

Office of the Vice-Provost and Associate Vice-President (Academic)

memorandum

DATE:

November 18, 2016

TO:

Senate

FROM:

Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic), and Vice-Chair,

Senate Academic Program Committee

RE:

Post-Baccalaureate Diploma in Film Studies - New Program Approval

SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed Post-Baccalaureate Diploma in Film Studies in to commence with effect from Fall 2017.

Senate Motion

THAT Senate approve the proposed Post-Baccalaureate Diploma in Film Studies to commence with effect from Fall 2017.

Background

The Post-Baccalaureate Diploma is intended for students applying for admission into the M. A. in Film Studies who have at least an 8.0 grade point average but minimal background in Film Studies.

Attachments

Executive Summary Courseleaf entry

6 October 2016

Executive Summary for the proposed Film Studies Post-Baccalaureate Diploma

1. Proposed Program Description

Film Studies is proposing to create a Post-Baccalaureate Diploma, and is therefore, seeking Expedited Program Approval.

The Post-Baccalaureate Diploma is intended for students applying for admission into the M. A. in Film Studies who have at least an 8.0 grade point average but minimal background in Film Studies.

Currently, we ask such students to complete a "Qualifying Year" before applying to the M. A. program. Completion of the Qualifying Year is not a guarantee of admission into the program and, furthermore, it does not provide students with any credentials upon completion. Students who complete the Q-Year but for whatever reason do not continue in the M. A. program can, therefore, end up, in effect, with no formal credential. Thus we are proposing to remove the Q-Year option and replace it with the Post-Baccalaureate Diploma so as to provide students who complete the additional year with a potentially meaningful credential.

One entailment of the proposed modification is that it will become necessary to remove the Q-Year from the calendar as an option to avoid any confusion on the part of students, international or domestic, who may be considering the option of spending a preparatory year at Carleton prior to their reapplication to the M. A. program.

The creation of the Post-Baccalaureate and removal of the Q-year will have no impact on the Learning Outcomes of the either the undergraduate or the graduate programs in Film Studies. Current and continuing students will be unaffected. The improvement will concern prospective M. A. students, who will now be able to come to Carleton knowing that they will gain a

meaningful credential even if they are ultimately unsuccessful in applying for admission into the M. A.

Once the Q-year is removed and the Post-Baccalaureate is created, we will promote this new option and its advantages, and anticipate that it will help recruit a larger number of international students.

What follows immediately below is the calendar language and program structure for the proposed Diploma, together with the rationale

Post-Baccalaureate Diploma in Film Studies (4.0 credits)

Admission to this program requires the permission of the Film Studies program. Normally, students would be required to have completed an undergraduate degree with a minimum B average or higher to be admitted. Applications will be reviewed on a case-by-case basis.

Requirements:

1. 2.5 credits in: 2.5

FILM 2000 [2.0] Introduction to Film Theory and Analysis

FILM 2606 [0.5]

FILM 2607 [0.5]

FILM 4001 [0.5] History of World Cinema I

History of World Cinema II

Research and Critical Methodologies

- 2. 0.5 credit in Film Studies electives at the 3000 level 0.5
- 3. 1.0 credit in Film Studies electives at the 4000 level 1.0

With the approval of the Film Studies undergraduate supervisor, 0.5 credit may be taken outside the department

Rationale:

The proposed Post-Baccalaureate Diploma is intended for students applying for admission into the M. A. in Film Studies who have at least an 8.0 grade point average but minimal background in Film Studies. We now

ask such students to complete a "Qualifying Year" before re-applying to the M. A. program. We are here proposing to replace the Qualifying Year option with the Post-Baccalaureate Diploma so as to provide students who complete the additional year with a more meaningful credential. A Post-Baccalaureate Diploma is a more attractive option for international students, who, in some cases, can apply for funding to complete a Diploma. In recent years, the students who have been asked to do a qualifying year have been mainly international students. A Diploma is preferable for a further reason: unlike the Qualifying Year, it does not imply that students who complete it will necessarily be admitted into the M.A. program.

2. Current International, National and Provincial Profile

The proposed Post-Baccalaureate Diploma in Film Studies is the only such program in the province, as far as we are aware. The addition of the Diploma will further distinguish our program at the Provincial, National, and International levels.

While virtually every university in Ontario offers some film studies courses, only 11 offer full undergraduate programs in cinema (Brock, Carleton, Wilfrid Laurier, McMaster, UOttawa [as of 2014], Queen's, Ryerson, UToronto, UWaterloo, Western and York). Across Canada, another 10 universities can also claim to offer standalone film studies undergraduate programs (UVictoria, UBC, SFU, UCalgary, UAlberta, URegina, UManitoba, Concordia, UMontreal, NSCAD).

Among all of those, only *five* Canadian university programs are mentioned among the "top film schools around the world", according to the "QS Worldwide University Rankings": Concordia, SFU, UBC, York and *Carleton*.¹ Of these five top schools, only Carleton has a stand-alone Film Studies program that is not associated with a film production component. This distinctiveness applies to both the undergraduate and graduate programs. Our focus on film history, theory and criticism has allowed us to concentrate our energies on scholarly excellence. Over time, Carleton has

¹ http://www.topuniversities.com/courses/communication-media-studies/top-film-schools-around-world

emerged as the only program with a *coherent profile* on the study of national cinemas within a global context. While our two largest competitors, Concordia and York, do include important national cinema scholars in their midst, neither has the strong research emphasis on the cinemas of Africa, East Asia, India, Europe and North America that is found at Carleton.

It is not surprising that Carleton would have developed such a robust focus on world cinema, given the presence of embassies and consulates in Ottawa, which facilitates global networking. The most striking example of **Film Studies'** active commitment to world cinema and global learning is the course "African Cinema on Location", which involves students and faculty traveling to Africa, to the city of Ougadougou in Burkina Faso, a major film centre which each year hosts the Fespaco festival, the major African film festival. Students in the course spend three weeks in Ougadougou where they meet producers, directors, writers, educators, and others involved in the film industry in Africa.

Acknowledging both the popularity of world cinema as an academic field and the suitability of Ottawa as a location for world cinema study is the recent initiative at the University of Ottawa to create a world cinema undergraduate degree. We welcome this development and have contacted the relevant parties at UOttawa concerning the possibility, once their program is well-established, of arranging transfer credits and other such interaction with Film Studies at Carleton. Carleton's program and its new counterpart at the University of Ottawa are quite different in their approaches to the cinemas of the world. While the faculty complement at UOttawa are primarily specialists in geographical areas who incorporate film as part of an analysis of specific cultural and social practices, we at Carleton are first and foremost film scholars who have specialized in various national cinemas. As such, the two programs can be highly complementary with great film studies strength at Carleton and cultural studies expertise at the University of Ottawa. Because of this complementarity, a long term project is to establish a Joint graduate program in World Cinema, which would be unique in Canada. But nothing concrete is likely to happen over the next few years. Section J also addresses this long-term plan. The proposed Post-Baccalaureate Diploma, which is likely to prove especially attractive to international students, will contribute further to the distinctiveness of Carleton's Film Studies program.

3. Mission and Strategic Directions

The Film Studies program regards the proposed Post-Baccalaureate Diploma as integral to our project of training students to examine critically and historically the moving-image cultures that surround them both locally and globally. Students in Film Studies acquire general communication and critical thinking skills, discipline-specific skills, as well as the higher-order cognitive skills of cross-cultural intelligence and research project management, all of which are thoroughly transferrable. Discipline-specific skills are gained through analysis of audiovisual texts and research projects on major developments in moving-image theory and history. Students who take the practicum/internship in their fourth year or at the graduate level also undergo professional development relevant to a variety of film- and media-related careers. The education provided through Film Studies engages with all four themes articulated in "Collaboration, Leadership and Resilience: Sustainable Communities--Global Prosperity," the Carleton University Strategic Integrated Plan, 2013-2018.

Studies is "Theme 3," which states that "Carleton University will be nationally and internationally known for being student centred, linking its academic endeavours and student supports to empower students as productive and engaged citizens in an increasingly diverse world." The proposed Post-Baccalaureate Diploma contributes directly to the commitment of Film Studies "to expanding student opportunities for learning enrichment and engagement outside of the classroom through research and experiential and immersive learning." Essential here is the Diploma's appeal for international students who wish to transition into graduate studies while also acquiring a formal credential.

The new Diploma can be compared to other initiatives undertaken by the Film Studies program to provide opportunities for students that go beyond ordinary undergraduate and graduate course offerings. These initiatives include the practicum and internship courses that each year place

undergraduate and graduate students in film-related institutions where they put their academic training to work. Film Studies is also committed to promoting opportunities for students to gain international experiences abroad. The already-mentioned course "African Cinema on Location," which involves students and faculty traveling to Burkina Faso, is our highest profile example. But we have also supported other smaller-scale initiatives that have exposed our students directly to other film cultures. For instance, in the spring of 2015 we facilitated an internship for one of our undergraduate students at the prestigious Cannes Film Festival, and a few years back, we also facilitated an internship at FOX Studios in LA. At a more local level, we have recently implemented "fieldtrips" for senior undergraduate and graduate students to important film festivals in the region, such as TIFF and the Montreal International Documentary Festival. And we have also financially assisted graduate student attendance at international conferences, including the annual meeting of the US-based Society for Cinema and Media Studies.

4. Impact on Other Programs

This modification will have no impact on any other academic programs at Carleton U.

Societal Need

Film Studies shares the university's commitment to the principle that research and teaching ought to respond to societal needs. The most important way in which we respond to current and future social needs is by teaching students the concepts and skills necessary for them to engage critically with the moving-image media that increasingly saturate the social world. Film scholars, like art historians, have always been fully aware of the crucial importance of visual literacy in our culture, and famous filmmakers like George Lucas and Martin Scorsese have long advocated for visual literacy to become "an integral part of teaching and learning in schools instead of being relegated to the artsy peripheral of formal education." However, it is only relatively recently that academia as a whole has realized the centrality of this skill in the everyday operations of 21st

century society. A 2011 report from the US-based Association of College and Research Libraries stated: "the importance of images and visual media in contemporary culture is changing what it means to be literate in the twenty-first century. Today's society is highly visual, and visual imagery is no longer supplemental to other forms of information... Individuals must develop these essential skills in order to engage capably in a visually-oriented society. Visual literacy empowers individuals to participate fully in a visual culture." And increasingly articles have appeared in scholarly journals to promote the pedagogical integration of visual literary in the social sciences, international relations, business, and even engineering and the natural sciences! The emergence of audiovisual digital media as the 21st century's dominant form of information dissemination and entertainment does not only make of Film Studies a cornerstone of a broad liberal arts education, but renders our discipline a crucial contributor to higher education across all disciplines.

6. Student Demand

Each year we receive applications from prospective students who impress as potentially promising but who do not quite meet our admission requirements. We sometimes propose to these candidates the option of a Q-year. But generally few of these students elect to pursue the Q-year, which provides neither guarantee of acceptance in the M. A. program after completion nor an independent credential. We anticipate that the Post-Baccalaureate will provide for prospective M. A. students a more attractive alternative because it provides not only a pathway into the M. A. but a concrete outcome upon completion: a diploma.

In recent years, the students we ask to do a qualifying year have been mainly international students. We expect that a Post-Baccalaureate Diploma will be particularly attractive for international students who can apply for funding in their country of origins if they working toward an internationally recognized formal credential such as a diploma.

7. Governance and Resources

No additional resources are required for the proposed modification. With regard to governance, the School for Studies in Art and Culture will administer the program and manage the courses and requirements.



Institutional Quality Assurance Process

Major Modifications Not Requiring a Library Report

Date: October 17, 2016

From: Alana, Skwarok, Reference Services

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

cc Charlie O'Brien, Graduate Supervisor, Film Studies

Brian Foss, Director of the School for Studies in Art and Culture

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

Laura Newton Miller, Assessment 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 major modification of the following program:

Post-Baccalaureate in Film Studies

This is a formal notification for your records.

New Program Proposal

Date Submitted: 07/18/16 4:47 pm

Viewing: DIP-FSPB: Post Baccalaureate Diploma in Film Studies

Last edit: 09/23/16 8:13 am

Last modified by: kittykrupop

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

- 1. 07/19/16 11:28 am
 Brian Foss (brianfoss):
 Approved for ARTC
 ChairDir UG
- 2. 08/30/16 11:02 am Sukeshi Kamra (sukeshikamra): Approved for AS Dean
- 10/21/16 11:29 am Sukeshi Kamra (sukeshikamra): Approved for AS FCC
- 4. 11/11/16 4:15 pm Sukeshi Kamra (sukeshikamra): Approved for AS FBoard
- 5. 11/15/16 11:28 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 6. 11/15/16 12:32 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP
- 7. 11/16/16 8:13 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 8. 11/17/16 11:17 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Effective Date 2017-18

Workflow majormod

Program Code DIP-FSPB

Level Undergraduate

Faculty Faculty of Arts and Social Sciences

Academic Unit School for Studies in Art and Culture

Degree

Title Post Baccalaureate Diploma in Film Studies

Program Requirements

Post-Baccalaureate Diploma in Film Studies (4.0 credits)

Admission to this program requires the permission of the Film Studies program. Normally, students would be required to have completed an undergraduate degree with a minimum B average or higher to be admitted. Applications will be reviewed on a case-by-case basis.

Requirements:

1. 2.5 credits in:		2.5
FILM 2000 [1.0]	Introduction to Film Theory and Analysis	
FILM 2606 [0.5]	History of World Cinema I	
FILM 2607 [0.5]	History of World Cinema II	
FILM 4001 [0.5]	Research and Critical Methodologies	
2. 0.5 credit in Film Studi	es electives at the 3000-level	0.5
3. 1.0 credit in Film Studi	es electives at the 4000-level	1.0
Total Credits		4.0

With the approval of the Film Studies undergraduate supervisor, 0.5 credit may be taken outside the department.

New Resources No New Resources

Summary New Post Baccalaureate Diploma in Film Studies

Rationale The proposed Post-Baccalaureate Diploma is intended for students applying for

admission into the M. A. in Film Studies who have at least an 8.0 grade point average but minimal background in Film Studies. We now ask such students to complete a "Qualifying Year" before re-applying to the M. A. program. We are

here proposing to replace the Qualifying Year option with the Post-

Baccalaureate Diploma so as to provide students who complete the additional year with a more meaningful credential. A Post-Baccalaureate Diploma is a more attractive option for international students, who, in some cases, can apply for funding to complete a Diploma. In recent years, the students who have been asked to do a qualifying year have been mainly international students. A Diploma is preferable for a further reason: unlike the Qualifying Year, it does not imply that students who complete it will necessarily be admitted into the M.A. program.

Transition/Implementation

Ready for implementation

changed academic unit to SSAC/sbauer

Program reviewer comments

sandrabauer (07/18/16 4:46 pm): Rollback: Academic unit should be changed to School for Studies in Art and Culture and resubmitted. kittykrupop (09/23/16 8:13 am): Update program code

Key: 1494



Office of the Vice-Provost and Associate Vice-President (Academic)

memorandum

DATE:

November 18, 2016

TO:

Senate

FROM:

Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic), and Vice-Chair, Senate

Academic Program Committee

RE:

Curatorial Studies master's-level graduate diplomas (Type 2 & 3)

New Program Approval

SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed master's-level graduate diplomas in Curatorial Studies to commence with effect from Fall 2017 contingent on the approval of the Carleton University Committee on Quality Assurance.

Note: Contingency met November 23, 2016.

Senate Motion

THAT Senate approve the proposed master's-level graduate diplomas in Curatorial Studies to commence with effect from Fall 2017.

Background

The program is a graduate diploma in Curatorial Studies open to students already enrolled in an M.A. or Ph.D. program at Carleton University, or to museum professionals seeking to upgrade their credentials.

Attachments

Self-Study with Appendices

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the master's-level graduate diplomas (Type 2 & 3) in Curatorial Studies will be authorized to commence.



Institutional Quality Assurance Process

Curatorial Studies

Master's Graduate Diplomas

Type 2 – Concurrent

Type 3 – Direct Entry

New Program Approval - Expedited Approval Process

Volume 1: Self-Study

July 2016

Ming Tiampo, Director, Institute for Comparative Studies in Literature, Art and Culture Date:
Wallace Clement, Dean, Faculty of Arts and Social Sciences Date:
Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Date:
Committees Reviews and Approvals
Vice-President Academic and Research Committee: May 27, 2016
Financial Planning Group: N/A
Program and Planning Committee: September 7, 2016
Graduate Faculty Board:
Carleton University Committee on Quality Assurance Senate:
Academic Program Committee:
Senate:
Quality Council:

Approvals

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Appendix 2: Proposed Calendar Course Descriptions

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Appendix 4: Business Plan

Appendix A: Survey of Comparable Academic Programs

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Appendix D: Letters from Partners and Prospective Employers

Appendix E: Associated Faculty

A. The Program

A.1. Program overview

Introduction

This document proposes the creation of a Curatorial Studies Diploma Program (Type 2 and 3), unique in Canada in its application to a wide range of disciplines and exhibition contexts. The proposed program will offer domestic and international students an unparalleled opportunity for bridging subject knowledge expertise with the applied curatorial skills sought by today's cultural institutions. Its uniqueness arises from two key factors: 1) its disciplinary flexibility, which combines professional skills with disciplinary training in art history, Canadian studies, film studies, music, history, anthropology and other disciplines, and, 2) its pluralist orientation, which will draw on the internationally-recognized expertise of Canada's cultural institutions in accommodating and celebrating diversity, a reputation which will make the diploma powerfully attractive to international students.

The diploma in curatorial studies will also complement and enhance existing programming, such as Art History, Indigenous Studies, Public History, and Heritage Conservation. Together with such programs, the Curatorial Studies Diploma Program will contribute significantly to establishing Carleton as a centre of excellence for training and research in the public humanities. The proposed program offers a concrete way for Carleton to promote and become better recognized for its innovative work in public knowledge dissemination and community engagement through museums, memorials, festivals and the digital humanities.

The proposed diploma is a 3.0 credit program comprised of: a) 1.0 core credit for two one term pro-seminar courses in curatorial studies: CURA 5000, a new interdisciplinary course covering theoretical and methodological issues, and either CURA 5001 (visual arts), which will replace ARTH 5777 or CURA 5002 (material and intangible cultures), which provide discipline-specific instruction in curatorial practices; b) 1.0 credit for elective cognate courses (which, for the Type 2, may be fulfilled by courses from the student's core discipline); and c) 1.0 credit of practicum, CURA 5011 and CURA 5012, to take place within a museum, archive, or related cultural institution at Carleton University or off- campus. We anticipate that the Type 2 option will be of interest to students pursuing graduate degrees in Anthropology, Architecture, Art History, Canadian Studies, Cultural Mediations, Child Studies, Digital Humanities, Film Studies, Geography, History, Indigenous Studies, Communications Studies, Music, Sociology, Women's and Gender Studies, etc. The Type 3 option will be of interest to professionals working in Canadian cultural institutions and international students seeking to develop their curatorial practice.

The Genesis of the Program

The proposed initiative has been the subject of careful long-term planning. The idea of developing specialized training in the area of curatorial studies has been under discussion at Carleton for many years, as might be expected at a university located in the heart of Canada's greatest concentration of national museums, archives and heritage institutions. The institutional infrastructure and faculty resources needed to offer the Program have also been developing at Carleton for more than two decades. Their work has influenced and contributed to the dramatic growth of scholarly literature and curatorial practice in this field internationally. For the past two years, Art History has been piloting a concentration in curatorial studies, which has enabled us to test the delivery and structure of the program, as well as to assess the market interest. The Curatorial Studies Diploma, which will have much broader application, will replace the Concentration in Art Exhibition and Curatorial Practices in the M.A. in Art History, and that concentration will be deleted. To effect a seamless transition from the concentration to the interdisciplinary Curatorial Studies Diploma, students who have taken ARTH 5777 (Art Exhibition Studio) will be considered to have fulfilled the requirements of CURA 5001 and will permitted to take CURA 5000, thereby upgrading their

concentration to the diploma. In addition, a number of key partnerships have been built, including those with the National Gallery of Canada, the Canadian Museum of History and the Museum of Science and Technology, augmenting our ability to provide an educational experience that balances theory and practice. Through the Curatorial Studies Diploma Program, these investments in infrastructure, faculty, and partnerships will be consolidated.

Disciplinary Flexibility

Curatorial skills are being claimed today in an extraordinarily wide range of contexts. Film and music experts curate festivals and programs, fashion magazines invite their readers to 'curate' their wardrobes, home decorators 'curate' rooms and houses, and food columnists 'curate' menus and restaurants. This practice is being translated into a range of fine art and popular culture contexts from a more rarified world of collections and museums with breathtaking speed; wherever the term 'curate' occurs, it exalts the activity it references, implying a rigorous and professional practice. Yet despite its near ubiquity, professional training in curatorial practice remains limited to a relatively narrow range of fine art programs almost exclusively focused on contemporary art, and museum studies programs that provide no disciplinary training.

Students with curatorial training and expertise in art history, history, anthropology, natural sciences and other disciplines are urgently required for work in a large number of North American museums caught up in cycles of institutional expansion, renewal, and baby-boomer retirements.¹ This program will meet a steadily growing need, which is also being fueled by the global expansion of museums especially evident in China,² and massive digitization projects rendering collections, like those of India's national museums, visible to world audiences for the first time. It will serve both students seeking entry into the museum professions, and working museum and cultural heritage professionals with disciplinary expertise seeking opportunities for professional development that offer comparative and scholarly studies of global museum practices.

Leveraging Canadian Innovation in Curatorship

The rapid multiplication and expansion of museums around the world has created an urgent need for curatorial training. China in particular, has invested heavily in cultural infrastructure over the past five years, exceeding in 2013, its 2015 target of creating 4000 museums. According to Jeffrey Johnson, Director of Columbia University's China Megacities Lab, "China plans to elevate the per-capita number of museums to equal international levels," indicating that the recent rapid 'museumification' of China is only the first phase of a larger infrastructural project. Furthermore, professional development and international collaborations, bringing museum personnel in line with international standards, is a significant point in India's Ministry of Culture's current 14-Point

¹Bls.gov, 2015. Archivists, Curators, And Museum Workers: Occupational Outlook Handbook, (U.S. Bureau of Labor Statistics), http://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm#tab-6.

² The Economist, 2013. Mad About Museums, http://www.economist.com/news/special-report/21591710-china- building-thousands-new-museums-how-will-it-fill-them-mad-about-museums. (Dec 21, 2013).

³ Sam Gaskin, for CNN. 2015. Stunning Museums in China, http://www.cnn.com/2014/04/29/world/asia/china- museums/. (Apr 29, 2015).

Museums Reform Agenda.⁴ The international demand for curators and other museum professionals poses a tremendous opportunity for Carleton University.

This international opportunity is magnified by the 'Canadian advantage' reflected in our country's collective professional experience in addressing demographic diversity. On the one hand, Canadian successes are often more widely recognized internationally than at home and, on the other, the rigorous internal critiques of multiculturalism policies that have developed in Canada model critical museology at its most sophisticated levels. In this context, for example, it is not an accident that a key text widely used to analyze the right of minorities or marginalized populations to accurate representation in cultural institutions, "The Politics of Recognition," was authored by Canadian philosopher Charles Taylor, and that it has since elicited Aboriginal author Glen Coulthard's response Red Skin White Masks: Rejecting the Colonial Politics of Recognition (2014).5 Since the passage of the Multiculturalism Act in 1988, all federal government departments have been required to report annually on their strategies for meeting its requirements. The 1992 report of Canada's pioneering Task Force on Museums and First Peoples provided a model subsequently imitated in Australia and other countries. More recently, the Final Report (2015) of Canada's Truth and Reconciliation Commission urged Canada's cultural heritage institutions to renew their commitment to developing Indigenous cultural competencies and literacies to better engage and represent Indigenous voices. Not only museums, but also agencies such as Canada Council for the Arts, Parks Canada, and Library and Archives Canada have developed dedicated programs designed to recognize and represent diversity through a range of curatorial strategies. Canadian museologists and scholars, including many who will teach in this program, are regularly invited to international conferences or to consult with international museums and institutions in order to offer models developed in Canada.

Our academic programs for training curators have thus far underplayed this strength, **despite the broad international recognition it has achieved**. Training in engaging diverse communities, will, however, endow our new diploma program with a unique profile, which, we are confident, will attract international students.

Although it does not yet exist as a diploma, curatorial studies at Carleton has already been attracting attention and funds. Two donations have been made to support students pursuing curatorial studies at Carleton University. The first \$2500 scholarship, given yearly by former Museum of Modern Art curator Lawrence Kardish, is to assist with the costs of travel and accommodation outside of Canada. The second is an endowment of \$200,000 established by Reesa Greenberg, a luminary in the field of exhibition studies.

A Flexible Option for Canadians and International Students

The proposed one-year program of courses and practica can be combined with a graduate degree program at the M.A. or Ph.D. level to equip graduates with a combination of disciplinary expertise and professional skills available nowhere else in Canada. The diploma can also be taken as a self-standing program by practitioners already in possession of specialist degrees or employed in fields where curatorial skills are in demand—not just

⁴ British Council, 2014. Re-Imagine Museums and Galleries: UK-India Opportunities and Partnerships (United Kingdom: British Council), 159. http://www.nationalmuseums.org.uk/media/.../re-imagine_museums_india- uk.pdf.

⁵ Coulthard, Glen Sean. Red skin, White masks. Minneapolis, MN: University of Minnesota Press, 2014.

museums and collecting institutions, but also film and music festivals, trade exhibitions, and a multitude of other contexts. Most exciting, is the attractiveness of both the proposed combination degree and diploma and self-standing diploma to international applicants, which flows from the dynamic expansion of museums and related exhibition venues in progress around the world, as global tourism and projects of heritage conservation and national promotion expand exponentially.

Curatorial Studies and the Capital Advantage

Carleton University is uniquely positioned to meet the demand for curatorial expertise through its external *and* internal networks. It is situated in the heart of Canada's national museums and governmental heritage and arts organizations and it offers possibilities for cross collaboration with a wide range of programs in public history, international affairs, public administration, business, architecture, and global and international studies. The programs and archival resources of the museums and collecting institutions with which Carleton is affiliated offer almost limitless opportunities for studying the highest professional level of exhibition development and—even more importantly—learning from an extensive professional community of faculty, adjuncts, and collaborators with diverse curatorial experience. In combination, the National Capital Region and nearby institutions in Montreal, Toronto and Kingston, constitute a remarkable teaching laboratory, offering pedagogical opportunities, which will enable students to learn not only in the classroom, but also through the development of case studies, practica, and individual mentoring relationships across a range of disciplines and institutions.

It is important to note that within the National Capital Region there is no other graduate level program that trains future museum/archive curators and cultural programmers, despite the region's exceptionally numerous art, culture and heritage institutions, and also music and film festivals. University of Ottawa, known for its robust visual arts programs at the undergraduate and graduate levels, offers but a single undergraduate course in curatorial studies. Indeed, the level of practical and theoretical training in an interdisciplinary environment offered by this graduate program is unmatched in Canada.

Structure, Delivery and Requirements

This new, 3.0 credit graduate diploma program in curatorial studies is planned to commence during the 2017/2018 academic year and is sponsored by the Institute for Comparative Studies in Literature, Art, and Culture. It offers Type 2 (concurrent) and Type 3 (direct entry) diplomas. It is our intention, given appropriate resources, to develop new program offerings and sources of revenue in the future. These program offerings will be designed to increase enrolment in the graduate diploma.

The Curatorial Studies Diploma is structured to admit three streams of students 1) those who wish to pursue M.A. or Ph.D. programs at Carleton University (Type 2), 2) international and domestic students who have recently completed a B.A., M.A. or Ph.D. but have not yet entered the job market (Type 3), and 3) museum and cultural heritage professionals working in museums and archives who wish to upgrade their credentials and gain new knowledge (Type 3).

The requirement for the Curatorial Studies Graduate Diploma is completion of 3.0 credits of program requirements. Students in the Type 2 diploma may receive up to 1.0 credit in advanced standing from the

Assistant Director for course work already completed in their primary program. Students enrolled in the Type 3 diploma are required to complete 1.0 course credit in a discipline related to their professional practice. Students with strong disciplinary backgrounds but without arts management knowledge or experience will be encouraged to take 0.5 credits in Arts Management through the Sprott School of Business.

The proposed diploma program is comprised of 3 credits of coursework:

- a) 1.0 credit comprised of two 0.5 credit pro-seminar courses in curatorial studies covering theoretical, historical and methodological issues: CURA 5000, and either CURA 5001 (visual arts) or CURA 5002 (material and intangible cultures).
- b) 1.0 credit from a list of elective cognate courses (which, for the Type 2, may be fulfilled by double counting up to 1.0 credit in course work from the student's primary program)
- c) 1.0 credit comprised of two 0.5 credit practica to take place within a museum, archive, or related cultural institution at Carleton University or off-campus: CURA 5011 and CURA 5012. This practicum may also be fulfilled through a placement or placements designed to fulfill the requirements of another program as long as the student completes two separate final assignments. In cases where students are already employed in a museum, they are encouraged to seek a practicum at a different institution, but may be allowed to fulfill their requirement in their current place of employment if a special project or exhibition is taken on. Practica are generally 144 hours per 0.5 credit.

As previously mentioned and at the discretion of the Assistant Director, students pursuing a Type 2 GDip concurrent with an M.A. or Ph.D. would be able to apply up to 1.0 credit of their disciplinary graduate work toward the CSDip cognate course requirement. Students would also be able to fulfill the requirements for a GDip practicum and a disciplinary practicum with the same practicum placement, provided they complete a separate assignment for each of the two programs. As a result, Type 2 GDip students would only add 1.0 credit of core course to their graduate programs, and be able to finish their programs without extending their completion time.

We anticipate that the Type 2 option will be of interest to students pursuing graduate degrees in Anthropology*, Architecture, Art History*, Indigenous and Canadian Studies*, Cultural Mediations, Film Studies*, Geography*, History*, Communications Studies, Music, Sociology, Women's and Gender Studies etc.⁶

Students pursuing a Type 3 GDip would be expected to take 1.5 credits per semester, and to complete the requirements of the program in two semesters of full-time study.

The Type 3 option will be of interest to professionals working in Canadian cultural institutions as well as students with disciplinary backgrounds and international students seeking to develop their curatorial practice. We anticipate that 30% of Type 3 domestic students will elect to pursue their studies part time, while working. Based upon the assumption that the students are taking 0.5 credits per semester, these students will complete the program in six semesters of part-time study.

 $^{^{\}rm 6}$ Asterisks denotes programs that already offer a practicum component.

Pro-seminar

This two-term pro-seminar courses will introduce a range of historical and contemporary issues in curatorial practice within diverse institutional contexts. It will provide an important foundation and intellectual framework for critical thinking about creative curatorial practices in the 21st century and, in combination with a graduate degree in a discipline, will prepare students for employment in a curatorial position or for further advanced-level graduate study. The seminar will be comprised of weekly readings and discussion by students, augmented with presentations by Carleton faculty, visiting faculty, and practitioners from institutions in the National Capital area. It will introduce students to the complexity and dynamism of curatorial practice in a range of cultural institutions and include a hands-on opportunity for students, working individually or in teams, to curate a small-scale exhibition or other collections-based project at a host institution.

The interdisciplinary structure will provide opportunities for enriched debate and conversation, generated by the unique mix of students from diverse streams in the humanities and social sciences. The range of students from varied academic backgrounds will also create opportunities for them to build valuable networks.

Curatorial Studies Pro-seminar Framework

The pro-seminar courses delivers key competencies that students are required to master. Bringing together training in curatorial research methods (object-based and digital), critical theory, and practice, the core course provides students with the flexible education that curators need to work effectively in museums, public art galleries, interpretation and discovery centres and heritage sites, archives, libraries and cultural festivals. Equally, the core course leverages the strengths that the faculty at Carleton brings to the study of curatorial practices.

The second part of the pro-seminar will be divided into two streams, CURA 5001 which directly addresses students in the Visual Arts, and CURA 5002, which addresses students working in Material and Intangible Cultures. The course is divided into two streams in order to expose students to the institutions that are most relevant to their fields of interest, and will provide an in-depth exploration of real-world issues faced by curators and other professionals in the museum world. CURA 5001 will primarily interface with the National Gallery of Canada and the Carleton University Art Gallery, as well as with local artist-run centres and galleries. CURA 5002 will interface with the Canadian Museum of History, the Canadian Museum of Nature, the Canadian Museum of Science and Technology, and the Canadian War Museum.

Each module includes case studies presented by members of Carleton faculty and/or practitioners from national-capital-area organizations. These will serve as sites for the analysis of the complex institutional and representational processes within which curatorial practice takes place. Cross-cutting questions and issues will be addressed through readings and discussions. Sample topics include:

Critical Competencies:

- 1) Disciplining Curatorial Practice
- 2) Indigenizing Curatorial Practice

- 3) Globalizing Curatorial Practice
- 4) Digitizing Curatorial Practice

Research Competencies:

- 5) Curating Exhibitions
- 6) Curating Collections
- 7) Curating Museums, Galleries, Festivals and other Institutions

Practical Competencies:

- 8) Working with Objects (Conservation, Registrars)
- 9) Working with Design (Exhibition Design, Publications)
- 10) Working with the Public (Media, Marketing, Development, Education)

Cognate courses

These courses provide subject-specific disciplinary training that complements the applied and critical knowledge taught in the curatorial studies core course. The courses provide a foundation for students in the practices and discourses of their home disciplines, and are offered by a range of schools and departments across Carleton University. Cognate courses may include courses in Anthropology, Architecture, Art History, Canadian Studies, Cultural Mediations, Child Studies, Digital Humanities, Earth Sciences, Film Studies, Geography, History, Indigenous Studies, Communications Studies, Music, Sociology, Women's and Gender Studies.

For Type 2 students, the cognate course requirement will normally be fulfilled by courses in their disciplinary field of study. (See attached **Appendix C**, Potential Cognate Courses)

Practicum

The practicum is an essential component of curatorial training, providing students with first- hand gallery and museum experience. During the practica, students acquire and/or develop their skills by working on different projects, ranging from research for exhibitions to conservation work and public programming. Over the years, Carleton has established very strong and fruitful partnerships with local institutions (see Capital Advantage), as well as provincial, national and even international organizations. In addition to providing hands-on experience, the practicum program offers students an invaluable opportunity for networking and facilitates the transition from academia to the job market. Due, in part, to the various practica offered in Art History and Public History, Carleton boasts a long list of alumni who have gone on to successful curatorial careers. Since 2011-2012, the program in Art History alone has found placements for 12 to 16 students per year. The practicum in curatorial studies would make this valuable experience available to students from a wider range of disciplinary backgrounds. The practicum placements will be developed and filled by the Partnerships and Placements Officer, who will ensure that there are sufficient placements for all students, with student assignments supervised by the Assistant Director.

General Program Objectives

There is a growing need across all cultural institutions for well-trained graduates who offer a combination of subject-specific and professional competencies. The proposed Curatorial Studies Diploma Program seeks to foster student success in the job market, while increasing Carleton's profile among cultural institutions in

Canada and abroad. The diploma's key objectives are to provide intensive, short-term cross- and interdisciplinary academic training toward the development of competencies in four different areas.

- Critical Competencies: Students enrolled in the program will be immersed in the core critical debates of the field with particular emphasis on discourses originating in Canada about Indigenous and multi-cultural representations in the museum.
- Research Competencies: Students graduating from the program will be trained in advanced curatorial research methodologies ranging from object-based research to digital research to collaborative curatorial practices.
- 3. Practical competencies: Students will benefit from opportunities to apply their knowledge in the development of exhibition projects from proposal toinstallation.
- 4. Professional Competencies: Students graduating from the program will have gained an understanding of different curatorial models and their corresponding institutional infrastructures, policies, and processes, from small-scale cultural centres to national museums.

The distinct features of this proposed graduate diploma program in curatorial studies include 1) an exclusive focus on curatorial issues in combination with training in a discipline, which will allow students to develop both scholarly and practical curatorial skills; 2) the stimulus of training in a cross- and interdisciplinary technology-enabled learning environment; and 3) highly developed partnerships with national institutions seeking to fulfill succession mandates.

Moreover, as Curatorial Studies becomes established at Carleton, and the requisite resources become available, we will develop additional revenue-generating programming options:

- Gateway programs targeted to senior undergraduates as a recruitment tool,
- Summer institutes and stand-alone thematically-based certificate programs, and
- Incremental/modular Diploma options.

All of the conditions required to successfully deliver the proposed Curatorial Studies Diploma Program are already present at Carleton. As such, this program leverages and promises to deliver a return on existing infrastructural investments.

The proposed program is supported by resources at Carleton University including the Carleton University Art Gallery's collections and exhibitions, the Great Lakes Research Alliance for the Study of arts and Cultures (GRASAC) Laboratory, MacOdrum Library's Special Collections, and the Carleton Immersive Media Studio (CIMS) Laboratory. A key partner is Carleton's Centre for Public History, whose academic staff and students work in a field for which curatorial training is particularly relevant.

Carleton's full-time and adjunct faculty includes internationally-respected academics with professional curatorial and museum experience, as well as records of scholarly publication in critical museology.

Working in Western, non-Western and Indigenous art, culture, history and heritage, they are a highly prestigious resource for this diploma. The University's human resources are thus already positioned to attract students to the program and to provide academic and educational leadership.

Additionally, Carleton has built and sustained relationships with outstanding national and regional museums and archival collections, which provide invaluable teaching and research resources. These institutions also provide a broad range of opportunities for student practicum placements in archaeology, visual art, natural and cultural history, heritage, and the performing arts. Finally, these networks provide links to the global community of museum professionals. (See **Appendix D**, **Letters of Support** from cultural professionals.)

Competition

Within the context of related international, national, and provincial programs, Carleton's Curatorial Studies Diploma emerges as an innovative and distinct alternative, due mainly to its focus on curatorial issues that uniquely span the humanities and social sciences. Competing university programs offer a concentration within more narrowly defined fields of Canadian art, visual art, or contemporary art. Moreover, competing university and college programs that are focused on museology and museum studies offer courses on curatorship as a single component of a broad program, whereas competing curatorial programs offer little or no disciplinary training. For example, in the Ottawa region, professional training in museology is available through the Applied Museum Studies Program at Algonquin College, which emphasizes non-curatorial and technical areas of museum training. Similarly lacking from this program is academic-level training in areas of critical museology relevant to curatorial work. Although the Department of Visual Arts at the University of Ottawa offers some curatorial training, it is provided as a single element in a sole undergraduate course focused on art practice. The introduction to curatorial practice provided by this course makes graduates of the University of Ottawa's BFA and MFA programs an additional market for the Curatorial Studies Diploma. Indeed the Curatorial Studies Diploma proposal is timely. It responds to a notable programming gap in the National Capital Region and its graduates are poised to benefit from the opportunities that will flow from increased federal arts and culture funding.

In addition to the academic uniqueness of the proposed Curatorial Studies Diploma Program, it is structurally distinct from other North American and European programs offered at the post-graduate level. Few diploma programs in curatorial studies with short-term intensive cycles are offered in these programs beyond intensive workshops and summer institutes. Most are structured as a 2-year MA programs. The distinctive program proposed here—modeled in part on the University of Michigan Museum Studies Certificate— provides a flexible program and is intended to complement a graduate degree at the master or PhD level. (See **Appendix A**, **Survey of Comparable Academic Programs**.)

Mission and strategic directions

The proposed Graduate Diploma (Type 2 and 3) in Curatorial Studies is noted in Carleton's Strategic Mandate Agreement. The Curatorial Studies Diploma Program will contribute significantly to our 2013- 2018 Strategic Integrated Plan's focus on "Sustainable Communities – Global Prosperity" and its mission of national and international academic leadership in research and teaching, social connectedness and collaboration, as well as preparing students to be productive citizens in an increasingly diverse world.

Through the Curatorial Studies Graduate Diploma Program, Carleton will contribute to sustaining Canada's arts and cultural heritage sector workforce, as well as to supplying a dramatically increasing international demand for curators conversant in diasporic, transnational, multicultural, and Indigenous theory and methodologies. Our distinct approach has the potential to inspire international curatorial collaboration and to influence curatorial practice and training globally, from local, to national and international arenas. The proposed program builds on the values and strengths that define Carleton University:

Excellence –Through the proposed program, Carleton will lead digital research and knowledge mobilization in the area of curatorial practice. It leverages the curatorial capacity possessed by Carleton faculty and seeks to optimize the usage of existing laboratories and other infrastructural resources to further develop its digital and collaborative capacities. A long-term vision for the program would be to drive collaborative efforts to create, both virtually and in bricks and mortar, a Centre of Excellence in the Public Humanities, which would include Curatorial Studies, among a constellation of related programs.

Interdisciplinarity – The proposed program is interdisciplinary by design. Moreover, the Curatorial Studies Steering Committee and the proposed faculty groups representing diverse disciplines, share a commitment to interrogating and breaching the disciplinary boundaries that have structured distinct legacies of curatorship. While students graduating from most curatorial studies programs will be cognizant of different curatorial models and their provenance, Carleton graduates will have gained, in addition, an understanding and practical experience of how curatorial theory and practice may be applied cross or interdisciplinarily.

Internationalization and Global Outreach — The unique 8-month format of the proposed Curatorial Studies Diploma Program, along with the potential for developing gateway and summer institute formats in the future, offer flexible options to international students. Whether working professionals seeking accreditation, or senior undergraduates considering Carleton's related MA programs, the proposed curatorial studies program offers value to international students. Type 2 applicants will gain practical experience not offered in competing master's programs, while Type 3 applicants benefit from the short turnaround of an 8-month program. In highlighting the scholarship and leadership that exist at Carleton, which may be achieved by promoting the influential publications and exhibitions authored and curated by members of the proposed faculty for the Curatorial Studies Diploma Program, Carleton will be poised to attract students with interests in research, teaching, and practicing curatorship in diasporic, transnational, multicultural, and Indigenous contexts. Domestic and international graduates of the diploma program will, in turn, influence curatorial theory and practice in Canada and abroad.

Experiential Learning and Student Engagement – Significant components of the proposed Curatorial Studies Diploma Program will be delivered in collaboration with professionals from among Canada's top art and cultural heritage institutions, both on-campus and in the field. The practicum will provide students with the practical on- site and hands-on curatorial work experience sought by today's employers. The connections and networks available to curatorial studies students will further equip them to gain positions within the arts and cultural heritage sector.

Collaborations and Partnerships – The proposed diploma in curatorial studies is made possible through the important partnerships that faculty have nurtured with the nation's top institutions. While faculty members provide students with research expertise, these institutions provide Carleton with living laboratories in which

to train the next generation of curators. The institutions benefit from opportunities to observe and work with emerging professionals valuable for their own hiring and succession planning, thus increasing opportunities for Carleton graduates.

Together, Carleton's Curatorial Studies Diploma Program and Canada's top institutions will embrace the challenges of sustaining and enriching Canada's arts and cultural heritage.

Efficiency and Sustainability – The proposed program optimizes and redeploys existing human and infrastructural resource investments to meet the demands of a changing job market. The Program is also poised to supply local, domestic, and international markets with curators and other senior positions in the growing arts and cultural heritage sector.

Diversity and Accessibility – With the emphasis on expertise in curating Aboriginal and multicultural narratives, the Program's long-term goals are to diversify museums and galleries in Canada and abroad by training curators in critical curatorial methodologies. The diploma also seeks to recruit students from visible minorities in order to diversify the profession-- a need that has been expressed by museum directors at the Association of Art Museum Directors as a top priority for the field.

Strengths

Our People – The proposed faculty of the Curatorial Studies Diploma Program, many of whom occupy places of prominence in the international curatorial community, are poised to implement and further the program, capitalizing on Carleton's existing strengths. Further, the staff of the Carleton University Art Gallery offers students field expertise and mentoring opportunities.

Our Commitment to Our Students – The proposed program furthers our commitment to provide options for undergraduates seeking both graduate-level study and practical experience, and to offer a competitive advantage to graduate students and incoming professionals. Moreover, in alignment with Carleton's Strategic Integrated Plan, the diploma in curatorial studies seeks to educate 'productive global citizens who are creative, critically-minded, and entrepreneurial'. Rather than turning out students, our aim is to turn out professionals, equipped to succeed in a variety of institutional contexts.

Our Capital Advantage and Our Partnerships – The relationships that Carleton has developed with Canada's national museums and galleries situated in the National Capital Region offer students access and opportunities for collaboration unavailable elsewhere in Canada. Although in an international context, a number of curatorial studies programs are aligned with art and cultural heritage institutions, almost all are disciplinarily-focused, and enforce, rather than creatively challenge, disciplinary boundaries. Thus art history students are oriented exclusively to art galleries, emerging historians to history museums, etc. Among those few curatorial studies programs that offer practicum placements or collaborative opportunities, these are typically confined to a single institution, like those offered by NYU's Institute of Fine Arts with the Metropolitan Museum of Art. This narrow focus ignores the potential for student learning that experiences of a range of museums, galleries, interpretation centres, science centres, and other sites of curatorial practice, provide. With the Curatorial Studies Diploma Program, Carleton can offer our students a greater selection of opportunities, thereby nurturing interdisciplinarity, collaboration and relationships vital to curatorial practice in the 21st century.

Sustainable Communities – Global Prosperity – Through the Curatorial Studies Diploma Program, Carleton is poised to contribute to sustaining Canada's arts and cultural heritage sector workforce, as well as to supply a dramatically increasing international demand for curators conversant in diasporic, transnational, multicultural, and Indigenous theory and methodologies. Our distinct approach has the potential to inspire extranational curatorial collaboration and to influence curatorial practice and training globally, from local, to national and international arenas.

Implementing Carleton's Strategic Actions

The following section was developed to demonstrate how the proposed Curatorial Studies Diploma Program responds to Carleton's Strategic Integrated Plan, and in particular, to implementing its strategic actions.

Theme 1: Carleton University will be known nationally and internationally for its research and teaching in programs that both respond to the needs of society today and anticipate the needs of the future.

Strategic Action: The Curatorial Studies Diploma Program will offer both a professional and interdisciplinary graduate program that will build on Carleton's existing strengths and will respond to existing and emerging societal and global need for highly-trained curators.

Strategic Action: The Curatorial Studies Diploma Program will contribute to the sustainability of Carleton University through the stimulation of graduate enrolment, aligning a range of Carleton's current undergraduate offerings with graduate study and professional development training, providing a clear path of study and significant professionalization and placement opportunities.

Strategic Action: The proposed program will increase the Carleton's national and international profile as a centre of excellence in curatorial study and practice, and will increase the visibility of related research.

Strategic Action: The Assistant Director of Curatorial Studies for the proposed program will contribute leadership and add impetus to the Faculty of Arts and Social Sciences-wide project to consolidate Carleton's strengths in the public humanities, which responds to the needs of both students and society at large.

Theme 2: Carleton University will be known as a university that promotes research excellence and connectedness. It will be recognized as a leader in research that focuses both on tangible outcomes and the development of knowledge with longer-term impacts.

Strategic Action: The Curatorial Studies Diploma Program consolidates and brings prominence to the concentration of research strength in curatorial theory, practice, and exhibition at Carleton. For a description of Carleton's curatorial capacity, see section D.1.

Strategic Action: The Curatorial Studies Diploma Program will advance opportunities for attracting international partnerships and collaborations.

Strategic Action: Through the proposed program, Carleton will lead digital research and knowledge mobilization in the area of curatorial practice. The proposed program seeks to mobilize and optimize the usage of existing laboratories and other infrastructural resources to further develop its digital and collaborative capacities. A long-term vision for the program would be to drive collaborative efforts to create, both virtually and in bricks and mortar, a Centre of Excellence in the Public Humanities, which would include Curatorial Studies, among a constellation of related programs.

Strategic Action: Carleton's impact within scholarly realms in the context of curatorial study and practice will be increased. Faculty members and students engaged in the Curatorial Studies Diploma will be afforded opportunities (whether directly through the core seminar or indirectly through the cognate courses) to contribute relevant new research to these fields.

Theme 3: Carleton University will be nationally and internationally known for being student centred, linking its academic endeavours and student supports to empower students as productive and engaged citizens in an increasingly diverse world.

Strategic Action: Ensuring the employability and future success of our students through experiential learning, engagement, and innovative teaching is the explicit focus of the proposed Curatorial Studies Diploma Program. The option of a Type 3 diploma will internationalize the student body, as students from other countries seek formal training in curatorial studies.

Strategic Action: Students enrolled in the Curatorial Studies Diploma Program will be encouraged to develop ePortfolios to showcase their learning and experience. ePortfolios offer students visually- compelling means to demonstrate their curatorial and collaborative capacity.

Strategic Action: The proposed Curatorial Studies Diploma Program will be accompanied by a funded lecture series in curatorial studies, which brings world-class speakers from inside and outside of Canada to Carleton University. The objective of this series is to internationalize our students' educations, exposing them to a wide range of curatorial thinking.

