




DATE: March 24, 2017

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate & Graduate programs in Geography and Environmental Studies

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate & graduate programs in Geography and Environmental Studies.

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 March 16, 2017:

THAT SAPC recommends to Senate the approval of the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Geography and Environmental Studies.

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 March 31, 2017

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Geography and Environmental Studies.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate and graduate programs in
Geography and Environmental Studies
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Geography and Environmental Studies are provided pursuant to articles 4.2.5.b-4.2.6.a-b of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Geography and Environmental Studies (B.A. Honours: Environmental Studies; Geography; Geomatics; B.A. Combined Honours: Geography; B.A. General: Environmental Studies; Geography; B.Sc. Honours: Geography; Geomatics; M.A.: Geography; M.Sc.: Geography; Ph.D.: Geography) reside in Carleton University's Department of Geography and Environmental Studies, 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' detailed report, submitted to the Department of Geography and Environmental Studies (DGES) on April 14th, 2016, offered a very positive assessment of the programs. Especially noteworthy is the external reviewers' statement that 'the department is widely known for its excellent work and cutting edge contributions in the areas of global environmental change, earth system science, geomatics and development, and increasingly, in urban geography and Northern studies.' 'Within the Canadian context,' the reviewers added, 'Carleton's DGES has an especially strong reputation for being active within the discipline and being supportive of the academic communities through professional associations, conferences and outreach efforts supporting its students.' The reviewers also noted that the faculty and staff's 'connection to and with students is exceptional' and that faculty and staff 'are highly committed to supervision and mentoring of graduate students.'

Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Department and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs in a response to the report of the External Review that was submitted on September 1st, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 22nd, 2017.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Geography and Environmental Studies (B.A. Honours: Environmental Studies; Geography; Geomatics; B.A. Combined Honours: Geography; B.A. General: Environmental Studies; Geography; B.Sc. Honours: Geography; Geomatics; M.A.: Geography; M.Sc.: Geography; Ph.D.: Geography) reside in Carleton University's Department of Geography and Environmental Studies, 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 February 3rd and 4th, 2016, was conducted by Dr. James Boxall, of Dalhousie University, and Dr. Robin Leichenko, of Rutgers University. The visit included meetings with the Provost and Vice-President (Academic), Vice-Provost and Associate-Vice President (Academic), Dean of the Faculty of Graduate and Postdoctoral Affairs, Dean of the Faculty of Arts and Sciences, Chair of the Department of Geography and Environmental Studies, Graduate Program Supervisors (past, current and future), Undergraduate Program Supervisors (current and future), Administrative Staff, members of faculty, adjunct faculty, and representative groups of undergraduate and graduate students. The external reviewers also toured the Department's facilities. An internal reviewer accompanied the external reviewers throughout the visit.

The external reviewers' report, submitted to the Department of Geography and Environmental Studies on April 14th, 2016, 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 Department of Geography and Environmental Studies (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 Department and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs 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 Department of Geography and Environmental Studies and the Deans of the Faculty of Arts and Social Sciences and the Faculty of Graduate and Postdoctoral Affairs, 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 Reviewers' Report states that the Department of Geography and Environmental Studies (DGES) 'is widely known for its excellent work and cutting edge contributions in the areas of global environmental change, earth system science, geomatics and development, and increasingly, in urban geography and Northern studies.' The report adds that 'within the Canadian context, Carleton's DGES has an especially strong reputation for being active within the discipline and being supportive of the academic communities through professional associations, conferences and outreach efforts supporting its students.'

Faculty and Staff

The reviewers commended faculty and staff for their attention to students, stating that 'DGES faculty and staff are highly committed to supervision and mentoring of graduate students.' The reviewers observed 'that connection to and with students is exceptional. Comments from both students and faculty indicated supportive, respectful and 'open door' environment. In fact, there was a noticeable connection amongst everyone in the department with the students.' The reviewers also stressed that 'in the area of research, the DGES faculty displays evidence of high quality based on total and average research funding,' adding that 'the faculty and staff providing support for the Geomatics program are well known in Canada and provide exceptional delivery of programs and research.'

Students

The reviewers reported that 'satisfaction of students seemed to be very high. This was supported by [student] comments during the review and within the provided information from the self-study.'

Program and Curriculum

The reviewers appreciated the Department's 'culture of continuous improvement' maintained through initiatives that respond to disciplinary changes and student demand. 'Evidence of these initiatives was apparent in discussions with faculty and students and included a focus on continuous and ongoing review of course and curricular needs and offerings, and student needs'. The reviewers further observed that 'the Department is also a significant participant in the Northern Studies Program, a new and innovative, cross-Faculty program building upon existing strengths at Carleton.'

Governance

The reviewers were impressed with Department's collaborative approach to governance, which 'is a key strength that creates an identity and unity that should be maintained in order to support and facilitate programmatic or other changes that might be considered.' The report points out that 'the Chair is doing an exceptional job in making sure the department, as an entirety, is both well supported and well recognized,' and in addition points out that the 'program coordinators and administrative staff are exceptional in their concern for students and faculty.'

Challenges faced by the programs

While the reviewers praised the devotion of academic administrators, faculty and staff, they noted that 'release times for faculty with administrative duties seemed lower than what may be required.' Furthermore, they suggested the workload of staff should be closely monitored 'to avoid overloads [and] avoid creating negative impacts on students.' They also observed that 'the department may need additional technical support. As more and more efforts develop through new programs, there will come additional demands on both the physical geography labs and the geomatics facilities ... To require one technician to support all functions is not realistic.'

The programs were deemed to meet the Degree Level Expectations through their Learning Outcomes. However, the report encourages constant monitoring of this alignment, and suggests 'that within 3 years, a detailed review of the DLEs be conducted as a separate process for in-depth analysis connecting outcomes, objectives and curriculum. Based upon the guidelines for the DLE framework, a particular emphasis may need to be placed on "skills and knowledge that are valuable in the workplace".'

The reviewers indicated that graduate students raised the issue of timely completion for both master and doctoral degrees. They stressed 'the need to streamline required coursework, tailor the work in first year courses more closely to the needs of students in particular subfields, and to help to ensure that students are able to begin field work (for the PhD) after their first year in the program.' The report added that 'it might be useful to consider new or alternate forms of dissertation, exams and outcomes to make sure degrees are within an appropriate time frame.'

The reviewers further observed that 'one notable weakness in the program's financial assistance to students is the lack of ability to support international graduate students. International students are vital for a successful and internationally competitive graduate program, particularly at the PhD level.'

An issue that was raised in discussions between reviewers and junior faculty 'concerned teaching expectations, and, in particular, uncertainty in the number of TAs that would be assigned to particular classes, especially larger classes with discussion sections.' A related issue that the junior faculty noted was 'uncertainty over the qualifications and the training of the TAs, such that faculty would not know whether the TAs assigned to the class had an appropriate background to lead discussion and teach the material.'

The reviewers also remarked on space as a concern. 'While faculty working in physical geography have laboratory space, including teaching laboratories, there is a minimal amount of common

laboratory space for human geography faculty. With the addition of Northern Studies, there will be further need for common space that is designated as human geography laboratory and workspace.'

There was also a sense that library resources were not used to their full potential. 'The DGES should be even more closely tied to the Library through the MAGIC unit,' the reviewers suggested. 'As programs expand or change, this will become an even more important relationship to cultivate.'

Opportunities for program improvement and enhancement

The External Reviewers' Report made 27 recommendations for improvement grouped under four general rubrics. The large number of recommendations should not detract from the very positive character of the report. The reviewers insisted that these 'are intended to serve as suggestions to enhance the program and to contribute to its efforts toward continuous improvement.'

A. Recommendations ---- Governance

1. Chair release time of 1.5 at present is too low and should be raised to 2.0.
2. Program supervisors and advisors currently get 1.0 teaching release time. The department may need to be consider 1.5 teaching release time as programs expand and recruitment efforts succeed.
3. The department should conduct an administrative retreat to review information flows, workloads, and support transference of knowledge through mentoring.
4. Enhance support and time for outreach via the Programs Support Office by considering the distribution of work.
5. Develop a second position for the technical level within the administrative structure.
6. Carefully monitor the workload of staff, coordinators, advisors and supervisors to avoid overloads, thus to avoid creating negative impacts on students.

B. Recommendations – Undergraduate Programs

1. Regarding undergraduate enrollments, DGES should take on a more central role in BGINs.
2. Regarding advising of undergraduate students, the department might develop an information packet that is sent to students who are newly enrolled in the major but have not had the opportunity for visiting campus. The department might also develop some one-page 'visual maps' which provide illustrative pathways for new students on how to best proceed through the degree program.
3. The DGES should encourage and support practicums and internships for students in earlier years (than the final year).
4. An in-person advising meeting should be a requirement for undergraduate students.
5. For non-honor ENST students, a 'capstone project' with presentation and poster to increase the emphasis on a single thematic topic.
6. The DGES should consider a requirement that Environmental Studies students pursue a minor degree in order to provide students with an additional and more focused set of skills and expertise that will complement the broad training provided by the major.
7. The DGES should reduce unnecessary overlap in the content of the required Environmental Studies courses and should consider additional courses on specific topics (e.g., Food Systems, Environmental Justice, Energy).

8. For the GEOG Program, there is a need to more clearly differentiate between BA and BSc.
9. Immediately develop a surveying course to be able to justify the idea of 'geomatics'.
10. Consider a Geomatics (or other term such as GIScience) certificate across degrees. Following this, it might be useful to develop single degree in geomatics by consolidating BA/ BSc in Geomatics.

C. Recommendations ---- Graduate

1. There is a need for expansion in the number of international graduate students.
2. There is a need for attention to time to degree concerns of PhD students who are preparing for careers in the private, non-profit and government sectors. Students expressed strong interest in a four-year PhD degree.

D. Recommendations ---- Resources and Faculty

1. There is a need for additional common workspace for human geography faculty.
2. There is also a need for additional office space for human geography graduate students.
3. There is a need to ensure that junior faculty have opportunities to take on supervision of M.A. and Ph.D. students.
4. Regarding junior faculty teaching expectations and workload, there is a need for clearer communication about TA resources including clarity about the precise number of TAs that will be assigned to a particular class.
5. Regarding faculty, the department may need to consider additional hires in two areas, contingent upon expansion of the Geomatics program into human geography and growth of the Northern Studies graduate program.
6. An Esri Canada Centre of Excellence membership, with the library and associated units Geomatics and Cartographic Research Centre Geomatics and Landscape Ecology Laboratory, should be considered.
7. To assist with the above, DGES should host a focused event to bring together key actors across the region as a way to communicate aspiration and build upon recommendations.
8. The facilities for geomatics should be reviewed and placed on an update cycle for immediate enhancement.
9. To support geomatics technologies and teaching, the campus should review the spatial data and technology infrastructure.

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

The Outcome of the Review

As a consequence of the review, the Geography and Environmental Studies 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 as a result of the review process were productively addressed by the Department and the Deans of the Faculty of Arts and Social Sciences and the

Faculty of Graduate and Postdoctoral Affairs in a response to the report of the External Review that was submitted on September 1st, 2016. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on February 22nd, 2017.

The Department was generally pleased with the report and agreed to implement a large majority of recommendations. For the few recommendations that were not accepted (A1, A2, B6, and B10), the Department provided justifications for its decision to decline taking action. CUCQA accepted the Department's rationale regarding recommendations that were declined.

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 Geography and Environmental Studies, the majority of monitoring will be achieved by means of regular updates on the Action Plan, the first of which being expected by June 30, 2018.

The Next Cyclical Review

The next cyclical review of the Geography and Environmental Studies graduate programs will be conducted during the 2021-22 academic year.

DGES CPR Action Plan

January 31, 2017

Process

Following receipt of the CUCQA assessment of DGES programs as Good Quality in the October 27 letter from the Vice-Provost/Vice President Academic, and the request for an Action Plan by Jan. 31, 2017, the following process was implemented:

- A meeting was held Nov. 30, 2016 to determine who would lead the development of the Action Plan items and their implementation, at least in the initial phases, as personnel changes will occur within the next year (e.g., new Chair, Programs Support Officer returning from maternity leave, etc.). Attendees included those in the list below, who will be leading the Action Plan implementation. Abbreviations for their positions are given here and in the table below instead of their names as some may change position over the period of implementation of this Action Plan.
 - **Program Supervisors:** Jill Wigle **PS-BA** (BA GEOG, ENST); Murray Richardson **PS-PG** (BA, BSc Physical Geography, BA BSc Geomatics); Elyn Humphreys **PS-GR** (MA, MSc, PhD); Chris Burn **PS-NS** (Northern Studies MA, MSc)
 - The current and next departmental Chairs (**CH:** Doug King, Scott Mitchell as of July 1, 2017)
 - The DGES Administrator **AD** (Natalie Pressburger)
 - The original lead on the Self Study (Derek Smith, **DS**).
 - Meaghan Kenny (Acting Programs Support Officer, **APSO**) is included as a lead for some items, and Nika Linseman (**PSO**), will take over after her maternity leave (10-2017).
- For a few items, **NA** means not applicable or no action to be taken.
- For larger scope items it was decided the leads would consult the department. For other items individuals or groups as listed will be consulted.
- The first draft of actions, personnel, and timing was compiled by Jan. 10, 2017 based on input from item leads. This was circulated for review amongst the leads and then to the dept. for comment at the departmental meeting Jan. 18, before finalizing and submission.

The table below lists the external reviewers' recommendations, DGES' intended actions, time estimates and personnel.

Recommendation	Action	Timing	Personnel
Governance			
1. Chair release time of 1.5 at present is too low and should be raised to 2.0. This makes particular sense as new programs evolve and there is a greater need to coordinate cross-Faculty programs.	- NA: See Response to Externals' report		
2. Program supervisors and advisors currently get 1.0cr teaching release time. The department may need to consider 1.5 teaching release time as programs expand and recruitment efforts succeed.	- NA: See Response to Externals' report		
3. The department should conduct an administrative retreat to review information flows, workloads, and support transference of knowledge through mentoring. Time allocated for on-going training should not be <i>ad-hoc</i> but well planned and supported.	- NP to meet individually with staff to identify workload/support issues and present idea of monthly (biweekly?) all-staff meetings to improve communications; brief Chair on outcomes.	Jan-Feb 2017	AD, 5 DGES staff, CH
	- Ensure that all job descriptions are up-to-date; submit to DGES Chair.	Jan-May 2017	
4. Enhance support and time for outreach via the Programs Support Officer (PSO) by considering the distribution of work. This is a vital position as the department moves forward. Recruitment and retention are becoming more and more based upon outreach and social media. This position should be closely aligned with the relevant university entities conducting such efforts.	- Chair has asked APSO to coordinate with Carleton recruitment activities/personnel.	Jan 2017	AD, CH APSO
	- Meet with APSO to ensure she is aware of all resources available.	Jan-Feb 2017	
	- Discussions with APSO on workload distribution and refining the job description in context of Recommendation 3 above.	Nov 2017	AD, CH, PSO
5. Develop a second position for the technical level within the administrative structure. The integration of technology (especially based upon geomatics) will continue and will require a greater degree of dedicated focus.	- Currently in discussion regarding enhancement of technical duties and leadership in geomatics and physical geography. - Will potentially involve mixing and coordination amongst three positions: 1) a mixed technical-teaching instructor retirement in 2017; 2) a 2-yr term appt to be proposed in Jan 2017; 3) a current technical staff position.	Jan-Jul 2017	AD, CH, PS-PG

6. Carefully monitor the workload of staff, coordinators, advisors and supervisors to avoid overloads, thus to avoid creating negative impacts on students.	<ul style="list-style-type: none"> - Meet twice per academic year (December, April) to review workload issues. - AD to brief CH on outcomes; subsequent actions to be developed as appropriate. 	Ongoing	PS-PG, PS-BA, PS-GR, APSO AD, CH
Undergraduate Programs			
1. DGES should take on a more central role in global and international program BGInS. Given that more students are enrolling in that program than available slots, this might be an opportunity for geography to capture some of the overflow given the common topical focus.	<ul style="list-style-type: none"> - Review the potential for including more DGES courses in BGInS specialization/streams in other units. - Send the list of potential courses to appropriate BGInS coordinators. - In progress. Several have responded positively and we will include at least one additional ANTH course in our specialization/stream. - Will be finalized in calendar change proposals for the 2018-19 calendar. 	Dec 2016-Feb 2017	PS-BA, P. Mendez (DGES rep to BGInS)
	<ul style="list-style-type: none"> - Explore potential for development of a new specialization/stream. E.g., Global Mapping is being considered as an interdisciplinary idea fusing geomatics with social, political and economic aspects of globalization. - Timing is difficult as new specializations may need to go in the SMA by March 2017. 	Jan-Jun 2017	
	<ul style="list-style-type: none"> - If appropriate and approved, develop it for the 2018-19 or 2019-20 calendars. - We will also consider other specializations/streams during this period. 	Jul 2017-Apr 2018	PS-PG, CH
2. Regarding advising of undergraduate students, the department might develop an information packet that is sent to students who are newly enrolled in the major but have not had the opportunity for visiting campus. The department might also develop some one-page "visual maps" which provide illustrative pathways for new students on how to best proceed through the degree program. For environmental studies students, several illustrative pathways should be developed to correspond with different interests, e.g. an environmental health pathway, an environmental education pathway, and so forth.	<ul style="list-style-type: none"> - Based on existing 1 page course pathway for each program, compile draft information packet and visual maps and circulate for comments. 	Jan-Apr 2017	DS, PS-BA, PS-PG, APSO
	<ul style="list-style-type: none"> - Finalize information packet and visual maps. 	May-Jun 2017	
	<ul style="list-style-type: none"> - Present to DGES for approval. - Post visual maps to the DGES website and use in other promotional materials and media 	Sep 2017	
3. The DGES should encourage and support practicums and internships for students in earlier years (than the final year). These opportunities should be made available to strong third year students and possibly to outstanding second year students.	<ul style="list-style-type: none"> - Initial discussion in DGES rejected the idea of creating 2nd or 3rd year Practicum courses. We have developed strong relationships with our sponsoring partners over many years and desire to provide them students who have at least 3rd year level knowledge and skills. Students receive focussed learning in 3rd year in the substantive topics of our fields; before that they have had introductions to the major methods and generalized themes. Thus, they need to have completed 3rd year before doing the practicum or co-op placements. - However, discussions are ongoing and we will consider mechanisms to allow top 3rd year students (e.g., min. GPA) to do the 4th year practicum before entering 4th year or to start co-op placements part way through 3rd year if logistically feasible. 	Decision by Jun 2017	CH, John Milton (Practicum coordinator), DGES faculty
4. An in-person advising meeting should be a requirement for undergraduate students.	<ul style="list-style-type: none"> - NA: see Response to reviewers' report. However, discussion is ongoing about how to better ensure frequent and timely interactions and advising of students. 	Ongoing	PS-BA, PS-PG,
5. For non-honour ENST students, a 'capstone project' with presentation and poster to increase the emphasis on a single thematic topic.	<ul style="list-style-type: none"> - Although we wish to retain such a capstone experience as a distinctive element of our Honours programs to encourage students into or to stay in Honours, we will explore this idea for the General ENST program during calendar change discussions; i.e., a 0.5cr project-based course. 	Mar-May 2017	PS-BA, CH
6. The DGES should consider a requirement that ENST students pursue a minor degree in order to provide students with an additional and more focused set of skills and expertise that will complement the broad training provided by the major.	<ul style="list-style-type: none"> - Such a requirement is not justified for all students. ENST is already 12cr. We do not want to force students into an additional minor. - We continually promote the idea of taking one of our minors in recruitment activities in high schools through to 2nd-3rd year promotions/activities, as well as to other units. Enrolments in our minors have increased from 86 to 123 in the past 3 years. - No new actions needed; efforts will be stepped up and new ideas generated through ongoing discussions. 	NA	NA
7. The DGES should reduce unnecessary overlap in the content of the required Environmental Studies courses and should consider additional courses on specific topics (e.g., Food Systems, Environmental Justice, Energy).	<ul style="list-style-type: none"> - Review and take any recommendations to DGES meeting for approval. - Chair has discussed initial ideas for a localizing food systems course with Patricia Ballamingie (2016-17 sabbatical), potentially for 2018-19. - Depending on the new ENST hire, some existing courses may become more thematically focussed. E.g. given the hiring is in Urban Environments, ENST 1001 and ENST 4000, to be potentially assigned to this hire, may include themes within this context, whereas previously they did not. 	To be conducted in 2017-18 after new ENST/GEOG faculty hire	PS-BA, CH
8. For the GEOG Program, there is a need to more clearly differentiate between BA and BSc. Without diminishing the integrative nature of the discipline, there is a need to focus on the degree outcomes of the BSc and BA within the context of expertise in physical or human geography.	<ul style="list-style-type: none"> - Conduct review of both programs within this context – to articulate their distinctiveness and differences with respect to outcomes. - Include ENST in the discussion as students often find it difficult to understanding the difference between the ENST BA and the GEOG BA. - This is a longer term project to review ideas and decide appropriate actions (e.g., program, promotional material/media modifications). 	Apr 2017-Mar 2018	PS-BA, PS-PG, CH
9. Immediately develop a surveying course to be able to justify the idea of 'geomatics'.	<ul style="list-style-type: none"> - Civil Eng. offers a surveying course. This is the first option to explore since a new course in GEOM will require additional teaching resources and may be perceived to overlap too much with the CIVE course. - We will discuss with Civil Eng. possibilities to allow GEOM majors and minors to take CIVE 2004 (GIS, surveying, CAD and BIM). 	Apr 2017	PS-PG

	- If not possible, we will develop a course for DGES given resources approved (CI for 0.5cr).	Dec 2017 if needed	
10. Consider a Geomatics (or other term such as GIScience) certificate across degrees. Following this, it might be useful to develop single degree in geomatics by consolidating BA/ BSc in Geomatics.	<ul style="list-style-type: none"> - We will not consider merging the BA and BSc GEOM programs. They are distinct. As for GEOG, the GEOM BSc program has distinctive math, science and computing required and optional courses. Students can take a variety of Science faculty courses at all levels while BA students cannot unless they specifically select the pre-requisites, in which case we would advise them to switch to the BSc. i.e., a BSc GEOM degree includes at least 6 credits (besides the 10 GEOM/GEOG major credits) in experimental science, computer science, non GEOM science continuation, etc. Such a degree must be viewed as a Science degree, not simply through a perceived overlap between the BA and BSc GEOM courses within the 10cr portion of the major. The converse applies for the BA degrees. - The BSc is governed through Science faculty with different rules regarding course and program requirements than the BA, which is in FASS. - DGES also has a combined GEOM-ERTH BSc (Currently called EARTH-GEOG: Concentration in Terrain Science but soon to be renamed to BSc EARTH-GEOM). Removing the GEOM BSc would leave the EARTH-GEOM program as our only BSc in geomatics. - Recruitment efforts in GEOM since 2013 have resulted in enrolments increasing from ~33-36 to the current 49. Thus, we will not fuse the BSc and BA until it is shown that one or the other is unjustifiable. - Have started discussions about a GEOM certificate program. This will be explored further. If warranted a proposal will be prepared. - We are planning to rename the Geomatics program to a more recognizable term and will continue to promote this degree across disciplines including both BA and BSc options. - Discussions are underway and options/rationale will be presented at Mar-Apr 2017 calendar change dept. meetings for potential calendar adoption in 2018-19. 	NA	PS-PG
Graduate			
1. There is a need for expansion in the number of international graduate students.	<ul style="list-style-type: none"> - Encourage applicants who meet admission criteria and have options for self-funding or project-specific funding to apply. - Ensure applications are processed in a timely manner and put forward appropriate recommendations to FGPA. - Assist applicants with search for funding opportunities. 	Ongoing	PS-GR, Grad ctte: P. Mendez, K. Hébert
2. Students expressed strong interest in a four-year PhD degree. The department should explore ways to streamline coursework and other requirements to ensure that students who wish to complete the degree in four years are able to do so.	<ul style="list-style-type: none"> - This is probably an unrealistic recommendation for most students. Carleton and thesis supervisor funding provided to students cannot always sustain a student and they need to take employment, thereby lengthening their programs. - PhD degrees commonly require 5 or more years in the Arts and Social Sciences, particularly given multiple course requirements, and separate comprehensive exams and thesis proposal defences. This, combined with the common need in Geography PhDs for 2-3 terms of field work (often successive summers), means only the very best can complete in 4 years. - We will discuss this idea in the context of broader ongoing Carleton considerations on paring down PhD requirements. Informal discussions amongst FASS and FPA C&D indicate that there is some resistance to adoption of a PhD structure with fewer courses or combined comps/proposal defence. Will explore other ideas within the existing PhD structure. - Will continue to communicate current milestone expectations with students and stress the importance of completing the comprehensive exam and thesis proposal defence before the end of the 5th term. 	Apr 2017	PS-GR, Grad ctte: P. Mendez, K. Hébert
Resources and Faculty			
1. There is a need for additional common work space for human geography (HG) faculty.	<ul style="list-style-type: none"> - Space is tight in DGES. One room, LA A425, has been set aside for HG faculty research but it is not ideal given it abuts a physical geography lab. More space is needed. - Discuss space options with Dean. 	Apr 2017	CH, AD, Dean of FASS
2. There is also a need for additional office space for human geography graduate students. With the addition of 10-15 graduate students in Northern Studies, more office space will be needed.	<ul style="list-style-type: none"> - Initial calculations during the Northern Studies (NS) program development showed that 12 students/yr could just fit with existing student desk assignments. - Will review #'s of incoming DGES & NS students. - Assess current desk availability to optimize space allocation, including desk movement, sharing, assignment of some students working in designated labs to space in those labs after their coursework is complete, etc. - If space is too limited, especially if the GEOG grad programs grow as desired, space options will be discussed with the Deans of FASS, Science and FPA (the participating NS faculties) 	Aug 2017	CH, AD, PS-NS, E. Johnston (DGES Grad Admin), D. Bert (NS Admin.)
		Aug each year	CH, AD, PS-NS, Deans FASS, FPA, Science

3. There is a need to ensure that junior faculty have opportunities to take on supervision of M.A. and Ph.D. students, particularly as these faculty progress toward the rank of Associate Professor.	<ul style="list-style-type: none"> - Circulate applicant files broadly. - Facilitate advertising (list-serves, website, etc.). - MA working group (2016-17) has been developing ways to enhance the profile of our MA program and particularly opportunities with junior faculty. - Encourage better grad funding from the university to reduce offer declines, especially from top international and domestic students. 	Ongoing	PS-GR, Grad ctte: Pablo Mendez, Karen Hébert 2016-17
4. Regarding junior faculty teaching expectations and workload, there is a need for clearer communication about TA resources including clarity about the precise number of TAs that will be assigned to a particular class. The DGES should also take steps where possible to ensure that TAs with appropriate qualifications are assigned to DGES classes. More departmental control over allocation of TAs would potentially improve this situation.	<ul style="list-style-type: none"> - Following some significant issues in TA allocations and assignments during the year of the reviewers' visit, this recommendation resulted from expressed frustration. Much has improved since then, although allocated TA resources do not always meet course needs. DGES continues to try to make a strong pedagogic case for the needs of our courses and junior faculty have been involved in this process. - Consult with Assoc. Dean to continue to improve efficiency and appropriate TA resource allocation. - Continue to match TAs to courses in which they have experience or qualifications based on documented TA preferences or transcripts or instructor's preferences. 	Ongoing	PS-GR
5. The department may need to consider additional hires in two areas, contingent upon expansion of the Geomatics program into human geography and growth of the Northern Studies graduate program: 1) GIS and human/social geography ----- the department has a history of strength here and it is an area of great demand, particularly given the department's location in Ottawa; 2) With the development of Northern studies, the DGES faculty resources will be stretched quite thin in terms of graduate student advising and course offerings. This is another potential priority area for future faculty hiring.	1) Two retirements in GEOM expected in the next 2-4 years. Discussions of faculty resources for the GEOM programs will be made in this context and the context of increasing program enrolments (up ~ 40% in the last few years – now 49 majors; 42 minors; GEOM course enrolments currently 568). Lab space is also tight and will be integrated into these discussions.	2017-2019	CH, PS-PG
	2) A faculty hiring was included in the original NS program proposal. If after the 3 rd year the program (2020) is deemed to be sustainable, such a hire will be proposed. If DGES supervision and course capacity suffers due to DGES members' commitments to the NS programs, such an appointment will be considered earlier.	2018-2020	CH, PS-NS
6. An Esri Canada Centre of Excellence membership, with the library and associated units <i>Geomatics and Cartographic Research Centre, Geomatics and Landscape Ecology Laboratory</i> , should be considered. Additional linkages with GEOM and the private sector and government should be expanded.	- Completed. DGES is now an ESRI Canada Centre of Excellence.	Nov 2016	PS-PG, Dan Patterson
	- We will also work to expand our linkages with the private and government sectors, both through the practicum courses and our new co-op option for all our programs.	Ongoing	John Milton, Practicum/co-op coordinator
7. To assist with the above, DGES should host a focused event to bring together key actors across the region as a way to communicate aspiration and build upon recommendations. This would fit best during Geography Awareness Week (GAW) in November.	<ul style="list-style-type: none"> - We expanded our GAW activities in Nov 2015 (2 months before the externals visit) to include a 1st floor Library display and tables with students and faculty present for three days. For the Nov 2016 GAW, we hosted our first ever undergrad alumni event with 5 alumni presenting and ~40 students present - very successful and to be built on in subsequent years. - We are continuing planning to expand activities associated with GAW, including through collaborations with University of Ottawa Department of Geography, the Canadian Association of Geographers and the Royal Geographic Society. 	Ongoing	PS-PG
8. The facilities for geomatics should be reviewed and placed on an update cycle for immediate enhancement.	- 2017-18 budget approved by the Dean of FASS (Dec. 2016). Will replace 56 computers in GEOM labs.	Aug 2017	CH, J. Milton (DGES GEOM lab manager), FASS Computing
	- FASS Computing will take over most of the GEOM lab management and the update cycle will be reduced to 3-4 years from the current 5-6 years.	Subsequent ongoing update cycle	
	- GEOM labs also need refurbishing/renovation to update and upgrade old space (walls, ceilings etc.) and to increase space to accommodate increased course sections (currently 56 designated lab hours/week in A200 and A237) and 568 course enrolments as noted above. Discussions within DGES and with the Dean will occur before the Dec. 2017 budget meeting (for 2018 budget).	Sept-Dec 2017	CH, AD, J. Milton (DGES GEOM lab manager), Dean
9. To support geomatics technologies and teaching, the campus should review the spatial data and technology infrastructure.	- The campus spatial data and technology infrastructure is continually assessed and expanded by staff at MADGIC (Maps, Data and Government Information Centre).	Ongoing	PS-PG, Library staff (Carys Carrington)
	- We will interact with MADGIC personnel to determine possible roles for DGES in this and opportunities for collaboration.	May 2017	
Additional			
Within 3 years, a detailed review of the DLEs be conducted as a separate process for in-depth analysis connecting outcomes, objectives and curriculum. Based upon the guidelines for the DLE framework, a particular emphasis may need to be place on 'Skills and knowledge that are valuable in the workplace'	<ul style="list-style-type: none"> - LOs and the student experience will be assessed after 3 years as stated in the Self Study and Response to Reviewers' report. - Will include: 1) student, faculty, staff and CI surveys; 2) discussion/assessment by a dedicated committee; 3) discussion within the dept and with OQA. - Assessment protocol will be designed with the advice of OQA. 	Sep 2019-Apr 2020	CH, PS-BA, PS-PG, PS-GR, others TBD.
Consider how the undergraduate degree options reflect both the needs of students, research areas of faculty, and the overlap (real or perceived) with other offerings within the department. In their view, "students may well appreciate degree pathways that have outcomes which are clear and very well differentiated"	- To be incorporated with Undergrad Program Recommendation #2	Jan-Sep 2017	DS, PS-BA, PS-PG, APSO
DGES should be even more closely tied to the Library through the MADGIC unit. As programs expand or change, this will become an even more important relationship to cultivate	<ul style="list-style-type: none"> - To be incorporated with Resources and Faculty #9. - This relationship continues to grow thanks to dedicated staff at MADGIC and the increasing focus of GAW and GIS day. 	Ongoing	PS-PG

Emeriti professors and Distinguished Research Professors "should be more recognized for their ability to mentor faculty and students, as well as being able to increase the profile of DGES and the University.	- As in Response, we do not see much of an issue here. Both DRPs are well involved and profiled in DGES, while most Emeriti have not expressed an interest in academic activities. However, we are developing more social and academic events and, as in the past, they will be invited to participate.	Ongoing	CH, APSO/PSO, Staff
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Responses to CUCQA inquiries in the Memo of October 27.

"Regarding undergraduate recommendation #1 (more central role in the BGIInS program), the Committee did not fully understand your statement that 'discussion of commitment to BGIInS will be within the context of ensuring that our Specialization students feel they are part of our department and programs. That is admittedly hard to accomplish with the current structure.' "

Response: This comment was made to reflect that BGIInS is administered outside of DGES and in another faculty, and its structure and requirements are different from other DGES programs. While it is admirably interdisciplinary and inclusive (especially on the part of the Director), and we are making every effort to include our BGIInS Specialization/Stream students as regular DGES students in all communications and activities, there is no escaping the fact that it is difficult to ensure a perception on the student's part that it is a regular DGES program. We were one of the first participating units in BGIInS and are still fully committed to the program, our current and future specializations, and to other specializations in which we participate, but we have to recognize the above context when developing new ideas and actions with respect to BGIInS.

"Concerning undergraduate recommendation #9 (immediately develop a surveying course), CUCQA felt that the response did not fully address the importance the external reviewers placed on the word 'immediately'. "

Response: See timeline for this item.

"In terms of the comments on undergraduate recommendation #10 (develop single degree in geomatics), the Committee is not certain why consolidation of the BA and BSc in Geomatics would 'not be possible, given two different faculties and degrees.'

Response: See item 10 for notes on this. The main reason is that over the 20cr of an Honours degree, even though many GEOM credits are in common between the BA and BSc, at least half of the courses in each degree do not explicitly overlap. Viewed as whole degrees, a BSc with its many credits of non GEOM science course requirements is quite different from a BA degree with all its social science and arts/humanities courses. Also, within the GEOM class-based courses that have customized labs or projects and within the GEOM thesis, directed studies, and practicum/co-op, students in the BSc will generally work on topics that are more science based with more emphasis on environmental data, mathematics/statistics, algorithms/processing, and other technical aspects. BA students will more likely work in topics with more social science dimensions, data types and land management/policy relevance. Thus, we view them as distinct degrees and, as stated in the table, we will make efforts to communicate these distinctions in all our promotional materials and presentations.

"And finally, the Committee believed that the response to Graduate recommendation #2 (streamline PhD course requirements) should further elaborate on the 'ways that programs and supervision arrangements can facilitate more timely completion.'"

Response: See item 2 – Graduate Programs. This issue is related to the value, rigor and depth expected of a Carleton PhD, student desires to complete earlier combined with perhaps a lack of understanding of the long term engagement needed to obtain a PhD (at least at the beginning of their program), and a never ending and often increasing need for living expenses, which leads students to work while in-program and delays their completion. We already eliminated a 2nd comprehensive exam (common in social science PhDs) about 2007 due to this timely completion issue. We are not expecting to further dilute our program requirements but we will discuss alternatives and implement ideas as noted in the table.

DATE: March 24, 2017

TO: Senate

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

RE: Bachelor of Media Production and Design – **New Program Approval**

SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed Bachelor of Media Production and Design to commence with effect from Fall 2018.

Senate Motion

THAT Senate approve the proposed Bachelor of Media Production and Design to commence with effect from Fall 2018.

Background

Senators will note that the self-study (Appendix A) contains additions and changes using track changes. The reason for this is that the Quality Council Appraisal Committee appreciates seeing easily identifiable evidence in the self-study for a proposed program when the champions of the program have responded to recommendations made by the external academic reviewers or observations made by university committees as these committees have reviewed the documentation after the external academic reviewers have submitted their report and the program champions have responded to it.

