris plus de 1000 ans pour se former. Les récits auraient d'abord été transmis oralement dans les familles et par les prêtres-lévites dans les célébrations du culte. Au 6<sup>ème</sup> siècle avant JC, le peuple juif a connu l'exil à Babylone et a alors commencé le processus d'écriture ou de réécriture de ses traditions. Comment a fonctionné la transmission orale des récits et comment les livres furent-ils écrits? (DTHI 5110)</p> <p>Le Nouveau Testament fut écrit au cours du premier siècle de notre ère. Les premiers chrétiens ont recueilli les dires et les faits de Jésus et les ont transmis à la génération suivante à travers la liturgie et la prédication. Certains rédacteurs ont ensuite entrepris de mettre par écrit ces récits. Pour sa part, Paul a fondé des Églises et gardait contact avec elles pour les guider et les encourager à travers des lettres. Ces lettres furent ensuite regroupées. Comment la communauté a-t-elle déterminé les livres qui font partie du NT? (DTHI 5111)</p> <p>L'Église a reçu les Écritures et les a lues de différentes manières selon les époques de son histoire. Quels sont les grands moments de cette tradition de lecture? Comment les différents commentateurs de la Bible ont-ils procédé pour lui donner un sens approprié pour leur époque? Comment les commentaires transforment-ils le texte biblique? Comment la conception moderne de l'histoire a-t-elle changé et réorienté notre lecture de la Bible? (DTHI 5112)</p>	

*Hervé Tremblay*

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

Doyen

31 mars 2017

<b>Côte du cours :</b>	<b>DTHI 5112</b>
<b>Section :</b>	A
<b>Crédits :</b>	1
<b>Titre complet</b>	
La Bible et son histoire III	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
La Bible et son histoire III	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>La Bible et son histoire III</b>	
<b>Description du cours</b>	
<p>L'Ancien Testament a pris plus de 1000 ans pour se former. Les récits auraient d'abord été transmis oralement dans les familles et par les prêtres-lévites dans les célébrations du culte. Au 6<sup>ème</sup> siècle avant JC, le peuple juif a connu l'exil à Babylone et a alors commencé le processus d'écriture ou de réécriture de ses traditions. Comment a fonctionné la transmission orale des récits et comment les livres furent-ils écrits? (DTHI 5110)</p> <p>Le Nouveau Testament fut écrit au cours du premier siècle de notre ère. Les premiers chrétiens ont recueilli les dires et les faits de Jésus et les ont transmis à la génération suivante à travers la liturgie et la prédication. Certains rédacteurs ont ensuite entrepris de mettre par écrit ces récits. Pour sa part, Paul a fondé des Églises et gardait contact avec elles pour les guider et les encourager à travers des lettres. Ces lettres furent ensuite regroupées. Comment la communauté a-t-elle déterminé les livres qui font partie du NT? (DTHI 5111)</p> <p>L'Église a reçu les Écritures et les a lues de différentes manières selon les époques de son histoire. Quels sont les grands moments de cette tradition de lecture? Comment les différents commentateurs de la Bible ont-ils procédé pour lui donner un sens approprié pour leur époque? Comment les commentaires transforment-ils le texte biblique? Comment la conception moderne de l'histoire a-t-elle changé et réorienté notre lecture de la Bible? (DTHI 5112)</p>	

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

Hervé Tremblay

Doyen

31 mars 2017

<b>Côte du cours :</b>	<b>DTHI 6580</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Bioéthique et théologie	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Bioéthique et théologie	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Bioéthique et théologie</b>	
<b>Description du cours</b>	
<p>Le développement des sciences du vivant et les avancées de la biomédecine soulèvent de nombreux enjeux éthiques et suscitent des débats de société : procréation médicalement assistée, ingénierie génétique, biotechnologies, clonage, interventions sur le corps et le cerveau humain, médicalisation du début et de la fin de la vie, etc. Dans ces débats bioéthiques, la théologie peut-elle encore avoir une place et une voix pertinentes ? Quelle contribution est-elle en mesure d'apporter ? Quelles ressources peut-elle mobiliser pour être en mesure de réinventer une parole créative dans l'élucidation des enjeux éthiques et dans l'élaboration de repères éthiques pour la société contemporaine ?</p>	