Strategic Action: The proposed Curatorial Studies Diploma Program will hope to increase Aboriginal student enrolment at Carleton and will strengthen Carleton's relationships with Aboriginal communities. Indigenous curatorial methods, collaboration with Aboriginal source communities, and respectful co-stewardship of Indigenous artifacts are already established strengths of the proposed Curatorial Studies Diploma Program faculty.

Theme 4: Carleton University will be known as a university that nurtures leadership, encourages innovation, recognizes achievement, and embraces sustainability.

Strategic Action: The Proposed Curatorial Studies Diploma Program will assist partner institutions with leadership succession planning, positioning graduates to take prominent places in sustaining the arts and cultural heritage sector.

Strategic Action: By increasing Aboriginal enrolment into the Type 2 Curatorial Studies Diploma Program, Carleton can realize its potential to increase Aboriginal enrolment in corresponding doctoral programs, fostering increased Aboriginal leadership within the arts and cultural heritage sector.

Strategic Action: The proposed Curatorial Studies Diploma Program will nurture innovative thinking to mobilize curatorship on themes of ethical global citizenship, environmental and cultural resource stewardship, and arts and social activism.

Strategic Action: In recognizing and leveraging the achievement, capacity, excellence, and leadership that already exists at Carleton, the proposed Curatorial Studies Diploma Program will create further sustainability for a number of related programs and will nurture emerging leaders who will project Carleton's values and strengths into an international arena.

A.2. Contributions to/from other academic programs at Carleton

Carleton is well poised and resourced to offer the Curatorial Studies Diploma. Chairs and directors of existing programs, departments, and facilities have responded very positively when consulted, as this initiative is seen to meet a need and demand not yet offered. It is also viewed as being complementary to the current program aims of the units and programs consulted. There are faculty from several disciplines who already teach approximately eight courses that include curatorial or museological content.

The GDip in Curatorial Studies builds on the momentum, interest and partnerships developed by the Concentration in Curatorial Studies in Art History, which will be replaced by the GDip when it is launched. Eight schools and departments in the Faculty of Arts and Social Sciences offer graduate programs that support or could be combined with a Curatorial Studies Diploma, including the School for Studies in Art and Culture and all three of its academic units: Art History, Film Studies, and Music; the Institute for Comparative Studies in Literature, Art and Culture; Indigenous and Canadian Studies; History; Sociology; Anthropology; and the Pauline Jewett Institute of Women's and Gender Studies.

Additionally, there is potential for accessing and promoting cross-faculty courses and resources, including the Heritage Conservation Program at the Azrieli School of Architecture and Urbanism among others.

These kinds of collections are often overlooked in curatorial studies and will provide opportunities for innovative collaboration. Also, the Canadian, Indigenous and European art collections managed by Carleton University Art Gallery, and the MacOdrum Library's Special Collections offer valuable cultural resources in other disciplines.

The Curatorial Studies program is also in a unique position to provide leading academic training in the field of Indigenous art and artifact curatorship, with the added benefit of access to major Indigenous art and heritage collections in Ottawa and at Carleton along with their curatorial staff's knowledge, experience, and networks, both local and international.

a. Contributions to other programs at Carleton

The Curatorial Studies Diploma will contribute to a number of academic programs at Carleton University, as the letters of support in **Appendix B** attest. They include:

- Azrieli School of Architecture and Urbanism
- Carleton University Art Gallery
- Department of History
- Pauline Jewett Institute of Women's and Gender Studies
- School for Studies in Art and Culture
- School of Indigenous and Canadian Studies
- Sociology and Anthropology

The aforementioned letters indicate the graduate diploma in curatorial studies will contribute to Carleton programs in the following ways:

- The Director of the Azrieli School of Architecture and Urbanism, Carleton University indicates
 enthusiastic support for the proposed program's academic intentions, course of study, and benefit to
 graduate students, specifically to those who wish to become develop socially activist practices. The
 Director adds that interdisciplinary training will be a valuable asset for students in the competitive job
 market.
- The Director of the School for Studies in Art and Culture, Carleton University confirms strong support for the proposed interdisciplinary program of education, noting the advantage of Carleton's location on Ottawa, "... the nation's richest, most varied and most ambitious collection of museums and collecting institutions...," that presents great potential partnerships for both students and the graduate diploma program. The graduate diploma will build on courses and seminars currently offered at the 3 and 4 year undergraduate level, e.g. "Selected Museum Exhibitions" which studies a major art exhibition at one of Ottawa's national museums, or the ICSLAC special topics seminars 6103NS ANTH 5807W "Museums, Materiality and the Virtual World" and "Museums and Difficult Histories."

b. Contributions from other programs at Carleton

The Curatorial Studies Diploma will be a typical interdisciplinary program in that it draws heavily on contributions from other units and programs for its delivery. In particular, students will be expected to take cognate courses in their disciplinary specialization from other units at Carleton University.

Appendix B, Letters of Support, includes 8 letters of support from the following programs: Azrieli School of Architecture and Urbanism, Carleton University Art Gallery, School of Indigenous and Canadian Studies, School for Studies in Art and Culture, Department of Sociology and Anthropology, Department of History, Pauline Jewett Institute of Women's and Gender Studies, and the Office of the Vice-President (Research and International).

Appendix C, Potential Cognate Courses, identifies sixty-four courses across 12 disciplines that have been identified by the Curatorial Studies Proposal Committee as appropriate cognate courses for students in curatorial studies. Seven of these courses directly address aspects of curatorial and museological issues. They include, among other potential areas, the following areas: Anthropology, Architecture, Art History, Indigenous and Canadian Studies, Cultural Mediations, Digital Humanities, Earth Sciences, Film Studies, History, Child Studies, Communications Studies, Music, Sociology, Women's and Gender Studies, which will be taught by approximately twenty faculty. (See Appendix E, Associated Faculty.)

B. Program Learning Outcomes and Assessment

B.1. Program learning outcomes

Table B.1: Learning outcomes

Students graduating with a diploma in curatorial studies will develop the following competencies, which map on to the following Degree Level Expectations: **Depth and breadth of knowledge, research and scholarship, application of knowledge, communication skills, awareness of the limits of knowledge, autonomy and professional capacity.**

- 1) Critical competencies (depth and breadth of knowledge, awareness of the limits of knowledge)
 - a) Identify critical debates and promising practices in the field of curatorial studies.
 - b) Re-interpret the objects of study of their home discipline through a curatorial lens.
- 2) Research Competencies (depth and breadth of knowledge, research and scholarship, communication skills, autonomy and professional capacity)
 - a) Conduct object-based research for exhibitions and collections using primary and secondary sources from their home disciplines
 - b) Access and use digital media including digitized collections, social media, and curated virtual exhibitions and environments appropriate to their home disciplines
 - c) Identify and present objects for acquisition, evaluate the significance of a work to a collection, and determine the relationship of a work or object to an institution's mandate.
 - d) Identify and employ disciplinary and interdisciplinary research methods and diverse curatorial models.
- 3) Practical Competencies (experience in the application of knowledge, communication skills, autonomy and professional capacity)
 - a) Develop a small-scale exhibition, from proposal to implementation.
 - b) Contribute to the conceptualization, curation, or production of a large scale or collaborative exhibition, installation, performance, or other curated event.
 - c) Develop and present well-researched narrative and interpretive text to specialist and nonspecialist audiences.
- 4) Professional Competencies (autonomy and professional capacity)
 - a) Be cognizant of a range of institutional practices and their corresponding infrastructures in the context of curatorial practice.
 - b) Work effectively with a wide range of museum staff, promoting professionalism, empathy and ethical behaviour on the job.

Both diploma programs will provide students with appropriate levels of analytical, interpretative, methodological, and expository skills expected in a graduate diploma.

B.2. Table B.2: Program curriculum map

Critical competencies	Program Components	Performance Indicators
a) Identify critical debates and promising practices in the field of	Core Course	Reading Responses
curatorial studies.	Practicum	Capstone Project
 Re-interpret the objects of study of their home discipline through a curatorial lens. 	Core Course	Capstone Exhibition Project Proposal
	Practicum	Capstone Project
	Cognate Courses	Capstone Project

2) Research Competencies	Program Components	Performance Indicators
a) Conduct object-based research for exhibitions and collections using primary and secondary sources from their home disciplines.	Core Course	Capstone Exhibition Project Proposal Small-scale group exhibition
	Practicum (evaluation by practicum supervisor)	Capstone Project
	Cognate Courses	Capstone Project
b) Access and use digitalmedia including digitized collections, social media, and curated virtual exhibitions and environments appropriate to their home disciplines.	Core Course	Inclusion of digital sources and representations of digital project elements in Capstone Exhibition Project Proposal
	Practicum	Inclusion of digital sources and representations of digital project elements in Capstone Project
	Cognate Courses	Capstone Project

c) Identify and present objects for acquisition, evaluate the significance of a work to a collection, and determine the relationship of a work or object to an institution's mandate.	Core Course	Acquisition Justification
d) Identify and employ disciplinary and interdisciplinary research methods and diverse curatorial models.	Core Course Cognate Courses	Reading Responses Participation in Proposal Colloquium Capstone Project

3) Practical Competencies	Program Components	Performance Indicators
a) Develop a small-scale exhibition, from proposal to implementation.	Core Course	Small-scale group exhibition Participation in Proposal Colloquium
b) Contribute to the conceptualization, curation, or production of a large scale or collaborative exhibition,	Core Course	Capstone Exhibition Project Proposal
installation, performance, or other curated event.	Practicum	Participation Capstone Project
c) Develop and present well- researched narrative and interpretive text to specialist and non-specialist audiences.	Core Course	Small-scale group exhibition Capstone Exhibition Project Proposal
	Practicum	Capstone Project

4) Professional Competencies	Program Components	Performance Indicators
a) Be cognizant of a range of institutional practices and their corresponding infrastructures in the context of curatorial practice.	Core Course	Student Field Journals
b) Work effectively with a wide range of museum staff, promoting	Core Course	Student Field Journals
professionalism, empathy and ethical behaviour on the job.	Practicum	Participation

B.3. Program learning outcomes assessment plan

In order to document and demonstrate the level of performance of students, we will put in place several mechanisms including regular assessment of program learning outcomes. Assessment of the individual learning outcomes itemized above will be divided between an academic supervisor and an on-site supervisor. These evaluations will be aggregated to evaluate general program performance and trends by the Curatorial Studies Steering Committee at the completion of the first year in which the program is offered and triennially thereafter. In addition, a rigorous assessment of student learning will be conducted by the Curatorial Studies Steering Committee with a self-study involving an oral interview with students in the program and its graduates. The findings will be disseminated to and discussed with all units participating in the interdisciplinary program in curatorial studies in order to assess the success of the interdisciplinary program and provide a platform for potential course correction if necessary. Longitudinally, efforts will be made to maintain contact with alumni, in part, to ascertain the validity and effectiveness of acquired learning outcomes in terms of employability and career mobility.

B.4. Program Essential Requirements

Program essential requirements are defined by the Ontario Human Rights Commission as "the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that...program." The program essential requirements are components that contribute to the achievement of the learning outcomes of the program. Excerpt from the Ontario Human Rights Commission report: <u>The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education</u>

Appropriate accommodations should not lead to lowered standards or outcomes: rather, an appropriate accommodation will enable the student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.

The aim of accommodation in a post-secondary educational context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in

equal opportunity to attain the same level of performance, or enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted for the purpose of achieving equal opportunity and meets the individual's disability-related needs. - See more at: http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities/post-secondary-education#sthash.T42BBYZ6.dpuf

Paul Menton Centre

The Paul Menton Centre is responsible for assessing requests for academic accommodation of students with disabilities through evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation. Students will only receive academic accommodation if the functional limitations of their disability impact directly on their academic performance.

For the Diploma in Curatorial studies, the essential requirements include giving oral presentations and the submission of acceptable essays and other written assignments. Capstone projects for the core course in curatorial studies may be submitted in a variety of formats, including an exhibition proposal or finished exhibition. Oral presentations may be given one-on-one with the professor or small groups, and accommodations will be made to work more closely with students to plan segments of the presentation or developing communication strategies between the professor and student to facilitate verbal expression.

The program essential requirements of the Graduate Diploma in Curatorial Studies have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

C. Governance

The Interdisciplinary Program in Curatorial Studies will be housed in the Institute for Comparative Studies in Literature, Art and Culture (ICSLAC).

Due to the dual nature of the program, which is situated between academia and the museum world, the program will be run by the Assistant Director of Curatorial Studies and assisted by the Partnerships and Placements Officer. The Assistant Director position is modeled on the governance structure of the School for Studies in Art and Culture, another interdisciplinary unit that is governed by a Director, with three Assistant Directors representing each of the disciplinary units (Art History, Film Studies, Music). The Assistant Director of Curatorial Studies will report directly to the Director of the Institute for Comparative Studies in Literature, Art and Culture, and will be drawn from the faculty members of the interdisciplinary diploma in Curatorial Studies. The Assistant Director of Curatorial Studies will direct the program, serve as liaison with partners within the university, oversee the practicum program, liaise with graduate students, and co-organize a lecture series on curatorial studies. The Partnerships and Placements Officer will serve as liaison to museum partners in the city and beyond, co-organize a lecture series on curatorial studies, fundraise for the program, assist students with practicum and post-graduate placements, and perform administrative duties for the program. The Assistant Director of Curatorial Studies and Partnerships and Placements Officer will be supported in managing the program by a Curatorial Studies Steering Committee composed of members from participating units including SSAC, History, Indigenous and Canadian Studies, Sociology and Anthropology, Women's Studies, and other units as appropriate.

The committee will be responsible for curricular decisions, admissions, and other matters. The Assistant Director of Curatorial Studies will receive a 0.5 credit teaching release.

Some administrative support will be provided by the ICSLAC administrator, who will be increased from an 80% appointment to 85%.

D. The Faculty

D.1. Faculty appointed to the unit or program.

The Curatorial Studies Diploma Program requires 1.5 credits of faculty time:

- 1.0 credits of teaching for the core course
- 0.5 credits of administration for the Assistant Director of the program.

These needs will be fulfilled as follows:

- 1.0 credits of faculty time will be allocated to ICSLAC through the 50% cross-appointment of one faculty member, already in FASS.
- 0.5 credits of CI funding will be allocated to ICSLAC to support program requirements.

Support and technical staff

- One professional services staff member with museum experience and networks will be hired at 50% (level 7 or 8) to serve as the Partnerships and Placements Officer, and to provide some administrative support.
- Administrative support interfacing with University regulations and systems will be provided by the current ICSLAC administrator, who will be increased from an 80% appointment to 85% in order to account for the increased administrative load created by Type 3 students, who will have no other administrative home.
- Technical and Audio-visual resource support will be provided by existing resources.

This resource allocation has been approved by the Dean of FASS.

With its five full professors, ten associate professors, four assistant professors and three adjunct professors, the proposed program is supported by a well-balanced combination of junior and senior faculty (all tenured but one). Professors involved in the program currently hail from nine different subunits, and will provide an interdisciplinary perspective on curatorial practice. As the program develops, it is the intention to recruit professors from the Sciences, such as Biology, Physics, and Chemistry, to participate in the diploma.

Currently, participating professors cover a wide methodological range in the humanities, a broad geographical (Africa, Asia, Europe, North America including Indigenous) and temporal range of expertise (17th century to contemporary), as well as a variety of different object types (art, architecture, artifacts, documents, film, music, photography, scientific specimens). This range of expertise will enable graduate students to pursue a wide variety of different topics within the curatorial studies diploma.

Participating faculty offer deep wellsprings of curatorial experience. As such, the proposed diploma program will offer a crucial mix of theory and practice.

One faculty member will go down to half time in 2016, prior to retirement.

A Word about Carleton's Curatorial Capacity

While the objective of curatorship remains exhibition whether in the form of a gallery show, a festival, concert, or other artistic, academic, or cultural expression, an ever-increasing range of practices are coming to be regarded as curatorial. Contemporary demands on professional curators necessitate the cultivation of capacities previously little required. For example, current legal requirements for Aboriginal consultation call for the acquisition and development of new ethical protocols, cultural literacies and competencies on the part of the curator. The organizational structures and processes of our cultural institutions are similarly changing. Shifts toward user experience and interactivity together with new technologies, have placed different demands on curators, in some instances expanding their role and in others diminishing it. Definitions of what constitutes a curator and curatorial practice are actively being redefined from both the top down and the bottom up. Faculty at Carleton, particularly in History and Art History, are already playing a role in molding the profession through their own curatorial works and relationships with communities and institutions, their relationships with students and their support of student curatorial projects. When we consider Carleton's existing curatorial capacity - that which we seek to consolidate and leverage through the proposed Curatorial Studies Diploma Program, we include a range of curatorial productivities, those which produce exhibitions, but also those which make curatorship and curatorial collaboration possible.

The most recognizable examples of faculty curatorial productivity are the many exhibitions that have been curated by individual faculty members. Consider the following abridged list of exhibitions by faculty member:

Heather Anderson

Contemporary Drawing: Recent Acquisitions with Rhiannon Vogl for the National Gallery of Canada 2010 Adams Demand Farmer with Josée Drouin-Brisebois for the National Gallery of Canada 2010 Sounding Selves for Dalhousie Art Gallery, Halifax (2012)

David Dean

Performing History, Performing Heritage: Photos of the E.B. Eddy Complex, Department of History, Carleton University November-January 2015- 2016

Sandra Dyck

Dorset Seen with Leslie Boyd for Carleton University Art Gallery (2013)

Parr and Luke Anguhadluq: Drawing from Life for Carleton University Art Gallery (2011)

Nadia Myre: Symbology for Carleton University Art Gallery (2010)

Bruce Elliott

H.W. Monk: the Prophet of March, Pioneer of Zionism and World Peace and The Home Show: Home Improvements at Horaceville, 1820-1995 for Pinhey's Point Foundation, Kanata, 25 June - 3 September 1995 Unique Journeys: Canadian Emigrant Letters 1815-1852 for the Carleton University Art Gallery (2003), and Whitney Gallery, Brampton, Ontario (2005)

Brian Foss

1920s Modernism in Montreal: The Beaver Hall Group co-curated with Jacques Des Rochers for the Montreal Museum of Fine Arts (2015-2016)

Quiet Harmony: The Art of Mary Hiester Reid co-curated with Janice Anderson for the Art Gallery of Ontario (2000 -2001).

Mitchell Frank

Central European Drawings from the National Gallery of Canada exhibition catalogue, co-authored with Erika Dolphin for the National Galleryof Canada (2010)

Monica Patterson

Refiguring Childhood, an exhibition on childhood in apartheid South Africa. (Exhibit planned for Cape Town, South Africa in 2017)

Curator, "Contested Childhoods in Apartheid South Africa: Linking Past and Present," Ethnographic Terminalia, 110th Annual Meeting of the American Anthropological Association. Montréal. (2011)

Carol Payne

The Other NFB: The National Film Board of Canada's Still Photography Division, 1941-1971 for the Carleton University Art Gallery and subsequently travelling to the Agnes Etherington Art Centre and the Robert McLaughlin Art Gallery (2016-2017)

Interface: Encounters with New Technology co-curated with Jonathan Newman for the Canadian Museum of Contemporary Photography (1998)

Rod Phillips

Gift of the Gods: The Art of Wine from the Ancient World to Canadian Vineyards, Museum of Civilisation (2004 - 2005)

Ruth Phillips

The Spirit Sings: Artistic Traditions of Canada's First Peoples for the Glenbow Museum (1988)

Key participant in the Taskforce on Aboriginal Peoples and Museums including co-authoring their report, *Turning the Page: Forging New Partnerships Between Museums and First Peoples*, for the Canadian Museum Association and the Assembly of First Nations (1992)

Stéphane Roy

Art and Emancipation in Jamaica for the Yale Center for British Art (2007)

The Four 'Indian Kings': War and Diplomacy in 1710 in partnership with Library and Archives Canada for The Canadian Museum of Civilization (2010)

Making the News in 18th-Century France for the Carleton University Art Gallery(2012).

Allan Ryan

About Face: Self- Portraits by Native American, First Nations and Inuit Artists co-curated with Zena Pearlstone for the Wheelwright Museum of the American Indian (2005)

Aboubakar Sanogo

Smithsonian Institution (National Museum of African Art), three major film series: *Great African Films of the 90s'* (1998), The Cinema of Cote d'Ivoire (1999) and South African Cinema: Past, Present and Future (1999) Smithsonian Institution (Center for Folklife and Cultural Heritage): "Malian Cinema on the Mall" (2003) African Film Festival of Ottawa (2015)

Jesse Stewart

Very Nervous System by David Rokeby for Carleton University Art Gallery (2011), Kelowna Art Gallery (2014), Judith and Norman Alix Art (2014- 2015), McIntosh Gallery (2015), Robert McLaughlin Gallery (2015)

Music from Everywhere: the Sound Art of Gordon Monahan for the Macdonald Stewart Art Centre (2005)

Ming Tiampo

Gutai: Splendid Playground for the Solomon R. Guggenheim Museum (2013)

Additionally, many of the faculty members associated with this proposal participate in arts and cultural heritage institution-based curatorial projects through advisory relationships and collaborations. For example, Canadian Museum Association Lifetime Achievement Award recipient Professor Ruth Phillips, Canada Research Chair in Modern Culture, founded and has served as Director of the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures (GRASAC). This multi-year project has afforded students opportunities to engage in multiple curatorial practices, such as working with Aboriginal source communities, mounting real and virtual exhibitions, and developing new, culturally-competent, artifact stewardship protocols. Through Phillips' long-standing relationships with Canadian national institutions, as well as museums and galleries in the US and abroad, Carleton students have had access to curatorial residencies and practicum opportunities that have provided them with valuable experience and a competitive advantage in the job market. Reflected in a letter from Carleton University's Vice-President (Research and International) included in Appendix B, support for research and teaching capacity in Indigenous culture and curatorial studies will be sustained beyond Dr. Phillips' retirement through a renewal of the CRC position.

In 2013, Professor Ming Tiampo co-curated *Gutai: Splendid Playground*, an exhibition at the Solomon R. Guggenheim Museum in NYC, which won an AICA (Art Critic's Association Award) for Best Thematic Exhibition in 2013. Tiampo brought a class of her students to New York for a behind-the-scenes look at life at a major international institution. These opportunities for student exposure and collaborative happen every day at Carleton. In early January of this year, faculty members in Art History at Carleton brought a group of students to

the Montreal Museum of Fine Arts to see Professor Brian Foss' 1920s Modernism in Montreal: The Beaver Hall Group, where they were given a curatorial analysis of the show's development process and installation, its challenges and opportunities. Professor Dominique Marshall, Chair of Carleton's Department of History, maintains relationships with major Canadian museums including the Canadian Museum of History, where she serves as an expert advisor. The proposed Curatorial Studies Diploma Program seeks to develop similar relationships, expanding institutional networks to offer such opportunities in a more structured format and to a range of students from more diverse disciplines.

Forms of curatorial productivity such as faculty/student curatorial collaborations and supervisions, supportive activities such as acquisition/data collection, digitization, collections management, archival and conservation/restoration projects, pre-curatorial development and networking, and research and publication of curatorial documentation and museum literature, similarly provide significant evidence of Carleton's curatorial capacity. Students can benefit from this capacity in myriad ways. Consider the following innovative student-implicated projects by faculty member:

Anne Trépanier

1867 Rebellion and Confederation - a curatorial seminar in which fourth year and graduate students developed programming proposals for the Canadian Museum of Civilization exhibition (2013)

David Dean

Exhibit Proposals 2006-2016 (supervising 72 students in MA seminars Introduction to Public History and (primarily) Museums, National Identity, and Public Memory), listed by museum (each proposal – some done individually, some collaboratively - was presented to curatorial staff at each museum):

- Canadian Aviation Museum (1),
- Canadian Museum or Human Rights (14),
- Canadian Museum of Agriculture (1),
- Canadian Museum of Civilization, Canada Hall(7),
- Canadian Museum of History, History Hall (5),
- Canadian Science and Technology Museum (1),
- Canadian War Museum (1),
- Workers' History Museum (6).

Joanna Dean

Six Moments in the History of an Urban Forest. Exhibit curated with doctoral student William Knight. Bytown Museum, Ottawa, January 2012 - September 23, 2012. This included curatorial talks at (among others) the Bytown Museum, the Tree Board of Canada, the City of Ottawa's Urban Forestry Department, the Urban Forestry programme at the University of Toronto, and the Museum of Civilization curatorial seminar.

Paul Litt

Advisor/Supervisor student project: Canada's Titanic: The Empress of Ireland, Canadian Museum of Civilization (2014)

Monica Patterson

Children's Rights in Africa, (an exhibition co-curated with 12 students), Institute of African Studies, Carleton University, Ottawa (2016).

Carol Payne

The Art of Activism: Carole Condé and Karl Beveridge (a curatorial seminar of graduate and fourth year students) for the Carleton University Art Gallery (2003).

Faculty are also engaging in curatorial practices related to interactive exhibitions, mobile applications, and virtual museums:

Shawn Graham

Minecraft Worlds: https://github.com/shawngraham/hist3812a/tree/master/fall-2014-student-projects Champlain in the Anishinabi (10 exhibits): http://champlain.graeworks.net/exhibits

Dominique Marshall

Oxfam's 50th anniversary (2014): http://oxfam.ca/oxfam-canada-50
History of the Wheelchair in Canada (2014): http://www.mobilityhistories.ca

James Opp

Rideau Timescapes Application. Co-producer, in collaboration with the School of Information Technology You Are What You Drive online exhibit, Canada Science and Technology Museum: http://auto.technoscience.ca/

Monica Patterson

Palestinian-Canadian Life Stories Project: http://www.palestiniancanadianlifestories.com/2012-2014

These examples, which by no means represent the full extent of Carleton's curatorial productivity, provide ample evidence of its curatorial capacity. Moreover, faculty-led projects in Indigenous and Canadian Studies, Music, Film Studies, Architecture, and Digital Humanities contribute to building subject area expertise and cultivating student curatorial capacity. With the launch of the proposed Curatorial Studies Diploma Program, greater collaboration will be realized between disciplines, strengthening both faculty and student curatorial practices and projects and inter-disciplinary relationships.

Table D.1: Core program faculty

Faculty Name	Rank	M/F	Appointment Status	Percentage Appointment (to academic unit)	Supervision Privileges*	Academic Unit Affiliations
Dean, David	Full Professor	М	Tenured	100%	D	Department of History
Elliott, Bruce S.	Full Professor	М	Tenured	100%	D	Department of History
Litt, Paul	Full Professor	M	Tenured	50%/50%	D	Department of History/Canadian Studies
Opp, James W.	Full Professor	М	Tenured	100%	D	Department of History
Phillips, Ruth	Full Professor	F	Tenured	50%/50%	D	ICSLAC/SSAC: Art History
Théberge, Paul	Full Professor	М	Tenured	70%/30%	D	ICSLAC / SSAC: Music
Tiampo, Ming	Full Professor	F	Tenured	100%	D	ICSLAC/ SSAC: Art History
Fai, Stephen	Associate Professor	M	Tenured	100%	D	Azrieli School of Architecture and Urbanism
Hodgins, Peter	Associate Professor	М	Tenured	100%	D	School of Canadian Studies
Payne, Carol	Associate Professor	F	Tenured	100%	D	SSAC: Art History
Sanogo, Aboubakar	Associate Professor	М	Tenured	100%	D	SSAC: Film Studies
Slaney, Frances	Associate Professor	F	Tenured	100%	D	ICSLAC/Department of Sociology and Anthropology
Stewart, Jesse	Associate Professor	М	Tenured	100%	D	SSAC: Music
Thompson,	Associate Professor	М	Tenured	100%	D	School of Canadian Studies
Windover, Michael	Associate Professor	М	Tenured	100%	D	SSAC: Art History
Wright, James	Associate Professor	М	Tenured	100%	D	SSAC: Music

Graham, Debra J.	Assistant Professor	F	Tenured	100%	D	Pauline Jewett Institute of Women's and Gender Studies
Patterson, Monica Eileen	Assistant Professor	F	Tenure-track	100%	D	Institute of Interdisciplinary Studies
Roy, Stéphane	Assistant Professor	М	Tenured	100%	D	SSAC: Art History
Anderson, Heather	Adjunct Professor	M		0	СМ	SSAC: Art History / Carleton University Art Gallery
Dyck, Sandra	Adjunct Professor	F		0	СМ	SSAC: Art History / Carleton University Art Gallery
Greenberg, Reesa	Adjunct Professor	F	Emeritus (Concordia)	0	СМ	SSAC: Art History

^{*}D=full privileges; M=full privileges at master's level only; CD=co-supervision privileges at doctoral level, full privileges at master's level; CDM=co-supervision privileges at master's level, no privileges at doctoral level

The Institute for Comparative Studies in Literature, Art and Culture, the unit where the Diploma in Curatorial Studies would be housed, is an interdisciplinary unit to which professors are typically cross-appointed on a 0-100% basis. If the Diploma in Curatorial Studies is approved, professors contributing regularly to Curatorial Studies would be cross-appointed to ICSLAC.

D.2. Faculty research funding.

Sponsor Source

	Canadian		Internal Grants/Awards		Tri- Council		Total Actual Amount (In-kind)	Total Awarded (Total)
FY	Actual Amount (In-kind)	Awarded (Total)	Actual Amount (In- kind)	Awarded (Total)	Actual Amount (In-kind)	Awarded (Total)		
2007	0	248,450	0	55,487	0	152,632	0	456,569
2008	9,000	9,000	0	5,503	0	46,980	9,000	61,483
2009	0	7,500	14,000	36,107	0	48,359	14,000	91,966
2010	0	6,000	0	13,500	0	20,000	0	39,500
2011	0	293,981	0	15,000	0	20,000	0	328,981
2012	0	94,560	0	22,500	0	140,156	0	257,216
2013	0	119,382	0	5,093	0	42,900	0	167,375
2014	0	245,257	0	27,650	0	25,689	0	298,596
Grand Total	9,000	1,024,130	14,000	180,840	0	496,716	23,000	1,701,686

^{*}In-kind is Included in Awarded (Total)

The funding information recorded here only captures Tricouncil funding, and does not reflect the true scale of research dollars awarded to faculty participating in the Curatorial Studies Diploma. This is particularly the case, as funding for museum exhibitions is not included in these official calculations.

D.3. Distribution of thesis supervision

Table D.3: Distribution of thesis supervision

Faculty Name	Rank	Com	pleted				Current		
		Undergraduate	Master's	PhD	PDF	Undergraduate	Master's	PhD	PDF
Dean, David	Full Professor	5	33	1			4		
Elliott, Bruce S.	Full Professor		12				1	2	
Litt, Paul	Full Professor		7				1	2	
Phillips, Ruth	Full Professor	1	29	5				5	
Théberge, Paul	Full Professor	2	8	8	3				1
Fai, Stephen	Associate Professor		66				1	6	
Hodgins, Peter	Associate Professor	6	13				5	2	
Opp, James W.	Full Professor		12	3			6	3	
Payne, Carol	Associate Professor	4	22				1	1	
Slaney, Frances	Associate Professor		4				1	1	
Stewart, Jesse	Associate Professor								
Thompson, Peter	Associate		3						

	Professor							
Tiampo, Ming	Full Professor		7			3	1	
Wright, James K.	Associate Professor	9	4				1	
Graham, Debra J.	Assistant Professor		2			1		
Patterson, Monica Eileen	Assistant Professor	1			1	3	2	
Roy, Stéphane	Assistant Professor	1	2	1	1	1		
Sanogo, Aboubakar Sidiki	Assistant Professor		1			2	1	
Anderson, Heather	Adjunct Professor							
Dyck, Sandra	Adjunct Professor							
Greenberg, Reesa	Adjunct Professor		3					

The curatorial studies diploma program is course-work only does not involve thesis supervision. The full-time faculty are involved in thesis supervision in their home units, but this load will not affect the program because there is no supervisory component. Nevertheless, the activity in thesis supervision is a demonstration of the research activity of the faculty.

D.4. Current teaching assignments.

Table D.4: Distribution of Teaching Assignments

Instructor	Rank	Courses	Credit Weight	2015/16	2014/15	2013/1 4	Notes
Dean, David M.	Full Professor	HUMS4903A – Res Sem: Romanticism to Pres	0.5			X	
		HIST2501A - Early Modern Britain	0.5		х	Х	
		HIST5705F - Museums,Natl Ident&Publ Memory	0.5		X		
		HIST4915G - Topics in History	0.5	Х			
		HIST5702F - Public History Special Topics	0.5	X			
		HIST5702W - Public History Special Topics	0.5			х	
		HIST5915G - Topics in History *	0.5	x			Taught with HIST 4915
		HIST6808T - Historical Theory & Method	1.0			х	
		Total Credit Weight		1.0	1.0	2.5	
Elliott, Bruce S.	Full Professor	HIST1300A - The Making of Canada	0.5	х	х	х	
		HIST3209A - Canadian Urban History	0.5	Х		Х	
		HIST3500A - Canadian Immigration 1760-1875	0.5	X			
		HIST4805A - Seminar on Transnational Topic	1.0	X		X	
		HIST5702F - Public History Special Topics	0.5		x		
		HIST5802T - Selected Topics: Transnational	1.0	х		х	
		Total Credit Weight		3.5	1.0	3.0	
Litt, Paul	Full Professor	HIST3807A - Practicum in History	0.5			Х	
		HIST3903B - Topics in Canadian History	0.5		Х		

		HIST4915A - Topics in History	0.5		X		
		HIST5700F - Intro to Public History	0.5			Х	
		HIST5704S - Internship in Public History	0.5				
		HIST5915A - Topics in History	0.5		х		
		CDNS2300A - Critical Nationalism	0.5		Х	х	
		CDNS5302W - Cdn Cultural Policy	0.5		х		
		CDNS5302F - Cdn Cultural Policy	0.5			Х	
		Total Credit Weight		0.0	2.5	2.0	Sabbatical 2015-16
Opp, James W.	Professor	HIST5003W - Historical Theory & Method	0.5		X		
		HIST5702W - Public History Special Topics	0.5		X		
		HIST5805F - Historiography of Canada I	0.5			Х	
		HIST3810A - Historical Theory	0.5			Х	
		HIST3810B - Historical Theory	0.5			Х	
		HIST5002F - Historical Practice	0.5	X			
		HIST6808T - Historical Theory & Method	0.5			Х	
		Total Credit Weight		0.5	1.0	2.0	
Phillips, Ruth B.	Full Professor	CLMD6104W - Issues of Subj & Difference	0.5		X		
		CLMD6902F - Spec Top in Cultural Mediation	0.5	х	х	Х	
		ARTH5210F - Topics in Aboriginal Art	0.5	Х	х	Х	
		ARTH5218W - Museum Studies & Curatorial	0.5		х		
		ANTH5807W - Sel Top: Signs & Symbols	0.5	х	Х		
		CLMD6103W - Issues of Cultural Mediation &	0.5	Х			
		ARTH5218B - Museum Studies & Curatorial	0.5	Х			
		Total Credit Weight		2.5	2.5	1.0	
Theberge, Paul	Full Professor	CLMD6105F - Issues in the Tech of Cult	0.5		х		
		CLMD6900T - Research and Prof. Development	0.5		х		
		DIGH5902F - Special Topics in Digital	0.5		Х		

		Humm					
		FILM3808A - Cinema and Technology	0.5	х	х		
		MUSI5004W - Music&Culture	0.5	Х	Х	х	
		TheoryII:Debates					
		MUSI5008F - Technologies of Music	1.0	Х	Х		
		CLMD6105W - Issues in the Tech of Cult	0.5			Х	
		DIGH5902B - Special Topics in Digital	0.5	Х			
		Humm					
		FILM4002A - Topics in Audio-Visual	0.5			X	
		Culture					
		MUSI2006A - Popular Music before 1945	0.5			X	
		Total Credit Weight		2.5	3.5	2.0	
Fai, Stephan	Associate Professor	ARCC3301A - Prac1:Hist Anlyss&Adapt	1.0		х		
		Re-use					
		ARCH5301F - Seminar: Vitruvian	0.5	Х	Х	X	
		Exercises I					
		ARCH5402W - Evaluation Heritage	0.5		х		
		Properties					
		ARCS3105A - Studio 4	1.5		Х		
		ARCS3105B - Studio 4	1.5			Х	
		ARCS5105I - Graduate Studio 1	1.5	Х			
		Total Credit Weight		2.0	3.5	2.0	
Hodgins, Peter	Associate Professor	CDNS6900T - Ph.D. Core Seminar	1.0	Х	Х		
	Assistant Professor	DIST4905A - Dir Interdisciplinary Studies	1.0			X	
		DIST4906A - Dir Interdisciplinary Studies	1.0			Х	
		CDNS5001F - Concepts of Canada	0.5			х	
		Total Credit Weight	0.0	1.0	1.0	2.5	
Payne, Carol	Associate Professor	ARTH2601A - Intro to Hist of	0.5	X	X	X	
	1.0000.000	Photography		,			
		ARTH3106A - History of Methods of Art Hist	0.5		X	Х	
		ARTH3600B - Modern Art from c.1945- c. 1980	0.5		х		

		ARTH5010T - Arts and Its Institutions	0.5	Х	X		
		ARTH3000A - Themes in Cdn Historical Art	0.5			х	
		ARTH3809C - Topics in Art History & Theory	0.5			х	
		ARTH4602B - Issues: Theory & Hist of Photo	0.5	Х		Х	
		ARTH5500W - Photography & Its Institutions	0.5	Х		X	
		Total Credit Weight		2.0	2.0	3.0	
Slaney, Frances	Associate Professor	ANTH3007A - Hist of Anthropological Theory	0.5	X	X	X	
		ANTH5402W - Theories and Methods II	0.5		Х		
		ANTH2650A - Ethnography of Mesoamerica	0.5	Х			
		ANTH4780A - Anthropology of Personhood	0.5	x		X	
		ANTH5401F - Theories and Methods I	0.5	Х		Х	
		ANTH5708W - Special Topics in Anthropology	0.5			X	
		ANTH6000T - Doctoral	0.5			Х	
		Total Credit Weight		2.0	1.0	2.5	
Stewart, Jesse	Associate Professor	MUSI3703B - Improvisat in Theory&Pract	0.5	X			
		MUSI4005A - Issues in Jazz Studies	0.5	Х			
		MUSI5006A - Music & Identity	0.5	X			
		Total Credit Weight		2.0	0	0	Sabbatical 2013-14. Course release due to award in 2014-15. Credit of 0.5 for workload directed to supervising ensembles, master classes and practica
Thompson, Peter	Associate Professor	CDNS1000A - Intro to Canadian Studies	0.5		Х		

		CDNS1000V - Intro to Canadian Studies	0.5		Х		
		CDNS2210R - Intro to Study of Cdn	0.5		Х		
		Culture					
		CDNS5001F - Concepts of Canada			х		
	Assistant Professor	CDNS1101A - Ottawa:Explore National Instit	0.5			Х	
		CDNS1101P - Ottawa:Explore National Instit	0.5			X	
		CDNS2210R - Intro to Study of Cdn Culture	0.5			x	
		Total Credit Weight			2.0	1.5	Sabbatical 2015-16
Tiampo, Ming	Associate Professor	ARTH4008A - Transnational Theory	0.5		X		
		ARTH5218F - Museum Studies & Curatorial	0.5		x		
		ARTH5777W - Art Exhibition Studio	0.5		X		
		ARTH5788W - Directed Art Exhibition	0.5		X		
		CLMD6102W - Issues of Cultural Identity &	0.5	x			
		ARTH2007B - Asian Art: China and Japan	0.5			X	
		ARTH3809A - Topics in Art History & Theory	0.5			Х	
		ARTH4008B - Transnational Theory	0.5			х	
		ARTH5010T - Arts and Its Institutions	0.5			Х	
		ARTH5218W - Museum Studies & Curatorial	0.5	Х			
		ARTH5777A - Art Exhibition Studio	0.5	Х			
		ARTH5777F - Art Exhibition Studio	0.5	X			
		Total Credit Weight		2.0	2.0	2.0	
Wright, James K.	Associate Professor	MUSI1701A - Theory Studies:Common Pract I	0.5			x	
		MUSI2602A - Writing Music II	0.5		Х	Х	
		MUSI2700A - Theory: Common Practice	0.5	Х			
		MUSI5201F - Special Topics in Music Genres	0.5	Х			
		MUSI3702A - Intr Phys&Psychoacoust	0.5		Х	х	

		Musi					
		MUSI4705A - Post-Tonal Theory& Analysis	0.5		Х		
		MUSI5200A - SpecialTpcs:Music/Cultr Theory	0.5			х	
		Total Credit Weight		1.5	2.0	2.0	2014-15 and 2015-16, 0.5 of teaching workload directed to supervising performance studies, and in 2015-16, 0.5 sabbatical in the winter
Graham, Debra J.	Assistant Professor	WGST1808A - Intro Women's & Gender Studies	1.0	х	х		
		WGST4812A - Sel Top:Women's&Gender Studi	0.5		х		
		WGST5902A - Adv Topic Womens&Gender Studie	0.5		х		
		WGST5906A - Feminist Theory	0.5		х	х	
		WGST4804A - Digital Lives in Global Spaces	0.5			x	
		WGST4812B - Sel Top:Women's&Gender Studi	0.5			X	
		Total Credit Weight		1.0	2.5	1.5	
Patterson, Monica E.	Assistant Professor	CHST1000A - Childhood in Global Context	0.5		X		
		CHST2000A - Design&Analysis Rsrch Children	0.5		Х		
		CHST4001A - Special Topic in Child Studies	0.5	Х	Х		
		CHST1000B - Childhood in Global Context		х			
		Total credit Weight		1.0	1.5		Hired in 2014
Roy, Stephane	Assistant Professor	ARTH1100A - Art and Society:Prehist to Ren	0.5	х	Х		

		ARTH3400A - History of Printmaking	0.5		Х		
		ARTH4809B - Topics in Art History	0.5		х		
		ARTH5218B - Museum Studies &	0.5		х		
		Curatorial					
		ARTH2009A - Art Live: Art History	0.5	X			
		Workshop					
		ARTH2405A - European Art of 17th	0.5			Х	
		Century					
		ARTH2406B - European Art of 18th	0.5			x	
		Century					
		ARTH3400B - History of Printmaking	0.5	X		Х	
		ARTH4809D - Topics in Art History	0.5			X	
		ARTH5218F - Museum Studies &	0.5			X	
		Curatorial					
		Total Credit Weight		1.5	2.0	2.5	
Sanogo, Aboubakar S.	Assistant Professor	AFRI3609A - African Cinema	0.5	X			
		ENGL2608A - History of World Cinema	1.0			х	
		FILM2106A - The Documentary	0.5		Х		
		FILM2106B - The Documentary	0.5	X			
		FILM3608A – Topics in Film History	0.5			Х	
		FILM3608B - Topics in Film History	0.5		X		
		FILM3609A - African Cinema	0.5	Х			
		FILM4201B - Topics in National	0.5		х		
		Cinemas					
		FILM5601F - Studies in Genre	0.5	X	Х		
		FILM5601W - Studies in Genre	0.5			X	
		JOUR2106B - The Documentary	0.5	X			
		Total Credit Weight		2.5	2.0	2.0	

Teaching assignments for professors already at Carleton range from disciplinary surveys that have little curatorial content to focused curatorial seminars. Professors participating in the Diploma in Curatorial Studies all have the expertise, and would all have the possibility of teaching more curatorially-focused courses once the Diploma is accepted.

D.5. Contribution of faculty from other Carleton units and programs

Faculty participating in the diploma in curatorial studies will normally do so with 0-100% cross appointments to the Institute for Comparative Studies in Literature, Art and Culture. If not already cross-appointed to ICSLAC, they will be nominated by the ICSLAC steering committee and appointed by the Dean. Practicum supervisors in other units will occasionally be called upon to supervise disciplinary practica. Cognate courses taken by students will not impact upon faculty resources.

D.6. Contract instructors

Carleton's location in the national capital provides access to cultural resources unparalleled elsewhere in Canada. They include national cultural institutions, their collections and their staff: the National Gallery of Canada, the Canadian Museum of History (formerly Civilization), the Canadian War Museum, the Canadian Museum of Nature, the Canadian Museum of Science and Technology, the National Arts Centre, the House of Commons Heritage Collection, the Department of Aboriginal Affairs and Northern Development's Aboriginal Art Collection and Gallery, the Canada Council Art Bank, and Library and Archives Canada. Municipal and regional organizations are also potential partners and include the Canadian Film Institute, the Ottawa Art Gallery, the Diefenbunker Cold War Museum, the Mississippi Valley Textile Museum, the Bytown Museum, the Chamber Music Society, the City of Ottawa Archives, the City of Ottawa Museum Collection, the City of Ottawa Fine Art Collection, and the Ottawa Public Library. These rich resources will greatly contribute to and enhance the student-learning environment by providing a pool of professional expertise on which it can draw for the pro-seminar, summer institutes, thematic workshops, and practicum components. The program will appoint these museum professionals as adjunct research professors. Ideally, the program will hire an instructor from the field to give one .5 credit course per year.

E. Admission

E.1. Admissions requirements

The normal requirement for admission to the Diploma in Curatorial Studies is an Honours bachelor's degree (or the equivalent) in a related discipline, with a high honours standing. Students intending on pursuing a Type 2 Diploma must also fulfill the admission requirements of their home departments. As noted below, we will also recognize professional experience in the admissions process.

The Curatorial Studies diploma program also encourages applications from working professionals who do not satisfy this degree requirement, but who have demonstrated professional excellence in the arts and cultural heritage sector. Such applicants may use their high achievement in several designated university courses as evidence of their academic potential or may cite their related work experience. The applicability of previous university-level coursework or professional experience toward admissions requirements is determined on an individual basis in consultation with the program Academic Coordinator. Applicants will be directed to contact the program Administrator for details.

Students wishing to obtain admission will be required to submit an application along with a statement of intent, reference letters, and a writing sample or curatorial portfolio. (Please see Appendix 1 for calendar copy.)

E.2. Admissions requirements and timely completion

Admissions requirements assess three factors in applicants' backgrounds that might affect their success in the diploma in Curatorial Studies: depth and breadth of knowledge, experience and ability in the application of knowledge, and the student's autonomy and professional capacity.

Depth and Breadth of Knowledge. An applicant's transcript generally shows whether the student has acquired sufficient depth and breadth of knowledge to succeed at the graduate level in their discipline. While students pursuing a Type 2 diploma will be vetted by their home disciplines, students wishing to pursue a Type 3 diploma will be assessed for their background disciplinary knowledge. Type 3 diploma students will normally be expected to pursue studies in the field where they already have expertise. In cases where there are serious gaps, additional courses may be added to the diploma requirements, or else a qualifying year (or term) may be required. Because this is a practical diploma, students may be admitted on the basis of field experience.

Experience and Ability in the Application of Knowledge. Students will be assessed for their ability to clearly express their thoughts in a writing sample, and their ability to translate disciplinary knowledge into public formats for knowledge dissemination.

Autonomy and Professional Capacity. We anticipate that the diploma will appeal to professionals already working in cultural institutions. Our admission policy will acknowledge years spent working. As years spent working in the field contributes to both success and motivation in the program, it will be considered an asset in the application.

Students pursuing a Type 2 diploma may require as little as one credit of coursework extra to their disciplinary degrees, as the cognate courses (1 credit) can be double counted as part of their disciplinary M.A. or Ph.D., and the practicum component (1 credit) can be designed to fulfill the requirements of both the degree program and the diploma if two separate final assignments are submitted. All practica overseen by the home discipline must be vetted by the Assistant Director of Curatorial Studies to ascertain that it provides adequate curatorial experience. As a result, we anticipate that students pursuing the Type 2 diploma in curatorial studies will graduate with their degree cohort on time.

F. Program Enrolment and Retention

F.1. Class Sizes and Course and Program Capacity

The enrolment of the core course will be determined by the number of students admitted to the program. In the first year, the enrollment is expected to be 10+ students, and will grow with the program. This number is based upon the enrolments that we have received for the concentration in curatorial studies in Art History, which has served as a pilot program for the proposed Diploma in Curatorial Studies Program. The practicum will by its very nature be closely supervised by a museum professional, and will provide students with one-on-one guidance in a National Capital Region institution.

A small budget has been requested for recruitment purposes, which will target both domestic and international students. One of our affiliated partners has already been speaking to students in India interested in pursuing this training, and a more formal international recruitment strategy maybe developed in the future.

F.2. Projected Enrolment

Curatorial Studies Diploma: for Year 1, the annual projected enrolment is based upon anticipated student intake for Art History

Table F.3: Projected enrolment

	Type 2		Type 3			Total Enrolment
	Dom FT	Int'l FT	Dom FT	Dom PT	Int'l FT	
Year 1 (2017)	6	1	4	2	1	14
Year 2 (2018)	7	1	4	2	2	16
Year 3 (2019)	8	2	5	2	3	20
Year 4 (2020)	9	2	5	2	3	21
Year 5 (2021)	10	2	6	2	3	23

G. Students

Students who have determined that they are interested in pursuing curatorial careers, and who require specialized training to be competitive in the marketplace will pursue disciplinary training at the graduate level (Type 2), while others will seek to augment their disciplinary knowledge while acquiring applied curatorial training (Type 3).

