A meeting of Faculty Board will be held on Friday, October 27, 2017 at 3:30 p.m. in the School of Kinesiology and Health Studies – KNS101

AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The Minutes of September 29, 2017 have been posted.

3. Business Arising from the Minutes

4. Arts and Science Undergraduate Society Report

5. Dean’s Report

6. Question Period

7. Communications

8. New Protocol for Academic Consideration - Presentation
   J. Bénard will present.

9. Curriculum Committee Omnibus Report I– Appendix A - for approval
   J. Stephenson will move “that the Omnibus Report Part I be approved.”

10. New Undergraduate Program – Certificate in Indigenous Languages and Cultures – Appendix B – for approval
    J. Stephenson will move “that the proposal for a new Undergraduate Program, a Certificate in Indigenous Languages and Cultures be approved.”

11. New Undergraduate Program – Certificate in Global Action and Engagement – Appendix C – for approval
    J. Stephenson will move “that the proposal for a new Undergraduate Program, a Certificate in Global Action and Engagement be approved.”

12. Other Business

P. Costigan, Secretary  J. Rose, Chair
Faculty Board  Faculty Board
## COURSE ADDITION

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>New Course Units</th>
<th>New Course Title</th>
<th>New Course Description</th>
<th>New Prerequisite</th>
<th>Intended Learning Outcomes / Learning Hours</th>
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<tbody>
<tr>
<td>DEVS</td>
<td>260</td>
<td>3.0</td>
<td>Globalization, Gender &amp; Development</td>
<td>This course is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.</td>
<td>[DEVS 100/6.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor</td>
<td>120(480;72P)</td>
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<tr>
<td>DEVS</td>
<td>280</td>
<td>3.0</td>
<td>Global Engagement</td>
<td>This course explores current thinking around the motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Students will engage in self-reflexive practices and work collaboratively to create tools and action plans for ethical global engagement in the future.</td>
<td>[DEVS 100/6.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor</td>
<td>120(840;36P)</td>
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<tr>
<td>DEVS</td>
<td>361</td>
<td>3.0</td>
<td>Policy Advocacy and Field Specific Skills</td>
<td>The course prepares students for fieldwork in global development. It connects theory with practice through in-depth, skills-based modules on economic literacy, results-based management (RBM), and policy advocacy. Students will apply core concepts and best practices to effective proposal writing, project management, and policy advocacy.</td>
<td>[DEVS 280/3.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor</td>
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<tr>
<td>DEVS</td>
<td>362</td>
<td>3.0</td>
<td>Globally Engaged Experiential Learning</td>
<td>This course builds on DEVS 360 Global Engagement by facilitating an 80-hour experience related to global engagement. Students will engage with concepts of ethical engagement and relationship building as they are guided through a practical experiential learning opportunity in the field of global engagement.</td>
<td>[DEVS 280/3.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor</td>
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<tr>
<td>GNDS</td>
<td>295</td>
<td>3.0</td>
<td>Comics and Politics</td>
<td>The course explores historical and contemporary comics, graphic novels, and sequential art in connection with debates surrounding race, class, nation, sexual and gender diversity. Topics include: documentary, war, trauma, transgender studies, memory, heroism, capitalism, humour, feminist thought, medical humanities, digital culture, and satire.</td>
<td>Level 2 or above or permission of the department</td>
<td>No more than 3.0 units from GNDS 280-004 (2017-2018) and GNDS 295/3.0</td>
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### COURSE REVISION

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<th>Sub-type(s)</th>
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<tr>
<td>Course Description</td>
<td>WRIT</td>
<td>240</td>
<td>3.0</td>
<td>Writing for Social Media and the Web</td>
<td>Writing for Social Media and the Web introduces students to professional writing in the context of online media. Short assignments, including blog entries, a critical review, a process analysis, and a web page, focus on strengthening writing and editing skills, writing according to purpose, and recognizing various styles in social media writing.</td>
<td>Students are introduced to professional writing in the context of online media. As students write and critically assess writing in the genres of blog entries, Twitter essays, and other forms of social media, they strengthen writing and editing skills, write according to purpose and audience, and recognize various styles in social media writing.</td>
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<td>Course Descript., Learning Hours</td>
<td>CHEM</td>
<td>112</td>
<td>6.0</td>
<td>General Chemistry</td>
<td>A survey of modern chemistry: molecular structure, bonding, phases of matter, thermodynamics, electrochemistry, equilibrium, kinetics, polymers, organic and biochemistry. Using information technology, laboratories and formulation of problem-solving strategies, students will develop an appreciation for the relevance of chemistry to the solution of modern-day societal challenges.</td>
<td>A survey of modern chemistry: structure and bonding, phases of matter, thermodynamics, acids, bases, electrochemistry, equilibria, kinetics and organic chemistry. Using information technology, labs and problem-solving strategies, students will develop an appreciation for the relevance of chemistry to the solution of modern-day societal challenges.</td>
<td>288(48L;36Lb;36G;72O;96P)</td>
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<td>Course Descript.</td>
<td>CHEM</td>
<td>113</td>
<td>3.0</td>
<td>General Chemistry I: From Atoms to Matter</td>
<td>A quantitative treatment of chemical phenomena and materials. Critical thinking and problem solving are emphasized. Topics include atomic structure and molecular bonding, organic chemistry, polymers, proteins, and condensed phases.</td>
<td>A quantitative treatment of chemical phenomena and materials. Critical thinking and problem solving are emphasized. Topics include atomic structure and molecular bonding, organic chemistry, and condensed phases.</td>
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<td>Course Title</td>
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<th>Transcript Title</th>
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<tr>
<td>Prerequisite</td>
<td>RELS</td>
<td>240</td>
<td>3.0</td>
<td>Magic, Witchcraft, and the Supernatural</td>
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<td>Level 2 or above</td>
<td>Level 2 or above or 6.0 units at the 100 level in RELS.</td>
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<td>Research Methods in Religious Studies</td>
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<td>Level 2 or above</td>
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<td>Religion in the News</td>
<td>Religion, News and Media</td>
<td>Religion, News and Media</td>
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# DEGREE PLAN REVISION

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<tr>
<th>Department</th>
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<th>Course List</th>
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<tr>
<td>GNDS</td>
<td>GNDSplans</td>
<td>GNDS_Options</td>
<td>ARTH 310/3.0; ARTH 311/3.0; BIOL 210/3.0; BIOL 369/3.0; BISC 101/3.0; DEVS 305/6.0; DRAM 375/3.0; DRAM 475/3.0; ECON 262/3.0; ENGL 222/3.0; ENGL 223/3.0; ENGL 277/3.0; ENSC 321/3.0; ENSC 420/3.0; FILM 331/3.0; FREN 390/3.0; GPHY 352/3.0; HIST 210/3.0; HIST 280/6.0; HIST 281/3.0; HIST 346/4.5; HIST 447/4.5; HIST 464/9.0; HIST 465/9.0; HIST 490/3.0; IDIS 302/3.0; INTS 321/3.0; ITLN 363/3.0; LAW 516/3.0; LAW 533/3.0; LAW 534/3.0; LLCU 244/3.0; LLCU 326/3.0; LLCU 328/3.0; LLCU 330/3.0; LLCU 331/3.0; LLCU 333/3.0; MECH 333/3.0; MUSC 286/3.0; NURS 240/3.0; PHI 276/3.0; PHIL 376/3.0; PHIL 454/3.0; POLS 280/3.0; POLS 318/3.0; POLS 352/3.0; POLS 382/3.0; POLS 443/3.0; POLS 456/3.0; POLS 483/3.0; RELS 236/3.0; RELS 254/6.0; RELS 259/3.0; RELS 312/3.0; RELS 332/3.0; SOCY 323/2.0; SOCY 330/3.0; SOCY 331/6.0; SOCY 384/3.0; SOCY 389/3.0; SOCY 403/3.0; SOCY 431/3.0; SPAN 328/3.0; SPAN 354/3.0; SPAN 428/3.0;</td>
<td>ARTH 310/3.0; ARTH 311/3.0; BIOL 210/3.0; BIOL 369/3.0; BISC 101/3.0; DEVS 305/6.0; DRAM 375/3.0; DRAM 475/3.0; ECON 262/3.0; ENGL 222/3.0; ENGL 223/3.0; ENGL 277/3.0; ENSC 321/3.0; ENSC 420/3.0; FILM 331/3.0; FREN 390/3.0; GPHY 352/3.0; HIST 210/3.0; HIST 280/6.0; HIST 281/3.0; HIST 446/4.5; HIST 447/4.5; HIST 464/9.0; HIST 465/9.0; HIST 480/3.0; IDIS 302/3.0; INTS 321/3.0; ITLN 363/3.0; LAW 516/3.0; LAW 533/3.0; LAW 534/3.0; LLCU 244/3.0; LLCU 326/3.0; LLCU 328/3.0; LLCU 330/3.0; LLCU 331/3.0; LLCU 333/3.0; MECH 333/3.0; MUSC 286/3.0; LLCU 330/3.0; LLCU 331/3.0; LLCU 333/3.0; MECH 333/3.0; MUSC 286/3.0; MUTH 201/3.0; NURS 240/3.0; PHI 276/3.0; PHIL 376/3.0; PHIL 454/3.0; POLS 280/3.0; POLS 318/3.0; POLS 352/3.0; POLS 382/3.0; POLS 443/3.0; POLS 456/3.0; POLS 483/3.0; RELS 236/3.0; RELS 254/6.0; RELS 259/3.0; RELS 312/3.0; RELS 332/3.0; SOCY 323/2.0; SOCY 330/3.0; SOCY 331/6.0; SOCY 384/3.0; SOCY 389/3.0; SOCY 403/3.0; SOCY 431/3.0; SPAN 328/3.0; SPAN 354/3.0; SPAN 428/3.0;</td>
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## Type

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<tr>
<th>Degree Plan Revision</th>
<th>Additional Requirements</th>
<th>Department</th>
<th>Degree Plan Code</th>
<th>Existing Additional Requirements</th>
<th>New Additional Requirements</th>
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<tr>
<td>RELS</td>
<td>RELS-M-BAH</td>
<td>RELS</td>
<td>RELS-M-BAH</td>
<td>A. Minimum 24.0 units in RELS must be at the 300 level or above.</td>
<td>A. Minimum 21.0 units in RELS must be at the 300 level or above.</td>
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## COURSE DELETION

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<th>Type</th>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
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<td>RELS</td>
<td>RELS</td>
<td>510</td>
<td>3.0</td>
<td>Honours Essay</td>
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Respectfully Submitted,
Dr. Jenn Stephenson, Chair
Curriculum Committee
NEW UNDERGRADUATE FOR-CREDIT CERTIFICATE PROPOSAL

Expedited Approval Submission Form

Once the pre-approval process for a new undergraduate program is completed, and permission obtained from the provost’s office to submit a full proposal for an expedited approval, this template is to be used for a new for-credit Senate-approved undergraduate certificate. This is normally defined as a coherent subset of an existing degree program. New undergraduate certificate submissions must receive the approval of the appropriate Faculty Board(s) (or equivalent) and the provost prior to submission to the secretary of the Senate Committee on Academic Development (SCAD). SCAD will make its recommendations to Senate regarding the certificate’s approval. Academic units are strongly advised to contact the appropriate faculty associate dean(s) with any questions that arise during this proposal development. Please refer also to the Guide to QUQAP.

NOTE: the textboxes in this template will expand as needed

Part A – General Summary

| Name of Proposed Certificate: | Certificate in Indigenous Languages and Cultures |
| Academic Unit(s): | Languages, Literatures and Cultures |
| Proposed Start Date: | September 1, 2018 |
| Type of Study: | Both |

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>David Pugh</td>
</tr>
<tr>
<td>Title:</td>
<td>Professor and Acting Head</td>
</tr>
<tr>
<td>Unit:</td>
<td>Languages, Literatures and Cultures</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:pughdv@queensu.ca">pughdv@queensu.ca</a></td>
</tr>
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</table>

Executive Summary (1 page maximum suggested – minimum font size 11)

Briefly summarize the rationale for introducing this new undergraduate certificate and how it is consistent with the university’s Academic Plan and Strategic Framework as well as the academic goals of the faculty/school. Briefly describe the educational goals and learning outcomes; internal or external collaboration required to deliver this program; how the program relates to the existing undergraduate program(s); what is the target market; how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and additional resources required.