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

*Hervé Tremblay*

Doyen

31 mars 2017

<b>Côte du cours :</b>	<b>DTHY 6580</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
Bioethics and Theology	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
Bioethics and Theology	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>Bioethics and Theology</b>	
<b>Description du cours</b>	
<p>Many ethical issues and societal debates are raised by the development of life sciences and the advances in biomedicine: medically assisted procreation, genetic engineering, biotechnology, cloning, interventions on the human body and the brain, medicalization of the beginning and the end of life, etc. In these bioethical debates, can theology still be relevant? What type of contribution is theology in a position to provide? What are the resources that theology can mobilize in order to reinvent a creative discourse that could help elucidate ethical issues and elaborate ethical reference points for contemporary society?</p>	

## ANNEXE II – NOUVEAUX COURS - THÉOLOGIE

*Hervé Tremblay*

Doyen

31 mars 2017

<b>Côte du cours :</b>	<b>DTHY 5115</b>
<b>Section :</b>	A
<b>Crédits :</b>	3
<b>Titre complet</b>	
The Plan of God in the Bible	
<b>Titre long – base de données (max. : 100 caractères incl. les espaces et la ponctuation)</b>	
The Plan of God in the Bible	
<b>Titre – relevé de notes (max. : 30 caractères incluant les espaces et la ponctuation)</b>	
<b>The Plan of God in the Bible</b>	
<b>Description du cours</b>	
<p>It is commonly assumed that the Bible teaches that there is a clear long-term plan of God to lead history towards its fulfilment. If this is true for the New Testament, this is not necessarily so for the Old Testament. After the introduction (definition, methodology), this course will first approach the theme from the New Testament perspective (Kingdom of God in the Gospels; Letters of Paul; book of Revelation). Then it will study the Old Testament: is there a long-term plan? If so, where is it? If so, how did it come to be?</p>	

*Hervé Tremblay*

## **ANNEXE II – NOUVEAUX COURS - THÉOLOGIE**

Doyen  
31 mars 2017

**Réunion du Conseil des études**

André Descôteaux, Maxime Allard, Michel Gourgues, Francis Peddle, Peter Foy, Hervé Tremblay, Eduardo Andújar, Daniel Cadrin

**Le lundi 25 novembre, à 10 h 30**

Salle 202 – 96, avenue Empress, Ottawa

**ORDRE DU JOUR**

1. Adoption de l'ordre du jour : À l'unanimité
2. Procès-verbal de la dernière réunion
  - 2.1 Adoption : Proposé et approuvé à l'unanimité après corrections mentionnées.
  - 2.2 Suites : Tout revient dans le rapport du président.
3. Informations et discussions concernant les trois sections du Collège :
  - 3.1 Faculté de philosophie
4. **Approbations de cours, de professeurs, de programmes s'il y a lieu**
  - 4.1 Faculté de philosophie

**FACULTÉ DE PHILOSOPHIE / FACULTY OF PHILOSOPHY**

**SÉMINAIRES DES ÉTUDES SUPÉRIEURES / GRADUATE SEMINARS**

**[Liste étendue - Extended List]**

**2017-2018**

**SEPTEMBRE - DÉCEMBRE 2017 / SEPTEMBER - DECEMBER 2017**

**DPHI 5260-6260 Séminaire II : La pensée médiévale 3**

**DPHI 5260-6260 Séminaire II**

**DPHI 5262-6262**

**3 crédits**

**DPHY 5260-6260 SeminarII: Medieval Thought 3**

**DPHY 5260-6260 Seminar II**

**DPHY 5262-6262**

**3 credits**

**Être passionné. Lire Thomas d'Aquin à propos des passions /**

**Being passionate. Reading Aquinas on passions**

Professor / Professeur: Maxime Allard, o.p.

(Bilingual Seminar / Séminaire bilingue)

Depuis quelques années, plusieurs ouvrages, inspirés par des approches et perspectives différentes, ont paru sur le traitement des passions par Thomas d'Aquin. Ce séminaire entend explorer ces propositions une fois les textes de Thomas d'Aquin replacés dans leurs contextes historiques, conceptuels et rhétoriques.

**DPHY 5350-6350 Seminar III: Early Modern and Modern Philosophy 6**

**DPHY 5350-6350 Seminar III**

**DPHY 5354-6354**

**3 credits**

**An Introduction to Leibnizian Metaphysics**

Professor: Graeme Hunter

Few philosophers can match G.W. Leibniz in either the breadth or quality of their philosophical understanding. Posterity has agreed with Leibniz's contemporaries in placing him among the leading physicists, mathematicians, theologians and philosophers of his age, and among the greatest of any age. He is remembered today for contributing the discipline of Dynamics to physics, for inventing mathematical Calculus, theological Optimism, and philosophical Monadology. Courses on Leibniz can never deal with more than a part of his immense oeuvre. This course will be a graduate-level introduction to the core concepts of Leibniz's metaphysics. We will approach each key idea using both original and secondary sources. Among the topics covered will be God, Nature, Grace, Harmony, Necessity, and Teleology.