There is significant market demand for trained curators with both a strong disciplinary background and applied skills in curatorial practice. Evidence of the demand for curatorial training can already be found at Carleton. For example, the pilot program that Art History has run over the past two years has, with no publicity, been successful in recruiting students (100% of the incoming class for 2015 pursued the concentration in curatorial studies). Moreover, the popularity of the Public History program further attests to the demand for applied training in this area.

Interviews with potential National Capital Region employers indicate their preference for students with advanced degrees and, importantly, practical experience in the field. Letters of Support from partners and prospective employers (museum and archival professionals in the National Capital Region), which is provided in Appendix D, attest to their interest in graduates of the Curatorial Studies Diploma. For mid- career professionals already in the field, graduates of the diploma program might take on new curatorial responsibilities, devise and manage digital curatorial projects or implement innovative curatorial policies and practice in their work place.

There is also international employment potential for graduates with advanced interdisciplinary and digital curatorial education in parts of the world, such as China and India, where museum facilities and infrastructure are expanding, and where there is sometimes limited specialized academic training. Students with curatorial training and expertise in art history, history, anthropology, natural sciences and other disciplines are urgently required for work in a large number of North American museums caught up in cycles of institutional expansion, renewal, and baby-boomer retirements. This program will meet a steadily growing need, which is also being fueled by the global expansion of museums especially evident in China, and massive digitization projects rendering collections, like those of India's national museums, visible to world audiences for the first time. It will serve both students seeking entry into the museum professions, and working museum and cultural heritage professionals with disciplinary expertise seeking opportunities for professional development that offer comparative and scholarly studies of global museum practices.

⁷ "Archivists, Curators, and Museum Workers: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics," December 17, 2015, accessed April 27, 2016, http://www.bls.gov/ooh/education-training-and-library/curators-museum- technicians-and-conservators.htm#tab-6.

⁸ "Mad about Museums," December 21, 2013, accessed April 27, 2016, http://www.economist.com/news/special-report/21591710-china-building-thousands-new-museums-how-will-it-fill-them-mad-about-museums.

The rapid multiplication and expansion of museums around the world has created an urgent need for curatorial training. China in particular, has invested heavily in cultural infrastructure over the past five years, exceeding in 2013, its 2015 target of creating 4000 museums. According to Jeffrey Johnson, Director of Columbia University's China Megacities Lab, "China plans to elevate the per-capita number of museums to equal international levels," indicating that the recent rapid 'museumification' of China is only the first phase of a larger infrastructural project. Furthermore, professional development and international collaborations, bringing museum personnel in line with international standards, is a significant point in India's Ministry of Culture's current 14-Point Museums Reform Agenda. The international demand for curators and other museum professionals poses a tremendous opportunity for Carleton University.

There is an unmet need for flexible part-time programs whereby freelance and institution-based museum professionals in a wide range of humanities and selected social sciences contexts can earn the credentials and gain the skills required for curatorial positions. The Curatorial Studies Diploma program will attract industry professionals who will wish to avail themselves of new theories and digital approaches to research on cultural objects, artifacts and specimens, and their display, interpretation and dissemination of new knowledge. Increasingly, today's curators are working with community-based expert and traditional knowledge holders, source communities, and participating in extensive consultation with Indigenous Peoples. Special topics, such as Indigenizing Curatorial Practice, and Curating Difficult Pasts, will bring professionals up to date with recent and emerging curatorial theory and practice. The flexible part-time option, which may be pursued over six semesters affords the opportunity for practitioners to upgrade their skills and to acquire the curatorial literacy and competency necessary to remain competitive in the job market.

G.1. Student Funding

Student funding for Type 2 Diploma students will be associated with the student's concurrent degree program; no additional funding will be associated with the Type 2 Diploma. The funding will be commensurate with FGPA standards, funded through a combination of TAship and scholarship, associated with the student's concurrent degree program.

Students pursuing Type 3 Diplomas will be self-funded.

We have already received two pledges to support student scholarships in Curatorial Studies. The first is a donation of \$2500 per year from former MoMA curator Lawrence Kardish. The second is a \$200,000 endowment for Curatorial Studies, established by Reesa Greenberg - a major figure in the field of exhibition studies. Consequently, the financial support the proposed program will be able to offer students, in the form of scholarships and travel grants, will contribute to recruiting and retention.

G.2. Career paths of graduates

Market Needs

Labour market forecast statistics on the curatorial profession in Canada are available through the Government of Canada's Canadian Occupational Projection System (COPS) and its Employment Outlook data, published online at www.jobbanks.gc.ca. While COPS' Occupational Outlook for occupational group 5112, representing curators (together with conservators), which is bundled with Librarians (5111) and Archivists (5113) comprising the group 5110, predicts that "labour demand and labour supply for this occupation group are expected to be broadly in line over the 2015-2024 period at the national level," the employment outlook for Ontario is rated at 2/3 stars or 'fair', indicating that the market for curatorial positions is commensurable with, or moderately exceeds, overall market demand in the region. Moreover, with the recent announcement of 1.9B in new funding for arts and culture by Canada's Liberal Government, further growth in cultural sector employment can be expected. Combined with a recent estimate by the United States Department of Labor, Bureau of Labour Statistics, anticipating the growth rate in the employment of curators to average 8% between 2014 and 2024, these indicators attest to the stability and measured growth of the North American job market in this area.

Interviews with potential National Capital Region employers indicate their preference for students with advanced degrees and, importantly, practical experience in the field. (See **Appendix D**, Letters of Support from Partners and Prospective Employers (Museum and Archival Professionals in the National Capital) who as potential employers attest to their interest in graduates of the Curatorial Diploma). While the jobbanks.gc.ca Employment Outlook reports that 72% of workers in the curatorial classification have attained a minimum of a bachelor's degree, its hiring analysis indicates that a master's degree is usually required to obtain employment. A diploma in curatorial studies would upgrade the skills and qualifications of candidates with both undergraduate and graduate degrees. The Outlook further suggests that the labour supply for this occupational group, rather than reaching its potential in the region, is constrained by the limited number of proximate educational institutions offering suitable post-graduate training. An analysis in the region in the region is constrained by the limited number of proximate educational institutions offering suitable post-graduate training.

For mid-career professionals already in the field, the proposed program provides the upgrading and accreditation necessary to take on new curatorial responsibilities and directions, devise and manage digital curatorial projects or implement innovative curatorial policies and practice in their work place.

As previously mentioned, there is also international employment potential for graduates with advanced interdisciplinary and digital curatorial education in parts of the world where museum facilities and infrastructure are expanding such as China and India, and where there is sometimes limited specialized academic training.

It is important to note that within the National Capital Region there is no other graduate level

⁹ "Explore Careers - Outlook Report - Job Bank". *Jobbank.gc.ca*. N.p., 2016. Web. 7 July 2016. ¹⁰ Ibid.

program that trains future museum/archive curators and cultural programmers, despite the region's exceptionally numerous art, culture and heritage institutions, and also music and film festivals. Indeed, the level of practical and theoretical training in an interdisciplinary environment offered by this program is unmatched in Canada.

Thus there is a an unmet need for updated credentials by freelance and institution-based curators in a wide range of humanities and selected social sciences, who will wish to avail themselves of new theories and digital approaches to research on cultural objects, artifacts and specimens, and their display, interpretation and dissemination of new knowledge.

A table indicating the anticipated educational and professional opportunities that will be created by the proposed program follows:

Educational Opportunities	Public Sector Employment Opportunities	Private Sector Employment Opportunities	Non-Profit Organizations
MA Study (for	Art Galleries Museums of Science	Auction Houses	Film and Music Festivals Historical Societies
Type 3 Diploma) PhD Study	Museums of History	Corporate Collections	Historical societies
	Museums of Nature	Corporate Archives	Positions in:
	Museums of	Commercial Galleries	Archives, Curatorial,
	Technology	Private Collections	Development, Education,
	Performing Arts	Positions in: [Archives,	Publications, Exhibition
	Centres	Curatorial,	Management, Registrar,
		Development,	Communications, etc.]
	Positions in:	Education, Publications,	
	[Archives, Curatorial,	Exhibition Management,	
	Development, Education,	Registrar,	
	Publications, Exhibition	Communications, etc.]	
	Management, Registrar,		
	Communications, etc.]		
	Federal Departments and		
	Crown Corporations such as		
	ArtBank, Canada Council,		
	Canadian Heritage Information		

H. Resources

H.1. Support and technical staff

Additionally, the Curatorial Studies Diploma requires the following professional support:

• One professional services staff member with museum experience and networks will be hired at 50% (level 8) to serve as the Partnerships and Placements Officer, and to provide some administrative support. Fiscal funding is being provided for 3 years, at which time a

review will be undertaken to assess the enrolments in the program and the requirements of this position.

- Administrative support interfacing with University regulations and systems will be provided by the current ICSLAC administrator, who will be increased from an 80% appointment to 85% in order to account for the increased administrative load created by Type 3 students, who will have no other administrative home.
- Technical and Audio-visual resource support will be provided by existing resources at ICSLAC.

These resource allocations have been approved by the Dean of FASS from the FASS budget, and will coverall additional academic resources required by the program.

H.2. Space

- One seminar-sized classroom equipped with projection equipment and a screen will be required each fall and winter for the pro-seminar in Curatorial Studies. This space can be provided by ICSLAC, which has excellent seminar facilities.
- Students will require shared office space in their home discipline. Type 3 students will
 require access to study space and to the campus computing network, which is available in
 the School for Studies in Art and Culture. The Assistant Director of Curatorial Studies and the
 Partnerships and Placements Officer can share the one office that is available in ICSLAC for
 the purposes of delivering the program.

a. Laboratory facilities

- The Carleton Curatorial Laboratory is an asset at the Carleton University Art Gallery that will be made available to qualified Curatorial Studies students in order to mount their curatorial projects.
- Ruth Phillips' GRASAC laboratory space will be made available to students in Curatorial Studies. This facility contains computer equipment and laboratory space for collaborative curatorial projects.
- The School for Studies in Art and Culture has also created laboratory space for students wishing to install small-scale exhibitions in museum-quality secured vitrines. These spaces will be made available to students in the Curatorial Studies Diploma Program.
- Laboratory facilities will also be provided as required by museum partners in the National Capital Region.

Exhibition space

- The National Gallery of Canada provides exhibition space and access to its collections to students through the Library and Archives. Students are also given access to the conservation laboratories during a special seminar on "technical art history." We are in the process of negotiating an MOU with the National Gallery of Canada to provide consistent access to laboratory space and curatorial workshops with NGC curators and conservators.
- The Museum of Science and Technology is in the process of redesigning its spaces, and we are in discussions with them to designate some space as laboratory space for Carleton University curatorial studies students. We are in the process of negotiating an MOU with the Museum of Science and Technology to provide consistent access to laboratory space and curatorial workshops with NGCcurators and conservators.

b. Unit/program and affiliated research facilities

- Students will have access to disciplinary resources in their home units and to research
 facilities affiliated with their home disciplines, such as Library and Archives Canada, the
 library at the National Gallery of Canada, and the archives at the Museum of History.
 Student home units are furnished with well- equipped and maintained computer labs that
 will be available for students enrolled in the Diplomain Curatorial Studies.
- The Carleton University Art Gallery is an important partner in this diploma, and will
 provide expert lectures, access to their laboratory spaces, collections, and exhibition
 spaces to students in the diploma in Curatorial studies.
- The Carleton University Library will make its collections available to students in Curatorial Studies, and may also provide public exhibition space in secured vitrines.
- Additionally, students will be able to access research facilities affiliated with their home disciplines, such as Library and Archives Canada, the library at the National Gallery of Canada, and the archives at the Museum of History.

c. University and unit/program computer facilities and computing resources (as applicable)

• Student home units are equipped with well-equipped and maintained computer labs that will be available for students enrolled in the diploma in Curatorial Studies.

H.3. Library Resources

The Report from the Library is included as Appendix 4 of the self-study.

The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program,

for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.

The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library's main monographs vendor, publishers' list and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources that are essential to the program and those that are simply "nice to have." Generally speaking, the reports list only the essential resources, with costing obtained from the vendors or agents from which the Library would obtain the materials: each item is listed and costed individually and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

The Library's collection includes specific resources to support the Curatorial Studies Diploma. These include the following percentages of the top-ranked 20 journals in SCImago classified under the subject categories:

Museology	80%
Visual and Performing Arts	90%

An analysis of Carleton University Library's information resources and services in support of the Curatorial Studies Diploma demonstrates that the Library requires additional funds to support the program. This will amount to a \$1,784 one-time cost in Year 1, plus annual costs of \$350 for Years 2, 3, 4, and 5 for licenses or subscriptions, to support the diploma program's information and research needs.

The Curatorial Studies program will also require the acquisition of monographs and subscriptions to journals. The Report from the Library is included as Appendix 4.

In addition to Carleton University Library resources, students in the Diploma in Curatorial Studies will also have access to the enormous research resources available at the libraries of the National Gallery of Canada, the Museum of History, the Museum of Science and Technology, and Library and ArchivesCanada.

I. Development of the Self-Study

This self-study was based upon research conducted by Diana Nemiroff (Carleton University Art Gallery, Retired) and Ruth Phillips (Art History). The document was drafted by Brian Foss (Art History) and MingTiampo (Art History) in consultation with James Opp (Public History), Carol Payne (Art History), Stéphane Roy (Art History), and Monica Patterson (Child Studies) with the assistance of Trina Bolam (Ph.D. student, ICSLAC).

In addition to providing comments, committee members performed the following tasks:

- Carol Payne collected letters of support from inside and outside the University.
- Ruth Phillips assessed the National and International context of Curatorial Studies.
- Stéphane Roy wrote the section on Facultymembers.

The study was written over a period of 2 years, following research conducted by Nemiroff and Phillips at the University of Michigan, which houses an interdisciplinary diploma in curatorial studies that serves as a model for this program.

Appendix 1- Proposed Calendar Copy

Graduate Diplomas in Curatorial Studies

Academic Regulations

See the General Regulations section of this Calendar.

All candidates are required to obtain a grade of B- or higher in each course of the program.

Admission Requirements

The minimum requirement for admission to the Diploma in Curatorial Studies is an honours bachelor's degree (or equivalent) in a related discipline, with an average of B+ or higher. Student pursuing a Type 2 diploma, must also fulfill the requirements of their home departments. Student wishing to obtain admission will be required to submit an application along with a statement of intent, reference letters, and a writing sample or curatorial portfolio.

Program Requirements

The Type 2 and Type 3 master's level graduate diplomas are designed to serve professional development needs. The Type 2 diploma is for graduate students in other programs who seek to strengthen or broaden their conceptual and technical skills in curatorial studies. The Type 3 diploma is for individuals who are not currently registered in a Carleton graduate program. Both diplomas have the same requirements and are comprised of 3.0 credits, and are designed to be completed in one year (twelve months). Students may take the program on either a part time or full-time basis.

Graduate Diploma in Curatorial Studies (Type 2 and Type 3) [3.0 credits]

Diploma in Curatorial Studies (3.0 credits)				
1. 0.5 credit in:		0.5		
<u>CURA 5000</u> [0.0]	Curatorial Studies Pro-seminar			
2. 0.5 credits from:		1.0		
<u>CURA 5001</u> [0.0]	Curatorial Studies Pro-seminar: Visual Arts Stream			
<u>CURA 5002</u> [0.0]	Curatorial Studies Pro-seminar: Material & Intangible			
	Cultures Stream			
3. 1.0 credit in:		0.5		
<u>CURA 5011</u> [0.0]	Curatorial Studies Practicum 1			
<u>CURA 5012</u> [0.0]	Curatorial Studies Practicum 2			
4. 1.0 credit in cognate discipline, which may be selected from cognate courses				

ANTH 5706 [0.5 credit] Contemporary Material Cultures

ANTH 5807 [0.5 credit] Special Topics in Symbolism and Culture

ARCH 5000 [0.5 credit] Directed Studies in History and Theory of Architecture

ARCH 5001 [0.5 credit] Architecture Seminar 1

ARCH 5002 [0.5 credit] Architecture Seminar 2

ARCH 5100 [0.5 credit] Directed Studies in Architecture and Society

ARCH 5200 [0.5 credit] Graduate Seminar 1: Introduction to Critical Thought in Architecture

ARCC 5001 [0.5 credit] Introduction to Design and Multimedia

ARCC 5003 [0.5 credit] Design and Technology Workshop

ARCC 5401 [0.5 credit] Workshop: Technical Studies in Heritage Conservation

ARTH 5010 [1. 0 credit] Art and Its Institutions

ARTH 5112 [0.5] Topics in Historiography, Methodology and Criticism

ARTH 5113 [0.5] Perspectives in Pre-Modernity

ARTH 5114 [0.5] Feminism and Gender

ARTH 5115 [0.5] Topics in Modern and Contemporary Art

ARTH 5117 [0.5] Community/Identity

ARTH 5210 [0.5] Topics in Aboriginal Art

ARTH 5218 [0.5 credit] Museum Studies and Curatorial Practice

ARTH 5403 [0.5] Architecture and its Institutions

ARTH 5500 [0.5] Photography and its Institutions

ARTH 5788 [0.5] Directed Art Exhibition

CDNS 5002 [0.5 credit] Interdisciplinary Methods

CDNS 5101 [0.5 credit] Aboriginal Peoples, Canada and the North

CDNS 5301 [0.5 credit] Canadian Cultural Studies

CDNS 5302 [0.5 credit] Canadian Cultural Policy

CDNS 5401 [0.5 credit] Heritage Conservation I: History, Principles, and Concepts

CDNS 5402 [0.5 credit] Heritage Conservation II: Theory in Practice

CDNS 5501 [0.5 credit] Decolonizing Canada: Cultural Politics and Collective Identities

CDNS 5601 [0.5 credit] Constructing Canada: The Politics of National Identity

CLMD 6102 [0.5 credit] Issues of Cultural Identity and Hybridity

CLMD 6103 [0.5 credit] Issues of Cultural Mediation and Representation

CLMD 6105 [0.5 credit] Issues in the Technologies of Culture

CLMD 6106 [0.5 credit] Issues in History and Culture

DIGH 5000 [0.5 credit] Issues in the Digital Humanities

DIGH 5012 [0.5 credit] Directed Readings and Research in Digital Humanities

DIGH 5800 [0.0 credit] Digital Humanities: Professional Development

DIGH 5902 [0.5 credit] Special Topics in Digital Humanities

ERTH 5104 [0.5 credit] Mineralogy

ERTH 5215 [0.5 credit] Natural Hazards in Canada - Risk and Impact

ERTH 5306 [0.5 credit] (GEO 5136) Paleobiology

ERTH 5903 [0.5 credit] (GEO 5135) Field Studies

FILM 5010 [0.5] Film Theory, History, and Critical Methodologies I

FILM 5020 [0.5] Film Theory, History, and Critical Methodologies II

FILM 5900 [0.5 credit] Cinema and Modernism

FILM 5901 [0.5 credit] Cinema and the Postmodern

HIST 5700 [0.5 credit] Introduction to Public History

HIST 5701 [0.5 credit] Archival Theory and Practice

HIST 5702 [0.5 credit] Public History Special Topics

HIST 5705 [0.5 credit] Museums, National Identity, and Public Memory

MUSI 5007 [0.5 credit] Music and Visual Culture

MUSI 5008 [0.5 credit] Technologies of Music

MUSI 5011 [0.5 credit] Music and Social Institutions

MUSI 5015 [0.5 credit] Ethnomusicology of Canadian Traditions

MUSI 5016 [0.5 credit] Music of Canada's First Peoples

MUSI 5300 [0.5 credit] Practicum in Music

SOCI 5306 [0.5 credit] Cultural Studies

SOCI 5406 [0.5 credit] Citizenship and Globalization

WGST 5001 [0.5 credit] Research Seminar in Women's & Gender Studies

WGST 5901 [0.5 credit] Advanced Topics in Women's and Gender Studies: Concepts of Gender

WGST 5906 [0.5 credit] Feminist Theory

Note: Additional cognate courses will be considered with the permission of the Director.

Appendix 2-Proposed Calendar Course Descriptions

CURA 5000 [1.0 credit]

Curatorial Studies Pro-seminar

This pro seminars explores a range of historical, social, economic, educational, ethical, legal, technological and administrative issues that concern the world of museums and related institutions.

CURA 5001 [0.5 credit]

Curatorial Studies Pro-seminar: Visual Arts Stream

This course, is a hands-on examination of art exhibition practices that includes site visits and workshops designed to help students develop curatorial skills and navigate the museum world. This course trains students in the core competencies of curatorial practice.

CURA 5002 [0.5 credit]

Curatorial Studies Pro-seminar: Material & Intangible Cultures Stream

This course, taught in collaboration with an institution in the National Capital Region, assists students to develop practical and professional competencies. The course focuses on issues specific to curatorial practice in natural and cultural history museums, interpretation/discovery centres and science centres.

CURA 5011 [0.5 credit]

Curatorial Studies Practicum

Practical on-site work in the collecting and programming institutions of the National Capital Region (as available), including a written assignment.

CURA 5012 [0.5 credit]

Curatorial Studies Practicum

Practical on-site work in the collecting and programming institutions of the National Capital Region (as available), including a written assignment.

CURA 5013 [0.5 credit] Directed Exhibition

Students are required to participate as audience members or presenters in scholarly and art community activities such as professional talks, symposia, conferences and art gallery events. Graded Sat/Uns.

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Government of Canada, "Explore Careers - Outlook Report - Job Bank". *Jobbank.gc.ca*. N. p., 2016. Web. 7 July 2016.



Institutional Quality Assurance Process

Library Report for Curatorial Studies

New Program

Date: May 19, 2016

Compiled by: Janice Scammell, Head Reference Services

Alana Skwarok, Librarian, Art History, Film Studies and Music

Submitted to: John Shepherd, Vice-Provost and Associate Vice-President (Academic)

cc Ming Tiampo, Director, ICSLAC

Catherine Khordoc, Acting Dean, Faculty of Arts and Social Sciences Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs

Leslie MacDonald-Hicks

Jessica DeVries, Manager, Office of the Vice-Provost and Associate Vice-President

(Academic)

Wayne Jones, University Librarian

Valerie Critchley, Associate University Librarian (Collections & Technology) Colleen Neely, Head, Collection Development and Acquisitions (Acting)

Laura Newton Miller, Assessment Librarian

Overview and Recommendations

An analysis of Carleton University Library's information resources and services in support of the program demonstrates that the Library would require the following funds for collections in order to be able to support it:

• US\$350 annually in ongoing funds (for licenses or subscriptions)

See Appendix for a costed list of the required titles and services.

Library Collections

Subject Specific

The Library's collection includes specific resources to support the Curatorial Studies Program including many of the key journals, such as Curator, The Museum Journal online, Heritage and Society, International Journal of Heritage in the Digital Era, Journal of Cultural Heritage, Journal of Material Culture, Journal of Conservation and Museum Studies (open access), and Museum Anthropology.

During the 2014/2015 academic year, the Library's spending for collections in all areas was almost \$5.5 million. About \$2 million was spent on general electronic resources which benefit all subject areas. In addition to that amount, the following table shows the amounts spent on electronic resources (databases, journals, ebooks, indexes), print journals, and monographs related to *Curatorial Studies*:

Library Collections Spending, 2014/2015	Electronic Resources	Print Journals	Monographs
(Arts and Social Sciences]	\$367, 450	\$70, 334	\$233,707

The Library's spending on monographs in the subject area in the past eight years has been as follows:

	Library Col	lections Sper	nding, Monog	graphs: [Art F	listory, Archi	tecture, Anthi	opology, Hist	ory]
	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Art History	\$21,556	\$34,485	Not available	\$13,656	\$13,909	\$11.828	\$10, 518	\$9, 815
Architecture	\$30, 490	\$23, 194	Not available	\$13, 384	\$16, 927	\$14,664	\$ 11,884	\$10,729.
Anthropology	\$14,660	\$16,365	Not available	\$ 7,562	\$16, 240	\$14, 312	\$7,875	\$8,877
History	\$53,256	\$66,613	Not available	\$32,899	\$39,465	\$42,283	\$32,314	\$28,416

The policy for materials that the Library collects for Art History, Architecture, Anthropology, and History may be found at http://www.library.carleton.ca/about/policies/collection-development-subject-profiles

Specialized Collections

Archives and Research Collections (ARC), serves research and scholarship at Carleton by acquiring, preserving, and making available archival collections of all types and also includes a rare book collection with varied focus. In particular, ARC houses the W. McAllister Johnson Collection which is comprised of over 1,700 titles and a collection of archival material pertaining to art and the history of art history. In addition, it serves as a resource facility and depository for the heritage and historical collections that document the history of Carleton University. ARC provides instruction in archival theory and practice and can provide opportunities for student practicums. ARC's seminar room is also available for hands-on teaching with the archival and rare book collections.

Teaching, Learning, and Research

The information-literate student is one who is able to access information efficiently, critically assess it, assimilate and synthesize it effectively. The Library's programs and services are grounded in Ontario's Quality Assurnace Framework, articulated in *Ensuring the Value of University Degrees in* Ontario, the Council of Ontario Universities' guide to degree level expectations in the province.

The Librarians, Subject specialists and Archives staff work collaboratively with faculty to address students' information competencies through a number of methods, including the following:

Instruction, Teaching, and Practicums

The total number of in-class instruction sessions provided by Library staff in all subject areas during 2014/2015 was 482, and the total number of students attending was 15,581. There were a total of 12 practicums (hands-on learning opportunities, critical enquiry projects) in all subject areas. The Librarians and Subject Specialists design classes and practicum opportunities to meet the needs of specific assignments and course requirements while addressing broad learning objectives.

Learning Support - Provided Online

The Library website (library.carleton.ca) is designed to support each step of the research process: identifying, accessing, borrowing, evaluating, and citing resources. Google Analytics recorded almost 1 million visits to the Library website during 2014/2015. Library users can now easily conduct a comprehensive search of the entire collection using the new Summon search interface.

Research Partnerships

Active research is the foundation of a strong academic program, and an increasingly important part of student learning and development. The Library provides resources, services, and expertise to facilitate the Carleton research community at all levels and through all stages of the research process. This research support is provided at key service points, and through consultations and more formal collaborations.

Services and Spaces

Individual Research Consultations

Library staff provided 6721 individual research consultations in total in 2014/15 for all faculties. Consultations can be scheduled for quantitative and qualitative research, as well as for GIS support.

Research Help Desks

Onsite research help is also available at three service points: the main Research Help desk, the MADGIC (Maps, Data, and Government Information Centre), and the Archives help desks. The main and MADGIC desks are open seven days a week during the fall and winter terms, and are supplemented with phone, email, and chat reference services. These three service points had a total of 14,291 visits in 2014/15.

General Information about the Library

The Library underwent extensive renovations in 2012-13, including two additions (West and East), and extensive renovations to the interiors. The East addition consists of five storeys of renovated space, totaling 28,500 square feet, punctuated by a large new reading room on the main floor, an Ottawa Community Resource Room, and an open-concept façade from top to bottom. The West addition consists of a two-storey addition, Levels 4 and 5, totaling 45,700 square feet of new library space. The new design for the fourth and fifth floor addition located at the rear of the building includes expanded group study rooms, digital media study rooms, the Discovery Centre with three innovative learning labs, and a special collections study area. Throughout the existing portion of the library, approximately 34,700 square feet was renovated, creating many modernized departmental spaces, including Reference Services, MADGIC, ARC, Reserves, and Interlibrary Loans.

The Discovery Centre is a 9,500 square foot collaborative workspace for undergraduate research. This dynamic learning environment is outfitted with ergonomic, accessible and stylish furniture as well as state-of-the-art technology. Complete with three Library Laboratories (a gaming lab, a learning lab, and a multimedia lab), this multi-purpose space can be adapted to suit a wide range of needs.

The Library's collection includes 1,084,374 printed monographs and 777,395 e-books, and licensed access to 68,033 electronic journals. In addition, the Library has substantial collections of government documents and other resources, maps, data, rare books and other special research collections, printed journals, archives, theses, multimedia resources (audio, DVD, streaming video), musical scores, computer games, as well as licensed access to a broad range of fulltext and indexing databases. For a snapshot of details, see Appendix.

Subject specialists and liaison librarians, working with faculty members and coordinated by the Head of Collection Development and Acquisitions, build and maintain the Library's collection by developing subject-specific collection policies which guide the systematic selection of materials. The Library also provides a request form on its website where a user may suggest a book or other item for purchase. Although the majority of monographs are collected in print format, the library is increasing its e-book collections. Students and faculty already have access to many e-books in a wide range of subjects and disciplines.

In order to enhance its purchasing power (particularly for electronic resources), the Library is an active member of two major cooperative partnerships: the Ontario Council of University Libraries (OCUL), a consortium of the 21 academic libraries in the province; and the Canadian Research Knowledge Network (CRKN), a consortium of 75 academic libraries across the country.

The Library's annual acquisitions budget for the 2015/2016 fiscal year is \$5.8 million, and its staffing and operating budget is \$10.8 million.

The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions budget is part of the academic planning and Quality Assurance processes for new programs. In relation to other Canadian academic libraries, Carleton's acquisitions budget is small, and comparisons on specific metrics also generally place Carleton at the back. Carleton's budget has increased by about 36% since 1999/2000 – slightly less than the increase in the national average of academic library budgets over the same period. But the the main problem is that Carleton's dollar amount is historically small in comparison to the national average, and since 1999/2000 it has not been catching up: it remains at about 56% (Carleton = about \$5.5 million and the national average = about \$9.9 million as of 2012/2013, the latest year for which comparative figures are available). The Library is dedicated to regular assessment of its resources and services. Staff use an assortment of qualitative and quantitative techniques to evaluate collections and services in order to make sound decisions within budget parameters.

The Library strongly supports the principles and practices of open access. The University's institutional repository, CURVE, was established in 2011 and is maintained by the Library. It includes not only a growing archive of the broad intellectual output of the University, but also digitized versions of most of the theses accepted at Carleton since 1955 – and as of 2014 houses all new Carleton theses deposited electronically. The Library contributes to CURIE, the University's program to provide funding for faculty and researchers who are publishing in open access journals, and also hosts 5 OA journals online using the Open Journal Systems management and publishing system.

Appendix: Costed List of Collections and Services Required to Support Curatorial Studies

Journal of Curatorial Studies

US\$275

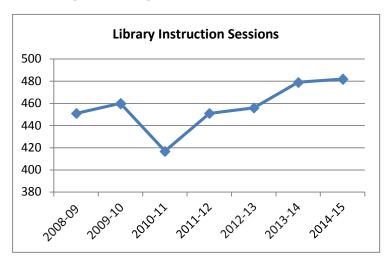
Res (Peabody Museum of Archaeology and Ethnology)

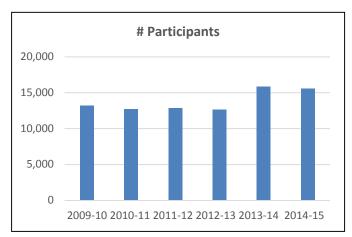
US\$75

AT A GLANCE: CARLETON UNIVERSITY LIBRARY

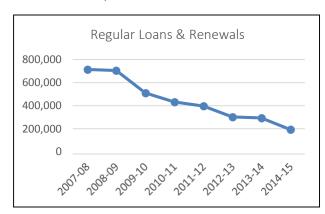
Statistics as of May 1, 2015 except where indicated.

Teaching, Learning, & Research





Research Experience



Highlights:

- CURVE Carleton's Institutional Repository
- Open Access Funding for Faculty, Staff, & Students
- Research Data Management Training
- Open Access Awards for Graduate Students
- Discovery Centre for Undergraduate Research
 & Engagement
- Professional Skills Training for Graduate Students

Electronic Usage

E-journal downloads (2013-14):

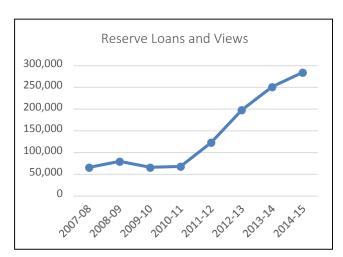
1,416,164

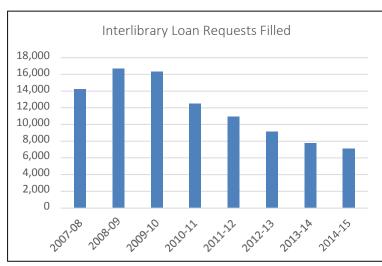
E-book uses (2014):

1,311,448

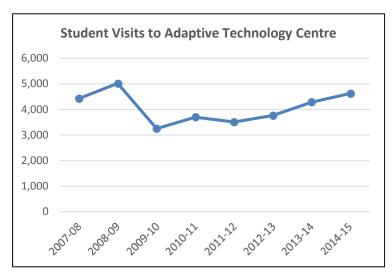
Library Web Visits (2014-15):

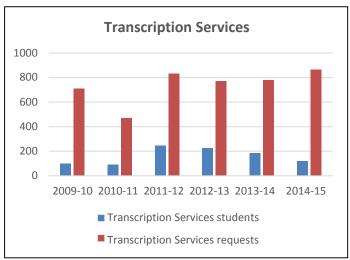
1 million





Student Learning Experience





Highlights:

- 2,000 seats
- 178 workstations
- Group & graduate study rooms
- Innovative Study areas
- Adaptive Technology Centre
- 24 hour access at peak times

Organizational Excellence

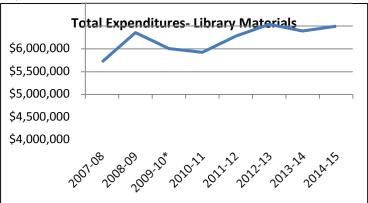
Collection Facts

# Print Volumes	1.8 million		
# Manuscripts & Archives	1637.4 linear metres		
Percentage of Total Collection	76%		
Budget Allocated to E-			
Resources			
# Cartographic Materials	162,000		
# E-books	952,958		
# E- Journals	94,000		

Ranking & Comparisons

Globe & Mail (2013)					
B+	Availability of Materials				
В	Study Spaces				
Α	Hours of Operation				
Maclean	Maclean's - Comprehensive Universities (2015)				
3 rd /15	% of University budget devoted to Library Services				
10 th /15	% of Library budget allocated to collections				

Expenditures



Library collections budget (2012/13)	Carleton = \$5,537,282 National Average = \$9,969,112
Library collections budget as a percentage of University budget (2012/2013)	Carleton = 1.6% National Average = 1.86%

*Amount as of April 9, 2010

Revenue & Cost Report (Incremental Direct Costs View) The Incremental Cost View provides proposal financials based on incremental or additional program costs 2014-004.v6.1 BForm Number (For Internal Use) Graduate Diploma in Curatorial Studies Program Name Date Revised May 4, 2016 Data Entry Revenue Year 0 Year 1 Year 2 Year 3 Year 4 Year 5 Student Intake Graduate - Full-Time Domestic 0.0 0.0 0.0 0.0 0.0 0.0 International 0.0 0.0 0.0 0.0 0.0 0.0 Graduate - Part Time Domestic 0.0 0.0 0.0 0.0 0.0 0.0 International 0.0 0.0 0.0 0.0 0.0 0.0 Graduate - Professional Diploma (1Year) Domestic - Full-Time 0.0 4.0 4.0 5.0 5.0 6.0 Domestic - Part-Time 0.0 2.0 2.0 2.0 2.0 2.0 International - Full Time 0.0 1.0 2.0 3.0 3.0 3.0 Student - Total Cohort Graduate - Full-Time 0.0 0.0 0.0 0.0 0.0 0.0 Domestic International 0.0 0.0 0.0 0.0 0.0 0.0 Graduate - Part Time Domestic 0.0 International 0.0 0.0 0.0 Graduate - Professional Diploma (1Year) Domestic - Full-Time 0.0 4.0 4.0 5.0 5.0 6.0 Domestic - Part-Time 2.0 4.0 4.0 4.0 4.0 International - Full Time 0.0 1.0 2.0 3.0 3.0 3.0 Incremental Costs Year 0 Year 1 Year 2 Year 3 Year 4 Year 5 Staffing - Headcount (New Only) Faculty Positions - new (HC) 0.0 Lecturers (0.5 credit) 0.0 1.0 1.0 1.0 1.0 1.0 Other employee positions - new (HC) 0.0 0.55 0.55 0.55 0.55 Total Headcount 1.6 1.6 1.6 1.6 1.6 Annual Headcount Change (Yr Over Yr) 0.0 0.0 0.0 Direct Costs - (Incremental) Faculty salaries- new Lecturer - Salaries only (0.5 credit) 6,745 \$ 6,745 6,745 6,745 6,745 Other Employee salary - 0.5 Admin * (new) and 0.05 Admin Level 8 (existing) 32,332 32,332 \$ 32,332 32,332 32,332 Employee Benefits 5,820 5,820 \$ 5,820 \$ 5,820 5,820 Scholarships and TAs \$ \$ Other Non-Salary Continuing Costs (Mktg & Promotion) 5,000 \$ One-Time Costs Faculty hiring \$ Equipment purchase 1,678 1,678 1,678 1,678 \$ Library \$ 3,568 \$ \$ \$ \$ Space renovation and construction \$ \$ Other Expense (specify below) \$

Model Output											
Revenue Sources Diploma Type III (1 Year) Summer Institution (3 week) Gateway Institution - Summer (1 week) Total Revenues	<u>Year 0</u> \$ \$ \$ \$	- \$ - \$ <u>- \$</u>	<u>Year 1</u> 96,556 - 96,556	\$ \$ \$	<u>'ear 2</u> 124,903 - - 124,903	\$ \$ \$	<u>Year 3</u> 155,197 - - - 155,197	\$ \$ \$	<u>Year 4</u> 155,197 - 155,197	\$ \$	<u>Year 5</u> 172,249 - 172,249
Incremental Program costs (University View) Scholarships TAships Scholarships and TAs	<u>Year 0</u> \$ \$	- \$ <u>- \$</u> - \$	<u>Year 1</u> - ; -	\$ \$ \$	<u>'ear 2</u> - - -	\$ \$	<u>Year 3</u> - - -	\$ \$	<u>Year 4</u> - - -	\$ \$	<u>Year 5</u> - -
CU Salaries and Benefits Lecturer - Salaries only Other Non-Salary Continuing Costs (Mktg & Promotion) One-Time Costs Total Direct Costs of Program Delivery -Incremental costing	\$ \$ \$	- \$ - \$ - \$	38,152 6,745 5,000 3,568 53,465	\$ \$ \$	38,152 6,745 - 1,678 46,575	\$ \$ \$	38,152 6,745 - 1,678 46,575	\$ \$ \$	38,152 6,745 - 1,678 46,575	\$ \$ \$	38,152 6,745 - 1,678 46,575
Overhead - Incremental Cost = 30% Total Costs including Overhead (Full Costing)	\$	<u>-</u> <u>\$</u> - \$	28,967 82,432	\$	37,471 84,046	\$	46,559 93,134	\$	46,559 93,134	\$	51,675 98,250
Summary Financials	Year 0		Year 1	<u>Y</u>	'ear 2		Year 3		Year 4		Year 5
Total Revenue Student Recruitment Costs - Scholarships and TA's Other Income - Endowment Investments Net Revenue Total Direct Costs of Program Delivery -Incremental costing	\$ \$ \$ \$	- \$ - \$ - \$ - \$	96,556 - - 96,556 (53,465)	\$ \$	124,903 - - - 124,903 (46,575)	\$ \$ \$ \$	155,197 - - 155,197 (46,575)		155,197 - - - 155,197 (46,575)		172,249 - - 172,249 (46,575)
Contribution Margin Overhead - at Incremental rate of 30% of Tuition + BIU Income	\$	- \$	43,091 (28,967)	\$	78,328	\$	108,622 (46,559)	\$	108,622 (46,559)		125,674 (51,675)
Surplus/(Deficit)	\$ -	\$					62,063	\$			74,000
NPV - Incremental Direct Cost	\$ 194,5	79			Assur	ned	Cost of	Cap	ital		6.0%
Additional expense details	The progra					. end	dowment.	The	proceeds	of th	nis
											d in 2



September 16, 2016

School of Indigenous and Canadian Studies

1206 Dunton Tower 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada Tel: (613) 520-2600, ext. 2366

Fax: (613) 520-3903 canadian.studies@carleton.ca carleton.ca/cdnstudies

Dear Colleagues,

This is a letter to indicate the strong support of the School of Indigenous and Canadian Studies for the proposed Diploma in Curatorial Studies. Along with ICSLAC, SSAC and Public History, the School of Indigenous and Canadian Studies is one of the major nodal points in an informal network of students and scholars who work in the overlapping areas of public memory, heritage conservation, digital humanities, museology and curatorial studies. Many of our graduates now work inart galleries and museums across Canada and the world and many of our current students aspire to do so.

For our current and future students, the creation of a program in curatorial studies will both give them access to courses and professional networks which they previously had to imperfectly cobble together on their own and provide them with recognized credentials in an increasingly competitive field. From the standpoint of the School, it will greatly increase our ability to attract highly qualified graduate students because it will provide them with professional training as a compliment to their academic training. From the standpoint of the faculty and the university, it will help to attract strong graduate students, to formalize and capitalize on Carleton's research strength and national leadership in the areas of public memory, curatorial studies, and museology and to strengthen our already strong linkages with local and national galleries, museums and other cultural institutions housed in Ottawa. For students, faculty, contributing programs, the university and the community, this is a win-win proposal.

Sincerely

Dr. Peter Hodgins

Director



Canada's Capital University

Office of the Dean Faculty of Arts and Social Sciences 330 Paterson Hall 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada Tel:(613) 520-2355 Fax: (613) 520-4481

29 September 2016

Dr. Matthias Neufang, Dean Faculty of Graduate and Postdoctoral Affairs

Dear Dr. Neufang,

The Faculty of Arts and Social Sciences confirms its full support for the establishment of Graduate Diploma Programs in Curatorial Studies that will be housed within and administered by the Institute for Comparative Studies in Literature, Art, and Culture (ICSLAC). This proposal builds upon Carleton's well-established foundation in curatorial studies. The core team at Carleton has been shaping curatorial studies scholarship for more than two decades and has also forged partnerships with several national institutions in the Ottawa region, including the National Gallery of Canada, the Canadian Museum of History, the Museum of Science and Technology and the National Archives. This academic resources resident within Carleton and the established collaborations with several Institutions in the Ottawa area will provide unparalleled opportunities for new scholarship and graduate level training in Curatorial Studies.

The Faculty also confirms this program can be launched with only a modest increase in human resources and it has secured the resources needed to hire a Professional Services Staff member (50% at Level 8) as well as extend the ICSLAC Administrator's appointment from 80% to 85% of a full-time position. A faculty member in FASS will be appointed 50-50 to the program; the unit that this faculty member is coming from will be compensated with a new position (the funding is already in FASS for this position, and it is a unit that has a high number of undergraduate FTEs); this plan has been discussed with the Provost, the Vice-Provost and the Dean FGPA.

FASS is eager to see the launch of these new graduate programs in September 2017 as well as working towards an expansion of graduate programming in Curatorial Studies at Carleton.

Sincerely,

Wallace Clement, Dean of FASS

STATEMENT OF SUPPORT FROM SISTER UNIT

Proposal:

Curatorial Studies

Master's Graduate Diplomas Type 2 (Concurrent) and Type 3 (Direct Entry)

Confirmation of course access for Curatorial Studies students:

- CLMD 6102 [0.5 credit] Issues of Cultural Identity and Hybridity
- CLMD 6103 [0.5 credit] Issues of Cultural Mediation and Representation
- CLMD 6105 [0.5 credit] Issues in the Technologies of Culture
- CLMD 6106 [0.5 credit] Issues in History and Culture

[x] I support this proposal unconditionally.
[] I do not support this proposal.
[] I support this proposal, with the following reservations:
Name of responding unit: Institute for Comparative Studies in Literature, Art and Culture
Title: Director
Name: Ming Tiampo
Signature:
Date:
17 Sept 2017



August 30, 2016

Prof. Ming Tiampo

The Institute for Comparative Studies in Literature, Art and Culture (ICSLAC), Carleton University

Re: Graduate Diploma programs in Curatorial Studies

Dear Professor Tiampo,

I am pleased to provide a letter of strong support for the proposed Graduate Diploma (Types 2 and 3) in Curatorial Studies. This unique program will cover a wide range of disciplines and provide students the opportunity to bridge subject knowledge expertise with the applied curatorial skills required by today's cultural institutions. Carleton University has made important contributions to the scholarly literature and curatorial practice, and our geographical location is at the heart of Canada's national museums, archives and heritage institutions. These factors will provide students with unparalleled opportunities and experience to study and apply their skills.

The proposed graduate program is perfectly aligned with the Carleton University Strategic Integrated Plan, in particular its mission of social connectedness and collaboration. The program will contribute to the University's academic leadership as it prepares students to undertake the challenges and opportunities of working in diverse areas of art and cultural heritage. It also reflects the University's institutional strength in the area of Media, Communications, and Culture, as recognized in the Strategic Mandate Agreement between the Ontario Ministry of Training, Colleges and Universities (MTCU) and Carleton University.

The graduate program will provide students cross-disciplinary learning opportunities, involving several departments in the Faculty of Arts and Social Sciences, as well as the Heritage Conservation Program at the Azrieli School of Architecture and Urbanism. Carleton's own collections, which include the Canadian, Indigenous and European Art Collections managed by the Carleton University Art Gallery, and the MacOdrum Library's Special Collections, offer valuable cultural resources and a framework for innovative collaboration.

The Faculty of Graduate and Postdoctoral Affairs (FGPA) welcomes this new and exciting graduate program that will continue to enhance our academic and research excellence, and provide students with a unique learning experience.

Sincerely yours,

Prof. Matthias Neufang

is my

Dean, Faculty of Graduate and Postdoctoral Affairs, Carleton University



Department of History

400 Paterson Hall 1125 Colonel By Drive Ottawa, ON Canada K1S 5B6

Tel: (613) 520-2828 Fax: (613) 520-2819 www.carleton.ca/history

Dr. Ming Tiampo
Director, Studies in Literature Art & Culture

Re: Curatorial Studies

Ottawa, 23 September 2016

Dear Ming,

The Department of History has reviewed the project of Curatorial Studies Master's Graduate Diplomas and is glad to offer its sister unit approval.

Be assured of the collaboration of my colleagues, within the limits of what the curriculum planning of the Department can allow. In particular:

- 1) No spots can be held for Diploma students in HIST 5700, because of already high enrollments
- 2) No spots can be held for Diploma students in HIST 5705, as it is offered every second year and has high enrollments. If this course was offered every year, then 1-2 spots may be held for Diploma students.
- 3) 1-2 spots may be held for for Diploma students in all HIST 5702 courses and HIST 5701 (Archives)

We thank you for allowing us to review the program, and wish you all the best in the steps to come.

Sincerely,

dominque marshall

Dr. Dominique Marshall Professor and Chair Tel.(613)520-2600 ext. 2846

Email: dominique marshall@carleton.ca



Department of Sociology and Anthropology

B750 Loeb Building 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada Tel: (613) 520-2582 Fax: (613) 520-4062 soc-anthro@carleton.ca

September 30, 2016

Dear Professor Tiampo,

I am pleased to provide a letter of strong support for the proposed Graduate Diploma in Curatorial Studies.

The introduction of this diploma makes a lot of sense given Carleton's strengths in related disciplines, along with the presence of the Carleton University Art Gallery and other resources, and our location in the nation's capital, home to numerous important museums and galleries. The program fits very well with the university's goals of community engagement and collaboration.

Anthropology and Sociology in particular are both fundamentally concerned with the interpretation and representation of culture and society. Members of our faculty work in closely related areas, and a number of our students find work in museums, galleries, and other cultural institutions. The Type Two option will be a pathway of substantial interest to our graduate students.

The Department of Sociology and Anthropology is very pleased to support this initiative.

Sincerely yours,

Dr. Aaron Doyle

Associate Professor and Chair,

Department of Sociology and Anthropology,



Brian Foss, Director School for Studies in Art & Culture (SSAC)

423 St. Patrick's Building 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada Tel: (613) 520-3791 Fax: (613) 520-3575

Email: brian_foss@carleton.ca

₹9 September 2016

Subject: Curatorial Studies Diploma Program Proposal

This letter confirms my strong support, on behalf of the School for Studies in Art and Culture (SSAC), for the proposed diploma program in Curatorial Studies. This program will constitute a tightly focused and methodologically sophisticated interdisciplinary program for the training of graduate students in the fast-evolving areas of curatorial theory and practice. While museum studies programs offer training in a range of museum-related specializations, curatorial studies often gets short shrift in these programs. Yet it is curatorship that drives the academic content and the educational activities of collecting institutions of all kinds. Moreover, the placement of the diploma program in Ottawa, home to what is indisputably the nation's richest, most varied and most ambitious collection of museums and other collecting institutions, offers the potential for the program and its students alike to benefit greatly from partnerships with those institutions.