Attachments

- Appendix A: Self-Study with Appendices (updated)
- Appendix B: Discussant's Report
- Appendix C: Site Visit Agenda and Brief Biographies of External Reviewers
- Appendix D: External Reviewers' Report
- Appendix E: Response to the External Reviewer's Report
- Appendix F: Discussant's Final Recommendation Report
- Appendix G: Recommendation from the Carleton University Committee on Quality Assurance
- Appendix H: Letter of support from Dean of the Faculty of Engineering and Design
- Appendix I: Letter of support from Dean of the Faculty of Public Affairs

Institutional Quality Assurance Process

Bachelor of Media Production and Design

New Program Approval (Volume I)

January 2017

Program Lead – Chris Waddell

Date

Associate Director, School of Journalism & Communication – Susan Harada

Date

Director, School of Information Technology– Christopher Smelser

Date

Dean(s):

Date

Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee	September 21st, 2016
Financial Planning Group	October 31, 2016
Curriculum Committee	March 1, 2017
Faculty Board	March 8, 2017
Carleton University Committee on Quality Assurance	March 15, 2017
Senate Committee on Curriculum, Admissions on Studies Policy	March 21st, 2017
Senate Academic Program Committee	March 16th, 2017
Senate	March 31st, 2017
Quality Council	

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A. The Program

A.1. Program overview

A new space is being forged where media, information, public engagement and design intersect. Some current media examples include the *Toronto Star*'s Star Touch and *La Presse*+ as well as the work done on the web sites of major news organizations such as the *New York Times*, CBC, and BBC. But the space stretches more broadly beyond journalism and traditional news organizations. A wide range of organizations are seeking to tell their stories online, engaging audiences and explaining complex issues. They range from the voluntary and not-for-profit sectors to non-governmental organizations to corporations and governments. All are seeking those who can combine the **non-fiction** storytelling and explanatory skills of journalists with design thinking and online production skills rooted in information technology programs that collectively can turn ideas into informative online content.

This proposed new honours degree program – the Bachelor of Media Production and Design (MAPD) – will be a first in Canada and only the second undergraduate program in North America, following a somewhat similar path carved out by the New School in New York City. That program is narrower in focus than Carleton's proposed MAPD; while New School grafts some design elements onto the its journalism program, the MAPD aims to cultivate a new and original intellectual culture. It will draw on elements from two of Carleton's most successful programs – journalism and informational technology/interactive multimedia and design – but will foster a unique approach in that new space described above via specifically designed courses that will provide an academic foundation and professional training to individuals who wish to work creatively within that space. In a world where the methods and means of representation in the media have realigned, online information and media production are increasingly developed not by individuals but by teams of storytellers and designers working collaboratively. Students in this program will develop the knowledge and skills to negotiate across the various fields of expertise that will need to be brought together if audiences are to be engaged interactively through dynamic approaches to conceptualizing and disseminating information.

The program will be delivered by drawing on three sources: new courses designed specifically for the MAPD degree, some existing courses offered by the School of Journalism and Communication (SJC) and some existing courses taught within Carleton's School of Information Technology (CSIT).

A combination of intensive hands-on workshops and lecture courses will give students a strong foundation in data, research, writing, and narrative abilities across media formats (text, photography, audio, video, graphics). The classroom experience will foster fundamental

production and design skills and thinking in the development and application of **non-fiction** narratives, with the understanding that design influences information pathways, making “story” and “design” inseparable. It will prepare students to innovate and operate across all facets of narrative that engage, inform, entertain and ultimately contribute to a broader and deeper understanding of how we connect with each other in the 21st century to build stronger societies. At the same time as they are introduced to and master the editorial and technical skills, they will develop their theoretical knowledge and understanding of the power of “story” through coursework steeped in ethics, law, civic institutions and citizen interactions via policy vehicles, data and information technology theory and the history of persuasive narration and imagery. They will learn how to combine the storytelling skills traditionally taught to journalists with the design skills that come from information technology, learning where the two meet in ways that engage audiences online in distinctive ways.

Students will receive core foundational knowledge and skills instruction in small class sections. The current target for the initial cohort is no larger than 30 since core skills are most effectively taught and solidified in a smaller group setting with plentiful opportunities for hands-on work and constant feedback, especially in the earlier years of the program. As students progress from year to year, developing their expertise in those core program elements, their coursework will be augmented by instruction delivered in larger lecture-size courses in contextual subject areas as outlined above, as well as in emerging media industries and practical aspects such as freelancing.

The Bachelor of Media Production and Design will be a 20-credit four-year program with an optional one-year co-op placement between third and fourth years (Year Three in the winter term/Year Four in the fall term) and 8.0 credits of elective courses. It will be nested in the Journalism program of Carleton’s School of Journalism and Communication.

The optional co-op year will be offered over one calendar year, commencing in January after the fall term of the program’s third year. To accommodate students who may need an additional scheduling option in order to successfully complete their three work terms, a 16-week work term will be offered in the summer between the winter term of Year Three and the fall term of Year Four. The usual university co-op processes and policies will be followed. Students can apply for the co-op option through OUAC or by the end of the winter term of their first year of the program. The Manager of the Co-operative Education program has been consulted, given that new placements for MAPD students who select the co-op option must be established.

The option of a minor **or even a combined honours degree** will be possible **and encouraged**. **The MAPD was designed with 8.0 free elective credits and sufficient space in the year-by-year flow-through to allow for students to develop their knowledge and expertise in other subject areas along with their MAPD major.** As one example, they will be encouraged to consider developing their entrepreneurial thinking and skills through the incorporation of the Entrepreneurship minor offered by the Sprott School of Business. **In addition, there will be a range of other subject areas in which they can specialize, from Indigenous Studies to History to Music. Whatever their interests, the options open to them will be a focal point of MAPD marketing material, and the MAPD head will**

provide encouragement and academic guidance in this area to students from day one. The program's administrator will work with students and liaise with other academic units as necessary to ensure students can schedule their minors or combined honours classes around the extended hours of MAPD workshop and lab classes in the program.

The program will be supported by a significant marketing plan and appropriate budget that includes a dynamic and distinctive web site. Such marketing is a crucial element for ensuring the program's initial success. It will clearly differentiate Carleton's Bachelor of Media Production and Design from programs at other universities that may share some of the same nomenclature, and can do so by highlighting the unique nature of this program in North America. Just as Carleton's journalism program has a distinct national reputation and attracts students from across the country, we believe the original approach of the MAPD will give it national, not just local, appeal among high school students. It will therefore be promoted as such. Finally, Carleton is already an institution that is proactive in the recruitment and support of Indigenous students, and we will explore the distinctive marketing approaches to indigenous students currently undertaken by the university to see in what ways they might be modified to promote the MAPD among Indigenous students.

A.2. Mission and strategic directions

The MAPD builds on Carleton's nationally and internationally recognized history of teaching journalism and communication as well as the university's more recent strength in its Bachelor of Information Technology program. It also develops a complementary and logical new phase in expanding the boundaries of journalism, communication and media education as the ways in which we connect with each other across networked communities continue to evolve.

Carleton's Strategic Integrated Plan outlines the vision, goals and strategic actions framing the university's growth in the lead-up to its 75th anniversary in 2017. The five-year plan (2013-2018) identifies four strategic themes for planning by the university administration, involving programs and enrolments, research profile, the skills of Carleton graduates and the organizational structure of the university. The Strategic Integrated Plan includes goals, actions and the key measures of performance for each of the four themes. The themes themselves are based on Carleton's current and historic strengths.

The four themes are:

- Theme 1: Teaching and research that respond to the needs of society today and in the future through a learning environment that fosters and nourishes critical and creative inquiry; knowledge preservation, creation, dissemination and transfer; employability through the development of transferrable skills and intellectual capabilities; and the education of highly skilled and qualified citizens. This includes developing new programs and initiatives that build on the university's academic strengths and societal needs. The MAPD is a good example of how this theme becomes a reality.
- Theme 2: Research excellence and connectedness that focus on tangible outcomes, as well as development of knowledge with longer-term impact. Work done by the students and faculty within the MAPD as at the forefront of media innovation, designed to shape the media for the longer-term.
- Theme 3: A student-centred educational experience with a national and international reputation for linking academic endeavours with student support and accessibility, and for empowering students to be productive and engaged citizens. A key focus here is ensuring the employability and future success of Carleton students, which is a specific goal of the MAPD as the university responds to the changing world of media and demands for new skills involving storytelling and communication.
- Theme 4: Creativity, enterprise, entrepreneurship and innovation by our students, faculty and staff.

The MAPD program, complete with its co-op option, reflects and responds to all four of these strategic themes through its planned curriculum and proposed learning outcomes.

Graduates of the MAPD program will be equipped to be leaders in online storytelling in all its various forms as outlined in this study. This extends much beyond the traditional work of journalists and products of journalism. It involves merging research, data, comment and formats with design in new, distinctive and creative ways to disseminate information and reach new audiences, providing them with facts and perspectives to help them understand and participate as citizens in the world around them. The emphasis throughout the program is on hands-on and experiential learning in workshops and co-op placements. The program is the first in Canada to merge core information-based story skills and interactive multimedia design to give graduates the foundation from which to lead in the evolution of online communication in all its forms.

The MAPD will underscore, promote and further Carleton's strengths, such as the Commitment to Our Students: "Carleton is a leader in interdisciplinary programming, experiential learning, student support and accessibility, and the student experience here is characterized by a strong sense of community and the desire to engage in activities that will make a difference in the world - educating productive, global citizens who are creative, critically minded and entrepreneurial."

The SIP also recognizes Carleton's role in "technology innovation and communications – building upon Carleton's partnerships with the high-tech sector and our long-standing leadership in the field of communications and journalism." The MAPD program is the obvious next step in that process.

The proposed MAPD is also a strong fit with the areas of institutional strength identified in Carleton's Strategic Mandate Agreement with the province. It falls within the Information Technology and also the Media, Communication and Culture program areas of strength. It also has the potential to involve the Business, Entrepreneurship and Innovation field for students who will be encouraged to take an entrepreneurship minor as a component of the overall MAPD program.

It is also consistent with the Strategic Mandate Agreement's identified proposed program areas for growth, especially with respect to Information Management and Digital Media.

A.3. Relationship to other academic programs at Carleton

It is expected that most students entering the MAPD program will be net new students to Carleton. Admission requirements for the MAPD will be both lower in terms of GPA and different in terms of a high school mathematics pre-requisite than for the existing Bachelor of Journalism program which requires only high school English as a pre-requisite. That mathematics requirement would likely limit the number of students who might consider the MAPD rather than Journalism. It would also limit the number of journalism students who may want to transfer into the MAPD once the program is in full swing.

The MAPD may interest some students who currently enter the four-year Interactive Multimedia and Design (IMD) program offered by the School of Information Technology. But this is a joint university-community college program offered with Algonquin College, different than the MAPD degree and designed to produce students with a technical focus rather than the blended editorial and technical orientation that will come from the MAPD. That will likely limit its attractiveness to potential IMD students.

Journalism program

It must be clearly understood that the MAPD program will not and is not designed to replace the Bachelor of Journalism degree, which has a unique and relevant contemporary pedagogical character, mission and history within the university and in service to the wider community. Rather, it delivers a complementary degree. The MAPD will provide graduates with some of the core skills currently aligned with traditional approaches to journalism (research, verification, writing etc.) but will not give them the news-based depth of experience in different media formats through workshops in each medium that are necessary and central to the Bachelor of Journalism degree. Instead, it will equip graduates with the basics in both storytelling and design for the wide range of mixed design-based storytelling and production opportunities opening up for online presentation of information beyond news and current affairs.

The MAPD will likely attract students who may otherwise apply to the Bachelor of Journalism, the Bachelor of Communication and Media Studies and the Bachelor of Information Technology programs. However, it is expected that most students applying for the MAPD will be from outside these three streams, with a fundamental interest in storytelling and media – not necessarily in existing and mainstream media formats – tightly connected to an interest in online design and production. Their co-op work will be quite different from the internship work done by journalism students. Journalism students participate in short, two-week unpaid internships during third and/or fourth years with employers such as news organizations and non-government organizations, administered by the School of Journalism and Communication. In contrast, the MAPD co-op placements will be year-long paid employment with a broader range of employers; placements will be arranged and administered by the university's Co-operative Education Program.

In short, MAPD students will not be trained to be front-line journalists and their education in the MAPD program is not designed for that sort of occupation. It will be important to make that distinction both in promotional material supporting both the existing Journalism program and the new program, as well as in the advising of applicants to the two programs.

Journalism, CSIT and Sprott School of Business

The program will require MAPD students to take some existing and planned Journalism lecture/blended courses and CSIT (ITEC) courses, which will increase enrolment in those courses.

Students who opt for the 4.0-credit Entrepreneurship minor offered by the Sprott School of Business will also boost enrolment in that program. On an informal basis, Sprott has been consulted and has expressed support for the encouragement of the Entrepreneurship minor for MAPD students; it was noted that the minor meshes with the MAPD's proposed program structure with respect to available elective space as well as available space in existing Sprott course sections scheduled throughout the academic year. Sprott indicated that extra sections could be added if necessary to accommodate demand.

Furthermore, as noted above (page 7), students will be encouraged to follow their subject-area interests; they would not be restricted to the Entrepreneurship minor. Any other program they opt to major or minor in will have an enrolment boost.

Journalism and CSIT

While the School of Journalism is the lead for this program and administrative support will be located within that school, there will be an ongoing and close working relationship with the School of Information Technology. In practical terms it means, for example, that representatives from both schools will be on the hiring committees for all tenure-track faculty and instructors hired by either the School of Journalism or the School of Information Technology to teach in the MAPD program. As the program develops, it is expected that the relationship between Journalism and Information Technology will grow and deepen over time as the shared MAPD culture takes root.

B. Program Learning Outcomes and Assessment

B.1. Program learning outcomes and degree level expectations

Table B.1: Learning outcomes and degree level expectations

Learning Outcomes	Degree Level Expectations Met*
1. Collect information of public importance and interest in a variety of formats for wider dissemination.	Depth and breadth of knowledge Application of knowledge
2. Discern from collected information, appropriate material to tell stories that enlightens, entertains and enhances public knowledge and may foster public discussion.	Depth and breadth of knowledge Application of knowledge Awareness of the limits of knowledge
3. Apply professional, ethical and legal standards of information-based media practices in Canadian society.	Depth and breadth of knowledge Knowledge of methodologies Awareness of the limits of knowledge
4. Present information collaboratively and express ideas clearly and confidently using the full spectrum of media	Depth and breadth of knowledge Application of knowledge Communication

(such as web sites, simulations, video, audio and graphics)	skills Autonomy and professional capacity
5. Understand, select and apply appropriate textual, visual, audio, data, video and/or web-based techniques based on their potential to tell/enhance a story for various audiences.	Knowledge of methodologies Application of knowledge Communication skills Autonomy and professional capacity
6. Apply principles of computer programming, multimedia design and data management and visualization to enhance and provide context and engagement to storytelling.	Depth and breadth of knowledge Knowledge of methodologies Application of knowledge Communication skills
7. Work independently to oversee and implement a project from concept to realization.	Depth and breadth of knowledge Application of knowledge Communication skills Autonomy and professional capacity

*¹ The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing degree program.

Undergraduate

The DLEs at the undergraduate level are represented by the following six categories:

1. Depth and breadth of knowledge
2. Knowledge of methodologies
3. Application of knowledge
4. Communication skills
5. Awareness of the limits of knowledge
6. Autonomy and professional capacity

Additional information on the DLEs can be found at: <http://carleton.ca/viceprovost/wp-content/uploads/QAF-DLE-UGG.pdf>

B.2. Program structure and curriculum map

a. Program structure

As noted, the program will be delivered by drawing on three sources: new courses designed specifically for the MAPD degree, some existing courses offered by the School of Journalism and Communication and some existing courses taught within Carleton's School of Information Technology (CSIT). *[See Appendices 1 and 2 for full course listings and descriptions]*

The 20-credit program will include the following:

- 12.0 major MAPD credits, which include the following:

- 6.0 credits will be new courses developed and taught by MAPD faculty
- 2.5 credits will be cross-listed courses offered by the Journalism program
- 1.5 credits will be courses developed and taught by CSIT faculty
- 2.0 ITEC credits will be new sections of existing CSIT courses
- 8.0 free electives

School of Journalism and Communication faculty members hired specifically for the MAPD program and faculty from Carleton's School of Information Technology will jointly teach courses such as the senior year capstone project.

On a year-by-year basis, the major MAPD credits are distributed as follows:

Year One - 2.5 credits in:

MAPD 1001 [0.5] Introduction to Non-fiction Storytelling: The Context
 MAPD 1002 [0.5] Introduction to Non-fiction Storytelling: The Practice
 ITEC 1100 [0.5] Introduction to Interactive Multimedia Design
 ITEC 1005 [0.5] Web Development
 ITEC 1400 [0.5] Introduction to Programming and Problem Solving

Year Two - 3.5 credits in:

MAPD 2001 [0.5] Basics of Visual Communication I
 MAPD 2002 [0.5] Basics of Visual Communication II
 MAPD 2003 [0.5] Introductory Data Storytelling
 MAPD 2004 [0.5] Writing for Media
 MAPD 2501 [0.5] Media Law [cross-list with JOUR 2501]
 ITEC 2100 [0.5] Data Visualization
 ITEC 2000 [0.5] Multimedia Data Management
 COOP 1000 [0.0] Preparatory course for students taking the co-op option

Year Three - 3.5 credits in:

MAPD 3001 [0.5] Non-fiction Storytelling and Social Media
 MAPD 3002 [0.5] Civic Engagement and Public Institutions I
 MAPD 3003 [0.5] Civic Engagement and Public Institutions II
 MAPD 3300 [0.5] Media Ethics in a Digital World [cross-list with JOUR 3300]
 MAPD 3501 [0.5] Internet and Big Data Law
 ITEC 2400 [0.5] Intermediate Programming
 ITEC 3100 [0.5] Immersive Storytelling

Year Four - 2.5 credits in:

MAPD 4000 [1.0] Capstone Project
 MAPD 4001 [0.5] Media Industries Now and Next [cross-list with JOUR 4001]
 MAPD 4200 [0.5] Freelance Media Survival Skills [cross-list with JOUR XXX]
 MAPD 4300 [0.5] Special Topic [choose from specified JOUR options]

Optional Co-op Year

The optional co-op year will be offered over one calendar year, as noted, with an additional fourth work term as necessary. It will commence in January after the fall term of the program's third year. [See Appendix 5 for full proposal]

Students who opt for the co-op year would normally follow a program as follows:



The usual university co-op processes and policies will be followed:

- Students can apply for the co-op option through OUAC at the time of program application or after they enter the program by the end of second term of their first year;
- Students must register and complete COOP 1000 (the co-op preparation class) in the second term of their second year before they can apply for jobs, and before their first placement;
- Students are required to apply to be in the co-op program to be able to take COOP 1000, and must have a CGPA of at least 9.0 to be accepted;
- Students are charged the first of four co-op administration fees while taking the COOP 1000 on-line course and require a SAT to participate in the co-op program;
- The co-op option will add at least one calendar year to the program of studies;
- Three successfully completed co-op terms are required for graduation with the co-op designation;
- Terms are normally 16 weeks in duration and will run from the end of the first term in Year Three for one year;
- To accommodate students who may need an additional scheduling option in order to successfully complete their three work terms, a 16-week work term will be offered in the summer between the winter term of Year Three and the fall term of Year Four;
- Meeting the above requirements only establishes eligibility for co-op; the prevailing job market may limit enrolment in the program;
- Students must submit Work Term reports based on the general requirements set

out by the Co-op Office and in addition fulfill the requirements set out by the MAPD program (also on the co-op website).

Optional minor

The option of a minor - including an Entrepreneurship minor - will be possible, as noted above.

The Sprott School of Business Entrepreneurship minor is designed for non-Business majors, and gives students an understanding of how the entrepreneurial process works, as well as the “critical skills and expertise” necessary for functioning effectively in an entrepreneurial world. Increasingly, effective and far-seeing information production has required - and will continue to require - an entrepreneurial mindset. While this minor will not be selected by every MAPD student (**and as noted above, students will be encouraged to follow their subject-area interests**), those who choose this path will be well-equipped to develop and produce new and interesting approaches to information and design.

The 4.0-credit Entrepreneurship minor with the Sprott School of Business includes the following:

1. 0.5 credit in:	
BUSI 1003 [0.5]	Survey of Accounting
2. 3.0 credits in:	
BUSI 2204 [0.5]	Basic Marketing
BUSI 2121 [0.5]	Introduction to Organizational Behaviour
BUSI 2800 [0.5]	Entrepreneurship
BUSI 3600 [0.5]	Entrepreneurial Strategies
BUSI 3810 [0.5]	Business Development
BUSI 3820 [0.5]	Practicum in Business Design
3. 0.5 credit in:	
BUSI 4810 [0.5]	Practicum in Business Creation

b. Program curriculum map

Table B.2: Program curriculum map summary

Learning Outcomes	Program Components²	Level³ (I, R, M)	Activities and Artifacts⁴
1. Collect information of public importance and interest in a variety of formats for wider dissemination.	MAPD1001, ITEC1100 MAPD2001 MAPD2003 MAPD2004 ITEC2000 MAPD3001	I	Papers, reports, exam presentations, case studies, stories, projects
	ITEC1100 MAPD2002 ITEC2100 ITEC2000 MAPD3001	R	Presentations, case studies, stories, projects
	MAPD3001 MAPD3003 MAPD4000	M	Projects
2. Discern from all available information, appropriate material that can lead to a story that enlightens, entertains and enhances public knowledge and may foster public discussion.	MAPD2001 MAPD2003 MAPD2004 ITEC2000 MAPD3001 MAPD3002	I	Video stories, projects, papers, presentations
	MAPD1002 MAPD2002 ITEC2100 ITEC2000 MAPD3001 MAPD3002	R	Stories, presentations, projects
	MAPD3001 MAPD3003 MAPD4000	M	Stories, projects, presentations
3 Understand and apply professional and ethical standards of information-based media practices in Canadian society.	MAPD2501 MAPD4200 MAPD4001	I	Case studies, papers, presentations, projects exam
	MAPD2501 MAPD3501 MAPD4200 MAPD4001	R	Case studies, papers, presentations, projects exam

	MAPD2501 MAPD3501 MAPD3300 MAPD4200 MAPD4001	M	Case studies, papers, presentations, projects exam
4. Present information and express ideas clearly and confidently using the full spectrum of media	ITEC1100 MAPD2004 MAPD3001 ITEC3100	I	Stories, reports, projects, presentations
	ITEC2100 MAPD3001 ITEC3100	R	Stories, reports, projects, presentations
	MAPD3001 MAPD4000 MAPD4200	M	Stories, reports, projects, presentations
5. Understand, select and apply appropriate textual, visual, audio, data, video and/or web-based techniques to maximize the potential of different media to tell/enhance a story for various audiences.	ITEC1100 MAPD2001 MAPD2003 MAPD3002 ITEC3100	I	Case studies, projects, stories, presentations
	ITEC2100 MAPD3002 ITEC3100	R	Stories, projects, presentations
	MAPD3002 MAPD4000 MAPD4300	M	Stories, projects, presentations
6. Understand and apply principles of computer programming, multimedia design and data management and visualization to enhance and provide context and engagement to storytelling	ITEC1005 ITEC1400 ITEC2000 ITEC3100	I	Case studies, projects, presentations
	ITEC2000 ITEC3100	R	Case studies, projects, presentations
	MAPD3003 MAPD4000	M	Projects, presentations
7. Demonstrate ability to work independently to oversee and implement a project from concept to realization.	MAPD3002	I	Projects, presentations
	MAPD3003	R	Projects, presentations
	MAPD4000	M	Projects, presentations

² Program components should include those core courses, elective courses, options (co-op, internship, mention Français, international experience), and other program requirements (language requirement, international experience) which contribute most directly to the achievement of the particular learning outcome.

³ Level of delivery of each program component related to the particular learning outcome: I = introductory; R = Reinforcement; M = Mastery (relevant to the expected outcome at the degree level).

⁴ Activities can include presentations, group work, performance, role play, etc. Artifacts can include exams, papers, reports, portfolios, cases, etc.

B.3. Program learning outcomes assessment plan

As the Bachelor of Media Production and Design is a new program that will admit its first students in 2018-19, the proposed assessment plan is staggered in two phases – after the fourth and seventh years of the program’s operation. Because the initial proposed cohort of students admitted to the program is 30, rising to 60 as of the second year, it makes sense to have several years of experience before doing a complete initial assessment. The first time a course is taught there are likely to be changes for the second iteration; individual courses should be taught a minimum of three times before determining the degree to which the program elements cumulatively help students achieve the specified learning outcomes for the degree.

Although this proposal suggests assessing all the learning outcomes after four years – in other words after the first cohort has graduated – it also recognizes that some of the learning outcomes linked to upper year courses will be most appropriately assessed after seven years of the program (three graduating classes).

Even so, some of the early-year courses can be assessed sooner than the fourth year and adjustments made as necessary. From the outset, a curriculum committee led by the program director with representatives from faculty members hired for the program as well those teaching in the program will oversee its implementation. In the program’s third year (2020-21) this group will conduct an informal assessment of the courses up to that point in time. This will both inform the more formal assessment after four years and allow the program to make any adjustments necessary based on this initial review.

The assessment methodology will be developed by the program director in conjunction with full-time faculty teaching in the program. This is very much a degree focused on hands-on instruction and experiential learning; the successful completion of the range of assignments in class will be a major determinant of the program to produce students who can demonstrate successful application of the identified learning outcomes. Even so, skills instruction will be built on a solid foundation of the theoretical concepts that have informed various forms of narrative through the ages, as well as those propelling 21st century approaches.

Upon completion of the program students will be able to demonstrate both a scholarly and applied understanding of the uses of data collection and visualization, online design, narrative techniques and structures, visual literacy including the use of photography, video shooting and editing, audio recording and editing, and writing and editing text as they are used as elements of storytelling.

All courses in the MAPD will use a variety of techniques to assess whether these skills and program

learning outcomes are being met. Assessment methods will fall into the following categories:

- Essays and papers
- Exams
- In-class tests
- In-class presentations
- Grading for professionalism and engagement during in-class discussion and with respect to work habits
 - Lab and other class assignments that include stories and projects
 - Assessments and reports by project supervisors
 - Assessments and reports by capstone project supervisors
 - Assessments and reports by employers for students with co-op placements

The findings of the assessments will be distributed to all faculty members and contract instructors teaching in the program and will also be the subject of meetings specifically called to review the results of the assessments at the end of four and seven years. The program director will follow up that meeting with discussions involving the relevant individual faculty members to ensure all recommendations flowing from the faculty meeting that reviewed the assessments are integrated into course content and student evaluations; this will assist in ensuring the courses contribute to the achievement of the overall program learning outcomes.

In addition, beginning in the fifth year of the program, the MAPD administrator, using social media and email will establish and maintain an ongoing directory of alumni that will include their employment. The administrator will also maintain an email list of graduates and an electronic job postings bulletin boards that can match graduates and students with part-time job placements during their four years in the program and full-time employment after graduation. This process will be modeled on the approach currently undertaken by the Bachelor of Journalism and Master of Journalism programs.

The individual learning outcomes will be reviewed as detailed in the table below. The one exception to the overall learning outcome reviews in years four and seven is the proposed annual review of outcomes beginning in year four which relates specifically to the co-op year students can take after the fall term of their third year. There should be an annual review of the success of individual co-op placements with reports completed both by the student and the enterprise employing the student to confirm the ability of students to work independently and to apply skills learned in the program in workplace environments. Re-integration of co-op students into the program in the winter term of the third year of study should also be measured to ensure the subsequent program years are effectively aligned with skills reinforced and/or learned during the co-op placement.

Learning outcomes assessment plan

Learning outcome	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1				x			x
2				x			x
3				x			x
4				x			x
5				x			x
6				x			x
7				x		x	x
8				x	x	x	x

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: The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education

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>

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.

C. Governance

The School of Journalism and Communication is composed of two autonomous academic sub-units, each of which is managed by a program head. The administrative structure of the School is such that the Director and Associate Director each serve as program head of the sub-unit from which they are drawn in addition to carrying out their respective School-wide duties. Both positions, which normally rotate between Journalism and Communication, report directly to the Dean of the Faculty of Public Affairs.

The Bachelor of Media Production and Design will be housed within the School of Journalism and Communication as a separate degree program administered by the Journalism sub-unit, in addition to its current programs – the Bachelor of Journalism, the Bachelor of Journalism and Humanities and the Master of Journalism. The MAPD will be headed by a program director that reports to the head of the Journalism sub-unit.

An interim program director will be appointed from the Journalism program's current faculty for the run-up to the start of the program and for its initial year. It is anticipated that the interim program director will be replaced in the program's second year by the tenure-track faculty member hired prior to the start of the first year of teaching to deliver the program. **This individual will be a senior, experienced person who can move smoothly through the transition to program leadership. To help ensure a successful transition the School's Journalism Program Head and the initial MAPD Program Director will develop and implement a comprehensive mentorship program for the new senior faculty member. This will involve providing specialized support across a focused range of elements, from immersion in Carleton's culture and leadership structure to the development of a focused research agenda. The mentorship program will begin from day one of the new faculty member's tenure and will continue on through the initial year of her/his term as MAPD Program Director. It should be noted that the new MAPD Program Director will receive 1.0 course relief to allow her/him sufficient time to responsibly fulfill program management duties.**

The program director will be supported by one-half of an administrative staff position that will potentially be shared with the Communication program of the School of Journalism and Communication. **As required, consideration by the Dean of the Faculty of Public Affairs will be given to expanding this to a full-time administrative position supporting the Program Director and dedicated solely to the needs of the MAPD.**

The university admissions office will administer the admissions process, using the same procedures it follows for other undergraduate programs, such as the Bachelor of Journalism.

The MAPD Program Director will be responsible for program development and the approval of any future program and curriculum changes. A management committee drawn from those teaching in the program will support and assist in the mentoring of the new Program Director, providing advice and guidance on the day-to-day operations of the program and longer term strategy and issues such as curriculum development. The School's Journalism Program Head will chair this committee and it will meet at least two to three times a term to provide support for the Program Director. The committee will also meet with students on a regular basis during the year. The membership of the committee will rotate every two years to allow for sufficient time to ensure effective participation and start-to-finish implementation of changes and new ideas.

The Program Director will also be supported by a curriculum sub-committee made up of the program director plus one representative from each of the MAPD and Information technology faculty teaching in the program.

She/he will serve as the coordinator between the School of Journalism and Communication and the School of Information Technology, and will oversee coordination with the Co-op office.

The assessment of learning outcomes will be conducted by the full-time faculty in the program who will serve as members of the learning assessments review committee under the leadership of the MAPD Program. She/he will take the decisions and recommendations from the learning outcomes assessment committee and will ensure implementation in concert with the individual faculty members and contract instructors teaching in the program.

D. The Faculty

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

The MAPD will have dedicated faculty members with the capability of teaching courses in this program as well as within the Journalism program at the graduate level.⁵ The faculty for the new program must have a unique combination of advanced academic credentials and cutting edge professional experience, with specializations in a combination of design theory, information technology, digital culture, media theory, the arts, and civic engagement. It is individuals with this combination of backgrounds and skills who will form primary candidates for the full-time faculty positions in the program. Potential applicants could be currently working in the online components of existing or new media organizations, web application and design studios, and information technology companies, in addition to those who may be currently teaching some combination of these skills at the university level.

As a group, they will need a scholarly and applied understanding of data, design, computation, narrative, imagery and visual literacy, video shooting and editing, audio recording and editing, and writing and editing. They will be expected to teach theory, concepts, courses and hands-on workshops that expand the current boundaries of narrative, public engagement and design in the digital world.

The evolving relationship between journalism and information technology is relatively new from the perspective of the academy. Qualified scholars/professionals who will be able to bridge the two disciplines by actively creating and occupying the unique space offered by the MAPD are still rare. The expertise needed to teach within the MAPD does not exist in the School of Journalism and Communication, nor does it exist in the School of Information Technology.

The MAPD program will need the following new support:

- Year One – 1.0 tenure-track **senior** faculty position
- Year Two – 1.0 instructor II position

⁵ Faculty members hired for the new MAPD program will also be expected to supervise Research Projects and theses undertaken by students in the Master of Journalism program.

- Year Three – 1.0 tenure-track faculty position

Carleton's School of Information Technology will need the following support:

- Year One – 1.0 instructor position
- Year Three – 1.0 tenure-track faculty position

The CSIT faculty member will teach sections of the ITEC Data Visualization, ITEC Immersive Storytelling, and participate in the CMPD Capstone course as well as one course at the graduate level in the CSIT. The instructor will teach the ITEC courses. CSIT would not be able to support the MAPD program at its current resource levels; the resources requested are necessary if the program is to move forward.

Existing faculty positions in Journalism are fully needed to continue to deliver the School's BJ and MJ programs. Furthermore, the current faculty complement does not embody the combination of academic credentials and professional experience required of the new faculty members needed to deliver the core MAPD credits of this proposed new program. New faculty appointments, rooted in Journalism but teaching in the MAPD program, are thus needed from teaching capacity, skill-set availability and scholarly research perspectives.

The initial program director will be Dr. Christopher Waddell, an associate professor and former Director of the School of Journalism and Communication. He will serve as program director through the 2017-18 academic year as preparations for the launch of the program accelerate and also through the planned first intake of students and year of teaching.

The initial tenure track faculty member hired in 2017-18 for the program's first year will assume the position of program director in 2019-20. It is anticipated that person should have administrative and academic experience consistent with an associate professor position and will be qualified to teach, at least in the early years, MAPD1001, MAPD1002, MAPD2004. The faculty member should have scholarly depth of knowledge and professional skills in some combination of the following areas: history and theory of narrative, civic engagement, public institutions and social movements, with clear qualifications in the area of design and information technology.

The hiring of an instructor is required in the second year of the program. The instructor should be qualified to teach MAPD1002, MAPD2001, MAPD2002, MAPD2003, MAPD3001, MAPD3003, MAPD4000. The instructor should have strong practical skills in storytelling with knowledge of how it will be applied through design theory and information technology. The professional skills base of the instructor will best match the strong emphasis on professional skills courses in the second year of the program. On the basis of that need for strong professional skills rather than a scholarly background, an appointment at the rank of Instructor rather than Assistant Professor best fills this need. To ensure this person teaches a range of courses while at the same time exposing second-year students to a range of instructors, in the early years of the program it is anticipated that the instructor will also teach basic digital, data and video courses in the Bachelor

of Journalism program, while in return, Contract Instructor position(s) reallocated from Journalism will teach in the second year of the MPAD.

The faculty member hired in the third year of the program will be qualified to teach MAPD1001, MAPD2004, MAPD3001, MAPD3002, MAPD3003, MAPD4000. As above, this position requires scholarly depth of knowledge and professional skills in some combination of the following areas: history and theory of narrative, civic engagement, public institutions and social movements, with clear qualifications in the area of design and information technology. Table D.1 shows likely teaching assignments over the first three years of the program.

Table D.1

Faculty	Rank	M/F	Appt. status	Pctg appt.	Supervision privileges	Specialization/field affiliation	Courses to Teach
Christopher Waddell	Assoc. Prof.	M	FT		D	Online journalism, video production, storytelling	MAPD1002
Randy Boswell	Asst. Prof.	M	FT		M	Media industries	MAPD4100
Aneurin Bosley	Asst. Prof.	M	FT		M	Media ethics	MAPD3300
Faculty Member Year 1 hire	Assoc. Prof.		FT		D	History and theory of storytelling, the written word, design theory	Year one of program: MAPD1001, MAPD1002. Year two of program: MAPD1001, MAPD2004. Year three of program: MAPD2004 (one section), MAPD3001
Instructor II Year 2 hire	Instructor II		FT			Storytelling across media formats (professional skills), data, design.	Year two of program: MAPD1002 (two sections), MAPD2001, MAPD2002, JOUR2202 (two sections) Year three of program: MAPD1002 (two sections), MAPD2001

							(one section), MAPD2002 (two sections), JOUR2202 (one section)
Faculty member Year 3 hire	Asst. Prof.		FT		D	Civic engagement, public institutions, social movements, design, information technology.	Year three of program: MAPD3002, MAPD3003, MAPD 1001

Table D.1: Core program faculty

*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 only at both doctoral and master's level; CM=co-supervision privileges at master's level, no privileges at doctoral level

D.2. Faculty research funding

This is a new program with no determination as yet of faculty research funding, beyond the research grants available to all new faculty members at the university. We do expect, however, that the faculty members hired to deliver and support this program will develop active research programs and seek external research funding.