In light of the Truth and Reconciliation Commission on Indian Residential Schools (2008-2015), many postsecondary institutions have been developing curricular programming to promote, support and expand educational opportunities for First Nations, Métis and Inuit peoples. In December 2015, the Commission released its Final Report, which contained a number of key recommendations that pertain to education for Indigenous peoples.

While many of the recommendations charge the Federal Government with creating legislation to address gaps in funding for Aboriginal education, the TRC Report suggests that postsecondary institutions can play a role...
in addressing the issues they bring to light, for example: closing educational achievement gaps; improving education attainment levels and success rates; developing culturally appropriate curricula; teaching Aboriginal languages as credit courses; and enabling community participation in the development of Aboriginal programming.

Only one recommendation is specifically addressed to postsecondary institutions: “16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.” The preservation and revitalization of Aboriginal languages is highlighted in the report, and universities and colleges are called upon to play a role in achieving this goal. The full recommendations are available in the document entitled “Call to Action.”

The Department of Languages, Literatures and Cultures thus proposes a Certificate in Indigenous Languages and Cultures. The Certificate builds on current offerings already in place within the department; currently, students can take up to 9.0 Units in Indigenous languages, including MOHK 101/3.0 Mohawk Language and Culture I (formerly LLCU 101/3.0 Mohawk I), MOHK 102/3.0 Mohawk Language and Culture II (formerly LLCU 102/3.0 Mohawk II) and (INUK 101/3.0 Inuktitut Language and Culture I (formerly LLCU 101/3.0 Inuktitut I). The Certificate will comprise a total of 15.0 Units taken from existing and new Indigenous language and culture courses. A new course in Anishinaabemowin Language and Culture I & II will be added to LLCU 101/3.0 (Anishinaabemowin I) and LLCU 102/3.0 (Anishinaabemowin II). The Certificate also builds on two successful curricular initiatives within the department: the BA (General) / Minor Concentration in World Language Studies, approved in 2010, with a current enrolment of 87; and the BA (General) / Minor Concentration in Indigenous Studies, approved in 2013, with a current enrolment of 23.

To ensure appropriate consultation with Indigenous leaders and knowledge keepers, the Certificate will be developed in partnership with Four Directions Aboriginal Student Centre and Tsi Tyonnheht Onkwawenna Language and Cultural Centre in Tyendinaga, Ontario. This proposal was also reported at the LLCU’s September 7th, 2016 Departmental Meeting with unanimous support. The development of this Certificate acknowledges Queen’s location on the traditional lands of the Haudenosaunee and Anishinaabe peoples, and works toward the revitalization of several endangered languages. Courses in the Certificate will provide students with basic knowledge of the language with instruction embedded in culturally rich and linguistically authentic learning that introduces students to the many traditions, philosophies and histories of Indigenous peoples.

Alignment with Academic Plan:

The Certificate in Indigenous Languages and Cultures will advance the academic mission of the university, as outlined in the academic plan, with respect to the following guiding principles:

1. Promoting “…a balanced academy that offers an outstanding undergraduate experience…” by providing a high quality program that will yield a recognized, relevant certificate that complements students’ existing programs of study and supports future employment aspirations.

2. Providing education that encourages appreciation of the diversity of cultures within Canada and the rest of the world, and foster respect for Indigenous Nations’ knowledge, languages, and cultures.

3. Supporting the key recommendations for nurturing the student learning experience at Queen’s University by providing students with the Fundamental Academic Skills identified in the Academic Plan (critical reading; effective writing and communication; intercultural literacy; inquiry; critical thinking; problem solving); these academic skills are among the most important core competencies.

4. Imparting to students an understanding of their place in a culturally, economically, and politically ever-changing world and empowering them to participate in it in an informed and responsible manner.
and also recognizing the central role that research and teaching in the arts and humanities as well as language instruction have in making sense of human experience.

Alignment with Strategic Mandate Agreement:

The Certificate in Indigenous Languages and Cultures is also aligned with the University’s Strategic Mandate Agreement with MTCU in the following ways:

1. This Certificate will be developed in partnership with Four Directions Aboriginal Student Centre and Tsi Tyonnheht Onkwawenna Language and Cultural Centre in Tyendinaga, Ontario. As a result, these partnerships align with the Strategic Mandate Agreement through institutional collaboration with a community partner to establish a role in fostering social and economic development and serving the needs of the economy and labour market.

2. With a focus on Aboriginal languages and cultures, the proposed Certificate aligns with the University’s mission to provide access to postsecondary education for underrepresented groups (Aboriginal, First Generation students). This program also adds to Queen’s current program offerings that may have particular appeal to Aboriginal students, including a minor in Indigenous studies, and the only community-based Aboriginal teacher education program in Ontario.

Funding will be provided by the Provost Office for five years.

Part B – Evaluation Criteria

Part B is to be completed by the unit/faculty.

In accordance with Queen’s University Quality Assurance Processes (QUQAP), the criteria should be regarded as the minimum criteria upon which the new program submission will be assessed. Further information can be found in the Queen’s University Quality Assurance Processes.

1. Introduction

1.1 List the objectives of the certificate and specify the anticipated learning outcomes and career paths. [Refer to UDLEs, Appendix 1 QUQAP].

The core objectives of the Certificate in Indigenous Languages and Cultures are to provide students with basic knowledge of several Indigenous languages, where instruction is embedded in culturally rich and linguistically authentic learning that introduces them to the many traditions, philosophies and histories of Indigenous peoples.

Objectives:

The specific objectives for the Certificate emerge from the Truth and Reconciliation Commission on Indian Residential Schools (2008-2015), and adheres to the Queen’s Academic Plan and Strategic Mandate recommendations to:

- Promote, support and expand educational opportunities for First Nations, Métis and Inuit peoples;
- Preserve and work towards the revitalization of several endangered Indigenous languages;
- Ensure and enhance partnerships between Queen’s University and Indigenous communities in the
development of Indigenous cultures, ways of knowing and languages;
  • Familiarize Indigenous and non-Indigenous students with Indigenous cultures, ways of knowing and languages;
  • Develop academic programs to meet the needs of Indigenous and non-Indigenous students at Queen’s University.

Learning Outcomes:

1. DLE Depth and Breadth of Knowledge

   Develop skills in Indigenous languages at the beginning level using appropriate vocabulary and linguistic structures structure. (*Demonstrated in Indigenous languages*)

   Describe the literary, artistic and cultural histories (customs, culture, art, music, food, social, political and external events) of several Indigenous groups (Haudenosaunee, Inuit and Anishinaabe) to contemporary issues facing Indigenous people. (*Demonstrated in English*)

2. DLE Knowledge of Methodologies

   Apply the principles of Indigenous methodologies to the exploration of topics from historical and contemporary perspectives. (*Demonstrated in English*)

3. DLE Application of Knowledge

   Identify and apply knowledge of Indigenous languages, including appropriate vocabulary and linguistic structures, in the four language skills (listening, reading, speaking, writing) on limited topics. (*Demonstrated in Indigenous languages*)

   Apply knowledge of Indigenous cultures to articulate a diversity of perspectives regarding Indigenous histories, traditions and experiences. (*Demonstrated in English*)

4. DLE Communication Skills

   Effectively communicate in three Indigenous languages at an introductory level (both in range and accuracy) using the four language skills (listening, reading, speaking, writing). (*Demonstrated in Indigenous languages*)

   Communicate in respectful and meaningful ways with confidence on cultural, historical and contemporary topics. (*Demonstrated in English*)

5. DLE Awareness of Limits of Knowledge

   Identify and describe awareness of the limits to language skills and cultural perspectives and how this might affect interpretations of Indigenous cultures and experiences. (*Demonstrated in English*)

6. DLE Autonomy and Professional Capacity

   Ability to apply knowledge of Indigenous cultures and experiences for academic, professional and personal contexts. (*Demonstrated in English*)

   Develop an awareness of the requirements for building ethical relationships with Indigenous people and communities and respectful ways of engaging with Indigenous cultures, histories, and traditions. (*Demonstrated in English*)
Explain how the objectives will be achieved (e.g. course work, teaching and research seminars, independent research, laboratory and technical training, internships, practica, major research papers, and thesis).

Objectives within the language acquisition option are achieved by the students being assessed and graded on their ability to communicate in the target languages (introductory level), both orally and in writing, using the four language skills (speaking, listening, reading and writing). By interacting with their instructor and peers (oral and creative presentations, participation in class, short responses to readings), students demonstrate their ability to employ appropriate grammatical structures using multiple resources (e.g., in-class assignments, homework, translations, on-line or weekly exercises, OnQ materials and interactive forums, texts, film and media). Quizzes (oral and written) demonstrate students’ comprehension of and capacity to apply class material, and tests, final papers and assignments evidence their appropriate use of vocabulary and grammatical structures and their communicative capacity.

2. Program Regulations

2.1 Admission Standards - Describe the admission standards for the proposed certificate program, including degree, diploma and/or course requirements, and any other specific standards with reference to the learning outcomes and expectations of the program. Provide the rationale for standards that differ from those set by the faculty for degree programs and departmental requirements for entry to undergraduate degree programs. If applicable, indicate policies/procedures to encourage applications from qualified under-represented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).

The Certificate in Indigenous Languages and Cultures is open to current undergraduate degree students at Queen’s. The Certificate can be taken in conjunction with a degree program, in which case the Arts and Science regulations about limited double counting of courses apply, or as a stand-alone credential. All students enrolled in the Certificate in Indigenous Languages and Cultures need to meet the Faculty of Arts and Science 1.6 GPA or high school prerequisite and the progression criteria.

3. Certificate Structure and Requirements

Describe the certificate under the following headings (as applicable)

3.1 General Certificate Requirements – Describe the program duration and rationale, total number of courses, examinations, progress reports, advisory committees, etc.

Consisting of 15.0 units taken from existing and new Indigenous language and culture degree-credit courses, the program provides an introductory knowledge of the language embedded in culturally rich and linguistically authentic learning that introduces students to the many traditions, philosophies and histories of Indigenous peoples. It is anticipated that students will complete the Certificate in one or two years. The expected start date is September 2018.

Students will complete 6.0 units in Mohawk Language and Culture (MOHK 101/3.0; MOHK 102/3.0), 3.0 units in Inuktitut Language and Culture (INU 101/3.0), and 6 units in Anishinaabemowin Language and Culture (LLCU 101/3.0; LLCU 102/3.0) which will introduce students to both the language and culture (philosophies, histories, ways of knowing, traditions) of each of these Indigenous peoples. Three of these courses are currently offered within the Department of Languages, Literatures and Cultures (MOHK 101/3.0, MOHK 102/3.0 and INUK 101/3.0) annually and the Department will offer Anishinaabemowin (LLCU 101/3.0, LLCU 102/3.0) for the first time in Fall 2017.

The Certificate also builds on two successful curricular initiatives within the department: the BA (General) / Minor Concentration in World Language Studies, approved in 2010, with a current enrolment of 87; and the BA (General) / Minor Concentration in Indigenous Studies, approved in 2013, with a current enrolment of 25.
Proposed courses include:

Fall Term
MOHK 101/3.0 Beginning Mohawk Language and Culture I
INUK 101/3.0 Beginning Inuktitut Language and Culture I
LLCU 101/3.0 Beginning Language and Culture I (Anishinaabemowin I) or

Winter Term
MOHK 102/3.0 Beginning Mohawk Beginning Language and Culture II
LLCU 102/3.0 Beginning Language and Culture II (Anishinaabemowin II)

Students considering adding the Certificate in Indigenous Languages and Cultures to their degree program should consult with the Undergraduate Coordinator in the Department of Languages, Literatures and Cultures regarding course selection. The Undergraduate Coordinator will track students’ progress throughout the certificate program and approve on an annual basis the selection and appropriate completion of coursework.

3.2 Course Requirements – In Table 1 below, list core (required) courses, optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines).