SSAC is home to three disciplines: Art History, Film Studies, and Music. All three of these are by definition deeply implicated in questions of curatorship. Most obviously, museum and gallery curatorship is at the core of what the discipline of art history is all about. The same is true of architecture history, where the Canadian Centre for Architecture has demonstrated that in-depth archival collecting can only benefit through the implementation of adventurous ways of curating those collections in terms both of collecting policies and of exhibition display. Significantly, training in the functioning of cultural institutions is an area that feature prominently in both our undergraduate and our graduate programs. At the undergraduate level, we regularly offer third- and fourth-year "Selected Museum Exhibition" courses and seminars, each devoted to exploring the conceptualization and creation of a specific major art exhibition here in the National Capital Region. At the graduate level, the MA program has for several years prided itself on the training it provides in understanding the workings of cultural institutions, in many of which curatorship is a central concern: a fact reflected in the subjects addressed by a growing number of MA theses. The MA program has also, recently, developed a Curatorship component. This has proved intensely popular with the students. most of whom opt to take advantage of the training provided by this component. In

would be delighted to see the expansion of these contacts, such that Carleton students would have access to practica and internships that focus specifically on curatorship.

Skilled curatorship is also a rapidly growing component of professional employment in film studies. The proliferation of film festivals, for example, requires the training of film historians who are not only experts in particular aspects of cinema history and contemporary production, but who also have the skills to construct festival programming. Film is also playing a growing role in the collecting policies of museums and art galleries of all types, from ethnographic and history-based institutions (the Museum of Canadian History), to technological institutions such as the Canadian Museum of Science and Technology, to museums of science (where natural history educational films, wildlife documentaries, etc. are increasingly incorporated into the collected mandate). Whether these film collections are subsumed into larger, more general departments, or whether they exist on their own, the ability of museums to exploit them for research and education purposes alike is dependent upon the ability to acquire in-house expertise about how best to collect, exhibit and program the films. Similarly, film archives—including, most famously, the National Film Board of Canada and the Cinémathèque Québécois require staff whose knowledge goes beyond library/archive studies to embrace the coherent formation and programming of their vast archival collections. All too often this kind of work is left to personnel whose knowledge of curating theory is inadequate to engage effectively with today's sophisticated cultures of display.

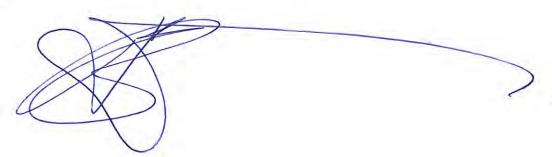
SSAC Music, too, has an inherent interest in the extension of the proposed program into areas of music curatorship. The shift from vinyl to digital music, for example, has created its own set of questions—not the least of which is the inevitable question of technological evolution and obsolescence—that must be added to the complexities inherent in compiling, storing and making accessible sound recordings. Printed music libraries offer similar challenges, and as institutions of all types resort more and more to bringing their collections to public notice they turn ever more to those whose training best equips them to address that challenge. And, like art exhibitions and film festivals, music festivals require more than just historical knowledge; they require a sophisticated understanding of curatorship.

Although SSAC has never done a scientific study of student interest in curatorship in particular, there is ample evidence to support the argument that students are highly interested in such a possibility. Large numbers of them have been turned on to the attractiveness of making careers in cultural institutions where curatorship is a daily fact of life. This has occurred through the many practica that SSAC students have undertaken in institutions such as the National Gallery of Canada, the Ottawa Art Gallery, Library and Archives Canada, the Canadian Film Institute, the Ottawa International Animation Festival, the One World Film Festival, SAW Video, the Canadian Musical Heritage Society, the CBC, and so on. For many students these practica have had a profound impact on their career plans. A next logical step for them would be training that focuses on curatorship in particular: something for

which their practica experience has given them a hunger without usually being able to satisfy it in a meaningful way. Nor would I expect the fluctuations of local and national economies to put a significant damper on this interest. Indeed, I have been struck by the number of students who, while recognizing that difficult financial times will mean hiring slowdowns or freezes for many institutions, are eager to join the growing number of specialists who carve out careers for themselves as independent or contract curators.

The School for Studies in Art and Culture is dedicated to reaching out to the broader communities, be they local, provincial or national, in an attempt to ensure that the disciplines of art history, film studies and music thrive. Sticking our heads in the sand is a recipe for disaster; our graduates must be actively involved in the public arena. An obvious way to do this is to encourage them to train in curatorship, so that they can be active in the collection, preservation, and public presentation of works of visual art, film and music. All of these are activities that foreground something that is a core mantra of SSAC: the value of the fine arts in daily life.

For all the reasons stated in this letter, I firmly believe that the proposed diploma program would respond well to our students' wishes, to our faculty members' ambitions for our graduates, and to the greater professionalization of the fine arts disciplines.





September 13, 2016

Pauline Jewett Institute of Women's and Gender Studies

1501 Dunton Tower 1125 Colonel By Drive Ottawa ON Canada K1S 5B6

Tel: (613) 520-6645 Fax: (613) 520-2622

Email: womens_studies@carleton.ca Website: www.carleton.ca/womensstudies

To: Matthias Neufang, Dean

Faculty of Graduate Studies and Post-Doctoral Affairs

Carleton University Art Gallery

From: Karen March, Acting Director

Pauline Jewett Institute of Women's & Gender Studies

Dear Prof. Neufang,

The Pauline Jewett Institute of Women's & Gender Studies is pleased to offer its support for the proposed graduate certificate program in Curatorial Studies at Carleton. Both I and the members of the unit have reviewed this proposal and are enthusiastic over its potential offerings to our students and the Carleton community at large. As we see it, the program offers a stimulating and attractive area for study, teaching and research.

We envision the area of intersectionality and ethics presented in the proposal will fit in strongly with our own program, especially our graduate research and theory courses (WGST5906 and WGST5907). Hence, we would be willing to provide spaces in both our graduate and fourth year courses for your students. Additionally, our special topics courses often cover issues related to material culture and we would be willing to work with the program to arrange other more substantive offerings at the undergraduate and graduate level if required.

If I can be of any further assistance, please let me know.

Kom A March

Sincerely,

Karen



September 12, 2016

Dr. Ming Tiampo
Director, Institute for Comparative Studies in Literature, Art and Culture
Carleton University
1125 Colonel By Drive
Ottawa, ON KIS 586

Dear Professor Tiampo,

I am pleased to submit this letter in support of the proposed Curatorial Studies Diploma program at Carleton University.

Curatorial Studies focuses on developing a critical understanding of the theoretical and practical issues informing curatorial practice. While most Curatorial Studies programs address the visual arts, particularly the field of contemporary art, I am especially pleased that the diploma in Curatorial Studies at Carleton is intended to be interdisciplinary in reach, building on existing programs at the master's and doctoral level in such areas as anthropology, public history, science, music and art history by offering a specific professional focus that will be useful in a competitive job market.

Ottawa offers a huge range of organizations in the performing, visual, media and literary arts operating at the local, national and international levels. This offering of so many organizations is unparalleled in Canada. Not only could they provide field placements for students in the program, but they have the potential to offer multiple resources for case studies and professional exchanges that draw on a diverse range of knowledge bases and practices. Our organization would be pleased to host placement students in their pursuit of excellent study.

As the General Manager of one of Ottawa's most celebrated and prominent music festivals, and as someone who has a deep appreciation and understanding of arts management and curatorship in the Canadian context, I offer my full support for the development of such a program. I am keen to see it succeed.

Sincerely yours,

Peter MacDonald General Manager



MUSÉE CANADIEN DE L'HISTOIRE

CANADIAN MUSEUM OF HISTORY



CANADIAN WAR MUSEUM

MUSÉE CANADIEN DE LA GUERRE

September 21, 2016

Dr. Ming Tiampo
Director, Institute for Comparative Studies in Literature, Art and Culture
Carleton University
1125 Colonel By Drive
Ottawa, ON KIS 586

Dear Dr. Ming,

I am pleased to write in support of your proposal to establish a one-year Graduate Diploma in Curatorial Studies at Carleton University. From the point of view of our Corporation, the key phrases in your proposal are:

... the growing complexity of the museum field ... requires professionals who possess an interdisciplinary perspective that encompasses a strong disciplinary grounding as well as a critical understanding of the historical framework of the museum and an awareness of contemporary curatorial issues related to collection development, exhibition models, audience engagement, and ethics.

Traditionally, curators hired by museums, galleries, and similar institutions arrive with excellent academic credentials but relatively little experience of or expertise in museum work. Currently, there are courses at various educational institutions that teach the latter within a specialized, multi-year program. However, our experience to date has been that academics with curatorial ambition are unlikely to take so much time away from their area of specialization to prepare themselves for museum work.

What is required, as Carleton University has so readily discerned, is a one-year program, taught by an eminent cohort of faculty specialists, that will meet the needs of individual academics and the museum community and yield a crop of museum and gallery-ready academic specialists, within a realistic timeframe.

I wish Carleton University success on embarking on such a well thought-out and promising endeavour. I am hopeful that we here at the CMH and many of our sister institutions and presenting organizations will benefit from your efforts.

Sincerely,

Mr. Mark O'Veill

President and Chief Executive Officer

100 rue Laurier Street Gatineau QC K1A 0M8 Canada museedelhistoire.ca historymuseum.ca 1 place Vimy Place Ottawa ON K1A 0M8 Canada museedelaguerre.ca warmuseum.ca





September 21, 2016

Dr. Ming Tiampo
Director, Institute for Comparative Studies in Literature, Art and Culture
Carleton University
1125 Colonel By Drive
Ottawa, ON KIS 586

Dear Dr. Ming,

I am pleased to write in support of your proposal to establish a one-year Graduate Diploma in Curatorial Studies at Carleton University. From the point of view of our Corporation, the key phrases in your proposal are:

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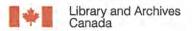
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Sincerely.

Mr. Mark O'Veill

President and Chief Executive Officer



Bibliothèque et Archives Canada

Librarian and Archivist of Canada

Bibliothécaire et archiviste du Canada

Gatineau, Quebec K1A 0N4 Gatineau (Québec)

September 14, 2016 File Number: 36744

Dr. Ming Tiampo
Director
Institute for Comparative Studies
in Literature, Art and Culture
Carleton University
1125 Colonel By Drive
Ottawa, Ontario KIS 586

Dear Dr. Tiampo:

Thank you for your email of September 12, 2016, concerning the establishment of a Curatorial Studies Diploma at Carleton University. Please consider this letter as an expression of my support for this endeavour.

The skills and practices associated with curation are increasingly important – both given the increasing convergence between archives, libraries, museums and related disciplines; as well as given the blurring of boundaries in the digital environment. In this context, the adoption of an interdisciplinary perspective like the one you are proposing, is increasingly valuable. With the addition of a Curatorial Studies Diploma, Carleton's School for Studies in Arts and Culture will surely develop capable and well-rounded students of high value to employers in the National Capital Region, and across Canada.

I wish you all the best as you move forward, and will follow the progress of your work with interest.

Best regards,

Guy Berthiaume





53 Elgin PO Box 1534, Stn B/CP 1534, succ B
Ottawa ON Canada K1P 5W1
T 1 866 850 ARTS (2787)
F 613 238 4556
NAC-CNA.CA

President and Chief Executive Officer Président et chef de la direction

September 13, 2016

Re: Creation of a Diploma of Curatorial Studies program at Carleton University

To whom it may concern,

I am writing to express my support for the creation of a Diploma of Curatorial Studies program at Carleton University. This program will be a very welcome addition to train future leaders in the ever-changing sector of Canada's museums, archives, libraries and other cultural institutions.

I have worked in the performing arts over the past 15 years, and have witnessed first-hand the increasing complexity of this sector. For example, the ever-changing media and social media landscape have significantly changed the public's expectations of what a visit to a museum, library or other cultural organization should be. No longer is a museum simply a place that preserves and displays artifacts; instead, it should offer visitors an interactive experience.

I have also observed that cultural organizations are increasingly partnering with each other to produce cross-disciplinary presentations. Here at the National Arts Centre, we actively facilitate these kinds of projects because we believe they produce outstanding results. The Governor General's Performing Arts Awards Gala, which combines live performances and tributes with documentary films through our partnership with the National Film Board of Canada, is one example. Our Casual Fridays series with the NAC Orchestra, in which our Music department partners with our Food and Beverage team to create an experience of "friends, food, wine and music" is another. In both cases, the goal is the same – to create a lasting bond between the audience and the performing arts through an unforgettable event.

I believe that the Diploma of Cultural Studies program, which will be highly interdisciplinary, and that will combine theory with a robust practical component, will help prepare its graduates for 21st-century leadership in Canadian cultural organizations. It is very fitting that this program should take place in the National Capital Region, which is home to so many Canadian cultural institutions. As a further vote of confidence, we would be very interested in hosting its students for practicum at the National Arts Centre.

Yours truly,

Peter A. Herrndorf President and CEO

New Program Proposal

Date Submitted: 10/01/15 11:50 am

Viewing: TBD-1300 : Curatorial Studies Diploma (Graduate)

Last edit: 11/15/16 2:15 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CUCQA
- 7. SAPC
- 8. Senate
- 9. CalEditor

Approval Path

- 1. 10/30/15 3:05 pm
 Ming Tiampo
 (mingtiampo): Approved
 for CLST ChairDir GR
- 2. 11/05/15 10:28 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC
- 3. 06/23/16 8:29 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to GRAD FCC for
 GRAD FBoard
- 4. 06/23/16 8:32 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to CLST ChairDir
 GR for GRAD FCC
- 5. 11/03/16 10:27 pm Ming Tiampo (mingtiampo): Approved for CLST ChairDir GR
- 6. 11/15/16 3:29 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 7. 11/15/16 3:40 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard
- 8. 11/15/16 3:49 pm Sandra Bauer (sandrabauer): Approved

1 of 4 11/17/2016 11:14 AM

for PRE SCCASP

- 9. 11/16/16 8:14 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 10. 11/16/16 9:21 am Christina Noja (christinanoja): Approved for CUCQA

Calendar Pages Using this

Curatorial Studies (Graduate Diplomas)

Program

Effective Date 2017-18

Workflow majormod

Program Code TBD-1300

Level Graduate

Faculty Faculty of Arts and Social Sciences

Academic Unit Institute for Comparative Studies in Literature, Art and Culture

Degree Graduate Diploma

Title Curatorial Studies Diploma (Graduate)

Program Requirements

Academic Regulations

See the General Regulations section of this Calendar.

All candidates are required to obtain a grade of B- or higher in each course in the program.

Admission Requirements

The minimum requirement for admission to the Diploma in Curatorial Studies is an honours bachelor's degree (or equivalent) in a related disipline, with an average of B+ or higher. Students pursuing a Type 2 diploma must also fulfill the admission requirements of their home departments.

Students wishing to obtain admission will be required to submit an application along with a statement of intent, reference letters, and a writing sample or curatorial portfolio.

Program Requirements

The Type 2 and Type 3 master's level graduate diplomas are designed to serve professional development needs. The Type 2 diploma is for graduate students in other programs who seek to strengthen or broaden their conceptual and technical skills in curatorial studies. The Type 3 diploma is for individuals who are not currently registered in a Carleton graduate

2 of 4 11/17/2016 11:14 AM

program. Both diplomas have the same requirements and are comprised of 3.0 credits, and are designed to be completed in one year (twelve months). Students may take the program on either a part time or full-time basis.

Cognate Courses: All cognate courses will be determined in collaboration between the student, the Assistant Director of Curatorial Studies, and the Graduate Supervisor of the cognate department. For students with significant disciplinary knowledge, courses from the School of Business may be more appropriate as cognate courses.

Diploma in Curatorial Studies (3.0 credits)

1.	0.5 credit in:		0.5
	CURA 5000 [0.0]	Curatorial Studies Pro-seminar	
2.	0.5 credits from:		0.5
	CURA 5001 [0.0]	Curatorial Studies Pro-seminar: Visual Arts Stream	
	CURA 5002 [0.0]	Curatorial Studies Pro-seminar: Material and Intangible Cultures Stream	
3.	1.0 credit in:		1.0
	CURA 5011 [0.0]	Curatorial Studies Practicum 1	
	CURA 5012 [0.0]	Curatorial Studies Practicum 2	
4.	1.0 credit in cognate	discipline, which may be selected from:	1.0
	ANTH 5706 [0.5]	Contemporary Material Cultures	
	ANTH 5807 [0.5]	Special Topics in Symbolism and Culture	
	ARCH 5000 [0.5]	Directed Studies in History and Theory of Architecture	
	ARCH 5001 [0.5]	Architecture Seminar 1	
	ARCH 5002 [0.5]	Architecture Seminar II	
	ARCH 5100 [0.5]	Directed Studies in Architecture and Society	
	ARCH 5200 [0.5]	Graduate Seminar 1: Introduction to Critical Thought in Architecture	
	ARCC 5001 [0.5]	Introduction to Design and Multimedia	
	ARCC 5003 [0.5]	Design and Technology Workshop	
	ARCC 5401 [0.5]	Workshop: Technical Studies in Heritage Conservation	
	ARTH 5010 [1.0]	Art and Its Institutions	
	ARTH 5112 [0.5]	Topics in Historiography, Methodology and Criticism	
	ARTH 5113 [0.5]	Perspectives on Pre-Modernity	
	ARTH 5114 [0.5]	Feminism and Gender	
	ARTH 5115 [0.5]	Topics in Modern and Contemporary Art	
	ARTH 5117 [0.5]	Community/Identity	
	ARTH 5210 [0.5]	Topics in Aboriginal Art	
	ARTH 5218 [0.5]	Museum Studies and Curatorial Practice	
	ARTH 5403 [0.5]	Architecture and Its Institutions	
	ARTH 5500 [0.5]	Photography and Its Institutions	
	ARTH 5788 [0.5]	Directed Art Exhibition	
	CDNS 5002 [0.5]	Interdisciplinary Methods	
	<u>CDNS 5101</u> [0.5]	Indigenous Peoples, Canada and the North	
	CDNS 5301 [0.5]	Canadian Cultural Studies	
	CDNS 5302 [0.5]	Canadian Cultural Policy	
	CDNS 5401 [0.5]	Heritage Conservation I: History, Principles, and Concepts	
	CDNS 5402 [0.5]	Heritage Conservation II: Theory in Practice	
	CDNS 5501 [0.5]	Decolonizing Canada: Cultural Politics and Collective Identities	
	CDNS 5601 [0.5]	Constructing Canada: The Politics of National Identity	

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CLMD 6102 [0.5]	Issues in Transnationalism
CLMD 6103 [0.5]	Issues of Cultural Mediation and Representation
CLMD 6105 [0.5]	Issues in the Technologies of Culture
CLMD 6106 [0.5]	Issues in History and Culture
<u>DIGH 5000</u> [0.5]	Issues in the Digital Humanities
DIGH 5012 [0.5]	Directed Readings and Research in Digital Humanities
DIGH 5800 [0.0]	Digital Humanities: Professional Development
DIGH 5902 [0.5]	Special Topics in Digital Humanities
ERTH 5104 [0.5]	Mineralogy
ERTH 5215 [0.5]	Natural Hazards in Canada - Risk and Impact
ERTH 5306 [0.5]	Paleobiology
ERTH 5903 [0.5]	Field Studies
FILM 5000 [1.0]	Directions in Film Theory and Film History
HIST 5700 [0.5]	Introduction to Public History
HIST 5701 [0.5]	Archival Theory and Practice
HIST 5702 [0.5]	Public History Special Topics
HIST 5705 [0.5]	Museums, National Identity and Public Memory
MUSI 5007 [0.5]	Music and Visual Culture
MUSI 5011 [0.5]	Music and Social Institutions
MUSI 5008 [0.5]	Technologies of Music
MUSI 5011 [0.5]	Music and Social Institutions
MUSI 5015 [0.5]	Ethnomusicology of Canadian Traditions
MUSI 5016 [0.5]	Music of Canada's First Peoples
MUSI 5300 [0.5]	Practicum in Music
SOCI 5306 [0.5]	Cultural Studies
<u>SOCI 5406</u> [0.5]	Citizenship and Globalization
WGST 5001 [0.5]	Research Seminar in Women's and Gender Studies
WGST 5901 [0.5]	Advanced Topics in Women's and Gender Studies I
WGST 5906 [0.5]	Feminist Theory
te: Additional cognate	e courses will be considered with the permission of the Dir
tal Caralita	

Not irector.

3.0 **Total Credits**

Other **New Resources**

Add new program Curatorial Studies (Graduate Diplomas) Summary

Rationale **INSERT RATIONALE HERE**

Transition/Implementation

Program reviewer

sandrabauer (04/13/16 12:02 pm): changed year to 17-18

lesliemacdonaldhicks (06/23/16 8:29 am): Rollback: To be revised for new Volume 1 lesliemacdonaldhicks (06/23/16 8:32 am): Rollback: To be revised for new Volume 1 sandrabauer (06/23/16 12:00 pm): Replaced CURO courses with CURA.

Key: 1300

comments

New Course Proposal

Date Submitted: 10/01/15 10:32 am

Viewing: CURA 5000 : Curatorial Studies Pro-seminar

Last edit: 11/03/16 2:19 pm

Changes proposed by: sandrabauer

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 1. 10/30/15 3:06 pm
 Ming Tiampo
 (mingtiampo): Approved
 for CLST ChairDir GR
- 2. 11/05/15 10:28 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC
- 3. 06/23/16 8:29 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to GRAD FCC for
 GRAD FBoard
- 4. 06/23/16 8:31 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to CLST ChairDir
 GR for GRAD FCC
- 5. 11/03/16 10:26 pm Ming Tiampo (mingtiampo): Approved for CLST ChairDir GR
- 6. 11/15/16 3:29 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 7. 11/15/16 3:40 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard
- 8. 11/16/16 9:20 am Christina Noja (christinanoja): Approved

1 of 3 11/17/2016 11:16 AM

for CUCQA

9. 11/16/16 9:31 am

Dan Begin (danbegin):

Approved for PRE

SCCASP

10. 11/16/16 9:33 am
Dan Begin (danbegin):
Approved for SCCASP

Programs referencing this course

Curatorial Studies

Effective Date

2017-18

Workflow

majormod

New Resources

Level

Graduate

Course Code

CURA

Course Number

5000

Title

Curatorial Studies Pro-seminar

Title (short)

Curatorial Studies Pro-seminar

Faculty

Faculty of Arts and Social Sciences

Academic Unit

Institute for Comparative Studies in Literature, Art and Culture

Credit Value

1.0

Course Description

This pro seminars explores a range of historical, social, economic, educational, ethical, legal, technological and administrative issues that concern the world of museums and related

institutions.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode

Standard Letter Grade

Schedule Type

Seminar

2 of 3

Summary	Add new course CURA 5010
Rationale for new course	To support new graduate Diploma in Curatorial Studies.
	sandrabauer (04/13/16 12:03 pm): changed year to 17-18
Course reviewer	lesliemacdonaldhicks (06/23/16 8:29 am): Rollback: To be revised for new Volume 1
comments	lesliemacdonaldhicks (06/23/16 8:31 am): Rollback: To be revised for new Volume 1
	sandrabauer (06/23/16 11:33 am): Changed CURO to CURA

Key: 8802

3 of 3

New Course Proposal

Date Submitted: 11/03/16 2:29 pm

Viewing: CURA 5001 : Curatorial Studies
Pro-seminar: Visual Arts Stream

Last edit: 11/15/16 3:24 pm

Changes proposed by: lesliemacdonaldhicks

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. Banner

Approval Path

- 1. 11/03/16 10:26 pm Ming Tiampo (mingtiampo): Approved for CLST ChairDir GR
- 2. 11/15/16 3:29 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 3. 11/15/16 3:40 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FBoard

Programs referencing this course

Curatorial Studies

2017-18

Effective Date

Workflow minormod

New Resources No New Resources

Level Graduate

Course Code CURA

Course Number 5001

Title Curatorial Studies Pro-seminar: Visual Arts Stream

Title (short) CuraStudies Pro-seminar Visual

Faculty Faculty of Arts and Social Sciences

1 of 2 11/17/2016 11:23 AM

Academic Unit Institute for Comparative Studies in Literature, Art and Culture

Credit Value 0.50

Course Description This course, is a practical examination of art exhibition practices that includes site visits and

workshops designed to help students develop curatorial skills and navigate the museum world.

This course trains students in the core competencies of curatorial practice.

Prerequisite(s)

Class Format Practicum

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Practicum

Summary New course

Rationale for new

course

To support new graduate Diploma in Curatorial Studies.

Course reviewer comments

Key: 9154

2 of 2

New Course Proposal

Date Submitted: 11/03/16 2:33 pm

Viewing: CURA 5002 : Curatorial Studies Pro-seminar: Material and Intangible Cultures Stream

Last edit: 11/15/16 3:26 pm

Changes proposed by: lesliemacdonaldhicks

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. Banner

Approval Path

- 1. 11/15/16 2:02 pm
 Ming Tiampo
 (mingtiampo): Approved
 for CLST ChairDir GR
- 2. 11/15/16 3:29 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 11/15/16 3:40 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard

Programs referencing this course

Curatorial Studies

Effective Date 2017-18

Workflow minormod

New Resources No New Resources

Level Graduate

Course Code CURA

Course Number 5002

Title Curatorial Studies Pro-seminar: Material and Intangible Cultures Stream

Title (short) CuraStudies seminar: Material

Faculty Faculty of Arts and Social Sciences

1 of 2 11/17/2016 11:24 AM

Academic Unit Institute for Comparative Studies in Literature, Art and Culture

Credit Value 0.50

Course Description This course, taught in collaboration with an institution in the National Capital Region, assists

students to develop practical and professional competencies. The course focuses on issues specific to curatorial practice in natural and cultural history museums, interpretation/discovery

centres and science centres.

Prerequisite(s)

Class Format Practicum

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Practicum

Summary New course

Rationale for new

course

Supports new Diploma in Curatorial Studies.

Course reviewer comments

Key: 9155

2 of 2

New Course Proposal

Date Submitted: 10/01/15 1:48 pm

Viewing: CURA 5011 : Curatorial Studies

Practicum 1

Last edit: 11/03/16 2:21 pm

Changes proposed by: sandrabauer

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- **7. SAPC**
- 8. Senate
- 9. Banner

Approval Path

- 1. 10/30/15 3:07 pm
 Ming Tiampo
 (mingtiampo): Approved
 for CLST ChairDir GR
- 2. 11/05/15 10:28 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC
- 3. 06/23/16 8:29 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to GRAD FCC for
 GRAD FBoard
- 4. 06/23/16 8:31 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to CLST ChairDir
 GR for GRAD FCC
- 5. 11/03/16 10:28 pm Ming Tiampo (mingtiampo): Approved for CLST ChairDir GR
- 6. 11/15/16 3:29 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 7. 11/15/16 3:40 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FBoard
- 8. 11/16/16 9:20 am
 Christina Noja
 (christinanoja): Approved

1 of 3

for CUCQA

- 9. 11/16/16 9:32 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 10. 11/16/16 9:33 am
 Dan Begin (danbegin):
 Approved for SCCASP

Programs referencing this course

Curatorial Studies

Effective Date

2017-18

Workflow

majormod

New Resources

Level

Graduate

Course Code

CURA

Course Number

5011

Title

Curatorial Studies Practicum 1

Title (short)

Curatorial Studies Practicum 1

Faculty

Faculty of Arts and Social Sciences

Academic Unit

Institute for Comparative Studies in Literature, Art and Culture

Credit Value

0.50

Course Description

 $\label{lem:practical} \textbf{Practical on-site work in the collecting and programming institutions of the National Capital}$

Region (as available), including a written assignment.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode

Standard Letter Grade

Schedule Type

Practicum

2 of 3 11/17/2016 11:24 AM

Summary	Add CURA 5011 Curatorial Studies Practicum
Rationale for new course	To support new graduate Diploma in Curatorial Studies.
	sandrabauer (04/13/16 12:03 pm): changed year to 17-18
Course reviewer	lesliemacdonaldhicks (06/23/16 8:29 am): Rollback: To be revised for new Volume 1
comments	lesliemacdonaldhicks (06/23/16 8:31 am): Rollback: To be revised for new Volume 1
	sandrabauer (06/23/16 11:34 am): Changed CURO to CURA

Key: 8803

3 of 3

New Course Proposal

Date Submitted: 11/11/16 11:35 am

Viewing: CURA 5012 : Curatorial Studies
Practicum 2

Last edit: 11/11/16 11:35 am

Changes proposed by: sandrabauer

In Workflow

- 1. CLST ChairDir GR
- 2. GRAD Dean
- 3. GRAD FCC
- 4. GRAD FBoard
- 5. CUCQA
- 6. PRE SCCASP
- 7. SCCASP
- 8. SAPC
- 9. Senate
- 10. Banner

Approval Path

- 1. 11/15/16 2:02 pm
 Ming Tiampo
 (mingtiampo): Approved
 for CLST ChairDir GR
- 2. 11/15/16 2:12 pm
 Adrian Chan
 (adrianchan): Approved
 for GRAD Dean
- 3. 11/15/16 3:29 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC
- 4. 11/15/16 3:40 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FBoard
- 5. 11/16/16 9:20 am Christina Noja (christinanoja): Approved for CUCQA
- 6. 11/16/16 9:32 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 7. 11/16/16 9:33 am
 Dan Begin (danbegin):
 Approved for SCCASP

Programs referencing this course

Curatorial Studies

1 of 2 11/17/2016 11:24 AM

Effective Date 2017-18

Workflow majormod

New Resources

Level Graduate

Course Code CURA

Course Number 5012

Title Curatorial Studies Practicum 2

Title (short) Curatorial Studies Practicum 2

Faculty Faculty of Arts and Social Sciences

Academic Unit Institute for Comparative Studies in Literature, Art and Culture

Credit Value 0.50

Course Description Practical on-site work in the collecting and programming institutions of the National Capital

Region (as available), including a written assignment.

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

Grade Mode Standard Letter Grade

Schedule Type Practicum

Summary Add new course CURA 5012 Curatorial Studies Practicum

Rationale for new

Course reviewer

comments

course

To support new graduate Diploma in Curatorial Studies

sandrabauer (04/13/16 1:20 pm): Changed Effective Date to 17-18.

lesliemacdonaldhicks (06/23/16 8:27 am): Rollback: To be revised for new Volume 1

sandrabauer (06/23/16 11:34 am): Changed CURO to CURA

lesliemacdonaldhicks (11/11/16 11:29 am): Rollback: Needs to be in major mod workflow

Key: 8862



Office of the Vice-Provost and Associate Vice-President (Academic)

memorandum

DATE:

November 18, 2016

TO:

Senate

FROM:

Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic), and Vice-

Chair, Senate Academic Program Committee

RE:

Final Assessment Report and Executive Summary: Bachelor of Humanities Program

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the Bachelor of Humanities program.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of November 3, 2016:

THAT SAPC recommends to Senate the approval of the Final Assessment Report and Executive Summary arising from the cyclical review of the Bachelor of Humanities program.

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

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

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

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

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

on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 25, 2016

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Humanities program.

CARLETON UNIVERSITY COMMITTEE ON QUALITY ASSURANCE

Cyclical Review of the Bachelor of Humanities Programs Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Humanities programs are provided pursuant to articles 4.2.5.b-4.2.6.a-b of the provincial Quality Assurance Framework and articles 7.2.23.

EXECUTIVE SUMMARY

The Bachelor of Humanities programs (B.Hum Honours, B.Hum Combined Honours, Biology and Humanities B.Hum Combined Honours) reside in Carleton University's College of the Humanities, a unit administered by the Faculty of Arts and Social Sciences.

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

The external reviewers' report, submitted to the College of the Humanities on January 4th, 2016, offered a positive assessment of the programs. Particularly noteworthy is the external reviewers' observations that 'the faculty appointed to the B.Hum programs are, by any standard of assessment, exemplary. Each faculty member is an expert, with an impressive scholarly track record, in a field directly related to the B.Hum curriculum. The faculty are accomplished scholars, but more importantly, they are deeply accomplished teachers.' The Reviewers also added that 'the students [they] met were as impressive as any – articulate, thoughtful, intelligent, knowledgeable, and, not to be under-emphasized, polite.'

Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the program. These recommendations were productively addressed by the program coordinator, the Director of the College and the Interim Dean of the Faculty of Arts and Social Sciences in a response to the report of the External Review that was considered by CUCQA on June 14th, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 12th, 2016.

FINAL ASSESSMENT REPORT

Introduction

The Bachelor of Humanities programs reside in Carleton University's College of the Humanities, a unit administered by the Faculty of Arts and Social Sciences. As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of GOOD QUALITY (Carleton's IQAP 7.2.12).

The site visit, which took place on November 2nd and 3rd, 2015, was conducted by Professors Edvard Lorkovic from MacEwan University and Neil Robertson from the University of King's College. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic); the Assistant Vice-President (Academic); the interim Dean of the Faculty of Arts and Social Sciences; the Director of the College of the Humanities; the Program Review Lead; faculty members; and approximately a dozen B.Hum students. The External Reviewers also toured the College facilities.

The external reviewers' report, submitted on December 21st, 2015, offered a positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on eight documents:

- The Self-study developed by members of the Bachelor of Humanities program (please see Carleton's IQAP 7.2.1-7.2.3) (Appendix A)
- The Report of the External Review Committee (IQAP 7.2.9.16) (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (IQAP 7.2.9.18)
 (Appendix C)
- The response from the coordinator of the Bachelor of Humanities program and the Dean (interim) of the Faculty of Arts and Social Sciences to the Report of the External Review Committee (IQAP 7.2.9.19 (Appendix D).
- The internal discussant's recommendation report (IQAP 7.2.11) (Appendix E).
- The communication from CUCQA regarding the outcome of the review (IQAP 7.2.15) (Appendix F).
- The program's Action Plan (IQAP 7.2.16) (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

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

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the program coordinator, the Director of the College of the Humanities, and the Interim Dean of the Faculty of Arts and Social Sciences regarding the implementation of recommendations for program enhancement to have been advanced as a consequence of the cyclical program review process.

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

Strengths of the programs

General

The External Review Committee noted that 'by any reasonable standard of academic assessment, these B.Hum programs are tremendously successful.' The Reviewers further observed that 'the B.Hum has succeeded in part by holding in balance, both in its recruitment strategy and in its curriculum, the sense that the content of the program is an end in itself and has an excellence worthy of the deepest attention, with the sense that the program functions for many of its students as a formation toward a profession life, for example medicine or journalism.'

Faculty

The external report indicates that 'the faculty appointed to the B.Hum programs are, by any standard of assessment, exemplary. Each faculty member is an expert, with an impressive scholarly track record, in a field directly related to the B.Hum curriculum. The faculty are accomplished scholars, but more importantly, they are deeply accomplished teachers.' The report states 'that scholarship and teaching excellence have been so well balanced by B.Hum faculty accounts, to no small degree, for the successes of their programs.'

Students

The Reviewers reported that the students they met 'were as impressive as any – articulate, thoughtful, intelligent, knowledgeable, and, not to be under-emphasized, polite.' They added that 'the generally superior (relative to other Faculty of Arts and Social Science programs) teaching evaluation results point to student satisfaction in the teaching they are receiving. This finding was further confirmed in conversation with students during the site visit.' The Reviewers found that 'these young people are not only talented – after all, they come to the College because they are talented – but actually develop and improve those talents through their studies in the B.Hum in ways that are both productive or functional and human or moral.'

Learning Outcomes

The Reviewers remarked that 'the College of Humanities is highly successful in meeting its learning outcomes and fulfilling the degree level expectations of the province. The evidence is provided in the Self-study, but most strikingly in the impressive graduation results for graduates of the B.Hum degrees (55% receiving highest honours, compared to 10% for BAs, p. 21 of the Self-study)'

Challenges faced by the programs

While the Program is generally successful in helping students acquire the learning outcomes, the Reviewers suggested that a few learning outcomes 'need to be adjusted to match the competencies of the program.' For instance, the learning outcome phrased as 'knowledge of the theoretical and methodological underpinnings of the particular academic programmes that make up the Humanities program' seems too broad a goal as to be reasonably attainable. Moreover, the External Reviewers could find little evidence of instruction in a number of discipline specific methods such as archival

methodologies or statistical analysis that would be basic to disciplines that 'make up the Humanities program.'

Regarding the content of the courses offered, the Reviewers felt that 'there are some questionable inclusions and some questionable exclusions' in terms of canonical books covered. 'For instance, in first year, students read classics from the Western tradition, and from non-Western traditions. After first year, the non-Western traditions appear to be forgotten.' The Reviewers also expressed 'some concerns about cohesion between courses, and even within individual courses.' They argued that this lack of cohesion is challenging for students, who said that they are often unable 'to see how the texts taught by different instructors related to each other.' There was a sense that 'the faculty teaching these courses sacrifice some curricular cohesion to satisfy their own scholarly interests and areas of expertise.' To remedy such lack of cohesion, students should participate in 'the review and assessment of the B.Hum curriculum.'

The Reviewers also indicated that some students 'expressed confusion about their programs, in particular about how they could manage to complete their course credits within four years.' Their 'impression was that both the College and the University as a whole would do well to improve their advising.'

Opportunities for program improvement and enhancement

As a result of the Review, CUCQA identified 10 areas for improvement:

- 1. Include student representatives, as voting members, on B.Hum curriculum committee;
- 2. Create an advisory body, comprised of student representatives from all four years of study, to meet annually to discuss the B.Hum curriculum and make recommendations to curriculum committee;
- 3. As part of the annual review process, the curriculum committee should consider ways to more fully integrate and connect the curriculum, both within and between required classes;
- 4. Expand writing tutorial service, with the writing consultant (or consultants) available for as many as 40 hours per week;
- 5. Coordinate, through communication and increased collaboration, advising between the College and University advisors;
- 6. Advising by the B.Hum be as pro-active as possible, stimulating or requiring students to meet to plan their degrees and that there be made a record of this plan kept by both the B.Hum program and the respective student;
- 7. Replace the 0.6 LTA position with a tenured or tenure-track position;
- 8. Preserve the College of the Humanities designated B.Hum space;
- 9. Stress, in national and international advertisement campaigns, the tremendous work and achievements of the B.Hum faculty and students;
- 10. Any addition to the B.Hum programs be done cautiously and ensure that any increased demand resulting from new programs translate, not into increased student numbers, but increased excellence of those students accepted.

The Outcome of the Review

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

The Action Plan.

The recommendations that were put forward by CUCQA as a result of the review process were productively addressed by the program coordinator, the Director of the College, and the Interim Dean of the Faculty of Arts and Social Sciences in a response to the report of the External Review that was considered by CUCQA on June 14th, 2016. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 12th, 2016.

It is to be noted that Carleton's IQAP (7.7.1) provides for the monitoring of action plans: 'A report will be filed with the Office of the Vice-Provost by the Faculty Dean(s) and academic unit(s) when the timeline is reached for the implementation of each element of the Action Plan. This report will be forwarded to CUCQA for its review.'

In the case of the Bachelor of Humanities, the majority of monitoring will be achieved by means of regular updates on the Action Plan, the first of which being expected by June 30th, 2017.

The Next Cyclical Review

The next cyclical review of the Bachelor of Humanities programs will be conducted during the 2021-22 academic year.



Office of the Vice-Provost and Associate Vice-President (Academic)

memorandum

DATE: November 18, 2016

TO: Senate

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic), and Vice-

Chair, Senate Academic Program Committee

RE: Final Assessment Report and Implementation Plan for the Joint PhD program in

Canadian Studies with Trent University

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Implementation Plan arising from the cyclical review of the Joint PhD program in Canadian Studies with Trent University.

The request to Senate is based on a recommendation from the Senate Academic Program Committee (SAPC), which passed the following motion at its meeting of November 3, 2016:

THAT SAPC recommends to Senate the approval of the Final Assessment Report and Implementation Plan arising from the cyclical review of the Joint PHD program in Canadian Studies.

Senators will note that the Final Assessment Report and Implementation Plan are not in the format customarily used at Carleton University. This is because at an early stage in the cyclical program review process, it was decided to follow the process and template of Trent University. There is no joint IQAP governing the review of this joint program.

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

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the documentation customarily supplied but in the case of a Carleton —only cyclical program review. This documentation constitutes the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

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

Major modifications described in the Implementation Plan, contained within the Final

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

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

Senate Motion November 25, 2016

THAT Senate approve the Final Assessment Report and Implementation Plan arising from the cyclical review of the Joint PhD program in Canadian Studies.





QUALITY ASSURANCE – CYCLICAL REVIEW FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN May 4, 2016

DEGREE PROGRAMS BEING REVIEWED	PhD in Canadian Studies
	offered jointly by Trent University and Carleton
EXTERNAL REVIEWERS	Dr. Sarah Carter (University of Alberta)
	Dr. Margery Fee (University of British Columbia)
	Dr. Charlotte Yates (McMaster University)
INTERNAL REPRESENTATIVE	Dr. Laura Summerfeldt, Trent University
	Dr. Joshua Greenberg, Carleton University
DATE OF REVIEW VISIT	April 28-30, 2014

SUMMARY

This Final Assessment Report (FAR) is in accordance with the provincial Quality Assurance Framework and the Institutional Quality Assurance Policies of both Carleton University and Trent University. The report considers three evaluation documents: the Program's Self-Study, the External Reviewers' Report, and the Program Response.

A summary of the review process is as follows: a self-study was prepared jointly by the institutions in accordance with the evaluation criteria as per the Quality Assurance Framework. Appendices included course outlines and CVs for full-time faculty members teaching in the degree programs. Qualified external reviewers were invited to conduct a review of the degree program which involved a review of all relevant documentation (self-study, appendices, IQAP), and participated in a university site visit. Reviewers visited both the Trent and Carleton campuses and met with senior administrators, faculty, staff, and students.

The Final Assessment Report (FAR), prepared by both Carleton and Trent includes an Implementation Plan which identifies those recommendations selected for implementation, and will specify: proposed follow-up, who is responsible for leading the follow-up, and the timeline for addressing the recommendation.

During the academic year 2013-2014, a review of the Joint PhD in Canadian Studies offered by Trent University and Carleton University was conducted. Three arm's-length external reviewers Dr. Sarah Carter (University of Alberta), Dr. Margery Fee (University of British Columbia), and Dr. Charlotte Yates (McMaster University) were invited to review the self-study documentation and then conducted a site visit to the university on April 28-30, 2014.

Reviewers noted that, 'This program is the only truly interdisciplinary PhD program in Canadian Studies anywhere in the world; its uniqueness and excellence deserve strong support from both institutions.' Students were 'enthusiastic about the program and have achieved good success in getting awards and finding academic or other suitable employment.'

SIGNIFICANT PROGRAM STRENGTHS

- Reviewers' commented that, 'The PhD programs at both institutions involve stellar faculty recognized internationally for their scholarship.'
- Delivery of interdisciplinary teaching and research.
- Dedication to the study of Canada.

OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT

• The addition of a field in Indigenous studies would enhance recruitment in this area and provide students with an opportunity to study these issues.

COMPLETE LIST OF RECOMMENDATIONS

The External Reviewers presented their recommendations as a list of unnumbered bullets. Numbers have been assigned for ease of identification.

Recommendation 1 (admission requirements; faculty renewal/resources)

That the Trent director and admission committee be enabled to use the Frost Endowment for recruiting purposes and top-up for student scholarship rather than a substitute for funding from the University scholarship resources.

Recommendation 2 (admission requirements)

That part-time students continue to be recruited long enough to evaluate why it does not work for some students.

Recommendation 3 (curriculum)

That dissertation committees have at least one faculty member from the second institution.

Recommendation 4 (curriculum)

That students present their research to their peers, as part of the core seminar or at a student-run conference.

Recommendation 5 (curriculum)

That students from Trent and Carleton be paired to take responsibility for at least one seminar presentation in the core course.

Recommendation 6 (curriculum)

That students whose projects require methodologies outside those covered by the core course be given opportunities to improve their methods training by drawing on courses from other departments and from the other University.

Recommendation 7 (curriculum)

That Indigenous Peoples: Colonial and Contemporary Realities be added as a field for the joint PhD program.

Recommendation 8 (student resources)

That students be given full access to libraries at both universities.

Recommendation 9 (student resources)

That a professional skills seminar be held for students to assist them in finding academic jobs.

Recommendation 10 (student resources)

That Trent staff arrange to share copies of readings with staff at Carleton for distribution to its students.

Recommendation 11 (student resources)

That student funding be increased, where possible, to reduce completion times.

Recommendation 12 (student resources)

That Trent students be given improved access to solo teaching in their fifth year.

Recommendation 13 (comprehensive examination process; graduate supervision)

That each student be assigned a supervisor pro tem on admission whose role is to guide the student through the candidacy project.

Recommendation 14 (comprehensive examination process)

That the Directors of the two programs and supervisor pro tem help students to access faculty members at the other institution for their comprehensive examinations and thesis committees.

Recommendation 15 (comprehensive examination process)

- a) That set dates for comprehensive examinations be established and students be expected to write on these dates.
- b) That student requests for parental or sick leave be accommodated as appropriate.

Recommendation 16 (comprehensive examination process)

- a) That one examination be set for each core course whereby all students would write at the same time.
- b) That a second comprehensive be led by the supervisor pro tem with two other suitable committee members.

Recommendation 17 (faculty renewal/resources)

That Carleton look beyond its own graduates for future hires.

Recommendation 18 (faculty renewal/resources)

- a) That Trent needs to commit new faculty resources to the program in order for it to survive.
- b) That Trent encourage/enhance participation by faculty across the University.

Recommendation 19 (faculty renewal/resources)

That Trent integrate the undergraduate program in Canadian Studies, MA in Canadian Studies and Indigenous Studies, and the PhD in Canadian Studies into a School of Canadian Studies.

Recommendation 20 (governance and jointness)

- a) That each program establish a governing council that includes the Director of the respective programs and at least two other faculty members involved in each program.
- b) That Governing Councils from each institution meet once a year to enhance joint coordination of the programs.

Recommendation 21 (governance and jointness)

That the two Directors meet at least once per term to enhance joint coordination of the program.

Recommendation 22 (Journal of Canadian Studies)

- a) Trent That the Editor of *The Journal of Canadian Studies* be appointed for a fixed term and selected through a process controlled by a Trent unit.
- b) Trent That in the case of an outside editor being appointed provision be made for faculty representation on the editorial board.

IMPLEMENTATION PLAN

* The applicable Dean, in consultation with the Department Chair shall be responsible for monitoring the Implementation Plan. The reporting date(s) for submitting a follow-up Implementation Report is indicated below and is the responsibility of the Department in consultation with the Dean.

Recommendation	Proposed Follow-Up If no follow-up is recommended please clearly indicate 'No follow up report is required' and provide rationale.	Responsibility for Leading Follow-Up *	Timeline for Addressing Recommendation
Recommendation 1 - Trent	Statement of principles is	Program	Implementation Date
That the Trent director and admission	being development	Director	September 2017
committee be enabled to use the Frost	between Frost Centre,		
Endowment for recruiting purposes and	Graduate Studies, and	Graduate	<u>Implementation</u>
top-up for student scholarship rather	External Relations.	Dean	<u>Report</u>
than a substitute for funding from the			Due December 1,
University scholarship resources.			2016
Recommendation 2 - Carleton	Part-time students will		<u>Implementation</u>
That part-time students continue to be	be surveyed in order to	School	<u>Report</u>
recruited long enough to evaluate why it	better understand the	Director	Due December 1,
does not work for some students.	challenges they face. In		2016
	the meantime, Carleton	Graduate	
	has continued to accept	Director	
	them into the program.		
Recommendation 3	No follow up report is		
That dissertation committees have at	required.		
least one faculty member from the			
second institution.	This is currently the		
	standard practice at		
	Trent and Carleton.		
Recommendation 4	Trent noted that research	Program	<u>Implementation</u>
That students present their research to	monies have been made	Directors	Report
their peers, as part of the core seminar or	more readily available.		Due December 1,
at a student-run conference.	Clarify purpose of		2016
	research monies.		
Recommendation 5		Program	<u>Implementation</u>
That students from Trent and Carleton be		Directors	Report
paired to take responsibility for at least			Due December 1,
one seminar presentation in the core			2016
course.			