D.3. Distribution of thesis supervision

As this is an undergraduate program, there are no MAPD-related thesis or thesis supervision requirements. Faculty members teaching in the MAPD will be expected to participate in the supervision of graduate student research in the School of Journalism and Communication and in the School of Information Technology, as appropriate.

D.4. Contract instructors

Contract instructors will be required to deliver the program starting in Year Two when 1.5 credits within the program will be taught by contact instructors compared to 5.5 credits taught by full-time tenure-track faculty members hired into the program. In Year Four these will rise to 2.5 credits taught by contract instructors, while 6.0 credits will be taught by regular full-time MAPD faculty. In Year Six these increase to 3.5 credits taught by contract instructors while MAPD full-time faculty teach 6.0 credits in the program. Contract instructor requirements will remain at that level after Year Six with the exception of contract instructors necessary to cover regularly-scheduled sabbaticals and other authorized leaves. Table D.4 shows the distribution of teaching duties according to position: Faculty Member; Instructor; Contract Instructor.

Table D.4

	FALL	WINTER	FALL	WINTER	FALL	FALL	WINTER	FALL	FALL	WINTER	WINTER
Year	MAPD 1001	MAPD 1002 A & B (2 sections as of YEAR TWO	MAPD 2001 A & B (2 sections as of YEAR THREE	MAPD 2002 A & B (2 sections as of YEAR THREE	MAPD 2003	MAPD 2004 A & B (2 sections as of YEAR THREE	MAPD 2501	MAPD 3001	MAPD 3002	MAPD 3003 A & B	MAPD 3501
One	FT1	FT1 (A)									
Two	FT1	I (A) (B)	I	CI	I	FT1 (A)	JOUR X- LIST				
Three	FT2	I (A) (B)	I (A) CI (B)	I (A) CI (B)	I	FT1 (A) CI (B)	JOUR X- LIST	FT1	FT2	FT2 (A) CI (B)	CI

FT = Full time faculty I – Instructor CI – Contract instructor

FT1 – 1.0 COURSE RELIEF FOR ADMINISTRATIVE DUTIES AS PROGRAM HEAD I

– TEACHES 1.0 IN JOURNALISM IN YEAR TWO, 0.5 IN YEAR THREE

FT2 – 0.5 COURSE RELIEFS IN FIRST YEAR OF APPOINTMENT

(A) and (B): Multiple sections of same course as a result of anticipated enrolment increase.

E. Program Admission and Enrolment

E.1. Admissions requirements

The program is open to students who have completed an Ontario Secondary School Diploma with six Grade 12 courses at the 4U or 4M level. Those credits must include Grade 12 English 4U and one Math credit, with Advanced Functions recommended. Beyond a minimum high school average of 75, the overall average required for admission to the program will be determined by the program each year with a goal of admitting 30 students in the first year, rising to 60 students in the second and subsequent years. Once program demand and student profiles are established by Carleton's Office of Institutional Research and Planning, it will be possible to formulate a stable incoming GPA requirement.

Admission requirements for high school graduates from outside Ontario are as determined by the Carleton Admissions office for all undergraduate programs and require the equivalent of Ontario's Grade 12 English 4U and Math courses.

E.2. Class sizes and course and program capacity

The program will admit no more than 30 students in its initial year (2018-19), with a plan to increase the first-year cohort intake to no more than 60 students in the second and subsequent years. Once fully operational the program should have approximately 240 students registered across the four years at any one time.

Workshop classes will be no larger than 30 students but the class sizes in lecture courses (where MAPD students are in cross-listed courses with the Journalism program) may be larger.

E.3. Projected enrolment

As noted, the new program will begin with an initial intake of 30 students; first-year intake will rise to 60 students each year in the program's second year of operations. The current plan contemplates steady enrolment at that level, based on anticipated limitations on available resources.

This enrolment level is realistic, judging by the experience of a similar program in the United States. The New School's Bachelor of Journalism and Design program – referred to above on page 6 and launched with a \$250,000 grant from the Knight Foundation – began in 2014. It has been a

major success, with more than 90 students in the degree stream and more than 200 taking individual courses offered within the degree, all without any university promotion or publicity for the new degree. That external promotion was slated to begin in fall 2016, and future program growth is anticipated as a result.

New School's Program director Heather Chaplin says the program received a great deal of interest when she introduced the concept to members of the greater journalism community at the Online News Association Conference in Chicago in 2015: "I was flooded with people saying 'Oh my god, this was so needed and thank you for doing this' ..."

(<http://www.newschoolfreepress.com/2015/04/10/students-flock-to-new-journalism-program/>)

It is anticipated that a number of students within the Carleton program will take advantage of the one-year co-op placement in the middle of third year, ensuring that they get practical experience in workplaces where they might seek post-graduation employment. That will help ensure graduates are prepared for appropriate careers by giving them real-world experience before returning to the classroom for their three final terms. During those final three terms students will be able to address any perceived shortcomings in their abilities based on their co-op experience and expand their expertise and the analytical/critical thinking foundation established in the program's earlier years.

F. Student Experience and Satisfaction

F.1. Student orientation, advising, and mentoring

The program will annually conduct an orientation for incoming first year students. Students will also be encouraged to take part in all other general orientation and other activities in the School of Journalism and Communication. It is important from the outset that MAPD students feel they are part of the larger School, faculty and university communities.

Student advising will be done by the program director, assisted as appropriate by both the program's full-time tenured faculty and its part-time administrator.

As the program develops, MAPD students will be encouraged to replicate within their program the voluntary, student-run mentoring program operated by the School's Journalism Society. Early in the fall term of each year, the Society holds a mentoring evening where senior Bachelor of Journalism students are matched with first- and second-year students to provide support and guidance throughout the academic year. A similar MAPD student initiative would be a positive step. As noted, this is an entirely student-run and voluntary venture that flourishes because of the Journalism program's unique culture, with its pedagogical imperative of professional workshops that are smaller in size in order to facilitate intensive hands-on learning and instructor feedback. This facilitates the creation of professional pride and a "helping" culture that permeates voluntary student activity. Given that the MAPD program will be nested in the Journalism program and built upon the same pedagogical imperatives, it is anticipated that this will lead to a similar student culture.

The administrator of the School's undergraduate journalism program maintains an active e-mail list of all students and a jobs board open to all current students and recent graduates, to circulate volunteer and paying part-time and full-time job opportunities in journalism and related fields that are submitted by employers for posting. These lines of communication would be extended to MAPD students; with the assistance of the MAPD administrative staff person, there will be a corresponding expansion of the types of employers sought out and job opportunities circulated to ensure relevance to MAPD students. In addition, a MAPD program web site will be built and maintained by the School's IT support staff, and updated regularly by the MAPD administrative staff person.

F.2. Career paths of graduates

Mainstream media, NGOs, governments, corporations, interest and industry groups, businesses and educational institutions are already shifting their approaches to digital narratives. Housed in the Faculty of Public Affairs, graduates of this program will lead the way, applying creative production and design thinking to information strategies and narratives that help empower citizens, enhance the business sector, and strengthen communities. Graduates will work across a range of organizations in roles that include analyst/conceptualizers, information-based producer/designers, digital communications experts, etc.

Jon Filson, former assistant managing editor of tablet development at the Toronto Star (and a Carleton graduate) noted: "I think your [Carleton's] degree concept is perfect for what is increasingly becoming required, certainly in our newsroom. What we have right now on StarTouch is essentially a group of journalists working with a group of designers, and both learning from each other as they go. We talk about hybrid roles frequently, and what a luxury that would be."

Here are some current examples of the kind of work in this area that is being done. However, six years from now, when the first cohort graduates, the MAPD students will be equipped to push well beyond these examples.

Storytelling	Link	Description
Olympic Games	http://www.olympicstory.com/#!intro	History of the Olympic Games
Every last drop	http://everylastdrop.co.uk/	How water is used in the United Kingdom
Slavery in the world	http://slaveryfootprint.org/	An exploration of how many slaves work for you
Corporate design	Link	Description
Real Decoy	https://www.realdecoy.com/home/	Ottawa-area web content management firm

Jackpine	http://jackpine.co/	Creative counsel web design firm
Museums	Link	Description
Museum of Modern Art - New York	https://www.moma.org/interactives/exhibitions/2012/centuryofthechild/	An exhibit exploring the century of the child 1900-2000
Canadian Museum for Human Rights	https://humanrights.ca/exhibit/sight-unseen	International photography by blind artists
Canadian Aviation and Space Museum	http://casmuseum.techno-science.ca/en/whats-on/mobile-app-ace-academy-black-flight.php	Black flight - the museum's mobile game
Canadian War Museum	http://www.warmuseum.ca/deadlyskies/	Dearly skies- air war 1914-1918
Media	Link	Description
Star Touch	startouch.thestar.com	Toronto Star - daily tablet news publication
La Presse +	http://plus.lapresse.ca	La Presse - daily tablet news publication
New York Times Virtual Reality	http://www.nytimes.com/2015/11/08/magazine/virtual-reality-a-new-way-to-tell-stories.html https://itunes.apple.com/ca/app/nyt-vr-virtual-reality-stories/id1028562337?mt=8	Virtual reality and 360 degree story-telling from the New York Times
BBC Virtual journalism	http://www.bbc.co.uk/academy/journalism/article/art20141022161207064	Virtual reality graphics technology from the BBC
Non governmental organizations	Link	Description
United Nations	https://www.fastcompany.com/3051672/tech-forecast/how-the-united-nations-is-using-virtual-reality-to-tackle-real-world-problems	Using virtual reality to solve real-world problems

Canadian Centre for Policy Alternatives	https://www.policyalternatives.ca/van-working-poverty	Graphic demonstration of poverty among Vancouver's working poor
Corporations	Link	Description
Bombardier Commercial Aircraft	http://news.commercialaircraft.bombardier.com/c-series/%22%20%5C%20%22/c-series/	Bombardier's C-Series jetliner
TransCanada Pipelines	http://action.energyeastpipeline.com/?gclid=Cj0KEQjwt-G8BRDktsvwpPTn1PkBEjQA-MRsBVwoQUeugQkewc940A96bY_cGSUhUoJgMfhH391DMkaAiep8P8HAQ	TransCanada's Energy East pipeline plans
Canadian Association of Petroleum Producers	http://www.capp.ca/publications-and-statistics/context-magazine	Petroleum statistics and Content magazine
Governments	Link	Description
Parks Canada	http://www.pc.gc.ca/eng/agen/aa/Metis-videos.aspx	Métis identity and voice in Canada's National Parks
OC Transpo	http://www.ligneconfederationline.ca/the-build/vehicle/overview/	Ottawa's LRT Confederation Line plans

Graduates of this honours degree will be well placed to apply for admittance to the Master of Journalism degree, the Master of Arts (Communication) degree, or the Master of Information Technology (Digital Media) in the School of Information Technology, all offered at Carleton or at similar programs offered at other universities.

G. Resources

G.1. Support and technical staff

The program will be supported from the outset by 0.5 of an administrative position within the School of Journalism and Communication who will work with the program director to manage all

aspects of the program and be the primary point of contact for students with administrative concerns relating to the MAPD program. **As noted above, consideration will be given to expanding this to a full-time administrative position supporting the Program Director and dedicated solely to the needs of the MAPD.**

In addition, a full-time Information Technology technician will be hired for the start of the third year of the program to oversee the program's computer lab, which will be operated by the School of Information Technology. This individual will be an additional IT support person for the CSIT's courses and labs with a primary responsibility for the computer lab facilities used by the MAPD program.

Additionally, the budget calls for the purchase of cameras for use by MAPD students. This and other equipment will be stored and distributed by existing School of Journalism and Communication technical support staff from their current location in Richcraft Hall.

These support positions are in addition to the three tenure-track faculty members and two instructors that will be hired by the end of the third year of the program (2020-21) and the contract instructors hired annually to teach 3.5 credits per year when the program is fully operational in year six (2023-24).

G.2. Space

The program requires the addition of two faculty offices in the School of Information Technology (in years one and three) and three faculty offices within the School of Journalism and Communication (years one, two and three).

As well, the program requires a computer lab within the School of Information Technology that will be additional to that School's current facilities. **While no lab is dedicated for the sole use of any one program, it is expected that the MAPD students will be the most frequent users of the new Information Technology lab. It will be equipped primarily to address their needs.** This lab must be operational for the third year of the program. The budget includes the purchase of 60 computers for this new lab space, a requirement flagged by CSIT. In order to ensure the new computer lab meets program needs, CSIT administration must be involved in every stage of the lab implementation, from the design stages through to confirmation of its teaching/learning readiness. There have been preliminary discussions about the location of the new computer lab that will lead to a formal agreement **on its location and equipping** that includes the program and CSIT.

The university will also explore the possibility of establishing dedicated study/lounge space for students in the program in proximity to the computer lab to help facilitate the development of a cohort identity and support the development of an integrated program culture.

Classrooms for the program other than the new computer lab will come from the existing facilities of the School of Journalism and Communication or other classroom space on campus. MAPD students will use SJC's existing video and audio production studios and editing facilities.

a. Laboratory facilities (as applicable)

MAPD students will have full access to and be taught in the existing video and audio facilities in the School of Journalism and Communication used by Bachelor of Journalism and Master of Journalism students. This includes classroom and studio space and editing facilities where projects can be completed. They will use the university's general computer-equipped classrooms and seminar rooms as necessary.

b. Unit/program and affiliated research facilities (as applicable)

Students in the program will have full access to the School of Journalism and Communication's Reader's Digest Resource Centre on the fourth floor of Richcraft Hall; the Centre is operated by SJC and houses a collection of periodicals, books and research material as well as individual and group study and lounge space. There are also three electronically-equipped conference rooms available for students working on projects to meet and view their work.

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

The budget for the program includes funds for the construction of a new computer lab essential for the third year of the program that will be operated and managed by CSIT to serve MAPD students. Space must be identified and approved by CSIT for this facility. CSIT administration and faculty teaching in the program must also approve the lab's design to ensure it is suitable for the program's teaching requirements.

The program budget includes funds for computers, which will be identified and recommended by CSIT, to be installed in the new lab. This facility will be used primarily when specialized software is required for specific projects. It is expected that most of the work students will be required to complete in the program can be done on their own computers using browser-based software. Personal laptop computers will be essential for course assignments etc., and all students will be expected to have their own. The program will circulate minimum computer technical requirements to students who accept their offer of admission.

G.3. Library Resources

An analysis of Carleton University Library's information resources and services in support of the MAPD demonstrates that the Library does not require any additional funds to support it. According to the Library:

The Library's collection includes specific resources to support the Bachelor of Media Production and Design. These include 20 of the top-rated 20 journals in Journal Citation Reports classified under the subject category of Communication, and 18 of the top-rated 20 journals classified under the subject category of Computer Science, Interdisciplinary Applications. In addition, the Library's collections of journals in related programs are also strong.

The full Report from the Library is included as **Appendix 5** of the self-study.

PREAMBLE

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' lists 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 which are essential to the program and those which 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.

H. Development of the Self-Study

The program and the self-study that describes the program were developed by two faculty members from the School of Journalism and Communication (SJC's associate director and Journalism program head, Professor Susan Harada, and its former director and Journalism program head, Professor Christopher Waddell) and faculty from the School of Information Technology (CSIT's director, Professor Anthony Whitehead. Professor Christopher Smelser, acting director of the School of Information Technology, replaced Professor Whitehead during his sabbatical from July 2016-June 2017).

The School of Journalism and Communication, supported by the School of Information Technology, took the lead in designing the program and its elements, developing the curriculum and year-by-year progress through the degree, integrating courses and students where appropriate into existing courses taught by the Schools of Journalism and Communication and Information Technology, and shepherding the program through the various approval levels within our schools, faculties and the broader university administration.

Professors Harada, Waddell and Whitehead worked as a team, designing the program and financial models to support it, conducting research about similar programs at other post-secondary institutions across North America, sharing information and re-writing drafts of documents to ensure both schools were fully apprised and in agreement with all aspects of the proposal as it proceeded through the approvals process.

Faculty members at the two schools, as well as the Deans of the two faculties (Faculty of Public Affairs and Faculty of Engineering and Design), were kept informed during the development of the degree program and on several occasions working documents were shared with Journalism and Information Technology faculty members as well as the Communication program's administrative faculty members (and all Communication Studies faculty members via the SJC director and Communication program head Professor Josh Greenberg). Throughout that process they had opportunities to indicate their support for the new degree stream as well as to provide input into both the proposal and the approval process.

Appendix 1 – Proposed Program Calendar Copy

Bachelor of Media Production and Design

School of Journalism and Communication

(Faculty of Public Affairs)

4309 Richcraft Hall

613-520-7404

<http://carleton.ca/sjc>

This section presents the requirements for programs in:

Bachelor of Media Production and Design (Honours)

Graduation Requirements

In addition to the requirements listed below, students must satisfy the University regulations including the process of Academic Performance Evaluation (see [Academic Regulations](#) section of this Calendar).

For MAPD students, this includes the common regulations applying to all MAPD students, including those relating to Academic Performance Evaluation for the MAPD as described in Section 7.5 of the Academic Regulations of the University section of this Calendar.

Students should consult with the School when planning their program and selecting courses.

In addition to the graduation requirements of the Faculty, a candidate for the degree of Bachelor of Media Production and Design with Honours must have:

1. A Major CGPA of at least 6.50,
2. An Overall CGPA of at least 5.00, and
3. The recommendation of the School of Journalism and Communication for graduation.

Prohibited Courses

Courses below the 1000-level may not be used for credit.

Program Requirements
Bachelor of Media Production and Design
MAPD Honours (20.0 credits)

A. Credits Included in the Major (12.0 credits)

1. 2.5 credits in:

MAPD 1001 [0.5] Introduction to **Non-fiction** Storytelling: The Context
MAPD 1002 [0.5] Introduction to **Non-fiction** Storytelling: The Practice
ITEC 1100 [0.5] Introduction to Interactive Multimedia Design
ITEC 1005 [0.5] Web Development
ITEC 1400 [0.5] Introduction to Programming and Problem Solving

2. 3.5 credits in:

MAPD 2001 [0.5] Basics of Visual Communication I
MAPD 2002 [0.5] Basics of Visual Communication II
MAPD 2003 [0.5] Introductory Data Storytelling
MAPD 2004 [0.5] Writing for Media
MAPD 2501 [0.5] Media Law [cross-list with JOUR 2501]
ITEC 2100 [0.5] Data Visualization
ITEC 2000 [0.5] Multimedia Data Management

3. 3.5 credits in:

MAPD 3001 [0.5] **Non-fiction** Storytelling and Social Media
MAPD 3002 [0.5] Civic Engagement and Public Institutions I
MAPD 3003 [0.5] Civic Engagement and Public Institutions II
MAPD 3300 [0.5] Media Ethics in a Digital World [cross-list with JOUR 3300]
MAPD 3501 [0.5] Internet and Big Data Law
ITEC 2400 [0.5] Intermediate Programming
ITEC 3100 [0.5] Immersive Storytelling

4. 2.5 credits in:

MAPD 4000 [1.0] Capstone Project
MAPD 4001 [0.5] Media Industries Now and Next [cross-list with JOUR 4001]
MAPD 4200 [0.5] Freelance Media Survival Skills [cross-list with JOUR XXX]
MAPD 4300 [0.5] Special Topic [choose from specified JOUR options]

B. Credits Not Included in the Major (8.0 credits)

Appendix 2 – Proposed Calendar Course Descriptions

Bachelor of Media Production and Design

Key

MAPD new course with MAPD teaching resource or cross-listed with existing or planned JOUR course

ITEC new course taught by new CSIT teaching resource

ITEC existing course taught by CSIT but still part of the major

YEAR ONE

FALL TERM

MAPD 1001 Introduction to non-fiction storytelling: the context [0.5]

Explores the theories and historical origins of story and its evolving role within society as the digital age shapes the way we construct and consume narratives. How stories are conceived through words, sound and images, and how they resonate with and influence audiences. Lectures three hours a week.

ITEC 1100 Introduction to interactive media design [0.5]

Tailored for students outside the CSIT Programs. Overview of interactive multimedia design including copyright, user-centred design, web design and mark-up languages, general logic design, multimedia project management, design processes for animated film, video game development, visual effects in movies, ethics and current trends in the field. Precludes additional credit for IMD 1000.

Lectures three hours a week in two 1.5 blocks.

WINTER TERM

MAPD 1002 Introduction to non-fiction storytelling: the practice [0.5]

A weekly workshop teaching students about “story” – how to find stories and how to tell them in

engaging ways, primarily through text and basic images. Students learn to gather information quickly and accurately. Assignments build basic skills in research, interviewing, writing, storytelling, editing, ethics and covering a wide scope of topics out in the community. It will also include how to structure stories to pitch to editors.

Workshop three hours a week.

ITEC 1005 Web development [0.5]

New Section of an existing ITEC course

Introduction to Web development. Combining graphics, text, audio, and video to create Web sites; developing different, major working Web sites on an individual basis and in groups, using valid HTML5, cascading style sheets (CSS3), JavaScript and XML structures.

Lectures and tutorials five hours a week.

ITEC 1400 Introduction to programming and problem solving [0.5]

New Section of an existing ITEC course

Introduction to systematic methods for problem solving in the context of object-oriented programming. Defining and modeling problems, designing algorithms, testing, debugging and analysis of results. Numeric methods, data presentations, data abstraction, classes, class relationships, inheritance, error handling and program style and documentation. Precludes additional credit for ITEC 1003, NET 1000 and PLT 1000.

Lectures three hours a week/tutorials three hours a week

YEAR TWO

FALL TERM

MAPD 2001 Basics of visual communication I [0.5]

This weekly workshop introduces students to visual storytelling, initially through a focus on video. Students will develop both editorial and technical skills, learning how to find stories, build video sequences then put together video stories that include scripting and pictures. Students will also learn the basics of video shooting on a range of equipment from smartphones to DSLR cameras and professional video equipment. They will acquire basic video editing skills they can further develop in later years of the program.

Workshop three hours a week.

MAPD 2003 Introductory data storytelling [0.5]

Governments at all levels use data for tracking. Numbers can guide public policy and be turned into powerful and important stories. Students will gain a theoretical understanding of the promise and pitfalls of data availability alongside the practical skills needed for powerful data-based storytelling.

Workshop three hours a week.

MAPD 2004 Writing for media [0.5]

The ability to write concisely and fluidly is the core skill for all forms of media production. While there are common skills, each media format requires different styles and structure in writing. This course will initially test students' base line skills then develop their writing capabilities individually tailored to the specific media formats students will utilize during their program of study. The course will be offered as a workshop on the principle that the best way to improve writing is through regular writing accompanied by timely constructive critiques.

Workshop three hours a week.

WINTER TERM

MAPD 2002 Basics of visual communication II [0.5]

This course builds on the content of the fall term, expanding from video theory and practice to still photography and multimedia theory and presentations. As in the fall term, the emphasis will be on hands-on work with a theoretical underpinning, giving students the practical and technical skills required to tell stories through each of these formats. In doing so, students will hone their ability to gather information, conduct interviews, and write.

Workshop three hours a week.

MAPD 2501 Media law [0.5] [CROSS LIST with JOUR 2501]

A survey of laws that affect the Canadian media and information industry. Specific areas include the development of freedom of expression, the Charter of Rights and Freedoms, and statutory and common law limitations on freedoms of the press, bloggers, social media publishers and citizen journalists, including publication bans, libel and contempt of court.

Lectures three hours a week.

ITEC 2100 Data visualization [0.5]

Data visualization techniques and systems for web-based data visualization. Good design practices for visualization, tools for visualization of data from a variety of fields, and programming of interactive web-based visualizations with focus on JavaScript, CSS, SVG and the D3 library

Lectures/labs five hours a week

ITEC 2000 Multimedia data management [0.5]

New Section of an existing ITEC course

Issues regarding the back-end organization of information and multimedia with a specific focus on databases and database design, server-side scripting, the structured query language (SQL), storage and compression of media, handling media over a network (including media streaming), digital rights management, and digital watermarking.

Precludes additional credit for COMP 2006, ITEC 2000, IRM 2000, IMD 2000

Lectures and tutorials five hours a week.

YEAR THREE-A

FALL TERM

MAPD 3001 Non-fiction storytelling and social media [0.5]

Through a combination of theory-based lectures, hands-on course modules, discussions and presentations this course examines all aspects of social media and the role it now plays in storytelling and the dissemination of information. Students will consider social media from differing perspectives – participant, subject and observer – and develop best practices for social media use within media projects including ethical questions related to social media. They will also use various social media tools as part of their storytelling and learn the most effective tactics for using social media for research, gathering information, finding contacts and promoting their own media work.

Lecture three hours a week.

MAPD 3002 Civic engagement and public institutions I [0.5]

This course engages with expert sources from key Canadian political and social institutions on areas that matter in everyday life, such as the economy, justice, the environment and security. Students learn how public policy is made, how the public participates in it directly and what the information media do with that information. The class will also hear from those involved in media production, how they use their knowledge and information from public institutions to develop story ideas and study the resultant stories.

Lecture three hours a week.

MAPD 3300 Media ethics in a digital world [0.5] [CROSS LIST with JOUR 3300]

Through a combination of lectures, course modules, case studies and assignments students will explore the theory of ethics as well as practical ethical issues and questions surrounding information media production in all its formats. This builds on second-year media law, expanding the discussion to consider the specific ethical challenges and pitfalls related to video, audio, still photographs, multimedia and immersive environment projects. This is particularly relevant when dealing with computer-manipulated images and video.

Lectures three hours a week.

ITEC 2400 Intermediate programming [0.5]

New Section of an existing ITEC course

Introduction to object oriented programming using C++ language. Topics include detailed study of pointers and structures, encapsulation of data and code through objects and classes, inheritance, polymorphism, object- oriented program design, class libraries, user interface objects and event-driven systems. Precludes additional credit for ITEC 2004, NET 2006 and PLT 2004. Lectures

three hours a week in two blocks and tutorials three hours a week.

CO-OP PLACEMENT (OPTIONAL): YEAR THREE – Winter Term and YEAR FOUR – Fall Term

YEAR THREE-B

WINTER TERM

ITEC 3100 Immersive storytelling [0.5]

The craft of digital storytelling, with emphasis on creating compelling packages for the web and game-engine-based platforms. Using a variety of narrative formats, interactive tools, and other digital content, including blogs, RSS feeds, and citizen journalism, students will develop an in-depth story piece using leading edge technologies and techniques.

Workshop three hours a week.

MAPD 3003 - Civic engagement and public institutions II – minor design project [0.5]

Students will work in groups to build on what they learned in the fall term in civic engagement and public institutions. They will find a story related to public institutions and produce a mini-project involving all the stages in planning and development that they will employ in their capstone project in the final year of the program. Groups will produce a detailed design document that they then use as the foundation for completion of their mini-project.

Workshop three hours a week.

MAPD 3501 – Internet and big data law [0.5]

Using data to capture, analyze and communicate information is the next frontier for the media. A successful communications professional will use data to create content and analyze information, however who owns this data and the privacy and security implications around using this data are numerous. The law has not quickly adapted to regulate big data, which has created a legal landscape that is fraught with both real legal concerns and ongoing policy problems. Determining how to successfully, and legally, use data will be examined, as well as how the law is likely to change in the future.

Lectures three hours a week.

YEAR FOUR

FALL TERM

MAPD 4000 Capstone project [1.0]

Students will work in groups to complete a capstone media project that brings together all they have learned in the previous three years of the program. Over the course of the first term, each group will do the detailed story development and planning for their project, beginning with finding an idea and having it approved by an instructor. During the term, each group will complete a detailed design document that explains their story and includes a description of the project, the research involved, key vistas that will be used and sketches or storyboards as appropriate. Groups will make an oral representation during the term and submit the final design document for the end of term.

MAPD 4200 Freelance media survival skills [CROSS LIST with JOUR XXX] [0.5]

This course prepares students for a career of freelancing work and material to publication outlets and media production houses. It will cover everything from preparing resumes, finding potential buyers for services, interviews, establishing and marketing an individual as a business, accounting and management and dealing with taxes and benefits. It will also include sessions on how to pitch stories, ideas and services successfully to clients. Media production managers and assignment personnel will be involved in evaluation of student work and proposals. Lectures three hours as week.

MAPD 4300 Special Topic [CROSS LIST with menu of JOUR XXXX courses TBA] [0.5]

Students will choose an option from a list of journalism options TBA. Options depend upon what will be offered in JOUR that year. This mandatory 0.5 selection may be taken in fall or winter. TBA

WINTER TERM

MAPD 4000 Capstone project [continuation of course listed in fall term]

Building on the design document developed during the first term, each group will complete its media project in preparation for an end-of-term formal presentation of all the group projects for the year. **Students in the course will meet regularly with instructors and complete weekly project status reports that clearly delineate individual member activities, including how group communication will be handled. The acquisition and honing of these skills will be part of the capstone student experience.**

MAPD 4001 Media industries now and next [CROSS LIST with JOUR 4001] [0.5]

This course will examine changes taking place in the media, in the public's relationship with the media and how journalists, news organizations and other media players respond as well as exploring the practical issues and challenges in the professional life of an information producer. Lectures and discussions three hours a week.

Appendix 3--Bachelor of Media Production and Design admission requirements

The program is open to students who have completed an Ontario Secondary School Diploma with six Grade 12 courses at the 4U or 4M level. Those credits must include Grade 12 English 4U and one Math credit with Advanced Functions recommended.

The overall average required for admission to the program will be determined by the program each year with a goal of admitting 30 students in the program's first year, rising to 60 students in the second and subsequent years.

Admission requirements for high school graduates from outside Ontario are as determined by the Carleton Admissions office for all undergraduate programs and require the equivalent to Ontario's Grade 12 English 4U and Math courses.

Appendix 4- Proposal for a Co-operative Education Program in the Bachelor of Media Production and Design

Summary:

The School of Journalism and Communication proposes to establish a Co-operative Education Program option for the Bachelor of Media Production and Design. The co-operative studies option will expand the academic opportunities and experiences of undergraduate majors admitted into the program, and will help to attract excellent students to the School.

The Department proposes to make the Co-op Education Program option available to qualified students (those with a CGPA of at least 9.0) in the 2020-2021 academic year, with the possible first work term in Winter 2021. Students who are accepted into the co-op program will begin their placements after the successful completion of the first term of their third year of study, and must include three work terms in their academic studies to graduate with the co-operative education option.

Rationale

The co-op program will allow students to gain applied knowledge in the workplace in a variety of media and information-focused organizations, from government to NGOs, inside and outside Ottawa.

We expect this to be a significant factor in attracting students to the program. The co-op program will also provide students with work experience and a more realistic understanding of job possibilities that will increase their likelihood of finding employment after graduation.

Operation of the Co-op Option:

Students admitted to the Bachelor of Media Production and Design Co-op option must satisfy the normal requirements for graduation and the minimum number of three work terms, with each work term lasting four months in order to receive the co-op designation on their final transcript and diploma. Students admitted to the Co-op program will begin their first work placement term at the end of the first term of Year Three, and will complete the second term of Year Three and continue into Year Four after three work terms. Students will be encouraged to perform two successive work terms with the same employer in order to provide a sustained work experience and to provide employers with a greater benefit from the Co-op students' developing skills. Students may not finish their studies on a co-op work term, they must return for the final term of Year Three and the two terms of Year Four. To accommodate students who may need an additional scheduling option

in order to successfully complete their three work terms, a four-month work term will be offered in the summer between the winter term of Year Three and the fall term of Year Four.

EXAMPLE

The sequences of academic (A) work and placement (W) terms will be as follows:

Option 2: After full year 3

Calendar Year	Fall Term	Winter Term	Summer Term
Year 1	A	A	Off
Year 2	A	A	Off
Year 3	A	A or W1	A or W2
Year 4	A or W3	A	W4 (optional)
Year 5	A	A	

General regulations for Co-operative Education at Carleton University are discussed on page 65 in the Undergraduate Calendar.

Institutional Quality Assurance Process

Library Report for the Bachelor of Media Production and Design (BMPD)

New Program

Date: 22 July, 2016

Compiled by: Scott Turner, Subject Specialist for Journalism and Communication

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

cc Susan Harada, Associate Director of the School of Journalism and Communication, Head of the Journalism Program
Christopher Waddell, Associate Professor, School of Journalism and Communication
André Plourde, Dean of the Faculty of Public Affairs
Hugh Shewell, Associate Dean (Student Affairs, Curriculum and Planning), Faculty of Public Affairs
Josh Greenberg, Director of the School of Journalism and Communication, Program Head for Communication and Media Studies
Anthony Whitehead, Director of the School of Information Technology
Meredith Warner, Acting Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Wayne Jones, University Librarian
David Sharp, Head, Collections, E-Resources, and Serials
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 does not require additional funds to support it.

Library Collections

Subject Specific

The Library's collection includes specific resources to support the Bachelor of Media Production and Design. These include 20 of the top-rated 20 journals in Journal Citation Reports classified under the subject category of Communication, and 18 of the top-rated 20 journals classified under the subject category of Computer Science, Interdisciplinary Applications. In addition, the Library's collections of journals in related programs are also strong.

During the 2015/2016 academic year, the Library's spending for collections in all areas was almost \$6.1 million. About \$2.6 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:

Journalism and Communication

Library Collections Spending, 2015/2016	Electronic Resources	Print Journals	Monographs
	\$14,035.10	\$859.11	\$11,250.84

Information Technology

Library Collections Spending, 2015/2016	Electronic Resources	Print Journals	Monographs
	\$3,259.72	-	\$6,262.10

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

Library Collections Spending, Monographs: Journalism and Communication							
2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
\$25,160.60	Not available	\$17,379.94	\$14,434.64	\$17,612.86	\$18,223.14	\$17,740.82	\$11,250.84

Library Collections Spending, Monographs: Information Technology							
2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016

-	Not available	\$3,383.79	\$6,987.75	\$10,282.78	\$9,355.27	\$11,540.22	\$6,262.10
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The policy for materials that the Library collects for Journalism and Information Technology may be found here:

- Journalism <https://library.carleton.ca/sites/default/files/about/policies/subject-profiles/Journalism.pdf>
- Information Technology <https://library.carleton.ca/sites/default/files/about/policies/subject-profiles/SubjectProfileBIT.pdf>

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 Assurance 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 Subject Specialist works 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 Subject Specialist designs 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.

Highlights of the Library website include:

- Journalism Subject Guide <https://library.carleton.ca/research/subject-guides/journalism-detailed-guide>
- Information Technology Subject Guide <https://library.carleton.ca/research/subject-guides/information-technology> (to be updated soon – URL may change)

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.

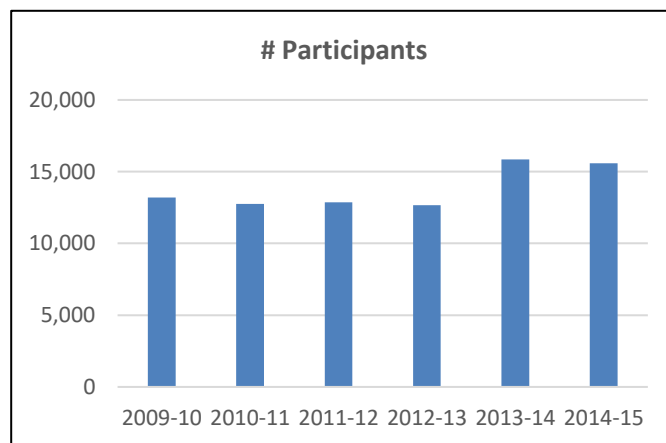
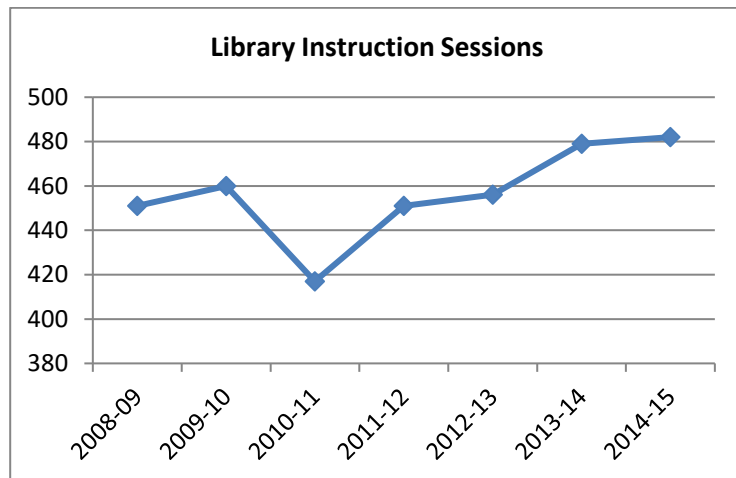
The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions 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 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.