<table>
<thead>
<tr>
<th>Course/Credit (number and name)</th>
<th>Core, Optional or Elective</th>
<th>Proposed Instructor(s) and Home Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOHK 101/3.0 Beginning Mohawk Language and Culture I</td>
<td>C</td>
<td>Nathan Brinklow, LLCU</td>
</tr>
<tr>
<td>MOHK 102/3.0 Beginning Mohawk Language and Culture II</td>
<td>C</td>
<td>Nathan Brinklow, LLCU</td>
</tr>
<tr>
<td>INUK 101/3.0 Beginning Inuktitut Language and Culture I</td>
<td>C</td>
<td>Noel McDermott, LLCU</td>
</tr>
<tr>
<td>LLCU 101/3.0 Beginning Language and Culture I (Anishinaabemowin I)</td>
<td>C</td>
<td>Vernon Altiman, LLCU</td>
</tr>
<tr>
<td>LLCU 102/3.0 Beginning Language and Culture II (Anishinaabemowin II)</td>
<td>C</td>
<td>Vernon Altiman, LLCU</td>
</tr>
</tbody>
</table>

Use space below to comment on Table 1

3.3 Course Descriptions - For each EXISTING and NEW undergraduate course that is part of the proposed certificate, provide a calendar description below and append/embed the course outline in Section 12. Also indicate if the course currently exists or is under development.

INUK 101/3.0 Beginning Inuktitut Language & Culture I
An introduction to the history and culture of the Inuit of Canada with particular emphasis on their language, Inuktitut, in both writing and speaking. This course is designed for those who have little or no exposure to the Inuit language nor to the history of Canada’s Inuit peoples.

LLCU 101/3.0 Beginning Language and Culture I (Topic: Anishinaabemowin I) – NEW
Offers a basic level of understanding, speaking, reading and writing for students with no knowledge of the language. Students will also gain a basic understanding of the histories, cultures and experiences of the people who speak this language. The specific language will be announced on the Department of Languages, Literatures and Cultures web page.

LLCU 102/3.0 Beginning Language and Culture II (Topic: Anishinaabemowin II) – NEW
Continuation of LLCU 101/3.0 offering a basic level of understanding, speaking, reading and writing for students with no knowledge of the language. Students will also gain a basic understanding of the histories, cultures and experiences of the people who speak this language. The specific language will be announced on the Department of Languages, Literatures and Cultures web page.

MOHK 101/3.0 Beginning Mohawk Language & Culture I
An introduction to the language and culture of the Kanyen’kehá: ka, the people of the Mohawk Nation.
This course is designed for those who have neither been exposed to Kanyen’kehá: ka, the Mohawk language, nor its traditional societal practices. Learn basic Mohawk language and gain a rich understanding of the Mohawk culture and tradition.

**MOHK 102/3.0 Beginning Mohawk Language & Culture II**

A continuation of MOHK 101/3.0. Students will participate and begin to develop the ability to read, write and speak some basic Mohawk Language and further their understanding of the richness of Mohawk Culture, traditions, and worldview.

**3.4 Certificate Timelines** – In a table or figure, summarize the expected progress through the certificate by term to completion. If both full-time and part-time studies are proposed, specify timelines for each.

**Table 2. Expected program progression through to completion** (format is optional; modify as needed)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td><strong>W</strong></td>
<td><strong>SS</strong></td>
</tr>
<tr>
<td>INUK, MOHK, LLCU 101</td>
<td>MOHK, LLCU 102</td>
<td>INUK, MOHK, LLCU 101</td>
</tr>
</tbody>
</table>

First-year students may either take MOHK 101/3.0, INUK 101/3.0, or LLCU 101/3.0 and continue on to the next level in the winter term for either MOHK 102/3.0 or LLCU 102/3.0. OR they can take a combination of the courses up to a maximum of 9.0 units in the Fall Term and 6.0 in the Winter Term. OR they can take one course and continue on to the next level in the winter term. INUK 101/3.0 can be taken only in the Fall Term.

Second, third or fourth-year students will normally continue with the next language and culture course until the Certificate has been completed.

**3.5 Other matters** - Comment on any special matters and innovative features.

Responsibility for the Certificate in Indigenous Languages and Cultures will be shared between Four Directions Aboriginal Student Centre, which will provide culturally appropriate student support services, facilitate Elder participation and extracurricular programming, and liaise with local communities, and the Department of Languages, Literatures, and Cultures, which will provide academic advisement and administrative support, including managing program requests, course offerings, registration, timetabling, awards, as well as other administrative assistance as required. It is envisioned that the Aboriginal Council Working Group on Indigenous Knowledge, Curriculum and Research will continue to play a role, either serving as a Steering Committee or approving a separate Steering Committee to oversee the growth, development and maintenance of the Certificate.

**4. Program Content**

**4.1 Explain how the curriculum of the proposed certificate addresses the current state of the discipline and /or profession.**

The Certificate in Indigenous Languages and Cultures is part of an emerging field of Indigenous Studies and there are relatively few credentials of this kind, i.e. focussing on language and culture. There are some programs that focus on language preservation, teaching methodologies or a single language, and quite a few that focus on politics, policy and social equality. Many Indigenous language programs exist outside of postsecondary institutions and are run by community organizations with no access to credit recognition.

The Certificate in Indigenous Languages and Cultures at Queen’s is different from other programs in that it enables students to gain basic skills in three different Indigenous languages. Another unique feature is the deliberate integration of language and culture. The learning outcomes for the program are divided between those demonstrated in the language (linguistic competencies) and those demonstrated...
in English (cultural competencies), thus providing learners with a basic knowledge of three languages (Kanien’kéha [Mohawk], Anishinaabemowin [Ojibway] and Inuktitut), a basic understanding of distinct cultural traditions and contemporary issues facing Indigenous peoples, as well as an awareness of the requirements for respectful and ethical engagement with Indigenous persons and communities. For the above reasons, the proposed Certificate in Indigenous Languages and Cultures is a unique credential that will add to the richness of the field of Indigenous Studies.

4.2 Identify any unique curriculum, innovations or creative components.

See Section 3.5.

4.3 Academic Integrity - Explain how the certificate educates students on the importance and role of academic integrity.

Although it is the students’ responsibility to familiarize themselves with faculty and university regulations regarding academic integrity, course syllabi, web pages and the units’ undergraduate studies offices will display and promote faculty and university information and descriptions of policies. As with all Queen’s courses, instructors will be expected to discuss and bring to the students’ attention the relevant regulations and expectations. http://www.queensu.ca/academicintegrity/ai-queens
### 5. Assessment of Teaching and Learning

#### 5.1 Degree Level Expectations (DLE)

In Table 3 below, summarize how the certificate’s structure and requirements address each DLE listed as well as any additional program-specific UDLEs [Refer to Appendix 1 of QUQAP for more information.]

<table>
<thead>
<tr>
<th>DLE</th>
<th>Learning Outcomes</th>
<th>Relevant Courses, Academic Requirement</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
</table>
| **Depth and breadth of knowledge** | Develop skills in Indigenous language at the beginning level using appropriate vocabulary and linguistic structures. *(Demonstrated in Indigenous languages)* Describe the literary, artistic and cultural histories (customs, culture, art, music and food, social, political and external events) of several Indigenous groups (Haudenosaunee, Inuit and Anishinaabe) to contemporary issues facing Indigenous people. *(Demonstrated in English)* | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Recognize and identify words and phrases, orally recite short passages using appropriate pronunciation of Indigenous sounds and sound combinations, and write short dialogues using appropriate language structures. Write, state or describe cultural characteristics of Indigenous peoples and their histories in written and oral assignments and tests. |
| **Knowledge of methodologies**    | Apply the principles of Indigenous methodologies to the exploration of topics from historical and contemporary perspectives. *(Demonstrated in English)* | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Evaluate, differentiate and compare various Indigenous historical events and traditions through to today in written and oral assignments and tests. |
| **Application of knowledge**      | Identify and apply knowledge of Indigenous languages, including appropriate vocabulary and linguistic structures, in the four language skills (listening, reading, speaking, writing) on limited topics. *(Demonstrated in Indigenous languages)* Apply knowledge of Indigenous | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Read and comprehend Indigenous texts applying appropriate vocabulary and linguistic structures. Evaluate, assess and construct short |
| Communication skills | Effectively communicate in three Indigenous languages at an introductory level (both in range and accuracy) using the four language skills (listening, reading, speaking, writing). (*Demonstrated in Indigenous language*) | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Actively participate in oral class activities, guided by dialogues, role playing activities, discussions on language structures and compositions as well as basic information on literary, artistic and cultural topics.  
Discuss and consider Indigenous traditions in a respectful manner in written and oral assignments and tests. |
| Awareness of limits of knowledge | Identify and describe awareness of the limits to language skills and cultural perspectives and how this might affect interpretations of Indigenous cultures and experiences. (*Demonstrated in English*) | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Recognize and acknowledge the limitations in one’s knowledge of Indigenous language and culture when composing oral and written communications. |
| Autonomy and professional capacity | Ability to apply knowledge of Indigenous cultures and experiences for academic, professional and personal contexts. (*Demonstrated in English*) | INUK 101/3.0  
LLCU 101/3.0  
LLCU 102/3.0  
MOHK 101/3.0  
MOHK 102/3.0 | Independently demonstrate one’s understanding of Indigenous cultures and experiences gained within the Certificate in academic, professional and personal contexts.  
Demonstrate an awareness of ethical and respectful standards for engaging with Indigenous peoples and communities in written and oral assignments and tests. |

... (*add program-specific DLE*)
Use space below for comments on Table 3. Include discussion of how indicators of achievement associated with the certificate program differ from or overlap with those of the degree program(s) when the same courses are involved.
5.2 Describe how the proposed methods of assessing student achievement relate to the certificate’s learning outcomes and degree level expectations.

Each Indigenous language has its own culture and ways of knowing and students will be assessed on their ability to communicate in each of the DLEs and the Objectives. They will be assessed in three Indigenous languages, at the beginning level, using the four language skills (speaking, listening, reading and writing) as well as their knowledge of Indigenous literary, artistic and cultural histories (demonstrated in English). By interacting with their instructor and peers (oral and creative presentations, participation in class, short responses to readings) students are given multiple opportunities to demonstrate their ability to employ appropriate language structures and to achieve the ability to “Develop skills in Indigenous language …” and “describe the literary, artistic and cultural histories of several Indigenous groups….“ (DLE #1), exploring topics from historical to contemporary perspectives (DLE #2), “identify and apply knowledge of different Indigenous languages … on limited topics (demonstrated in Indigenous language)” and “articulate a diversity of perspectives regarding Indigenous histories, traditions and experiences (demonstrated in English)” (DLE #3), and communicate at an introductory level using the four languages skills (demonstrated in Indigenous language) and communicate in a respectful and meaningful way (demonstrated in English) … on literary, artistic and cultural topics (DLE #4). Students also use a variety of resources (e.g., in-class assignments, homework, translations, on-line or weekly exercises, OnQ activities and materials, texts, film and media) to assist them in developing their presentations, responses in class, quizzes, final paper, and tests. Quizzes (oral and written) provide formative assessments of students’ comprehension and capacity to use class material. Final papers, tests and assignments evidence their command of vocabulary and language structures and their communicative competence. Students “demonstrate their awareness of the limits to language skills and cultural perspectives and how this might affect interpretations of Indigenous cultures and experiences” (DLE #5) and “their ability to apply knowledge of Indigenous cultures and experiences for academic, professional and personal contexts” and “an awareness of the requirements for building ethical relationships with Indigenous people and communities and respective ways of engaging with Indigenous cultures, histories, and traditions” (DLE #6) throughout the course by interacting with the instructor and their peers during classroom discussions and (where appropriate) student presentations. Students receive feedback from their instructors and peers through their active participation in class and through activities such as oral and creative presentations, online activities and forums, group work, in-depth discussion and debates.