Recommendation 6 That students whose projects require methodologies outside those covered by the core course be given opportunities to improve their methods training by drawing on courses from other departments and from the other University.	No follow up report is required. Program indicated that this is current practice and will make this better known.		
Recommendation 7 That Indigenous Peoples: Colonial and Contemporary Realities be added as a field for the joint PhD program.	Meet with Frost Centre and Indigenous PhD Director.	Program Directors Graduate Deans	Implementation Date September 2017 Implementation Report Due December 1, 2016
Recommendation 8 That students be given full access to libraries at both universities.	Follow up with IT will be required at both institutions.	Program Directors Graduate Deans	Implementation Date September 2016 Implementation Report Due December 1, 2016
Recommendation 9 That a professional skills seminar be held for students to assist them in finding academic jobs.		Program Directors	Implementation Report Due December 1, 2016
Recommendation 10 - Trent That Trent staff arrange to share copies of readings with staff at Carleton for distribution to its students.	Inappropriate use of staff resources. Need to investigate whether this violates copyright laws.	Program Directors	Implementation Date September 2016 Implementation Report Due December 1, 2016
Recommendation 11 That student funding be increased, where possible, to reduce completion times.	Investigate feasibility.		Implementation Report Due December 1, 2016
Recommendation 12 - Trent That Trent students be given improved access to solo teaching in their fifth year.	No follow up report is required. CUPE Collective revised to allow for increased opportunities.		
Recommendation 13 That each student be assigned a supervisor pro tem on admission whose role is to guide the student through the candidacy project.	No follow up report is required. Program indicates that this is the current Trent		

	practice and Carleton recently has instituted this policy. Programs will emphasize and make this role clear to both students and faculty.		
Recommendation 14 That the Directors of the two programs and supervisor pro tem help students to access faculty members at the other institution for their comprehensive examinations and thesis committees.	In light of comments made in the report, recommend that the entire comprehensive examination process be reviewed by the Directors at Carleton and	Program Directors	Implementation Date September 2017 Implementation Report Due December 1, 2016
Recommendation 15 a) That set dates for comprehensive examinations be established and students be expected to write on these dates.	Trent University	Program Directors	Implementation Report Due December 1, 2016
b) That student requests for parental or sick leave be accommodated as appropriate. Recommendation 16		Program	Implementation
a) That one examination be set for each core course whereby all students would write at the same time.		Directors	Report Due December 1, 2016
b) That a second comprehensive be led by the supervisor pro tem with two other suitable committee members.			
Recommendation 17 - Carleton That Carleton look beyond its own graduates for future hires.	No follow up report is required.		
Recommendation 18 - Trent	Recommendation will be kept in mind but Carleton already seems to be following it: only 1 (Hodgins) of 10 faculty members hired in open competitions is a Carleton PhD graduate. The rest of the Carleton graduates followed nontraditional routes into faculty positions. No follow up report is	a) Graduate	
Recommendation 10 - Hellt	required. CPRC suggests	Dean; Provost	

a) That Trent needs to commit new	discussing feasibility with		
faculty resources to the program in order for it to survive.	the Dean.	b) Graduate	
To it to survive.		Dean;	
b) That Trent encourage/enhance		Program	
participation by faculty across the		Director	
University.			
Recommendation 19 - Trent	In progress, an update is	Graduate	<u>Implementation</u>
That Trent integrate the undergraduate	requested as part of the Implementation Plan.	Dean	Report Due December 1,
program in Canadian Studies, MA in Canadian Studies and Indigenous Studies,	implementation Plan.		2016
and the PhD in Canadian Studies into a			2010
School of Canadian Studies.			
Recommendation 20		Program	<u>Implementation</u>
a) That each program establish a	a) Comment on whether	Directors	<u>Report</u>
governing council that includes the	or not the current		Due December 1,
Director of the respective programs and	structure of the Frost		2016
at least two other faculty members	Centre Board fulfills the		
involved in each program.	suggested role/		
b) That Governing Councils from each	structure?		
institution meet once a year to enhance	As School is developed		
joint coordination of the programs.	(#19) governance		
Jenne de d'amadem d'active programe.	structure should be		
	considered.		
Recommendation 21		Program	<u>Implementation</u>
That the two Directors meet at least once		Directors	Report
per term to enhance joint coordination of			Due December 1,
the program.	No follow we negot is		2016
Recommendation 22 - Trent a) That the Editor of <i>The Journal of</i>	No follow up report is required.		
Canadian Studies be appointed for a fixed	required.		
term and selected through a process	Falls beyond the role of		
controlled by a Trent unit.	this committee in		
	assessing the quality of		
b) That in the case of an outside editor	the degree program.		
being appointed provision be made for			
faculty representation on the editorial			
board.			



Office of the Vice-Provost and Associate Vice-President (Academic)

memorandum

DATE: November 18, 2016

TO: Senate

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic), and Vice-Chair,

Senate Academic Program Committee

RE: 2017-18 Calendar Curriculum Proposals

Graduate & Undergraduate 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 October 24, 2016, November 7, 2016, October 17, 2017, October 18, 2016, August 5, 2016, November 10, 2016, June 24, 2016, October 24, 2016, August 7, 2016 & August 7, 2016 members of the Library staff, upon review of the proposals, confirmed no additional resources were required for the 2017-18 major modifications.

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

Major Modifications

1. Master of Computer Science

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Master of Computer Science program as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Master of Computer Science program as presented with effect from fall 2017.

2. Bachelor of Health Sciences Honours with Concentration

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Bachelor of Health Sciences program as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Bachelor of Health Sciences program as presented with effect from fall 2017.

3. Master of Science: Health: Science Technology and Policy

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Master of Science in Health: Science Technology and Policy program as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Master of Science in Health in Science Technology and Policy program as presented with effect from fall 2017.

4. Master of Accounting

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Master of Accounting program as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Master of Accounting program as presented with effect from fall 2017.

5. Bachelor of Science: Neuroscience and Mental Health & minor in Neuroscience and Mental Health

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Bachelor of Science in Neuroscience and Mental Health & minor in Neuroscience and Mental Health programs as presented with effect from fall 2017 contingent on the approval of the Vice-President Academic and Research Committee.

Note: Contingency met November 25, 2016.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Bachelor of Science in Neuroscience and Mental Health & minor in Neuroscience and Mental Health programs as presented with effect from fall 2017.

6. Bachelor of Information Technology: Photonics and Laser Technology

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the Bachelor of Information Technology in Photonics and Laser Technology program as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the Bachelor of Information Technology in Photonics and Laser Technology program as presented with effect from fall 2017.

7. Doctor of Philosophy: Environmental Engineering

CUCQA approval: October 26, 2016 SCCASP approval: November 1, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the major modifications to the PHD program in Environmental Engineering as presented with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the major modifications to the PHD program in Environmental Engineering as presented with effect from fall 2017.

8. Master of Business Administration: Concentration in Arts Management

CUCQA approval: November 9, 2016 SCCASP approval: November 17, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the Master of Business Administration: Concentration in Arts Managements to commence fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the Master of Business Administration: Concentration in Arts Managements to commence fall 2017.

9. Master of Arts: Music and Culture with a Specialization in African Studies

CUCQA approval: October 26, 2016 SCCASP approval: November 1, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the approval of the Master of Arts in Music and Culture with a Specialization in African Studies with effect from fall 2017.

Senate Motion November 25, 2016

THAT Senate approve the Master of Arts in Music and Culture with a Specialization in African Studies with effect from September 2017.

10. Doctor of Philosophy: Management (Okanagan)

CUCQA approval: November 9, 2016

SAPC Motion November 17, 2016

THAT SAPC recommend to Senate the delivery of the PHD program in Management at Okanagan University College, University of British Columbia, with effect from May 2017.

Senate Motion November 25, 2016

THAT Senate approve the delivery of the PHD program in Management at Okanagan University College, University of British Columbia, with effect from May 2017.

Date Submitted: 09/30/16 11:34 am

Viewing: MCS-77: M.C.S. Computer Science

Last approved: 05/20/15 3:31 pm

Last edit: 10/07/16 11:28 am

Last modified by: lesliemacdonaldhicks

Changes proposed by: dianagreene

In Workflow

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

Approval Path

- 09/30/16 1:39 pm
 Douglas Howe
 (doughowe): Approved
 for COMP ChairDir GR
- 10/05/16 3:22 pm
 Malcolm Butler
 (malcolmbutler):
 Approved for SCI Dean
- 3. 10/05/16 9:44 pm Adrian Chan (adrianchan): Approved for GRAD Dean
- 4. 10/19/16 6:59 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 10/26/16 3:02 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard
- 6. 11/15/16 11:24 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 7. 11/15/16 2:23 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP

Calendar Pages Using this Comp Program	8. 11/16/16 8:18 am Dan Begin (danbegin): Approved for SCCASP 9. 11/17/16 11:29 am Christina Noja (christinanoja): Approved for SAPC
	History
	1. May 20, 2015 by sandra

Effective Date 2017-18

Workflow majormod minormod

Program Code MCS-77

Level Graduate

Faculty Faculty of Science

Academic Unit School of Computer Science

Degree Master of Computer Science

Title M.C.S. Computer Science

Program Requirements

	M.C.S. Computer Science	- Thesis option (5.0 credits)	
		ork. Course work must include at least (see OCICS course listing): 0.5 credit in credit in the theory of computing, and 0.5 credit in either computer systems	2.5
ź	2. Fulfilment of the gradua	te seminar requirement	
	2. 2.5 credits in:		2.5
	<u>COMP 5905</u> [2.5]	M.C.S. Thesis (Each candidate submitting a thesis will be required to undertake an oral defence of the thesis.)	
7	Total Credits		5.0
ſ	M.C.S. Computer Science -	Non-thesis option (5.0 credits)	
	1. 4.0 credits in course work. Course work must include at least (see OCICS course listing): 0.5 credit in software engineering, 0.5 credit in the theory of computing, and 0.5 credit in either computer applications or computer systems		4.0
2	2. Fulfilment of the gradua	te seminar requirement	
	2. 1.0 credit in Graduate departmental seminar on	project (Each candidate submitting a Project will be required to present a their Project)	1.0

0.0

COMP 5903 [1.0]

Intensive Graduate Project (M.C.S.)

Total Credits 5.0

Notes:Course selections must be approved by the student's academic adviser, and must include at least (see OCICS course listing):0.5 credit in software engineering, 0.5 credit in the theory of computing, and 0.5 credit in either computer applications or computer systems. For students in the Accelerated Stream, the 5000-level COMP courses taken as part of the B.C.S. degree can be used to satisfy area requirements. The graduate seminar requirement includes a seminar presentation and participation in at least ten sessions in the joint graduate student seminar series. Both course and thesis work may be completed either by full time or part time study. A candidate can be permitted to carry out thesis work off campus provided suitable arrangements are made for supervision and experimental work, and prior approval is given by the Institute.

M.C.S. Computer Science - Accelerated stream (4.0 credits)

1. 1.5 credits in course work	1.5
2. Fulfilment of the graduate seminar requirement	
3. 2.5 credits in:	2.5
COMP 5905 [2.5] M.C.S. Thesis (Each candidate submitting a thesis will be required to undertake an oral defence of the thesis.)	

New Resources

Total Credits

No New Resources

Summary

Sept 22, removing COMP 5904 requirement from thesis and non-thesis option.

Deletion of Accelerated Stream as a second point of entry.

Sept 22 - Deletion of COMP 5904 for the following reasons: a) The purpose of the course is unclear. b) The present format is not suitable for large number of students. c) Students, in most of the graduate courses, already make presentations, and are evaluated and given feedback. In the regular courses, the presentations are usually graded, and hence they are well-prepared, informative, and substantial amount of feedback is provided. This already ensures that the students learn the skills required to make technical informative presentations. d) Several of the research groups (e.g. Algorithms, Data Science, Security) hold seminars, where the members of the research group (prof/students/visitors) attend and make presentations periodically. These seminars are also open to anybody to attend, and hence gives ample opportunity to all the students to find something interesting to listen to that is outside their course, project, or thesis work. e) Logistically due to the large number of students, the MCS accelerated program, the COOP program, and some students entering the graduate program in the Winter term, it has become challenging for the students to maintain continuous registration to fulfill the attendance requirement. Also it becomes somewhat an hassle for the graduate administrators to keep track of the attendance. f) Not all the Ottawa-Carleton joint institutes have seminar series (e.g. OCIECE) Changed language for OCICS research areas (matched thesis option to non-thesis option. Deletion of Accelerated Stream as a second point of entry. The department has introduced the Accelerated Pathway in order to conform to current university practice. As passed in a vote in school council we have decided to change the required areas of E & T and one of A or S to 3 different areas. This follows current practice for Comp Sci.

Rationale for change

Transition/Implementation N/A

Program reviewer comments

lesliemacdonaldhicks (01/25/16 8:05 am): Rollback: As requested

sandrabauer (01/27/16 5:23 pm): Changed effective year to 17-18 and moved to

Future Cycle step in workflow per FGPA

lesliemacdonaldhicks (08/11/16 3:37 pm): Rollback: Please change workflow to majormod

doughowe (08/23/16 11:27 am): Rollback: N/A

lesliemacdonaldhicks (09/22/16 11:18 am): Rollback: Change to minor modification.

Delete COMP 5904 as discussed in email.

lesliemacdonaldhicks (09/30/16 9:21 am): Rollback: Change workflow to major mod and in the summary note the deletion of the Accelerated Stream, in the rationale explain why it has been deleted. Explain why thesis requires 0.5 credits from three specified research areas, where non-thesis option says 1.5 credits from three separate research areas. Why are they different and should they be different (especially considering learning outcomes)?

doughowe (09/30/16 10:30 am): Rollback: NA

Key: 1024

Date Submitted: 08/25/16 10:47 am

Viewing: TBD-1161: R-GR-ADMREQT - MCS Accelerated

Last approved: 06/08/15 5:17 pm

Last edit: 09/30/16 4:10 pm

Last modified by: lesliemacdonaldhicks

Changes proposed by: dianagreene

In Workflow

- 1. COMP ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CalEditor

Approval Path

1. 08/25/16 11:01 am

Douglas Howe

(doughowe): Approved
for COMP ChairDir GR

10/19/16 7:00 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC

10/26/16 3:06 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard

History

1. Jun 8, 2015 by Sandra Bauer (sandrabauer)

Calendar Pages Using this

Program

Computer Science

Effective Date 2017-18

Workflow minormod majormod

Program Code TBD-1161

Level Graduate

Faculty Faculty of Science

Academic Unit School of Computer Science

Degree

Title R-GR-ADMREQT - MCS Accelerated

Program Requirements

Accelerated Pathway

The accelerated pathway in the M.C.S. Computer Science is a flexible and individualized plan of graduate study. Students in their final year of a Carleton B.C.S.(Hons.) degree with demonstrated academic excellence and aptitude for research may qualify for this option.

Students in their third-year of study in the B.C.S.(Hons.) degree should consult with both their Undergraduate Program Coordinator and the Director for Graduate Studies to determine if the accelerated pathway is appropriate for them and to confirm their selection of courses for their final year of undergraduate studies.

Accelerated Pathway Requirements

Admission Requirements for M.C.S.Accelerated Stream Applicants must have a Carleton B.C.S.1) At Honours degree with at least one OCICS two COMP courses at the 5000-level with a grade of B+ or higher.

2) Minimum overall and Major CGPA of A-.

Students may receive advanced standing of up to 1.0 credit which can reduce their time to completion.

See the General Regulations section of this Calendar for detailed admission requirements.

New Resources	No New Resources
Summary	1. Removing Accelerated Stream as second point of entry. Added new description to M.C.S. Accelerated Pathway.
Rationale for change	The Accelerated Stream has been deleted as a second point of entry and as per FGPA suggestion we have added the Accelerated Program option and language to conform with current practice.
Transition/Implementation	To be implemented for Fall 2017
Program reviewer comments lesliemacdonaldhicks (01/25/16 8:08 am): Rollback: As requested sandrabauer (01/27/16 5:25 pm): Changed effective year to 17-18 and moved to Future Cycle step in workflow per FGPA lesliemacdonaldhicks (08/25/16 10:40 am): Rollback: Change to major mod	

Key: 1161

Date Submitted: 10/31/16 12:56 pm

Viewing: HBHS-35X: Bachelor of Health Sciences Honours with Concentration

Last approved: 05/30/14 4:39 pm

Last edit: 10/31/16 12:56 pm

Last modified by: sandracloutier

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

- 10/31/16 1:02 pm
 Robert Burk
 (robertburk): Approved
 for HLTH ChairDir UG
- 2. 11/10/16 12:56 pm
 Malcolm Butler
 (malcolmbutler):
 Approved for SCI Dean
- 3. 11/15/16 12:24 pm Sandra Bauer (sandrabauer): Approved for SCI FCC
- 4. 11/15/16 2:56 pm Sandra Bauer (sandrabauer): Approved for SCI FBoard
- 5. 11/16/16 9:10 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA

History

- 1. Mar 4, 2014 by sandra
- 2. May 20, 2014 by sandra
- 3. May 30, 2014 by sandra

Health Sciences

Calendar Pages Using this

Program

Effective Date 2017-18

Workflow majormod minormod

Program Code HBHS-35X

Level Undergraduate

Faculty Faculty of Science

Academic Unit Department of Health Sciences

Degree Bachelor of Health Sciences Honours

Title Bachelor of Health Sciences Honours with Concentration

Program Requirements

Health Sciences with Concentration

B.H.Sc. Honours (20.0 credits)

A. Credits Included in the Major CGPA (10.0 credits)

F	A. Credits included in the Major CGPA (10.0 credits)				
4	. 2.0 credits in:		2.0		
1	. 4.0 credits in:		4.0		
	<u>HLTH 1000</u> [0.5]	Fundamentals of Health			
	<u>HLTH 2001</u> [0.5]	Health Research Methods and Skills			
	<u>HLTH 2002</u> [0.5]	Molecular and Cellular Pathology			
	<u>HLTH 2003</u> [0.5]	Social Determinants of Health			
	<u>HLTH 3101</u> [0.5]	Global Health			
	<u>HLTH 3201</u> [0.5]	Epidemiology			
	<u>HLTH 3302</u> [0.5]	Immunity and Immune-Related Disorders			
	<u>HLTH 3404</u> [0.0]	Psychosocial and Biological Interactions in Health			
2	. 1.5 credits in:		1.5		
	a) Project/Field Placemen	t Stream			
	0.5 credit from:				
	<u>HLTH 3901</u> [0.5]	Emerging Issues in Biomedical Science			
	<u>HLTH 3902</u> [0.5]	Emerging Issues in Global Health			
	<u>HLTH 3903</u> [0.5]	Emerging Issues in Environment and Health			
	HLTH 3904 [0.5]	Emerging Issues in Health Throughout the Lifespan			

Emerging Issues in Disabilities and Chronic Illness

<u>HLTH 3905</u> [0.5]

	No Now Posserves	
Total Credits		20.0
	combined number of minors and concentrations for any student is two.	
11. 3.5 credits in free elective		3.5
PHIL 2408 [0.5]	Bioethics	
PHIL 1550 [0.5]	Introduction to Ethics and Social Issues	
10. 0.5 credit from:		0.5
	0-level concentration electives	0.5
BIOL 2200 [0.5]	Cellular Biochemistry	
BIOL 2104 [0.5]	Introductory Genetics	
8. 1.0 credit in:		1.0
STAT 2509 [0.5]	Introduction to Statistical Modeling II	
<u>STAT 2507</u> [0.5]	Introduction to Statistical Modeling I	
7. 1.0 credit in:		1.0
<u>PSYC 1002</u> [0.5]	Introduction to Psychology II	
<u>PSYC 1001</u> [0.5]	Introduction to Psychology I	
ECON 1000 [1.0]	Introduction to Economics	
6. 1.0 credit from:		1.0
MATH 1007 [0.5]	Elementary Calculus I	
<u>CHEM 1002</u> [0.5]	General Chemistry II	
<u>CHEM 1001</u> [0.5]	General Chemistry I	
BIOL 1104 [0.5]	Foundations of Biology II	
BIOL 1103 [0.5]	Foundations of Biology I	
5. 2.5 credits in:		2.5
B. Credits Not Included in the	Major CGPA (10.0 credits)	
4. 4.0 credits in concentration	n electives at the 3000 level or above	4.0
3. 0.5 credit in HLTH at the 30	000 level or above	0.5
3. 2.5 credits in HLTH at the 3	1000 level or above	2.5
<u>HLTH 4906</u> [1.0]	Capstone course – Research Essay	
1.0 credit in:		
and		
0.5 credit in HLTH elective	at the 3000 level or above	
b) Essay Stream		
OR		
<u>HLTH 4910</u> [0.0]	Honours Individual Research Thesis	
<u>HLTH 4909</u> [1.0]	Capstone Course – Field Placement	
HLTH 4908 [1.0]	Capstone Course – Individual Research Project	
HLTH 4907 [1.0]	Capstone Course – Group Research Project	
1.0 credit from:		
and		

New Resources No New Resources

Summary Addition of four 3000 level health courses as required curriculum.

Rationale for change	Currently there is little overlap in courses required across concentrations at the third and fourth year levels. To ensure that all students have the required background, and obtain a broad understanding of health, we have added four 3000 level core courses to credits included in the major CGPA. These changes simplify the program. All of the courses are mandatory or a
Transition/Implementation	choice for current students. These changes will not have any impact on current students.
sandrabauer (08/08/16 11:58 am): Updated credit values in right-hand column to match item description.	
0	hulsingh (08/30/16 12:01 pm): Rollback: For further edits, as per request from dra Cloutier

sandrabauer (10/31/16 12:55 pm): Rollback: Changing to major workflow and resubmitting, at request of AVPA

Key: 1034

A deleted record cannot be edited

Course Delete Proposal

Date Submitted: 08/04/16 10:46 am

Viewing: HLTH 4908 : Capstone Course – Individual Research Project

Last approved: 05/11/15 3:05 am

Last edit: 08/04/16 10:46 am

Changes proposed by: clairemacarthur

In Workflow

- 1. HLTH ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 08/05/16 3:52 pm
 Robert Burk
 (robertburk): Approved
 for HLTH ChairDir UG
- 2. 09/15/16 1:34 pm Edward Lai (edwardlai): Approved for SCI FCC
- 10/02/16 12:25 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:23 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:36 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:38 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:44 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

History

1. Apr 1, 2014 by sandra **Health Sciences** Calendar Pages 2. Jun 27, 2014 by Dan Health Sciences (HLTH) referencing this Begin (danbegin) course 3. May 11, 2015 by Anshul Singh (anshulsingh) In the Precludes Credit Other Courses referencing this Statement: course HLTH 4906: Capstone course – Research Essay HLTH 4907: Capstone Course - Group Research Project HLTH 4909: Capstone Course - Field Placement 2017-18 **Effective Date** majormod minormod Workflow Undergraduate Level Course Code HLTH Course Number 4908 Capstone Course - Individual Research Project Title Capstone Course-Individual Re Title (short) Faculty of Science Faculty Academic Unit Department of Health Sciences 1.0 Credit Value An independent research project under the direct supervision of a faculty adviser, Course Description typically from the Department of Health Sciences. Evaluation is based on a written thesis and a poster presentation. fourth-year standing in the BHSc (Honours) in Health Science, 3rd year Honours Prerequisite(s) emerging issues course in one of the BHSc concentrations (HLTH 3901, HLTH 3902, HLTH 3903, HLTH 3904 or HLTH 3905), major CGPA of at least 9.0 and permission of the Department of Health Sciences. Permission will depend, in part on capacity, such that meeting the minimum requirements does not guarantee enrollment in this capstone course. Lectures and discussion as scheduled by the course instructor; other hours as Class Format arranged with the Faculty Adviser. **Precluded Courses** HLTH 4906, HLTH 4907 or HLTH 4909. Also listed as **Piggybacked Courses** Standard Letter Grade Grade Mode

Schedule Type	Research Project
Summary	Changed Capstone from Project to Thesis
Rationale for deactivation	The change from Project to Thesis required the creation of a new course.
Course reviewer comments	

Key: 8153

New Course Proposal

Date Submitted: 08/05/16 11:20 am

Viewing: HLTH 4910 : Honours Individual Research Thesis

Last edit: 08/08/16 12:01 pm

Changes proposed by: clairemacarthur

In Workflow

- 1. HLTH ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 08/05/16 3:52 pm
 Robert Burk
 (robertburk): Approved
 for HLTH ChairDir UG
- 2. 09/13/16 7:19 pm Edward Lai (edwardlai): Approved for SCI FCC
- 10/02/16 12:25 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:23 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:36 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:39 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:44 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

Bachelor of Health Sciences Honours with Concentration

Effective Date

2017-18

Workflow majormod

New Resources

Level Undergraduate

Course Code HLTH

Course Number 4910

Title Honours Individual Research Thesis

Title (short) Honours Ind Research Thesis

Faculty Faculty of Science

Academic Unit Department of Health Sciences

Credit Value 0.50

Course Description An independent health related research project under the direct supervision of a

faculty member. Evaluation will be based on a written thesis and oral poster

presentation (oral or poster).

Prerequisite(s) fourth-year standing in B.Sc. Honours Health Sciences, third year Honours emerging

issues course in one of the BHSc concentrations (HLTH 3901, HLTH 3902, HLTH 3903, HLTH 3904 or HLTH 3905), major CGPA of at least 10.0, and permission of the Faculty advisor and the Department of Health Sciences. Permission will depend, in part, on capacity, such that meeting the minimum requirements does not guarantee

enrollment in this research thesis course.

Class Format unscheduled

Precluded Courses HLTH 4906, HLTH 4907, HLTH 4908 or HLTH 4909

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Other

Summary Changed from project to thesis and had to create a new course.

This course, which is replacing HLTH 4908, has been changed from a Project to a

Rationale for new

course

Research Thesis to better reflect the requirements of the course. This new course requires that projects must be health related. Students can be supervised by faculty in other departments. As in other capstone courses we have added a description of the evaluation criteria. Given the small size of the department, we have also increased the

CGPA requirement to 10.0.

Course reviewer comments

Key: 9047

New Course Proposal

Date Submitted: 08/05/16 3:20 pm

Viewing: HLTH 4502 : Diseases and Disabilities Related to Sensory Processes and Movement

Last edit: 09/14/16 4:15 pm

Changes proposed by: sandrabauer

In Workflow

- 1. HLTH ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 08/05/16 3:37 pm
 Robert Burk
 (robertburk): Approved
 for HLTH ChairDir UG
- 09/15/16 1:32 pm
 Edward Lai (edwardlai):
 Approved for SCI FCC
- 10/02/16 12:24 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:21 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:36 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:38 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:44 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

Concentration in Biomedical Sciences (Bachelor of Health Sciences Honours)

Concentration in Global Health (B.H.Sc. Honours)

Concentration in Environment and Health (Bachelor of Health Sciences Honours)

Concentration in Health Throughout the Lifespan (Bachelor of Health Sciences

|--|

Concentration in Disability and Chronic Illness (Bachelor of Health Sciences Honours)

Effective Date 2017-18

Workflow majormod

New Resources

Level Undergraduate

Course Code HLTH

Course Number 4502

Title Diseases and Disabilities Related to Sensory Processes and Movement

Title (short) Disease, Sense and Move

Faculty Faculty of Science

Academic Unit Department of Health Sciences

Credit Value 0.50

Course Description Neurobiological processes related to sensation, proprioception, reflex and voluntary

movement, disorders of the nervous system and sensory systems. Conditions associated with pathology related to genetic and developmental factors, accident,

and aging.

Prerequisite(s) HLTH 3503 and (BIOL 2005 or BIOL 3305 or BIOL 3306) or permission of the

department.

Class Format Lecture three hours a week, workshop two hours a week.

Precluded Courses HLTH 3501 (no longer offered).

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Lecture

Workshop

Summary Change from third year to fourth year course

Rationale for new

course

Previously a third year course but this highly specialized course requires third year

foundation courses and therefore should be moved to fourth year.

sandrabauer (08/05/16 2:46 pm): Rollback: change to minor mod and resubmit

Course reviewer comments

Key: 9045

New Course Proposal

Date Submitted: 08/05/16 3:19 pm

Viewing: HLTH 3503 : Chronic Illness and Disability

Last edit: 08/05/16 3:19 pm

Changes proposed by: sandrabauer

In Workflow

- 1. HLTH ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 08/05/16 3:33 pm
 Robert Burk
 (robertburk): Approved
 for HLTH ChairDir UG
- 2. 09/15/16 1:30 pm Edward Lai (edwardlai): Approved for SCI FCC
- 10/02/16 12:20 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:21 am Christina Noja (christinanoja): Approved for CUCQA
- 5. 11/16/16 8:36 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:38 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:44 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

Concentration in Biomedical Sciences (Bachelor of Health Sciences Honours)

Concentration in Global Health (B.H.Sc. Honours)

Concentration in Environment and Health (Bachelor of Health Sciences Honours)

Concentration in Health Throughout the Lifespan (Bachelor of Health Sciences Honours)

Concentration in Disability and Chronic Illness (Bachelor of Health Sciences Honours)
Bachelor of Health Sciences General

Effective Date 2017-18

Workflow majormod

New Resources

Level Undergraduate

Course Code HLTH

Course Number 3503

Title Chronic Illness and Disability

Title (short) Chronic Illness and Disability

Faculty Faculty of Science

Academic Unit Department of Health Sciences

Credit Value 0.50

Course Description An interdisciplinary view of disabilities related to injury or disease processes including

risk factors, the trajectory of such conditions, the burden of health attributable to them, and their global distribution. Strategies for early prevention and health

promotion.

Prerequisite(s) HLTH 2002 and HLTH 2003 or permission of the department.

Class Format Lecture three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Lecture

Summary Change fourth year course to third year course

Rationale for new

course

Previously a fourth year course but not appropriate for this level. This is a foundation

course that should be taken in third year to support fourth year courses.

Course reviewer

comments

Key: 9044

	Minor Modifications to Health Science (UG)				
Code	Title	Status	Initiator	Received	Course
HLTH 1000	HLTH 1000: Fundamentals of Health	Edited	clairemacarthur	9/13/2016	minormod
HLTH 1001	HLTH 1001: Principles of Health	Edited	clairemacarthur	9/13/2016	minormod
HLTH 2002	HLTH 2002: Molecular and Cellular	Edited	clairemacarthur	9/13/2016	minormod
HLTH 2004	HLTH 2004: Microbiology and Virology	Edited	clairemacarthur	9/13/2016	minormod
HLTH 3101	HLTH 3101: Global Health	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3102: Indigenous Health in a Global				
HLTH 3102	<u>World</u>	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3103: Health Policy and Canada's				
HLTH 3103	Health Care System	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3104: Regulatory Issues and Human				
HLTH 3104	<u>Health</u>	Edited	clairemacarthur	10/2/2016	minormod
HLTH 3201	HLTH 3201: Epidemiology	Edited	clairemacarthur	10/2/2016	minormod
	HLTH 3302: Immunity and Immune-Related				
<u>HLTH 3302</u>	<u>Disorders</u>	Edited	clairemacarthur	9/13/2016	minormod
HLTH 3401	HLTH 3401: Diseases of Childhood	Edited	clairemacarthur	9/13/2016	minormod
HLTH 3402	HLTH 3402: Diseases of Aging	Edited	clairemacarthur	10/2/2016	minormod
<u>HLTH 3403</u>	HLTH 3403: Gender and Health	Edited	clairemacarthur	10/2/2016	minormod
	HLTH 3404: Psychosocial and Biological				
<u>HLTH 3404</u>	Interactions in Health	Added	sandrabauer	10/2/2016	minormod
	HLTH 3501: Diseases and Disabilities	Delete			
<u>HLTH 3501</u>	Related to Sensory Processes and	d	sandracloutier	10/2/2016	minormod
	HLTH 3502: Trauma-related Illness and	Delete			
<u>HLTH 3502</u>	<u>Disability</u>	d	sandracloutier	10/2/2016	minormod
	HLTH 3901: Emerging Issues in Biomedical				
<u>HLTH 3901</u>	<u>Science</u>	Edited	clairemacarthur	9/13/2016	minormod
HLTH 3902	HLTH 3902: Emerging Issues in Global	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3903: Emerging Issues in Environment				
HLTH 3903	and Health	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3904: Emerging Issues in Health				
HLTH 3904	Throughout the Lifespan	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 3905: Emerging Issues in Disabilities				
HLTH 3905	and Chronic Illness	Edited	clairemacarthur	9/13/2016	minormod
HLTH 4101	HLTH 4101: Global Health Governance	Edited	clairemacarthur	10/2/2016	minormod
HLTH 4102	HLTH 4102: New Health Technologies	Edited	clairemacarthur	10/2/2016	minormod
HLTH 4201	HLTH 4201: Applied Health Statistics	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 4202: Health Program Evaluation				
HLTH 4202	<u>Tools and Methods</u>	Edited	clairemacarthur		minormod
HLTH 4301	HLTH 4301: Pandemics and Infectious	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 4302: Inflammatory and Endocrine				
HLTH 4302	<u>Factors in Diseases</u>	Edited	clairemacarthur	9/13/2016	minormod
<u>HLTH 4303</u>	HLTH 4303: Pharmacotherapeutics	Edited	clairemacarthur	10/2/2016	minormod

	HLTH 4401: Maternal and Prenatal				
HLTH 4401	<u>Determinants of Health</u>	Edited	clairemacarthur	10/2/2016	minormod
	HLTH 4402: Psychosocial and Biological	Delete			
HLTH 4402	Mechanisms of Health	d	sandracloutier	10/2/2016	minormod
HLTH 4501	HLTH 4501: Chronic Illness and Disability	d	sandracloutier	10/2/2016	minormod
	HLTH 4503: Trauma-related Illness and				
HLTH 4503	Disability	Added	sandrabauer	10/2/2016	minormod
	HLTH 4601: Environmental Pollution and				
HLTH 4601	<u>Health</u>	Edited	clairemacarthur	10/2/2016	minormod
HLTH 4701	HLTH 4701: Knowledge Translation	Edited	sandracloutier	10/2/2016	minormod
HLTH 4901	HLTH 4901: Directed Studies in Health	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 4906: Capstone course – Research				
HLTH 4906	<u>Essay</u>	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 4907: Capstone Course – Group				
HLTH 4907	Research Project	Edited	clairemacarthur	9/13/2016	minormod
	HLTH 4909: Capstone Course – Field				
HLTH 4909	<u>Placement</u>	Edited	sandracloutier	9/13/2016	minormod

Program Change Request

Date Submitted: 09/27/16 8:39 am

Viewing: MSC-60H: M.Sc. Health: Science, Technology and Policy

Last approved: 04/25/16 4:39 pm

Last edit: 10/26/16 2:16 pm

Last modified by: lesliemacdonaldhicks

Changes proposed by: sandracloutier

In Workflow

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

Approval Path

- 09/27/16 10:19 am
 Robert Burk (robertburk):
 Approved for HLTH
 ChairDir GR
- 2. 09/28/16 1:49 pm Malcolm Butler (malcolmbutler): Approved for SCI Dean
- 3. 09/28/16 2:31 pm
 Adrian Chan
 (adrianchan): Approved
 for GRAD Dean
- 4. 11/02/16 1:16 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC

History

- 1. Jun 2, 2014 by sandra
- 2. Mar 5, 2015 by Claire MacArthur (clairemacarthur)
- 3. Apr 25, 2016 by Sandra Bauer (sandrabauer)

Calendar Pages Using this

Health: Science, Technology and Policy

1 of 4 11/2/2016 1:43 PM

Program

Effective Date 2017-18

Workflow majormod minormod

Program Code MSC-60H

Level Graduate

Faculty Faculty of Science

Academic Unit Department of Health Sciences

Degree Master of Science

Title M.Sc. Health: Science, Technology and Policy

Program Requirements

In consultation with the Graduate Advisor and potential project supervisor, students must carefully decide whether they wish to do a group or individual project. Whilst every effort will be made to accommodate this choice, there may not be a sufficient number of individual projects to go around, or some projects may be better suited for one type (group/individual) or the other. Students must be continually registered in the project (group/individual) for the duration of their degree program (5 terms). Students will not normally be able to change from the group to the individual project or vice-versa once a student has committed to one or the other.

M.Sc. Health: Science, Technology and Policy (6.0 credits)

1. 2.5 credits in:		2.5
1. 3.0 credits in:		3.0
<u>HLTH 5100</u> [0.5]	Fundamentals of Research Methods	
<u>НІТН 5150</u> [0.0]	Statistics for Health Sciences	
<u>HLTH 5201</u> [0.5]	Fundamentals of Policy I: Policy Analysis	
<u>HLTH 5300</u> [0.5]	Knowledge Translation	
HLTH 5400 [1.0]	Interdisciplinary problems in Health	
2. 2.0 credits in:		2.0
HLTH 5501 [2.0]	Collaborative Group Research Project	
3. 1.5 credits from:		1.5
<u>HLTH 5350</u> [0.0]	New Health Technologies	
<u>HLTH 5401</u> [0.0]	Interdisciplinary Problems in Health	
2. 1.0 credits in:		1.0
<u>HLTH 5502</u> [0.0]	Interdisciplinary Health Research Project -Group	
or <u>HLTH 5503</u> [0.0]	Interdisciplinary Health Research Project – Individual	
3. 2.0 credits from:		2.0
a. HLTH selected topic elective courses	focusing on areas of specific relevance to the health sector	
<u>HLTH 5151</u> [0.0]	Principles of Epidemiology	
<u>HLTH 5202</u> [0.5]	Fundamentals of Policy II: The Health Sector	

2 of 4 11/2/2016 1:43 PM

<u>HLTH 5600</u> [0.25]	Special Topics in Biostatistics and Epidemiology
<u>HLTH 5601</u> [0.25]	Special Topics in Health Policy and Administration
<u>HLTH 5602</u> [0.25]	Special Topics: Social and Behavioural
<u>HLTH 5603</u> [0.25]	Special Topics in Environmental Health
<u>HLTH 5604</u> [0.25]	Special Topics in the Science of Disease
<u>HLTH 5605</u> [0.25]	Special Topics: Engineering, Design and Computer Science
HLTH 5700 [0.5]	Special Topics in Biostatistics and Epidemiology
<u>HLTH 5701</u> [0.5]	Special Topics in Health Policy and Administration
<u>HLTH 5702</u> [0.5]	Special Topics: Social and Behavioural
<u>HLTH 5703</u> [0.5]	Special Topics in Environmental Health
<u>HLTH 5704</u> [0.5]	Special Topics in the Science of Disease
<u>HLTH 5705</u> [0.5]	Special Topics: Engineering, Design and Computer Science
<u>HLTH 5800</u> [0.5]	Directed Studies in Health: Science, Technology and Policy
•	te programs, selected with the guidance and permission of the supervisor of hission of the specific program and requiring the prior completion of

prerequisites. Examples include:

prerequisites. Examples include.	
PSYC 5209 [0.5]	Psychology of Health and Illness
PHIL 5000 [0.5]	Special Topic in Philosophy
SOCI 5209 [0.5]	Sociology of Science and Technology
BIOM 5100 [0.5]	Biomedical Instrumentation
<u>COMS 5206</u> [0.5]	Communication, Culture, Regulation
<u>INAF 5705</u> [0.5]	Global Social Policy
<u>INAF 5706</u> [0.5]	Global Health Policy
PADM 5221 [0.5]	Health Policy in Canada
PADM 5222 [0.5]	Economics and Health Policy
PADM 5229 [0.5]	The Health of Populations
PADM 5817 [0.5]	Health Policy in Developing Countries
<u>SOWK 5102</u> [0.5]	Political Economy of Health
<u>SOWK 5302</u> [0.5]	Mental Health
<u>STAT 5600</u> [0.5]	Mathematical Statistics I
<u>STAT 5501</u> [0.5]	Mathematical Statistics II
STAT 5602 [0.5]	Analysis of Categorical Data
<u>COMP 5308</u> [0.5]	Topics in Medical Computing
PHYS 5204 [0.5]	Physics of Medical Imaging
<u>CHEM 5708</u> [0.5]	Principles of Toxicology
<u>CHEM 5709</u> [0.5]	Chemical Toxicology
BIOL 5407 [0.5]	Biostatistics I
BIOL 5515 [0.5]	Bioinformatics
BIOL 5516 [0.5]	Applied Bioinformatics
BIOL 6406 [0.5]	Genetic Toxicology
NEUR 5201 [0.5]	Statistics for Neuroscience I
NEUR 5202 [0.5]	Statistics for Neuroscience II

Total Credits 6.0

No New Resources New Resources

11/2/2016 1:43 PM 3 of 4

Summary

HLTH 5400 is being reduced from 1.0 to 0.5 credits, thus the need for a new number (HLTH 5401)

- HLTH 5150 and 5350 are two new mandatory courses
- HLTH 5501 (2.0 credits) is being replaced by one of HLTH 5502 or 5503

This is a major modification - IQAP 5.3.1.1.12 Based on faculty and student experience since the establishment of the HSTP program, we are proposing several changes to the structure of the program. To better reflect the goals of the HSTP program, we have made statistics a requirement and added the technology course (cross-listed with our existing 4th year undergraduate course HLTH 4102). Also, given the career and academic goals of the students in the HSTP program, we are replacing the mandatory 2.0 credit Collaborative Group Research Project (HLTH 5501) with a 1.0 credit Interdisciplinary Research Project, either group or individual (HLTH 5802 or 5803 respectively). This will give students the opportunity to do either an individual or group-based research project, as appropriate to their research interests and career goals.

Rationale for change

Transition/Implementation

None required

Program reviewer comments

lesliemacdonaldhicks (09/22/16 3:21 pm): Rollback: Changer to major modification and add additional information as required. See email of September 22. **lesliemacdonaldhicks (09/22/16 4:07 pm):** Rollback: As requested

robertburk (09/22/16 5:50 pm): Rollback: rolled back as requested

Key: 949

4 of 4

Course Change Request

A deleted record cannot be edited

Course Delete Proposal

Date Submitted: 09/22/16 1:41 pm

Viewing: HLTH 5501 : Collaborative Group Research Project

Last approved: 03/16/15 3:08 am

Last edit: 09/22/16 1:41 pm

Changes proposed by: sandracloutier

In Workflow

- 1. HLTH ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/22/16 1:41 pm
 Robert Burk (robertburk):
 Approved for HLTH
 ChairDir GR
- 2. 11/02/16 1:15 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC

History

1. Mar 16, 2015 by Claire MacArthur (clairemacarthur)

Calendar Pages referencing this course

Health: Science, Technology and Policy

Health: Science, Technology and Policy (HLTH)

Effective Date 2017-18

Workflow majormod minormod

Level Graduate

Course Code HLTH

1 of 2 11/2/2016 1:48 PM

Course Number	5501
Title	Collaborative Group Research Project
Title (short)	Group Research Project
Faculty	Faculty of Science
Academic Unit	Department of Health Sciences
Credit Value	2.0
Course Description	Student teams, supervised by a cross-disciplinary team of faculty, will collaborate on a project that addresses a real-world health concern.
Prerequisite(s)	HLTH 5400.
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	Research Project
Summary	Replaced with HLTH 5502 and HLTH 5503
Rationale for	This change constitutes a major modification (IQAP 5.3.1.1.3). This course is being replaced by HLTH 5502 and HLTL 5503
deactivation	For further information please, refer to justification for HLTH 5502 and HLTH 5503
Course reviewer comments	lesliemacdonaldhicks (09/21/16 8:19 am): Rollback: Please place into correct workflow (major modification) and add additional information as per email sent September 21 2016. robertburk (09/22/16 1:35 pm): Rollback: per phone msg

Key: 8419

2 of 2

Course Change Request

New Course Proposal

Date Submitted: 09/01/16 4:01 pm

Viewing: HLTH 5502 : Interdisciplinary Health Research Project -Group

Last edit: 09/22/16 1:31 pm

Changes proposed by: sandracloutier

In Workflow

- 1. HLTH ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/01/16 4:33 pm
 Robert Burk (robertburk):
 Approved for HLTH
 ChairDir GR
- 09/22/16 1:31 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to HLTH ChairDir
 GR for GRAD FCC
- 3. 09/22/16 1:36 pm Robert Burk (robertburk): Approved for HLTH ChairDir GR
- 4. 11/02/16 1:15 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC

Programs referencing this course

M.Sc. Health: Science, Technology and Policy

Effective Date 2017-18

Workflow majormod

New Resources No New Resources

Level Graduate

Course Code HLTH

1 of 2 11/2/2016 1:48 PM

Course Number	5502
Title	Interdisciplinary Health Research Project -Group
Title (short)	Group project
Faculty	Faculty of Science
Academic Unit	Department of Health Sciences
Credit Value	1.0
Course Description	Student teams will collaborate on a research project that addresses a real-world health concern, supervised by a cross-disciplinary team of faculty. Students must be continually registered in this course throughout their degree program (5 terms).
Prerequisite(s)	
Class Format	
Precluded Courses	HLTH 5503
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	Research Project
Summary	Differentiation of group and individual research projects. Extension of group project from 2 to 5 terms.
Rationale for new course	This change constitutes a major modification (IQAP 5.3.1.1.3). This modification will extend the group research project from 2 to 5 terms. This extension will allow students to develop advanced skills in research design, development, implementation and analysis. Based on our past experience, two terms is not sufficient to conduct a meaningful research project. Students are struggling to meet the learning objectives established for this course. Continuing students will conduct a two term research project. However, aspects of research project design, development and implementation have been integrated into HLTH5400. This change will not affect recruitment, retention, admission and eligibility. It will not impact any other programs. No new resources are required.
Course reviewer	lesliemacdonaldhicks (09/22/16 1:31 pm): Rollback: Rolled back to unit as requested

Key: 9091

2 of 2

Course Change Request

New Course Proposal

Date Submitted: 09/01/16 4:02 pm

Viewing: HLTH 5503 : Interdisciplinary Health Research Project – Individual

Last edit: 09/22/16 1:31 pm

Changes proposed by: sandracloutier

In Workflow

- 1. HLTH ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/01/16 4:33 pm
 Robert Burk (robertburk):
 Approved for HLTH
 ChairDir GR
- 2. 09/22/16 1:32 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Rollback to HLTH ChairDir GR for GRAD FCC
- 3. 09/22/16 1:36 pm Robert Burk (robertburk): Approved for HLTH ChairDir GR
- 4. 11/02/16 1:15 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC

Programs referencing this course

M.Sc. Health: Science, Technology and Policy

Effective Date

2017-18

Workflow

majormod

New Resources

No New Resources

Level

Graduate

Course Code

HLTH

1 of 2 11/2/2016 1:49 PM

Course reviewer

comments

Course Number	5503
Title	Interdisciplinary Health Research Project – Individual
Title (short)	Individual project
Faculty	Faculty of Science
Academic Unit	Department of Health Sciences
Credit Value	1.0
Course Description	An independent research project that addresses a real-world health concern, supervised by a faculty member and advised by a cross-disciplinary team of experts. Students must be continually registered in this course throughout their degree program (5 terms).
Prerequisite(s)	Permission of the Faculty supervisor and the Department of Health Sciences.
Class Format	
Precluded Courses	HLTH 5502
Also listed as	
Piggybacked Courses	
U Ottawa Code	
Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	Research Project
Summary	Separation of group and individual research project.
Rationale for new course	This change constitutes a major modification (IQAP 5.3.1.1.3). This modification will allow students to conduct individual research projects. This project will span 5 terms. This extended research project will allow students to develop advanced skills in research design, development, implementation and analysis. Based on our past experience, two terms is not sufficient to conduct a meaningful research project. Students are struggling to meet the learning objectives established for this course. Continuing students will not have the opportunity to conduct individual research projects. This change will not affect recruitment, retention, admission and eligibility. It will not impact any other programs. No new resources are required.

Key: 9092

2 of 2

lesliemacdonaldhicks (09/22/16 1:32 pm): Rollback: Rolled back to unit as requested.

Date Submitted: 08/29/16 2:59 pm

Viewing: MACC-73: Master of

Accounting

Last approved: 04/12/16 4:21 pm

Last edit: 11/15/16 2:32 pm

Last modified by: sandrabauer

Changes proposed by: jessicawindle

In Workflow

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

Approval Path

- 08/29/16 4:55 pm
 Lorraine Dyke
 (lorrainedyke): Approved for BUSI ChairDir GR
- 2. 08/29/16 4:59 pm Lorraine Dyke (lorrainedyke): Approved for BUS Dean
- 3. 09/09/16 10:24 am
 Adrian Chan
 (adrianchan): Approved
 for GRAD Dean
- 10/19/16 2:47 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC
- 10/26/16 3:01 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard
- 6. 11/15/16 11:24 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 7. 11/15/16 2:32 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP

Calendar Pages Using this Program	<u>Business</u>	8.	11/16/16 8:19 am Dan Begin (danbegin): Approved for SCCASP
		9.	11/17/16 11:27 am Christina Noja (christinanoja): Approved for SAPC

History

- 1. Jan 16, 2015 by sandra
- 2. Apr 29, 2015 by Vicki Saveland (vickisaveland)
- 3. Jun 8, 2015 by Sandra Bauer (sandrabauer)
- 4. Apr 12, 2016 by Sandra Bauer (sandrabauer)

Effective Date 2017-18

Workflow majormod-minormod

Program Code MACC-73

Level Graduate

Faculty Sprott School of Business

Academic Unit School of Business

Degree

Title Master of Accounting

Program Requirements

Master of Accounting

Academic Regulations

See the General Regulations section of this Calendar.

Academic Standing: Academic Standing

A grade of B- or better is normally required in each credit counted towards the degree. However, a candidate may, with the recommendation of the School and the approval of the Dean of the Faculty of Graduate and Postdoctoral Affairs, be allowed to count a grade of C+ in 0.75 credits.

Withdrawal from the program will be required if an M.Acc. student:

- Receives a grade of lower than B- in 1.25 credits or more, or
- Fails to achieve a weighted GPA of 7.0 after completing 2.0 credits of study, or to maintain it, or
- Receives a grade lower than C+ in the same course more than once.