**DPHY 5410-6410 Seminar IV: Themes in Contemporary Philosophy 2**

**DPHY 5410-6410 Seminar IV**

**DPHY 5411-6411**

**3 crédits**

**DPhi 5410-6410 Séminaire IV: Thèmes en philosophie contemporaine 2**

**DPhi 5410-6410 Séminaire IV**

**DPhi 5411-6411**

**3 credits**

**Ricœur, Taylor et Parfit sur l'identité personnelle /**

**Ricœur, Taylor et Parfit on Personal Identity**

Professor / Professeur: Jean-François Méthot

(Bilingual Seminar / Séminaire bilingue)

The theme of personal identity had animated major works in recent philosophy, both in Continental and Analytic philosophy, creating an important and fertile dialogue across the traditions. This seminar will consist in a close reading of some of the major works that mark these reflections and discussions. Paul Ricoeur, *Soi-même comme un autre* (1990), Charles Taylor, *Sources of the Self* (1989) and Derek Parfit, *Reasons and Persons* (1984) and *On What Matters* (vols. 1-2 2011; vol. 3 2017). The format will be of a reading seminar in which a chapter of the texts under study will be presented by one of the participants.

**DPHY 5410-6410 Seminar IV: Themes in Contemporary Philosophy 2**

**DPHY 5410-6410 Seminar IV**



**DPHY 5411-6411**

**3 credits**

**The Origins of Analytic Philosophy**

Professor: Iva Apostolova

In this course we will look at the very beginnings of Analytic Philosophy. We will start by looking at two of the most influential Oxford Idealists, F. H. Bradley and T.H. Green, and their notions of truth, self-evidence, and being. In the wake of 20<sup>th</sup> century, Bertrand Russell and G.E. Moore reacted to Bradley's and Green's versions of Platonic Idealism. We will focus on Russell's and Moore's responses and their subsequent 'counter-offer' to Western philosophy which becomes known as the Analytic tradition. We will also look, in passing only, at A. J. Ayer's of Bradley's philosophy, as well as Carnap's refutation of metaphysics. At the end of the course, the professor will provide a quick glimpse at where Analytic philosophy is today, in the wake of the 21<sup>st</sup> century.

**JANVIER - AVRIL 2018 / JANUARY - APRIL 2018**

**DPHY 5320-6320 Seminar III: Early Modern and Modern Philosophy 3**

**DPHY 5320-6320 Seminar III**

**DPHY 5327-6327**

3 credits

**Hegel's Science of Logic**

Professor: Francis K. Peddle

In the Introduction to the *Science of Logic* (1812 - 1816) G.W.F. Hegel remarks that logic is "the exposition of God as he is in his eternal essence before the creation of nature and finite mind." Logic is the system of pure reason, the realm of pure thought. Few texts in the history of philosophy have made as strong and as radical claim for the predominance and ubiquity of thought itself as the *Science of Logic*. Logic as a complete system is the conceptual articulation and development of the totality of the philosophical tradition as fully mediated in the Absolute Idea. There are three fundamental aspects to this logical exposition and mediation - The Doctrine of Being, the Doctrine of Essence and the Doctrine of the Concept. Likewise, it is impossible for post-Hegelian modernity to avoid a confrontation and interplay with dialectico-speculative logic. It is therefore necessary that the so-called larger logic be situated within the historical and contemporary context of our philosophical tradition. The objective of this course is to examine the overall architecture and basic categories or thought-determinations of this system of logic. The course will primarily focus on a close reading of Hegel's *Science of Logic* as well as relevant corresponding texts in the *Encyclopedia of the Philosophical Sciences*, especially the so-called smaller or *Encyclopedia Logic*.

**DPHI 5310-6310 Séminaire III : Philosophie de la renaissance et moderne 2**

**DPHI 5310-6310 Séminaire III**

**DPHI 5314-6314**

3 crédits

**DPHY 5310-6310 Seminar III: Early Modern and Modern Philosophy 2**

**DPHY 5310-6310 Seminar III**

**DPHY 5314-6314**

### 3 credits

#### **The *Corpus Hispanorum de Pace***

Professor / Professeur: Eduardo Andújar  
(Bilingual Seminar / Séminaire bilingue)

During most of the 16<sup>th</sup> Century in Europe, what has been called a theological and philosophical restoration [Maurice de Wulf] took place, principally, at the University of Salamanca.