5.3 Outline the plans for documenting and demonstrating the level of performance of students [Refer to UDLEs, Appendix I of QUQAP]

Students will be given multiple opportunities in class activities and assignments to demonstrate their ability to search for knowledge, synthesize knowledge, adapt to the local context, and to write and speak at a basic level in the target language(s). Each course instructor will use rubrics to identify the key aspects of each assessment so that students understand the assessment process. Formative and summative assessments will be linked back to core concepts, consistent with the DLEs and Learning Outcomes (see 5.1 above) so that over the course of their studies students are able to learn and adapt the knowledge to their own focus of interest and appreciate perspectives from a diversity of Indigenous cultures. Where gaps and shortcomings are noted students will be referred to appropriate services such as the Four Directors Aboriginal Student Centre. Assessments will be documented by grades on returned work, which will be recorded on the relevant course web site (OnQ), and ultimately via SOLUS on the student transcript.

6. Mode of Delivery

6.1 Explain how the proposed mode(s) of delivery meets the certificate’s learning outcomes and the DLEs. Comment on the relationship between mode of delivery and accessibility requirements.

Language and culture courses: students attend participatory lecture and discussion-style classes that focus on language acquisition, communicative proficiency in the four modalities (listening, reading,
speaking, and writing) and expand their knowledge of Indigenous cultures. Students are exposed to the culture of the target language, including developing knowledge of its artistic, literary, economic, historical, political, and social aspects. Within the class period, instructors may incorporate texts, music, film clips, and other visually-based media, newspaper articles and on-line resources to illustrate and draw upon real-life situations to reinforce new topics. Faculty may also incorporate on-line and other exercises, which provide a short study session, complement and expand the in-class learning plans, and prepare students for the next class.

OnQ

The OnQ learning management system is used by the majority of LLCU faculty to disseminate information and communicate with students. Faculty members may organize their course content by placing resources in the appropriate week segments. They may provide links to other resources (articles, book chapters, videos, pictures, films), which expand the supplementary course materials and helps students in their research assignments. With the cooperation of Queen’s Library, links to streaming videos may also posted. This allows the students to watch the material before class instead of during the class, which reserves time for class work. The forum function permits faculty members to communicate efficiently with students outside class time. Many faculty members set up student forums to facilitate peer-to-peer discussions and group work. In terms of performance assessment, OnQ provides instructors with a convenient grading book. Students can therefore continuously check their course progress. Most faculty also arrange for the assignments to be submitted directly through OnQ. This ensures that all assignments are accessible to the instructor at any time or location. Since OnQ is a password-protected system, only instructors and students registered in the given course have access to it, ensuring a safe and reliable learning environment. Providing the resources and accepting the assignments in electronic form lessens the environmental impact. One in-house staff person is available to instruct and assist LLCU faculty in case of any troubleshooting.

6.2 Distance Delivery - Where students may take the same certificate or elements of it in two different modes of delivery, indicate how consistency in the certificate requirements and standards will be assured. Describe how a learning community will be fostered, how regular interactions with faculty, students, etc., will be assured, and comment on access to materials, resources, and technology.

n/a

7. Anticipated Enrolment

7.1 Indicate how many new students the certificate program is expected to attract; describe the strategies to recruit students.

It is anticipated that students enrolled to gain professional degrees, particularly students in Commerce, Engineering, Kinesiology and Health Studies, Life Sciences, Mining, together with students studying in Global Development and Languages, Literatures and Cultures will be particularly interested in this Certificate. This interest is owing to the growing demand for employees to have knowledge of an Indigenous language and/or possess a degree of Indigenous cultural awareness. Expected enrollment in year one 15-18 students. Within three years an expected 70-80 students will be enrolled.

7.2 In Table 4 below, summarize the projected intake and enrolments by year until steady-state is reached (modify table as needed).

Table 4. Anticipated intake and enrolment in Certificate Program

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Enrolment</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>10</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
**Program Timelines**: The normal timeline for students to complete the Certificate in Indigenous Languages and Cultures is two years. However, students may complete the Certificate in as little as two terms, as the courses are offered every year during the Fall and Winter, or they could complete the Certificate on a part-time basis completing the Certificate over a three-year period.

8. **Resources**

Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new Certificate under the following headings (where applicable). A budget module and template (located on the QUOAP website) must be completed.

**8.0 Budget Module - See Appendix A**

8.1 **Faculty** – Identify faculty members who will have involvement in the delivery of the proposed certificate program and comment on the adequacy of these resources. Complete Table 5 below.

Submit CVs (following the CV guidelines found on the QUOAP website) for all faculty that are not listed as core in the degree program(s) from which the certificate is derived. Core faculty is defined here as tenured, tenure-track, emeriti and continuing adjunct professors.

Table 5. Faculty associated with the proposed Certificate Program (add rows as needed)

<table>
<thead>
<tr>
<th>Faculty Member (Home Unit)</th>
<th>Rank/Status (Tenured, tenure track, continuing adjunct, term adjunct, special appt, emeritus, etc.)</th>
<th>Total Undergrad Teaching (incl new Program) (units)</th>
<th>Total Grad Teaching (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Brinklow</td>
<td>Instructor, Term Adjunct</td>
<td>6.0</td>
<td>0</td>
</tr>
<tr>
<td>Noel McDermott</td>
<td>Assistant Professor, Term Adjunct</td>
<td>3.0</td>
<td>0</td>
</tr>
<tr>
<td>Vernon Altiman</td>
<td>Instructor, Term Adjunct</td>
<td>6.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Use space below to comment on Table 5

**Vernon Altiman**

I am called Turtle in the Ojibwe Language and I am also Turtle Clan, as well, I originate from here on Turtle Island over in the south at a place called Walpole Island Unceded Territory, I am of the Miami, Pottowattomi and Ojibwe Nations. My name is Vernon Altiman in the English language and I am going to be the new Ojibwe Language Instructor this year at Queens. I am indeed very pleased to be here at Queens University and I am also a Member of the Ojibwe Grand Medicine Society and a Sundancer forever…

**Nathan Brinklow**

Thanyehténhas (Nathan Brinklow) is Turtle Clan from the Tyendinaga Mohawk Territory. He grew up without the language in a community that had largely lost its heritage language as an everyday spoken language. Nathan’s interest in the language was sparked through the “Mohawk Hymns” he sang with his grandmother as a young man and following his formal studies, he went on to study at Shatiwennakará:tats, the intensive adult language program at Tyendinaga. He now teaches in that program.

In Nathan’s experience of learning and teaching, the language and culture are inseparable. This informs his approach to teaching constantly passing on elements of the culture as they present themselves in the language. Kanyen’kéha (Mohawk) is also a descriptive language and paints vivid pictures with the way words have been created, so learning to recognize the actual meanings of the words allows the contemporary speaker to actually “see” how previous generations encountered and interacted with the world.

Professional interests include second language acquisition methodologies, especially for adults; the canon of Mohawk Hymns, with attention to the unique compositions; early Bible translations and how Christian concepts were translated using traditional ideas; and the development of the traditional Mohawk cycle of
ceremonies.

Noel McDermott
Professor McDermott has extensive experience in teaching Inuktitut and English. He lived and taught in Nunavut for 35 years as a classroom teacher, school principal and lecturer in the teacher training program at Nunavut Arctic College. He has held Teaching Appointments at many other educational institutions, including McGill University, Trent University, the University of Waterloo, Ontario as well as at the Sami University in Kautokeino, Norway. He joined the Department in the fall of 2011. His Inuktitut course covers the history and culture of the Inuit with particular emphasis on their language, Inuktitut, both written and spoken.

Dr. McDermott is the author of the following: Unikkaaqtuat: Traditional Inuit Stories; and Akinirmut Unipkaaqtuat: Stories of Revenge. He co-edited and wrote the introduction and notes for Unikkaaqtuat: An Introduction to Inuit Myths and Legends, and edited James Arvaluk: That's My Vision: Life Stories of Northern Leaders. Forthcoming, is the Life of David Serkoak. He has also written articles on Inuit literature, teacher education, and cultural identity.

Professor McDermott believes that teaching and learning together constitute an interactive process involving dialogue and participation between teacher and student. His classes, therefore, are characterized by lively discussion, interchange of opinion and ideas and serious but not solemn application. His approach to research is one of collaboration, especially when one is attempting to engage with cultures and languages very different from one’s own.

8.2 Staff - Comment on the adequacy of the staff complement to support the certificate program (administrative, technical, IT, laboratory, etc.).

The Department of Languages, Literatures and Cultures has two administrative assistants. Both provide administrative and secretarial support to all the Plans and disciplines within the Department. Duties consist of: course planning; course counselling advising students during registration; registration; open enrolment; OnQ assistance; and coordination of physical services, such as space allocation; timetabling; calendar and curriculum submissions.

Four Directions Aboriginal Student Centre has an Aboriginal Recruitment and Admissions Officer, who will assist with the admissions process, and a Student Advisement Officer, who will provide culturally appropriate student support services.

8.3 Space Requirements - Describe the space (work space, laboratory space, office, classrooms) and equipment needed to support students’ academic activities.

The Department is based on the fourth floor of Kingston Hall, with two faculty offices on the second floor, two on the third, and one on the first floor. Each Administrative Assistant, FTE and Continuing Adjunct faculty members all have private offices. The term adjuncts and teaching fellows normally share offices. In addition the Department has a meeting room (KIN 419) which services small meetings, social gatherings, and ad-hoc classes. The Department also has small individual rooms for the photocopier, mail and storage. Most of the Department’s classes are held in Kingston Hall and most of the larger rooms are equipped with multi-region multi-media players and the internet (and wireless internet). In 2017, KIN 313 will be remodelled into an Active Learning Environment which will be an ideal space for teaching Indigenous languages and cultures. No additional space will be required as two of the instructors teaching in courses (Brinklow, McDermott) within the Certificate are existing, and the new instructor will share an office with the other two instructors.
### Program Administration – Describe how the program will be administered (e.g. admissions, tracking progress, curriculum, etc.)

The Faculty of Arts and Science will administer admissions to the Certificate in Indigenous Languages and Cultures in collaboration with Undergraduate Admissions following established infrastructure and processes used for other programs. Student performance and academic progress will be monitored by the Student Services division of the Faculty Office in same way as for students in other Arts and Science programs. Curriculum review will be led by the Department of Languages Literatures and Cultures and will be part of the regular Cyclical Program Review process.

### Information Technology - Describe the information technology needed to support the delivery of the program and to support the student’s scholarship. Indicate the resource implications for hardware, software/internet, audio-visual, telecommunications, etc.

Provide contact person and date that consultation with IT staff took place.

#### Information Technology:

The University provides information technology to all faculty, staff and students by providing them with individual e-mail, web space, the Microsoft Office suite and anti-virus software. Faculty are also offered services such as OnQ (for courses), Wiki and QShare pages for individuals, departments and groups, as well as WebPublish for Departmental websites. Faculty and departmental administrators use PeopleSoft for class lists and entering grades, and managing their research accounts. Students have access to several public and semi-public computing sites across campus, as well as computers and software in the Libraries. Training for faculty on the various software packages is provided through ITServices on-line seminars, webinars, and web documentation as well as the hands-on training by the Department’s Administrative Assistant, Margaret Maliszewska.

Kingston Hall faculty offices are all equipped with Ethernet connections, and classrooms are equipped with both Ethernet connections and Wifi. Our larger classrooms are also equipped with multimedia projectors and multi-region DVD/VCR machines. ITServices provides telephones in each of the classrooms to contact the Electronic Classroom Support Centre, as well as on-site support when issues arise.

ITServices supports various software packages and troubleshooting services to faculty, staff and students through a telephone IT Support Centre. The Department provides computers for the administrative assistants and the Head of the Department, and used computers for Continuing Adjunct Faculty and term adjuncts which have been donated through the Faculty Office of Arts and Science. FTE members are expected to purchase their computers through either a research grant or their professional expense accounts.

Students are expected to have their own computers. For those students who do not have portable ones, the Department has laptops (purchased from the A&S Student Initiative Fund) that both faculty and students can sign out, from the Departmental General Office, for use during class. The Department’s website was updated with assistance from ITServices and Marketing.

Jim Cranston, Acting CIO, reviewed the document on August 30, 2017 and will provide sign-off upon approval by Faculty Board.