Admission Requirements

Applicants are expected to hold an Honours Bachelor's degree or equivalent, with a minimum overall average of **B-; B;** demonstrated coverage of the CPA Competency Map at the 'Entry' level, and a minimum grade of C- in each of the prerequisite courses (courses that meet the Entry level requirements of the CPA Competency Map) with a minimum overall average of B+ in the prerequisite courses.

Students who hold a CPA, CMA designation and who have completed the Strategic Leadership Program, Case Examination and Board Report, may be exempted from the course <u>ACCT 5133</u> Advanced Integration I, with the approval of the M.Acc. Director.

Proficiency in English is necessary to pursue graduate studies at Carleton University. See Section 3.6 of the General Regulations of this Calendar for English proficiency rules.

Program Requirements

Students admitted as full-time students must normally complete their degree requirements within four terms after the date of initial registration.

The program consists of the following courses:

Master of Accounting (6.0 credits)

Master of Accounting (o.o credits)		
1. 4.75 credits in comp	ulsory courses:		4.75
ACCT 5120 [0.5]		Advanced Concepts	
ACCT 5121 [0.5]		Advanced Concepts II	
ACCT 5123 [0.5]		Advanced Taxation	
ACCT 5125 [0.5]		Advanced Assurance	
ACCT 5127 [0.25]		Management Consulting	
ACCT 5129 [0.25]		Professional Accounting Cases I	
ACCT 5130 [0.5]		Advanced Finance	
ACCT 5131 [0.5]		Performance Management	
ACCT 5133 [0.5]		Advanced Integration I	
ACCT 5135 [0.5]		Advanced Integration II	
ACCT 5137 [0.25]		Professional Accounting Cases II	
2. 0.25 credit in M.B.A.	Elective course f	or M.Acc. students (to be selected from list below)	0.25
3. 1.0 credit in:			1.0
ACCT 5199 [1.0]		Internship	
Total Credits			6.0
M.B.A. Elective Courses	for M.Acc. Stude	nts	
ACCT 5013 [0.25]	Financial Repor	ting and Control in Public Organizations	
FINA 5514 [0.25]	International Fi	nance	

	anshulsingh (07/12/16 9:12 am): Rollback: For further edits, as per JW. sandrabauer (07/27/16 1:04 pm): Minor edits. Removed "The program consists of the
Transition/Implementa	ation Effective for 2017-18
Rationale for change	2) Added a footnote to the ACCT 5133 course stating possible exemption. 1) The most important entry requirement is the B+ average in the required accounting prerequisite courses. Lowering the overall GPA to B- allows the admission of students who have a strong average in the accounting prerequisite courses. This will also align entry requirements between the MAcc and MBA. 2) Students with their CPA, CMA designation would have completed more than what is required in ACCT 5133 when completing the CMA Strategic Leadership Program (Case Exam and Board Report).
Summary	1) Changed the minimum admission requirement from an overall average of B to B- in the graduate calendar for the MAcc.
New Resources	No New Resources
<u>TOMS 5303</u> [0.25]	Managing Projects
MGMT 5117 [0.25]	Knowledge Management
MGMT 5116 [0.25]	Managing Performance
MGMT 5115 [0.25]	Leadership
MGMT 5113 [0.25] MGMT 5114 [0.25]	Managing Teams Managing Diversity
MGMT 5112 [0.25]	Power and Influence
MGMT 5111 [0.25]	Conflict and Negotiation
ITIS 5403 [0.25]	ICT for Development
<u>ITIS 5401</u> [0.25]	Managing Information Systems in Organizations
<u>IBUS 5721</u> [0.25]	Regional and Global Business Strategies Concentration Integration
<u>IBUS 5716</u> [0.25]	Management of International Business
<u>IBUS 5715</u> [0.25]	Foreign Markets: Selection, Assessment and Entry Strategies
<u>IBUS 5714</u> [0.25]	Buyer Behaviour in International Markets
<u>IBUS 5713</u> [0.25]	Doing Business in the United States
<u>IBUS 5712</u> [0.25]	Business and Government in Emerging Economies
<u>IBUS 5711</u> [0.25]	International Marketing and Trade

sandrabauer (08/29/16 1:12 pm): Rollback: Resubmit into workflow to capture new

following courses" - redundant

sandrabauer (11/15/16 2:32 pm): format

approval step members

Key: 1114

Program reviewer

comments

Executive Summary: Major Modifications to the Neuroscience Programs, July 2016

Major Modification (Track A1 and A2) Approval Process

1. Major Modification Overview

The Department of Neuroscience is proposing a series of improvements to its undergraduate programs which collectively represent changes of >33% of each of its programs, and are therefore classified as a Track A1 Major Modification. Neuroscience currently operates four undergraduate B.Sc. programs and a Minor, titled as follows:

- B.Sc. Honours Neuroscience and Mental Health (B.Sc. Hons. NMH)
- B.Sc. Major Neuroscience and Mental Health (B.Sc. Major NMH)
- B.Sc. General Neuroscience and Mental Health (B.Sc. Gen. NMH)
- B.Sc. Combined Honours Neuroscience (B.Sc. Neuroscience)
- Minor in Neuroscience and Mental Health (Minor NMH)

The three NMH programs were launched in 2012, are the first and only Neuroscience and Mental Health programs offered in Canada, and marry the growing academic field of Neuroscience to the growing public and student interest in Mental Health. From their inception, the mission of the NMH programs was "To provide a multi-faceted learning experience that equips students with a strong foundation in Neuroscience and Mental Health, to produce graduates with the skills to acquire, assimilate, communicate and generate knowledge, to provide flexibility for students to explore individual learning objectives, and enable them to transfer their skills and knowledge to academic, business, industry, government and vocational health settings." The B.Sc. Neuroscience is a legacy program currently operating as a combined honours between Neuroscience and Biology. It was formerly a combined honours between Psychology and Biology, prior to the formation of the Department of Neuroscience out of the Department of Psychology in 2010. Since the launch of the NMH programs, total undergraduate enrolment in Neuroscience programs has increased to 513 for 2016-17 (391 in NMH, 122 in combined honours) compared with 142 students in the combined honours prior to the NMH program launch in 2012-13. Given that the Department of Neuroscience is credited with 50% of student numbers in the combined honours program, this represents a departmental increase of 637% in just four years. An additional 247 students are currently enrolled in the NMH minor.

The proposed changes have a number of underlying themes as follows:

- With the maturation of the Neuroscience programs, we have recognized them to be structurally sub-optimal. Specifically, we offer relatively few first and second year classes, resulting in a substantial change from second to third year both in the number of courses available, and the expectations associated with those courses. In particular, there is too much emphasis on the full-credit NEUR 3200 class, in which students receive most of their education in both core neuroscience topics and skills. This course is therefore being removed, with both the content- and skills-based learning being disseminated through a number of new second and third year classes.
- The complement of Neuroscience faculty has increased from 6.5 in 2010 to 12.5 in 2016, allowing a greater range of course options to be presented from 1st to 4th year.
- With the expected completion of the Health Science Research Building in 2017 which will house the Department of Neuroscience, we are able for the first time to offer undergraduate teaching labs to enhance experiential learning for our students, which must be incorporated into the curriculum.
- While students currently take three courses focusing on data analysis, none of the courses focus on analysis of datasets typically generated through neuroscience research. New third year data analysis classes are proposed to develop expertise in handling of neuroscience datasets, including data analysis and interpretation.
- The B.Sc. Combined Honours Neuroscience program has a misleading name which does not reflect that is it a combined honours program operated jointly between the Departments of Biology and Neuroscience and will contain a roughly equal representation of Neuroscience and Biology classes (compared with the current situation of having more Biology classes than Neuroscience). This creates

June 15, 2016

confusion amongst incoming students. Furthermore, upon graduation from this program, students do not have any formal documentation indicating that they completed a combined honours degree. Finally, due to necessary course selection restrictions inherent in any combined honours program, undergraduates have more flexibility to take a greater range and number of Neuroscience courses in the NMH programs, compared with the B.Sc. Neuroscience program, leading to confusion amongst current and prospective students. We are therefore proposing that the program be re-named as the B.Sc. Combined Honours Biology and Neuroscience program.

The learning objectives originally established for the NMH programs are as follows:

- Content-based learning objectives
 - 1. Ensure students develop expertise in core Neuroscience topics, in the methodologies employed within Neuroscience, and the relationship of this knowledge to our current understanding of mental health and disease.
 - 2. Ensure in-depth knowledge within specific areas of Neuroscience and Mental Health, selected by students based on their individual interests, and which include an understanding of the limits of current knowledge.
 - 3. Ensure that students have the opportunity to tailor their program towards their individual interests and career objectives, by developing strengths in multiple disciplines.
- Skill-based learning objectives
 - 4. Students will be able to critically assess research, formulate ideas, and evaluate concepts through independent literature-based research.
 - 5. Students will be able to appropriately apply their acquired knowledge to the design, conduct, and analysis of research studies.
 - 6. Students will be able to communicate effectively with both the scientific community and the general public about Neuroscience and mental health.

While the learning objectives are unchanged by the proposed program modifications, the modifications will facilitate attainment of a number of objectives. Specifically, new 1st, 2nd and 3rd year courses will permit greater depth and breadth of core Neuroscience topics (Objective 1). A new second year course (initially offered as an option, but may later become a core course) focuses on literature-based research skills and science writing (Objectives 4 & 6). Enhanced third year data analysis courses will improve on current approaches aimed at teaching experimental design and data analysis (Objective 5).

The main specific course changes that will enable the above improvements are as follows:

- 1. Expand first year core course offerings from a single course (NEUR 1201) to two courses (NEUR 1202 and 1203) both of which focus on Neuroscience and Mental Health, but with a complementary focus on neuropsychiatric (1202) and neurological (1203) disease.
- 2. Creation of a new second year course entitled Fundamentals of Scientific Writing in Neuroscience (NEUR 2004).
- 3. Expand second year core course offerings from a single course (NEUR 2200) to two courses (NEUR 2201 and 2202) which incorporate some of the material previously taught at third year in NEUR 3200, providing more time to ensure assimilation of core concepts.
- 4. Replace NEUR 3200 with two new core third year courses (NEUR 3206 and 3207). Each of these new courses will be accompanied by new compulsory wet labs, ensuring experiential learning in core techniques commonly used in Neuroscience research. An additional lab course focusing on neuroanatomy will also be added to 4th year (NEUR 4600).
- 5. Re-listing of a subset of 3rd year courses as 4th year courses, enabling more advanced teaching of specific current areas of neuroscience investigation in a smaller class setting.

- Introduction of new third year classes in neuroscience data analysis (NEUR 3001 and 3002) to replace
 more generic statistics classes (STAT 2507 and 2509) which do not directly address analytical needs of
 neuroscience researchers.
- 7. Two new fourth year seminar classes are being introduced which will focus on recent advances in neuroscience research as it pertains to either neuropsychiatric (NEUR 4202) or neurological (NEUR 4203) disease. These new courses provide a logical symmetry to the program in that first year students received introductory courses (NEUR 1202 and 1203) focusing on these groupings of disease, then can revisit the same topic areas in fourth year following extensive education in core neuroscience topics. This will provide a context for reflection by students upon the extent of their growth in the discipline over their four years at Carleton.
- 8. A new capstone is offered to students in fourth year (NEUR 4905 Honours Workshop) focusing on written and oral communication, evaluation and interpretation of results, statistics and data management, emphasizing transferable skills that will be most appropriate for non-research career paths. This capstone aims to enhance transferable skills for students who are not considering a career in research (for whom NEUR 4908 remains the recommended capstone), and will have the advantages of providing a more structured approach and wider scope than an honours thesis essay (NEUR 4907), and be better suited to the increased enrolment experienced since the original establishment of the NMH programs.

The main additional changes to program structure are as follows:

- 9. Change program name from B.Sc. Combined Honours Neuroscience to B.Sc. Combined Honours Biology and Neuroscience to reflect the true nature of the program. Adjustments to the program will also mean that there are the same number of required courses from each of the two departments (the current program actually has more required Biology courses than Neuroscience courses).
- 10. Restructuring of core courses in first, second and third year will have a major impact on the structure of the minor. The minor has therefore been changed dramatically, to ensure all students have to take all core first and second year courses, plus a selection of more advanced courses.

We intend to introduce all changes for the 2017-18 calendar. An implementation plan has been developed to ensure a smooth transition for continuing students, and we will be working with the Registrar's Office to implement the plan.

2. Current International, Provincial, and/or Provincial Profile

Neuroscience is a multidisciplinary field that covers various attributes of neuronal and brain functioning. Our programs cover multiple aspects of Neuroscience and Mental Health, ranging from molecular, pharmacological, brain function and social aspects, and consider mental health over the life span (diseases in childhood and adolescence, through to adulthood and old age) and in the context of environmental influences.

Carleton is the first university in Canada to have a stand-alone Department of Neuroscience which offers its own undergraduate programs. Furthermore, there are only two other universities in Canada to offer program in Mental Health; Mental Health Studies (H.B.Sc.) from the University of Toronto, and Mental Health (B.Sc.) from Brandon University (with the latter only open to psychiatric nursing graduates). Our programs are therefore relatively unique nationally. All of the proposed changes aim to improve the existing programs by either enhancing the approach to core neuroscience teaching, or expanding the experiential learning components of the program. Furthermore, while changing the name of the Combined Honours program from B.Sc. Neuroscience to B.Sc. Biology and Neuroscience is motivated primarily by ensuring an appropriate match between program name and program content, it will have the added benefit of being the first titular B.Sc. Biology and Neuroscience degree to be offered in Canada. Given that Biology but not Neuroscience is a subject taught in Ontario high schools, this program may be uniquely appealing to students who already enjoy and are familiar with the study of Biology, and have an interest in Neuroscience but may have insufficient familiarity with the discipline to choose to enroll in a program with the B.Sc. Neuroscience title.

3. Mission and Strategic Directions

The proposed curricular changes support objectives detailed in both the Carleton Strategic Integrated Plan (SIP, 2013-18) and the Strategic Mandate Agreement (SMA, March 31st 2014). The first strategic theme of the SIP (similarly detailed in the SMA) is that Carleton will be known nationally and internationally for its research and teaching in programs which respond to the needs of society today and which anticipate the needs of the future. The study of Neuroscience as it relates to mental health is highly relevant in this context, as mental illness is the second most prevalent class of diseases in Canada (with heart disease the most common), and promises to be the foremost illness by 2020. Neuroscience and mental illness is recognized as an important area of investment in Canada. For example, the 2009 CIHR roadmap reported that one of the five major health and health system challenges that currently confront the Canadian population, or likely will do so within the next few years, is "Growing prevalence and burden of chronic diseases, including mental illness and neurodegenerative diseases, in aging populations."

The importance of Neuroscience to the economic future of Canada is similarly recognized in the SMA as our programs fall under the broader Health Sciences term, identified in the SMA as a key economic sector served by Carleton's programs. Importantly, the B.Sc. Hons and Major NMH programs were explicitly designed to allow students extensive flexibility of course selections, to allow students to take any minor from across the university without exceeding the 20 credits of their program. Students therefore have the opportunity to take a minor in entrepreneurship, further building their capacity for economic contributions to Canada. The new courses proposed here will also expand the range of options available to students in other programs, including Health Sciences, Biology, Psychology and Cognitive Sciences.

Our plans to offer undergraduate lab courses to students in third and fourth years will directly contribute to the objectives of the SIP, which identifies Experiential Learning and Student Engagement as a core value of Carleton University, with experiential learning similarly highlighted in goal 3-1. Skills provided to students through these labs will broader student appreciation for the process of scientific investigation, and provide skills to enhance their competitiveness when seeking employment following graduation, and also while still enrolled ax students (for example through co-op). As an added benefit, these new labs and enhanced programs will be co-incident with the Carleton@75 celebrations.

4. Impact on Other Programs

The proposed changes do alter courses that are currently required by a subset of students on other programs, specifically Health Sciences (require NEUR 2200 which is being replaced by NEUR 2201 and 2202) and Cognitive Sciences (require NEUR 2200 and 3200, which are being replaced by NEUR 2201, 2202, 3206 and 3207). While modifications of those programs following the changes indicated here have yet to be finalized, we are confident that changes will be made that are both workable and beneficial to students in all programs, and have provided letters of support from each department. The proposed changes also require the support of the Department of Biology, particularly given how extensive the proposed changes are to the Combined Honours program.

Letters of support have been sought from the following units:

- Department of Biology
 - lain Lambert, Chair (iain_lambert@carleton.ca)
- Department of Psychology
 - o Joanna Pozzulo, Chair (joanna.pozzulo@carleton.ca)
- Institute of Cognitive Sciences
 - Jo-Anne LeFevre, Director (ics@carleton.ca)
- School of Mathematics and Statistics
 - David Amundsen, Acting Director (dave@math.carleton.ca)

Neuroscience courses are also likely to appeal to students registered in other programs who are seeking interesting electives, as is clear from the current enrolment of 247 students in the NMH minor (first launched in 2012).

5. Students

There is strong evidence of student interest in Neuroscience programs, with the Department of Neuroscience growing to now have the third largest undergraduate population within the Faculty of Science (behind the School of Computer Science and the Department of Biology). We anticipate that the change in name of the B.Sc. Combined Honours Neuroscience program to Biology and Neuroscience will result in further increase in enrolment for two reasons. First, upon graduation from high school, students typically have more familiarity with the discipline of Biology than Neuroscience as it is more commonly featured in high school curricula. Students that enjoy Biology but are also interested in Neuroscience may be more likely to opt for a program that clearly features both disciplines, compared to a program that just focuses on the relatively familiar discipline of Neuroscience. Secondly, this program will be the first titular Biology and Neuroscience program in the country, so may be uniquely appealing to interested students from out of province.

We anticipate that the proposed changes will also positively impact students seeking employment following graduation. This will result in part from enhanced experiential learning gained through teaching laboratories, with acquired skills making students more marketable for both graduate studies and lab-based employment opportunities (including co-op while still in the program). Furthermore, our new third year data analysis courses will allow students to develop much greater expertise in data analysis using both Microsoft Excel and SPSS statistical software, both of which are transferrable skills for many professional environments.

Graduates can pursue career opportunities in academia, health, business/industry, education or government. For example, students interested in health professions could pursue careers (in some cases following further education) such as a rehabilitation counselor, behavioural therapist, speech-language pathologist, public health officer, neurologist, microbiologist, genetic counselor, biomedical lab technician, health planner/consultant, toxicologist, or mental health worker. Within business or industry, career paths may include technical writer, pharmaceutical sales, consultant, researcher or analyst. Within education, graduates may find positions in journalism, teaching, as instructors, or as policy developers. Graduates interested in academia can apply to M.Sc. and Ph.D. programs (either at Carleton or elsewhere) with potential careers as research scientists/postdoctoral fellows or biologists in universities, Health Canada or NRC. Finally, government positions include patent officer, forensic scientist, and management positions within health-related organizations. Opportunities are therefore diverse, and include many careers in health-related professions (for actual examples, visit https://carleton.ca/neuroscience/where-are-our-undergraduates-now/).

6. Resources

Extensive new resources are required for these program changes, due primarily to the addition of undergraduate teaching labs. These resources have already been approved by the Faculty Dean and university (where appropriate) and will include teaching laboratories (to be housed in the new Health Science Research Building) and lab coordinators. Some additional contract instructor support and faculty hiring is also anticipated, though future growth of the department is justified based on growth of undergraduate programs that has already taken place in the last 4 years. Costs associated with these CI and faculty resources will therefore be offset by undergraduate enrolment. No new library support is requested, given that additional support was provided with the original launch of the NMH programs in 2012. We do request however that existing library support is continued.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Major Modifications to the Neuroscience Programs, July 2016

The main specific course changes that will enable the above improvements are as follows:

- Expand first year core course offerings from a single course (NEUR 1201) to two courses (NEUR 1202 and 1203) both of which focus on Neuroscience and Mental Health, but with a complementary focus on neuropsychiatric (1202) and neurological (1203) disease.
- 2. Creation of a new second year course entitled Fundamentals of Scientific Writing in Neuroscience (NEUR 2004).
- 3. Expand second year core course offerings from a single course (NEUR 2200) to two courses (NEUR 2201 and 2202) which incorporate some of the material previously taught at third year in NEUR 3200, providing more time to ensure assimilation of core concepts.
- 4. Replace NEUR 3200 with two new core third year courses (NEUR 3206 and 3207). Each of these new courses will be accompanied by new compulsory wet labs, ensuring experiential learning in core techniques commonly used in Neuroscience research. An additional lab course focusing on neuroanatomy will also be added to 4th year (NEUR 4600).
- 5. Re-listing of a subset of 3rd year courses as 4th year courses, enabling more advanced teaching of specific current areas of neuroscience investigation in a smaller class setting.
- Introduction of new third year classes in neuroscience data analysis (NEUR 3001 and 3002) to replace more generic statistics classes (STAT 2507 and 2509) which do not directly address analytical needs of neuroscience researchers.
- 7. Two new fourth year seminar classes are being introduced which will focus on recent advances in neuroscience research as it pertains to either neuropsychiatric (NEUR 4202) or neurological (NEUR 4203) disease. These new courses provide a logical symmetry to the program in that first year students received introductory courses (NEUR 1202 and 1203) focusing on these groupings of disease, then can revisit the same topic areas in fourth year following extensive education in core neuroscience topics. This will provide a context for reflection by students upon the extent of their growth in the discipline over their four years at Carleton.
- 8. A new capstone is offered to students in fourth year (NEUR 4905 Honours Workshop) focusing on written and oral communication, evaluation and interpretation of results, statistics and data management, emphasizing transferable skills that will be most appropriate for non-research career paths. This capstone aims to enhance transferable skills for students who are not considering a career in research (for whom NEUR 4908 remains the recommended capstone), and will have the advantages of providing a more structured approach and wider scope than an honours thesis essay (NEUR 4907), and be better suited to the increased enrolment experienced since the original establishment of the NMH programs.

The main additional changes to program structure are as follows:

- 9. Change program name from B.Sc. Combined Honours Neuroscience to B.Sc. Combined Honours Biology and Neuroscience to reflect the true nature of the program. Adjustments to the program will also mean that there are the same number of required courses from each of the two departments (the current program actually has more required Biology courses than Neuroscience courses).
- 10. Restructuring of core courses in first, second and third year will have a major impact on the structure of the minor. The minor has therefore been changed dramatically, to ensure all students have to take all core first and second year courses, plus a selection of more advanced courses.

[] I support this change unconditionally.

[] I do not support this change.

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

Signature

Name: Iain Lambert

Title: Chair, Department of Biology

Academic unit: Biology

Date: August 17, 2016

Notes:

The Biology Department supports all of those changes that were made to Neuroscience programs and courses that were approved at the Science Committee on Academic Planning (SCAP) meeting on August 10. Those program and course changes will be going to the next Science Faculty Board for final approval. With regard to the B.Sc. Combined Honours Neuroscience (B.Sc. Neuroscience) program, the program approved by SCAP (appended courseleaf document) differs slightly from that described in the documents submitted by the Department of Neuroscience for Major Modification. The following differences (highlighted in the appended courseleaf document) are noted.

- The name of the program remains B.Sc. Combined Honours Neuroscience (B.Sc. Neuroscience). Change #9 (above) has therefore been removed from the summary of changes in this letter;
- The course NEUR 4303: Indigenous Health & Mental Health has not yet been approved at the level of SCAP;
- The courses in item 5 now include BIOL2600: Introduction to Ecology

Neuroscience

B.Sc. Combined Honours (20.0 credits)

A. Credits Included in the Major CGPA (14.5 credits) 1. 5.5 credits in: NEUR 1202 [0.0] Neuroscience of Mental Health and Psychiatric Disease **NEUR 1203** [0.0] Neuroscience of Mental Health and Neurological Disease **NEUR 2001 [0.5]** Introduction to Research Methods in Neuroscience **NEUR 2002** [0.5] Introduction to Statistics in Neuroscience NEUR 2200 [0.5] Biological Foundations of Behaviour PSYC 2700 [0.5] Introduction to Cognitive Psychology NEUR 3200 [1.0] **Principles of Neuroscience NEUR 2201** [0.0] Cellular and Molecular Neuroscience **NEUR 2202** [0.0] Neurodevelopment and Plasticity NEUR 3001 [0.0] Data Analysis in Neuroscience I **NEUR 3002 [0.0]** Data Analysis in Neuroscience II NEUR 3204 [0.5] Neuropharmacology PSYC 3307 [0.5] Human Neuropsychology II PSYC 3700 [1.0] Cognition (Honours Seminar) NEUR 4001 [0.5] Special Topics in Neuroscience (with permission) **NEUR 3206 [0.0]** Sensory and Motor Neuroscience Integrative Neuroscience NEUR 3207 [0.0] 2. 3.0 credit in: BIOL 1103 [0.5] Foundations of Biology I BIOL 1104 [0.5] Foundations of Biology II BIOL 2001 [0.5] Animals: Form and Function **BIOL 2104** [0.5] Introductory Genetics **BIOL 2200** [0.5] Cellular Biochemistry Human and Comparative Physiology BIOL 3305 [0.5] 3. 2.5 credits in BIOL or BIOC in 3000-level or above 2.5 4. 1.0 credits from: 1.0 **NEUR 3301 [0.5]** Genetics of Mental Health **NEUR 3303 [0.5]** The Neuroscience of Consciousness **NEUR 3304 [0.5]** Hormones and Behaviour **NEUR 3401** [0.5] **Environmental Toxins and Mental Health NEUR 3402** [0.5] Impact of Lifestyle and Social Interactions on Mental Health NEUR 3403 [0.5] Stress and Mental Health NEUR 3501 [0.5] Neurodegeneration and Aging **NEUR 3502** [0.5] Neurodevelopmental Determinants of Mental Health NEUR 4301 [0.0] Neurobiology of Energy Homeostasis Sex and the Brain **NEUR 4302 [0.0]** NEUR 4303 [0.0] **Indigenous Health & Mental Health** Immune-Brain Interactions **NEUR 4305** [0.0] **NEUR 4306** [0.0] The Neural Basis of Addiction NEUR 4600 [0.0] Advanced Lab in Neuroanatomy 5. 1.0 credit from 1.0 NEUR 3202 [0.5] Sensory Processes NEUR 3203 [0.5] Field Course in Animal Behaviour or BIOL 3605 [0.5] Field Course I **BIOC 4007** [0.5] Membrane Biochemistry BIOL 2600 [0.5] Introduction to Ecology BIOL 3307 [0.5] Advanced Human Anatomy and Physiology BIOL 3605 [0.5] Field Course I BIOL 3609 [0.5] **Evolutionary Concepts** BIOL 3802 [0.5] **Animal Behaviour** BIOL 3804 [0.5] Social Evolution BIOL 4306 [0.5] Animal Neurophysiology Neuroethology: The Neural Basis of Animal Behaviour BIOL 4317 [0.5] BIOL 4802 [0.5] Advanced Animal Behaviour **CHEM 2204** [0.5] Organic Chemistry II 6. 0.5 credit from: 0.5 NEUR 4200 [0.5] Seminar on Current Advances in Neuroscience

NEUR 4202 [0.0]	Seminar on Current Research in Neuroscience and Psychiatric Disease	
NEUR 4203 [0.0]	Seminar on Current Research in Neuroscience and Clinical Neurology	
7. 1.0 credit from:		1.0
NEUR 4905 [0.0]	Honours Workshop	
NEUR 4907 [1.0]	Honours Essay and Research Proposal	
NEUR 4908 [1.0]	Honours Research Thesis	
BIOL 4905 [1.0]	Honours Workshop	
BIOL 4907 [1.0]	Honours Essay and Research Proposal	
BIOL 4908 [1.0]	Honours Research Thesis	
B. Credits not included i	in the Major CGPA (5.5 credits)	
8. 1.0 credit in:		1.0
MATH 1007 [0.5]	Elementary Calculus I	
MATH 1107 [0.5]	Linear Algebra I	
9. 1.5 credit in:		1.5
4. 4.5 credits in:		4.5
PSYC 1001 [0.5]	Introduction to Psychology I	
PSYC 1002 [0.5]	Introduction to Psychology II	
CHEM 1001 [0.5]	General Chemistry I	
& <u>CHEM 1002</u> [0.5]	and General Chemistry II	
CHEM 2203 [0.5]	Organic Chemistry I (See Note 2 below)	
11. 1.0 credit from:		1.0
10. 1.0 credit in:		1.0
PSYC 3000 [1.0]	Design and Analysis in Psychological Research	
10. 1.5 credits in:		1.5
PHYS 1007 [0.5]	Elementary University Physics I	
& <u>PHYS 1008</u> [0.5]	and Elementary University Physics II	
12. 0.5 credit in:		0.5
NSCI 1000 [0.5]	Seminar in Science	
or in the Faculty of Arts an	d Social Sciences or Faculty of Public Affairs, not in Psychology	
	ed Arts or Social Sciences, not in PSYC or BIOL	1.5
14. 1.0 credits in free ele	ctives.	1.0
11. 2.0 credits in Approve	ed Arts or Social Sciences	2.0
Total Credits		20.0

Notes:

- 1. Co-Operative Education is available for this program. <u>Click here to go to the Co-Op section of the</u> calendar.
- 2. The topic for Item 7 above must be in neurophysiology, animal behaviour, neuropsychology or a related topic.

For item 10 above, <u>CHEM 1001</u> and <u>CHEM 1002</u> are strongly recommended for this program. Students may substitute <u>CHEM 1001</u> and <u>CHEM 1002</u> with <u>CHEM 1005</u> and <u>CHEM 1006</u>, respectively. Students choosing <u>CHEM 1005</u> and <u>CHEM 1006</u> will be required to obtain a grade of B or higher in <u>CHEM 1006</u> to take <u>BIOL 2200</u> and more advanced courses in BIOC and <u>CHEM. Students completing <u>CHEM 1005</u> with a grade of B or higher are encouraged to register in <u>CHEM 1002</u>. For Item 11 above, students who enrol in <u>PHYS 1001</u>/ <u>PHYS 1002</u> must have completed <u>MATH 1004</u> for Item 8.</u>

Summary

Added NEUR 1202, 1203, 2201, 2202, 3001, 3002, 3206, 3207, 4905, 4600. Removed NEUR 2200 as it will no longer be offered, PSYC 3000 which will be replaced with NEUR 3001 and 3002, removed NEUR 3200 which is replaced with 3206 and 3207 with labs. Removed NEUR 3306 and 3302 and replaced with NEUR 4302 and NEUR 3302 (The same courses but at a 4th year level). Removed PSYC 1001 and 1002. Removed free electives. Removed CHEM from the BIOL, BIOC or CHEM option. Removed note at the bottom of the program about CHEM 1006.

Rationale for change

Added more Neuroscience course offerings to balance the offering of Neuroscience and Biology. Made changes according to courses that will be offered and removed in the Neuroscience Department. Adding NEUR 4905 workshop as an additional

honours project option similar to Biology's 4905 option. Moved some 3rd year NEUR courses up to a 4th year level to offer more higher level NEUR courses.

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Major Modifications to the Neuroscience Programs, July 2016

The main specific course changes that will enable the above improvements are as follows:

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The main additional changes to program structure are as follows:

- 9. Change program name from B.5c. Combined Honours Neuroscience to B.Sc. Combined Honours Biology and Neuroscience to reflect the true nature of the program. Adjustments to the program will also mean that there are the same number of required courses from each of the two departments (the current program actually has more required Biology courses than Neuroscience courses).
- 10. Restructuring of core courses in first, second and third year will have a major impact on the structure of the minor. The minor has therefore been changed dramatically, to ensure all students have to take all core first and second year courses, plus a selection of more advanced courses.

[1] I support this change unconditionally.

[] I do not support this change.

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

Signature May Mame: Joanna Parulo

Title: Chair, Dept of PSYC

Academic unit: PSYCHOLOGY

Date: Ay 11, 2016

Notes:



Office of the Director School of Mathematics and Statistics

4302D Herzberg Laboratories 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada

Tel: (613) 520-3531 Fax: (613) 520-3536

Email: ms-dir@math.carleton.ca Web Site: http://www.math.carleton.ca

STATEMENT OF SUPPORT FROM SISTER UNIT

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students have to take all core first and second year courses, plus a selection of more advanced courses.

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

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

The School of Mathematics and Statistics supports all aspects of this proposal EXCEPT for item 6. In general we object to the continued proliferation of introductory statistics courses across the university. We believe that students are best served by having the opportunity to learn statistics from experts in the field. And while we understand the need for specific units to tailor such courses to their disciplines, a balance must also be struck with providing students a broad and comprehensive exposure to such fundamental areas. This can and has been done successfully in many other cases under the MATH and STAT umbrella. For instance, we already offer introductory statistics streams to students in Business and Engineering programs. In this particular case, and given the similar changes being initiated by Biology, there is an obvious opportunity to explore the possibility of an introductory statistics stream tailored to the life sciences, perhaps modelled on what is done at many other peer institutions.

Signature

Name: David Amundsen

Title: Acting Director

Academic unit: School of Mathematics and Statistics

Date: August 11, 2016

Notes:

STATEMENT OF SUPPORT FROM SISTER UNIT

RE: Major Modifications to the Neuroscience Programs, July 2016

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[X] I support this change unconditionally.
[] I do not support this change.
[] I support this change, with the following reservations:

Signature

Name: Jo-Anne LeFevre

Title: Director, Institute of Cognitive Science

Jo ann Teter

Academic unit: Institute of Cognitive Science

Date: 2016 July 25

Notes:

Implications for the B.Cog.Sc include changing the requirement for NEUR 2200 to NEUR 1202 (Major requirements). In the "Biological Bases of Behaviour" Specialization, B.Cog.Sc. students will be required to take NEUR 2001, 2002, 3001, and 3002 (methods), 2201, 2202, 3206 and 3207 (core courses), as well as an additional 0.5 credits above 1st year.

Date Submitted: 04/25/16 3:02 pm

Viewing: GBS-6EA: Neuroscience and Mental Health B.Sc. General

Last approved: 03/05/15 3:58 pm

Last edit: 07/12/16 10:53 am

Last modified by: lenoregale

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CUCQA
- 7. SAPC
- 8. Senate
- 9. CalEditor

Approval Path

- 05/09/16 11:29 am
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 2. 06/13/16 11:32 am
 Edward Lai (edwardlai):
 Rollback to NEUR
 ChairDir UG for SCI FCC
- 3. 07/12/16 11:58 am
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 4. 09/28/16 6:36 pm Edward Lai (edwardlai): Approved for SCI FCC
- 5. 09/28/16 6:52 pm Edward Lai (edwardlai): Approved for SCI FBoard
- 6. 11/15/16 3:52 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP
- 7. 11/16/16 8:19 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 8. 11/16/16 9:14 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA

Calendar Pages Using this Program	<u>Neuroscience</u>	9. 11/17/16 11:30 am Christina Noja (christinanoja): Approved
		for SAPC

History

- 1. Apr 2, 2014 by sandra
- 2. Mar 5, 2015 by sandra

Effective Date 2017-18

Workflow majormod minormod

Program Code GBS-6EA

Level Undergraduate

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Degree Bachelor of Science General

Title Neuroscience and Mental Health B.Sc. General

Program Requirements

Neuroscience and Mental Health B.Sc. General (15.0 credits)

A. Credits Included in the Major CGPA (7.0 credits)

7 ti Oreanto infordaca iii ti	The Major CCI / (710 creates)	
1. 3.5 credits in:		3.5
NEUR 1201 [0.5]	Introduction to Mental Health and Disease	
1. 4.5 credits in:		4.5
NEUR 1202 [0.0]	Neuroscience of Mental Health and Psychiatric Disease	
NEUR 1203 [0.0]	Neuroscience of Mental Health and Neurological Disease	
NEUR 2001 [0.5]	Introduction to Research Methods in Neuroscience	
NEUR 2002 [0.5]	Introduction to Statistics in Neuroscience	
NEUR 2200 [0.5]	Biological Foundations of Behaviour	
NEUR 3200 [1.0]	Principles of Neuroscience	
NEUR 2201 [0.0]	Cellular and Molecular Neuroscience	
NEUR 2202 [0.0]	Neurodevelopment and Plasticity	

	NEUR 3204 [0.5]	Neuropharmacology	
	NEUR 3206 [0.0]	Sensory and Motor Neuroscience	
	NEUR 3207 [0.0]	Integrative Neuroscience	
2.	1.0 credit in:		1.0
	BIOL 1003 [0.5]	Introductory Biology I	
	BIOL 1004 [0.5]	Introductory Biology II	
	BIOL 1103 [0.5]	Foundations of Biology I	
	BIOL 1104 [0.5]	Foundations of Biology II	
3	. 1.5 credit from:		1.5
12	. 0.5 credit in NSCI 1000	O or Approved Arts or Social Sciences	0.5
13	. 1.0 credit in free elect	ives	1.0
	NEUR 3301 [0.5]	Genetics of Mental Health	
	NEUR 3302 [0.5]	Sex and the Brain	
	NEUR 3303 [0.5]	The Neuroscience of Consciousness	
	NEUR 3304 [0.5]	Hormones and Behaviour	
	NEUR 3305 [0.5]	Immune-Brain Interactions	
	NEUR 3306 [0.5]	The Neural Basis of Addiction	
	NEUR 3401 [0.5]	Environmental Toxins and Mental Health	
	NEUR 3402 [0.5]	Impact of Lifestyle and Social Interactions on Mental Health	
	NEUR 3403 [0.5]	Stress and Mental Health	
_	NEUR 3501 [0.5]	Neurodegeneration and Aging	
	NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health	
6.	0.5 credit in Advanced	Science Faculty Electives	0.5
В	. Credits Not Included in	the Major CGPA (8.0 credits)	
4	. 2.0 credits in:		2.0
	<u>CHEM 1001</u> [0.5]	General Chemistry I	
	<u>CHEM 1002</u> [0.5]	General Chemistry II	
	PHYS 1007 [0.5]	Elementary University Physics I	
	PHYS 1008 [0.5]	Elementary University Physics II	
8.	0.5 credit from:		0.5
5.	0.5 credit from:		0.5
	MATH 1007 [0.5]	Elementary Calculus I	
	MATH 1107 [0.5]	Linear Algebra I	
	1.0 credit in:		1.0
6	. 1.0 credit in:		1.0
	PSYC 1001 [0.5]	Introduction to Psychology I	
	PSYC 1002 [0.5]	Introduction to Psychology II	
	BIOL 2201 [0.5]	Cell Biology and Biochemistry	
	BIOL 2107 [0.5]	Fundamentals of Genetics	
_		ontinuation courses (not in NEUR)	1.0
7		ontinuation courses (not in NEUR)	1.0
	NEUR 3202 [0.5]	Sensory Processes	
8.	2.0 credits in Approved	l Arts or Social Sciences	2.0

9. 1.5 credit in free electives

1.5

Total Credits 15.0

Note: for item 7 above, CHEM 1001 and CHEM 1002 are strongly recommended for this program. Students may substitute—CHEM 1001 and CHEM 1002 with CHEM 1005 and CHEM 1006, respectively. Students choosing—CHEM 1005 and CHEM 1006 will be required to obtain a grade of B- or higher in CHEM 1006 to take BIOL 2200 and more advanced electives in BIOC and CHEM. Students completing—CHEM 1005 with a grade of B- or higher are encouraged to register in CHEM 1002.

New Resources	No New Resources
Summary	Removed NEUR 1201 and replaced with NEUR 1202 and 1203. Removed NEUR 2200 and replaced with 2201 and 2202. Removed NEUR 3200 and replaced with NEUR 3206 and NEUR 3207. Removed PSYC requirements. Removed 3302 and 3306.
	Removed 3000-level group distinctions. Removed BIOL 1003 and 1004 and replaced with BIOL 1103 and 1104 as per Biology's change in course offerings.
	Removed BIOL 2200 from Note at the bottom about obtaining a B- in CHEM 1006.
Rationale for change	The department wants to add more core courses so students have more exposure to core neuroscience, as well as bring down some of the knowledge from NEUR 3200 to earlier years so students are getting more exposure before third year. Some 3rd year courses have been turned in to fourth year courses to reflect their difficulty, and are no longer required for the general. Changed BIOL 1003 and 1004 to BIOL 1103 and 1104 because Biology will no longer be offering 1003 and 1004. Removed BIOL 2200 from note at bottom because prerequisite for BIOL 2200 had changed and this was no longer true.
Transition/Implementation	Transition plan in progress.
Program reviewer comments	vardlai (06/13/16 11:32 am): Rollback: As per your request. :)

Date Submitted: 04/25/16 2:25 pm

Wiewing: BSCM-6EA: Neuroscience and Mental Health B.Sc. Major

Last approved: 03/05/15 3:59 pm

Last edit: 07/12/16 10:52 am

Last modified by: lenoregale

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CUCQA
- 7. SAPC
- 8. Senate
- 9. CalEditor

Approval Path

- 05/09/16 11:29 am Kim Hellemans (kimhellemans): Approved for NEUR ChairDir UG
- 2. 06/13/16 11:33 am Edward Lai (edwardlai): Rollback to NEUR ChairDir UG for SCI FCC
- 3. 07/12/16 11:58 am
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 4. 09/28/16 6:34 pm Edward Lai (edwardlai): Approved for SCI FCC
- 5. 09/28/16 6:52 pm Edward Lai (edwardlai): Approved for SCI FBoard
- 6. 11/15/16 12:36 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP
- 7. 11/16/16 8:20 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 8. 11/16/16 9:13 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA

Calendar Pages Using this Program	<u>Neuroscience</u>	9	. 11/17/16 11:31 am Christina Noja
110614111			(christinanoja): Approved
			for SAPC

History

- 1. Apr 2, 2014 by sandra
- 2. Mar 5, 2015 by sandra

Effective Date 2017-18

Workflow majormod minormod

Program Code BSCM-6EA

Level Undergraduate

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Degree Bachelor of Science Major

Title Neuroscience and Mental Health B.Sc. Major

Program Requirements

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

A. Credits Included in the Major CGPA (10.5 credits)

1. 4.0 credits in:		4.0
NEUR 1201 [0.5]	Introduction to Mental Health and Disease	
1. 5.5 credits in:		5.5
<u>NEUR 1202</u> [0.0]	Neuroscience of Mental Health and Psychiatric Disease	
<u>NEUR 1203</u> [0.0]	Neuroscience of Mental Health and Neurological Disease	
<u>NEUR 2001</u> [0.5]	Introduction to Research Methods in Neuroscience	
<u>NEUR 2002</u> [0.5]	Introduction to Statistics in Neuroscience	
NEUR 2200 [0.5]	Biological Foundations of Behaviour	
NEUR 3200 [1.0]	Principles of Neuroscience	
NEUR 2201 [0.0]	Cellular and Molecular Neuroscience	
<u>NEUR 2202</u> [0.0]	Neurodevelopment and Plasticity	

	NEUR 3001 [0.0]	Data Analysis in Neuroscience I	
	NEUR 3002 [0.0]	Data Analysis in Neuroscience II	
	NEUR 3204 [0.5]	Neuropharmacology	
	NEUR 3206 [0.0]	Sensory and Motor Neuroscience	
	NEUR 3207 [0.0]	Integrative Neuroscience	
2.	1.0 credit in:		1.0
	BIOL 1003 [0.5]	Introductory Biology I	
	BIOL 1004 [0.5]	Introductory Biology II	
	BIOL 1103 [0.5]	Foundations of Biology I	
	BIOL 1104 [0.5]	Foundations of Biology II	
3.	1.5 credit from:		1.5
16	. 0.5 credit in NSCI 10	1000 or Approved Arts or Social Sciences	0.5
17	. 2.5 credits in free el	ectives	2.5
	NEUR 3301 [0.5]	Genetics of Mental Health	
	NEUR 3302 [0.5]	Sex and the Brain	
	NEUR 3303 [0.5]	The Neuroscience of Consciousness	
	NEUR 3304 [0.5]	Hormones and Behaviour	
	NEUR 3305 [0.5]	Immune-Brain Interactions	
	NEUR 3306 [0.5]	The Neural Basis of Addiction	
	NEUR 3401 [0.5]	Environmental Toxins and Mental Health	
Ī	NEUR 3402 [0.5]	Impact of Lifestyle and Social Interactions on Mental Health	
Ī	NEUR 3403 [0.5]	Stress and Mental Health	
Ī	NEUR 3501 [0.5]	Neurodegeneration and Aging	
Ī	NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health	
4.	1.0 credit from:		1.0
	NEUR 3202 [0.5]	Sensory Processes	
	NEUR 4301 [0.0]	Neurobiology of Energy Homeostasis	
	NEUR 4302 [0.0]	Sex and the Brain	
	NEUR 4303 [0.0]	Indigenous Health & Mental Health	
	NEUR 4305 [0.0]	Immune-Brain Interactions	
	NEUR 4306 [0.0]	The Neural Basis of Addiction	
	NEUR 4600 [0.0]	Advanced Lab in Neuroanatomy	
5.	1.0 credit from:		1.0
	PSYC 1001 [0.5]	Introduction to Psychology I	
	PSYC 1002 [0.5]	Introduction to Psychology II	
	NEUR 4200 [0.5]	Seminar on Current Advances in Neuroscience	
	NEUR 4202 [0.0]	Seminar on Current Research in Neuroscience and Psychiatric Disease	
	NEUR 4203 [0.0]	Seminar on Current Research in Neuroscience and Clinical Neurology	
6.	0.5 credit in Advance	ed Science Faculty Electives	0.5
В.	Credits Not Included	in the Major CGPA (9.5 credits)	
7.	2.0 credits in:		2.0
	<u>CHEM 1001</u> [0.5]	General Chemistry I	
	CHEM 1002 [0 5]	General Chemistry II	

PHYS 1007 [0.5]	Elementary University Physics I	
PHYS 1008 [0.5]	Elementary University Physics II	
10. 0.5 credit from:		0.5
8. 0.5 credit from:		0.5
MATH 1007 [0.5]	Elementary Calculus I	
MATH 1107 [0.5]	Linear Algebra I	
11. 1.0 credit in:		1.0
9. 1.0 credit in:		1.0
BIOL 2201 [0.5]	Cell Biology and Biochemistry	
or <u>BIOL 2200</u> [0.5]	Cellular Biochemistry	
BIOL 2107 [0.5]	Fundamentals of Genetics	
12. 1.0 credit in:		1.0
STAT 2507 [0.5]	Introduction to Statistical Modeling I	
STAT 2509 [0.5]	Introduction to Statistical Modeling II	
13. 0.5 credit from:		0.5
PSYC 2100 [0.5]	Introduction to Social Psychology	
PSYC 2301 [0.5]	Introduction to Health Psychology	
PSYC 2500 [0.5]	Foundations of Developmental Psychology	
PSYC 2700 [0.5]	Introduction to Cognitive Psychology	
PHIL 2501 [0.5]	Introduction to Philosophy of Mind	
14. 1.0 credit in Science	e Continuation courses (not in NEUR)	1.0
10. 1.0 credit in Scien	ce Continuation courses (not in NEUR)	1.0
8. 0.5 credit in Advanc	ed Science Faculty Electives	0.5
11. 2.0 credits in Appr	oved Arts or Social Sciences	2.0
12. 3.0 credits in free	electives	3.0
Total Credits		20.0

Note: for item 9 above, CHEM 1001 and CHEM 1002 are strongly recommended for this program. Students may substitute—CHEM 1001 and CHEM 1002 with CHEM 1005 and CHEM 1006, respectively. Students choosing—CHEM 1005 and CHEM 1006 will be required to obtain a grade of B—or higher in—CHEM 1006 to take—BIOL 2200 and more advanced electives in BIOC and CHEM. Students completing—CHEM 1005 with a grade of B—or higher are encouraged to register in—CHEM 1002.

New Resources Equipment
Faculty
Space

Support Staff/Admin. Staff

Summary

Removed NEUR 1201 and replaced with NEUR 1202 and 1203. Removed NEUR 2200 and replaced with 2201 and 2202. Removed STAT 2507 and STAT 2509 and replaced with NEUR 3001 and NEUR 3002. Removed NEUR 3200 and replaced with NEUR 3206 and NEUR 3207. Removed PSYC requirements. Removed 3302 and 3306 and added 4302 and 4306 (same courses but at 4th year level). Added new courses NEUR 4301, 4303 and NEUR 4600. Removed 3000-level group distinctions. Added 4202 and 4203. Removed BIOL 1003 and 1004 and added BIOL 1103 and 1104. Removed bottom note about CHEM 1006 because it is no longer relevant to BIOL 2200.

Rationale for change

The department wants to add more core courses so students have more exposure to core neuroscience, as well as bring down some of the knowledge from NEUR 3200 to earlier years so students are getting more exposure before third year. We are moving to the new building so we will have lab space to hold courses with labs. The department wants to hold our own Neuroscience focused third year stat courses to complement the current NEUR 2001 and NEUR 2002. Some 3rd year courses have been turned in to fourth year courses to reflect their difficulty. Removed BIOL 1003 and 1004 as Biology will no longer be offering them, replace with BIOL 1103 and 1104. Removed BIOL 2200 from bottom note because it no longer requires a B- or higher in CHEM 1006 as a prerequisite. New resources have been approved by Faculty Dean.

Transition/Implementation

Pending.