Although the exact influence exerted by the members of the Salamanca School in the development of modern thought is still an open question, it has become increasingly clear that modern thinkers such as Descartes, Leibniz, Locke, Wolff, Pufendorf and Grotius were strongly influenced by theories developed in the School.

The members of the University of Salamanca wrote extensively about a large number of theological, philosophical and legal matters, which have been integrated in what is known as the *Corpus Hispanorum de Pace*. The seminar will explore some of the most significant theories of that *Corpus* developed by Francisco de Vitoria, Domingo de Soto, Melchor Cano, Bartolomé de las Casas and Francisco Suárez. We will focus, among other relevant points, on ethics and the natural-law theory of the state, the *communitas orbis* and the law of war, the legitimacy and the limitations of political power, the emergence of the subjective concept of *ius*, the political community as a moral entity, modern constitutionalism and the contractarian approach to political obligation.

#### **DPHI 5470-6470 Séminaire IV : Thèmes en philosophie contemporaine 8**

##### **DPHI 5470-6470 Séminaire IV**

**DPHI 5474-6474**

### 3 crédits

#### **DPHY 5470-6470 Seminar IV: Themes in Contemporary Philosophy 8**

##### **DPHY 5470-6470 Seminar IV**

**DPHY 5474-6474**

### 3 credits

#### **Philosophie des sciences et histoire des idées / Philosophy of Science and History of Ideas**

Professor / Professeur: Jean-François Méthot  
(Bilingual Seminar / Séminaire bilingue)

Dans la tradition continentale, et notamment française, la philosophie, l'épistémologie des sciences et l'histoire des idées sont profondément liées. Ce courant a peut-être culminé à l'époque de *L'archéologie du savoir*, telle que proposée par Michel Foucault. Le séminaire tentera de placer ce courant dans son contexte et d'en explorer les suites, notamment dans l'appropriation de courant par plusieurs philosophes de la tradition analytique, tels que R. Rorty et Ian Hacking, ainsi que dans les variétés de constructivismes épistémologiques présentement considérées dans la discussion philosophique et épistémologique.

#### **DPHY 5280-6280 Seminar II: Medieval Thought 5**

## **DPHY 5280-6280 Seminar II**

### **DPHY 5282-6282**

#### **3 credits**

THE MIND OF GOD - Aristotle, Pseudo-Dionysius, Thomas Aquinas

Professor: James Lowry

Human intellectual history after the High Middle Ages has been a relentless descent from the high ground of Heaven to the rift valley of the underworld - from the Mind of God to the mindlessness of matter - from the light of intelligibility to the murky bleakness of chance. The path to the present has had many high points and many hopes - but the hard won destination unexpectedly leads to a spirit longing for justice, for art free at last, for conclusive evidence - to a spirit imprisoned in an imaginary world, given yet claimed as its very own - a self-imposed world where evidence seeking a conclusion always seems to morph into a conclusion seeking for evidence. Faith exchanged for Evidence - the form of both the same as different in the grip of Imagination - always between intellect and sense, sense and intellect. The human story remains unfulfilled and unfulfillable unless there is a “restoration of all things” – a re-acquaintance with the Mind of God – a third path leading out of Tartarus to Olympus making the way stations of justice, art and evidence an experience empowered by excitement and meaning and the promise of achievement gathered not lost. Bonaventure was captivated by the idea of a journey by our soul into the Mind of God. Our three were astonished at God’s completeness - Aristotle at God’s self- relation to all else always existing - Pseudo-Dionysius and Thomas at the teleology of God’s procession and return - at His creative life and preexistent love - at His timeless enfolding of time. The class will study their astonishment in the hopes of empowering our own.