#### Four Directions Aboriginal Centre (FDASC)

The Four Directions Aboriginal Student Centre strives to be a home away from home, a hub of activity and a key resource for Queen’s Indigenous students. It is located in a historic home at 146 Barrie St., which offers many amenities. Students hang out or study in the lounge with free wifi and cable TV, grab a snack or a meal in the fully equipped kitchen, and do their laundry for free! The FDASC offers academic tutoring and advising, cultural programming, Indigenous focused library, and a range of workshops designed to support Indigenous students, academically, socially and culturally. The FDASC has been around since 1996 when it opened with funding from the Ontario Ministry of Education and Training under its Aboriginal Education and Training Strategy. The Centre has been at its current...
location since 2000.

FDASC Academic Services
FDASC Resources Library: Searches can be done by keywords or by author, title, subject, etc. Aboriginal Teacher Education Resources Library: The Aboriginal Teacher Education Program (ATEP) in the Faculty of Education is proud to offer an extensive collection of Aboriginal education resources and general Aboriginal resources. ATEP lends these resources to students, staff and faculty. This collection includes books, tapes, VHS videos, DVDs and CDs.

Academic-related Financial Support
FDASC Academic Travel Bursary: The Student Assistance Fund exists to support and enhance the Aboriginal student experience at Queen's University. The Fund seeks to assist students and fund projects that provide educational opportunities such as, but not limited to, participation in: Competitions, Symposiums, Conferences, Festivals. The approval of funding will be contingent on the availability of funds and the total amount of requests received throughout the year.

FDASC Tipi
The FDASC tipi is located behind the FDASC. They hold class lectures, Full Moon ceremonies, talking circles in the tipi. The Tipi is the traditional housing structure of the Western plains nations. A tipi is a conical tent, traditionally made of animal skins, and wooden poles. The tipi was used by the nomadic tribes of the Great Plains in Canada and the United States. Tipis could be disassembled and packed away quickly when a tribe decided to move and could be reconstructed quickly upon settling in a new area. This portability was important to Plains Indians with their nomadic lifestyle.

The Writing Centre:
Students are directed by faculty to use the Writing Centre if they do not have sufficient experience in writing their assignments. However, some students require a higher, more advanced level of assistance in writing in a language other than English that the Centre is unable to provide. Students are encouraged to work more closely with their instructors and to meet with them during their office hours.

Centre for Teaching and Learning:
Faculty in LLCU have participated in programs offered through the Centre for Teaching and Learning and found the public lectures and workshops on various topics very useful. Faculty have also found the Centre very helpful with curriculum and course design, blended learning facilitation, and the annual workshop day to introduce teaching innovations. Faculty have used the Centre for advice on compiling a teaching dossier for career progression purposes. The Centre has been very generous with their assistance in understanding and writing the Cyclical Review Report (2014) and this document.

8.6 Library - Provide information about library support holdings, availability of and access to library resources relevant to the proposed program(s).

Collections
Queen’s University Library (QUL) has been collecting resources in this field (since the approval of the certificate of Indigenous Studies a few years ago). In addition to titles acquired for Indigenous Languages, relevant monographs have been collected in many related disciplines including Film, Latin American Studies, Cultural Studies, Global Development Studies, Geography, History and in Special Collections.

The Library’s growing collection of electronic books contains hundreds of primary and secondary works of interest to researchers in LLCU. The Library provides access to over 600 indexing and abstracting databases in all disciplines. QUL currently provides access to over 50,000 electronic journals, including subscribed and freely accessible academic titles. The Library subscribes to online databases such as The Bibliography of Native North Americans, Project Muse, JSTOR, CAIRN, and Periodicals Archive Online. We also include freely accessible titles on our website, such as First Nations Periodical Database, Caninuit, and iPortal- Indigenous Studies Portal from the University of
The Library has acquired some of the many rich primary source collections produced by publishers like Adam Matthew, Alexander Street Press, Gale, and ProQuest. *North American Indian Thought and Culture* is a great example of such acquisitions for the Queen’s community.

The Queen’s Library is able to borrow materials from the Centre for Research Libraries (CRL) for extended loan periods and at no cost, on behalf of Queen's faculty, students and researchers. There are no limitations with respect to format or the amount of material borrowed. Typically, interlibrary loan requests at CRL are fulfilled within one business day and delivered to the requesting institution by 2-day express courier.

A complete list of databases and other online reference works, many more of which are relevant to this program, is available at http://library.queensu.ca/research/databases/. To expedite access to electronic content, the ability to link from database citations to subscribed full-text or to the Queen’s University Library Catalogue (QCAT) has been enabled.

The Library collects information resources in all formats to support teaching, learning and research across the range of programs offered by the Department of Languages, Literatures and Cultures. Stauffer Library houses the majority of print resources in the discipline but relevant materials may be located across the library system, depending on each researcher’s area of focus.

In collection practice there is a growing emphasis on electronic resources that provide currency of content, and point-of-need 24/7 access. Remote access to most electronic resources is available through the Queen’s Proxy, allowing students and faculty members to access a rich array of resources from anywhere on or off campus.

Primary responsibility for the selection of new resources rests in the collaboration of the LLCU liaison librarian and the departmental library representative. The Department works with the Library to ensure that all faculty publications are included in our collection. Interlibrary borrowing requests are monitored to identify material of interest that should be added to the collection and publishers’ catalogues are reviewed and routed as appropriate. Students and faculty members may make recommendations for purchase online or through their liaison librarian or library representative.

**Service**

The LLCU liaison librarian provides introductory or specialized workshops, collaborates with faculty members to integrate information resources and information-seeking skills into course-management-software environments, works with seminar and tutorial groups, assists in identifying and locating data and materials, and provides research assistance at every stage of a student’s time at Queen’s. Course-specific workshops, arranged through faculty, pinpoint the most useful sources and search strategies for a given area of research. The liaison librarian for LLCU offers hands-on, customized information literacy/research skills workshop instruction upon request in addition to one-on-one instruction.

Queen’s University Library is committed to student learning and has an active team, the Teaching & Learning Working Group, leading their colleagues in writing learning outcomes, curriculum design and learning assessment. As well, the Library maintains a close working relationship with the Centre for Teaching and Learning, which assists in the development of teaching techniques, and in fostering partnerships among librarians and teaching faculty wishing to integrate library research skills into their courses.
Indicate what new library resources will be needed (e.g. journals, print monographs, audio-visual material, historical documents, electronic databases, statistical/geospatial data).

The resource that LLCU faculty have been increasingly requesting the library to purchase are online/streaming videos. Often these videos come at a high cost and are not always available in Canada or even online. In terms of materials for learning Indigenous languages, we may need to review what is in our collection that can serve students and faculty.

Indicate the likelihood of the program having an impact on library staffing. Provide contact person and date that consultation with the Library staff took place.

There should not be any impact on library staffing for this program. The LLCU liaison librarian has assured us that reserves (including ARES), Interlibrary Loan, information literacy and other services will be able to accommodate this new program

(Nathalie Soini, February 1st, 2017).

8.7 Describe any additional resources required that are not currently available. Provide evidence of institutional commitment to supplement existing resources as needed. [Complete budget module]

As with all language courses, best practice for Indigenous-language acquisition pedagogies limit number of students in the classroom, as the oral component is essential. Language courses are different from the lecture-type courses (sometimes with very large enrolments) as individual students orally participate in every class, which is essential for learning a language. In order to meet the department’s requirement for fiscal sustainability, the implementation of the Certificate in Indigenous Languages and Cultures will require support from the department (LLCU), The Faculty Office, the University and from government grants.

LLCU will provide academic advisement and administrative support for the Certificate (registration, course counselling, program requests, timetabling, and general administration) and Four Directions Aboriginal Centre will provide the resources for student support services, coordinating and facilitating the visits of Elders and invited speakers, as well as communications with local Indigenous groups and communities.

Revenue for the proposed program will come primarily from the new tuition fees and government grants will be sought. We anticipate that the program will grow steadily and will reach a steady state of 70-80 students, based on an intake of 15-18 students annually. As a result, it is anticipated that the program will be net revenue generating.

The program has been designed to best utilize existing staff. The Provost’s Office will be providing the funds for adjunct faculty, including travel, for five years.

9. Other Matters

9.1 Provide evidence of student demand for the certificate program and describe how this information was obtained.

A Certificate in Indigenous Languages and Cultures would be a first step in fulfilling one of the main recommendations of the Truth and Reconciliation Commission’s (2015) final report (“We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages”) and would realize one of the main highpoints of the University’s Academic Plan (2011) (“[…] we strongly recommend that Queen’s promote […] the learning of Aboriginal languages”).

Together with language learning, which intrinsically is an essential element of Indigenous cultural identification, students will have an opportunity to access specific cultural practices as well as Elders and knowledge keepers. Furthermore, the proposed Certificate Program will allow students to engage in a wide range of activities linked to the Indigenous languages and cultures covered in the Certificate.

Presently there are 25 students enrolled in the Minor (B.A. (Gen)) in Indigenous Studies, over 80
students are enrolled in Mohawk and Inuktitut language and culture courses on an annual basis, and approximately 400 students are enrolled in courses with substantial Indigenous content. Furthermore, with the new Federal Government’s announced initiatives and the findings and recommendations of the Truth and Reconciliation Commission (TRC), it is anticipated that students enrolled in other programs, namely Engineering, Global Development Studies and other professional and non-professional degrees will want to complete the certificate to build their capacity for intercultural understanding and mutual respect that will lead to collaborations in many fields.

A review of Indigenous Studies programs at Ontario and other Canadian universities reveals that new programs are being introduced at a rapid rate, demonstrating that this is an area of curricular growth and renewal and that speaks to student interest. Trent University was among the first to develop a program in Native Studies in 1972. Lakehead University has several programs in Indigenous Learning (Major, Minor, Certificate, Native Language Minor, Concurrent Programs with Education); York University has a variety or programs on Indigenous Studies at the Certificate and Undergraduate Level through the Department of Equity Studies, an Indigenous Teacher Education program, as well as a new Medial program in Urban Aboriginal Education, while Osgoode Intensive program in Aboriginal Lands, Resources and Governments provides Law students with programming that is unique across Canada. Wilfrid Laurier University has an Indigenous Studies Option which can be coupled with any Honours program; McMaster University has had an Indigenous Studies Program since 1992 and announced a very prestigious Indigenous Knowledge Chair for the University in 2011. The University of Western Ontario has an interdisciplinary program which offers Minor, Major and Honours specialization modules in Indigenous Studies; and the University of Ottawa offers a Major and Minor in Aboriginal Studies. The field of Indigenous Studies has evolved very quickly in the last decade and the trend has been to move away from discipline-specific programs. What sets Queen’s apart is the highly interdisciplinary nature of the Indigenous Studies Minor / B.A. (Gen) Plan, with courses in the creative arts, humanities, social sciences and health-related disciplines. The program in Indigenous Studies has attracted students from a great variety of disciplines and continues to grow in popularity, just as the course offerings within the Plan have increased as departments have expanded their offerings in Indigenous-related courses.

<table>
<thead>
<tr>
<th>9.2 Explain how the certificate program will fulfill societal need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As stated in the introduction, the Indian Residential Schools Truth and Reconciliation Commission tabled its report including “Calls to Action” that require postsecondary institutions develop curricular programming to promote, support and expand educational opportunities for First Nations, Métis and Inuit peoples, with specific mention of credit courses and programs in Indigenous languages. It is well known that many Indigenous languages in Canada are current under threat of extinction, including Mohawk (Kanien’kéha) and Ojibway (Anishinaabemowin). <a href="http://www.unesco.org/languages-atlas/index.php">http://www.unesco.org/languages-atlas/index.php</a> Furthermore, the Final Report of the Truth and Reconciliation Commission Task Force, entitled Yakwanastahentéha / Aankenjigemi / Extending the Rafters, includes the following recommendation: “In support of Call to Action 16, the university must work with Indigenous communities to create credentialled Indigenous language programs.”</td>
</tr>
<tr>
<td>The Certificate in Indigenous Languages and Cultures therefore addresses societal need by assisting in the revitalization and preservation of endangered languages and by educating Indigenous and non-Indigenous Canadians about Indigenous histories, cultures and experiences.</td>
</tr>
</tbody>
</table>
9.3 *For new professional certificate programs, provide evidence that the certificate is congruent with the regulatory requirements of the profession.*

Not applicable.