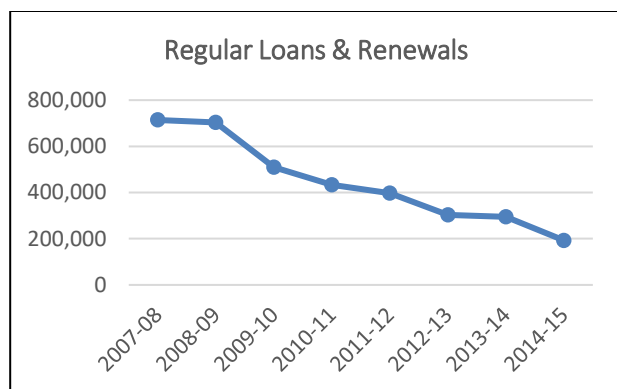
AT A GLANCE: CARLETON UNIVERSITY LIBRARY

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):

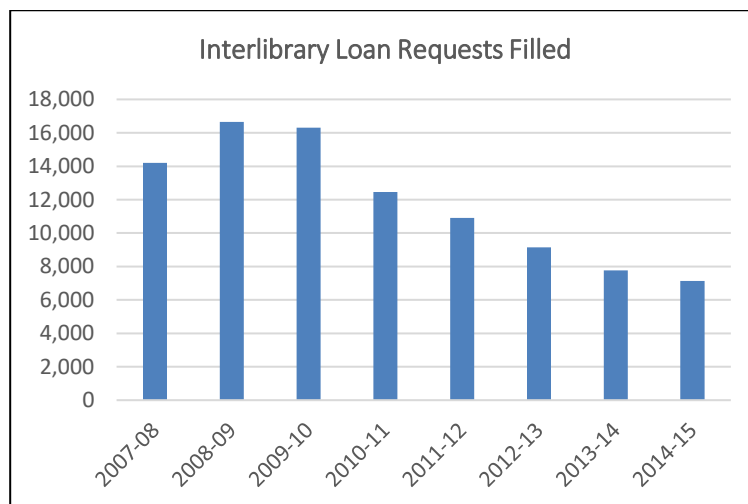
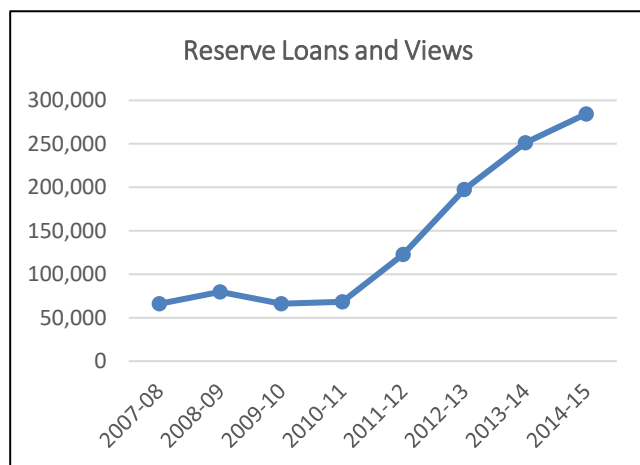
1,416,164

E-book uses (2014):

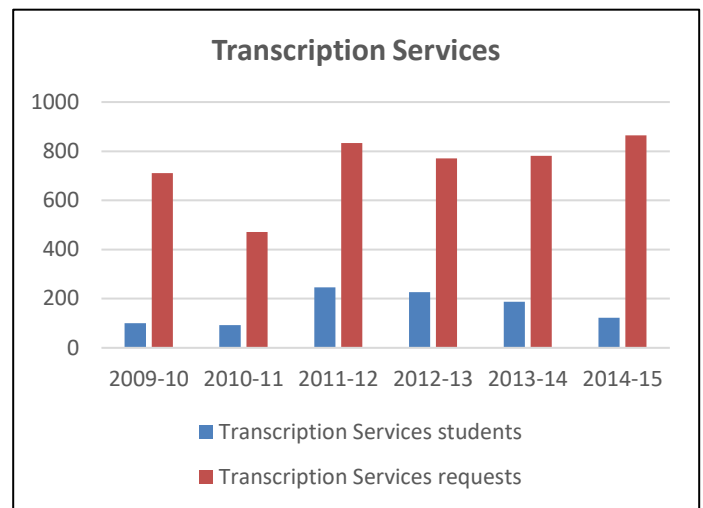
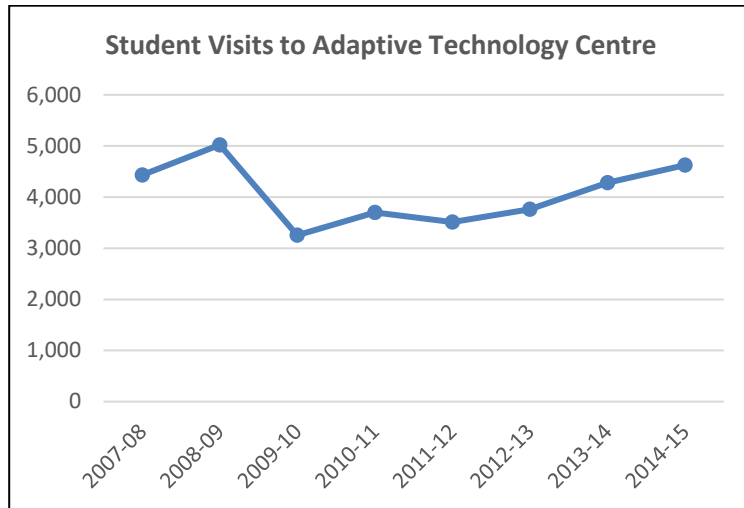
1,311,448

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

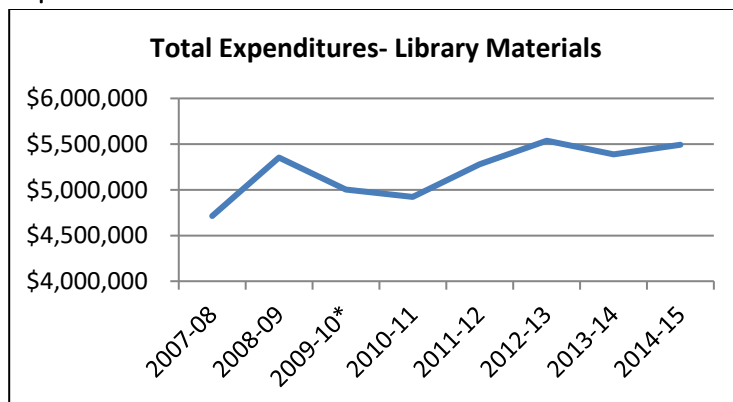
Collection Facts

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

Ranking & Comparisons

Globe & Mail (2013)	
B+	Availability of Materials
B	Study Spaces
A	Hours of Operation
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



Memorandum

Date: January 11, 2017

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

From: Julie Bebbington, Manager, Co-operative Education

Cc: Andre Plourde Dean, Public Affairs
Susan Harada, Associate Director, School of Journalism and Communication
Chris Waddell, Associate Professor, School of Journalism and Communication
Suzanne Blanchard, Vice-President (Students and Enrolment) and University Registrar
Kelly Dumas, Director, Student Academic and Career Development Services

Re: Support for Creation of Co-op Option in the Bachelor of Media Production and Design

The Co-operative Education Office supports the creation of a co-op option in the new Bachelor of Media Production and Design. This program option will be advertised in the 2018-2019 academic calendar.

The first opportunity to participate in a co-op work term will be in the Winter 2021 term. The deadline for applications will be December 31, 2019.

Please do not hesitate to contact me for further information or details. Thank you.

A handwritten signature in black ink that reads "Julia M. Bebbington".

Julie Bebbington
Manager
Co-operative Education Program

New Program Proposal

Date Submitted: 02/22/17 5:06 pm

Viewing: **TBD-1547 : R-ADM-Program-BMPD**

Last edit: 03/01/17 3:49 pm

Last modified by: janiceofarrell

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 03/01/17 3:49 pm
Janice O'Farrell
(janiceofarrell):
Approved for REGS ADM
Review
2. 03/08/17 2:32 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
3. 03/21/17 10:58 am
Dan Begin (danbegin):
Approved for SCCASP

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1547
Level	Undergraduate
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR) Regulations: Admissions
Degree	Bachelor of Media Production and Design
Title	R-ADM-Program-BMPD

Program Requirements

Admission Requirements

- Bachelor of Media Production and Design (B.M.P.D. Honours)

First Year

The Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or M courses. The six 4U or M courses must include English and one of Advanced Functions or Calculus and Vectors or Mathematics of Data Management. Advanced Functions is recommended.

Advanced Standing

Applications for admission to the second or subsequent years will be assessed on their merits. Advanced standing will be granted only for those courses that are determined to be appropriate.

New Resources	No New Resources
Summary	Add admissions information pertaining to proposal for new Bachelor of Media Production and Design
Rationale	
Transition/Implementation	

Program reviewer comments	janiceofarrell (03/01/17 3:49 pm): Edited the entry to be consistent with the Admission Requirement wording for existing programs.
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Key: 1547

New Program Proposal

Date Submitted: 02/22/17 5:20 pm

Viewing: **TBD-1546 : BMPD Bachelor of Media Production and Design Honours**

Last edit: 02/28/17 12:19 pm

Last modified by: hughshewell

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:17 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:36 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:51 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:34 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:16 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:23 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1546
Level	Undergraduate
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Degree	Bachelor of Media Production and Design
Title	BMPD Bachelor of Media Production and Design Honours

Program Requirements

Media Production and Design B.M.P.D. Honours (20.0 credits)

A. Credits Included in the Major (12.0 credits)

- | | | |
|--------------------|--|-----|
| 1. 2.5 credits in: | | 2.5 |
| | <u>MPAD 1001</u> [0.0] Introduction to Storytelling: The Context | |
| | <u>MPAD 1002</u> [0.0] Introduction to Storytelling: The Practice | |
| | <u>ITEC 1100</u> [0.0] Introduction to Interactive Media Design | |
| | <u>ITEC 1005</u> [0.0] Web Development | |
| | <u>ITEC 1400</u> [0.0] Introduction to Programming and Problem Solving | |
| 2. 3.5 credits in: | | 3.5 |
| | <u>MPAD 2001</u> [0.0] Basics of Visual Communication I | |
| | <u>MPAD 2002</u> [0.0] Basics of Visual Communication II | |
| | <u>MPAD 2003</u> [0.0] Introductory Data Storytelling | |
| | <u>MPAD 2004</u> [0.0] Writing for Media | |
| | <u>MPAD 2501</u> [0.0] Media Law | |
| | <u>ITEC 2100</u> [0.0] Data Visualization | |
| | <u>ITEC 2000</u> [0.0] Multimedia Data Management | |
| 3. 3.5 credits in: | | 3.5 |
| | <u>MPAD 3001</u> [0.0] Storytelling and Social Media | |
| | <u>MPAD 3002</u> [0.0] Civic Engagement and Public Institutions I | |
| | <u>MPAD 3003</u> [0.0] Civic Engagement and Public Institutions II: Minor Design Project | |
| | <u>MPAD 3300</u> [0.0] Media Ethics in a Digital World | |
| | <u>MPAD 3501</u> [0.0] Internet and Big Data Law | |
| | <u>ITEC 2400</u> [0.0] Intermediate Programming | |
| | <u>ITEC 3100</u> [0.0] Immersive Storytelling | |
| 4. 2.5 credits in: | | 2.5 |

MPAD 4000 [0.0]	Capstone Project
MPAD 4001 [0.0]	Media Industries Now and Next
MPAD 4200 [0.0]	Freelance Media Survival Skills
MPAD 4300 [0.0]	Special Topic

B. Credits Not Included in the Major (8.0 credits)

5. 8.0 credits in free electives	8.0
Total Credits	20.0

New Resources	Contract Instructor Equipment Faculty Space Support Staff/Admin. Staff
Summary	The Bachelor of Media Production and Design will be a 20-credit four-year program with an optional one-year co-op placement between third and fourth years (Year Three in the winter term/Year Four in the fall term) with 12.0 core credits and 8.0 credits of elective courses. It will be nested in the Journalism program of Carleton's School of Journalism and Communication. The program will be delivered by drawing on three sources: new courses designed specifically for the BMPD degree, some existing courses offered by the School of Journalism and Communication (SJC) and some existing courses taught within Carleton's School of Information Technology (CSIT).
Rationale	A new space is being forged where media, information, public engagement and design intersect stretching more broadly beyond journalism and traditional news organizations. A wide range of organizations from the voluntary and not-for-profit sectors to non-governmental organizations to corporations and governments are seeking to tell their stories online, engaging audiences and explaining complex issues.. All are seeking those with the skills this program is specifically designed to promote, combining storytelling and explanatory skills of journalists with design thinking and online production skills rooted in information technology programs that collectively can turn ideas into informative online content.
Transition/Implementation	This new program will be introduced in Fall 2018. Year One will require 1.0 new CSIT instructor position, 1.0 new Journalism tenure track faculty position and 0.5 Journalism Administrative staff position. Year Two will require 1.0 new Instructor position in Journalism. Year Three will require 1.0 new tenure track faculty position in CSIT, 1.0 new tenure track faculty position in Journalism and 1.0 new IT support staff (CSIT). Thirty students will enter the first year building to a maximum of 60 students by year Two. New lab space will be made available in the ARISE building.

Program reviewer
comments

Key: 1546

New Course Proposal

Date Submitted: 02/22/17 5:21 pm

Viewing: **MPAD 1001 : Introduction to
Storytelling: The Context**

Last edit: 02/23/17 9:09 am

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:17 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:37 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:51 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:35 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:16 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:23 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	1001
Title	Introduction to Storytelling: The Context
Title (short)	Intro Storytelling: Context
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Theories, origins and evolution of story within society as the digital age shapes the way we construct and consume narratives. How stories are conceived through words, sound and images, and how they resonate with and influence audiences.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course
Rationale for new course	To support new Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:21 pm

Viewing: **MPAD 1002 : Introduction to
Storytelling: The Practice**

Last edit: 02/23/17 12:33 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:17 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:40 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:35 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	1002
Title	Introduction to Storytelling: The Pracce
Title (short)	Intro Storytelling Pracce
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Finding and telling stories in engaging ways using text and basic images. Assignments build basic skills in research, interviewing, writing, storytelling, editing and ethics. How to structure and pitch for publication.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	To support new Bachelor of Media Production and Design
Course reviewer comments	

Key: 9174

New Course Proposal

Date Submitted: 02/22/17 5:21 pm

Viewing: **MPAD 2001 : Basics of Visual Communication I**

Last edit: 02/23/17 12:35 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:42 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:35 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	2001
Title	Basics of Visual Communication I
Title (short)	Basics of Visual Communication
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Introduction to visual storytelling through video. Students develop editorial and technical skills to produce video stories that include scripting to images. Students will also learn the basics of video shooting on a range of equipment as well as basic video editing skills.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	To support new Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:21 pm

Viewing: **MPAD 2002 : Basics of Visual Communication II**

Last edit: 02/23/17 12:37 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:44 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:35 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	2002
Title	Basics of Visual Communication II
Title (short)	Basics of Visual Communication
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	This course expands from video theory and practice to still photography and multimedia projects, with emphasis on hands-on work with a theoretical underpinning, giving students the practical and technical skills to tell stories in multiple formats.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	New Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:22 pm

Viewing: **MPAD 2003 : Introductory Data
Storytelling**

Last edit: 02/22/17 5:22 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:46 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:36 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	2003
Title	Introductory Data Storytelling
Title (short)	Introductory Data Storytelling
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Governments use data for tracking. Numbers guide public policy and can become powerful and important stories. Students will gain a theoretical understanding of the promise and pitfalls of data availability alongside the practical skills needed for powerful data-based storytelling.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	Support new Bachelor of Media Production and Design
Course reviewer comments	

Key: 9177

New Course Proposal

Date Submitted: 02/22/17 5:22 pm

Viewing: **MPAD 2004 : Writing for Media**

Last edit: 02/23/17 12:40 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:53 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
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Hugh Shewell
(hughshewell): Approved
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for CUCQA
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	2004
Title	Writing for Media
Title (short)	Writing for Media
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	This course tests student baseline skills, then develops writing capabilities tailored to specific media formats. Coursework is based on the principle that the best way to improve technique is through regular writing and timely constructive critiques.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	To support new Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:22 pm

Viewing: **MPAD 2501 : Media Law**

Last edit: 03/20/17 4:28 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:50 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
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4. 03/08/17 10:52 am
Hugh Shewell
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	2501
Title	Media Law
Title (short)	Media Law
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	A survey of laws that affect the Canadian media. Specific areas include the development of freedom of expression, the Charter of Rights and Freedoms, and statutory and common law limitations on freedoms of the press, including publication bans, libel and contempt of court.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	JOUR 2501.
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course MPAD 2501 Media Law. Cross-listed to existing JOUR 2501/COMS 2501 Media Law.
Rationale for new course	New program Bachelor of Media Production and Design.
Course reviewer comments	sandrabauer (03/20/17 4:28 pm): Added to x-list of JOUR 2501.

Key: 9180

New Course Proposal

Date Submitted: 02/22/17 5:22 pm

Viewing: **MPAD 3001 : Storytelling and Social Media**

Last edit: 02/23/17 12:43 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:49 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
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4. 03/08/17 10:52 am
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for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	3001
Title	Storytelling and Social Media
Title (short)	Storytelling and Social Media
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Social media in storytelling. Theory-based lectures, hands-on course modules, discussions and presentations. Students will learn tactics to apply social media for research, gathering information, finding contacts and promoting their own work.
Prerequisite(s)	
Class Format	Lecture three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Laboratory Lecture
Summary	Add new course.
Rationale for new course	To support new Bachelor of Media Production and Design.
Course reviewer comments	

Key: 9181

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 3002 : Civic Engagement and Public Institutions I**

Last edit: 02/23/17 12:50 pm

Changes proposed by: sandrabauer

In Workflow

1. JOUR ChairDir UG
2. PA Dean
3. PA FCC
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5. CUCQA
6. PRE SCCASP
7. SCCASP
8. SAPC
9. Senate
10. Future Cycle
11. Banner

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:54 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:47 pm
Hugh Shewell
(hughshewell): Approved
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4. 03/08/17 10:52 am
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Chris. na Noja
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	3002
Title	Civic Engagement and Public Institutions I
Title (short)	Civic Engagement & Public Inst
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Expert sources from Canadian institutions discuss covering the economy, justice, environment and security. How public policy is made, the role of the public and how the media analyze information, develop ideas, and produce stories.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course.
Rationale for new course	To support new Bachelor of Media Production and Design.
Course reviewer comments	

Key: 9182

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 3003 : Civic Engagement and Public Institutions II: Minor Design Project**

Last edit: 02/23/17 12:52 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:55 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:36 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:17 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	3003
Title	Civic Engagement and Public Institutions II: Minor Design Project
Title (short)	Civic Engage Public Inst II
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Group work building on the fall term course. Production of a public institutions mini-project involving the various development stages that will be employed in the final year capstone project, including the creation of a detailed design document to guide group projects.
Prerequisite(s)	
Class Format	Workshop three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Workshop
Summary	Add new course
Rationale for new course	For new program Bachelor of Media Production and Design.
Course reviewer comments	

Key: 9184

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 3300 : Media Ethics in a Digital World**

Last edit: 02/23/17 12:57 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 1:58 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:36 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:19 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	3300
Title	Media Ethics in a Digital World
Title (short)	Media Ethics Digital World
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	An examination of ethical issues relating to production of news and other forms of information content, particularly as they relate to digital environments. Discussion of various approaches to ethical decision-making, application in contemporary settings.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	JOUR 3300
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add BMPD 300 Media Ethics in a Digital World (cross-list with JOUR 3300)
Rationale for new course	to support new Bachelor of Media Production and Design.
Course reviewer comments	sandrabauer (03/20/17 4:19 pm): Added x-list to JOUR 3300 for 18-19, saved.

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 3501 : Internet and Big Data Law**

Last edit: 02/22/17 5:23 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 2:00 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
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Sandra Bauer
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Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:24 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	3501
Title	Internet and Big Data Law
Title (short)	Internet and Big Data Law
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	The legal use of big data to create content and analyze information. Who owns data; privacy and security implications within a legal landscape fraught with legal concerns and policy challenges.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course
Rationale for new course	New Bachelor of Media Production and Design.
Course reviewer comments	

Key: 9185

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 4000 : Capstone Project**

Last edit: 02/23/17 1:12 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:18 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 2:01 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
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5. 03/20/17 8:37 am
Chris. na Noja
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for CUCQA
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:19 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:25 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	4000
Title	Capstone Project
Title (short)	Capstone Project
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	1.0
Course Description	Student groups develop a capstone project beginning with story development and planning, completion of a story design document including project description, research, key vistas and sketches or storyboards. Group presentations leading to final media project at the end of second term.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Other
Summary	Add new capstone project
Rationale for new course	For new Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:23 pm

Viewing: **MPAD 4001 : Media Industries Now and Next**

Last edit: 02/22/17 5:23 pm

Changes proposed by: sandrabauer

In Workflow

1. JOUR ChairDir UG
2. PA Dean
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5. CUCQA
6. PRE SCCASP
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8. SAPC
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Approval Path

1. 02/23/17 1:19 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 2:03 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:52 am
Hugh Shewell
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Chris. na Noja
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:21 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:25 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	4001
Title	Media Industries Now and Next
Title (short)	Media Industries Now and Next
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Changes in the media, the public's relationship with the media and how journalists, news organizations and other media players respond. Practical issues and challenges in the professional life of an information producer.
Prerequisite(s)	
Class Format	Lectures and discussions three hours a week.
Precluded Courses	
Also listed as	JOUR 4001.
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Discussion Group Lecture
Summary	Add new course, cross-list to existing JOUR 4001.
Rationale for new course	new program Bachelor of Media Production and Design.
Course reviewer comments	sandrabauer (03/20/17 4:21 pm): Added x-ref to JOUR 4001

Key: 9189

New Course Proposal

Date Submitted: 02/22/17 5:24 pm

Viewing: **MPAD 4200 : Freelance Media Survival Skills**

Last edit: 02/22/17 5:24 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:19 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 2:04 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
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for PA FCC
4. 03/08/17 10:53 am
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for CUCQA
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Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:22 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:25 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	4200
Title	Freelance Media Survival Skills
Title (short)	Freelance Media Survival Skill
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Preparation for freelancing to publications and production houses. Resumes, finding potential buyers, interviews, establishing and marketing an individual as a business, accounting and management and dealing with taxes and benefits. Pitching stories, ideas and services.
Prerequisite(s)	
Class Format	Lectures three hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course, cross-list with JOUR
Rationale for new course	New Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/22/17 5:24 pm

Viewing: **MPAD 4300 : Special Topic**

Last edit: 03/20/17 4:30 pm

Changes proposed by: sandrabauer

In Workflow

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

Approval Path

1. 02/23/17 1:19 pm
Susan Harada
(susanharada): Approved
for JOUR ChairDir UG
2. 02/24/17 2:04 am
Hugh Shewell
(hughshewell): Approved
for PA Dean
3. 03/01/17 3:48 pm
Hugh Shewell
(hughshewell): Approved
for PA FCC
4. 03/08/17 10:53 am
Hugh Shewell
(hughshewell): Approved
for PA FBoard
5. 03/20/17 8:37 am
Chris. na Noja
(chrisn_anoja): Approved
for CUCQA
6. 03/20/17 4:13 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
7. 03/20/17 4:30 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP
8. 03/22/17 1:25 pm
Christina Noja
(chrisn_anoja): Approved
for SAPC

Calendar Pages referencing this course	Media Production and Design
Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	MPAD
Course Number	4300
Title	Special Topic
Title (short)	Special Topic
Faculty	Faculty of Public Affairs
Academic Unit	School of Journalism and Communication (JOUR)
Credit Value	0.50
Course Description	Students will choose a topic from a list of journalism options, to be announced each year.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	JOUR 3300.
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Other
Summary	Add special topics course. Cross-list with JOUR.
Rationale for new course	New program Bachelor of Media Production and Design.
Course reviewer comments	sandrabauer (03/20/17 4:30 pm): Added JOUR 3300 to x-list field, per above.

Key: 9188

New Course Proposal

Date Submitted: 02/23/17 3:22 pm

Viewing: **ITEC 1005 : Web Development**

Last edit: 03/07/17 3:49 pm

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	1005
Title	Web Development
Title (short)	Web Development
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Introduction to Web development. Combining graphics, text, audio, and video to create Web sites; developing different, major working Web sites on an individual basis and in groups, using valid HTML5, cascading style sheets (CSS3), JavaScript and XML structures.
Prerequisite(s)	
Class Format	Lectures and tutorials five hours a week.
Precluded Courses	IMD 1005.
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture Tutorial
Summary	Add new course. New section of existing ITEC course IMD 1005.
Rationale for new course	Bachelor of Media Production and Design.

sandrabauer (03/07/17 3:49 pm): Add preclusion to IMD 1005.

Course reviewer
comments

Key: 9191

New Course Proposal

Date Submitted: 02/23/17 3:22 pm

Viewing: **ITEC 1100 : Introduction to Interactive Media Design**

Last edit: 02/23/17 3:22 pm

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	1100
Title	Introduction to Interactive Media Design
Title (short)	Intro Interactive Media Design
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Overview of interactive multimedia design: user-centred and web design, mark-up languages, project management, design processes for video games, visual effects in movies, ethics, current trends in the field.
Prerequisite(s)	For students not enrolled in CSIT programs.
Class Format	Lectures three hours a week.
Precluded Courses	IMD 1000.
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture
Summary	Add new course.
Rationale for new course	For new Bachelor of Media Production and Design.
Course reviewer comments	

Key: 9190

New Course Proposal

Date Submitted: 02/23/17 3:22 pm

Viewing: **ITEC 1400 : Introduction to Programming and Problem Solving**

Last edit: 03/08/17 11:38 am

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelter):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelter):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelter):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	1400
Title	Introduction to Programming and Problem Solving
Title (short)	Intro Programming & Prob Solv
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Introduction to systematic problem solving including defining and modelling problems, testing, debugging and results analysis, numeric methods, data presentations and abstraction, class relationships and program style and documentation.
Prerequisite(s)	
Class Format	Lectures/tutorials six hours a week.
Precluded Courses	BIT 1400, IMD 1003 (no longer offered), NET 1000 (no longer offered), PLT 1000 (no longer offered).
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture Tutorial
Summary	Add new course. New section of BIT 1400.
Rationale for new course	New Bachelor of Media Production and Design.
sandrabauer (03/07/17 3:53 pm): Added BIT 1400 to preclusion string.	

Course reviewer
comments

Key: 9192

New Course Proposal

Date Submitted: 02/23/17 3:23 pm

Viewing: **ITEC 2000 : Multimedia Data Management**

Last edit: 02/23/17 3:23 pm

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	2000
Title	Multimedia Data Management
Title (short)	Multimedia Data Management
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Issues involving the back-end organization of information focusing on databases and database design, server-side scripting, the structured query language (SQL), digital rights management, and watermarking.
Prerequisite(s)	COMP 2006, IRM 2000, IMD 2000.
Class Format	Lectures and tutorials five hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture Tutorial
Summary	Add new course. New section of existing course IMD 2000, IRM 2000.
Rationale for new course	New Bachelor of Media Production and Design.
Course reviewer comments	

New Course Proposal

Date Submitted: 02/23/17 4:48 pm

Viewing: **ITEC 2100 : Data Visualization**

Last edit: 02/23/17 4:48 pm

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. Future Cycle
11. Banner

Approval Path

1. 02/24/17 6:28 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	2100
Title	Data Visualization
Title (short)	Data Visualization
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Web-based data visualization techniques and systems. Good design practices for visualization, tools for visualization of data from a variety of fields, and programming of interactive web-based visualizations focusing on JavaScript, CSS, SVG and the D3 library.
Prerequisite(s)	
Class Format	Lectures/labs five hours a week.
Precluded Courses	
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Laboratory Lecture
Summary	Add new course.
Rationale for new course	New Bachelor of Media Production and Design.

sandrabauer (02/23/17 4:48 pm): Rollback: Change faculty to FED

Course reviewer
comments

Key: 9193

New Course Proposal

Date Submitted: 02/23/17 3:23 pm

Viewing: **ITEC 2400 : Intermediate Programming**

Last edit: 03/08/17 11:39 am

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date	2018-19
Workflow	majormod
New Resources	
Level	Undergraduate
Course Code	ITEC
Course Number	2400
Title	Intermediate Programming
Title (short)	Intermediate Programming
Faculty	Faculty of Engineering and Design
Academic Unit	School of Information Technology
Credit Value	0.50
Course Description	Introduction to object oriented programming using C++ language. Topics include detailed study of pointers and structures, inheritance, polymorphism, object-oriented program design, class libraries, user interface objects.
Prerequisite(s)	
Class Format	Lectures three hours a week, tutorial three hours a week.
Precluded Courses	BIT 2400, IMD 2004 (no longer offered), PLT 2004 (no longer offered).
Also listed as	
Piggybacked Courses	
Grade Mode	Standard Letter Grade
Schedule Type	Lecture Tutorial
Summary	Add course. New section of existing course BIT 2400.
Rationale for new course	New Bachelor of Media Production and Design.
Course reviewer comments	sandrabauer (03/08/17 11:39 am): Added preclusions to IMD 2004, PLT 2004, BIT 2400 (per OQA/SCCASP)

New Course Proposal

Date Submitted: 02/23/17 3:23 pm

Viewing: **ITEC 3100 : Immersive Storytelling**

Last edit: 02/23/17 3:23 pm

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. Future Cycle
11. Banner

Approval Path

1. 02/23/17 3:25 pm
Christopher Smelser
(christophersmelser):
Approved for BIT
ChairDir UG
2. 03/23/17 2:29 pm
Donald Russell
(donaldrussell):
Approved for ENG Dean
3. 03/23/17 3:59 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FCC
4. 03/23/17 4:00 pm
Christopher Smelser
(christophersmelser):
Approved for BIT FBoard
5. 03/24/17 8:44 am
Christina Noja
(christinanoja): Approved
for CUCQA
6. 03/24/17 11:57 am
Dan Begin (danbegin):
Approved for PRE
SCCASP
7. 03/24/17 11:58 am
Dan Begin (danbegin):
Approved for SCCASP
8. 03/24/17 12:01 pm
Christina Noja

(christinanoja): Approved
for SAPC

Effective Date 2018-19

Workflow majormod

New Resources

Level Undergraduate

Course Code ITEC

Course Number 3100

Title Immersive Storytelling

Title (short) Immersive Storytelling

Faculty Faculty of Engineering and Design

Academic Unit School of Information Technology

Credit Value 0.50

Course Description The craft of digital storytelling, creating compelling online and game-engine packages. Using a variety of narrative formats, interactive tools, and digital content, including blogs and RSS feeds, developing an in-depth story using leading edge technologies and techniques.

Prerequisite(s)

Class Format Workshop three hours a week.

Precluded Courses

Also listed as

Piggybacked Courses

Grade Mode Standard Letter Grade

Schedule Type Workshop

Summary Add new course

Rationale for new course New Bachelor of Media Production and Design.

Course reviewer
comments

New Program: Bachelor of Media Production and Design (BMPD)

Discussant Report

André Loiselle

Summary: This is generally a convincing proposal. My main concern relates to the lack of a detailed hiring plan for new faculty members and instructors.

Program overview.

This new program proposes to respond to the current convergence of “media, information, public engagement and design,” which leads to a growing demand for individuals who “combine the storytelling and explanatory skills of journalists with design thinking and online production skills rooted in information technology programs that collectively can turn ideas into informative online content.” The BMPD will be the first of its kind in Canada and only the second in North America – the other one being at the New School in New York City.

The BMPD will be housed in the School of Journalism and Communication and will draw on three sources: new courses designed specifically for the BMPD degree, some existing courses offered by the School of Journalism and Communication (SJC) and some existing courses taught in the School of Information Technology (SIT).

A combination of intensive hands-on workshops and lecture courses will give students a strong foundation in data, research, writing, and narrative abilities across media formats (text, photography, audio, video, graphics).

The current enrollment target is 30 students for the first year of operation, increasing to a yearly intake of 60 new students starting in the second year. The hands-on courses, however, will never include more than 30 students; there will thus be a need for additional sections starting on year 2 of the program’s existence.

It will be a 20-credit degree including, 12.0 prescribed credits, with an optional one-year co-op placement between third and fourth years commencing in January after the fall term of the program’s third year. The usual university co-op processes and policies will be followed.

The BMPD program, complete with its co-op option, responds to the university’s Strategic Integrated Plan (SIP) and is also a strong fit with the areas of institutional strength identified in Carleton’s SMA. It falls within the “Information Technology” and the “Media, Communication and Culture” areas of strength.

The new program will not compete with the current Bachelor of Journalism since the admissions requirement will be different – especially in terms of the high-school math requirement for the BMPD, which does not exist for the BJ. It is thus expected that most students entering the BMPD program will be net new students to Carleton.

Discussant's comments.

This is a well-conceived program that is likely to be popular. My only suggestion for this section would be to give a bit more context under A.2, when discussing the alignment between the proposed program and the four “Themes” identified in the SIP. Since External reviewers are unlikely to know much about Carleton’s SIP, providing slightly more information about the “Themes” would help them understand the relationship between the new program and the institution’s “mission and strategic direction”.

Program Structure, Learning Outcomes and Assessment.

The program includes 8 Learning Outcomes, which will be acquired through the 12 prescribed credits and the co-op option. The prescribed credits include:

- 6.0 credits will be new courses developed and taught by BMPD faculty
- 2.5 credits will be cross-listed courses offered by the Journalism program
- 1.5 ITEC credits will be new courses taught by CSIT faculty
- 2.0 ITEC credits will be new sections of existing CSIT courses

The proposal provides a year-by-year breakdown of curricular progression, with 2.5 core credits in years 1 and 4, and 3.5 core credits in years 2 and 3. Students who do the co-op options will be expected to complete the program in 5 years. Students in the program will also be encouraged to consider taking a minor, especially Sprott’s Entrepreneurship minor.

The proposal provides a curricular map that indicates in which courses LOs will be acquired and at which level (“Introduction”, “Reinforcement”, “Mastery”). The proposal also includes a timeline for the assessment of LOs, and indicates that the assessment methodology will be developed by the program director in conjunction with full-time faculty teaching in the programs.

The proposal indicates as well that beginning in the fifth year of the program, the BMPD administrator, using social media and email, will establish and maintain an ongoing directory of alumni that will include their employment. For the Learning Outcome related to the co-op option, there will be an annual review of the success of individual placements with reports completed both by the student and the enterprise employing the student to confirm the ability of students to work independently and to apply their skills in workplace environments.

Discussant's comments

This section is generally solid and clear. My only question relates to Learning Outcome #8: “Demonstrate ability to apply skills acquired in the program in a workplace environment”. This LO seems to be achievable exclusively through the CO-OP option. On the one hand, I would suggest that this should be made clearer through a statement introducing the curricular map (table B2). As it is, the reader can only deduce that this is the case because no course appears in the curricular map in relation to LO #8. On the other hand, I would encourage the Leads to

consider whether it might be worth rephrasing this LO so that the application of knowledge could be acquired in experiential situations other than only the work placement.

Governance

The program will be housed within the School of Journalism and Communication as a separate degree program administered by the Journalism side of the School, in addition to its current programs – the Bachelor of Journalism, the Bachelor of Journalism and Humanities and the Master of Journalism.