---

## **DPHY 4330 Seminar LYU IV: Themes in Contemporary Philosophy 3**

### **DPHY 4330 Sem. IV: Th. Contemp. Phil. 3**

#### **DPHY 4333**

#### **3 credits**

### **Philosophy of Economics. Perspectives on Inequality and Poverty**

Professor: Francis K. Peddle

This course examines the diverse and significant connections between ethics, economics, equality, and poverty within the context of the recent trends towards extreme inequality of income and wealth, global financialization, wage suppression, debt deflation, and the ongoing after effects of the 2008 global financial crisis. In the twentieth century economics has been primarily descriptive and often neutral with respect to moral considerations, or it investigates these considerations from a very narrow, usually utilitarian, perspective. Social and economic philosophers in the tradition of classical political economy sought to integrate normative economics with the positive science of wealth creation. This integration has important implications for contemporary developments in post-neoclassical economics where qualitative and ethical evaluations are coming to be viewed as essential components of economic policy development. This course is an in-depth analysis of the concepts of economic justice, liberty, wealth, social economics, inequality, poverty as well as the more philosophical considerations of equalities of opportunities and benefits as found primarily in the writings of such classical political economists and philosophers as Adam Smith, David Ricardo, Thomas Malthus, G.W.F. Hegel, Karl Marx, John Stuart Mill, Henry George, Alfred Marshall, Knut Wicksell and John Maynard Keynes as well as current views of Joseph Stiglitz, Thomas Piketty, Anthony Atkinson and others on how to

resolve inequality, reduce poverty, and address the ongoing economic crisis. The interaction between philosophical presuppositions about human nature, political philosophy, economic theory, and the juridical structure of civil society will be a central focus of the course. An effort will also be made to compare the central ideas of classical political economy and philosophical economics with contemporary articulations of these ideas and to look for broader philosophical explanations of economic discussions of inequality and the nature of poverty.

Approuvés en bloc.

## 4.2 Faculté de théologie

Offre de cours – Année universitaire 2017-2018

Les nouveaux cours à approuver sont précédés d'un \*. Les descriptions des nouveaux cours se trouvent à la fin du document. Certains cours déjà approuvés comportent une nouvelle description.

Premier cycle en français

### Étude des sources

DTHI 3161 AT 3 Introduction aux livres sapientiaux

DTHI 1220 NT 1 Les écrits pauliniens

DTHI 1320 HÉ 1 Les premiers siècles Réforme et Contre-Réforme

### Bloc 1

DTHI 1442-1443 Le mystère de Dieu (6 crédits)

### Bloc 2

DTHI 3462 Trois sacrements à redécouvrir (Pénitence, mariage, sacrements des malades)

### Bloc 3

DTHI 1520 Théologie morale fondamentale

DTHI 1521 Anthropologie théologique

= total de 24 crédits

### Cours de langue

DTHI 4002 Grec biblique

Undergraduate Studies in English

### Sources Study

DTHY 2140 OT 2 Introduction to Prophetic Books

DTHY 3260 NT 3 The Gospel of John

DTHY 3360 HC 3 Protestant and Catholic Reformations

\* DTHY 4120 "In the Beginning": Gen 1–11

### Block 1

DTHY 2441-2442 Christology (6 credits)

**Block 2**

DTHY 2461 Sacraments 1: Baptism and its Confirmation

**Block 3**

DTHY 2542 Hope and Charity

= 24 credits

**Language Course**

DTHY 4002 Biblical Greek

**Summer Course**

\* DTHY 4565 Ways of Prayer

Cycles supérieurs

M.A. Th. français

**Séminaires de recherches** (cf. English)

\* DTHI 6580 Bioéthique et théologie

\* DTHI 6362 La réforme protestante

**Cours optionnels** (dans le cadre des DESS)

DESS Bible et culture: \* DTHI 5110 \ 5111 \ 5112 La Bible et son histoire

DESS Éthique et soins : \* DTHI 5560 \ 5561 \ 5562 Éthique, spiritualité et accompagnement

DTHI 5080 Méthodes Théologiques (Équipe)<sup>1</sup>

M.A. Th. English

**Research Seminars** (cf. français)

\* DTHY 6580 Bioethics and Theology

\* DTHY 6362 The Protestant Reformation

**Electives**DTHY 5401 Engaging the Thought of Bernard Lonergan<sup>2</sup>

\* DTHY 5115 The Plan of God in the Bible

DTHY 5080 Theological Methods (Team)

Description des nouveaux cours

Premier cycle en français

**DTHI 1442 Le mystère de Dieu I : L'identité de Dieu**

Ce cours traite d'abord de l'identité du Dieu Unique. Connaître Dieu s'oppose à l'indifférence et l'idolâtrie. Quels sont les noms de Dieu et quel est le sens de son invocation? Comment la raison argumente-t-elle que Dieu existe? Comment envisager de façon à la fois chrétienne et rationnelle la transcendance de Dieu, sa toute-puissance, son rapport à la souffrance, etc. Le cours aborde ensuite l'identité trinitaire du Dieu unique : la confession trinitaire

<sup>1</sup> Les cours optionnels des cycles supérieurs en français devront se prendre parmi les cours des DESS.