10. **Equity, Diversity and Accessibility**

10.1 *Describe how the proposed new program will address equity considerations, including (but not limited to) issues of particular concern for the groups identified in the University’s various equity programs.*

A report has been provided to the Equity Office.

10.2 *Provide information about the representation rates of members of designated groups within the faculty, and identify gaps in representation as compared to the appropriate Canadian workforce population.*

A report has been provided to the Equity Office.

11. **Quality and Other Indicators**

11.1 *Define indicators that will provide evidence of the quality of the faculty and how they will be used (e.g. qualifications, teaching effectiveness, supervisory/mentorship ability, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed certificate program).*

The Certificate in Indigenous Languages and Cultures will be reviewed under the regular QUQAPs process to ensure that the program reflects Queen’s standards for academic excellence. Participating faculty members will be subject to the regular Bi-Annual Review processes. Hiring practices will follow the normal appointments processes as outlined in the Collective Agreement.

By using existing courses that are already being taught in the Languages, Literatures and Cultures Departmental Plans, the Certificate in Indigenous Languages and Cultures makes use of the specific expertise of individual faculty members.
11.2 Comment on the certificate program structure and faculty attributes (including research activity) that will ensure the intellectual quality of the student experience.

| Thanyehténhas (Nathan Brinklow) is active in research and teaching at Queen’s and at Tsi Tyonnheht Onkwewanna Language and Cultural Centre in Tyendinaga. Dr. Noel McDermott has extensive experience living and teaching in Nunavut for 35 years in the school system and at Nunavut Arctic College and is active in research on Inuit storytelling traditions. Vernon Altiman has nearly 30 years of traditional Anishinaabe cultural practice, can read, write and speak Anishinaabemowin and is a traditional Anishinaabe ceremony facilitator/counselor. In addition to the expertise of these three faculty members, the Certificate will draw upon the resources and research interests of the faculty teaching in the BA (Gen) / Minor Concentration in Indigenous Studies (across the Faculty of Arts and Science). |
12. Supporting Documentation – Unit(s) Input

*In this section please append (or provide hyperlinks to) any additional information that is pertinent to the program(s) and that supports the narratives in Part B (Sections 1-11). For example, as relevant and available, append/embed the following:*

*[This is not a complete list or exhaustive list, and is only intended to provide examples]*

Appendix 1 Calendar Copy
Appendix 2 Budget
Appendix 3 Letters of support
Appendix 4 Course outlines
Part C – Administration & Government Reporting Information

Part C is to be completed by the Department(s)/Faculty(s) in consultation with the Office of the University Registrar and the Faculty Office(s).

<table>
<thead>
<tr>
<th>13. Information for and/or from the Office of the University Registrar and/or the Faculty Office(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>13.1. Academic Administration</em></td>
</tr>
<tr>
<td>Academic Career</td>
</tr>
<tr>
<td>Department(s)/Academic Unit(s)</td>
</tr>
<tr>
<td>Department of Languages, Literatures and Cultures</td>
</tr>
<tr>
<td>Proposed Start Date</td>
</tr>
<tr>
<td>Expected enrolment</td>
</tr>
<tr>
<td>Initial Year</td>
</tr>
<tr>
<td>Program Name: Certificate in <em>(max 50 characters)</em> <em>(e.g. Certificate in Business)</em></td>
</tr>
<tr>
<td>Certificate in Indigenous Languages and Cultures (INDC)</td>
</tr>
</tbody>
</table>

| 13.2. Complete the following:                                                                 |
| Will students be admitted part-time? | Yes | No |
| Will all or part of the program be offered at the BISC campus? | Yes | No |
Will all or part of this program be offered via distance learning (e.g. online or blended learning?)

Yes ☐ No ☐

### 14. Course Information

**New Courses with new subject code required?**

Yes ☐ No ☐

If yes, suggested Subject Code

### 15. Tuition and Student Activity Fees

<table>
<thead>
<tr>
<th>Tuition Fee</th>
<th>Regular Domestic and International Arts and Science per unit fee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee Assessment Protocol</td>
<td>Per unit, per course</td>
</tr>
<tr>
<td><em>(Annual? Per term Or per course?)</em></td>
<td></td>
</tr>
<tr>
<td>Student Activity Fees</td>
<td>UGRD – AMS if applicable</td>
</tr>
<tr>
<td>UGRD - AMS</td>
<td></td>
</tr>
<tr>
<td>Non-Tuition Fees</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 16. Government Reporting

<table>
<thead>
<tr>
<th>Proposed FORPOS</th>
<th>103 Arts, GEN and 1 YR Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Weight (BIUs)</td>
<td>1.0</td>
</tr>
<tr>
<td>Proposed CIP Code</td>
<td>16.1001 Aboriginal languages, literatures and linguistics</td>
</tr>
</tbody>
</table>
Part D – Government Reporting Information

17. Describe how the program is consistent with an area of strength and/or growth identified in the Strategic Mandate Agreement (SMA). If not aligned, describe how the program is consistent with the mission, aims, objectives and existing strengths of the university.

The Certificate in Indigenous Languages and Cultures is aligned with the University’s Strategic Mandate Agreement with MTCU in the following ways:

1. This Certificate will be developed in partnership with Four Directions Aboriginal Student Centre and Tsi Tyonnheht Onkwawenna Language and Cultural Centre in Tyendinaga, Ontario. As a result, these partnerships align with the Strategic Mandate Agreement through institutional collaborative work through a community partner to establish a role in fostering social and economic development and serving the needs of the economy and labour market.

2. With a focus on aboriginal languages and culture, the proposed Certificate aligns with the University’s mission to provide access to postsecondary education for underrepresented groups (Aboriginal, First Generation students). This program also adds to Queen’s current program offerings that may have particular appeal to Aboriginal students, including a minor in indigenous studies, and the only community-based Aboriginal teacher education program in Ontario.

3. Three of the 2015 Senate Cyclical Program Review Committee (SCPRC) recognized the strengths of the Department as “A diversified curriculum and emerging interdisciplinary synergies that position the department as a leader in shaping both internationalization of the curriculum at Queen’s and more broadly, language and intercultural studies at the provincial or national level;” “Collaborations with other units in the faculty of Arts and Science which results in innovative offerings (for example the Indigenous Studies program); and “creating a caring and supportive culture for its students.”

4. The Languages, Literatures and Cultures (LLCU) Certificate in Indigenous Languages and Cultures reflects the Department’s objectives stated in the CPR Self-study which align with the 2011 Queen’s University Academic Plan:

   i) The Student Learning Experience: As in the Department’s other Plans, students begin by acquiring a proficiency in the target languages (listening, reading, speaking, writing) which allows them to appreciate, understand, communicate, and become familiar with (or be introduced to) the region’s literature and culture as well as key social, historical, political and cultural influences.

   ii) Disciplinarity and Interdisciplinarity: Students choosing the Certificate in Indigenous Languages and Cultures will gain an understanding of multiple methodologies … offered within the Department.

   iii) Reaching Beyond: Globalism, Diversity, and Inclusion at Queen’s: Students are taught critical inquiry and information literacy through the socio-cultural, political and literary histories and presents of three target languages; by broadening and exposing both their linguistic and cultural horizons; and by providing them with a clear understanding of cultural differences between and within regions and of the rich cultural heritage of other regions of the world also in relation to their own. The Certificate in Indigenous Languages and Cultures provides students with valuable transferable skills and with the knowledge and skills for further study.

   iv) Health, Wellness, and Community: The Department offers study in 14 different cultural-linguistic paradigms, which encourages multi-cultural social and intellectual interaction in the classroom, the Department, and the University community at large. Conferences and special events held within the Department emphasize topics such as the articulation of identities (struggle, formation and expression), health and well-being of
indigenous people, livability of cities, LGBTQ+ issues, and racial identities.

18. Explain how the proposed program fits with Queen’s current program offerings and the university’s capacity to deliver the proposed program

The Certificate builds on current offerings already in place within the department; currently, students can take up to 9.0 Units in Indigenous languages, including MOHK 101/3.0 Mohawk Language and Culture I (formerly LLCU 101/3.0 Mohawk I), MOHK 102/3.0 Mohawk Language and Culture II (formerly LLCU 102/3.0 Mohawk II) and (INU) 101/3.0 Inuktitut Language and Culture I (formerly LLCU 101/3.0 Inuktitut I). The Certificate will comprise a total of 15.0 Units taken from existing and new Indigenous language and culture courses. A new course in Anishinaabemowin Language and Culture I & II will be added to LLCU 101/3.0 (Anishinaabemowin I) and LLCU 102/3.0 (Anishinaabemowin II). The Certificate also builds on two successful curricular initiatives within the department: the BA (General) / Minor Concentration in World Language Studies, approved in 2010, with a current enrolment of 87; and the BA (General) / Minor Concentration in Indigenous Studies, approved in 2013, with a current enrolment of 23.

19. Provide at least two external comparator programs outside of Queen’s used to derive the proposed tuition fee (program name, university and most recent tuition fee exclusive of additional fees). Comparators should ideally be similar credentials and/or programs in Ontario or Canada if none in Ontario. Justify reasoning for proposed tuition; if higher than comparators how will the impact on accessibility be mitigated?

Certificate In Indigenous Languages at the University of Saskatchewan
This certificate is a 10-course program offered over a two-year period. It differs slightly in that it has a focus on teaching methodologies for Indigenous languages.

The Minor in Native Language at Lakehead University
This program consists of instruction in just one Indigenous language (Ojibway) but is otherwise similar in scope to the Certificate.

20. (a) Justify the duplication with comparator programs and others (list programs, why is adding a new program justifiable, evidence of consultation, evidence that there is sufficient demand, sufficient opportunities for experiential learning, etc.)

The Certificate in Indigenous Languages and Cultures appears to be unique among programs at Canadian universities. Very few credentials include Indigenous language instruction and those that do focus on language preservation, teaching methodologies or a single language. Many programs for Indigenous language instruction exist outside of postsecondary institutions and are run by community organizations with no access to credit recognition. For this reason, the proposed Certificate in Indigenous Languages and Cultures is a much-needed and unique credential.

20 (b) Comment on any differences between the proposed program and comparators (number of credits/courses, structure, etc.)

The Certificate in Indigenous Languages and Cultures at Queen’s is different from other programs in that it enables students to take three different Indigenous languages where other courses have a strong focus on the histories, traditions and experiences of Indigenous peoples. The learning outcomes for the program are divided between those demonstrated in the language (linguistic competencies) and those demonstrated in English (cultural competencies), thus providing learners with a basic working knowledge of three languages (Kanien’kéha [Mohawk], Anishinaabemowin [Ojibway] and Inuktitut), a basic understanding of distinct cultural traditions and contemporary issues facing Indigenous peoples, as well as an awareness of the requirements for respectful and ethical engagement with Indigenous persons and communities.
## Part E - Authorizations

Part E is to be completed by the faculty office(s) following Faculty Board approval and then sent to the provost’s office for approval and signature.

<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved by Faculty Board (or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/Unit Head(s)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Vice-Provost and University Librarian</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>University Registrar</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Faculty Dean(s) or delegate(s)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Associate Vice-Principal (Planning and Budgeting)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Provost and Vice-Principal (Academic)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Date Approved by SCAD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Approved by Senate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Indigenous Languages and Cultures – Certificate

**INDC-C-ILC**

Subject: Administered by the Department of Languages, Literatures and Cultures in partnership with Four Directions Aboriginal Student Centre and Tsi Tyonnheht Onkwawenna Language and Cultural Centre.

Plan: Consists of 15.0 units as described below.

Program: The Plan will lead to a Certificate in Indigenous Languages and Cultures.