An interim program director will be appointed from the School's current faculty for the run-up to the start of the program and for its initial year. It is anticipated that the interim director will be replaced in the program's second year by one of the tenure-track faculty members hired prior to the start of the first year of teaching to deliver the program. The program director will be supported by a new one-half administrative staff position.

Discussant's comments

This section is fine, but raises one question that is also related to the next section on "The Faculty". The Plan to replace the interim director "in the program's second year by one of the tenure-track faculty members hired prior to the start of the program" could be problematic if the new hire is a junior colleague. Imposing the directorship of a program on a colleague who has basically two years of experience seems to be rather misguided. This might not be an issue if the plan is to hire a mid-career or senior colleague. However, as it is, the reader knows very little about the School's hiring plan and whether the first hire will be a senior academic. The lack of details on the hiring plan, as will be discussed below, is the one serious concern I have with the proposal.

The Faculty

The BMPD will have dedicated faculty members with the capability of teaching courses in this program as well as within the Journalism program at the graduate level.

Existing faculty positions in Journalism are fully needed to continue to deliver the School's BJ and MJ programs. Furthermore, the current faculty complement does not embody the combination of academic credentials and professional experience required of the new faculty members needed to deliver the core BMPD credits of this proposed new program. New faculty appointments, rooted in Journalism but teaching in the BMPD program, are thus needed from teaching capacity, skill-set availability and scholarly research perspectives. The BMPD program will need the following new hires in the School of Journalism:

- Year One – 1.0 tenure-track faculty position
- Year Two – 1.0 instructor II position
- Year Three – 1.0 tenure-track faculty position

The School of Information Technology will also need the following:

- Year One – 1.0 instructor position
- Year Three – 1.0 tenure-track faculty position

The responsibilities of the new hires in the School of IT are indicated: the new faculty appointment will teach sections of the ITEC Data Visualization, ITEC Immersive Storytelling, and participate in the BMPD Capstone course as well as one course at the graduate level in the SIT. The instructor will teach the ITEC courses.

The proposal does not provide any information on which courses will be taught by the new hires or current faculty members in the School of Journalism and Communication.

The proposal indicates that Contract instructors will be required to deliver the program starting in Year 2 when 1.5 credits within the program will be taught by contact instructors compared to 5.5 credits taught by full-time tenure-track faculty members hired into the program.

Discussant comments.

It is obviously understood that the names of the faculty members/instructors who will teach specific courses cannot all be identified at this point. However, it would be very helpful to provide the following information in Table D1 (which is currently empty):

1. For cross-listed JOUR/BMPD (at least 1.0 credit of which already exists – JOUR 2501 and JOUR 4001): who are the current Journalism professors who are likely to be called upon to teach the courses in the first few years of the program.
2. For new BMPD courses: what are the likely teaching assignments of the newly-hired faculty members (years 1 and 3) and Instructor II (year 2).

Is it assumed that the newly-hired faculty members and the Instructor II will all have similar sets of skills and scholarly profiles, and therefore would all be able to teach all BMPD courses? If this is the case, it should be indicated in the proposal; and the justification for hiring an Instructor II with the same skill set and scholarly profile as the two new faculty members should also be provided.

If it is not the case – i.e. if the different hires will have distinct skills and scholarly profiles - then the proposal should indicate which faculty/instructor profile will be prioritized, and Table D1 should indicate what teaching assignments are likely to be established, given each new hire's distinct skills and profile.

It would also be helpful if Table D1 could reflect the need, starting on year 2, for multiple sections of junior courses (given the projected growth in enrolment). This would give a clear sense of the actual teaching needs of the program over the first 3-year hiring cycle, and would enable the external reviewers to evaluate the practicality of the program's anticipated reliance on Contract Instructors.

Admission/Enrolment and Student Experience/Satisfaction

The program will be open to students who have completed an Ontario Secondary School Diploma with six Grade 12 courses at the 4U or 4M level. Those credits must include Grade 12 English 4U and one Math credit, with Advanced Functions recommended. Beyond a minimum high school average of 75, the overall average required for admission to the program will be determined by the program each year with a goal of admitting 30 students in the first year, rising to 60 students in the second and subsequent years.

The proposal indicates that the new program will follow the well-established community-building practices of the School of Journalism, including a voluntary, student-run mentoring program operated by the Journalism Society.

The proposal includes a lengthy table that provides examples of the kind of job opportunities that the students will have.

Discussant comments

This information is clear and convincing. I have no concerns.

Resources

In addition to the new human resources already mentioned, there will be a need for additional office space in the two Schools.

As well, the program will require a computer lab within the School of Information Technology that will be additional to that School's current facilities. The proposal states that the budget for the program includes funds for the construction of the new computer lab essential for the third year of the program that will be operated and managed by SIT to serve BMPD students, as well as funds for computers. The proposal also includes a library report that confirms that no additional resources are required.

Discussant's comments.

The section is generally fine, although it was not made entirely clear whether the two Schools have space for the additional faculty offices.

External Reviewers for Bachelor of Media Production and Design



Shauna Snow-Capparelli, Associate Professor, Bachelor of Communication-Journalism, Mount Royal University

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scholarly publication [Newspaper Research Journal](#). Shauna has a Master of Arts in Integrated Studies (MAIS) from Athabasca University, and a Bachelor of Arts from the journalism program at California State University, Fullerton, where she held a number of editorial positions including executive editor on the university's award-winning newspaper, the *Daily Titan*.



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McGregor was named a 2010 Gerald Loeb Award winner for her work on the the WSJ's "What They Know" series, and a finalist for the Scripps Howard Foundation National Journalism Awards for Web Reporting in 2007. Her work has also been nominated for two Webby awards, in 2011 and 2015.

In 2012, she received a Magic Grant from the Brown Institute for Media Innovation for her work on [Dispatch](#), a mobile app for secure source communication, and in 2013 she was awarded a Knight Prototype grant to develop [DataDocs](#), a platform for creating interactive, evergreen web videos. In the fall of 2013 she also received a Computational Journalism Focused Research

Award from Google to develop [InfoScribe](#) , a crowd-sourced transcription platform for investigative journalism documents. In 2015, she received support from both the Provost's Office and the School of International Public Affairs at Columbia University to work on global and interdisciplinary information security issues. McGregor is also a current recipient of a collaborative National Science Foundation grant to develop secure, usable communication tools, for journalists and other communities.

In addition to her technical and academic work, McGregor is actively interested in how the arts can help stimulate critical thinking and introduce new perspectives around technology issues, occasionally **creating small prototypes** and installations. She holds a master's degree in Educational Communication and Technology from NYU and a bachelor's degree in Interactive Information Design from Harvard University.

**EXTERNAL REVIEWERS' REPORT
ON THE PROPOSED
BACHELOR OF MEDIA PRODUCTION AND DESIGN
CARLETON UNIVERSITY**

Site Visit – February 1st & 2nd, 2017

By:

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Introduction

We spent two days at Carleton University, learning about the **Bachelor of Media Production & Design, a proposed new partnership uniting two of the university's successful schools: Journalism & Communication, and the Carleton School of Information Technology (CSIT)**. We thank those involved in our site visit for their time, hospitality, interesting conversation and willingness to be barraged with questions.

About The Authors

The authors of this report are both full-time faculty members at major university journalism programs in North America. Both have significant experience in both journalism education and industry, and the perspectives shared here reflect their ongoing work in both fields. As they also have differing areas of expertise, however, specific recommendations in the report may principally reflect one author's perspective.

That said, the substance of this report was arrived at through mutual observation, consultation and agreement between the authors -- without interference from anyone connected to the BMPD program's development -- and they both stand wholeheartedly behind the recommendations and suggestions contained herein.

General Overview

Carleton University's proposed Bachelor's of Media Production and Design (BMPD) program represents an ambitious and timely effort to meet the growing demand for well-trained communicators across a range of media and platforms, from podcasts to video production to interactive visualization. Though housed in the journalism department, the development of this program reflects the increasing interest in these skills that is coming from a range of disciplines and professional fields, including international aid and development, business and technology, government, arts organizations, and others. While the existing journalism degree offered by Carleton is well-regarded and already produces graduates equipped to produce serious journalism across many different types of media, the curricular focus of these students' work at the university is geared specifically towards *becoming a journalist*, as opposed to a general non-fiction storyteller, such as one might find in an advocacy organization, scientific organization or NGO. This distinction, along with others we will present below, are a significant part of the motivation for developing this new degree program.

As we came to understand it, this proposed new program would focus on cultivating a new culture of Carleton graduates, who would learn some journalistic methods and rigour in terms of ferreting out and telling non-fiction stories, but also have the sophisticated technical skills required to present those stories to the public across various media and platforms. The idea is for the proposed BMPD program to be forward-looking, and particularly responsive to careers and technologies that might not even exist yet.

Given the comprehensive nature of the materials and opportunities provided to the authors of this report -- including a self-study document; overviews of the quality assurance process; and scheduled interviews with both faculty and administrative stakeholders, as well as students, over the course of a two-day site visit conducted in early February 2017 -- this report does not attempt to provide an exhaustive critique of the program's components or address the minutiae of its implementation. Instead, our objective here is to address those aspects of the BMPD program's intellectual, pedagogical and institutional approaches that we believe are most instrumental in achieving the learning outcomes of the program, in addition to proposing suggestions we think could improve the student experience. As such the report is structured around these items, without special consideration to their order apart from facilitating the reader's understanding of the authors' recommendations and reasoning.

Name of Degree

As research and scholarship at the university level becomes increasingly nuanced and interdisciplinary, developing program names that are both descriptive and concise becomes more challenging. This challenge is compounded by the fact that the interpretation of terms across disciplines is not consistent; with respect to the proposed Bachelor of Media Production & Design, for example, we note that even the term "production" connotes significantly different roles -- and even fields of practice -- depending on the audience. Current CSIT students told us, for example, that "production," to them, is interpreted as relating to the work of a producer in film or television - a predominantly financial role rather than a creative one. In journalism, however, the term "production" is often construed more generally, to mean anyone involved in the creation, editing and dissemination of audio, video or online content. In print, moreover, "production," refers to the actual layout and design of the physical pages (of a newspaper, magazine or promotional material) and ensuring all editorial and technical aspects are properly in place before the publication is sent to print. Thus, even at the intersection of the two departments involved in this degree, a shared appreciation of what "production" means is not to be taken for granted. Similarly, the term "multi-platform," in the journalism world, means delivering content across more than one medium, such as television, radio and online; whereas in the computing world, the term generally refers to software developed to run on

multiple operating systems.

The difficulty in generating an appropriately legible name for the BMPD program is further complicated by the fact that the real audience for the degree program's title is neither the faculty nor current students of Carleton University or even other journalism or communications programs, but rather the secondary-school students who might apply to the program, and the industry professionals who will eventually employ them. The understandings and expectations of these groups will undoubtedly change over time -- and likely at a pace too fast to pin down with great confidence. We nonetheless feel that it would behoove the program committee to conduct some limited market research into the perceptions of the current degree name (along with some alternatives which might be proposed by students, faculty, or better yet, small focus groups of high school students) for the audiences mentioned above. As we feel strongly that the proposed program is intellectually and practically valuable, we would hate to see confusion about the meaning of its title become a stumbling block to attracting appropriate students and/or job opportunities for graduates.

Further, we recommend that the Journalism & Communication school ensure that Carleton has a sound marketing plan -- *and accompanying budget* -- in place for this new degree before it is launched. In order to aid potential students in choosing among programs, careful framing and messaging will be needed to distinguish the proposed new degree from existing programs both at Carleton (such as Interactive Multimedia Design) and at competing universities (*see Canadian context, below*).

Program Goals

Career Preparation and Potential Student Demand

The goal is for prospective BMPD alumni to graduate with skills adaptable to an ever-changing technology landscape, as well those required find and tell true stories in ways that will best grab and hold the attention of their designated audiences. The journalism faculty members we met with -- particularly Susan Harada and Dr. Chris Waddell, the leads in developing the BMPD proposal -- were careful to note that graduates of the proposed program were not expected to be "journalists," per se, nor were they expected to be able to carry out complex investigative journalism projects as graduates of the existing Bachelor of Journalism (BJ) are positioned to do. Rather, BMPD grads would be able to do what Waddell referred to as "quasi-journalism," using a journalistic skill set to design and tell stories mostly for organizations like governments, corporations and non-profits. This is a direction that makes sense, as this type of storyteller is

definitely in demand today -- at the same time that the number of jobs for those doing independent public interest journalism has begun to shrink.

Today, everyone from private individuals to governments wants to tell their stories effectively -- whether through relatively simple social media tweets and YouTube videos, or through complex interactive campaigns across platforms and media forms. In addition to positioning graduates with skills sought after in today's marketplace (to which many current journalism graduates from across the country are already successfully adapting, it should be noted), the new BMPD degree would address the needs of a growing number of students who might otherwise have attended a journalism program but acknowledge that they don't want to be traditional reporters. Instead these students feel journalism skills will position well for work in other fields, including: corporate communications, environmental advocacy, politics, or even law. In fact, one of the current Journalism students we met during our site visit noted that her career intention was to become a teacher; she was convinced her journalism skills would prepare her for this because she felt main focus of the current Journalism program was in teaching students *how to learn* -- an approach on Carleton's part that both reviewers highly commend. Likewise we hope that this spirit of *learning how to learn* will also be a centerpiece of the proposed BMPD degree (which the student above said she likely would have opted, had it been available when she enrolled). Because of the potential career versatility, and the general direction of employment trends, we wouldn't be surprised to see a need to *increase* seats in the proposed new interdisciplinary degree in a relatively short time. While it's also quite possible that this trend would see a correlating *decrease* in applications for the existing Bachelor of Journalism program. We raised this possibility with Chris Waddell, who seemed to have already considered it, and said the application numbers would show what students wanted. His only concern was that if seats were raised in the new program yet numbers stayed the same in journalism, then more faculty hires would be needed. Clearly, he was comfortable with the idea of the program sizes adapting to meet changing student demand -- *as long as there were enough faculty members to still effectively run both*. We applaud this willingness to adapt to changing industry needs and, particularly, *student* interest and demand. And we agree that maintaining a sufficient full-time faculty complement to meet both programs' needs is crucial.

Learning Outcomes and Degree-Level Expectations

The existing self-study document identifies seven primary learning outcomes for the program. In general, we were satisfied that the proposed curriculum clearly provides the necessary resources to achieve all the listed learning outcomes, as well as satisfy the required degree-level expectations. Hence, we've chosen to briefly review here the first four learning

outcomes only, to give an example of the thoroughness of the curriculum in achieving these stated goals:

1. **Learning Outcome:** Collect information of public importance and interest in a variety of formats for wider dissemination. **Degree-Level Expectations Met:** Depth and breadth of knowledge; application of knowledge.
 - *We find this learning outcome well addressed by the following courses: Introduction to Storytelling: The Context, Introduction to Storytelling: The Practice and Storytelling and Social Media*
2. **Learning Outcome:** Discern from collected information, appropriate material to tell stories that enlighten, entertain and enhance public knowledge and may foster public discussion. **Degree-Level Expectations Met:** Depth and breadth of knowledge; application of knowledge; awareness of the limits of knowledge.
 - *We find this learning outcome well addressed by the following courses: Civic Engagement and Public Institutions I & II*
3. **Learning Outcome:** Apply professional, ethical and legal standards of information-based media practices in Canadian society. **Degree-Level Expectations Met:** Depth and breadth of knowledge; application of knowledge; awareness of the limits of knowledge.
 - *We find this learning outcome well addressed by the following courses: Media Law, Information Media Ethics in a Digital World, Internet and Big Data Law*
4. **Learning Outcome:** Present information collaboratively and express ideas clearly and confidently using the full spectrum of media. **Degree-Level Expectations Met:** Depth and breadth of knowledge; application of knowledge; communication skills; autonomy and professional capacity.
 - *We find this learning outcome well addressed by the following courses: Introduction to Multimedia Design, Introduction to Data Storytelling, Writing for Media, Data Visualization, Immersive Storytelling*

Program Enrollment

We think the plan to begin with a relatively small enrollment for the BMPD, while awareness of the program builds, is wise -- although we do expect there will be ample applications, so long as the *messaging* of what the program offers is sufficiently articulated. Therefore, we expect increasing enrollment from the projected 30 students in Year 1 to 60 students in Year 2 will be attainable. As with any new program, adjustments in enrollment caps and number of course sections offered will likely be necessary in time. One consideration might be to go a bit over the 30 and 60 seats initially (perhaps 33 and 65-66), to provide a bit of a cushion, as we understand many courses are planned for sections of 30. In addition to rates of retention, a particular

unknown factor with this program is how many students who will opt for the optional work co-op in Year 4, which will affect enrollment in senior BMPD courses. A slight increase in initial enrollment, therefore, may help to stabilize enrollment in the co-op year and later.

Further, because of the demonstrated need for indigenous journalists, and the important traditions of storytelling within First Nations communities, we recommend consideration be given around how best to attract and accommodate indigenous students to this proposed new program. For instance, setting aside one or two dedicated seats could be an important step, as would outreach and messaging particularly targeted to indigenous communities (something to consider, also, for the existing Bachelor of Journalism).

Originality and Uniqueness of Program

Uniqueness Within the University

Meeting with the small, but highly engaged groups of students from each school involved in this partnership was a highlight for both of the authors, and offered invaluable insight. These students gave up a fair chunk of their time to tell us about their current programs, and to share their reaction to -- and ideas for -- the proposed BMPD curriculum. It was clear they valued the instruction they were getting from their respective programs, but they also saw room for a new degree that would meld some of the best aspects of their own program with key offerings from the other school. In fact, when we discussed the proposed BMPD courses and how the program would be geared to opening more doors in terms of employment, each of the current students we talked to acknowledged value in the proposal. Importantly, they were able to answer *our biggest question* about the proposal, which was whether the new degree would truly be distinct, or would it be simply mixing the two *existing* programs (Journalism and Interactive Multimedia Design), without offering a substantial difference. From our conversations with these students, it was clear that the BMPD program would *not* be redundant to Carleton's existing programs (or even derivative of another university's).

At first, we were most concerned about similarities between the IMD program and the proposed BMPD program, which, on the surface, seemed to address similar material. It proved that these those concerns related somewhat to the terminology issues we referenced above, and were significantly relieved once we met with the IMD students. Not only do the Interactive Multimedia Design students we talked with not see themselves as prepared to use their IMD skills to tell non-fiction stories -- a focus of the BMPD program -- but we learned that the current IMD program does not explicitly focus on vital workplace issues such as copyright and

media law, media ethics, or how to market one's skills as a freelancer -- all of which are courses proposed for the BMPD program in which the current IMD students expressed interest.

We also wondered whether the goals proposed with the BMPD couldn't be achieved by simply adding more design and digital skills courses to the existing Carleton Bachelor's of Journalism program -- a direction being taken by many Canadian schools, including Mount Royal University in Calgary, which is home to one of this review's authors. Although the idea of simply altering the existing Journalism program instead of building an alternate program was not addressed in the BMPD proposal, we were pleased to learn during our site visit that this option had been considered prior to forging ahead with plans for the new program.

The proposal's authors offered two strong reasons for proposing a separate program, versus simply tinkering with the existing one:

- Many technology-related curriculum changes have already been made in the Journalism degree, and according to program director Susan Harada, there simply is nothing else that could be replaced without losing essential elements of the degree. This is compounded by the fact that all journalism majors are required to pursue a minor and many even take double-majors (a commendable direction, given the need for journalists to possess both subject-matter expertise and critical reasoning skills). The Journalism students we spoke to confirmed that they had no wiggle room in their course plans, and some were quite jealous of the BMPD proposal's many open electives.
- The journalism faculty also doesn't want to "water-down" the existing journalism degree, which is known for providing graduates with the skills to strong investigative and accountability reporting. The students we met with strongly echoed this rationale, saying Carleton's Journalism degree has special meaning, and that any program graduate is expected to have depth in core skills. Though most wished they had learned more technical skills, such as web design, earlier in their program (and said if the new program were available, they would have worked harder in high school to get a math requirement), they were unanimous in saying they wouldn't want less actual journalism instruction in the Bachelor's of Journalism degree to make room for more technical training.

The Canadian Context

Of course, all university journalism programs today are grappling with how best to prepare their graduates for continued changes in media technologies and delivery. But most are simply continuing down the paths of programming tweaks and curriculum updates -- such as adding more technology-based courses to their existing programs, as Carleton's has already done.

Others, including Mount Royal's Bachelor of Communication-Journalism (where, again, this report's co-author teaches), have also proposed expanding their programs' names to more accurately capture the wide range of transferable skills, varied careers and further education outcomes that can come from a contemporary journalism degree.

But Carleton's plans to create a brand new program -- in which the journalism school has partnered outright with a technology school, with many courses to be *taught by information technology faculty members* with deep understanding of the technologies (as opposed to simply adding more in-house tech courses taught by journalists who have learned and worked with emerging technologies in industry) -- is believed to be the first such undergraduate program in Canada.

However, Ryerson University's School of Journalism, which is Carleton's most prominent competitor in Canadian journalism education, is also involved in an interesting interdisciplinary venture: the **Bachelor of Arts in Creative Industries** (http://www.ryerson.ca/calendar/2016-2017/programs/fcad/creative_industries/). But that program looks to be distinct from Carleton's proposed BMPD in that it blends concentrations in two professional/creative areas (which could include journalism, publishing or media business, among other options), combined with a third concentration of business courses. Little room is left to provide the kind of technical depth proposed in the BMPD.

Ryerson also has two programs in its RTA School of Media (also part of the Faculty of Communication & Design, but separate from the School of Journalism) that could be seen as similar to Carleton's proposal by prospective students and others who may not understand the distinction between "media" and "journalism." The School of Media offers bachelor's degrees in both Media Production (BA) and New Media (BFA); the programs bill themselves as, respectively, engaging students "at the crossroads of media, art and technology"; and fusing "emergent technologies with art practice, media production, and theory." But Ryerson's **New Media** program (<http://www.ryersonrta.ca/programs/bfa-new-media>) -- despite an optional concentration in narrative media that could potentially be perceived as similar to Carleton's focus on storytelling -- has no required courses focused on *non-fiction* work, nor would any seem to address critical journalistic elements found in the proposed BMPD courses, such as reporting practices, verification, media law, and ethics. Meanwhile, the **Media Production** program (<http://www.ryersonrta.ca/programs/ba-media-production>) -- which introduced a new curriculum in fall 2014, according to the program website -- includes a required course in Media Writing that's said to "emphasize fiction," with reporting elements explicitly covered in only a handful of *option* courses such as Sports Journalism, Broadcast Journalism, Current Affairs Production and Documentary Production. But again, as reviewers we are concerned that Ryerson's "Media Production" moniker might cause confusion for prospective young students

who might not appreciate the differences, particularly the *focus in non-fiction storytelling* that will be offered in Carleton's proposed Bachelor of Media Production & Design.

We are satisfied that Carleton's program truly looks to be different from those offered by Ryerson, but as stressed above, it will take careful workshopping of the proposed name, and a finely-tuned message and marketing push to highlight those differences to high school students and their parents. We are told that the plan is to begin marketing the BMPD at the annual Ontario University Fair in September, and to follow up with high school guidance counsellors. We agree those will be opportunities to get the messaging out clearly -- *but we can't stress enough how important it will be for the university's marketing folks to have a careful plan and messaging in place before that time*. In addition, we urge that efforts be made to attract indigenous students, by tapping in to storytelling traditions, and highlighting the program's intention to teach technology that will allow storytelling in many novel ways.

Elsewhere in Ontario, Wilfred Laurier (Brantford) offers an honors BA in **Digital Media and Journalism** (<https://students.wlu.ca/programs/liberal-arts/digital-media-and-journalism/program-requirements.html>). But although that four-year program houses five of its more technical courses at Conestoga College -- thus also providing degree graduates a Conestoga graduate certificate in Contemporary Media Arts -- that joint program still lacks many of the more interesting digital offerings proposed in Carleton's BMPD.

The Canadian degree program that looks to us to be the closest to the proposed BMPD, meanwhile, is also in Ontario: Humber College's **Bachelor of Digital Communications** (<http://mediastudies.humber.ca/programs/degree/digital-communications-bachelor.html>), an honours degree billed on the program website as "centred on developing digital storytellers skilled in writing, visual communication, web applications, social media and business acumen. You will work in a dynamic environment where cross-pollination of creative ideas and methods develop. Students collaborate and innovate while gaining technical competency." But while this degree is based out of the interdisciplinary School of Media Studies and Information Technology, the Digital Communications degree is clearly positioned as a *communications* degree, with messaging such as: "Communication studies are becoming recognized as one of the most significant of the social sciences in the 21st century"; and "Use your digital media skills to succeed in the evolving field of communications. Human Resources and Skills Development Canada forecasts that communications job openings will increase over the next decade."

It's also worth noting here the context of other Canadian college programs, as many do offer one- to three-year programs that combine communications/media skills with technology training. Examples include:

- Southern Alberta Institute of Technology's two-year diploma in **New Media Production and Design** (<http://www.sait.ca/programs-and-courses/full-time-studies/diplomas/new-media-production-and-design>)
- Saskatchewan Institute of Applied Science and Technology's two-year certificate in **Media Arts Production** (<http://saskpolytech.ca/programs-and-courses/programs/Media-Arts-Production-Certificate.aspx>)
- Lethbridge College's two-year diplomas in both **Digital Communications and Media** (<http://www.lethbridgecollege.ca/program/digital-communications-media>), and **Multimedia Production** (<http://www.lethbridgecollege.ca/program/multimedia-production>)
- Red River College's (Winnipeg) two-year diploma in **Creative Communications** (<https://me.rrc.mb.ca/catalogue/ProgramInfo.aspx?ProgCode=CRECF-DP&RegionCode=WPG>)

The International Context

Internationally, the most apparently similar program to Carleton's proposed Bachelor's in Media Production and Design is likely the New School's recently established Journalism + Design program (<http://journalismdesign.com/>). This interdisciplinary undergraduate program, led by Heather Chaplin, focuses on the role of design throughout the journalistic process, and has a heavy emphasis on visualization and graphic design in particular. Yet, while there is clearly some overlapping content between the Journalism + Design program and the new BMPD program at Carleton, similarities between the two are otherwise limited. In addition to living at the intersection (and leveraging the expertise of) two departments, the proposed BMPD program contains significantly more technical material, in the form of required programming and data analysis courses (e.g. the existing CSIT course in Multimedia Data Management).

Moreover, while Columbia Journalism School -- where one of this report's authors teaches -- does offer a dual degree in Journalism and Computer Science (<https://journalism.columbia.edu/journalism-computer-science>), this exists only at the graduate level, and therefore does not represent a comparable or competitive program to the one proposed.

Program Content

The learning outcomes of the proposed BMPD are broadly centred around providing students with the concrete skills and ethical foundations required to tell compelling non-fiction stories across a range of media. In approaching these goals, the program as designed relies heavily on the expertise of both prospective full-time hires for the program (*discussed in more detail below*) and contract instructors, who are projected for the first iteration of the BMPD to teach a total of 11 courses (worth 6 credits over the life of the program, as one is a two-semester

capstone course). An additional three courses (1.5 credits) will be *designed specifically for the program*, but taught by existing CSIT faculty; while 9 courses (4.5 credits) will be *new sections* of existing Journalism or CSIT courses. An additional 16 course slots (8 credits) remain free for students to take electives, and/or minor in another area, such as the Entrepreneurship minor from the Sprott School of Business -- which is specifically recommended to help BMPD students develop entrepreneurial skill sets and thinking (*see Electives and Recommended Minor, below*). We note that the elective structure of the proposed BMPD differs significantly from those found in the current BJ and IMD programs. While the current Journalism degree has substantial room for non-journalism offerings, BJ students are *required* to at least minor in another subject (and *encouraged* to take a second major); the IMD program, by contrast, has little room outside of the required major course load. Given the intersectional nature of the degree proposal, we inquired whether students in the existing Journalism degree could take a minor in Interactive Multimedia Design. We were told this is technically possible, but none have done so; according to the students we spoke to, extended class times in both departments (i.e.: TV production courses in Journalism, and lab courses in IMD), made this type of schedule infeasible.

Proposed New Courses

Overall, we found the proposed list of new BMPD courses both appropriately distinct from those offered in the existing Journalism and IMD programs, and well-suited to the type of learning and professional outcomes the nascent program seeks to attain. However, we found at times specific course titles could benefit from being more specific in terms of course content. For instance, one recommendation we had was to insert the term "*non-fiction*" into many of the titles (e.g. "Introduction to *Non-Fiction* Storytelling: The Context", or "Basics of *Non-Fiction* Visual Communication I"). We thought this might better indicate to prospective students what they'd be learning, and more clearly distinguish these courses from those offered in the IMD program, or even in more general graphic design programs. Further, we thought that terms such as "Immersive Storytelling," while enticing to working journalists, might not have clear meaning for young-adult learners. Words matter, of course, and these titles should be thought of, in part, as marketing tools to help attract applicants to the program.

Meanwhile, we applaud scheduling the final capstone project over two semesters. This will allow time for student groups to clearly focus on setting goals, find and tell a good story, and use of-the-moment technology to showcase it. This has huge potential, and we look forward to seeing the results. One suggestion for this is make sure that elements such as project management, interpersonal and group communication, etc., is explicit in the curriculum (this could even be a potential *Learning Outcome* for the program, given that several courses involve group projects, and these are valued skills in the workplace). We were also pleased to see the

capstone is to be team-taught with an instructor from each discipline involved in the program.

Course Sequencing

There were specific instances where we thought that certain courses should be earlier in the program if at all possible, especially in those semesters when the number of required courses for the BMPD program was low. For example, the authors felt that students could benefit from the existing Journalism course in "Information Media Ethics in a Digital World" earlier -- in Year 2, or even perhaps in their first semester, when they currently have only two required BMPD courses -- rather than waiting until Year 3 to introduce them to these important topics. We were told by Susan Harada and Chris Waddell, however, that the first-year storytelling classes have significant ethics components; in this case, it would make sense to reflect this in the names, perhaps with "Introduction to *Non-Fiction* Storytelling: *Ethical* Practice. With such a change, situating the ethics course in Year 3 would make more sense.

We were also concerned that the two proposed programming courses (*discussed in more detail below*) are currently scheduled to be taken more than 18 months apart; we see much greater benefit in slating these courses *in adjacent semesters*, which would allow continuity in students' learning. Similarly, we noted that the second semester has two IT courses, but the third semester has none; if the intro programming course were switched with one of the journalism courses, this would even the program out considerably. Meanwhile, the CSIT's acting CSIT Director Chris Smelser thought it made sense to flip the Multimedia Data Management course in Year 2 with Intermediate Programming. This would allow much smoother transitions. With these changes, the progression of the existing CSIT courses, would be as follows:

- Web Development (Semester 2) → Intro to Programming & Problem Solving (Semester 3) → Intermediate Programming (Semester 4) → Intermediate Data Management (Semester 5).

Team-Teaching

While we understand the scheduling difficulties this may present, we encourage the BMPD program designers to consider placing courses throughout the program where *team-teaching* -- pairing a Journalism instructor with an IT instructor in a single course -- could happen (it looks like team-teaching is slated only for the 4th Year capstone projects). We think this would encourage interdisciplinary collaboration, and give students a better sense of cohesion throughout the program. The current cross-listed course being taught by Chris Waddell and a CSIT instructor provides a strong model for this. We talked to students from both the BJ and IMD programs about this course, and while the IMD students were somewhat less enthusiastic than those in Journalism, all found it valuable to work with peers who had different skill sets and career focuses.

Existing Departmental Courses: Journalism

Apart from the scheduling considerations noted above, we found that the ethics, law and freelancing courses that already exist in the Journalism curriculum are sound and important additions to the proposed BMPD. In fact, in speaking with current IMD students, we found that the freelancing and law classes were of significant interest to them as well, as they seek to prepare for freelance and contract work even during their student years. In addition, we applaud the title of “Media Industries Now & Next,” as it will meet the challenges of adapting to change without the need for new curriculum submissions; and we applaud the idea of giving students choice for the Journalism option course. We commend the Carleton Journalism faculty for the obvious quality and relevance of these courses even beyond Journalism, and believe they provide essential foundations within the proposed BMPD degree.

Existing Departmental Courses: CSIT

A clear advantage in creating a program such as the BMPD as an interdisciplinary collaboration between two existing departments is the ability to leverage existing and varied teaching expertise, as well as tried-and-true curricula. That said, as we inquired after the details of some of the existing CSIT courses slated to be integrated into the new program, we had substantial concerns about the applicability of some of this coursework to the learning outcomes of the BPMD degree and the professional needs of its graduates.

Specifically, the authors are concerned about the relevance of the C programming language (which we understood to be the focus of the existing "Introduction to Programming" and "Intermediate Programming" CSIT courses) to the type of work BMPD students and graduates would likely undertake. While we do not dispute the value of C as a tool for introducing students to the fundamental concepts of programming and computational problem-solving -- and, indeed, applaud those designing the BMPD for including courses that substantively address these topics within the curriculum -- this material could also be meaningfully introduced using other programming languages more widely used in data analysis, visualization, online media production and publishing.

In particular, we recommend instead developing foundational courses in these topics that rely on the *Python* language, which is often included in introductory programming courses (e.g. CS50 at Harvard and Yale), is widely used in the data science and digital humanities communities, and is suitable for deploying production-level web applications. In addition to being highly versatile -- while still being able to support the key learning outcomes of the proposed foundational programming courses -- we suggest that a switch to Python would create a *better-integrated student experience*. We also believe this change would make it

possible to adjust the proposed math requirement (*see next section*) to make the BMPD program more *accessible and appealing* to prospective students. At a minimum, however, we strongly urge that any introductory programming courses contain *at least an overview* of languages like Python *and* JavaScript, and that they be *scheduled in consecutive semesters* within the program to facilitate student learning (*see Course Sequencing, above*).

Electives and Recommended Minor

We strongly applaud the substantial number of electives including in the degree program, and students we talked to from both IMD and the BJ were all highly enthusiastic about this curricular choice. We also support plans to encourage a minor in Entrepreneurship, both because of its potential benefit for BMPD students, and because it builds an additional partnership which could yield interesting collaborations in the future. We all know the old media business models no longer work, and many journalism graduates are setting out on their own and employing new funding tools like crowd-sourcing. Having significant grounding in business and entrepreneurial skills would clearly benefit many BMPD students.

At the same time, we encourage flexibility for alternate minors that meet students' individual areas of interest and/or career goals. For instance, some may come into the program wanting to do environmental advocacy, or to document through technology long-held indigenous oral traditions. Such students would be better served by minors that related more clearly to the content side of their career goals.

We did wonder, however, if students would develop a sufficient breadth of knowledge to expertly tell non-fiction stories, if they received no guidance in choosing their electives. What if they took all tech courses, for instance, or even all journalism? We understand that the BJ has some specific elective requirements, such as a Canadian history course that includes significant content in indigenous history, to meet the Truth and Reconciliation Commission's Recommendation #86. As BMPD grads will be equipped to tell stories in a journalistic vein, we believe the recommendation to include education on "the history of Aboriginal peoples" (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf) in all journalism and media programs would apply to the BMPD program. Thus we strongly urge that this element be covered through requiring the same Canadian history course that's required for journalism students.

Optional Practicum

We support the optional co-op year as designed, to occur for a full calendar year, beginning mid-way through BMPD students' third year. As the program's intended skill set is in high demand, as discussed above, we do have a strong belief that there will be more than enough

jobs for those students who choose take advantage of this opportunity. The year of experience will be highly beneficial upon graduation, and will make BMPD alumni quite attractive as new hires. It will also provide opportunities for the Journalism & Communication faculty to build new external partnerships. We wonder, however, about the lack of opportunity for BJ students to do a similar co-op; if more jobs were found than students interested, we suggest that interested BJ students could also take advantage of these opportunities.

However, we do foresee significant scheduling difficulties due to uncertainties surrounding these optional co-ops, as it's highly difficult to predict what the interest will be in the opportunity (for instance, despite the valuable experience, many students may not be willing to extend their education to a required fifth year). The number of students could, of course, vary greatly year-to-year; particularly during the degree roll out; this unpredictability will require *significant flexibility* on behalf of administration in terms of class sizes. With a first co-hort of only 30 students, there could well be a need to run sections of only 10 or so students in semesters six through eight, as those students who opt *not* to take the co-op must be able to finish their program on schedule.