<sup>2</sup> Ce cours a été approuvé pour l'année universitaire 2016-2017, mais a dû être annulé. Il sera de nouveau proposé à la prochaine année universitaire 2017-2018.

est-elle incluse dans le monothéisme juif? Comment le dogme trinitaire a-t-il été élaboré par les Pères de l'Église et les conciles?

### **DTHI 1443 Le mystère de Dieu II : Trinité et Créateur**

Ce cours explore d'abord les grandes voies de la théologie trinitaire : le rôle fondateur de saint Augustin pour l'Occident; l'apport spéculatif de saint Thomas d'Aquin ; la perspective de l'Orthodoxie byzantine et le dialogue œcuménique sur le Saint-Esprit. Des questions particulières sont aussi traitées en termes contemporains : comment envisager un Dieu Père? Jusqu'où la Trinité est-elle un modèle de communauté? Le cours interroge ensuite l'action créatrice de Dieu et sa souveraineté à l'épreuve du mal, objet d'espérance. Cela conduit à une théologie renouvelée de la Providence.

### **DTHI 1520 Morale fondamentale**

Ce cours offre une introduction aux éléments de base constituant l'éthique chrétienne et aux discours la structurant. Il est composé de deux grandes parties. La première porte sur les fondements de l'éthique chrétienne : l'histoire de son développement, les sources, les approches et les méthodes. La deuxième porte sur la réflexion éthique et les catégories clés de la théologie morale : la loi morale, l'agent moral, l'acte moral et la vie morale.

### **DTHI 3462 Trois sacrements à redécouvrir**

Même s'ils font partie depuis longtemps de la vie des croyants, la pénitence, le mariage et l'onction des malades sont loin d'être des sacrements bien compris. Nous prendrons le temps de retracer l'origine ainsi que le développement de chacun d'eux au cours des siècles. C'est l'unique façon de parvenir à bien saisir la raison d'être et la signification de ceux-ci à notre époque.

## **5. Undergraduate Studies in English**

### **DTHY 4120 "In the Beginning": Gen 1–11**

For centuries, the first chapters of the book of Genesis have been misunderstood because they were read as historical accounts. When science grew stronger in the 19<sup>th</sup> century and archeological discoveries "seemed" to contradict the Bible, the famous conflict began. This course will first propose an exegetical approach for a more accurate reading of Gen 1–11. Then it will study more in details the main texts: the two so-called Creation Narratives (Gen 1–2); the so-called Original Sin (Gen 3); the Cain and Abel narrative (Gen 4); the Great Flood (Gen 6–9); the Tower of Babel (Gen 11) and the Genealogies (Gen 5; 10).

### **DTHY 2441 Christology I: Portraits of Jesus**

Is there a contemporary Jesus? The figure of Jesus is regularly portrayed anew. Nowadays, historical pictures lead the market. Is there any coherence between the Christ of Paul, the historical Jesus and the Christ of councils? How could we present or encounter Jesus with our contemporary culture? Could it help us reading the first testimonies of faith with a renewed interest? This course offers an inventive way to accomplish that.

### **DTHY 2442 Christology II: Christ of the Christian Tradition**

This course deals with the core of Christian faith: the organic coherence of the Creed stemming from Easter; the Incarnation of the Son of God as mission and salvation. This course integrates the major outcomes of the Western Tradition, especially regarding the meaning of the Cross, taking care of ecumenical debates.

### **DTHY 2542 Hope and Charity**

This course offers a reflection on the theological notions of hope and charity in relation with the development of moral life. Through a survey of biblical sources and some theological developments of the Tradition, the lectures aim at understanding the nature and meaning of the Christian notions of hope and charity, by analyzing the conditions, foundations and multiple expressions of these theological realities in the moral and spiritual life of Christians and in the Church.

### **DTHY 4565 Ways of Prayer**

*A one-credit undergraduate course: 6 evenings from 7 to 9 p.m., on Tuesdays and Thursdays: May 23, 25 and 30; June 1, 6 and 8.*

This course will offer students an opportunity to identify more clearly their own way of praying, to ponder various methods and to sympathetically understand ways practiced by other people.

Various types of prayer will be examined: in the Bible, in St. Thomas Aquinas, among Eastern Orthodox Christians, among modern prayerful people, Catholic and Protestant, Spiritual and psychological aspects of maturing in prayer will also be discussed.