<table>
<thead>
<tr>
<th>1. Core</th>
<th>(15.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 9.0 units in MOHK 101/3.0, MOHK 102/3.0, INUK 101/3.0</td>
<td></td>
</tr>
<tr>
<td>B. 6.0 units in LLCU 101/3.0 (Anishinaabemowin I), LLCU 102/3.0 (Anishinaabemowin II)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Option</th>
<th>(0.0 units)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Supporting</th>
<th>(0.0 units)</th>
</tr>
</thead>
</table>

| 4. Additional Requirements | |
|----------------------------| |

| 5. Substitutions | 
|------------------| |

<table>
<thead>
<tr>
<th>6. Notes</th>
</tr>
</thead>
</table>

A. No more than 6.0 units of core and option courses may be counted toward the requirements of both the Certificate and another program.

B. No more than 6.0 units of core and option courses may be transfer credits from outside Queen’s University.
This module is to be completed by the Academic Units in consultation with the Faculty Office (s) and/or School of Graduate Studies as appropriate as well as the Office of Planning and Budgeting.

### APPENDIX 2

**BUDGET MODULE**

Summarize the additional resources needed to implement the program under the following headings (where applicable):

<table>
<thead>
<tr>
<th>Faculty (e.g. number of 0.5-credit courses)</th>
<th>5 adjunct faculty will be required to mount this program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff (include number or fraction of FTEs)</td>
<td>The program has been designed to best utilize existing staff</td>
</tr>
<tr>
<td>Teaching Assistants (include number of TA hours)</td>
<td>None required</td>
</tr>
</tbody>
</table>

#### Other Non-Academic University Services

*Indicate which of the following Services will be needed. Provide details as needed.*

<table>
<thead>
<tr>
<th>Financial Services</th>
<th>No additional resources are anticipated as the participants in this Certificate are existing Queen’s students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>Minimal support will be required with the hiring of adjunct faculty</td>
</tr>
<tr>
<td>Advancement</td>
<td>No support required</td>
</tr>
<tr>
<td>Student Services</td>
<td>Incremental based on new enrolment. Same level of service as for students enrolled in other undergraduate certificate programs. These students may increase participation in Career Services and Counseling, however we expect this to be a minimal impact.</td>
</tr>
<tr>
<td>Residences</td>
<td>No additional resources are anticipated as the participants in this Certificate are existing Queen’s students</td>
</tr>
<tr>
<td>Administrative services</td>
<td>Incremental based on new enrolment, development of certificate application system, creation of new program codes etc., student tracking and completions</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
**Budget Module and Narrative**

Complete the budget template found on the QUAP website in consultation with the Faculty Financial Officer and the Registrar detailing one-time expenses (monies that will only be required once for start-up), base funds (year after year expenses), all other expenses and revenues from all sources for each year until steady state is reached. Consultations with the Office of Planning and Budgeting are also recommended.

*Include a narrative to accompany the budget template [maximum 2 pages; use of subheadings suggested]*.

The program has been designed to best utilize existing staff and faculty resources. However, some additional resources will be required to mount the program, including investments in adjunct faculty $50,000 annually plus $25,000 a year for adjunct faculty to travel to Kingston to teach. To support the marketing of the program, $3,000 will be required annually.

*If other sources are needed, list the sources and indicate if the funds have been applied for and if they have been secured.*

**Net Impact of the Proposed Program**

*Summarize any other resource or funding implications of the proposed program.*

Revenue for this proposed program will come primarily from the new tuition fees and BIU funding. The University’s Provost has also committed $375,000 over 5 years of funding ($75,000 a year). It is anticipated that the proposed program will steadily grow over the next few years and will reach a steady state of 15 students. As a result, it is anticipated that all initial start-up and administration costs will be recovered in Year 1 and a net positive revenue to the University of approximately $8,000 in Year 1 and $26,000 in Year 5. To be conservative, we have extended the budget model out 7 years and have noted that in order for the Certificate to remain sustainable, an intake of about 35 students will be required to cover all of the costs after the $75K per year from the Provost ends (unless a new funding source is found by that time, or the Provost renews the commitment). The Faculty Office and the Department will monitor enrollments.
## Program Name: Certificate in Indigenous Language & Culture

### Program Intake

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 5</th>
<th>Year 5</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Intake</td>
<td>10.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
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</tr>
</tbody>
</table>

### Enrolment

- **Returning Students Year 2**: 10.00 15.00 15.00 15.00 15.00 15.00 15.00
- **Returning Students Year 3**: 15.00 15.00 15.00 15.00 15.00 15.00 15.00
- **Returning Students Year 4**: 15.00 15.00 15.00 15.00 15.00 15.00 15.00

**Total Enrolment**: 10.00 25.00 30.00 30.00 30.00 30.00 30.00

### Program Domestic vs International

- **Domestic**: - - - - - - -
- **International**: - - - - - - -

**Total Reduction**: - - - - - - -

### Enrolment Reductions if any Required to Accommodate Growth in New Program

- **Domestic**: - - - - - - -
- **International**: - - - - - - -

**Total Reduction**: - - - - - - -

### Notes: intake of 15 students annually at steady 15 unit certificate, assumption is all FAS students take 6 units in Year 1, 3 in Year 2

## Program Intake

### Program Intake

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 5</th>
<th>Year 5</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>10.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
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<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
</tr>
</tbody>
</table>

### Year 2


### Notes

- Need 2.5% increase for inflation

## Assumptions:

### Grant Revenue Assumption

- **5,714** Use grant rate provided for type of student in program on the rates schedule

### Recovery to the University Fund

- **3.25%**

### Shared Services Attribution Cost per FTE

- **1,699** Use Shared Services Attribution cost on Elasticities Summary provided on Rates Schedule Tab

### New Faculty Positions Required

- **na**

### Revenue

#### Tuition revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>13,520</td>
</tr>
<tr>
<td>2019-20</td>
<td>27,824</td>
</tr>
<tr>
<td>2020-21</td>
<td>32,210</td>
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<tr>
<td>2021-22</td>
<td>33,144</td>
</tr>
<tr>
<td>2022-23</td>
<td>34,105</td>
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<tr>
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<td>35,094</td>
</tr>
<tr>
<td>2024-25</td>
<td>36,112</td>
</tr>
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</table>

#### Non-tuition revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
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</tr>
<tr>
<td>2019-20</td>
<td>-</td>
</tr>
<tr>
<td>2020-21</td>
<td>-</td>
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<td>2021-22</td>
<td>-</td>
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<td>2022-23</td>
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<tr>
<td>2023-24</td>
<td>-</td>
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<tr>
<td>2024-25</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Government grant revenue

<table>
<thead>
<tr>
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<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>11,428</td>
</tr>
<tr>
<td>2019-20</td>
<td>22,856</td>
</tr>
<tr>
<td>2020-21</td>
<td>25,713</td>
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<td>25,713</td>
</tr>
<tr>
<td>2024-25</td>
<td>25,713</td>
</tr>
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</table>

#### University Fund Recovery on Revenues

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>-811</td>
</tr>
<tr>
<td>2019-20</td>
<td>-1,647</td>
</tr>
<tr>
<td>2020-21</td>
<td>-1,882</td>
</tr>
<tr>
<td>2021-22</td>
<td>-1,913</td>
</tr>
<tr>
<td>2022-23</td>
<td>-1,944</td>
</tr>
<tr>
<td>2023-24</td>
<td>-1,976</td>
</tr>
<tr>
<td>2024-25</td>
<td>-2,009</td>
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#### University Investment From Provost Office

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
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<td>2018-19</td>
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<td>2020-21</td>
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<td>2022-23</td>
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<tr>
<td>2023-24</td>
<td>0</td>
</tr>
<tr>
<td>2024-25</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total net new revenue from proposed program**: $99,137 $124,033 $131,040 $131,944 $132,874 $58,831 $59,816

### Expenditures

#### Direct program costs

### Academic salaries and professional fees

- **$30,000**

### Adjunct Salaries

- **$30,600**

### Adjuncts for New Anishnaabe Course

- **$31,212**

### TA - Salaries

- **$31,836**

### Benefits

- **$32,473**

### Program delivery / Travel

- **$33,122**

### Other Salaries and Benefits

- **$33,785**

### Marketing

- **$33,122**

### Scholarships and bursaries

- **$33,785**

### Elder / Guest Speaker

- **$33,122**

### Scholarships and bursaries

- **$33,785**

### TA - Salaries

- **$33,122**

### Benefits

- **$33,785**

### Program delivery / Travel

- **$33,122**

### Other Salaries and Benefits

- **$33,785**

### Marketing

- **$33,122**

### Elder / Guest Speaker

- **$33,122**

### Scholarships and bursaries

- **$33,785**

### Total expenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
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<tr>
<td>2023-24</td>
<td>110,117</td>
</tr>
<tr>
<td>2024-25</td>
<td>110,126</td>
</tr>
</tbody>
</table>

#### Expenditures

- **Increase for inflation**

### Attribution of Central Shared Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
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<td>2021-22</td>
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<td>2022-23</td>
<td>7,645.50</td>
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<td>2023-24</td>
<td>7,645.50</td>
</tr>
<tr>
<td>2024-25</td>
<td>7,645.50</td>
</tr>
</tbody>
</table>

**Total expenses**: $91,000 $92,820 $98,074 $103,366 $108,147 $110,117 $110,126

### Net Revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>-</td>
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<tr>
<td>2019-20</td>
<td>-</td>
</tr>
<tr>
<td>2020-21</td>
<td>3,398.00</td>
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<tr>
<td>2021-22</td>
<td>6,796.00</td>
</tr>
<tr>
<td>2022-23</td>
<td>7,645.50</td>
</tr>
<tr>
<td>2023-24</td>
<td>7,645.50</td>
</tr>
<tr>
<td>2024-25</td>
<td>7,645.50</td>
</tr>
</tbody>
</table>

**Net Revenue**: $3,398.00 $6,796.00 $7,645.50 $7,645.50 $7,645.50 $7,645.50 $7,645.50

### Insert Notes if required:
July 26, 2017

It is my privilege to write in support of the Certificate in Indigenous Languages and Literatures, proposed by the Department of Languages, Literatures and Cultures in partnership with Four Directions Aboriginal Student Centre. Since the development of the BA (Gen) in Indigenous Studies in 2013, the program has grown significantly in numbers and there is strong student interest. LLCU has now been offering Mohawk 101/3.0 and Mohawk 102/3.0 for three years and the courses have always been well subscribed and very much appreciated by students for the thoughtful integration of language acquisition (Kanyen:kéha) and culture (Indigenous knowledge).

Given the recently completed report of the Task Force on Truth and Reconciliation with its recommendations around further integrating Indigenous knowledge into Queen’s curricula, the certificate is timely and relevant. Queen’s students who graduate with knowledge of Indigenous languages and cultures will be able to contribute to the larger national mandate of reconciliation, as Indigenous leaders or as committed allies.

In closing, I reiterate my conviction that the Certificate in Indigenous Languages and Literatures is a crucial new credential for the Faculty of Arts and Science at Queen’s University.

Sincerely,

Jill Scott
Vice-Provost (Teaching and Learning)
Professor, Department of Languages, Literatures and Cultures
Cross-appointed to the Department of Gender Studies
Affiliated with the Graduate Program in Cultural Studies
September 12, 2017

LETTER IN SUPPORT OF CERTIFICATE IN INDIGENOUS LANGUAGES AND CULTURES

To Whom It May Concern:

The final report of the Queen’s TRC task force included the following among its recommendations:

22.1 In support of Call to Action 16, the university must work with Indigenous communities to create credentialed Indigenous language programs. Consideration should also be given to the development of degree offerings in Indigenous languages and the university should ensure that both languages of Indigenous traditional territory upon which Queen’s sits are represented.

This reflects Call to Action #16 from the federal Truth and Reconciliation Commission, which states: “We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.”

These recommendations reflect a broader call to preserve and revitalize Indigenous languages, recognizing their significance and encouraging their adoption by a new generation of speakers.

Courses in Mohawk language and culture have been offered at Queen’s since 2012, and a course in Inuktitut was added in 2013. Beginning in 2017, courses in Anishinaabemowin will be offered also, realizing the goal of offering instruction in the languages of both the Haudenosaunee and Anishinaabe peoples, on whose traditional territory Queen’s sits.