Program reviewer comments

edwardlai (06/13/16 11:33 am): Rollback: As per your request. :)

Date Submitted: 04/25/16 2:23 pm

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

Last approved: 03/05/15 3:58 pm

Last edit: 07/12/16 10:46 am

Last modified by: lenoregale

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CUCQA
- 7. SAPC
- 8. Senate
- 9. CalEditor

Approval Path

- 05/09/16 11:29 am Kim Hellemans (kimhellemans): Approved for NEUR ChairDir UG
- 2. 06/13/16 11:32 am Edward Lai (edwardlai): Rollback to NEUR ChairDir UG for SCI FCC
- 3. 07/12/16 11:58 am
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 4. 09/13/16 5:05 pm Edward Lai (edwardlai): Approved for SCI FCC
- 5. 09/13/16 6:13 pm Edward Lai (edwardlai): Approved for SCI FBoard
- 6. 11/15/16 2:38 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP
- 7. 11/16/16 8:20 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 8. 11/16/16 9:14 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA

Calendar Pages Using this Program	<u>Neuroscience</u>	9. 11/17/16 11:30 am Christina Noja
		(christinanoja): Approved
		for SAPC

History

- 1. Apr 2, 2014 by sandra
- 2. Mar 5, 2015 by sandra

Effective Date 2017-18

Workflow majormod

Program Code HBS-6EA

Level Undergraduate

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Degree Bachelor of Science Honours

Title Neuroscience and Mental Health B.Sc. Honours

Program Requirements

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

A. Credits Included in the Major (10.5 credits)

1. 4.0 credits in:		4.0
NEUR 1201 [0.5]	Introduction to Mental Health and Disease	
1. 5.5 credits in:		5.5
NEUR 1202 [0.0]	Neuroscience of Mental Health and Psychiatric Disease	
NEUR 1203 [0.0]	Neuroscience of Mental Health and Neurological Disease	
NEUR 2001 [0.5]	Introduction to Research Methods in Neuroscience	
NEUR 2002 [0.5]	Introduction to Statistics in Neuroscience	
NEUR 2200 [0.5]	Biological Foundations of Behaviour	
NEUR 3200 [1.0]	Principles of Neuroscience	
NEUR 2201 [0.0]	Cellular and Molecular Neuroscience	
NEUR 2202 [0.0]	Neurodevelopment and Plasticity	

	NEUR 3001 [0.0]	Data Analysis in Neuroscience I	
	NEUR 3002 [0.0]	Data Analysis in Neuroscience II	
	NEUR 3204 [0.5]	Neuropharmacology	
	NEUR 3206 [0.0]	Sensory and Motor Neuroscience	
	NEUR 3207 [0.0]	Integrative Neuroscience	
2.	1.0 credit in:		1.0
	BIOL 1003 [0.5]	Introductory Biology I	
	BIOL 1004 [0.5]	Introductory Biology II	
	BIOL 1103 [0.5]	Foundations of Biology I	
	BIOL 1104 [0.5]	Foundations of Biology II	
3	. 1.5 credit from:		1.5
16	. 0.5 credit in:		0.5
	NSCI 1000 [0.5]	Seminar in Science	
	or Approved Arts or	Social Sciences	
17	. 2.5 credits in free el	lectives.	2.5
	NEUR 3301 [0.5]	Genetics of Mental Health	
	NEUR 3302 [0.5]	Sex and the Brain	
	NEUR 3303 [0.5]	The Neuroscience of Consciousness	
	NEUR 3304 [0.5]	Hormones and Behaviour	
	NEUR 3305 [0.5]	Immune Brain Interactions	
	NEUR 3306 [0.5]	The Neural Basis of Addiction	
	NEUR 3401 [0.5]	Environmental Toxins and Mental Health	
	NEUR 3402 [0.5]	Impact of Lifestyle and Social Interactions on Mental Health	
	NEUR 3403 [0.5]	Stress and Mental Health	
6.	0.5 credit from:		0.5
	NEUR 3501 [0.5]	Neurodegeneration and Aging	
	NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health	
7.	1.0 credit from:		1.0
4.	0.5 credit from:		0.5
	NEUR 4301 [0.0]	Neurobiology of Energy Homeostasis	
	NEUR 4302 [0.0]	Sex and the Brain	
	NEUR 4303 [0.0]	Indigenous Health & Mental Health	
	NEUR 4305 [0.0]	Immune-Brain Interactions	
	NEUR 4306 [0.0]	The Neural Basis of Addiction	
	NEUR 4600 [0.0]	Advanced Lab in Neuroanatomy	
5.	0.5 credit from:		0.5
	NEUR 4200 [0.5]	Seminar on Current Advances in Neuroscience	
	<u>NEUR 4202</u> [0.0]	Seminar on Current Research in Neuroscience and Psychiatric Disease	
	NEUR 4203 [0.0]	Seminar on Current Research in Neuroscience and Clinical Neurology	
6	1.0 credit from:		1.0
	PSYC 1001 [0.5]	Introduction to Psychology I	
	PSYC 1002 [0.5]	Introduction to Psychology II	
1	1.0 crodit from:		1.0

NEUR 3202 [0.5]	Sensory Processes	
NEUR 4905 [0.0]	Honours Workshop	
<u>NEUR 4907</u> [1.0]	Honours Essay and Research Proposal	
NEUR 4908 [1.0]	Honours Research Thesis	
8. 0.5 credit in Advance	ed Science Faculty Electives	0.5
B. Credits Not Include	d in the Major CGPA (9.5 credits)	
8. 2.0 credits in:		2.0
<u>CHEM 1001</u> [0.5]	General Chemistry I	
<u>CHEM 1002</u> [0.5]	General Chemistry II	
PHYS 1007 [0.5]	Elementary University Physics I	
PHYS 1008 [0.5]	Elementary University Physics II	
10. 0.5 credit from:		0.5
9. 0.5 credit from:		0.5
MATH 1007 [0.5]	Elementary Calculus I	
MATH 1107 [0.5]	Linear Algebra I	
11. 1.0 credit in:		1.0
10. 1.0 credit in:		1.0
BIOL 2201 [0.5]	Cell Biology and Biochemistry	
or <u>BIOL 2200</u> [0.5]	Cellular Biochemistry	
BIOL 2107 [0.5]	Fundamentals of Genetics	
12. 1.0 credit in:		1.0
STAT 2507 [0.5]	Introduction to Statistical Modeling I	
STAT 2509 [0.5]	Introduction to Statistical Modeling II	
13. 0.5 credit from:		0.5
PSYC 2100 [0.5]	Introduction to Social Psychology	
PSYC 2301 [0.5]	Introduction to Health Psychology	
PSYC 2500 [0.5]	Foundations of Developmental Psychology	
PSYC 2700 [0.5]	Introduction to Cognitive Psychology	
PHIL 2501 [0.5]	Introduction to Philosophy of Mind	
14. 1.0 credit in Science Continuation courses (not in NEUR)		1.0
11. 1.0 credit in Science	ce Continuation Courses	1.0
12. 2.0 credits in Appr	oved Arts and Social Sciences.	2.0
13. 3.0 credits in free	electives.	3.0
Total Credits		20.0

Notes:

1. Co-Operative Education is available for this program. Click here to go to the Co-Op section of the calendar.

2.For item 9 above, CHEM 1001 and CHEM 1002 are strongly recommended for this program. Students may substitute—CHEM 1001 and CHEM 1002 with CHEM 1005 and CHEM 1006, respectively. Students choosing CHEM 1005 and CHEM 1006 will be required to obtain a grade of B—or higher in CHEM 1006 to take BIOL 2200 and more advanced electives in BIOC and CHEM. Students completing CHEM 1005 with a grade of B—or higher are encouraged to register in CHEM 1002.

New Resources

Contract Instructor

Equipment Faculty

Support Staff/Admin. Staff

Summary

Removed NEUR 1201 and replaced with NEUR 1202 and 1203. Removed NEUR 2200 and replaced with 2201 and 2202. Removed STAT 2507 and STAT 2509 and replaced with NEUR 3001 and NEUR 3002. Removed NEUR 3200 and replaced with NEUR 3206 and NEUR 3207. Removed PSYC requirements. Removed 3302 and 3306 and added 4302 and 4306 (same courses but at 4th year level). Added NEUR 4301, 4302 and 4600. Removed 3000-level group distinctions. Added 4202 and 4203. Added NEUR 4905 workshop. Removed BIOL 1003 and 1004 and added BIOL 1103 and 1104. Removed CHEM 1006 note at bottom because it no longer applies to BIOL 2200.

The department wants to add more core courses so students have more exposure to core neuroscience, as well as bring down some of the knowledge from NEUR 3200 to earlier years so students are getting more exposure before third year. We are moving to the new building so we will have lab space to hold courses with labs. The department wants to hold our own Neuroscience focused third year data analysis courses to complement the current NEUR 2001 and NEUR 2002. Some 3rd year courses have been turned in to fourth year courses to reflect their difficulty. NEUR 4905 Honours Workshop has been added to provide students with more honours project options and will be in line with what Biology is currently offering. Removed BIOL 1003 and 1004 and replaced with BIOL 1103 and 1104 as Biology will not longer be offering 1003/1004. Removed BIOL 2200 from end note because a B- or higher in CHEM 1006 is no longer a prerequisite for BIOL 2200. New resources have been approved by Faculty Dean.

Rationale for change

Transition/Implementation Transition plan currently in progress.

Program reviewer comments

edwardlai (06/13/16 11:32 am): Rollback: As per your request. :)

Date Submitted: 07/12/16 10:40 am

Viewing: HBS-6E: Neuroscience B.Sc. Combined Honours

Last approved: 01/08/16 5:26 pm

Last edit: 08/22/16 2:25 pm

Last modified by: sandrabauer

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. BIOL ChairDir UG
- 3. SCI Dean
- 4. SCI FCC
- 5. SCI FBoard
- 6. CUCQA
- 7. PRE SCCASP
- 8. SCCASP
- 9. SAPC
- 10. Senate
- 11. CalEditor

Approval Path

- 07/12/16 11:55 am Kim Hellemans (kimhellemans): Approved for NEUR ChairDir UG
- 2. 08/11/16 2:48 pm Laura Thomas (laurathomas): Rollback to NEUR ChairDir UG for BIOL ChairDir UG
- 3. 08/11/16 2:53 pm Lenore Gale (lenoregale): Approved for NEUR ChairDir UG
- 08/11/16 3:42 pm
 Laura Thomas
 (laurathomas): Rollback
 to NEUR ChairDir UG for
 BIOL ChairDir UG
- 5. 08/11/16 3:46 pm Lenore Gale (lenoregale): Approved for NEUR ChairDir UG
- 6. 08/11/16 4:11 pm Laura Thomas (laurathomas): Approved for BIOL ChairDir UG
- 7. 09/20/16 12:57 pm Malcolm Butler

Edward Lai (edwardlai): Approved for SCI FCC 9. 09/28/16 6:52 pm Edward Lai (edwardlai): Approved for SCI FBoard 10. 11/15/16 11:26 am Christina Noja (christinanoja): Approve for CUCQA 11. 11/15/16 2:41 pm Sandra Bauer (sandrabauer): Approve for PRE SCCASP 12. 11/16/16 8:21 am Dan Begin (danbegin): Approved for SCCASP	Calendar Pages Using this Program	Neuroscience Biology	8.	(malcolmbutler): Approved for SCI Dean 09/28/16 6:27 pm
10. 11/15/16 11:26 am Christina Noja (christinanoja): Approve for CUCQA 11. 11/15/16 2:41 pm Sandra Bauer (sandrabauer): Approve for PRE SCCASP 12. 11/16/16 8:21 am Dan Begin (danbegin): Approved for SCCASP				Edward Lai (edwardlai): Approved for SCI FCC 09/28/16 6:52 pm Edward Lai (edwardlai):
Sandra Bauer (sandrabauer): Approve for PRE SCCASP 12. 11/16/16 8:21 am Dan Begin (danbegin): Approved for SCCASP			10.	11/15/16 11:26 am Christina Noja (christinanoja): Approved
Dan Begin (danbegin): Approved for SCCASP			11.	Sandra Bauer (sandrabauer): Approved
			12.	Dan Begin (danbegin):
Christina Noja			13.	11/17/16 11:31 am Christina Noja (christinanoja): Approved

History

- 1. Apr 2, 2014 by sandra
- 2. May 5, 2014 by sandra
- 3. Feb 11, 2015 by Heather Martel (heathermartel)
- 4. Jan 8, 2016 by Ruth Hill-Lapensee (ruthhilllapensee)

Effective Date 2017-18

Workflow majormod minormod

Program Code HBS-6E

Level Undergraduate

Faculty Faculty of Science

Academic Unit Department of Biology Department of Neuroscience

Degree Bachelor of Science Honours

Title Neuroscience B.Sc. Combined Honours

Program Requirements

Neuroscience

B.Sc. Combined Honours (20.0 credits)

A	. Credits Included in the	Major CGPA (14.5 credits)	
1.	1. 5.5 credits in: 5.5		
	NEUR 1202 [0.0]	Neuroscience of Mental Health and Psychiatric Disease	
	NEUR 1203 [0.0]	Neuroscience of Mental Health and Neurological Disease	
	NEUR 2001 [0.5]	Introduction to Research Methods in Neuroscience	
	NEUR 2002 [0.5]	Introduction to Statistics in Neuroscience	
	NEUR 2200 [0.5]	Biological Foundations of Behaviour	
	PSYC 2700 [0.5]	Introduction to Cognitive Psychology	
	NEUR 3200 [1.0]	Principles of Neuroscience	
	NEUR 2201 [0.0]	Cellular and Molecular Neuroscience	
	NEUR 2202 [0.0]	Neurodevelopment and Plasticity	
	NEUR 3001 [0.0]	Data Analysis in Neuroscience I	
	NEUR 3002 [0.0]	Data Analysis in Neuroscience II	
	NEUR 3204 [0.5]	Neuropharmacology	
	PSYC 3307 [0.5]	Human Neuropsychology II	
	PSYC 3700 [1.0]	Cognition (Honours Seminar)	
	NEUR 4001 [0.5]	Special Topics in Neuroscience (with permission)	
	NEUR 3206 [0.0]	Sensory and Motor Neuroscience	
	<u>NEUR 3207</u> [0.0]	Integrative Neuroscience	
2.	3.0 credits in:		3.0
	BIOL 1103 [0.5]	Foundations of Biology I	
	BIOL 1104 [0.5]	Foundations of Biology II	
	BIOL 2001 [0.5]	Animals: Form and Function	
	BIOL 2104 [0.5]	Introductory Genetics	
	BIOL 2200 [0.5]	Cellular Biochemistry	
	BIOL 3305 [0.5]	Human and Comparative Physiology	
3.	2.5 credits in BIOL or B	SIOC in 3000-level or above	2.5
4.	1.0 credit from:		1.0
	NEUR 3301 [0.5]	Genetics of Mental Health	
	NEUR 3303 [0.5]	The Neuroscience of Consciousness	
	NEUR 3304 [0.5]	Hormones and Behaviour	
	NEUR 3401 [0.5]	Environmental Toxins and Mental Health	
	NEUR 3402 [0.5]	Impact of Lifestyle and Social Interactions on Mental Health	
	NEUR 3403 [0.5]	Stress and Mental Health	
	NEUR 3501 [0.5]	Neurodegeneration and Aging	
	NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health	

	NEUR 4301 [0.0]	Neurobiology of Energy Homeostasis	
	NEUR 4302 [0.0]	Sex and the Brain	
	NEUR 4303 [0.0]	Indigenous Health & Mental Health	
	NEUR 4305 [0.0]	Immune-Brain Interactions	
	NEUR 4306 [0.0]	The Neural Basis of Addiction	
	NEUR 4600 [0.0]	Advanced Lab in Neuroanatomy	
5.	. 1.0 credit from:		1.0
	NEUR 3202 [0.5]	Sensory Processes	
	NEUR 3203 [0.5]	Field Course in Animal Behaviour	
	or BIOL 3605 [0.5]	Field Course I	
	BIOC 4007 [0.5]	Membrane Biochemistry	
	BIOL 2600 [0.5]	Introduction to Ecology	
	BIOL 3307 [0.5]	Advanced Human Anatomy and Physiology	
	BIOL 3605 [0.5]	Field Course I	
_	BIOL 3609 [0.5]	Evolutionary Concepts	
	BIOL 3802 [0.5]	Animal Behaviour	
	BIOL 3804 [0.5]	Social Evolution	
_	BIOL 4306 [0.5]	Animal Neurophysiology	
	BIOL 4317 [0.5]	Neuroethology: The Neural Basis of Animal Behaviour	
	BIOL 4802 [0.5]	Advanced Animal Behaviour	
_	CHEM 2204 [0.5]	Organic Chemistry II	
6	. 0.5 credit from:		0.5
	NEUR 4200 [0.5]	Seminar on Current Advances in Neuroscience	
	NEUR 4202 [0.0]	Seminar on Current Research in Neuroscience and Psychiatric Disease	
	NEUR 4203 [0.0]	Seminar on Current Research in Neuroscience and Clinical Neurology	
7	. 1.0 credit from:		1.0
_	NEUR 4905 [0.0]	Honours Workshop	
	NEUR 4907 [1.0]	Honours Essay and Research Proposal	
	NEUR 4908 [1.0]	Honours Research Thesis	
	BIOL 4905 [1.0]	Honours Workshop	
	BIOL 4907 [1.0]	Honours Essay and Research Proposal	
	BIOL 4908 [1.0]	Honours Research Thesis	
		n the Major CGPA (5.5 credits)	
8	. 1.0 credit in:		1.0
	MATH 1007 [0.5]	Elementary Calculus I	
	MATH 1107 [0.5]	Linear Algebra I	
9	. 1.5 credits in:		1.5
4.	4.5 credits in:		4.5
	PSYC 1001 [0.5]	Introduction to Psychology I	
	PSYC 1002 [0.5]	Introduction to Psychology II	
	CHEM 1001 [0.5]	General Chemistry I	
	& <u>CHEM 1002</u> [0.5]	and General Chemistry II	
1	<u>CHEM 2203</u> [0.5]	Organic Chemistry I (See Note 2 below)	

11. 1.0 credit from:		1.0
10. 1.0 credit in:		1.0
PSYC 3000 [1.0]	Design and Analysis in Psychological Research	
10. 1.5 credits in:		1.5
<u>PHYS 1007</u> [0.5] & <u>PHYS 1008</u> [0.5]	Elementary University Physics I and Elementary University Physics II	
12. 0.5 credit in:		0.5
NSCI 1000 [0.5]	Seminar in Science	
or in the Faculty of A	rts and Social Sciences or Faculty of Public Affairs, not in Psychology	
13. 1.5 credits in Appro-	ved Arts or Social Sciences, not in PSYC or BIOL	1.5
14. 1.0 credits in free el	ectives.	1.0
11. 2.0 credits in Appro	ved Arts or Social Sciences	2.0
Total Credits		20.0

Notes:

- 1. Co-Operative Education is available for this program. <u>Click here to go to the Co-Op section of the</u> calendar.
- 2. The topic for Item 7 above must be in neurophysiology, animal behaviour, neuropsychology or a related topic.

For item 10 above, CHEM 1001 and CHEM 1002 are strongly recommended for this program. Students may substitute CHEM 1001 and CHEM 1002 with CHEM 1005 and CHEM 1006, respectively. Students choosing CHEM 1005 and CHEM 1006 will be required to obtain a grade of B- or higher in CHEM 1006 to take BIOL 2200 and more advanced courses in BIOC and CHEM. Students completing CHEM 1005 with a grade of B- or higher are encouraged to register in CHEM 1002. For Item 11 above, students who enrol in PHYS 1001/PHYS 1002 must have completed MATH 1004 for Item 8.

New Resources	No New Resources Other
Summary	Added NEUR 1202, 1203, 2201, 2202, 3001, 3002, 3206, 3207, 4905, 4600. Removed NEUR 2200 as it will no longer be offered, PSYC 3000 which will be replaced with NEUR 3001 and 3002, removed NEUR 3200 which is replaced with 3206 and 3207 with labs. Removed NEUR 3306 and 3302 and replaced with NEUR 4302 and NEUR 3302 (The same courses but at a 4th year level). Removed PSYC 1001 and 1002. Removed free electives. Removed CHEM from the BIOL, BIOC or CHEM option. Removed note at the bottom of the program about CHEM 1006.
Rationale for change	Added more Neuroscience course offerings to balance the offering of Neuroscience and Biology. Made changes according to courses that will be offered and removed in the Neuroscience Department. Adding NEUR 4905 workshop as an additional honours project option similar to Biology's 4905 option. Moved some 3rd year NEUR courses up to a 4th year level to offer more higher level NEUR courses.
Transition/Implementation	on Transition plan in progress.
1 TOGICALLI TOVICANCI	pattypatrick (08/09/16 2:27 pm): Program needs review in regards to meeting science Breadth for 2.0 credits in Science Continuation courses not in the major

discipline or disciplines. [Removal of 1.5 credits in BIOL, BIOC or CHEM and PSYC 3000,

PSYC 2700 use to contribute to this BREADTH area]
laurathomas (08/11/16 2:48 pm): Rollback: as requested
laurathomas (08/11/16 3:42 pm): Rollback: as requested re: NEUR 4303

Date Submitted: 04/25/16 3:06 pm

Viewing: NMH: Minor in Neuroscience and Mental Health

Last approved: 04/02/14 12:24 pm

Last edit: 04/25/16 3:05 pm

Last modified by: lenoregale

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CUCQA
- 7. SAPC
- 8. Senate
- 9. CalEditor

Approval Path

- 05/09/16 11:20 am Kim Hellemans (kimhellemans): Approved for NEUR ChairDir UG
- 2. 09/13/16 9:07 pm Edward Lai (edwardlai): Approved for SCI FCC
- 09/14/16 11:26 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/16/16 9:18 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 5. 11/16/16 9:24 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 6. 11/18/16 10:00 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 7. 11/18/16 10:01 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

History

1. Apr 2, 2014 by sandra

Calendar Pages Using this Program	<u>Neuroscience</u>
Effective Date	2017-18
Workflow	majormod minormod
Program Code	NMH
Level	Undergraduate
Faculty	Faculty of Science
Academic Unit	Department of Neuroscience
Degree	Not Applicable
Title	Minor in Neuroscience and Mental Health

Program Requirements

Minor in Neuroscience and Mental Health (4.0 credits)

The Minor in Neuroscience is available to students registered in degree programs other than those offered by the Department of Neuroscience.

Requirements (4.0 credits):

1. 1.0 credit in:		1.0
NEUR 1201 [0.5]	Introduction to Mental Health and Disease	
NEUR 2200 [0.5]	Biological Foundations of Behaviour	
2. 1.5 credit from:		1.5
NEUR 3202 [0.5]	Sensory Processes	
NEUR 3204 [0.5]	Neuropharmacology	
NEUR 3301 [0.5]	Genetics of Mental Health	
NEUR 3302 [0.5]	Sex and the Brain	
NEUR 3303 [0.5]	The Neuroscience of Consciousness	
NEUR 3304 [0.5]	Hormones and Behaviour	
NEUR 3305 [0.5]	Immune-Brain Interactions	
NEUR 3306 [0.5]	The Neural Basis of Addiction	
3. 0.5 credit from:		0.5
NEUR 3401 [0.5]	Environmental Toxins and Mental Health	
NEUR 3402 [0.5]	Impact of Lifestyle and Social Interactions on Mental Health	
NEUR 3403 [0.5]	Stress and Mental Health	
NEUR 3501 [0.5]	Neurodegeneration and Aging	
NEUR 3502 [0.5]	Neurodevelopmental Determinants of Mental Health	

4. 1.0 credit in any 2000-level or higher NEUR course		1.0
1. 2.0 credit in:		2.0
NEUR 1202 [0.0]	Neuroscience of Mental Health and Psychiatric Disease	
NEUR 1203 [0.0]	Neuroscience of Mental Health and Neurological Disease	
NEUR 2201 [0.0]	Cellular and Molecular Neuroscience	
NEUR 2202 [0.0]	Neurodevelopment and Plasticity	
2. 2.0 credit in any 3000-level or higher NEUR course Except NEUR 3001/3002		2.0
Total Credits		4.0

New Resources	No New Resources
Summary	Removed NEUR 1201 and 2200 requirement, replaced with NEUR 1202 and NEUR 1203 requirement and 2201 and 2202 requirement. Removed sections for third year NEUR requirements and changed to any 3000-level or above requirement to catch all courses.
Rationale for change	Restructuring of core courses in first, second and third year will have a major impact on the structure of the minor. The minor has therefore been changed dramatically, to ensure all students have to take all core first and second year courses, plus a selection of more advanced courses.

Transition/Implementation

Program reviewer comments

A deleted record cannot be edited

Course Delete Proposal

Date Submitted: 07/12/16 10:30 am

Viewing: **NEUR 3305 : Immune-Brain Interactions**

Last approved: 02/06/15 3:06 am

Last edit: 07/12/16 10:30 am

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 07/12/16 11:57 am Kim Hellemans (kimhellemans): Approved for NEUR ChairDir UG
- 2. 09/13/16 6:47 pm Edward Lai (edwardlai): Approved for SCI FCC
- 3. 09/14/16 11:38 pm Edward Lai (edwardlai): Approved for SCI FBoard
- 4. 11/15/16 11:25 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:41 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:44 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:32 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Calendar Pages referencing this course	Neuroscience Neuroscience (NEUR)	History 1. Feb 6, 2015 by Heather Martel (heathermartel)
Effective Date	2017-18	
Workflow	majormod minormod	
Level	Undergraduate	
Course Code	NEUR	
Course Number	3305	
Title	Immune-Brain Interactions	
Title (short)	Immune-Brain Interactions	
Faculty	Faculty of Science	
Academic Unit	Department of Neuroscience	
Credit Value	0.50	
Course Description	This course will discuss growing evidence of communication between the brain and the immune system, and of the messengers mediating the interaction. We will discuss how disturbances of immune-brain signaling can lead to disease (multiple sclerosis, Parkinson's) and to changes in mood and cognition.	
Prerequisite(s)	NEUR 2200 or both NEUR 2201 3200 and NEUR 2202 .	third-year standing.
Class Format	Lectures and seminars three hours a week.	
Precluded Courses		
Also listed as		
Piggybacked Courses		
Grade Mode	Standard Letter Grade	
Schedule Type	Lecture Seminar	
Summary	Deleting this course.	
Rationale for deactivation	Going to replace this with the same course but at the	4th year level (NEUR 4305)
	edwardlai (07/12/16 10:00 am): Rollback: As per Kim's request. lenoregale (07/12/16 10:29 am): Rollback: This course will be deleted.	

Course reviewer comments

New Course Proposal

Date Submitted: 09/23/16 11:41 am

Viewing: **NEUR 4301 : Neurobiology of Energy Homeostasis**

Last edit: 09/23/16 11:41 am

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/23/16 11:41 am
 Lenore Gale (lenoregale):
 Approved for NEUR
 ChairDir UG
- 2. 09/28/16 6:55 pm Edward Lai (edwardlai): Approved for SCI FCC
- 3. 09/28/16 7:01 pm Edward Lai (edwardlai): Approved for SCI FBoard
- 4. 11/15/16 11:25 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:42 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:44 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:32 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

Neuroscience and Mental Health B.Sc. Major
Neuroscience B.Sc. Combined Honours
Neuroscience and Mental Health B.Sc. Honours

Effective Date

2017-18

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code NEUR

Course Number 4301

Title Neurobiology of Energy Homeostasis

Title (short) Neurobio of Energy Homeostasis

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Credit Value 0.50

Course Description Focus on neuroanatomical and molecular mechanisms underlying how mammals

adapt to changes and challenges in the environment. Topics include regulation of

feeding, energy expenditure, water balance, and temperature regulation.

Prerequisite(s) NEUR 3304

Class Format Lectures three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Lecture

Summary Added this course

Rationale for new

course

We have significant research expertise in this area, and with the emerging evidence of the role of the gut-brain axis in health and disease, we would like to offer students a

course that focuses on these topics.

Course reviewer comments

New Course Proposal

Date Submitted: 09/12/16 8:48 am

Viewing: NEUR 4303 : Indigenous Health & Mental Health

Last edit: 09/12/16 8:48 am

Changes proposed by: lenoregale

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/12/16 3:03 pm
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 2. 09/13/16 6:52 pm Edward Lai (edwardlai): Approved for SCI FCC
- 09/14/16 11:42 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:26 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:42 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:44 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:32 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

Neuroscience and Mental Health B.Sc. Major
Neuroscience B.Sc. Combined Honours
Neuroscience and Mental Health B.Sc. Honours

Effective Date 2017-18

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code NEUR

Course Number 4303

Title Indigenous Health & Mental Health

Title (short) Indigenous Health & Mental Hlt

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Credit Value 0.50

Course Description The physical and mental health issues of Indigenous people in the context of the

cultural, environmental, developmental and biological factors that contribute to

comorbid conditions and greater risk and resilience

Prerequisite(s) 3rd year standing or above.

Class Format Lectures three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Lecture

Summary Added this course.

Rationale for new

course

Although there are numerous populations that are vulnerable to mental health disturbances, Indigenous peoples have a long history of experiencing systemic discrimination that has had marked intergenerational effects. They also have a unique relationship with the land, which is both a source of healing, but in light of climate change, resource development, pollution, and life style changes, the land is also becoming an additional stressor, exacerbating vulnerability to mental health problems. This course will explore how each of these determinants of health trigger biological stress processes, epigenetic and developmental changes, and greater risk for other health disturbances that are common among Indigenous peoples. The combination of these multiple processes create the perfect storm for mental health

disturbances in this population, but Indigenous peoples are, in themselves, an important at-risk group in Canada.

Course reviewer comments

Key: 8969

New Course Proposal

Date Submitted: 09/12/16 2:18 pm

Viewing: **NEUR 4905 : Honours**

Workshop

Last edit: 09/12/16 2:18 pm

Changes proposed by: sandrabauer

In Workflow

- 1. NEUR ChairDir UG
- 2. SCI FCC
- 3. SCI FBoard
- 4. CUCQA
- 5. PRE SCCASP
- 6. SCCASP
- 7. SAPC
- 8. Senate
- 9. Banner

Approval Path

- 09/12/16 3:07 pm
 Kim Hellemans
 (kimhellemans):
 Approved for NEUR
 ChairDir UG
- 2. 09/13/16 8:09 pm Edward Lai (edwardlai): Approved for SCI FCC
- 09/14/16 11:43 pm
 Edward Lai (edwardlai):
 Approved for SCI FBoard
- 4. 11/15/16 11:26 am
 Christina Noja
 (christinanoja): Approved
 for CUCQA
- 5. 11/16/16 8:42 am
 Dan Begin (danbegin):
 Approved for PRE
 SCCASP
- 6. 11/16/16 8:44 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 7. 11/17/16 11:32 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Programs referencing this course

<u>Neuroscience B.Sc. Combined Honours</u> Neuroscience and Mental Health B.Sc. Honours Effective Date 2017-18

Workflow majormod

New Resources No New Resources

Level Undergraduate

Course Code NEUR

Course Number 4905

Title Honours Workshop

Title (short) Honours Workshop

Faculty Faculty of Science

Academic Unit Department of Neuroscience

Credit Value 1.0

Course Description The course will focus on active learning in areas that include written and oral

communication, evaluation and interpretation of results, statistics and data

management, emphasizing transferable skills that will be most appropriate for non-

research career paths.

Prerequisite(s) fourth-year standing in an Honours Neuroscience program and permission of the

Department.

Class Format Lectures and seminars three hours a week, and colloquia three hours a week.

Precluded Courses NEUR 4907 and NEUR 4908.

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Honours Essay

Lecture Seminar

Summary Added this course as an additional honours project option.

Rationale for new

course

New capstone course. Students in the honours program will have the opportunity to complete an honours workshop, which requires students to complete a series of assignments including oral and poster presentations, plus a diversity of written work

similar to the new BIOL 4905 option.

Course reviewer comments

edwardlai (06/28/16 2:13 pm): Rollback: As per Kim's request. sandrabauer (09/12/16 2:18 pm): Rollback: Rolling back to change workflow from minor to major

Key: 8900

Neuroscience Minor Modifications					
Code	Title	Status	Initiator	Received	Course
	NEUR 1201: Introduction to Mental Health	Delete			18/2 8/5
NEUR 1201	and Disease	d	lenoregale	9/14/2016	minormod
	NEUR 1202: Neuroscience of Mental Health				
NEUR 1202	and Psychiatric Disease	Added	lenoregale	9/14/2016	minormod
	NEUR 1203: Neuroscience of Mental Health				
NEUR 1203	and Neurological Disease	Added	lenoregale	9/14/2016	minormod
	NEUR 2001: Introduction to Research				
NEUR 2001	Methods in Neuroscience	Edited	lenoregale	9/14/2016	minormod
	NEUR 2002: Introduction to Statistics in				
NEUR 2002	<u>Neuroscience</u>	Edited	lenoregale	9/28/2016	minormod
	NEUR 2003: Introduction to Techniques in				
NEUR 2003	Neuroscience	Edited	lenoregale	9/14/2016	minormod
	NEUR 2004: Fundamentals of Scientific				
NEUR 2004	Writing in Neuroscience	Added	lenoregale	9/14/2016	minormod
	NEUR 2200: Biological Foundations of	Delete			
NEUR 2200	<u>Behaviour</u>	d	lenoregale	9/14/2016	minormod
	NEUR 2201: Cellular and Molecular				
NEUR 2201	<u>Neuroscience</u>	Added	lenoregale	9/14/2016	minormod
	NEUR 2202: Neurodevelopment and				
NEUR 2202	<u>Plasticity</u>	Added	lenoregale	9/14/2016	minormod
NEUR 2801	NEUR 2801: Neuroscience and Creativity	Edited	lenoregale	9/14/2016	minormod
NEUR 3001	NEUR 3001: Data Analysis in Neuroscience I	Added	lenoregale	9/14/2016	minormod
NEUR 3002	NEUR 3002: Data Analysis in Neuroscience II	Added	lenoregale	9/14/2016	minormod
NEUR 3200	NEUR 3200: Principles of Neuroscience	d	lenoregale	9/14/2016	minormod
NEUR 3202	NEUR 3202: Sensory Processes	d	lenoregale	9/14/2016	minormod
NEUR 3204	NEUR 3204: Neuropharmacology	Edited	lenoregale	9/14/2016	minormod
	NEUR 3206: Sensory and Motor				
NEUR 3206	<u>Neuroscience</u>	Added	lenoregale	9/14/2016	minormod
NEUR 3207	NEUR 3207: Integrative Neuroscience	Added	lenoregale	9/14/2016	minormod
NEUR 3301	NEUR 3301: Genetics of Mental Health	Edited	lenoregale	9/14/2016	minormod
NEUR 3302	NEUR 3302: Sex and the Brain	d	lenoregale	9/14/2016	minormod
	NEUR 3303: The Neuroscience of				
NEUR 3303	Consciousness	Edited	lenoregale	9/14/2016	minormod
NEUR 3304	NEUR 3304: Hormones and Behaviour	Edited	lenoregale	9/14/2016	minormod
NEUR 3306	NEUR 3306: The Neural Basis of Addiction	d	lenoregale	9/14/2016	minormod
	NEUR 3401: Environmental Toxins and				
NEUR 3401	Mental Health	Edited	lenoregale	9/14/2016	minormod
_	NEUR 3402: Impact of Lifestyle and Social				
NEUR 3402	Interactions on Mental Health	Edited	lenoregale	9/14/2016	minormod
NEUR 3403	NEUR 3403: Stress and Mental Health	Edited	lenoregale	9/14/2016	minormod
NEUR 3501	NEUR 3501: Neurodegeneration and Aging	Edited	lenoregale	9/14/2016	minormod

	NEUR 3502: Neurodevelopmental				
NEUR 3502	Determinants of Mental Health	Edited	lenoregale	9/14/2016	minormod
NEUR 4001	NEUR 4001: Special Topics in Neuroscience	Edited	lenoregale	9/14/2016	minormod
	NEUR 4200: Seminar on Current Advances				
NEUR 4200	<u>in Neuroscience</u>	Edited	lenoregale	9/14/2016	minormod
	NEUR 4202: Seminar on Current Research in				
NEUR 4202	Neuroscience and Psychiatric Disease	Added	lenoregale	9/14/2016	minormod
	NEUR 4203: Seminar on Current Research in				
NEUR 4203	Neuroscience and Clinical Neurology	Added	lenoregale	9/14/2016	minormod
NEUR 4302	NEUR 4302: Sex and the Brain	Added	lenoregale	9/14/2016	minormod
NEUR 4305	NEUR 4305: Immune-Brain Interactions	Added	sandrabauer	9/28/2016	minormod
NEUR 4306	NEUR 4306: The Neural Basis of Addiction	Added	lenoregale	9/28/2016	minormod
NEUR 4600	NEUR 4600: Advanced Lab in	Added	lenoregale	9/14/2016	minormod
NEUR 4801	NEUR 4801: Neuroethics	Edited	lenoregale	9/14/2016	minormod
	NEUR 4907: Honours Essay and Research				
NEUR 4907	Proposal	Edited	lenoregale	9/14/2016	minormod
NEUR 4908	NEUR 4908: Honours Research Thesis	Edited	lenoregale	9/14/2016	minormod
NEUR 5801	NEUR 5801: Knowledge Mobilization	Added	lenoregale	9/21/2016	minormod

Date Submitted: 10/24/16 10:06 am

Viewing: BIT-B003: Photonics and Laser Technology B.I.T.

Last approved: 04/26/16 3:14 pm

Last edit: 11/15/16 12:34 pm

Last modified by: hanajabi

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

- 1. 10/24/16 10:07 am
 Sandra Bauer
 (sandrabauer): Approved
 for BIT ChairDir UG
- 2. 10/31/16 12:51 pm Sandra Bauer (sandrabauer): Approved for ENG Dean
- 3. 10/31/16 12:52 pm Sandra Bauer (sandrabauer): Approved for BIT FCC
- 4. 10/31/16 12:53 pm Sandra Bauer (sandrabauer): Approved for BIT FBoard
- 5. 11/02/16 2:22 pm Christina Noja (christinanoja): Approved for CUCQA
- 6. 11/15/16 12:34 pm Sandra Bauer (sandrabauer): Approved for PRE SCCASP
- 7. 11/16/16 8:21 am
 Dan Begin (danbegin):
 Approved for SCCASP
- 8. 11/17/16 11:33 am
 Christina Noja
 (christinanoja): Approved
 for SAPC

Calendar Pages Using this Program	Information Technology	
		History
		 Apr 25, 2014 by sandra Apr 25, 2014 by sandra Jan 13, 2016 by Hana Jabi (hanajabi) Apr 26, 2016 by Sandra Bauer (sandrabauer)

Effective Date 2017-18

Workflow majormod minormod

Program Code BIT-B003

Level Undergraduate

Faculty Faculty of Engineering and Design

Academic Unit School of Information Technology School of Information Technology

Degree Bachelor of Information Technology

Title Photonics and Laser Technology B.I.T.

Program Requirements

Photonics and Laser Technology B.I.T. (20.0 credits)

A. Credits Included in the Major CGPA (10.0 credits)

1. 3.0 credits in:		3.0
1. 3.5 credits in:		3.5
<u>BIT 1203</u> [0.5]	Physics for Photonics I	
<u>BIT 1400</u> [0.5]	Introduction to Programming and Problem Solving	
PLT 1001 [0.5]	Laser Safety, WHMIS and Ethics	
PLT 1002 [0.5]	Trends in Photonics	
PLT 1003 [0.5]	Optics/Optical Fibers I (Principles)	
<u>PLT 1005</u> [0.5]	Introduction to Optics	
2. 2.0 credits in:		2.0
PLT 2000 [0.5]	Optics/Optical Fibers II (Devices)	
PLT 2003 [0.5]	Laser Systems	

PLT 1006 [0.0]	Introduction to Automation and Simulation	
PLT 1007 [0.0]	Assembly and Machine Language	
2. 1.5 credits in:		1.5
BIT 2007 [0.0]	Mathematics III for PLT	
PLT 2005 [0.5]	Circuits and Signals	
PLT 2006 [0.5]	Semiconductors	
3. 2.5 credits in:		2.5
PLT 3003 [0.5]	Electro Magnetics I	
PLT 3004 [0.5]	Design of Optical Components and Systems	
PLT 3005 [0.5]	Introduction to Solid State Physics	
PLT 3006 [0.5]	Physical Electronics	
PLT 3007 [0.5]	Electro Magnetics II	
PLT 3009 [0.0]	Project Management	
PLT 3010 [0.0]	Data Structures	
PLT 3011 [0.0]	Laser Systems	
4. 2.5 credits in:		2.5
PLT 4001 [0.5]	Optoelectronic Devices	
PLT 4002 [0.5]	Applied Advanced Optics	
PLT 4005 [0.5]	Fiber Optic Theory	
PLT 4006 [0.0]	Image and Signal Processing	
PLT 4900 [1.0]	Photonics Research Project	
PLT 4007 [0.0]	Introduction to Solid State Physics	
	d in the Major CGPA (10.0 credits)	
5. 2.0 credits in:		2.0
5. 1.5 credits in:		1.5
<u>BIT 1200</u> [0.5]	Mathematics I for PLT	
<u>BIT 1201</u> [0.5]	Mathematics II for PLT	
<u>BIT 1204</u> [0.5]	Physics for Photonics II	
PLT 1004 [0.5]	Manufacturing Photonics Components	
6. 4.0 credits in:		4.0
6. 4.5 credits in:		4.5
BIT 2000 [0.5]	Introduction to Statistics	
BIT 2001 [0.5]	Introduction to Business	
BIT 2002 [0.5]	Marketing in the IT sector	
<u>BIT 2004</u> [0.5]	Differential Equations For Photonics	
<u>BIT 2005</u> [0.5]	Multivariate Calculus for Photonics	
BIT 2400 [0.5]	Intermediate Programming	
PLT 2001 [0.5]	Fundamentals of Light Sources	
PLT 2002 [0.5]	Fiber Optics Communications I	
PLT 2008 [0.0]	Manufacturing Photonics Components	
7. 2.0 credits in:		2.0
PLT 3000 [0.5]	Fiber Optics Communications II	
PLT 3001 [0.5]	Photonics Manufacturing Systems	

PLT 3002 [0.5]	Real-time Systems	
PLT 3008 [0.5]	Communication Skills for PLT	
8. 1.0 credit in:		1.0
<u>PLT 4000</u> [0.5]	Applications of Quantum Physics	
PLT 4003 [0.5]	Materials Science	
PLT 4004 [0.5]	Biomedical Photonics	
9. 0.5 credit in Arts and H	lumanities electives for PLT.	0.5
10. 0.5 credit in Free Elec	ctives	0.5
Total Credits		20.0

New Resources

No New Resources

Summary

- 1- Delete PLT 1001.
- 2- New course PLT 1006
- 3- New course PLT 1007
- 4- New course BIT 2007
- 5- Delete PLT 2000
- 6- Delete PLT 2003, moved to third year, renumbered PLT3011
- 7- Delete PLT 3005, moved to fourth year, renumbered PLT4007
- 8- Delete PLT 3006
- 9- Delete PLT 3007
- 10- New course PLT 3009
- 11- New course PLT 3010
- 12- New course PLT 3011
- 13- Delete PLT 4002
- 14- Delete PLT 4005
- 15- New course PLT 4006
- 16- New course PLT 4007
- 17- Delete PLT 1004, moved to second year, renumbered PLT2008
- 18- New course PLT 2008
- 19- Delete PLT 4003
- 20- Adding new 0.5 credit in free elective.

Rationale for change

The primary goal of these changes is to align PLT with other programs at the Carleton School of Information Technology (CSIT) as well as respond to industry and student feedback.

Transition/Implementation

The primary goal of these changes is to align PLT with other programs at the Carleton School of Information Technology (CSIT) as well as respond to industry and student feedback. In an effort to align PLT with our other CSIT programs the first year mathematics and physics courses required restructuring so that the prerequisites were compatible with those of Network Technologies (NET), Information Resource Management (IRM) and Interactive Multimedia and Design (IMD). By altering the first year math and physics courses we were then required to remove the courses in the program that were taught by the Department of Electronics (DOE) (as the prerequisite chain would be broken). The majority of the content that was taught in the removed DOE courses has been recovered through the introduction of new courses in Electronics and Electromagnetic theory. In addition to this we have endeavored to add Information Technology content to the program through the introduction of Assembly Language (which was supposed to be present in the original program),

Data Structures, Image Processing and Project Management. While some courses have been added to the program many of the changes are minor and do not substantially alter the learning outcomes of the program. We feel that this program is essentially the same as the older version of the program but has been enhanced significantly in ways that industry and prospective students will find appealing.

Program reviewer comments

sandrabauer (10/24/16 10:06 am): Rollback: Rolling back in order to change workflow to major, at request of OVPAVP

sandrabauer (10/24/16 10:07 am): Changed workflow to Major and re-submitted/at request of OVPAVP

Key: 792

Photonics and Laser Technology					
Code	Title	Status	Initiator	Received	Course
PLT 1001	PLT 1001: Laser Safety, WHMIS and Ethics	Deleted	hanajabi	9/28/2016	minormod
PLT 1003	PLT 1003: Optics/Optical Fibers I (Principles)	Edited	hanajabi	9/28/2016	minormod
	PLT 1004: Manufacturing Photonics				
PLT 1004	<u>Components</u>	Deleted	hanajabi	9/29/2016	minormod
	PLT 1006: Introduction to Automation and				
PLT 1006	<u>Simulation</u>	Added	hanajabi	9/28/2016	minormod
PLT 1007	PLT 1007: Assembly and Machine Language	Added	hanajabi	11/7/2016	minormod
PLT 2000	PLT 2000: Optics/Optical Fibers II (Devices)	Deleted	hanajabi	9/28/2016	minormod
PLT 2003	PLT 2003: Laser Systems	Deleted	hanajabi	9/29/2016	minormod
PLT 2005	PLT 2005: Circuits and Signals	Edited	hanajabi	9/28/2016	minormod
PLT 2006	PLT 2006: Semiconductors	Edited	hanajabi	9/28/2016	minormod
	PLT 2008: Manufacturing Photonics				
PLT 2008	<u>Components</u>	Added	hanajabi	9/29/2016	minormod
PLT 3001	PLT 3001: Photonics Manufacturing Systems	Edited	hanajabi	9/29/2016	minormod
PLT 3003	PLT 3003: Electro Magnetics I	Edited	hanajabi	9/29/2016	minormod
PLT 3005	PLT 3005: Introduction to Solid State	Deleted	hanajabi	9/29/2016	minormod
PLT 3006	PLT 3006: Physical Electronics	Deleted	hanajabi	9/28/2016	minormod
PLT 3007	PLT 3007: Electro Magnetics II	Deleted	hanajabi	9/28/2016	minormod
PLT 3009	PLT 3009: Project Management	Added	hanajabi	9/28/2016	minormod
PLT 3010	PLT 3010: Data Structures	Added	hanajabi	9/28/2016	minormod
PLT 3011	PLT 3011: Laser Systems	Added	hanajabi	9/29/2016	minormod
PLT 4000	PLT 4000: Applications of Quantum Physics	Edited	hanajabi	9/29/2016	minormod
PLT 4001	PLT 4001: Optoelectronic Devices	Edited	hanajabi	9/29/2016	minormod
PLT 4002	PLT 4002: Applied Advanced Optics	Deleted	hanajabi	9/28/2016	minormod
PLT 4003	PLT 4003: Materials Science	Deleted	hanajabi	9/28/2016	minormod
PLT 4004	PLT 4004: Biomedical Photonics	Edited	hanajabi	9/29/2016	minormod
PLT 4005	PLT 4005: Fiber Optic Theory	Deleted	hanajabi	9/29/2016	minormod
PLT 4006	PLT 4006: Image and Signal Processing	Added	hanajabi	9/30/2016	minormod
PLT 4007	PLT 4007: Introduction to Solid State	Added	hanajabi	9/29/2016	minormod

Date Submitted: 06/14/16 11:20 am

Viewing: PHD-95: Ph.D. Environmental Engineering

Last approved: 06/18/15 4:04 pm

Last edit: 06/23/16 1:40 pm

Last modified by: yasserhassan

Changes proposed by: yasserhassan

In Workflow

- 1. CIVE ChairDir GR
- 2. GRAD FCC
- 3. GRAD FBoard
- 4. PRE SCCASP
- 5. SCCASP
- 6. CalEditor

Approval Path

- 1. 06/15/16 11:41 am
 Yasser Hassan
 (yasserhassan): Approved for CIVE ChairDir GR
- 2. 06/15/16 2:05 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Rollback to CIVE ChairDir GR for GRAD FCC
- 3. 06/15/16 2:56 pm Yasser Hassan (yasserhassan): Approved for CIVE ChairDir GR
- 4. 06/15/16 3:38 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Rollback to CIVE ChairDir GR for GRAD FCC
- 5. 06/16/16 1:54 am Yasser Hassan (yasserhassan): Approved for CIVE ChairDir GR
- 6. 06/16/16 10:51 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to CIVE ChairDir
 GR for GRAD FCC
- 7. 06/16/16 3:38 pm Yasser Hassan (yasserhassan): Approved for CIVE ChairDir GR
- 8. 06/23/16 8:27 am
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Rollback to CIVE ChairDir
 GR for GRAD FCC
- 9. 06/27/16 2:36 pm

1 of 4 10/6/2016 3:55 PM

Yasser Hassan (yasserhassan): Approved for CIVE ChairDir GR

- 10. 06/27/16 3:09 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 11. 09/21/16 1:25 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FBoard

History

- 1. Mar 5, 2015 by Yasser Hassan (yasserhassan)
- 2. Jun 18, 2015 by Sandra Bauer (sandrabauer)

Calendar Pages Using this

Environmental Engineering

Program

Effective Date 2016-17

Workflow majormod minormod

Program Code PHD-95

Level Graduate

Faculty Faculty of Engineering and Design

Academic Unit

Department of Civil and Environmental Engineering OCIEE

Academic Unit

Department of Civil and Environmental Engineering

Degree Doctor of Philosophy

Title Ph.D. Environmental Engineering

Program Requirements

Ph.D. Environmental Engineering Admission Requirements Environmental Engineering

Admission Requirements

2 of 4 10/6/2016 3:55 PM

The normal requirement for admission into the Ph.D. Program in Environmental Engineering is completion of either:

- A Master's degree in Environmental Engineering, or a Master's degree in an engineering discipline with an environmental specialization.
- Students wishing to enter the program who do not have either of these backgrounds will be evaluated on a case-by-case basis. Additional course requirements may be specified in some cases.
- Students who have been admitted to a master's program may be admitted into the Ph.D. program, without completing their master's program, if they demonstrate: (1) outstanding academic performance by completing at least 2.5 credits of course work that fulfil the breadth requirements as specified in the Master's degree requirements with a CGPA of A- or higher, and (2) significant promise for advanced research and the ability to defend their Ph.D. proposal in the first year of their Ph.D. program.