Études supérieures – Graduate Studies

### **DTHIY 6362 La réforme protestante – The Protestant Reformation**

(This seminar will be offered in English and French)

Ce séminaire présentera le contexte de la Réforme protestante, puis permettra aux étudiants de se familiariser avec la vie et l'œuvre des principaux réformateurs : Martin Luther, Huldrych Zwingli, Jean Calvin et Menno Simmons. En plus d'ouvrages généraux, les étudiants utiliseront les écrits de ces théologiens protestants. Du côté catholique, la figure de Gasparo Contarini et l'enseignement du concile de Trente illustreront la position catholique. L'étude théologique portera sur un point précis (déterminé à l'avance par le professeur) : l'eucharistie/repas du Seigneur, l'Église, le ministère ordonné.

### **DTHI 5110-5111-5112 La Bible et son histoire**

Connaissance du monde de la Bible et des processus de formation des livres.

Connaissance des manières dont la Bible fut interprétée au cours des siècles.

6.

<b>Module 1</b>	Le monde ancien et sa culture	HT
<b>Module 2</b>	La formation de l'AT et de ses corpus Qu'est-ce que l'histoire pour les anciens et pour nous?	HT
<b>Module 3</b>	La formation du Nouveau Testament	MG
<b>Module 4</b>	La formation du canon; le sens de l'histoire pour les anciens	MG
<b>Module 5</b>	Les Pères de l'Église et le Moyen-âge	JD
<b>Module 6</b>	L'apparition de la méthode historique et de l'exégèse contemporaine	JD

### **Modules 5 et 6 (proposition)**

Pour les modules 5 et 6, j'aurais l'intention de prendre quelques textes de Romains et d'en étudier les interprétations patristiques, médiévales, l'interprétation de Luther et les interprétations contemporaines à la lumière de la méthode historico-critique. Je montrerais en même temps les caractéristiques de l'interprétation au cours de des grandes périodes de l'histoire de l'exégèse.

### **DTHI 6580 Bioéthique et théologie / DTHY 6580 Bioethics and Theology**

Le développement des sciences du vivant et les avancées de la biomédecine soulèvent de nombreux enjeux éthiques et suscitent des débats de société : procréation médicalement assistée, ingénierie génétique, biotechnologies, clonage, interventions sur le corps et le cerveau humain, médicalisation du début et de la fin de la vie, etc. Dans ces débats bioéthiques, la théologie peut-elle encore avoir une place et une voix pertinentes? Quelle contribution est-elle en mesure d'apporter ? Quelles ressources peut-elle mobiliser pour être en mesure de réinventer une parole créative dans l'élucidation des enjeux éthiques et dans l'élaboration de repères éthiques pour la société contemporaine?

Many ethical issues and societal debates are raised by the development of life sciences and the advances in biomedicine: medically assisted procreation, genetic engineering, biotechnology, cloning, interventions on the human body and the brain, medicalization of the beginning and the end of life, etc. In these bioethical debates, can theology still be relevant? What type of contribution is theology in a position to provide? What are the resources that theology can mobilize in order to reinvent a creative discourse that could help elucidate ethical issues and elaborate ethical reference points for contemporary society?

### **DTHI 5560 \ 5561 \ 5562 Éthique, spiritualité et accompagnement I, II, III**

Ce cours en trois volets vise à explorer les enjeux éthiques liés à l'expérience spirituelle des personnes malades et souffrantes et à réfléchir sur l'intégration des aspects spirituels dans les pratiques de soin et d'accompagnement. Les thématiques suivantes seront abordées : spiritualité et expérience de la maladie; mort, souffrance et approche spirituelle; intégration de la dimension spirituelle dans les pratiques de soin; accompagnement spirituel des personnes malades.

### **DTHY 5115 The Plan of God in the Bible**

It is commonly assumed that the Bible teaches that there is a clear long-term plan of God to lead history towards its fulfilment. If this is true for the New Testament, this is not necessarily so for the Old Testament. After the introduction (definition, methodology), this course will first approach the theme from the New Testament perspective (Kingdom of God in the Gospels; Letters of Paul; book of Revelation). Then it will study the Old Testament: is there a long-term plan? If so, where is it? If so, how did it come to be?

### **DTHY 5401 Engaging the Thought of Bernard Lonergan**

The goal of this course is to show that an exploration of religious and intellectual conversion can ground a reflection on Christian faith that discusses the issues of authenticity and truth with rigour and depth. Through the examination of Louis Roy's recent book on Lonergan and of excerpts from Lonergan's writings, we shall examine themes such as human intentionality and its cognitive and affective dimensions, critical realism, method in theology, historical consciousness, pluralism and orthodoxy.