Meanwhile, the plan as laid out seems quite prescriptive. Students may not be ready by the end of their first year to commit to the co-op, or may not fully realize the value of the opportunity; we hope that the program administrators would be flexible to allow students to change their minds later in the game. Further -- particularly in the program's early years, before reviews of the work-term experience get out -- some students may decide only *after* their peers return from co-ops that they want to go to work as well. This will, of course, cause difficulty with class schedules including the full-year capstone, and thus might require that students complete two different six-month co-ops (before and after the capstone) instead of a single full-year work-term. This rhythm, of course, would allow students to potentially connect with two different employers, and would also allow them to finish their degree on a co-op, which could result for some in being hired permanently at the work-term's end. Hence, we truly hope that the program will accommodate changes of heart, to make the program the best it can be for all BMPD students.

Math Requirement

At the moment, admission requirements for the BMPD specify that incoming students must have completed at least one Grade 12 Math credit, with Advanced Functions "recommended."

From our conversations with current Journalism students who expressed interest in the BMPD program as currently described, it was clear that an Advanced Functions requirement would have been prohibitive for them. And we suspect that even *the recommendation* of Advanced

Functions in the program materials might be discouraging to otherwise enthusiastic and well-suited candidates for this degree. When we queried the CSIT staff regarding the Advanced Functions course, they informed us that students with such a background tend to perform better in their foundational programming courses. While we acknowledge this may be the case, we suggest that if the introductory programming course is revised to focus on the Python programming language rather than C, this recommendation could be dropped, thereby making this program more clearly accessible to secondary students with more diverse math backgrounds.

Program Staff

Faculty and Staff

Overall, we find that the proposed number and schedule of faculty and staff appointments associated with the new BMPD program is appropriate to both the scope and novelty of the program. However, we do have some suggestions with respect to broader program governance and integration of the program within the university:

- **Senior Professor & Program Director:** At the outset, both of this report's authors had significant concerns about the proposed schedule intended for the first tenure-track hire to the BMPD program, who is meant to take over as Program Director following the new program's first year. After confirming that this position is meant to be a more senior-level hire (e.g. current associate professor or higher -- although administrators we spoke to were divided as to whether or not a PhD would be required), our fears were somewhat allayed. Nevertheless, we still have concerns about the manageability of simultaneously serving as a new Director of a nascent program -- at a time when program enrollment is scheduled to double (in Year 2) -- while rolling out new curriculum, coordinating additional hiring processes, and dealing with the uncertainty of senior class sizes given the optional work co-op, all while going through the steps required to obtain tenure. We note particularly that this individual will be a newcomer to the university -- and likely to Ottawa -- so even with an accelerated tenure review will still need to navigate substantial unfamiliar administrative processes, as well as design and teach new courses, and likely also need to conduct research, all after *only one year* of direct guidance from the existing director (whom we understand is unable to continue for a second year, due to an already delayed retirement). We therefore recommend additional resources for this individual in the form of a dedicated administrative staff member and an established advisory committee (see *Administrative Staff, and Governance, below*). We wish to note, additionally, that we have full faith in Dr. Chris Waddell as the inaugural BMPD Program Director. He is

particularly well suited to this position, due to his significant leadership experience -- including his long tenure as Director of the School of Journalism & Communication.

- **Additional Faculty Hires:** We find that the proposed level and schedule for hiring additional full-time faculty members is well-suited to the progress and needs of the program as currently outlined. We did have concerns, however, about faculty for the program being administratively and physically split between the School of Journalism and CSIT, as discussed further below (*see Facilities and Space*). We inquired as to the rationale for dividing up BMPD hires, as opposed to keeping them together as one unit. As we understand it, these new hires are planned to teach not just BMPD courses, but also elsewhere in their respective schools; and they will adhere to the tenure processes and expectations required in their schools. With this rationale, it made more sense that the hires would be split between Journalism and CSIT. However, we still encourage deliberate steps be taken to unite these faculty members and others who may teach BMPD students, to discuss shared pedagogy, learning outcomes, course connections and progression, common concerns, etc. We suggest that a usual slate of faculty meetings would not be enough to connect differently minded journalists and technical folks who otherwise would rarely see each other; instead, we encourage the Program Director to find other ways to ensure BMPD faculty are actively building that “new culture” the program seeks to establish. We feel the program’s faculty members must find common ground and set examples to encourage program students to seamlessly meld the two fields of study.
- **Administrative Staff:** One aspect of the proposed hiring schedule that was of note to the authors was that only one-half of an administrative position has been allocated to the BMPD program, and this position sits within the Department of Journalism. We have some concerns that this somewhat limited support, which must facilitate advising and more general coordination across two departments, as well multiple hiring processes for a Program Director largely unfamiliar with the Carleton ecosystem, might be insufficient. Ideally, we believe a dedicated administrator whose sole focus is the successful administration and integration of the BMPD program and support of its director, especially in the first five years, would be a significant positive addition to the existing staff profile, and help to ensure its success.

Facilities and Space

One aspect of the program that we had some difficulty pinning down during our site visit was where the BMPD program would physically be situated on the Carleton Campus, and what facilities would be specifically dedicated to the new program. As we elaborate further below, we were very favorably impressed during our visit by the high degree of interdisciplinary work

that takes place at Carleton, and by the clearly strong administrative and intellectual support for the BMPD program. At the same time, we had some concerns about the feasibility of adequately supporting such a collaborative program without some type of dedicated physical space in which such partnerships could take place.

In particular, both authors noted that the two departments involved in this program seem to be located on almost opposite ends of the campus, and program students will therefore be expected to traverse back and forth for their classes. In addition, as already noted above, faculty hired for the program will likely have offices within their separate "home" departments. As faculty members ourselves, we recognize that even the most dedicated collaborations can often lose steam in the face of simple logistics: conflicting faculty meetings, class schedules, research, administrative and service responsibilities. Conversely, we have found that despite the many affordances of today's communication technologies, being in the same *physical space* -- whether at a conference, in a shared workspace, or, indeed, during a site visit such as the one we made to Carleton -- gives rise to insights, opportunities and serendipitous exchanges that can often be more fruitful than those we create by design. We expect this will be all the more important when bringing together two quite different cultures and operational languages -- in an attempt to build, as the Journalism leads on this project suggested, "a new culture and language" distinct to this interdisciplinary program.

With this in mind, we strongly encourage the creation of a physical space dedicated to the BMPD program that would be the exclusive domain of its students and associated faculty and instructors. We were told of plans for a new 60-seat, CSIT-controlled lab to be built for use by the BMPD program; but there seemed to be uncertainty as to where this would be housed, what would be included in the lab, and whether it would be dedicated to *only* BMPD students. While physical space availability will likely determine the location, and changing technology will determine what's included, we feel it's highly important that program directors from both IMD and Journalism be involved in designing, equipping and approving this space. Further, as noted above, we advocate strongly for the new lab to be *dedicated to BMPD students only* -- and with much open lab time throughout the day (i.e., no classes scheduled) to allow student groups to meet and hang out in a space of their own.

During our visit, we were fortunate to see a flexible working space currently used by IMD students working on their capstone projects, and to observe some of the students working there. What we saw in this was exactly the type of space we envisioned for the BMPD program: flexible workstations, extensive whiteboard space to support visual thinking and collaborative problem solving, and one or two comfortable seating spots where students could chat and relax. We advocate for this type of environment, which will provide not only a shared workspace, but also a default *social space* for what will at first be a relatively small and unique

cohort of both students and scholars. Flexibility would seem to be a key element in the design, including perhaps consideration of partitions which could divide the space into a classroom space and a separate, smaller hangout area as needed; we feel that 60 students would be too big to effectively teach most technology-intensive courses anyway.

In relation to the dedicated lab, we were pleased to learn that sufficient funds would be available to support *regular turnover* of technology, as Dr. Fred Afagh, Dean of Engineering & Industrial Design expressed strong support for funding upgrades and new equipment as needed. He suggested this would be accomplished through the significant discretionary funding available to the dean through the Faculty's Enrolment-Based Budgeting Assessment. Due to the rapid pace of change of digital technologies and publishing platforms, it's essential that a forward-looking program such as the proposed BMPD have cutting-edge technology and equipment. We were impressed with the facilities that we toured in both the CSIT and Journalism & Communication schools. But the addition of the proposed interdisciplinary program will require even more assurances that equipment stays highly current.

Governance

Carleton's Multidisciplinary Approach

We were pleased to hear strong endorsements from each of the university administrators we met with -- the dean or associate dean of each involved school, Carleton's provost and vice-provost, and the directors of both programs involved in the proposed BMPD partnership. It must be noted, however, that we were not able to meet with School of Information Technology Director Anthony Whitehead, who was in Europe on sabbatical, but was said to be highly involved in the BMPD program development; instead we met with the School of Information Technology's acting director, Chris Smelser, who apparently came into the program development late, but nonetheless seemed to be in favour of it.

We heard from numerous administrators and faculty members that Carleton has a long tradition of interdisciplinary partnerships, and thus faculty are well equipped to meet the expected challenges of an endeavour like melding two programs with distinct cultures and diverse teaching outcomes. Yet we know from our own experience the high level of planning and cooperation required to bring such unions forward -- and the need for support from a broad base of faculty and through the full administrative chain to make such partnerships work. We are confident that the journalism faculty is largely behind the proposed joint program. But while we met with five Journalism faculty members in total, we did not have the opportunity to meet with Information Technology faculty other than Smelser -- and a technical staff member

who joined us briefly for a quick tour of CSIT facilities. Thus it was difficult to evaluate the level of commitment towards this partnership from the Information Technology side. Further, we noticed some differences in how the two program directors talked about the culture that would be built among the proposed program's faculty and students, and the outcomes for BMPD graduates. For instance, while journalism faculty members stressed the difference of this program from the BJ and how graduates would *not* be "*journalists*," both administrators we talked to on the IT side referred to this as a program where "*journalists*" would learn IT skills. Further, while the Journalism faculty talked about the desire to build a brand new, shared culture, the IT folks referred to the BMPD as teaching journalists to speak "our language" -- referring to tech-talk. Similarly, we were not able to get a wholly satisfactory answer to the question of *how the partnership would benefit CSIT students* -- although Director Chris Smelser was nonetheless enthusiastic about the partnership, and suggested it would benefit the IT school in terms of being a stepping stone to other such partnerships across the university.

Hence, we were left with some concerns about whether CSIT will end up being full players in this joint program, or will merely end up providing technical expertise to facilitate the journalism-led storytelling. Likely this will evolve as the proposed new program develops, but this is yet another reason why we have advocated strongly (*above*) for both a shared student space, and deliberate efforts to foster discussions and collaborations between faculty members housed in each program.

Advisory Committee

As noted above, the current schedule calls for the first BMPD faculty hire to take over as Program Director for the program's second year. While plans call for this individual to be a Senior Professor and thus spared some of the demands related to mounting a complete tenure effort on arriving at Carleton, we nonetheless note that this person will be taking on significant administrative responsibilities for a program that spans two otherwise disparate departments within what will be, for that person, a relatively new university environment. Further, BMPD at that point is scheduled to not only be rolling out new curriculum, but will be doubling program intake and completing additional academic hires. We suggest that this is a lot for even a senior hire to take on during just the second year at Carleton.

For this reason, we strongly encourage the consideration of an advisory committee made up of two or three faculty members (or two faculty members and an administrator) from each of the Journalism and CSIT faculty to meet formally twice per year to provide support, feedback and insight to the Program Director (with members available for informal support throughout the academic year). We recommend that this approach -- while imposing only a limited additional burden on the resources of each department -- will not only provide an important sounding

board for the Program Director for how new ideas and challenges may be most successfully engaged within the specific Carleton context, but will also increase interdepartmental awareness of and investment in the program. We suggest that staggered, 18-month terms on this advisory committee would help guarantee a wide range of viewpoints and support, while distributing the responsibility and increasing interdepartmental contact. (This would be separate to efforts the BMPD Program Director would lead to develop systematic contact among BMPD faculty split between the program's two program schools [*as suggested under Additional Faculty Hires, above*]).

Concluding Remarks

Overall, we find that the proposed Bachelor of Media Production & Design represents a timely and innovative effort to address the diversifying needs of both industry and the academy in the realm of non-fiction storytelling. While interdepartmental collaborations of this kind are always challenging, we feel that Carleton's strong track record with such collaborations as well as the obvious thought and consideration that has gone into the design and development of the academic program position this degree to be uniquely successful. We hope the many suggestions contained in this report will be helpful as plans move forward for the proposed launch. If we can provide any further detail or clarification regarding our comments or recommendations in this report, please do not hesitate to reach out to us.

March 2, 2017

**School of Journalism and Communication
School of Information Technology**

Response to the External Assessors report on the Bachelor of Media Production and Design

We would like to thank the external assessors for their time and dedication during their two-day site visit to Carleton in February 2017, and for the thorough and comprehensive nature of their report. They were thoughtful and probing in their questions and diligent in their pursuit of answers from the program's designers, as well as faculty and students from the School of Journalism and Communication and School of Information Technology.

We are gratified that they were so strongly supportive of the innovative concept, international distinctiveness and practical nature of the BMPD program as something both new and valuable in the fast-changing worlds of media and online storytelling. We are also pleased to note the strong positive response they received from students in both existing programs about the concept, specifics and practicality of the BMPD program.

We believe the constructive nature of their report, with its many positive suggestions, will be very helpful as we fine-tune the elements of the program.

This response will address the individual suggestions that came from the external assessors' report. Christopher Waddell and Susan Harada from the School of Journalism and Communication and Anthony Whitehead and Christopher Smelser from the School of Information Technology prepared this response.

What follows are the compiled recommendations from the external assessors' report with individual responses to each.

- 1. Degree name might not be “appropriately legible”. It might be confused with Ryerson’s “Media Production” program, although the two are in fact quite different, especially in terms of CU’s focus on non-fiction story-telling (p3, 8-9)**
 - a. The proponents of the program should conduct some limited market research into the perception of the current name (p.3)**
 - b. There should be a marketing plan and budget in place for the new degree before it launches (p.3)**
 - c. It will take careful workshopping of the proposed name, and a finely-tuned message and marketing push, to highlight those differences [between Carleton and Ryerson] to high school students and their parents (p.9)**

Response: We strongly support the suggestion that the new program should be supported by a significant marketing plan and budget that includes a dynamic and distinctive web site. The Dean of the Faculty of Public Affairs (FPA) has committed to providing a budget to support the

development and execution of a marketing plan. These are crucial elements for ensuring the program's initial success. We believe that such a marketing program can clearly differentiate Carleton's Bachelor of Media Production and Design from programs at other universities that may share some of the same nomenclature, and can do so by highlighting the distinctiveness of Carleton's plans that the external assessors note in their report. We believe the unique nature of this program means that it will have national, not just local, appeal among high school students and should be promoted as such, just as Carleton's journalism program has a national reputation and attracts students from across the country.

While market research can be valuable, the benefits of seeking the views of high school students and their parents on the name of the program are not obvious to us. We note that many universities have programs that are similarly named (e.g. the Bachelor of Journalism at both Carleton and Ryerson) yet successfully manage to differentiate themselves. Therefore, we do not believe that it is necessary to change the name of the program. We are confident we can achieve differentiation with dedicated marketing and support by the university.

- 2. Admissions should be slightly over the 30 and 60 seats initially proposed (perhaps 33 and 65-66), to provide a bit of a cushion ... An unknown factor with this program is how many students will opt for the co-op in Year 4, which will affect enrollment in senior BMPD courses ... A slight increase in initial enrollment, therefore, may help to stabilize enrollment in the co-op year and later. (p.5-6)**

Response: There is no capability to increase class size from 30 without re-examination of the planned resources for the program. This is because 30 is the maximum enrolment for the individual laboratory sections run by SIT. All programs experience attrition and have smaller graduating cohorts than their first-year intake. We agree that there is some uncertainty about the degree of interest in the co-op option, but experience in the SIT's Interactive Multimedia and Design program suggests it will not attract a large number of students. At the same time a somewhat smaller initial fourth-year class would allow more flexibility for supervisors of the capstone project to ensure students are properly supported in their group work before class sizes get larger in subsequent years.

- 3. Consideration should be given around how best to attract and accommodate indigenous students to this proposed new program (p.6). This could be achieved by tapping into storytelling traditions, and highlighting the program's intention to teach technology that will allow storytelling in many novel ways (p.9).**

Response: We welcome this suggestion and believe it has a great deal of merit. We would be happy to explore any distinctive marketing approaches to indigenous students currently undertaken by Carleton to see in what ways we might modify or piggyback on them to promote the BMPD among indigenous students. Carleton as an institution is proactive in the recruitment of indigenous students and the support it provides them. As noted earlier we believe the distinctive nature of this program means that it will have national, not just local, appeal among high school students and that should extend to promoting the program to indigenous students across Canada.

4. Course titles could benefit from being more specific in terms of course content.

- a. Adding the term “Non-fiction” in some of the titles might help clarify the content (p.11)**
- b. Terms such as “Immersive Storytelling,” while enticing to working journalists, might not have clear meaning for young-adult learners. (p.11)**
- c. First-year storytelling classes have significant ethics components; it would make sense to reflect this in the course names, perhaps with “Introduction to Non-Fiction Storytelling: Ethical Practice.” (p.12)**

Response: We agree there is value in ensuring that course names sufficiently reflect the content of the course without being so restrictive as to prevent the annual content review and updating required today in any program dealing with media and design. We will review the course names to ensure that they provide a clear indication of what the program covers so that prospective students and employers quickly can determine the skills graduates will possess.

5. To clarify the content of the Capstone project, elements such as project management, interpersonal and group communication, etc., should be explicit in the curriculum (this could even be a potential Learning Outcome for the program, given that several courses involve group projects, and these are valued skills in the workplace). (p.11)

Response: We agree these are crucial elements in the capstone project process and will explain more explicitly in course language how they are integrated into the capstone project. The joint Journalism-Interactive Media Design course being taught this year and noted in the external assessors’ report provides a good model for what is contemplated. Students in the course must complete weekly project status reports, produce a detailed design document before proceeding and clearly delineate individual member responsibilities including how group communication will be handled. The acquisition and honing of these skills will be part of the capstone student experience.

6. Course sequencing:

- a. Certain courses should be earlier in the program if at all possible, especially in those semesters when the number of required courses for the BMPD program was low (p.12)**
- b. There is a concern that the two proposed programming courses are currently scheduled to be taken more than 18 months apart; they should be in adjacent semesters (p.12)**
- c. Certain courses could also be flipped to ensure smoother transition (p.12)**

Response: We appreciate these recommendations although we have made differing course sequencing decisions for several reasons. There are 12.0 core credits in the degree, leaving 8.0 credits for students to contemplate minors or combined honours degrees. Leaving elective space in a student’s first and second years allows them to acquire the foundational credits they need for either a minor or combined honours degree in a specific discipline. That would be more difficult

to accomplish if a greater number of compulsory BMPD courses were forced into the first or second years of the program.

The scheduling of the two programming courses matches the current system in the IMD program, which we believe works successfully. We see no need to alter that. Additionally, all ITEC courses have programming elements even if they are not specifically noted in individual course descriptions, so students will be continually exposed to programming in their courses.

- 7. The BMPD program designers should consider placing courses throughout the program where team-teaching -- pairing a Journalism instructor with an IT instructor in a single course -- could happen (p.12)**

Response: This is an interesting concept the program would be happy to explore but is entirely dependent upon the financial resources made available for teaching that would allow us to assign two instructors to one course.

- 8. Concerns about the applicability of some of the CSIT coursework to the learning outcomes of the BPMD degree and the professional needs of its graduates, especially the relevance of the “C” programming language to the type of work BMPD students and graduates would likely undertake. (p13)**
 - a. introductory programming courses should contain at least an overview of languages like Python and JavaScript, and should be scheduled in consecutive semesters within the program to facilitate student learning (p.14)**

Response: Using C in our introduction to programming courses is an intentional decision and not one that is in ignorance of the industry trends. The C programming language is a basis for all of the languages known as the C-type languages, which derive their syntax from C. Some examples include (but are not limited to): C++, Java, C#, PHP, Perl, Unix Scripting Languages (CSH, BASH etc), Javascript, R (statistics programming), AWK, Objective C, and even Python, to name a few. While industry tends to change flavours regularly to meet individual current needs, the ability of programmers to adapt is fundamental. Thus, having a basis in the C language fundamentally makes our students more adaptable to industry change. Moreover, physical computing systems and small systems such as Arduino, Intel's Edison and raspberry PI system only thrive due to the efficiency and low level libraries that are often only available in C or C++.

That said, the BMPD program does, in fact, cover JavaScript and JavaScript libraries in its web development courses and information visualization courses. Moreover, database access through SQL and C-based server side languages is an important underlying foundation from which dynamic information delivery is still developed.

- 9. Consider adjusting the proposed math requirement to make the BMPD program more accessible and appealing to prospective students (p.13-14). The current requirement might be prohibitive for prospective students (p.15)**

Response: We appreciate this recommendation but have made the decision to require math for two reasons. The BMPD is a different program than journalism and we believe that its differing admission requirements (some proficiency in mathematics) will ensure students can complete the programming aspects of the degree successfully. It should be noted that in the past, the Interactive Media and Design program experimented with dropping the math requirement for admissions; IMD students subsequently had a higher failure rate in programming courses and the quality of their senior projects deteriorated. As a result, the math requirement is being re-introduced.

10. Encourage flexibility for alternate minors (beyond the minor in Entrepreneurship) that meet students' individual areas of interest and/or career goals. For instance, some may come into the program wanting to do environmental advocacy, or to document through technology long-held indigenous oral traditions. (p14)

Response: We agree with this, as noted above in our response to the suggestion that more required courses be moved to lower years in the BMPD program. We hope students will enroll either in minors or combined honours programs across a range of fields that may match their storytelling interests after graduation. The program has been designed with 8.0 electives to encourage such activity.

11. Ensure that there is guidance for students in selecting electives, so they have the opportunity to develop a sufficient breadth of knowledge to expertly tell non-fiction stories (p.14)

Response: We will ensure that the marketing of the BMPD program promotes the flexibility students will have in designing an overall program that matches their needs. We will emphasize this in discussions with each year's new cohort, and the program director and administrative staff person will provide supportive academic counseling to this end.

12. Recommendation to include education on "the history of Aboriginal peoples", which could be covered through requiring the same Canadian history course that is required for journalism students. (p.14)

Response: We appreciate this recommendation, and can encourage BMPD students to take a Canadian history course with indigenous content. Such a course is of obvious value to those enrolled in journalism, and will certainly appeal to many BMPD students as well. The BMPD is not a journalism program so we do not believe there should be a Canadian history requirement for BMPD students. In the interests of ensuring there are 8.0 free elective credits, which would allow students to pursue a double honours degree in another field, we are not currently considering a mandatory Canadian history course. Should the university determine that all Carleton students should take a course in the history of indigenous peoples then that requirement would cover BMPD students as well.

- 13. The co-op option for BMPD students is positive. But, if more jobs were found than BMPD students interested, the reviewers suggest that interested BJ students could also take advantage of these opportunities. (p.15)**

Response: We believe that the co-op positions that will be available to and taken by BMPD students would not be suitable for students enrolled in the journalism program. BMPD students will be on a different learning path, developing distinct skills sets that would be applied in different ways in professional workplaces. The Bachelor of Journalism currently has a successful and popular Apprenticeships Program that places students in a range of workplaces for intensive short-term periods during the academic year. Any change to this practice would require an extensive overhaul of the Journalism program structure.

- 14. The co-op option may lead to significant scheduling difficulties since it is highly difficult to predict what the interest will be in the opportunity. This unpredictability will require significant flexibility on behalf of administration in terms of class sizes, allowing small classes to run so students in semesters six through eight who opt not to take the co-op must be able to finish their program on schedule. (p.15)**

Response: While co-op education is a valuable option to offer students and some do take advantage of it, based on the experience of the IMD program, we do not believe there will be a large enough response to disrupt significantly class sizes in upper-year courses. We envision no problems in offering co-op education while ensuring that students who do not take the co-op path can complete their degree in four years.

- 15. It might be too prescriptive to required students to commit to the co-op option by the end of their first year; the program administrators should be flexible to allow students to change their minds later in the game. (p15)**

Response: The university co-op office will administer the co-op element of the BMPD program and we defer to its extensive experience in how it has structured co-op placements. Part of the process includes a not-for-credit co-op course that students must take prior to going on a co-op term. This is the major reason why students are required to commit to a co-op option at the end of first year.

- 16. Hiring of Senior Professor/Program Director: the externals expressed concerns about the proposed schedule intended for the first tenure-track hire to the BMPD program, who is meant to take over as Program Director following the new program's first year; they expressed concerns about the manageability of simultaneously serving as a new Director of a nascent program -- at a time when program enrollment is scheduled to double. (p.16)**

Response: We believe that our plan to hire a senior, experienced, person to teach in the program in year one and assume the position of Program Director in year two will allow for a smooth and responsible transition in program leadership. Both the Journalism Program Head (Susan Harada) and the first BMPD Program Director (Chris Waddell, a Journalism faculty member) will develop

and implement a comprehensive one-on-one mentorship program for the new senior faculty member. This will involve providing specialized support across a focused range of elements, from immersion in Carleton's culture and leadership structure to the development of a focused research agenda. The mentorship program will begin from day one of the new faculty member's tenure and will continue on through the initial year of her/his term as BMPD Program Director.

It should be noted that the new BMPD Program Director will have 1.0 course relief to allow her/him to responsibly fulfill program management duties. The model for further program support for the new Program Director is set out in our response to Recommendation 17.

17. Especially given #16, it is recommended that there should be a dedicated administrative staff member and an established advisory committee (p.16).

- a. The administrative position should have as a sole focus the successful administration and integration of the BMPD program and support of its director, especially in the first five years (p.17).**
- b. There should be advisory committee made up of two or three faculty members (or two faculty members and an administrator) from each of the Journalism and CSIT faculty to meet formally twice per year to provide support, feedback and insight to the Program Director (p.20). There should be staggered, 18-month terms on this advisory committee, which would help guarantee a wide range of viewpoints and support, while distributing the responsibility and increasing interdepartmental contact. (p.21)**

Response: We welcome the recommendation of appointing a full-time administrator, and agree that a full-time position would provide significant support to the Program Director. The Dean of FPA is committed to monitoring the situation and, if the question arises as to whether or not a part-time administrator is adequate, the Dean will consider the possibility of converting the position into a full-time one.

We support the suggested creation of an advisory committee with representatives of those teaching in the program from the two schools. To responsibly support and mentor the new Program Director, the committee should be a management committee rather than an advisory committee. The management committee will provide advice and guidance to the Program Director on the day-to-day operations of the program and longer term strategy as well. We believe that both Professors Harada and Waddell (the program lead) should be members of this committee in its initial formation with Professor Harada as the Chair. The Committee should meet at least two to three times a term to provide support for the Program Director. The Committee will also meet with students on a regular basis during the year. It should be noted that, if membership of the committee is to be rotated, the terms should be longer than 18 months as we believe that is an insufficient time to ensure effective participation and start-to-finish implementation of changes and new ideas that may flow from such a committee.

18. Additional faculty: the Reviewers expressed concerns about newly hired faculty for the program being administratively and physically split between the School of Journalism and CSIT. While this approach is justified there should be efforts to

ensure discussion of shared pedagogy, learning outcomes, course connections and progression, common concerns. Mechanisms should be put in place to ensure BMPD faculty are actively building that “new culture” the program seeks to establish (p.17).

Response: The Program Director will play a key role in building this new culture among those teaching in the program from the Schools of Journalism and Information Technology. The head of Journalism and the head of Information Technology are committed to the success of this venture and have been working co-operatively on it from the outset. While the School of Journalism is the lead, the School of Information Technology is a keen supporter of the program. It is confident, as is the School of Journalism, that the two will maintain a close working relationship in the delivery of the program through such means as the advisory committee noted above and a curriculum committee as detailed in the self-study that will contain representatives from both Schools.

19. There are concerns about the feasibility of adequately supporting this collaborative program without some type of dedicated physical space in which such a partnership can take place. In particular, it was noted that the two departments involved in this program seem to be located on almost opposite ends of the campus, and program students will therefore be expected to traverse back and forth for their classes. (p.18)

Response: This concern is noted. We agree that a space for the students will facilitate the development of a cohort identity and support the development of an integrated program culture. The Dean of FPA will explore with the Provost possible locations for a suitable student space.

20. External reviewers encourage the creation of a physical space dedicated to the BMPD program that would be the exclusive domain of its students and associated faculty and instructors. There should be a new lab dedicated to BMPD students only. (p.18)

Response: While no lab is dedicated for the sole use of any one program, it is expected that the BMPD students will be the most frequent users of the new Information Technology lab in the Health Sciences building. It should be equipped to address their needs as detailed in the external assessors’ report. As noted in the response to recommendation 19, creating study/lounge space for BMPD students adjacent to that lab would provide an important gathering space for them.

21. While there was an opportunity to speak with several faculty members from Journalism, the Externals met with only one faculty member from CSIT, namely, the School’s acting director. As such, it was difficult to evaluate the level of commitment towards this partnership from the Information Technology side. There is also a concern that the two program directors talked differently about the culture that would be built among the proposed program’s faculty and students, and the outcomes for BMPD graduates. There is thus some concerns about whether CSIT will end up being a full player in this joint program (p.19-20)

Response: As noted in the response to recommendation 18, while the School of Journalism is the lead in this program and administrative support will be located within that school, there will be an ongoing and close working relationship with the School of Information Technology. In practical

terms that means, for example, representatives from both schools will be on the hiring committees for all tenure-track faculty and instructors hired by either the School of Journalism or the School of Information Technology to teach in the BMPD program. Concern expressed by the assessors about the possibility that the two directors spoke differently about the program's culture reflects the fact that the assessors spoke with the acting director in Information Technology. While he fully supports the BMPD and has dedicated time to this project since July 2016, he was not involved in the design and development of the program. The person who worked closely with Journalism on the BMPD program design and development—currently on sabbatical for 2016-2017—will step back into the School of Information Technology directorship as of July 1, 2017. The authors of this response to the external assessors' report recognize and appreciate the legitimacy and importance of the concern the assessors raise but equally are confident that as the program develops, the relationship between Journalism and Information Technology will grow and deepen over time as the shared BMPD culture takes root.

New Program: Bachelor of Media Production and Design

Final Discussant Report

André Loiselle

Summary: The External Reviewers were supportive of the proposal but made a number of recommendations to improve the proposal. The response from the proponents of the new program addressed each recommendation in a constructive matter. The response will necessitate a few changes to the self-study. Once those minor revisions are done, the brief will be ready to move to the next stages of the approval process.

External Report.

The external site visit took place on February 1st & 2nd, 2017, and was conducted by Professors Shauna Snow-Capparelli (Mount Royal University) and Susan E. McGregor (Columbia Journalism School). The external reviewers were generally supportive of the proposal, stating that the new program represents “an ambitious and timely effort to meet the growing demand for well-trained communicators across a range of media and platforms, from podcasts to video production to interactive visualization.”

Within the context of this positive assessment, the external report nonetheless makes a number of recommendations for the enhancement of the proposed program. The External Reviewers did not include a formal itemization of their recommendations at the end of the document (as is often done). However, twenty-one (21) issues could be identified from the narrative of the report:

- 1- Degree name might not be “appropriately legible”. It might be confused with Ryerson’s “media Production” program, although the two programs are in fact quite different, especially in terms of Carleton’s focus on non-fiction story-telling (p3, 8-9)
 - a. The proponents of the program should conduct some limited market research into the perception of the current name (p.3)
 - b. There should be a marketing plan and budget in place for the new degree before it launches (p.3)
 - c. It will take careful workshopping of the proposed name, and a finely-tuned message and marketing push to highlight those differences [between Carleton and Ryerson] to high school students and their parents (p.9)
- 2- Admissions should be slightly over the 30 and 60 seats initially proposed (perhaps 33 and 65-66), to provide a bit of a cushion. An unknown factor with this program is how many students will opt for the co-op in Year 4, which will affect enrollment in senior BMPD courses. A slight increase in initial enrollment, therefore, may help to stabilize enrollment in the co-op year and later. (p.5-6)

- 3- Consideration should be given around how best to attract and accommodate indigenous students to this proposed new program (p.6). This could be achieved by tapping into storytelling traditions, and highlighting the program's intention to teach technology that will allow storytelling in many novel ways (p.9).
- 4- Course titles could benefit from being more specific in terms of course content.
 - a. Adding the term "Non-fiction" in some of the titles might help clarify the content (p.11)
 - b. Terms such as "Immersive Storytelling," while enticing to working journalists, might not have clear meaning for young-adult learners. (p11)
 - c. First-year storytelling classes have significant ethics components; it would make sense to reflect this in the course names, perhaps with "Introduction to Non-Fiction Storytelling: Ethical Practice." (p.12)
- 5- To clarify the content of the Capstone project, elements such as project management, interpersonal and group communication, etc., should be explicit in the curriculum (this could even be a potential Learning Outcome for the program, given that several courses involve group projects, and these are valued skills in the workplace). (p11)
- 6- Course sequencing:
 - a. Certain courses should be earlier in the program if at all possible, especially in those semesters when the number of required courses for the BMPD program was low (p.12)
 - b. There is a concern that the two proposed programming courses are currently scheduled to be taken more than 18 months apart; they should be in adjacent semesters (p.12)
 - c. Certain courses could also be flipped to ensure smoother transition (p.12)
- 7- The BMPD program designers should consider placing courses throughout the program where team-teaching – pairing a Journalism instructor with an IT instructor in a single course – could happen (p.12)
- 8- There are concerns about the applicability of some of the IT coursework to the learning outcomes of the BPMD degree and the professional needs of its graduates.
 - a. The relevance of the "C" programming language is not clear in terms of to the type of work BMPD students and graduates would likely undertake. (p13)
 - b. Introductory programming courses should contain at least an overview of languages like Python and JavaScript, and should be scheduled in consecutive semesters within the program to facilitate student learning (p.14)
- 9- Consider adjusting the proposed Math requirement to make the BMPD program more accessible and appealing to prospective students (p.13-14). The current requirement might be prohibitive for prospective students (p.15)

- 10- Encourage flexibility for alternate minors (beyond the minor in Entrepreneurship) that meet students' individual areas of interest and/or career goals. For instance, some may come into the program wanting to do environmental advocacy, or to document through technology long-held indigenous oral traditions. (p.14)
- 11- Ensure that there is guidance for students in selecting electives, so they have the opportunity to develop a sufficient breadth of knowledge to expertly tell non-fiction stories (p.14)
- 12- Recommendation to include education on "the history of Aboriginal peoples", which could be covered through requiring the same Canadian history course that is required for journalism students. (p.14)
- 13- The co-op option for BMPD students is positive. However, if more jobs were found than BMPD students interested, the reviewers suggest that interested BJ students could also take advantage of these opportunities. (p.15)
- 14- The co-op option may lead to significant scheduling difficulties since it is highly difficult to predict what the interest will be in the opportunity. This unpredictability will require significant flexibility on behalf of administration in terms of class sizes, allowing small classes to run so students in semesters six through eight who opt not to take the co-op can finish their program on time. (p.15)
- 15- It might be too prescriptive to require students to commit to the co-op option by the end of their first year; the program administrators should be flexible to allow students to change their minds later in the program. (p.15)
- 16- Hiring of Senior Professor/Program Director: the externals expressed concerns about the proposed schedule intended for the first tenure-track hire to the BMPD program, who is meant to take over as Program Director following the new program's first year. They expressed concerns about a new appointment being able to serve simultaneously as the new Director of a nascent program, especially at a time when program enrollment is scheduled to double. (p.16)
- 17- Given #16, it is recommended that there should be a dedicated administrative staff member and an established advisory committee to support the new director (p.16).
 - a. The administrative position should have as a sole focus the successful administration and integration of the BMPD program and support of its director, especially in the first five years (p.17).
 - b. There should be an advisory committee made up of two or three faculty members (or two faculty members and an administrator) from each of the Journalism and School of IT faculty to meet formally twice per year to provide support, feedback and insight to the Program Director (p.20). There should be staggered, 18-month terms on this advisory committee, which would help guarantee a wide range of viewpoints and support, while distributing the responsibility and increasing interdepartmental contact. (p.21)

- 18- Additional faculty: the Reviewers expressed concerns about newly hired faculty for the program being administratively and physically split between the School of Journalism and School of IT. While this approach seems justified, there should be efforts to ensure discussion of shared pedagogy, learning outcomes, course connections and progression, and other common concerns. Mechanisms should be put in place to ensure BMPD faculty are actively building the “new culture” that the program seeks to establish (p.17).
- 19- There are concerns about the feasibility of adequately supporting this collaborative program without some type of dedicated physical space in which such a productive partnership can develop. In particular, it was noted that the two departments involved in this program seem to be located on almost opposite ends of the campus, and program students will therefore be expected to traverse back and forth for their classes.(p.18)
- 20- External reviewers encourage the creation of a physical space dedicated to the BMPD program that would be the exclusive domain of its students and associated faculty and instructors. There should be a new lab dedicated to BMPD students only. (p.18)
- 21- While there was an opportunity to speak with several faculty members from Journalism, the external reviewers met with only one faculty member from School of IT, namely, the School’s acting director. As such, the reviewers found it difficult to evaluate the level of commitment towards this partnership from the IT side. There is also a concern that the two program directors talked differently about the culture that would be built among the proposed program’s faculty and students, and the outcomes for BMPD graduates. There is thus some concern about whether the School of IT will end up being a full player in this joint program (p.19-20)

Response.