Program Requirements

The requirements for the Ph.D. program (from a Master's degree) are is the successful completion of 10.0 credits, of which 8.5 credits must be obtained from successful oral defence of a research thesis. The specific requirements are:

Ph.D. Environmental Engineering (10.0 credits)

1. 1.5 credits in courses	1.5
2. 0.0 credits in:	0.0

ENVE 7800 [0.5] Ph.D. Seminar

3. Successful completion of the comprehensive examination, which consists of a presentation of a Ph.D. research proposal followed by an oral examination to assess any academic deficiencies in the student's background related to the proposed research project and to assess the originality and feasibility of the proposed research project. The comprehensive examination should be completed within the first 16 months (or the equivalent of four full-time terms) of the student's program

4. 8.5 credits in:		8.5
ENVE 6909 [8.5]	Ph.D. Thesis (Including successful oral defence)	
Total Credits		10.0

Whereas the breadth requirement is desirable at the Master's level for the professional advancement of our graduates, it is not sought at the Ph.D. level where specialized expertise is the defining **characteristic**.

characteristic.

Master's students with outstanding performance in the master's courses may request transfer into the Ph.D.program without completing the master's degree. Students who are permitted to do so require a minimum of 4.0 credits by course for a Ph.D., including any credits transferred from the Master's degree program. These students will also need to fulfil the breadth requirements as specified in the Master's degree requirements. Ph.D. candidates transferring from another university must take at least half their courses at the Institute.

New Resources	No New Resources
Summary	 Two conditions for fast-track students into the PhD program are explicitly stated in the admission requirements. 'OCIEE' removed from list of academic units
Rationale for change	1. The change will allow a streamlined process to fast-track Master's students into the PhD program. 2. The change does not require any additional resources. It just mirrors current practices and puts them in a formal framework. 3. There is no impact to current or future students as it only specifies the practice that we currently try to follow.
Transition/Implementation	The revised text reflects current practices.

3 of 4 10/6/2016 3:55 PM

sandrabauer (09/30/15 12:09 pm): Rollback: As discussed

sandrabauer (01/04/16 4:21 pm): Rollback: Late change request declined by SCCASP; please re-submit for 17-18 per my email of 1/4/2016

lesliemacdonaldhicks (06/15/16 2:05 pm): Rollback: Please removed added text as it is unnecessary - there are guidelines for fast-tracking. The text could be placed on the department website. If possible return today so the modification can be sent to P&P for review. **lesliemacdonaldhicks (06/15/16 3:38 pm):** Rollback: Change wording from "Students who have been admitted to a master's program may be permitted to transfer into the Ph.D. program if they demonstrate..." to: "Carleton University students in the master's program may be admitted into the Ph.D. program, without completing their master's program, if they demonstrate..." Students do not transfer.

Program reviewer comments

lesliemacdonaldhicks (06/16/16 10:51 am): Rollback: Change Workflow to Major lesliemacdonaldhicks (06/23/16 8:27 am): Rollback: 1. The wording in the revised paragraph states in point 2 "...significant promise for advanced research and be able to defend their Ph.D. proposal in the first year of their Ph.D. program." The language implies a condition of continuing in the program rather than an admissions requirement. The committee would like to see the following language ".....significant promise for advanced research and the ability to defend their Ph.D. proposal in the first year of their Ph.D. program." 2. There is also an error in the same paragraph for point 1) it should be "a CGPA of A- or higher..." and not "a CGPA of A- of higher..." 3. It was also noticed that under Program Requirements there is a grammatical error "The requirements for the Ph.D. program (from a Master's degree) is the successful completion of 10.0 credits,..." it should be "The requirements for the Ph.D. program (from a Master's degree) are the successful completion of 10.0 credits,"

Key: 937

4 of 4

New Program Proposal

Date Submitted: 08/31/16 10:16 am

Viewing: TBD-1502 : Concentration in Arts Management (MBA)

Last edit: 11/15/16 1:11 pm

Last modified by: sandrabauer

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

- 08/31/16 10:17 am Sandra Bauer (sandrabauer): Approved for ARTC ChairDir GR
- 2. 08/31/16 10:25 am Sandra Bauer (sandrabauer): Approved for BUSI ChairDir GR
- 3. 08/31/16 4:04 pm Sukeshi Kamra (sukeshikamra): Approved for AS Dean
- 4. 08/31/16 4:11 pm
 Lorraine Dyke
 (lorrainedyke): Approved
 for BUS Dean
- 5. 08/31/16 10:17 pm Adrian Chan (adrianchan): Rollback to BUS Dean for GRAD Dean
- 6. 09/01/16 9:24 am
 Jerry Tomberlin
 (jerrytomberlin):
 Approved for BUS Dean
- 7. 09/01/16 9:46 am
 Adrian Chan
 (adrianchan): Rollback to
 BUS Dean for GRAD Dean

Effective Date 2017-18

Workflow majormod

Program Code TBD-1502

Level Graduate

Sprott School of Business Faculty

Faculty of Arts and Social Sciences

School of Business

Academic Unit School for Studies in Art and Culture

Degree Master of Business Administration

Title Concentration in Arts Management (MBA)

Program Requirements

8. 09/01/16 4:08 pm
Lorraine Dyke
(lorrainedyke): Approved
for BUS Dean

9. 09/01/16 5:50 pm
Adrian Chan
(adrianchan): Approved
for GRAD Dean

10/19/16 2:48 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD FCC

11. 10/26/16 3:01 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD

FBoard

12. 11/15/16 11:13 am
Christina Noja
(christinanoja): Approved
for CUCQA

13. 11/15/16 12:39 pm Sandra Bauer (sandrabauer): Approved

for PRE SCCASP

14. 11/16/16 8:17 am
Dan Begin (danbegin):
Approved for SCCASP

15. 11/17/16 11:28 am Christina Noja

(christinanoja): Approved

for SAPC

Concentration in Arts Management (2.25 credits)

Requirements:

1. 1.25 credits in: 1.25

MGMT 5129 [0.0] Managing the Arts

MKTG 5229 [0.0] Marketing in the Arts and Culture Sectors

MGMT 5128 [0.0] Ethical Issues in Managing Arts and Culture Organizations

2. 1.0 credit in elective concentration courses, taken from one of the following three areas: 1.0

Art History

ARTH 5112 [0.5] Topics in Historiography, Methodology and Criticism

ARTH 5113 [0.5] Perspectives on Pre-Modernity

ARTH 5114 [0.5] Feminism and Gender

ARTH 5115 [0.5] Topics in Modern and Contemporary Art

ARTH 5117 [0.5] Community/Identity

ARTH 5210 [0.5] Topics in Aboriginal Art

ARTH 5218 [0.5] Museum Studies and Curatorial Practice

ARTH 5403 [0.5] Architecture and Its Institutions

ARTH 5500 [0.5]	Photography and Its Institutions
Canadian Studies	
CDNS 5302 [0.5]	Canadian Cultural Policy
CDNS 5401 [0.5]	Heritage Conservation I: History, Principles, and Concepts
CDNS 5402 [0.5]	Heritage Conservation II: Theory in Practice
Music	

Music

One credit from any of the courses between <u>MUSI 5000</u> and <u>MUSI 5201</u> (inclusive). Some courses require permission of the department.

Total Credits 2.25

New Resources

Contract Instructor

Summary

The impact on existing students will be to provide them with additional elective choices. The new concentration will attract new students with an interest in managerial roles in the arts and culture sector. Specifically, new students will be drawn to the MBA from three distinct groups. First, professionals with positions in arts and culture organizations will wish to advance their qualifications as well as their practical knowledge. The second pool consists of students enrolled in the various arts and culture program in the city's two universities. Being able to add an MBA will greatly improve their employment and advancement prospects. Third, there is a large group of students who, while not enrolled in arts and culture programs, have an abiding interest in the arts. They may see the MBA with an Arts Management concentration as a path to increase their skills and qualifications while delving more deeply into their artistic interests.

Rationale

The arts and culture sector plays a very important role in the economic life of Canada and the national capital region. Managers in arts organizations large and small are faced with decisions that parallel those of their colleagues in the forprofit sector and government, but these are overlaid with specific considerations concerning aesthetic and cultural judgments that bring into play a number of additional factors. Most of the managers in arts and culture organizations have very little formal training in the managerial aspects of their role - a fact that most will freely admit. As these organizations expand and become more complex, the need for well-trained personnel has increased, but there are very few programs that are designed to address these needs. The proposed Arts Management stream will build on Sprott's MBA program by adding specialized courses in arts management to the existing business core. As part of the requirements for the concentration students will be required to take 1.0 credit in a participating arts discipline. New resource 0.25 CI will be covered by Sprott Dean.

Transition/Implementation

Students would be admitted to the concentration in the fall of 2017. They would complete the piggy-backed courses in the winter and fall of 2018. The new 0.25 credit course would be offered in the fall of 2018.

Program reviewer comments

sandrabauer (08/24/16 2:29 pm): Put the content into a CourseLeaf table. Left original content beneath for reference - to be deleted before publish.

sandrabauer (08/24/16 2:35 pm): Course MKGT 5229 Not Found and this code is not in use

sandrabauer (08/31/16 10:15 am): Rollback: Rolling back, in order to pick up the new workflow members. No action required on your part, I will approve it back up to the BUS Dean step in workflow on the parties' behalf.

sandrabauer (08/31/16 10:17 am): Re-approving on behalf of ARTC chairdir to pick up new workflow members at Dean's step.

adrianchan (08/31/16 10:17 pm): Rollback: New resources indicate CI and Faculty. Rationale should indicate who is covering this resource. Business plan should be included as required by line Dean.

jerrytomberlin (09/01/16 9:24 am): This requires one new 1/4 course for students in the concentration .. an elective that would also be available for all MBA students. The cost of this elective is very small and will be covered by Sprott. Should this change actually require a business plan(!?) then we will require more time to prepare it for submission. This requirement is not helpful at all!

adrianchan (09/01/16 9:46 am): Rollback: Delete "faculty" from new resources. Indicate CI resource is covered by Sprott Dean.

lesliemacdonaldhicks (10/05/16 8:05 am): Removed duplicate information from entry as it is already covered in the table format.

lesliemacdonaldhicks (10/19/16 1:04 pm): Program has letters of support from SSAC and CND Studies for program and supporting the listing of their respective courses.

Key: 1502

2017-18 MBA Calendar Changes

June 13, 2016

Summary of 2017-18 Graduate Calendar Program Changes

Description of Change	Major	Minor	New
			Resources
1. Add a concentration in Arts Management to the MBA	Х		Yes
2. New course MGMT 5129 Managing the Arts (Piggy-backed with BUSI 4129)		х	No
3. New course MKTG 5229 Marketing in the Arts and Culture Sectors (Piggy-backed with BUSI 4229)		Х	No
4. New course MGMT 5128 Ethical Issues in Managing Arts and Culture Organizations		Х	Yes

Major Modification Track A2: New MBA Concentration in Arts Management

Summary information

Program	MBA Concentration in Arts Management
Planned Start Date	Fall 2017
Faculty(s)	Sprott School of Business
Academic Unit(s)	Sprott School of Business
Contact	Dr. Lorraine Dyke, Associate Dean, Professional Graduate Programs, Sprott School of Business

Summary of modification

What are the modifications

The proposed MBA concentration (2.25 credits) in Arts Management will include:

- 1.0 credits of piggy-backed courses from Sprott's undergraduate Minor in Arts Management
- 1.0 credits in graduate courses in arts disciplines (currently Art History, Canadian Studies and Music)
- o 0.25 credit new course on Ethical Issues in Managing Arts and Culture Organizations
- Rationale for the modification, including impact on students

The arts and culture sector plays a very important role in the economic life of Canada and the national capital region. Managers in arts organizations large and small are faced with decisions that parallel those of their colleagues in the for-profit sector and government, but these are overlaid with specific considerations concerning aesthetic and cultural judgements that bring into play a number of additional factors. Most of the managers in arts and culture organizations have very little formal training in the managerial aspects of their role - a fact that most will freely admit. As these organizations expand and become more complex, the need for well-trained personnel has increased, but there are very few programs that are designed to address these needs. The proposed Arts Management stream will build on Sprott's MBA program by adding specialized courses in arts management to the existing business core. As part of the requirements for the concentration students will be required to take 1.0 credit in a participating arts discipline.

The impact on existing students will be to provide them with additional elective choices. The new concentration will attract new students with an interest in managerial roles in the arts and culture sector. Specifically, new students will be drawn to the MBA from three distinct groups. First, professionals with positions in arts and culture organizations will wish to advance their qualifications as well as their practical knowledge. The second pool consists of students enrolled in the various arts and culture program in the city's two universities. Being able to add an MBA will greatly improve their employment and advancement prospects. Third, there is a large group of students who, while not enrolled in arts and culture programs, have an abiding interest in the arts. They may see the MBA with an Arts Management concentration as a path to increase their skills and qualifications while delving more deeply into their artistic interests.

Impact on other programs

- How does the modification contribute to the delivery of other academic programs and vice versa
 - The new concentration will provide an alternative graduate pathway for graduates from arts and culture programs and will encourage them to consider other career choices. For those already motivated to study business, the new concentration will encourage them to consider arts management as a viable career. The requirement that students complete 1.0 credit in a participating arts discipline will enhance the diversity of students in these courses.
- Will this modification result in drawing students away from other programs
 Some students may be drawn away from a graduate program in the arts to take the MBA
 Concentration in Arts Management; however, this is likely to be limited to students who do not see themselves as pursuing a career in the arts per se.

Implementation plan

Students would be admitted to the concentration in the fall of 2017. They would complete the piggy-backed courses in the winter and fall of 2018. The new 0.25 credit course would be offered in the fall of 2018.

Resources

- New courses, faculty, contract instructors, staff, library, space, equipment, graduate student funding, etc.
 - One new 0.25 credit course will be offered. This will require contract instructor funding if taught by a contract instructor or a full-time faculty member as the contract instructor would then replace the full-time faculty member in another course. MBA students do not receive graduate student funding. The library resources provided for the undergraduate Minor in Arts Management will be sufficient for the new MBA concentration. There are no additional staff, space, or equipment requirements.
- Rationale for resources
 - The new resources required are minimal and will be easily supported by even a small number of additional students.
- How are additional resources being provided (e.g., request to FPG, faculty Dean)
 Additional resources will be provided by the faculty Dean and will come from new enrolments.

Calendar Entries New MBA Concentration in Arts Management

1. New MBA Concentration in Arts Management

Old Version

None

New Version

Concentration in Arts Management

1.25 credits in required concentration courses:

MGMT 5129 [0.5] Managing the Arts

MKGT 5229 [0.5] Marketing in the Arts and Culture Sectors

MGMT 5128 [0.25] Ethical Issues in Managing Arts and Culture Organizations

1.0 credit in elective concentration courses taken from 1 of the following 3 areas:

Art History

ARTH 5112 [0.5 credit] Topics in Historiography, Methodology and Criticism

ARTH 5113 [0.5 credit] Perspectives on Pre-Modernity

ARTH 5114 [0.5 credit] Feminism and Gender

ARTH 5115 [0.5 credit] Topics in Modern and Contemporary Art

ARTH 5117 [0.5 credit] Community/Identity

ARTH 5210 [0.5 credit] Topics in Aboriginal Art

ARTH 5218 [0.5 credit] Museum Studies and Curatorial Practice

ARTH 5403 [0.5 credit] Architecture and Its Institutions

ARTH 5500 [0.5 credit] Photography and Its Institutions

Canadian Studies

CDNS 5302 [0.5 credit] Canadian Cultural Policy

CDNS 5401 [0.5 credit] Heritage Conservation I: History, Principles and Concepts

CDNS 5402 [0.5 credit] Heritage Conservation II: Theory in Practice

Music

One credit from any of the courses between MUSI 5000 and MUSI 5201 (inclusive). Some courses require permission of the program.

Rationale

The arts and culture sector plays a very important role in the economic life of Canada and the national capital region. Managers in arts organizations large and small are faced with decisions that parallel those of their colleagues in the for-profit sector and government, but these are overlaid with specific considerations concerning aesthetic and cultural judgements that bring into play a number of additional factors. Most of the managers in arts and culture organizations have very little formal training in the managerial aspects of their role - a fact that most will freely admit. As these organizations expand and become more complex, the need for well-trained personnel has increased, but there are very few programs that are designed to address these needs. The proposed Arts Management stream will build on Sprott's MBA program by adding specialized courses in arts management to the existing business core. As part of the requirements for the concentration students will be required to take 1.0 credit in a participating arts discipline.

Impact

The impact on existing students will be to provide them with additional elective choices. The new concentration will attract new students with an interest in managerial roles in the arts and culture sector. Specifically, new students will be drawn to the MBA from three distinct groups. First, professionals with positions in arts and culture organizations will wish to advance their qualifications as well as their practical knowledge. The second pool consists of students enrolled in the various arts and culture program in the city's two universities. Being able to add an MBA will greatly improve their employment and advancement prospects. Third, there is a large group of students who, while not enrolled in arts and culture programs, have an abiding interest in the arts. They may see the MBA with an Arts Management concentration as a path to increase their skills and qualifications while delving more deeply into their artistic interests.

Two new piggy-backed 0.5 credit courses (MGMT 5129 and MKTG 5229) and one new 0.25 credit course are proposed. The expertise already exists within the School to teach all three courses.

2. New course MGMT 5129 Managing the Arts (Piggy-backed with BUSI 4129)

Old Version

None

New Version

MGMT 5129 [0.5 credit] Managing the Arts

The challenges of managing arts organizations with emphasis on the changing environment of arts consumption and funding. The tensions arising from blending artistic and aesthetic dimensions with functional considerations when judging organizational and personal issues form a continuing theme.

Also offered at the undergraduate level with different requirements as BUSI 4129 for which additional credit is precluded.

Rationale

This is one of the core courses required for the MBA Arts Management concentration. The course will provide students with core knowledge of how arts organizations are managed. The course will be piggy-

backed with BUSI 4129.

Impact

No new resources are required. The expertise to deliver the course is available within the School. This course will not have a direct effect on other courses in the program with the exception of attracting more students to the core courses.

3. New course MKTG 5229 Marketing in the Arts and Culture Sectors (Piggy-backed with BUSI 4229)

Old Version

None

New Version

MKTG 5229 [0.5 credit] Marketing in the Arts and Culture Sectors

Advanced study of marketing within the arts and culture sectors. Facilitates sophisticated understanding of the knowledge and skills required for marketing managers to respond to changing market environments in order to bring arts and culture offerings to their target audiences.

Prerequisites: MKTG 5200

Also offered at the undergraduate level with different requirements as BUSI 4229 for which additional credit is precluded.

Rationale

This is one of the core courses required for the MBA Arts Management concentration. The course will provide students with core knowledge of how arts organizations are marketed. The course will be piggy-backed with BUSI 4229.

Impact

No new resources are required. The expertise to deliver the course is available within the School. This course will not have a direct effect on other courses in the program with the exception of attracting more students to the core courses.

4. New course MGMT 5128 Ethical Issues in Managing Arts and Culture Organizations

Old Version

None

New Version

MGMT 5128 [0.25] Ethical Issues in Managing Arts and Culture Organizations

Considers ethical issues that arise in the management and governance of arts and culture organizations including cultural appropriation, rights of production and reproduction, artistic ownership, and censorship.

Rationale

This is a new core course required for the MBA Arts Management concentration. It will provide students with the necessary understanding of the unique ethical issues faced in managing arts and culture organizations.

Impact

The expertise to deliver the course is available within the School. This will require contract instructor funding if taught by a contract instructor or a full-time faculty member as the contract instructor would then replace the full-time faculty member in another course. The new resources required are minimal and will be easily supported by even a small number of additional students.



School of Canadian Studies

1206 Dunton Tower 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada

Tel: (613) 520-2366 Fax: (613) 520-3903

June 3, 2016

MBA Committee Sprott School of Business Carleton University

Dear colleagues,

This is a letter to indicate the very strong support of the School of Canadian Studies for the proposed Arts Management concentration in your MBA program. This is an excellent initiative that is likely to draw graduates from both our BA and our MA programs. We are delighted to have courses listed among the options to potential students.

If there is anything more that we can do to help this initiative along, please let me know.

Sincerely,

Dr. Peter Hodgins

Director School of Canadian Studies Carleton University

Email: peter.hodgins@carleton.ca

Phone: x.1107



Brian Foss, Director School for Studies in Art & Culture (SSAC)

423 St. Patrick's Building 1125 Colonel By Drive Ottawa, ON K1S 5B6 Canada Tel: (613) 520-3791 Fax: (613) 520-3575 Email: brian_foss@carleton.ca

6 June 2016

Dr David Cray Sprott School of Business

Dear Dr Cray,

This letter confirms the support of Carleton University's School for Studies in Art and Culture, for the addition of a concentration in Arts Management to the MBA degree offered by the Sprott School of Management. This formal expression of support is needed in the first instance because the proposed concentration includes, among the courses available to its students, several MA-level offerings in SSAC's Art History and Music programmes. Although SSAC Film Studies faculty members were unable to reach agreement about which Film Studies courses might be included in the concentration, this is something of a work in progress. I therefore anticipate that the question may well arise again in Film Studies, quite possibly with a more favourable outcome. I should note here that all three SSAC sub-units – Art History, Music, and Film Studies – expressed interest in the proposed concentration.

This letter confirms that it can usually be expected that there will be space in the approved SSAC courses for Sprott students, as the first-year intake of students into the Art History and Music graduate programmes, though healthy, is not such as to take up all the spaces that might be allocated to students from other programmes. I am also hopeful that from time to time, SSAC students will wish to avail themselves of the concentration.

SSAC is enthusiastic about the Sprott concentration for two reasons. First, arts organisations looking to hire permanent or temporary staff to act in administrative and management capacities are best advised to avoid hiring MBA graduates who have not had exposure to at least a certain degree of academic background in the arts. They can thus avoid the potential problem of engaging people who have a one-approach-fits-all-disciplines way of thinking: an approach that is almost guaranteed to end badly. Instead, management professionals who have received an academic grounding in the arts are much more likely to bring to their jobs a sensitivity (and a success resulting therefrom) to the particular backgrounds and issues that characterize arts institutions. Secondly, it is my hope that SSAC graduates – be they academics or practicing artists – who wish to extend their career opportunities, will

be able to do so by including the Sprott concentration as one aspect of their training in Art History, Music and, eventually, Film Studies.

I am personally optimistic about the employment prospects for graduates of the Sprott concentration. Whether one is an individual academic or artist seeking to build, for example, a career as a freelance academic or a performing artist, or is an organization such as an art gallery, a music festival and so forth, there has been an increasing awareness, especially in recent years, that being able to negotiate and thrive in today's competitive business environment requires as much knowledge of management practices as of the complexities of the individual arts.

Yours sincerely,

New Program Proposal

Date Submitted: 08/29/16 11:55 am

Viewing: TBD-1484: M.A. Music and Culture with Specialization in African Studies

Last edit: 09/01/16 10:22 am

Last modified by: lesliemacdonaldhicks

Changes proposed by: kristinguth

In Workflow

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

Approval Path

- 08/31/16 8:46 am Adebola Adesanmi (piusadesanmi): Approved for AFRI ChairDir GR
- 2. 08/31/16 9:47 am
 Brian Foss (brianfoss):
 Approved for ARTC
 ChairDir GR
- 3. 08/31/16 10:28 am Sukeshi Kamra (sukeshikamra): Approved for AS Dean
- 4. 08/31/16 10:35 am
 Adrian Chan
 (adrianchan): Approved
 for GRAD Dean
- 5. 09/14/16 2:42 pm Leslie Macdonald-Hicks (lesliemacdonaldhicks): Approved for GRAD FCC
- 09/21/16 1:26 pm
 Leslie Macdonald-Hicks
 (lesliemacdonaldhicks):
 Approved for GRAD
 FBoard
- 7. 10/27/16 3:34 pm Christina Noja

Effective Date	2017-18		(christinanoja): Approved for CUCQA
Workflow	majormod	8.	11/16/16 9:21 am Dan Begin (danbegin):
Program Code	TBD-1484		Approved for PRE SCCASP
Level	Graduate	9.	11/16/16 9:24 am Dan Begin (danbegin):
Faculty	Faculty of Arts and Social Sciences	10.	Approved for SCCASP 11/17/16 11:33 am
Academic Unit	School for Studies in Art and Culture Institute of African Studies		Christina Noja (christinanoja): Approved for SAPC
Degree	Master of Arts		
Title	M.A. Music and Culture with Specialization in African S	tudies	;

Program Requirements

M.A. Music and Culture	e with Specialization in African Studies - Thesis program (5.0 credits)	
1. 1.5 credits in:		1.5
MUSI 5000 [0.5]	Music and Cultural Theory I: Intellectual Histories	
MUSI 5002 [0.5]	Research Methods in Music and Culture	
MUSI 5004 [0.5]	Music and Cultural Theory II: Current Debates	
2. 1.0 credit in addition	nal MUSI course work chosen from available electives	1.0
3. 2.0 credits in:		2.0
MUSI 5909 [2.0]	M.A. Thesis	
4. 0.5 credit in:		0.5
AFRI 5000 [0.5]	African Studies as a Discipline: Historical and Current Perspectives	
5. 0.0 credit in:		0.0
AFRI 5800 [0.0]	Scholarly Preparation in African Studies	
Total Credits		5.0
M.A. Music and Culture	e with Specialization in African Studies - Research Essay program (5.0 credits)	
1. 1.5 credits in:		1.5
MUSI 5000 [0.5]	Music and Cultural Theory I: Intellectual Histories	
MUSI 5002 [0.5]	Research Methods in Music and Culture	
MUSI 5004 [0.5]	Music and Cultural Theory II: Current Debates	
2. 2.0 credits in addition	onal MUSI course work chosen from available elective courses	2.0
3. 1.0 credit in:		1.0
MUSI 5908 [1.0]	Research Essay	
4. 0.5 credit in:		0.5
AFRI 5000 [0.5]	African Studies as a Discipline: Historical and Current Perspectives	
5. 0.0 credit in:		0.0
AFRI 5800 [0.0]	Scholarly Preparation in African Studies	
Total Credits		5.0

ivi.A. iviusic and Cuitu	ire with Specialization in African Studies - Coursework program (5.0 credits)	
1. 1.5 credits in:		1.5
MUSI 5000 [0.5]	Music and Cultural Theory I: Intellectual Histories	
MUSI 5002 [0.5]	Research Methods in Music and Culture	
MUSI 5004 [0.5]	Music and Cultural Theory II: Current Debates	
2. 2.0 credits in addit	tional MUSI course work chosen from available elective courses	2.0
3. 0.5 credit in:		0.5
<u>AFRI 5000</u> [0.5]	African Studies as a Discipline: Historical and Current Perspectives	
4. 0.0 credit in:		0.0
AFRI 5800 [0.0]	Scholarly Preparation in African Studies	
5. 1.0 credits from:		1.0
AFRI 5050 [0.5]	Selected Topics in African Studies	
<u>AFRI 5100</u> [0.5]	African Studies Abroad	
<u>AFRI 5700</u> [0.5]	Directed Readings in African Studies	
AFRI 5900 [0.5]	Placement	
ANTH 5109 [0.5]	Ethnography, Gender and Globalization	
ANTH 5202 [0.5]	The Anthropology of Underdevelopment	
ANTH 5209 [0.5]	Special Topics in the Anthropology of Africa	
ANTH 5809 [0.5]	Selected Topics in the Anthropology of Development and Underdevelopment	
ENGL 5008 [0.5]	Studies in African Literature	
ENGL 5010 [0.5]	Studies in Caribbean Literature	
FREN 5600 [0.5]	Littératures du monde francophone	
INAF 5603 [0.5]	Issues in Development in Africa	
LAWS 5007 [0.5]	Race, Ethnicity and the Law	
LAWS 5603 [0.5]	International Law: Theory and Practice	
PSCI 5107 [0.5]	Globalization, Adjustment and Democracy in Africa	
PSCI 5202 [0.5]	Development Theory and Issues	
PSCI 5203 [0.5]	Southern Africa After Apartheid	
PSCI 5801 [0.5]	Foreign Policies of African States	
SOCI 5404 [0.5]	Race, Ethnicity and Class in Contemporary Societies	
WGST 5902 [0.5]	Advanced Topics in Women's and Gender Studies II	
Total Credits	·	5.0
New Resources	No New Resources	
Summary	New African Studies Specialization created under the M.A. Music and Cult degree.	ure
Rationale	To enable the possibility of MA in Music & Culture students to participate Collaborative MA in African Studies, given the interests of students in Africand African-diasporic studies and the expertise in these areas by Music factories. This collaboration will appeal to many students and assist with recruitment of prospective students. Major modification information requal. Please include that this is a major modification – IQAP 5.3.1.1.3 Explaint following (this can be brief and the points below combined) of the rational the major modification: of the impact on the program's learning outcomes	can culty uired the e for

impact, please indicate); o the effect of the major modification on the existing program, including the effect on prospective and continuing students; o the implementation plan for the major modification (e.g. recruitment, retention, admission, eligibility, transition, etc.) 2.Impact on Other Programs: brief explanation of the impact on other programs and/or other academic units at Carleton. 3.Students: brief explanation of student demand for the proposed major modification. 4.Resources: Describe any new resources, including library resources, required to deliver the major modification.

Transition/Implementation

Ready for implementation.

Program reviewer comments

adrianchan (08/11/16 10:24 am): Rollback: Specialization requires minimum 33% of Program Requirements related to the specialization. Coursework offering does not meet this criteria.

Key: 1484

Executive Summary Template

Major Modification Track A1 Approval Process

Ph.D. in Management

IQAP 5.4.1.1.2 The establishment of an existing degree program at another institution or location.

VPARC Review and Clearance	September 21, 2016
P&P Review and Clearance	October 19, 2016
GFB Review and Clearance	October 26, 2016

1. Program/Major Modification Overview

The Sprott School of Business at Carleton University proposes to develop an off-site delivery model for its part-time Ph.D. in Management Program in cooperation with Okanagan College in Kelowna, British Columbia. This comes from a request from Okanagan to assist them in their faculty development program which entails getting current faculty without a doctorate to upgrade to the doctoral level. The program, taught by Sprott faculty, would be delivered in face-to-face and video conferencing modes originating from both Ottawa and Kelowna.

The opportunity to support the development of faculty without doctoral degrees is an apt response to the recommendation of the External Reviewers as part of the Cyclical Program Review of Sprott's programs conducted as part of the Institutional Quality Assurance Process (IQAP) in 2015. The reviewers recommended that "to capitalize on the significant potential of the part-time option at the doctoral level, which is unique in Ontario, the School should consider new modes of delivery such as intensive blended formats." It also responds to the Carleton University Strategic Integrated Plan's call "to develop new programs and initiatives that build on academic strengths and responds to societal needs" (SIP, Theme 1 – Goal 1.1).

The prospect of engaging in doctoral level faculty development, at Okanagan College, is indicative of opportunities presented by newly-developing tertiary-level institutions in Canada and around the world. The Sprott School's Ph.D. in Management program is particularly attractive to potential students from these institutions because of its part-time option (the only one in Canada), the ability to focus in areas such as Accounting, Management, and Marketing, and the possibility of face-to-face delivery of a significant part of the program in the off-site location.

A cohort of experienced and interested faculty from colleges, such as Okanagan, will provide Sprott faculty with access to students already engaged in the academic enterprise. These students are potentially future research partners as mentoring and supervisory relationships develop throughout the program.

Sprott, over the years, has produced a very successful group of part-time Ph.D. in Management graduates who are playing significant roles in academia, business, and government. Sprott is now in a position to capitalize on this success by partnering with well-funded institutions like Okanagan College which are committed to developing their faculty. This endeavor will further strengthen the

Carleton and Sprott brands across the country, and potentially lead to similar engagements in the future.

Objectives

The objectives of offering the Carleton University part-time Ph.D. in Management program at Okanagan College, are to:

- 1. Increase the number of Ph.D. prepared business professors in the Okanagan College School of Business.
- 2. Provide access to an AACSB accredited Ph.D. program for the Okanagan faculty
- 3. Develop an innovative, off-site Ph.D. delivery model that may be unique and beneficial for College environments.
- 4. Support experienced faculty employees in their desire to participate in continuous learning at a Ph.D. level.
- 5. Offer college faculty opportunities to maintain currency through continuous learning, while increasing their research and scholarly activity.
- 6. To extend PhD supervisory opportunities to a wider range of Sprott faculty.
- 7. To build the capacity of Sprott faculty to deliver the Ph.D. program in a combined face-to-face and video conferencing format, extending the reach of the program beyond the National Capital Region of Canada.

Basis of the Program

All students will complete the Ph.D. in Management program as outlined in the Carleton University Graduate Calendar http://calendar.carleton.ca/grad/gradprograms/business/. Program requirements will be the same as the on-campus program. The only difference may relate to the opportunity to deliver the courses using face-to-face as well as video conferencing originating from either site. This may become the general norm for delivering the part-time program.

Students in the part-time program will be required to register for at least two semesters each year (the Fall semester and one other) prior to completing their Ph.D. thesis proposal, after which they must be continuously registered until the thesis is defended.

Admission and Program Requirements

Admission and program requirements are the same as for the on-campus program. All students must meet the requirements for admission and complete the program requirements http://calendar.carleton.ca/grad/gradprograms/business/) in order to obtain the degree. Students in the off-site option must also adhere to the program regulations, just as students in the on-campus program are required to, including the time to completion (nine calendar years after the date of initial Ph.D. registration for part-time PhD students).

Application process

Students will apply using the regular Sprott PhD application process http://sprott.carleton.ca/our-programs/phd-program/admissions/. Applications should be completed by November 30, each year to facilitate the early adjudication of the applications so that students can begin in the Spring/Summer.

2. Students

Okanagan College has 20 faculty members who may be interested in participating in the program. We anticipate that 8-10 will follow through on their interest and register for the program. We anticipate that the first cohort of students will register during the summer of 2017.

In the future we anticipate attracting students from university/colleges in Canada and outside Canada who are seeking to develop their faculty as well. A steady state of 6-8 additional part-time students is expected. By introducing flexibility in the delivery modes and location we also anticipate more interest in the part-time Ph.D. in Management program from people working in the private sector and governments across Canada and the Americas.

3. Resources

No additional resources are being requested for this initiative. Any additional resources required by the Sprott School of Business will be covered by the School (please see Additional Expenses below). A business plan is enclosed that demonstrates the financial viability of the initiative based on a projected intake of eight part-time students.

Faculty

All courses will be taught by Sprott Faculty who are qualified to teach in the Ph.D. program. Teaching in the program will either form part of their teaching load or serve as extra to the teaching load. This will be determined by the office of the Dean of Sprott School of Business on an annual basis. Since several courses will include students from both Ottawa and the off-site location it will mean that no additional faculty would normally be needed. Should there be an occasional need for additional faculty (due to sabbaticals, etc.) Sprott could engage sessional lecturers from among retired Sprott faculty or other qualified colleagues from other universities. In a worst case scenario, this would be two 0.5 credit courses with an expected cost of \$12,400 per year. This would be covered by Sprott.

Technology

To deliver combined face-to-face/video conferencing courses, each site will need access to compatible internet-based video conferencing services. These can be provisioned through the universities computing services or through third party providers. Many such options now exist. Carleton has a variety of options on-campus such as

https://carleton.ca/culearnsupport/students/communication/bigbluebutton/. The best case scenario is to outfit the Ph.D. teaching classroom with the capacity to operate in both face-to-face and video conferencing modes. Carleton's Computing and Communication Services (CCS) has endpoint devices that can be used with a cloud-based video/audio service provisioned by Cisco Systems for a subscription fee of approximately \$650 per device per year. The business plan includes a budget of \$6,000 per year to cover technology costs by Sprott. The total cost will be covered by both Sprott and its partner equally.

Library and Research

As Carleton students, participants in the off-site part-time Ph.D. in Management program will have access to all library and research resources. They will also have access to the library resources of their own institutions. No additional library and research resources would be needed. A report from the Library is enclosed.

4. Financial Model

Tuition

Tuition fees for the program will be according to the Carleton University fee schedule http://carleton.ca/studentaccounts/tuition-fees/fw-gr/fallwinter-2016-17-domestic-graduate-tuition-fees/ Part-time students will be required to register for at least two terms, the Fall term and one other, to ensure that the can be counted for BIU support for the program.

Additional expenses

- Instructors for two 0.5 credit courses. \$12,400/yr. covered by Sprott.
- Share of the operational costs for technology such as video conference and e-learning used in delivering the courses. \$6,000/yr. covered by Sprott.

A memorandum of understanding (MOU) will be developed and signed by Okanagan College and the Sprott School of business that will outline the agreement of Okanagan to cover the direct cost associated with delivering the program in the off-site location. This includes but is not limited to:

- Faculty Travel and accommodation from Ottawa to the off-site location.
- Share of the operational costs for technology such as video conferencing and e-learning used in delivering the courses.
- Other direct costs attributable to the delivery of the courses at the off-site location.

5. Benefits of the Arrangement

To Sprott

Engaging in this arrangement will allow Sprott to extend the reach of its part-time Ph.D. program beyond Ottawa and the National Capital Region. It will allow access to a new cadre of students who may not otherwise come to Carleton as well as provide access to courses for current part-time Ph.D. students who normally have to wait for certain courses to come into the rotation. This will allow for the speedier completion of the course work portion of the degree. It will also allow Sprott to test a new model of program delivery in a safe and mutually beneficial way. It will deepen Sprott's capacity to deliver the full and part-time Ph.D. programs in Canada, and will strengthen its advantage of being the only part-time Ph.D. program in Management in Canada.

To Okanagan

Okanagan College will be able to work with the Sprott School which has a long and successful experience of delivering a part-time Ph.D. program in the Canadian context. Consequently, its desire to develop faculty in a systematic and time sensitive way is likely to be more feasible. By having a major part of the program delivered locally, they can save a significant amount of potential costs that it instead it would have to incur if it had to send individual faculty to enroll in and attend classes in various institutions across the world.



Institutional Quality Assurance Process

Major Modification Not Requiring a Library Report

Date: August 7th, 2016

From: Trish O'Flaherty, Reference Services, MacOdrum Library

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

cc Adrian Chan, Associate Dean, Faculty of Graduate and Postdoctoral Affairs

Jerry Tomberlin, Dean, Sprott School of Business

Leslie MacDonald Hicks, Program Officer, Faculty of Graduate and Postdoctoral Affairs Jessica DeVries, Program Officer, Office of the Vice-Provost and Associate Vice-President

(Academic)

Wayne Jones, University Librarian

David Sharp, Head of Collection Development and Acquisitions

Laura Newton Miller, Assessment Librarian

Recommendation

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

o Ph.D. in Management (Off-Campus at Okanagon College)

This is a formal notification for your records.

Carleton University
Program Planning Business Model

Revenue & Cost Report (I	ncreme	ntal I	Direc	t Cost	ts \	/iew/							
The Incremental Cost View provi	des propo	sal fina	ancials			cremental o			gram	costs			
BForm Number (For Internal Use) 2016-004.v3 Program Name PhD in Management: Okanagan College Cohort													
Date August 8, 2016													
Data Entry													
Revenue		_											
Student Intake	Year	0	Ye	ear 1		Year 2		Year 3		Year 4		Year 5	
Graduate - Full-Time													
Domestic	0.0			0.0		0.0		0.0		0.0		0.0	
International Graduate - Part Time	0.0			0.0		0.0		0.0		0.0		0.0	
Domestic	0.0			3.0		0.0		0.0		0.0		0.0	
International	0.0			0.0		0.0		0.0		0.0		0.0	
Graduate - Professional Diploma Domestic	0.0			0.0		0.0		0.0		0.0		0.0	
International	0.0			0.0		0.0		0.0		0.0		0.0	
Student - Total Cohort (Fall Term) Graduate - Full-Time													
Domestic	0.0			0.0		0.0		0.0		0.0		0.0	
International Conductor Boot Time	0.0			0.0		0.0		0.0		0.0		0.0	
Graduate - Part Time Domestic	0.0			3.0		8.0		8.0		8.0		8.0	
International	0.0			0.0		0.0		0.0		0.0		0.0	
Graduate - Professional Diploma (1													
Domestic International	0.0			0.0 0.0		0.0		0.0		0.0		0.0	
international	0.0			3.0		0.0		0.0		0.0		0.0	
Incremental Costs	Year	0	Ye	ear 1		Year 2		Year 3	,	Year 4	,	Year 5	
Staffing - Headcount (New Only)													
Faculty Positions - new (HC) Lecturers	0.0			0.0 1.0		0.0 1.0		0.0 1.0		0.0 1.0		0.0 1.0	
Other employee positions - new (H	0.0		0.0			0.0		0.0		0.0		0.0	
Total Headcount	0.0			1.0		1.0		1.0		1.0		1.0	
Annual Headcount Change (Yr Ove	0.0			1.0		0.0		0.0		0.0		0.0	
Direct Costs - (Incremental)													
Faculty salaries- new	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Lecturer - Salaries only	\$	-	\$	12,400	\$	12,400	\$	12,400	\$	12,400	\$	12,400	
Other Employee salary - new Employee Benefits	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	
Scholarships and TAs	*		\$		\$		\$		\$		\$		
	٨												
Other Non-Salary Continuing Costs One-Time Costs	\$	-	\$	6,000	\$	6,000	\$	6,000	\$	6,000	\$	6,000	
Faculty hiring	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Equipment purchase Library	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	\$ \$	-	
Space renovation and construction		-	\$	-	\$	-	\$	-	\$	-	\$	-	
Other Expense (specify below)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Additional expense details	All course	es will	be tau	aht by S	prott	Faculty wh	o are	qualified to	o teac	h in the Ph	n.D. pi	rogram.	
	Since sev	eral co	ourses	will incl	ude s	tudents fro	m bo	th Ottawa a	and K	elowna it v	vill me	ean that	
						ed. Should School co							
						ed colleagu						: Funding	
	for 2 X 0.5	credit	cours	es delive	ered I	oy a CI have	e ben	added, sho	ould th	ne need ari	se.		
Additional comments	Additiona	I Costs	s: 1) Ti	avel and	Hivi	na - all cos	ts wil	l be covere	d by (Okanagan	Colle	ne and	
Additional confinence	Additional Costs: 1) Travel and Living - all costs will be covered by Okanagan College and therefore have not been included in this business case. 2) The										he		
						CCS for any e major add							
						e major add estments it							
	year has I					iscellaneou							
	costs.												
L													

Carleton University Program Planning Business Model

Model Output													I
Incremental Program costs	١	/ear 0		Year 1		Year 2		Year 3		Year 4		Year 5	•
Scholarships - Year 1	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
TAships	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Scholarships and TAs	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
CU Salaries and Benefits	\$	-	\$	=	\$	-	\$	-	\$	-	\$	-	
Lecturer - Salaries only	\$	-	\$	12,400	\$	12,400	\$	12,400	\$	12,400	\$		2 * 0.5 Credit Courses
Other Non-Salary Continuing Costs One-Time Costs	5 \$ ¢	-	\$	6,000	\$	6,000	\$	6,000	\$	6,000	\$	6,000	Other costs - offsite delivery
Program Delivery -Incremental c	\$		\$	18,400	\$	18,400	\$	18,400	\$	18,400	\$	18,400	
Incremental Overhead - 30% Rev		_	\$	24,316	\$	24,316	\$	27,583	\$	27,583	\$	27,583	
Total Costs including Overhead	Φ		ý.	24,310	Ψ	24,310	Φ	27,303	Ψ	27,303	Ψ	27,303	
(Full Costing)	\$	_	\$	42,716	\$	42,716	\$	45,983	\$	45,983	\$	45,983	
Summary Financials	7	<u>/ear 0</u>	_	Year 1	_	Year 2	_	Year 3	_	Year 4	_	Year 5	1
Total Revenue Student Recruitment Costs - Schola	\$	-	\$	81,053	\$	81,053	\$	91,944	\$	91,944	\$	91,944	
Other Income - Endowment Investm		-	\$	-	\$	-	\$	-	\$	-	\$	-	
Net Revenue	\$	-	\$	81,053	\$	81,053	\$	91,944	\$	91,944	\$	91,944	
Program Delivery -Incremental													
costs	\$	-	\$	(18,400)	\$	(18,400)	\$	(18,400)	\$	(18,400)	\$	(18,400)	
Contribution Margin	\$	-	\$	62,653	\$	62,653	\$	73,544	\$	73,544	\$	73,544	
Overhead - 30% of Tuition + BIU Inc	\$	_	\$	(24,316)	\$	(24.316)	\$	(27.583)	\$	(27,583)	9	(27.583)	
_	<u> </u>				_						Ψ.		
Surplus/(Deficit)	\$	-	\$	38,337	\$	38,337	\$	45,961	\$	45,961	\$	45,961	
NPV - Incremental Direct Cost	\$	169,458	1			Assı	me	ed Cost of C	`an	ital		6.0%	1
	Ψ	107,430	J			71330	IIIIC	.0 0031 01 0	Jup	itai		0.070	
				Year 1		Year 2		Year 3		Year 4		Year 5	
Projected Domestic Student FTEs (assumed BIU eligible)				2.4		2.4		2.4		2.4		2.4	
Projected Total Student FTEs (DON	I . INIT	יוי		2.4		2.4		2.4		2.4		2.4 2.4	
Break-Even Volume (Total Student		,		0.8		0.8		0.7		0.7		0.7	
Break-Even Volume (Part-Time FTE													
Costs	•			2.6		2.6		2.3		2.3		2.3	
Ongoing Incremental Direct (Costs	- Break	dov	vn by Fund	din	g Source				excludes :	stu	dent suppor	t provided by FGPA
-	Υ	'ear 0		Year 1		Year 2		Year 3		Year 4		Year 5	Comments
Faculty Dean	_	0	\$	18,400	\$	18,400	\$	18,400	\$	18,400	\$	18,400	
Fiscal			*	10,100	<u> </u>	10,100		10,100	<u> </u>	10,100		10,100	
Lecturer - Salaries only		0	\$	12,400	\$	12,400	\$	12,400	\$	12,400	\$	12,400	2 * 0.5 Credit Courses
delivery		0	\$	6,000	\$	6,000	\$	6,000	\$	6,000	\$	6,000	Other costs - offsite delivery
Incremental On-Going Costs	\$	-	\$	18,400	\$	18,400	\$	18,400	\$	18,400	\$	18,400	
1													
One-Time Incremental Direct			<u>kdo</u>		ıdir								
	<u>Y</u>	<u>'ear 0</u>		Year 1		Year 2		Year 3		Year 4		Year 5	Comments
Library													
Fiscal	Φ.		\$		ç		¢		\$		\$		
Library - Initial Costs Incremental - One-Time Costs	\$	-	\$	-	\$	-	\$		\$		\$	-	
incremental One-Time 603t3	Ψ		Ψ		Ψ		Ψ		Ψ		Ψ		I
ī													
Grand Total	\$		\$	18.400	\$	18.400	\$	18.400	\$	18.400	\$	18.400	1
C. drid Total	Ψ		Ψ	10,400	Ψ	10,700	Ψ	10,400	Ψ	10,700	Ψ	10,700	