Approuvé en bloc.





Procès-verbal de la réunion du Conseil élargi de la Faculté  
Mercredi 18 janvier 2017, 13h30

Présences : professeurs Claude Auger, Didier Caenepeel, Aurélie Caldwell, Jean Doutre, Emmanuel Durand, Michel Gourgues, Marie-Thérèse Nadeau, Hervé Tremblay, doyen; Miriam Westen, représentante étudiante. Est excusé : Louis Roy.

**1. Prière, bienvenue et adoption de l'ordre du jour**

Après une prière et mots de bienvenue, l'ordre du jour est adopté (Hervé Tremblay, Claude Auger).

**2. Procès-verbal de la réunion du 23 novembre 2016**

**3. Deuxième semestre de l'année 2016-2017**

**4. Offre de cours de la prochaine année universitaire 2017-2018**

Les professeurs étudient le document préparé par le doyen. Marie-Thérèse Nadeau note qu'il faut ajouter la session d'été à Tracadie. L'offre de cours est approuvée, et le doyen fera la répartition par semestre pour la prochaine réunion. Les professeurs sont invités à remplir la fiche descriptive pour chaque cours (expédiée par Micheline Lalonde) d'ici le 30 janvier, pour faire approuver les nouveaux cours par le Conseil des études; suivra l'approbation par le Sénat de l'Université Carleton.

**5. Examen de synthèse**

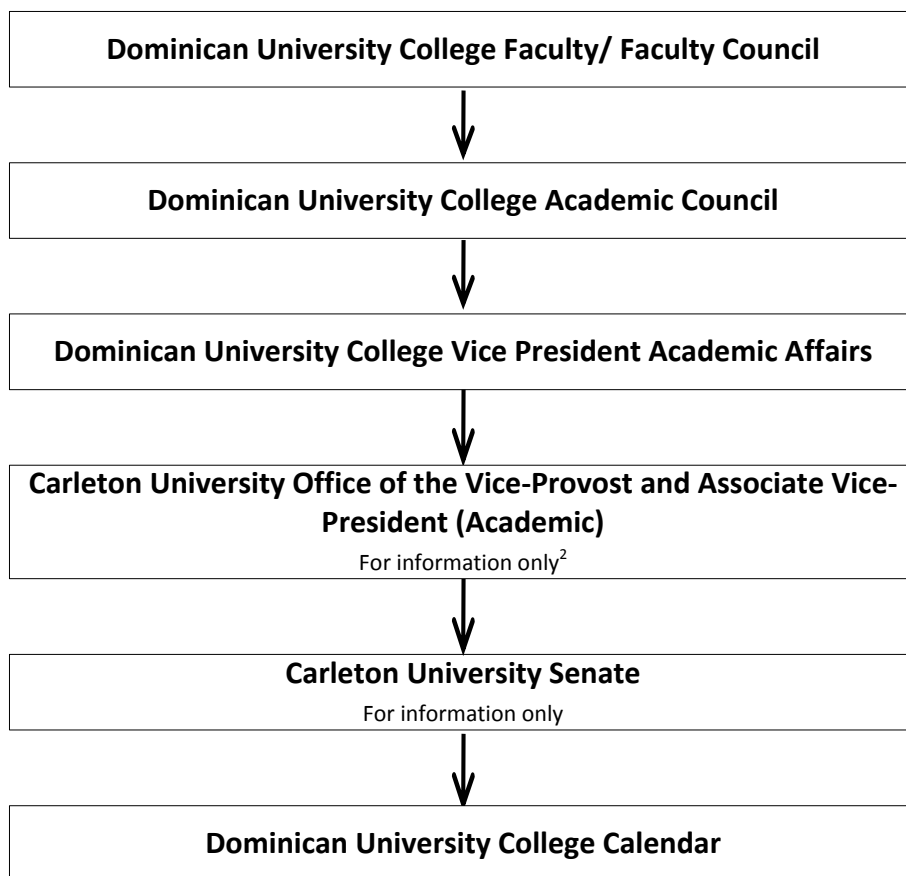
**6. Événements à venir**

**7. Vie étudiante**

**8. Dates des prochaines rencontres**

Claude Auger, secrétaire de la faculté

## Minor Modifications<sup>1</sup>



Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

<sup>1</sup> Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

<sup>2</sup> The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Carleton University Committee on Quality Assurance if it feels that useful advice and/or comment could be provided to Dominican University College.