The program leads – Christopher Waddell and Susan Harada from the School of Journalism and Communication and Anthony Whitehead and Christopher Smelser from the School of Information Technology – productively addressed each recommendation. They generally agreed to take action in response to the externals’ suggestions and in those cases where they did not fully accept recommendations, they provide justifications. The following are those items where the program leads did not fully agree to follow the Externals’ suggestions.

- 1- The recommendation that there “should be a marketing plan and budget in place for the new degree before it launches” (1.b) was fully endorsed and supported by program leads and the Dean. However, the program leads do not believe that it is necessary to change the name of the program. Rather, they believe that a good marketing plan “can clearly differentiate Carleton’s Bachelor of Media Production and Design from programs at other universities that may share some of the same nomenclature.”

- 2- The recommendation to admit slightly more students than the 30 and 60 initially proposed to provide a “cushion” in case of attrition was rejected based on the limited space available in the individual lab sections run by the School of IT – namely 30. The Leads are also not overly concerned about potential attrition that might result in smaller upper-level classes than anticipated for the first cohort. They write in the response: “a somewhat smaller initial fourth-year class would allow more flexibility for supervisors of the capstone project to ensure students are properly supported in their group work before class sizes get larger in subsequent years.”
- 6- The suggestion to change course sequencing, primarily in terms of scheduling certain programming courses earlier in the curriculum, was seen by the Leads as potentially problematic especially because adding compulsory courses in junior years would reduce flexibility for students who wish to do combined honours or minors. Furthermore, the proposed sequencing of courses reflects the structure of the existing Interactive Multimedia and Design program (IMD), which works well.
- 8- The Externals’ concern that a course on C programming might not be relevant for the type of work BMPD students and graduates would likely undertake was dismissed on the grounds that “the C programming language is a basis for all of the languages known as the C-type languages, which derive their syntax from C ... While industry tends to change flavours regularly to meet individual current needs, the ability of programmers to adapt is fundamental. Thus, having a basis in the C language fundamentally makes our students more adaptable to industry change.”
- 9- For the suggestion to remove the Math admissions requirement, the program Leads reiterated the point made in the self-study that “the BMPD is a different program than journalism and we believe that its differing admission requirements (some proficiency in mathematics) will ensure students can complete the programming aspects of the degree successfully.”
- 13- Regarding the issue of BMPD co-op opportunities being opened to BJ students if additional placements are available, the response indicates that “the co-op positions that will be available to and taken by BMPD students would not be suitable for students enrolled in the journalism program. BMPD students will be on a different learning path, developing distinct skills sets that would be applied in different ways in professional workplaces.”
- 14- Regarding the concern that the popularity of the co-op option might result in very small class sizes for those students who do not take the co-op option, the response argues that based on the experience with the IMD program, it is unlikely there will be a large enough number of students taking the co-op to disrupt significantly class sizes in upper-year courses.
- 15- Regarding the concern that asking students to commit to the co-op in their first year might too prescriptive, the response indicated that the BMPD will follow the rules of the CO-OP office.

16- Regarding the concern about a new hire taking on the role of Director of the program on her/his second year of employment at Carleton, “at a time when program enrollment is scheduled to double,” the response argues that giving the position of Director to a new hire on their second year can be managed successfully through three concurrent strategies:

- a) the new hire will be a senior person with administrative experience – the Dean has committed to make such a hire
- b) the program leads (Susan Harada and Chris Waddell) will develop and implement a comprehensive mentorship program for the new hire to facilitate her/his immersion in Carleton’s culture and leadership structure;
- c) the establishment of a “Committee of Management” (a variation on the proposed advisory committee suggested by the externals in 17 b), which will be comprised of senior members of the Journalism program and will be chaired by Prof. Harada. The Committee of Management will assume responsibility for most of the day-to-day operations of the program, thus limiting the managerial burden that would otherwise have to be shouldered by the new Director.

Discussant’s comments

The response is satisfactory. The self-study should reflect the actions that the program leads are willing to take to address the External concerns, ranging from very straightforward points such as ensuring that course titles reflect course content (item #4), to more involved actions such as establishing a mentorship program and a Committee of Management to support the incoming director (#16 and #17b).

Once these revisions have been, I believe the self-study will be ready to move up the approval ladder.

DATE: March 15th, 2017

TO: Susan Harada, Associate Director, School of Journalism and Communication
Christopher Waddell, Program Lead, School of Journalism and Communication

FROM: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic); Chair,
Carleton University Committee on Quality Assurance

CC: Dr. Peter Ricketts, Provost and Vice-President (Academic)
Dr. André Plourde, Dean, Faculty of Public Affairs
Dr. Hugh Shewell, Associate Dean (Academic), Faculty of Public Affairs
Dr. Fred Afagh, Acting Dean, Faculty of Engineering and Design
Dr. Christopher Smelser, Director, School of Information Technology
Dr. André Loiselle, Assistant Vice-President (Academic)
Christina Noja, Interim Manager, Office of the Vice-Provost and Associate Vice-
President (Academic)
Dr. Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President
(Academic)

RE. Bachelor of Media Design and Production – Response to the External Reviewers Report

At its meeting of March 15th 2017, the Carleton University Committee on Quality Assurance (CUCQA) discussed your Response to the External Reviewers' Report on the proposed Bachelor program in Media Production and Design. The Committee was impressed with the thoroughness of the Response, especially in terms of the detailed answer addressing the Reviewers' concerns about the plan for the first tenure-track appointment to take over the role of Program Director on their second year of employment. The proposed mechanisms to be put in place to support the new Program Director were deemed fully satisfactory.

As a result, CUCQA unanimously recommended to the Senate Academic Program Committee (SAPC) that the program be approved to commence in September 2018.

Please do not hesitate to contact me should you have any questions or concerns.

March 22, 2017

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

RE: Bachelor of Media Production and Design

Dear Dr. Shepherd, *John*

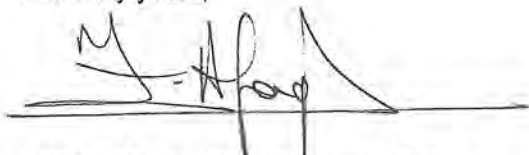
It is my great pleasure to convey the strong support from the Faculty of Engineering and Design (FED) for the proposed new Bachelor of Media Production and Design (BMPD).

It is important to note that this innovative program is the result of extensive consultation, planning and collaboration between our colleagues in the School of Information Technology in the Faculty of Engineering and Design and colleagues in the School of Journalism and Communication from the Faculty of Public Affairs (FPA). The result is a unique undergraduate program that has no parallel in any other institution of higher learning in Canada and North America.

I would also like to note that during recent years the two Faculties of FED and FPA have had a very successful experience in implementing and offering the graduate program in Master of Infrastructure Protection and International Security. Based on this experience, I am convinced that by implementing the new BMPD program with the combined strengths from two distinct areas of expertise at Carleton University we will establish another metric by which this University can differentiate itself from other universities in Ontario.

Please do not hesitate to contact me if I can be of any further assistance in this regard.

Sincerely yours,




Fred F. Afagh, Ph.D, P.Eng, SMAIAA
Acting Dean, Faculty of Engineering and Design

March 18, 2017

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

RE: ***Bachelor of Media Production and Design***


Dear Dr. Shepherd,

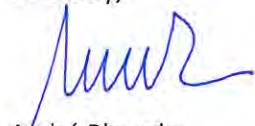
It is with great pleasure that I wish to convey my strong support for the proposed new Bachelor of Media Production and Design. This unique program is the result of extensive collaboration between colleagues in the Journalism side of the Faculty of Public Affairs' School of Journalism and Communication and colleagues in the School of Information Technology, Faculty of Engineering and Design. This collaboration has led to the development an innovative undergraduate program that brings together strengths from two distinct areas of expertise and one that will offer students learning opportunities yet to be found at any other university in North America. Moving ahead with this initiative would establish another aspect in which Carleton University differentiates from its counterparts in the Ontario post-secondary education system.

I am pleased to confirm that, with the financial support of the University, the Faculty of Public Affairs will endeavour to ensure that its first faculty appointment in support of the program will be that of a colleague with previous relevant experience (i.e., not an entry-level Assistant Professor, but rather an appointment at a more senior level). The Faculty of Public Affairs will also provide funding for the development of marketing materials for the program (including an internet presence) and a marketing campaign aimed at potential students.

FED and FPA have an established tradition of successful inter-faculty program collaborations at the graduate level. I am confident that this success will be duplicated with the proposed Bachelor of Media Production and Design. The Faculty of Public Affairs is committed to working closely with the Faculty of Engineering and Design to deliver outstanding learning opportunities to students in the BMPD.

Thank you for giving me the opportunity to express my strong support for this exciting new venture.

Sincerely,



André Plourde
Dean, Faculty of Public Affairs

DATE: March 21st, 2017

TO: Senate

FROM: Dr. Howard Nemiroff, Chair, Senate Committee on Curriculum, Admissions and Studies Policy

RE: **Proposed Senate Policy on Laddered Credentials**

At its meeting of March 7th, the Senate Committee on Curriculum, Admissions and Studies Policy passed the following motion:

THAT SCCASP recommend to Senate the approval of the proposed Senate Policy on Laddered Credentials

The proposed Senate Policy is attached.

This proposed Policy has been developed as a consequence of a Proposed Policy Statement contained in the Final Report of the Working Group on Academic Rules and Regulations (p. 9) (attached).

The Working Group was established in 2013 by the Provost and Vice-President (Academic) on the recommendation of the Provost's Task Force on Enrolment, Retention and Program Renewal. The Provost agreed with the 'Next Steps' as set out on page 13 of the Report:

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

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

Acting on the Proposed Policy Statement on Laddered Programs contained in the Final Report of the Working Group on Academic Rules and Regulations, a draft policy document was developed for discussion at the August 2015 Retreat of SCCASP. This policy document, with amendments, was approved in principle by SCCASP. This amended policy document is attached.

It was subsequently agreed that a small working group would be established to consider the implications of this policy document (John Shepherd, Lisa Ralph, Janice O'Farrell, Joanne Bree and

Vicki Saveland). This group met on November 29th, 2016. It became apparent from discussions at this meeting that no changes would have to be made to any undergraduate programs (degrees or certificates) in order for a Senate Policy on ladderred credentials to be developed along the lines of the amended policy document approved at the August 2015 Retreat of SCCASP. It also became apparent that only a small number of changes would have to be made to a modest number of master's programs at the graduate level for such a Policy to take effect (removing the two-credit limit on advanced standing on admission to a master's program where successful completion of a graduate diploma nested within the master's program serves as the basis for admission – many graduate diplomas require the completion of three credits). The Management Committee in the Office of the Dean of Graduate and Postdoctoral Affairs considered the issue of ladderred credentials in the light of these discussions and, as a consequence, indicated support for the development of a policy on ladderred credentials to be brought forward to SCCASP and, subsequently, Senate. Discussions at the November 29th meeting of the working group also reflected on the possibility of additional certificates being developed at the undergraduate level from minors and concentrations to further the principle of ladderred credentials, and on the possibility of the creation of a ten-credit undergraduate credential. It was, however, agreed that the approval of a Senate Policy need not wait on such possible developments.

At the same time as these discussion and consultations were continuing, the Vice-Provost met with the Committee of Chairs and Directors in the Faculty of Arts and Social Sciences, the Faculty of Public Affairs, the Faculty of Science and the Faculty of Engineering and Design, as well as with Graduate Faculty Board. It was agreed that these meetings would take place at a meeting of CODUL+¹ on October 5th. The purpose of these meetings was to gauge the level of support that may exist for a Senate Policy on Ladderred Credentials. Each of these bodies was supplied with the draft policy document approved by SCCASP at its August 2015 Retreat. All these bodies expressed support for the principle of ladderred credentials. Support from the Sprott School of Business was communicated by the Dean at the CODUL+ meeting of October 5th.

It is on the basis of these discussions and consultations that SCCASP is recommending the proposed Policy to Senate for approval. Changes that will have to be made to a small number of master's programs if the Policy is approved by Senate will come forward as program modifications in the approval process for the 2018-2019 calendar. The Policy may act as a framework for the development of other, possible program initiatives (for example, additional undergraduate certificates or a ten-credit undergraduate credential). Such initiatives will follow the established program approval processes of the University.

¹ CODUL+ is an operational committee consisting of the Deans, the University Librarian (who constitute CODUL: the Council of Deans and the University Librarian), the Vice-President (Students and Enrolments) and University Registrar, the Vice-Provost, the Associate Vice-President (Teaching and Learning), the Assistant Vice-President (Academic), and the Director of the Discovery Centre. Both CODUL and CODUL+ are chaired by the Provost.

Senate Policy on Laddered Credentials

Policy Name: Policy on Laddered Credentials

Originating/Responsible Department: University Registrar's Office

Approval Authority: Senate

Date of Original Policy: March 31st, 2017

Last Updated; March 31st, 2017

Mandatory Revision Date: March 31st, 2022

Contact: Office of the University Registrar

Preamble

There has been a growing trend in Canadian postsecondary education to provide students with opportunities that increase access and flexibility in the pursuit of academic credentials. The notion of designing a progressive credential structure with a laddered curriculum and multiple entry and exit points allows students to transition into or out of university over their lives as education needs and personal circumstances change. Sometimes referred to as a credential ladder, students may earn credentials incrementally, transferring credit from lower-level credentials (for example, undergraduate certificates, graduate diplomas) to advanced credentials (for example, undergraduate or graduate degree programs).

The purpose of this Senate Policy is to establish the principle of laddered credentials at Carleton University. In recommending this policy to Senate, the Senate Committee on Curriculum, Admissions and Studies Policy was acting on a recommendation contained in the Final Report of the Working Group on Academic Rules and Regulations established in 2013 by the Provost and Vice-President (Academic) on the recommendation of the Provost's Task Force on Enrolment, Retention and Program Renewal.

The Policy

In support of student success, access and mobility, Carleton University endorses the pursuit of academic credentials in a laddered manner that provides predictable opportunities for students to progress from certificates or diplomas through to degree completion at the undergraduate or graduate level. Additional credentials could also be designed that would be stand-alone academic qualifications or provide advanced standing in a subsequent credential with little or no loss of credit. The design of, and progress through, laddered credentials must be in accordance with established academic standards and stated program-level learning outcomes, and must be achieved within established time lines for continuing registration.

- Credentials may be undergraduate or graduate.
- The principle of laddered credentials does not operate between undergraduate and graduate credentials; advanced standing in credentials at the graduate level based on undergraduate credentials is governed by the Policy on Accelerated Pathways and the General Academic Regulations of the University.
- Students must be admitted to, and registered in, each credential sequentially by meeting the stated basis of admission and minimum academic standing.

- Each credential can stand alone as an entry or exit point, but may also be combined or stacked to enable students to progress to advanced credentials with minimal or no loss of credit.
- Any course in a successfully completed lower-level undergraduate or graduate credential that can count respectively towards the completion of a related higher-level undergraduate or graduate credential must be so counted if the student is admitted to the higher-level credential within a period of five years after completing the lower-level credential. All such courses must have been successfully completed within the lower-level credential with a grade sufficient for them to be counted towards the higher-level credential. Full advanced standing is thus granted in a higher-level credential on the basis of the successful completion of the lower-level credential within the stipulated five-year period.
- Advanced standing in a higher-level credential based on the successful completion of a related lower-level credential after a period of five years has elapsed since the completion of the lower-level credential is at the discretion of the academic unit and the relevant registrar's office and must conform to the University's General Academic Regulations.
- A minimum number of prescribed credits is normally required in each credential to satisfy a residency requirement.
- Transfer students from other universities or colleges may normally ladder into advanced credentials within the terms of this Policy, and receive credit for successfully completed courses, pursuant to established residency requirements.
- A maximum time limit is normally imposed to complete a credential program.
- Academic progression and graduation requirements are applicable to each credential.
- Students may be able to study part-time or full-time.
- Laddered credentials may be delivered on-line or in-person.
- Students may normally not receive reverse transfer credit. That is, students completing an advanced credential (e.g., a degree) in a particular area of study may not retrospectively receive a lower-level credential (e.g., a certificate or diploma) for the same completed courses if they were never admitted to or registered in that lower-level credential program.

Related Documents

Undergraduate Academic Calendar
Graduate Academic Calendar

Laddered Credentials – Proposed Policy Statement

Background

The Working Group on Academic Rules and Regulations (WG) reviewed the concept of stackable or laddered credentials. The introduction of credentials designed to transfer credits for advanced standing in a subsequent, higher-level credential can be an important enrolment strategy, in particular addressing Carleton's focus on improving access for underrepresented groups and facilitating enrolment growth at the graduate level.¹ The WG discussed stacking or laddering in the context of transfer credit or block transfer of earned credits from one successfully completed credential to a credential on a "higher rung" of the credential ladder, with due regard for ongoing deliberations about learning outcomes.

There has been a growing trend in Canadian postsecondary education to provide students with opportunities that increase access and flexibility in the pursuit of academic credentials. The notion of designing a progressive credential structure with a laddered curriculum and multiple entry and exit points allows students to transition into or out of university over their lives as education needs and personal circumstances change. Sometimes referred to as a credential ladder, students may earn credentials incrementally, transferring credit from lower-level credentials (certificates, diplomas) to advanced credentials (diplomas, degrees). Examples of laddered credentials are currently more prevalent in Western Canada (e.g., B.C., Saskatchewan), with early adopters in Ontario. McGill University is in the process of conducting a survey through the Association of Registrars in Universities and Colleges of Canada (ARUCC) to learn the extent of options to ladder graduate credentials in Canadian universities.

Characteristics of Laddered Credentials

The following structural characteristics provide a general framework for describing laddered credentials:

- Credentials may be undergraduate or graduate.
- Each credential can stand alone as an entry or exit point, but may also be combined or stacked to enable students to progress to advanced credentials with minimal or no loss of credit.
- Laddered curriculum is specifically designed within a progressive credential structure; the student receives a credential at each rung of the ladder.

¹ Strategic Mandate Agreement (2014 – 17) (retrieved from <http://carleton.ca/provost/wp-content/uploads/CarletonAgreement-1.pdf>)

- Students must be admitted to, and registered in, each credential sequentially with a stated basis of admission and minimum academic standing (e.g., high school diploma, undergraduate or post-graduate certificate or diploma); students are granted advanced standing in subsequent laddered credentials. For example, a student may complete a certificate and then transfer to the second or third year of the program leading to a degree.
- A minimum number of prescribed credits is normally required in each credential to satisfy a residency requirement; transfer students from other universities or colleges may normally also ladder into advanced credentials and receive credit for most of the successfully completed courses, pursuant to established residency requirements.
- A maximum time limit is normally imposed (e.g., maximum number of terms or years) to complete the credential program; academic progression and graduation requirements are applicable to each credential.
- Students may be able to study part-time or full-time.
- Laddered credentials may be delivered on-line or in-person.
- Students may normally not receive reverse transfer credit. That is students completing an advanced credential (i.e., a degree) in a particular area of study may not retrospectively receive a lower-level credential (i.e., a certificate or diploma) for the same completed courses if they were never admitted to or registered in that credential program.
- Universities will determine the specific prescribed conditions and regulations that apply to laddered credential opportunities.

Proposed Policy Statement

In support of student success, access and mobility, Carleton University endorses the pursuit of academic credentials in a laddered manner that provides predictable opportunities for students to progress from certificates or diplomas through to degree completion at the undergraduate or graduate level. Alternative credentials will be designed that can be stand-alone academic qualifications or provide advanced standing in a subsequent credential with little or no loss of credit. The design of, and progress through, laddered credentials must be in accordance with established academic standards and stated learning outcomes, and must be achieved within established time lines for continuing registration. Students applying for admission to an advanced credential after a significant time lapse may be required to complete additional credits to complete the degree.

Students applying to transfer from another postsecondary institution will be given the appropriate transfer credit to proceed with advanced standing where possible and appropriate.

Proposed Policy Statement on Laddered Programs – Excerpt from Page 9 of the Final Report of the Working Group on Academic Rules and Regulations

Proposed Policy Statement: In support of student success, access and mobility, Carleton University endorses new approaches to curriculum delivery¹ and specifically the pursuit of programs in a laddered manner that provides predictable opportunities for students to progress from Certificate or Diploma level programs through to Degree completion at the undergraduate or graduate level. Student access may be improved by designing alternative programs that can be stand-alone qualifications or provide advanced standing in a subsequent program with little or no loss of credit. The design of, and progress through, laddered programs must be in accordance with established academic standards and stated learning objectives, and must be achieved within established time lines for continuing registration. Students applying for admission to an advanced qualification program after a significant time lapse may be required to complete additional credits to complete the degree program. Students applying to transfer from another postsecondary institution will be given the appropriate transfer credit to proceed with advanced standing where possible and appropriate.

Senate Policy on Accommodation for Student Activities

DRAFT

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. For example, student athletes competing at a national level can serve as role models, balancing an active, healthy lifestyle with academic pursuits. Students who compete or perform at a high level represent the university in a positive light and can serve as ambassadors for the university.

Carleton University strongly supports these activities. Faculty members must provide all reasonable accommodation to students who compete or perform at the national or international level. In particular, this includes varsity athletes, students participating in recognized international academic competitions or student artists performing internationally. When it is unclear if the nature of the activity warrants accommodation, faculty members are guided to discuss the issue with their Chair or Director. The Dean, when required, will make a final determination regarding the accommodation after making sufficient consultations to ensure a consistent application of this policy across the university. The Director of Athletics may be contacted to determine the acceptability of an athletic accommodation. Students who feel a faculty member has denied the accommodation required under this policy or who feel that the accommodation provided by the faculty member is not appropriate should contact the Dean responsible for their program.

This accommodation may involve rescheduling of academic deadlines, providing alternate means of assessment or facilitating off-campus examinations. Support in coordinating off-campus examinations is available from Scheduling and Examination Services.

Disclaimer

The Carleton University Undergraduate and Graduate Calendars are published several months in advance of the beginning of the academic year and are intended to assist readers to understand the academic and administrative structure, policies and procedures of the University, and to describe the academic programs offered. By the act of registration each student becomes bound by the policies and regulations of Carleton University. Students are responsible for familiarizing themselves with the general information, rules and regulations of Carleton University, as well as the specific requirements of each program, degree, diploma or certificate sought. It is the student's responsibility to ensure that the courses chosen are appropriate to the program requirements.

Carleton University reserves the right to make changes in the information contained in the University Calendars without prior notice. Not every course listed in the Undergraduate or Graduate Calendar will necessarily be offered in any academic year. Carleton reserves the right to limit the number of students who enrol in any program or course. While reasonable efforts will be made to offer courses as required within programs, admission to a program does not guarantee admission to any given course. If there is an inconsistency between the Undergraduate or Graduate Calendars and such regulations and policies as established by resolution of Senate, the version of such material as it is established by Senate will prevail.

Carleton University does not accept, and hereby expressly disclaims, any and or all responsibility or liability to any person, persons or group, either direct or indirect, consequential or otherwise, arising out of any one or more of such changes and, specifically, the University hereby disclaims liability to any person who may suffer loss as a result of reliance upon any information contained in the University Calendars. Additions and corrections will be posted at the [Updates](#) page.

Carleton University disclaims all responsibility and liability for loss or damage suffered or incurred by any student or other party as a result of delays in or termination of its services, courses or classes for any reason whatsoever including but not limited to by reason of force majeure, fire, flood, riots, war, strikes, lock-outs, damage to University property, financial exigency or other events beyond the reasonable control of the University. Carleton University also disclaims any and all liability for damages arising as a result of errors, interruptions or disruptions to operations or connected with its operations or its campuses, arising out of computer failure or non-compliance of its computing systems.

Policy Name:	Academic Integrity Policy
Originating/Responsible Department:	Vice-President (Students and Enrolment)
Approval Authority:	Senate, June 1, 2006
Date of Original Policy:	July 1, 2006
Last Updated:	June 26, 2015 October 13, 2016
Mandatory Revision Date:	Month, Day, Year June 1, 2020
Contact:	Clerk of Senate

Carleton University Academic Integrity Policy

I INTRODUCTION

Carleton University is a community of scholars dedicated to teaching, learning and research. Sound scholarship rests on a shared commitment to academic integrity based on principles of honesty, trust, respect, fairness and responsibility. Academic misconduct, in any form, is ultimately destructive to the values of the University. Conduct by any person that adversely affects academic integrity at Carleton University is a serious matter. The University demands, unequivocally, academic integrity from all of its members, including students. Misconduct in scholarly activity will not be tolerated.

The Academic Integrity Policy is concerned with student academic integrity. The integrity of a student's academic work is critical to enabling student success. Students who violate the principles of academic integrity undermine the quality of their education and the value of a Carleton University degree.

Carleton University Academic Integrity Policy

II SCOPE

The Academic Integrity Policy:

- describes those actions and behaviours which violate Carleton University's standards of academic integrity;
- defines the responsibilities of various offices and individuals in upholding the policy;
- specifies the procedures and processes to be followed when an allegation of violating these standards has been made against a student;
- specifies the sanctions that may be applied to a student who has been found to have violated these standards; and,
- describes the appeal and petition processes open to students who feel they have not been treated fairly under this policy.

It is our goal to ensure that all involved in student academic integrity at Carleton University are treated in a fair, transparent and consistent manner.

This policy applies to all students as defined by this Policy. Any student who violates the standards of academic integrity set out in this policy will be subject to appropriate sanctions.

The Carleton University Student Rights and Responsibilities Policy governs the non-academic behaviour of students, whereas this policy governs academic misconduct. In some cases, a student's actions may involve both academic and non-academic issues. In such cases, the student may be subject to the procedures of either or both policies.

Students are reminded that sanctions imposed by the University for breach of this Policy do not prevent the imposition of civil or criminal law sanctions by the relevant authorities in appropriate circumstances.

III PRINCIPLES

Carleton University seeks to ensure that allegations of violations of this Policy are managed appropriately. The following principles serve as the foundation for this policy:

- allegations shall be handled in a fair and equitable manner adhering to principles of procedural fairness and natural justice;
- Carleton University's expectations for students regarding academic integrity will be clearly communicated;
- where possible, sanctions are to be educational and rehabilitative rather than punitive;
- students will be advised and guided through the process to ensure that they are properly informed and aware of their options.
- investigative procedures shall recognize importance of timeliness, clarity and consistency.

Carleton University Academic Integrity Policy

IV DEFINITIONS

Appeal refers to the process by which students may appeal a decision pursuant to this Policy.

Allegation refers to information sent to the Dean by an instructor or staff member relating to his/her concern that a student may have committed a violation of this Policy. For example, an instructor may send a student's assignment and pages taken from an article to the Dean's office for investigation because he/she thinks the student's paper has been plagiarised from that article.

Committee refers to the Senate Student Academic Integrity Appeals Committee.

Dean means the chief academic and administrative officer of a Faculty or an Associate Dean of the Faculty who has been designated by the Dean to manage the academic misconduct process.

Disciplinary Record means the record retained by the [Office of Student Affairs-Undergraduate Registrar's Office](#) in respect of a student who has committed a violation of this Policy. A disciplinary record is kept confidential. It is different from the academic transcript and includes only that information specific to the allegation and decision made pursuant to this Policy.

Evidentiary Records are those records that are created as a result of an allegation that a student has violated the Policy and includes records created for that purpose by instructors, Chairs, Directors and Deans.

Examination includes tests, quizzes, mid-term, final and deferred examinations.

Expulsion from the University means the termination of all of a student's rights and privileges as a student at the University. Return to studies at the University is possible only through a petition to Senate. If expelled, the student shall be withdrawn from courses in which a violation has not been committed without academic penalty.

Faculty may mean:

- A major teaching division of the University divided into departments, schools or other units and headed by a Dean. (e.g. Faculty of Arts and Social Sciences).
- The academic teaching staff of the University.

Instructor means any individual employed by the University to teach.

Misconduct refers to actions by a student that constitute a violation of the academic integrity standards defined in this policy.

[Office of Student Affairs-Undergraduate Registrar's Office](#) refers to the Office that provides procedural advice to instructors, students, Faculties and University administrators with respect to case investigation and documentation in the administration of the appeals process in this Policy and maintains the disciplinary records on students who have violated academic integrity. [In addition, it is the office responsible for maintaining the academic records of all Carleton University students, past and present, undergraduate, graduate and special.](#)

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Ombudsperson provides advice and guidance to students with respect to this Policy.

Policy means the Academic Integrity Policy.

Provost refers to the Provost and Vice-President (Academic) who is the chief academic officer of the University.

~~**Registrar's Office** is the office responsible for maintaining the academic records of all Carleton University students, past and present, undergraduate, graduate and special.~~

Senate Student Academic Integrity Appeals Committee is a Standing Committee of Senate appointed by Senate. Student appeal requests are submitted to the Senate Academic Appeals Committee through the ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#).

Student, for the purposes of this Policy, means any person who at the time of the alleged violation of this policy satisfied at least one of the following criteria:

- was admitted to a program, including an undergraduate or graduate degree, diploma or certificate program;
- was registered in a course;
- was registered in a non-credit course offered by the University;
- was applying to obtain admission, readmission or registration in a program or a course if it is alleged the person breached this Policy in order to obtain admission, readmission or registration.

Suspension is a sanction under this Policy that removes a student's right to register in any courses, or to be awarded a degree, diploma or certificate for a specified period of time. The suspension referred to in this policy is a sanction and should not be confused with suspension, as defined in the calendar, that is the result, in certain circumstances, of an Academic Performance Evaluation (APE).

V RIGHTS AND RESPONSIBILITIES

The University upholds and will take reasonable steps to ensure that students are aware of their rights and responsibilities as members of the University community. The importance of confidentiality of each student's academic and disciplinary University record is recognized and will be protected in accordance with legislative and policy obligations.

Students can expect other members of the Carleton University community to demonstrate honesty and integrity in their teaching, research and administrative practices. Instructors, staff, and administrators hold a responsibility to support an environment that discourages violation of the standards of academic integrity and to assist students in completing their university degree successfully.

The Ombudsperson is available to advise students of their rights and responsibilities under this Policy, to advise them on the procedures to be followed, and to accompany them at meetings with the Dean and hearings with the Senate Student Academic Integrity Appeals Committee pursuant to this Policy.

Students can expect fairness and equity in the assessment of their work.

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- Following the expectations articulated by instructors for referencing sources of information and for group work.
- Submitting original work, citing sources fully, and respecting the authorship of others.
- Asking for clarification of expectations as necessary. Students who are in any doubt as to whether an action on their part may be viewed as a violation of the standards of academic integrity should ask for clarification.
- Identifying situations that may reasonably lead to a violation of this policy.
- Preventing their work from being used by others, e.g. protecting access to computer files, etc.
- Adhering to the principles of academic integrity when conducting and reporting research.

Instructors at both the graduate and undergraduate level have the responsibility to provide clear guidelines concerning their expectations of academic integrity (e.g. rules of collaboration or citation) on all course outlines, assignment and examination material. In particular, graduate supervisors hold the responsibility to provide trustworthy mentoring.

VI ACADEMIC INTEGRITY STANDARDS

Effective adherence to academic integrity requires that students understand the meaning of academic misconduct. The following list describes conduct that violates standards of academic integrity, which may lead to the imposition of sanctions pursuant to this Policy. It is important to note that this is neither a comprehensive nor a mutually exclusive list and should not be viewed as exhaustive.

Carleton University Academic Integrity Policy

1. Plagiarism

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet.

Examples of plagiarism include, but are not limited to:

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

2. Unauthorized Resubmission of Work

A student shall not submit substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the second submission occurs. Minor modifications and amendments to an essay or paper, such as changes in phraseology, do not constitute a significant and acceptable reworking of an assignment.

3. Unauthorized Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of this policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate. In order to make a determination that part of the work submitted by a group of students violates this policy it is

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necessary that that part of the work that is alleged to have violated the policy can be directly attributed to a particular student.

4. Misrepresentation

Students shall not submit or present false assignments, research, credentials, or other documents or misrepresent material facts for any academic purpose. Examples of misrepresentation include but are not limited to:

- falsified research or lab results and data;
- falsified facts or references;
- falsified medical or compassionate certificates;
- falsified admission documents;
- falsified letters of support or other letters of reference;
- falsified academic records, transcripts, diplomas or other registrarial records;
- falsified dates or times of submission;
- falsified scores or records of an examination result; and/or
- resubmitted graded work.

5. Impersonation

It is a violation of the standards of academic integrity to impersonate another person or enter into an arrangement with another to be impersonated by any means for the purposes of gaining academic advantage including in the taking of examinations, tests, or the carrying out of laboratory or other assignments.

6. Withholding

It is a violation of the standards of academic integrity to withhold records, transcripts or other academic documents to mislead or gain unfair academic advantage.

7. Obstruction and Interference

It is a violation of the standards of academic integrity to obstruct or otherwise interfere with the scholarly activities of another in order to gain unfair academic advantage. This includes but is not limited to interfering or tampering with data or files, with human or animal research subjects, with a written or other creation (e.g. a painting, sculpture, file), with a chemical used for research, with any other object or study or research device or with library, electronic or other materials intended for academic use.

8. Disruption of Classroom Activities, Periods of Instruction, or Examinations

Carleton University has a commitment to provide an appropriate environment for learning. It is a violation of the standards of academic integrity for a student registered in a class to disrupt the class or other period of instruction, or an examination with any action or behaviour reasonably judged by the instructor, lab assistant or tutorial assistant to be detrimental to the activity.

Normally disruption of activities outside of the classroom or outside of periods of instruction or by a student not registered in the class is dealt with under the Student Rights and Responsibilities Policy but in particular cases may be subject also to this Policy.

9. Improper Access

It is a violation of the standards of academic integrity to improperly obtain access to confidential information such as examinations or test questions or to gain undue academic advantage as a result of such behaviour.

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10. Improper Dissemination

It is a violation of the standards of academic integrity to publish, disseminate, or otherwise make available to a third party confidential information without prior consent. Confidential information includes but is not limited to academic information, data or documents (including draft documents) which are not otherwise publicly available and which have been gathered or held with reasonable expectation of confidentiality. This includes, for example, unpublished data or drafts of articles for publication. In particular, students are expected to follow the Carleton University Policies and Procedures for the Ethical Conduct of Research.

11. Knowingly Assisting in the Violation of the Standards of Academic Integrity

To assist anyone in violating the standards of academic integrity is itself a violation of academic integrity standards and subject to this Policy. Claiming ignorance of or confusion about the academic integrity standards as described in this Policy does not excuse a student from being responsible for violations of those standards.

12. Tests and Examinations

The University is committed to ensuring fairness and consistency in the completion of examinations. As part of this commitment, students are required to follow proper examinations procedures. A student who commits a violation of this Policy on an examination, test, or takehome examination, or obtains or produces an answer or unfair advantage are subject to sanction under this Policy.

This includes but is not limited to:

- bringing to the examination/test room any unauthorized material;
- writing an examination or part of it, by consulting any person or materials outside the confines of the examination room without permission to do so;
- intentionally leaving answer papers exposed to view;
- attempting to read other students' examination papers;
- speaking to another student (even if the subject matter is irrelevant to the test);
- disrupting or delaying a test or examination;
- failing to comply with the instruction of a University official administering an examination.

A violation of this Policy may also occur by breaching one of the Rules and Procedures of Examinations.

VII PROCEDURES

1. Alleged Violation

Instructors, advisors and/or supervisors must report all suspected cases of violation of this Policy to the Faculty Dean.

All evidence relevant to the alleged violation should be sent to the relevant Faculty Dean's office responsible for administering the course in which the alleged violation took place within five (5) working days after the discovery of the evidence. In academic units where consultation with the Chair (or delegate) is required, instructors will forward all appropriate documentation to the Chair who will, upon his/her judgment, forward it to the relevant Dean's office within five (5) working days after receiving it from the instructor.

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The Dean may advise the instructor to record a grade of GNA (grade not available) on the Final Grade Report. The grade of GNA will be replaced by an appropriate grade once the allegation has been resolved.

2. Review of Allegation by Faculty Dean

Upon review of the documentation, the responsible Dean may determine that:

- there is insufficient evidence to proceed and return the documentation to the instructor. If the assignment was not graded at the time it was sent to the Dean, the instructor will grade the assignment without penalty or prejudice.
- there is sufficient evidence to proceed and arrange a meeting with the student to discuss the matter. A meeting will be scheduled to occur within fifteen (15) working days or as soon thereafter as practicable following the receipt of the allegation by the Dean's office.

If the student is enrolled in a program in another Faculty, the Dean will notify the other Faculty Dean(s) of the allegation and the Deans will decide whether both Faculties will be involved in the meeting. The Dean responsible for the course is the Dean who will make the determination in the case.

If the student is a graduate student, the Dean of the Faculty of Graduate Studies and Postdoctoral Affairs will notify the Faculty Dean(s) responsible for the administration of the course or program and the Deans will decide whether all relevant Faculties will be involved in the meeting.

3. Contacting the Student

The Faculty Dean will inform the student, with a copy to the Ombudsperson, of the nature of the allegation in the breach of this Policy, the details of the evidence against him or her (including copies where appropriate), the procedures to be followed as well as the time and place of the meeting. The student will be encouraged to seek the advice of the University Ombudsperson. The University Ombudsperson, or delegate of the University Ombudsperson, may be invited by the student or the Dean to attend the meeting.

If the student does not respond to the request for a meeting, or if the student does not attend the meeting, the Dean may make a decision on the available evidence. In cases where the student is unable to attend a meeting in person, he or she may request a meeting using a suitable alternate mode of communication and it will be arranged if possible or provide a written statement.

4. Checking for Previous Violations

The Faculty Dean shall inquire with the [Office of Student Affairs Undergraduate Registrar's Office](#) to determine if there are any previous violations of the Policy by the student.

5. Determining Whether a Violation Has Occurred

The purpose of the Dean's meeting is investigative, rehabilitative and educational in nature. It is also meant to:

- provide students with an opportunity to respond to the allegation made against them;
- seek clarification of the evidence;
- help students understand academic integrity standards and responsibilities, and • enable the Dean to decide whether or not this Policy has been violated.

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The Faculty Dean shall determine, based on his or her discussion with the student and a review of all relevant evidence, whether a breach of this Policy has been committed, and if so, an appropriate sanction.

6. Notification of Decision

Student The Dean will inform the student of the decision, normally within five (5) working days of the Dean's meeting. If the Dean concludes that it is necessary to conduct further investigation, the student will be informed of any new information and be given the opportunity to respond either in writing or in person before a final decision is made as to whether this Policy has been violated.

If the Dean determines a violation of this policy has been committed, then the written decision to the student will include a description of the conduct, the sanction imposed and the relevant details on which the finding and the sanction were based.

In cases where the student has admitted to a violation of this Policy, reference to this fact will be made in the letter. The student will also be informed of the appeal process and his or her right to take such action.

In cases where the Dean determines there has been no violation of this Policy, the record of the decision will be kept in the Dean's office.

Other Offices The instructor and where appropriate, the Department/Unit Chair, other Faculty Deans, and the Ombudsperson will be informed of the Dean's decision. In cases which require action by the University or where penalties affect a student's academic record, the Dean will notify the University Registrar within ten (10) working days of the penalty decision. ~~The University Registrar's Office will record these changes within five (5) working days of receiving notification of the penalty decision.~~

~~**Office of Student Affairs**~~**Undergraduate Registrar's Office** Where the Dean determines that there has been a violation of the Policy and imposes a penalty, a copy of the decision letter will be sent to the ~~Office of Student Affairs~~Undergraduate Registrar's Office and shall be maintained centrally by that Office. These records are Disciplinary Records and are maintained and destroyed in accordance with Part XI of the Policy. In addition, The University Registrar's Office will record these changes within five (5) working days of receiving notification of the penalty decision.

7. Procedures for Recommending a Sanction to the Provost or Senate Executive

Provost In a case where the Dean recommends an additional sanction to be imposed by the Provost, the Dean will advise the Provost (see Section VIII) of his or her recommendation and forward all evidence involved in the case.

The Provost will arrange a meeting with the student and the Dean. Notification to the student will occur within ten (10) working days after the Provost has received the Dean's recommendation. The student will be encouraged to seek the advice of the University Ombudsperson, who may be invited to attend the meeting with the student. The Provost shall

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determine, based on the discussion at the meeting and a review of all relevant evidence, whether or not to apply the recommended additional sanction pursuant to Part IX.

If the additional sanction recommended by the Dean is applied, the student will be informed in writing of the sanction. The student will also be informed of the appeal process and his or her right to take such action.

If the additional sanction recommended by the Dean is not applied by the Provost, all other sanctions applied by the Dean will remain in effect.

If, in reviewing a recommendation, the Provost identifies a concern regarding an error in fact or procedure, the Provost may recommend that the student appeal the Dean's decision.

Senate Executive In a case where the Provost recommends rescission or suspension of one or more degrees, diplomas or certificates, the Provost will advise Senate Executive of this recommendation and forward all evidence involved in the case to Senate Executive.

Senate Executive will, upon review of the case, determine whether or not to accept the recommendation of rescission or suspension of the degree. If the sanction is upheld, the student will be informed of this decision in writing. The student will also be informed of the appeal process and his or her right to take such action.

If the rescission or suspension of one or more degrees, diplomas or certificates recommended by the Provost is not supported by Senate Executive, all other sanctions applied by the Provost will remain in effect.

VIII SANCTIONS

The Faculty Dean may apply any one or any combination of the following sanctions if, after hearing the student's response to the alleged violation, the Faculty Dean is satisfied that a violation of this Policy has occurred.

Factors that may impact the sanction include:

- any record of previous violations,
- the seriousness of the violation
- the relative weight of the work,
- the student's year standing,
- the rehabilitative benefit of the sanction
- any mitigating circumstances

In the case of graduate students, consideration of the student's year standing in the graduate program and the work in which the violation occurred (e.g. an M.A. course paper versus a comprehensive examination) may affect the sanction assigned. Recommendations by supervisory committee members may also be considered.

Sanctions may be used independently or in combination for any single violation.

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Sanctions that may be imposed by the Faculty Dean

1. A written reprimand.
2. Requirement to remain registered in the course in which the violation occurred.
3. Completion of a remediation process. Completion of a remediation process may be either a sanction of its own accord or may be used to reduce a more severe sanction. Examples of remediation are attendance at a Writing Tutorial or study skills workshop, completion of an academic integrity computer tutorial or the submission of a new assignment for grading.
4. Resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade penalty.
5. Assignment of a reduced grade (including a grade of zero or a failing grade) for the piece of academic work in respect of which the violation was committed.
6. Assignment of a reduction of the final grade in the course in respect of which the violation was committed.
7. Assignment of a grade of unsatisfactory or failure for the course in respect of which the violation was committed.
8. Restitution of costs incurred by the University as a result of the violation of this policy.
9. Withdrawal from the course in respect of which the violation was committed. In certain cases, the Dean may decide that the student will not be allowed to enroll in the course again for up to three (3) terms.
10. An additional requirement of a maximum of 1.0 credit added to the student's program of studies.
11. Registration limited to a specified number of credits per term for up to three (3) terms.
12. Suspension for up to three (3) terms, normally beginning with the next academic term after the final decision has been made. Students are allowed to complete courses that are ongoing at the time of the decision but will be withdrawn from any courses in which they have registered and which would begin during the suspension.

Additional Sanctions that may be Recommended to the Provost by the Faculty Dean

1. Recommendation to the Provost that a student be suspended for more than three terms normally beginning with the next academic term after the penalty is assigned. As part of a suspension imposed by the Provost, the student may be required to withdraw, without academic penalty, from courses unrelated to the violation, that were ongoing at the time of the imposition of the suspension. Students will be withdrawn from any courses in which they have registered and which would begin during the suspension. The Dean should clearly indicate if the recommendation includes a transcript notation.
2. Recommendation to the Provost that the student be expelled from the University with a corresponding transcript notation.
3. Recommendation to the Provost for rescission or suspension of one or more degrees, diplomas or certificates obtained by any student with a corresponding transcript notation.
4. Recommendation that a notation be added to the student's transcript.

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Additional Sanctions that may be imposed by the Provost on Recommendation of the Faculty Dean.

1. Suspension for more than three (3) terms, normally beginning with the next academic term after the final decision has been made. Student may be required to withdraw, without academic penalty, from courses unrelated to the violation, that were ongoing at the time of the imposition of the suspension. Students will be withdrawn from any courses in which they have registered and which would begin during the suspension.
2. In the case of suspension for more than three (3) terms, the Provost may determine that a notation be placed on the student's transcript in the form as set out in this policy. The notation may be permanent or for a limited period. In the case of a limited period, the notation shall be removed at the expiry of the set time limit.
3. Expulsion from the University with a notation on the transcript.
4. A notation may be added to the student's transcript.

Sanctions that may be Recommended to Senate Executive by the Provost

1. The rescission or suspension of one or more degrees, diplomas or certificates obtained by any graduate who, while enrolled at the University, committed any violation of this Policy.

Sanctions that may be Imposed by Senate Executive on Recommendation of the Provost

1. On recommendation of the Provost, rescission or suspension of one or more degrees, diplomas or certificates. In this event, a notation will be made on the student's transcript pursuant to Part IX.

IX TRANSCRIPT NOTATIONS

All transcript notations shall include:

- the reason for the notation (for example, "Suspended for academic misconduct")
- the date the notation was applied (for example, "beginning Sept. 1, 2015")
- the date the notation is to be removed (for example, "until Aug 31, 2018")

Unless otherwise specified, the notation regarding a suspension shall be removed at the end of the period of suspension. Other notations (for example, for expulsion or for the rescission of a degree) are normally permanent. If Senate at some later date reinstates this student, this will be followed by the notation: Reinstated from Term 20xx

Petition to Remove Notation

A petition may be made to have a notation removed. Such a petition shall not be considered before five years from the date the notation was added to the transcript. A petitioner has no right to have a notation removed. The decision to remove a notation is at the discretion of Senate, acting through Senate Executive.

1. A student initiates such a petition by a written request to the Clerk of Senate.

Carleton University Academic Integrity Policy

2. The Clerk of Senate shall refer the petition to the Senate Student Academic Integrity Appeals Committee for consideration.
3. The Senate Academic Integrity Appeals Committee will follow procedures analogous to those it uses for appeals.
4. The Senate Student Academic Integrity Appeals Committee will make, in timely fashion, a written recommendation to Senate Executive. The recommendation may include any conditions that the Committee feels that Senate Executive should impose.
5. Acting on behalf of Senate, upon receipt of the recommendation from the Senate Student Academic Integrity Appeals Committee, Senate Executive will make the decision whether or not to grant the petition.
6. In making a decision to remove a notation, Senate Executive may impose such conditions as it considers reasonable.
7. The Clerk of Senate, on behalf of Senate Executive, will inform the student in writing of the decision of Senate Executive.
8. Senate Executive will inform Senate, in a closed session, of the petition and its decision.
9. The decision of Senate Executive is final and not subject to appeal.

~~9.~~

X APPEAL OF SANCTION

All students have the right to appeal a sanction imposed pursuant to this Policy to the Senate Student Academic Integrity Appeals Committee.

An appeal shall be based on:

- new information and facts not considered by the original decision maker
- a claim that this policy and related procedures were not properly followed
- a claim that the impact of the sanction was not consistent with the offence

The Committee may

- Determine that there is no basis for the appeal
- Deny the appeal
- Allow the appeal and refer the case back to the Dean
- Allow the appeal and find no violation of the Policy

In a case where the Committee finds that the student has presented evidence that they were not treated equitably under this Policy, the case may be referred to an alternate Dean for reconsideration. In this case, this Dean is expected to consult with the original decision maker regarding matters of fact and the level of sanctions typical in the student's faculty for similar violations of this policy.

In the case where a student is appealing a decision made by the Provost on a recommendation made by a Dean, the Senate Student Academic Integrity Appeal Committee is empowered to make a new decision, where it feels grounds exist, regarding the recommendation.

Carleton University recognizes that there are circumstances that make following the time constraints imposed in this policy difficult or impossible. In cases where the time constraints specified in this policy are not followed by either the student or the university, an appeal based on delay shall only be granted in cases where the delay is unreasonable, unjustified or places an undue burden on the student.

Carleton University Academic Integrity Policy

The Appeal Process

An appeal should be started by a student at the [Office of Student Affairs Undergraduate Registrar's Office](#) within ten (10) working days from the time that the student receives the letter notifying her or him of the sanction imposed under the Policy.

The original sanction will remain in effect until the appeal process is completed. In cases of extreme hardship, and following a request from the student, the Committee may grant a student a stay of sanction pending appeal. In this case, a grade of GNA may be given to the student until the appeal is decided.

Appeals are submitted on-line using the [Student Affairs Undergraduate Registrar's Office](#) On-line Appeal Application form made available on the [Student Affairs Undergraduate Registrar's Office](#) website. The appeal must contain a concise statement that identifies precisely the grounds for the appeal. Students are advised to consult with the Ombudsperson or the [Director of Student Affairs Assistant Registrar, Central Academic Records](#) for assistance in completing their appeal documentation.

Within five (5) working days of the submission of the on-line appeal application form the [Director of Student Affairs Assistant Registrar, Central Academic Records](#) (or designate) shall:

- provide the student with a written acknowledgement of receipt of his or her appeal, and notify the student of information missing from the on-line appeal application form and;
- inform the original decision-maker of the appeal.

Within seven (7) working days of the [Director of Student Affairs Assistant Registrar, Central Academic Records](#) sending acknowledgement of the notice of appeal, the student may make an appointment with the [Director of Student Affairs Assistant Registrar, Central Academic Records](#) and review his or her file. In this case, the student will normally have an additional five (5) working days to provide additional evidence responding to material in the file, or further documenting the case made in the notice of appeal. When the student's documentation is complete, he or she will be notified, within five (5) working days, of the date when the Committee will first consider his or her appeal. The student will also be informed of any further meetings where his or her appeal is considered.

Decision Making Process:

The Committee shall decide upon appeals after considering documentation provided by the student, the file provided by the Dean's office, and other relevant information. The procedural rules for the hearing of an appeal are attached to this Policy as an Appendix.

The Committee shall communicate its appeal decision to the student, the original decisionmaker(s), the Ombudsperson, and individuals who received a copy of the Dean's decision letter in writing within ten (10) working days from the time that the Committee's decision is made.

Decisions of the Committee shall be final subject only to a Procedural Review by the Clerk of Senate. A Procedural Review is restricted to determination of whether procedures have been followed as set out in this Policy, whether issues of bias have been properly addressed, and

Carleton University Academic Integrity Policy

whether the Committee has made a decision in accordance with its authority. Information on Procedural Review is available at the Carleton University website.

Membership of the Committee:

The Committee is a Standing Committee of Senate appointed by Senate consisting of:

- four faculty members;
- two undergraduate students; and
- two graduate students.

Members will be asked to commit to membership of the Committee for a minimum of twelve (12) months. Student members of the Student Academic Integrity Appeals Committee must be in good academic standing. The non-voting secretary of the Committee will be the [Director of Student Affairs](#)[Assistant Registrar, Central Academic Records](#) or delegate. The Committee shall select its own Chair from members of the Committee. The Committee shall meet as needed in response to appeals made by students.

The quorum for the Committee shall consist of two faculty members and one student. A Committee panel that considers a case must have more faculty members than student members.

Where a member of the Committee has a conflict of interest, that member will remove himself or herself from the case. In the case of an appeal by a graduate student, all reasonable efforts will be made by the Committee to ensure the attendance by a graduate student representative on the Committee at all meetings concerning the appeal.

XI RECORDS

The [Office of Student Affairs](#)[Undergraduate Registrar's Office](#) shall maintain the disciplinary record under this Policy. The purpose of this record, which shall be kept separate from any other of the student's records, is to determine whether there has been a previous violation, before a sanction is imposed. Such a record of violations shall not be used for any other purpose without the student's consent.

The Dean's Office shall maintain the evidentiary record under this policy. The purpose of this record is to preserve the evidence used by the Faculty Dean in making a determination so that it can be used in the event the student makes a petition or appeal regarding the case. This record is considered confidential and shall be kept separate from all other records.

Destruction of Records related to Violations of this Policy

The [Office of Student Affairs](#)[Undergraduate Registrar's Office](#) and each Faculty will annually undertake a process to destroy all disciplinary records and evidentiary records of academic integrity decisions relating to students who have graduated in the past year and, where appropriate, for students who have ceased studying for at least five (5) years. Individual student records must be maintained for at least 30 days after the student graduates in order to allow all students proper access to the appeals process. Students who wish to have returned to them work that was kept as evidence and would normally have been returned must make their wishes known in a written request to the appropriate Dean's office within 30 days of their graduation.

Carleton University Academic Integrity Policy

Records, both disciplinary and evidentiary, for students who have transcript notations will be held indefinitely in the ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#) and are to be used only in the event of a subsequent appeal by the student for which the violation of the policy is relevant or for a petition regarding the transcript notation.

When the penalty includes a transcript notation as described in Part IX, and the student's petition to delete the transcript notation has been granted by the Senate, Senate may direct the ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#) to destroy the disciplinary and evidentiary record when the transcript notation is deleted.

In exceptional circumstances, where the violation of this policy is found to be particularly serious, the Dean may recommend to the Provost, in association with the recommendation for additional sanction, that the records associated with the offence be kept indefinitely in the ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#).

The ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#) will report annually to the Provost on compliance with this section.

Destruction of Records in cases where there is no Violation of this Policy

In the event that a student has been found not to have violated this policy (by a Faculty Dean, the Provost, Senate Executive or on appeal) then all disciplinary records of the relevant allegation of a violation of this Policy held in the ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#) shall be destroyed.

XII REPORT TO SENATE

The ~~Office of Student Affairs~~[Undergraduate Registrar's Office](#) will keep the statistics on academic misconduct cases. These statistics shall be presented to Senate in an annual report by the Senate Student Academic Integrity Appeal Committee, together with any other comments on the characteristics of violations or relevant information. This report will be made publicly available to all members of the Carleton University community in a manner that protects the identity of those involved.

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APPENDIX:

Senate Student Academic Integrity Appeals Committee: Rules and Procedures for Appeals

1. The Senate Student Academic Integrity Appeals Committee ("the Committee") will meet in accordance with the membership, quorum and conflict of interest requirements described in the Academic Integrity Policy ("the Policy").
2. Students have a right to appeal decisions and/or penalties made under the Policy to the Committee on the grounds set out in the Policy.
3. The appeal process should follow the timelines set out in the Policy. Timeframes are subject to extension only in exceptional circumstances, such as medically documented illness or religious obligations. A request for an extension should be directed to the [Office of Student Affairs/Undergraduate Registrar's Office](#). The Office of Equity Services will provide students with advice on how to document religious obligations.
4. The Committee requires that students submit the appeal by completing the on-line form available on the [Student Affairs/Undergraduate Registrar's Office](#) website. Requests for appeals not made on the standard form will be accepted, however students will be requested to fill in the standard form before the Committee hears the appeal.
5. The decision to permit the student or others to attend and observe all or some of the hearing proceedings shall be made by the Committee as required, based on any adverse impact this may have on the parties involved.
6. The Hearing shall be chaired by the chair of the Committee or, in the case of conflict of interest or the chair's absence by a member of the Committee elected by the Committee.
7. If an oral hearing is held, the student is encouraged to bring representation in the form of a friend, peer, or student advocate. The student or the Committee may invite the University Ombudsperson to attend.
8. In the event of an oral hearing, the Committee shall advise the student ahead of time of any time limits on the student's statement or witnesses' statements.
9. An oral hearing is not analogous to a legal trial and should avoid overly technical or litigious language, motions and procedures. The student and Committee members should play an active role in the proceeding, and have an opportunity to ask and respond to relevant questions. Oral hearings generally begin with an in camera meeting of the Committee. The remainder of the oral hearing will normally take the following form:
 1. A brief welcome and summary of procedures from a member of the Committee.
 2. The student's statement (or, when appropriate, a statement from the student's representative or advocate).
 3. Questions and requests for clarification by Committee members.
 4. Witness statement(s), when relevant.
 5. Questions and responses to witness statement(s) by the Committee and then the student.
 6. Any witness will normally only be permitted at the hearing for the duration of the witness's presentation.
 7. Any further questions for the student by the Committee, followed by questions for the Committee by the student.
10. The Committee shall grant a student's appeal when she/he has provided a clear and convincing case.
11. The Committee shall take decisions by majority vote. The chair of the Committee will vote.
12. The Committee shall communicate the Committee's decision to the student in writing, within ten working days from the time that the Committee's decision is made.
13. The Committee shall report to Senate as described in the Senate Student Academic Integrity Policy.

Date Submitted: 03/17/17 8:41 am

Viewing: **TBD-1422 : R-UG-2.5 Deferred Final Examinations**

Last approved: 10/24/16 12:44 pm

Last edit: 03/22/17 1:51 pm

Last modified by: sandrabauer

Changes proposed by: mikelabreque

In Workflow

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

Approval Path

1. 03/22/17 9:19 am
Lisa Ralph (lisaralph):
Approved for REGS RO
UG Review
2. 03/22/17 1:52 pm
Sandra Bauer
(sandrabauer): Approved
for PRE SCCASP
3. 03/22/17 2:28 pm
Sandra Bauer
(sandrabauer): Approved
for SCCASP

History

1. Mar 1, 2016 by Sandra
Bauer (sandrabauer)
2. May 31, 2016 by Sandra
Bauer (sandrabauer)
3. Oct 24, 2016 by Mike
Labreque (mikelabreque)

Calendar Pages Using this
Program

[Course Evaluation](#)

Effective Date	2016-17
Workflow	majormod
Program Code	TBD-1422
Level	Undergraduate
Faculty	Not Applicable

Academic Unit	Regulations: RO
Degree	
Title	R-UG-2.5 Deferred Final Examinations

Program Requirements

2.5 Deferred Final Examinations

Students who do not write/attend a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and
2. be fully supported by appropriate documentation and in cases of illness by a medical certificate dated no later than one working day after the examination or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found [at the Registrar's Office forms and fees page. at: carleton.ca/registrar/forms /Med_Cert_Carleton_University.pdf](https://carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf)

The granting of a deferral also requires that the student has performed satisfactorily in the course according to the evaluation scheme established in the Course Outline, excluding the final examination for which deferral privileges are requested. Reasons for denial of a deferral may include, among other conditions, a failure to (i) achieve a minimum score in the course before the final examination; (ii) attend a minimum number of classes; (iii) successfully complete a specific task (e.g. term paper, critical report, group project, computer or other assignment); (iv) complete laboratory work; (v) successfully complete one or more midterms; or (vi) meet other reasonable conditions of successful performance.

Students will not be given a deferral of a deferred examination. Students granted a deferred final examination who are then unable to write the deferred final examination due to properly documented personal or medical conditions will receive one of the notations Aegrotat (AEG), Did Not Complete (DNC) or a grade of F for the course as assigned by the appropriate appeal committee. **(Students may not petition for one of these alternate notations if they attended the deferred examination but did not complete it for personal or medical reasons unless the circumstances satisfy the requirements for Early Departure from Final Examinations in section 2.5.1 below.)**

Aegrotat standing may be considered for applicants for deferred finals but will be granted only if a substantial proportion of the term work has been completed and is of high quality. AEG denotes a pass standing.

Did Not Complete (DNC) denotes that the course has been neither passed nor failed and is assigned when satisfactory performance has been achieved during the term. In all other cases, the grade F is assigned. (see Standing in Courses, Section 2.3).

Students who have obtained approval for a deferred examination in a Carleton University Online (CUOL) course will have access to course materials after the end of the academic term of the original course.

Deferred final examinations are scheduled in the time period approved by Senate. Please refer to the Academic Schedule for deferred examination dates.

2.5.1 Early Departure from Final Examinations

Students are expected to assess their medical situation/ability to write an examination prior to entering the examination room. Students who do not write a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination. Section 2.5 of this calendar outlines the regulations governing deferral of final examinations.

Students are expected to complete a final examination once begun. If the student experiences a significant deterioration of her/his health while the examination is in progress, it may be possible to submit a petition to apply to write a deferred examination.

A significant deterioration during an exam is a situation whereby the student requires immediate and/or emergency medical attention. In such circumstances, a student will be required to seek appropriate documentation to confirm that the medical situation caused significant, acute symptoms during the examination that completely prohibited the student from completing the exam, describing the specific impacts on the student's ability to continue the exam.

A student must then petition to the Registrar's Office within three (3) business days of the examination with appropriate supporting documentation.

Minor illnesses and ongoing chronic illnesses under medical management will normally not be considered valid grounds for granting a deferred final examination.

New Resources	No New Resources
Summary	Clarifying eligibility for a missed deferral if a student leaves a deferral by early departure.
Rationale for change	Discussed intention of early departure from deferred exams process with Associate Deans. Need to clarify eligibility in the calendar. This is an update to the current calendar.
Transition/Implementation	N/A

Program reviewer comments	sandrabauer (03/22/17 1:51 pm): Replaced explicit link to medical form with a more generic reference (screen reader/accessibility issues) and updated the link to the current location.
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Key: 1422

DATE: March 24, 2017

TO: Senate

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

RE: Dominican University College - Minor Modifications

Background

As part of the affiliation agreement with the Dominican University College (DUC), and through Carleton's Institutional Quality Assurance Process (IQAP), covering also the academic, non-vocational degree programs of Dominican University College, Carleton University plays a role in curriculum and program review and approvals at Dominican University College.

Minor modifications approved by the Dominican University College's Academic Council are provided to Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) for information; please see attached IQAP Appendix 6b for a flow chart of the process.

The Office of the Vice-Provost and Associate Vice-President (Academic) is in receipt of the approved course changes as provided in the attached documents.

The Dominican University College 2017-18 course changes are being provided to Senate for information.

Current Calendar Language

DTHY 2441 The Mystery of Jesus, Christ and Saviour – I

DTHY 2442 The Mystery of Jesus, Christ and Saviour – II

1. Jesus at the origins of Christology. Possible ways of access to the Jesus of history. What is at stake, in the current exegetical research, for faith and theological thinking?

2. The first centuries of Christian reflection. How can we understand the Creed's "God became flesh"? Emergence and development of Christological dogmas in Church Fathers and in ecumenical councils of the first Christian centuries.

3. Systematic perspectives on Jesus Christ. Thomas Aquinas's views of Christ in one person and two natures. The human consciousness and knowledge of Jesus. Was he free and/or incapable of sinning?

4. Systematic perspectives on salvation. The Bible's and Augustine's understanding salvation. The universal impact of Jesus' passion and resurrection. To what extent can non-Christian religions offer salvation? Connections between Redemption and secular liberations. Does salvation imply progress in human history?

DTHY 5401 Engaging the Thought of Bernard Lonergan

Philosophically, the goal of this course is to show how an exploration of human intentionality, namely of the human spirit, in its cognitive and affective dimensions, can yield an epistemology and a metaphysics that may be characterized as critical realism.

Theologically, the goal is to show that an exploration of religious, moral and intellectual conversion can ground a rigorous and fruitful reflexion on Christian faith. Through the examination of Louis Roy's recent book on Lonergan and of excerpts from Lonergan's writings, problems such as historical consciousness, authenticity, meaning, truth and pluralism will be discussed.

Proposed Language

DTHY 2441 Christology I: Portraits of Jesus

Is there a contemporary Jesus? The figure of Jesus is regularly portrayed anew. Nowadays, historical pictures lead the market. Is there any coherence between the Christ of Paul, the historical Jesus and the Christ of councils? How could we present or encounter Jesus with our contemporary culture? Could it help us reading the first testimonies of faith with a renewed interest? This course offers an inventive way to accomplish that.

DTHY 2442 Christology II: Christ of the Christian Tradition

This course deals with the core of Christian faith: the organic coherence of the Creed stemming from Easter; the Incarnation of the Son of God as mission and salvation. This course integrates

the major outcomes of the Western Tradition, especially regarding the meaning of the Cross, taking care of ecumenical debates.

DTHY 5401 Engaging the Thought of Bernard Lonergan

The goal of this course is to show that an exploration of religious and intellectual conversion can ground a reflection on Christian faith that discusses the issues of authenticity and truth with rigour and depth. Through the examination of Louis Roy's recent book on Lonergan and of excerpts from Lonergan's writings, we shall examine themes such as human intentionality and its cognitive and affective dimensions, critical realism, method in theology, historical consciousness, pluralism and orthodoxy.



COLLÈGE UNIVERSITAIRE DOMINICAIN
DOMINICAN UNIVERSITY COLLEGE

Réunion du Conseil des études

André Descôteaux, Maxime Allard, Michel Gourgues, Francis Peddle, Peter Foy, Hervé Tremblay, Eduardo Andújar, Daniel Cadrin

Le lundi 25 novembre, à 10 h 30

Salle 202 – 96, avenue Empress, Ottawa

ORDRE DU JOUR

1. Adoption de l'ordre du jour : À l'unanimité
2. Procès-verbal de la dernière réunion
 - 2.1 Adoption : Proposé et approuvé à l'unanimité après corrections mentionnées.
 - 2.2 Suites : Tout revient dans le rapport du président.

3. Approbations de cours, de professeurs, de programmes s'il y a lieu

3.1 Faculté de théologie

Offre de cours – Année universitaire 2017-2018

Les nouveaux cours à approuver sont précédés d'un *. Les descriptions des nouveaux cours se trouvent à la fin du document. Certains cours déjà approuvés comportent une nouvelle description.

Undergraduate Studies in English

Block 1

DTHY 2441-2442 Christology (6 credits)

Electives

DTHY 5401 Engaging the Thought of Bernard Lonergan¹

DTHY 2441 Christology I: Portraits of Jesus

Is there a contemporary Jesus? The figure of Jesus is regularly portrayed anew. Nowadays, historical pictures lead the market. Is there any coherence between the Christ of Paul, the historical Jesus and the Christ of councils? How could we present or encounter Jesus with our contemporary culture? Could it help us reading the first testimonies of faith with a renewed interest? This course offers an inventive way to accomplish that.

DTHY 2442 Christology II: Christ of the Christian Tradition

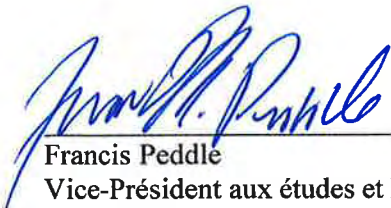
This course deals with the core of Christian faith: the organic coherence of the Creed stemming from Easter; the Incarnation of the Son of God as mission and salvation. This course integrates the major outcomes of the Western Tradition, especially regarding the meaning of the Cross, taking care of ecumenical debates.

¹ Ce cours a été approuvé pour l'année universitaire 2016-2017, mais a dû être annulé. Il sera de nouveau proposé à la prochaine année universitaire 2017-2018.

DTHY 5401 Engaging the Thought of Bernard Lonergan

The goal of this course is to show that an exploration of religious and intellectual conversion can ground a reflection on Christian faith that discusses the issues of authenticity and truth with rigour and depth. Through the examination of Louis Roy's recent book on Lonergan and of excerpts from Lonergan's writings, we shall examine themes such as human intentionality and its cognitive and affective dimensions, critical realism, method in theology, historical consciousness, pluralism and orthodoxy.

Approuvé en bloc.

 March 9, 2017
Francis Peddle
Vice-Président aux études et Registraire



Procès-verbal de la réunion du Conseil élargi de la Faculté
Mercredi 18 janvier 2017, 13h30

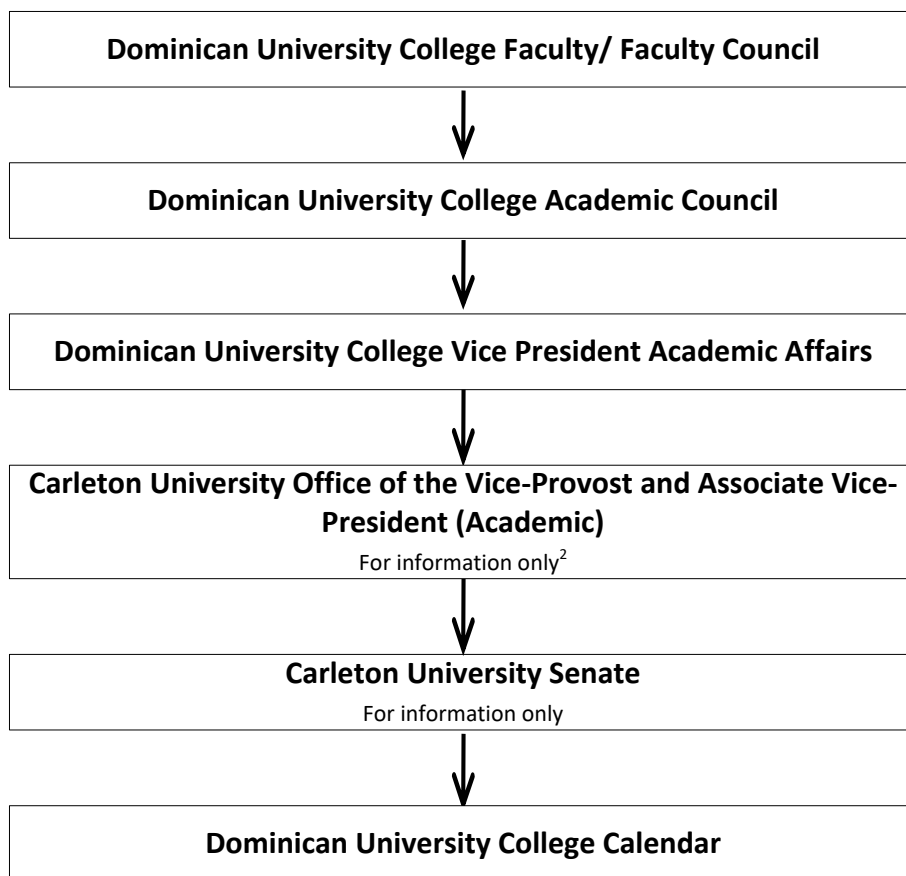
Présences : professeurs Claude Auger, Didier Caenepeel, Aurélie Caldwell, Jean Doutre, Emmanuel Durand, Michel Gourgues, Marie-Thérèse Nadeau, Hervé Tremblay, doyen; Miriam Westen, représentante étudiante. Est excusé : Louis Roy.

4. Offre de cours de la prochaine année universitaire 2017-2018

Les professeurs étudient le document préparé par le doyen. Marie-Thérèse Nadeau note qu'il faut ajouter la session d'été à Tracadie. L'offre de cours est approuvée, et le doyen fera la répartition par semestre pour la prochaine réunion. Les professeurs sont invités à remplir la fiche descriptive pour chaque cours (expédiée par Micheline Lalonde) d'ici le 30 janvier, pour faire approuver les nouveaux cours par le Conseil des études; suivra l'approbation par le Sénat de l'Université Carleton.

Claude Auger, secrétaire de la faculté

Minor Modifications¹



Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

¹ Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

² The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Carleton University Committee on Quality Assurance if it feels that useful advice and/or comment could be provided to Dominican University College.