The minor program in Indigenous Studies, first offered in 2013, was a first step towards the development of degree offerings incorporating Indigenous languages and cultures. The courses in Mohawk and Inuktitut have also been incorporated into the World Language Studies minor, as will be the new course on Anishinaabemowin. The proposed Certificate in Indigenous Languages and Cultures takes this a step further, by establishing specific curricular recognition of a focus on Indigenous languages. It provides a foundation on which Queen’s can continue to expand its support of Indigenous languages, and their instruction at the university level.

For these reasons, on behalf of the Indigenous Studies Curriculum Committee we fully support this proposal and encourage its approval.

Sincerely,

[Signature]
Karonhsyone / Janice C. Hill
Co-Chair

[Signature]
Bronwyn McBjorkman
Co-chair

Indigenous Studies Curriculum Committee
September 1, 2017

Professor David Pugh
Acting Head
Department of Languages, Literatures and Cultures
Queen’s University

RE: Certificate in Indigenous Languages and Cultures

Dear Professor Pugh:

I have reviewed the proposal for a certificate in Indigenous Languages and Cultures and, as community co-chair of the Aboriginal Council of Queen’s University, I am pleased to offer enthusiastic support for this new program and credential. I congratulate the team from LLCU and allied units in designing a program that addresses the emerging interests of a broad spectrum of students, in concert with Indigenous community priorities and recognition among increasing numbers of employers that cross-cultural competence is a distinct asset.

The longstanding colonial project of extinguishing Indigenous languages is giving way to renewed study across Canada, as documented in the proposal. Language recovery serves not only as a marker of identity for Indigenous people. Indigenous languages can also open insights for students of varied origins into diverse worldviews and philosophies, adding value in many fields of knowledge, including interdependent relations with the natural world and one another.
The certificate in Indigenous languages and cultures represents an essential addition in the menu of educational options offered by Queen’s University, affirming the place of Indigenous peoples in a vibrant national community.

Sincerely,

Marlene Brant Castellano
Elder and Community Co-chair
The Aboriginal Council of Queen’s University
September 12, 2017

To Whom It May Concern,

This letter is intended to express my exponential support towards the Certificate in Indigenous Languages and Cultures at Queen’s University. As Deputy Commissioner of Indigenous Affairs for the Alma Mater Society and as an Indigenous student, I believe that it can greatly benefit Indigenous and non-Indigenous students by teaching them to speak the languages and learn about the culture that is often forgotten or pushed aside due to Colonialist ties. I have had Indigenous students approach me asking why there are not more of these courses offered at Queen’s- and to tell them that I don’t know as an answer is upsetting, because there should be more programs offered at Canadian Universities that teaches the culture.

It is important for Indigenous history to be celebrated and honored across Canadian universities amongst both Indigenous and non-Indigenous people. Not only do non-Indigenous students have the opportunity to learn more about how much the culture has to offer, Indigenous students also are given the opportunity to learn more about their own culture and the aspects that accompany it. With the certificate being implemented into the Queen’s curriculum, students are able to explore the vast diversity the culture has to offer.

As well, Queen’s University recently released the final copy of the Truth And Reconciliation Report, which explains the steps needed to take in order to reconcile Indigenous people’s colonialist past. In keeping with this, the certificate specifically is a great way to put the report into action. I believe that with this, Indigenous culture will become more apparent on the Queen’s campus, overall what is the goal of the report and as Deputy Commissioner, my goal for the year.

In Solidarity,

**Taylor Bluhm**

Deputy Commissioner of Indigenous Affairs

Alma Mater Society | Queen’s University

John Deutsch University Centre (JDUC)

Kingston, Ontario K7L 3N6
18 August 2017

To Whom It May Concern:

Re: Indigenous Languages Certificate Program

“Our language and culture is the window through which we see the world”

– Paul Disain, Denesuline Elder

Language carries culture and many of our Indigenous languages are at a precipice, in danger of dying, if we do not do all that we can to ensure that our young people learn to speak them. Research indicates that for a language to continue its young especially teens and young adults need to speak. They need to speak to be able to pass the language, and with it the culture on to their children.

“The Truth and Reconciliation Commission (TRC) Call to Action #16 calls upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.” The certificate program being proposed is a step in this direction. Once there are a significant number of languages courses or collaborations with sister institutions to transfer Indigenous language credits we may revisit and determine if a degree in Indigenous languages is a possibility and a priority for Queen’s. In the meantime, the Certificate program would be a beginning.

Additionally, it is stated in the TRC Task Force of Queen’s University recommendation #22.1 “In support of Call to Action 16, the university must work with Indigenous communities to create credentialed Indigenous language programs. Consideration should also be given to the development of degree offerings in Indigenous languages and the university should ensure that both languages of Indigenous traditional territory upon which Queen’s sits are represented.” With the addition of Anishinaabemowin as an offering in 2017 we are now offering both acknowledged territorial languages but our work does not end here.

Additionally, Principal Wolf has stated that curricular change to address inclusivity, diversity and Indigenization must be planned, with implementation beginning in 2018. Acknowledging and supporting the regeneration of Indigenous languages is essential to this work and to acknowledging Indigenous presence on the land and within the university.

For these reasons among many others it is imperative that Queen’s takes a lead in becoming one of the few universities to work expeditiously to see that this happens. The Indigenous languages certificate program is a step in this direction and is a welcome indication of the university’s commitment to support the rejuvenation of Indigenous languages in this country.

I fully support and encourage that this proposal be approved.

Respectfully,

[Signature]

Kanonohtsyonne/
Janice C. Hill
Co-Chair
To whomever it may concern,

As Presidents of the Queen’s Native Student Association, we support the implementation of the Certificate in Indigenous Languages and Culture from the Department of Languages, Literatures and Culture.

We are a student run group on campus, with an executive team made up entirely of self-identified Indigenous students this year. Our mandate is to raise awareness, promote cultural understanding, and to provide solidarity and cooperation towards achieving campus-wide respect. Although all our executives are Indigenous, our general members group is a combination of both Indigenous as well as non-Indigenous students who help to organize our yearly events.

The certificate will allow members of the Queen’s Native Student Association, present and future, to apply their knowledge as well as expand their understanding of Indigenous cultures and issues. As well, for the growing ally ship within the Queen’s community, the certificate provides a step towards reconciliation as it is tangible evidence that Queen’s University aims to grow knowledge, and discourse surrounding Indigenous issues.

In the experience from our general members and ourselves, we see the certificate as being a step in a positive direction for increasing the availability for student’s campus-wide to learn about the Indigenous cultures of Canada, the social issues they face and the history of colonization. Not only does this align with the TRC recommendation to increase culturally appropriate curricula, but it provides Indigenous and non-Indigenous students the opportunity to acknowledge Canada’s Indigenous peoples.

Miigwech | Nya:wen (Thank you),

Sarah Hanson and Tara Wilson
Presidents
Queen’s Native Student Association
Department of Languages, Literatures and Cultures

INUK 101/3.0 Beginning Inuktitut Language and Culture 1 (Formerly LLCU 101/3.0)

Fall 2016

Instructor  Noel McDermott.
Office: Kingston Hall 406
Email: nm80@queensu.ca , umiligjuak@hotmail.ca
Office hours: Tuesday 2:30-3:30 and Thursday 1-2pm.

Course Description
Although Nunavut is Canada’s newest territory different groups have occupied the land of what is now arctic Canada for at least 4000 years: the Arctic Small Tool people (ASTt), the Dorsets (Tunit), the Thule and the present day Inuit. This course is an overview of the history and culture of the Inuit with particular emphasis on their language, Inuktitut, both written and spoken.

The following headings provide a focus for the course: Origins in Myth and Stone, Early European Contact, Beginnings of Trade, Hostilities, Whalers, Shamen and Law, Writing Systems, Sickness, Wards of the State, Modern Voices, Inuit Talk Back and Contemporary Political and Cultural Themes.

Inuktitut refers to the language of Inuit but its broader meaning is “in the manner of Inuit” and with this in mind we will consider Inuit responses to non-Inuit from the first recorded contact with each other over 400 years ago. This will allow us to view the struggle of contemporary Canadian Inuit for self-determination through the creation of Nunavut as part of a long term process. The preservation of the language, Inuktitut, is one very tangible sign of that determination.

This is not a linguistics course. The main language goal is to familiar students with some Inuktitut vocabulary and basic structures with which they will be able to carry on limited conversation. We will also learn the written form approved by Inuit Taparit Kanatami, known as the Standard Dual Orthography (syllabic and roman) which is widely used by Inuit in Nunavut and Nunavik. Each lesson will follow a familiar pattern: introduce vocabulary, explain grammar, practice short dialogues, transliterate from syllabic to roman and vice versa and address any questions. The emphasis though serious will not be solemn and we will endeavor to have fun learning Inuktitut.

Learning Objectives

Students will:

1. Effectively communicate in the four language skills (reading, writing, listening, speaking) the history, traditions, stories and contemporary issues facing Inuit peoples.
2. Recognize the Inuktitut Standard Orthography and use it to transliterate from the roman to the syllabic writing system and vice versa.

3. Utilize the grammatical and syntactical structure of Inuktitut.

4. Describe the geographical movements and cultural characteristics of the Arctic's earliest peoples as revealed by archeology, in particular those of the Tunit and the Thule.

5. Explain the reactions of Inuit to their different encounters with non-Inuit from first contact to the present day.

**Instructional Format**
Each class will begin with a video or reading on a topic related to Inuit culture or history (see schedule for details) which should generate general discussion. This will be followed by presentation of the language lesson itself. We will follow the Inuktitut programme Tusaalanga.ca which is available at no cost on the web. Students are encouraged to prepare for class by going on line to become familiar with the vocabulary and to listen to the dialogues.

**Assessment**
There will be ten (10) short responses to the readings, ten (10) short tests on the language and one (1) essay, due at the end of the course. The responses are worth 20% (2% each) and the tests are worth 50% (5% each). The essay, of about 1,500 words, is worth 20% and may be on any aspect of Inuit history, language or culture which is approved by the instructor. Attendance and Participation is worth 10%. Please note that late or missing work will be given no mark.

**Course Text**
There is no single text for this course. Readings will be selected from a variety of sources and are available on line at OnQ. Students are required to have a copy of the reading for each week available in class. The bibliography (also to be found at OnQ) is intended to provide guidance for those students who wish to broaden their knowledge of Inuit culture, language and history. Students may find those texts marked with an asterisk particularly informative.

**Schedule Topics and Readings**

**Week1**
Pre-contact: Who are Inuit? Where did they come from?
Reading 1 Crowe. *A History*. Chpt. 1, pgs, 6-18.
**Respond to Reading 2**
Week 2 Inuit Origins continued
Video: Avaja.
Language lesson: Qanuippit? How are you? Addressing more than one person.

Week 3 Pre-contact: Creation and other myths
Reading 1 Christopher, Flaherty & McDermott. Unikkaaqtuat. Introduction, gs. 5-23.
Video: Kiviuq Legendary Hero.
Language lesson: Sila qanuippa? How’s the weather? Answering in the affirmative and negative.

Week 4 Traditional Stories
Language lesson: Kaapiturumaviit? Do you want a coffee? How to express desire.

Week 5 Early Contacts: Why did they come? How did Inuit respond?
Respond to Reading 1 Fossett. To Live Untroubled. Chpt. 2, pgs. 33-55.
Video: Qarmaq (Stone House).
Language lesson: Titiravik. At the office; singular, plural and possession.

Week 6 Trade and Hostilities. What do Inuit want?
Reading 3 McGoogan. Ancient Mariner. Chpt. 7, pgs. 149-158.
Video: Tuktuliaq (Caribou Hunting).
Language lesson: Naasautiit amiallu. Numbers, colours and simple commands.

Week 7 Shamans and Inuit Law
Video: Unaaq (Harpoon).

Week 8 Whalers and Inuit.
Respond to Reading 1 Eber. Up North. Prologue & Chpt. 1, pgs. 3-20.
Reading 2 Stevenson. Inuit Whalers. Chpt.3, pgs. 72-77.
Reading 3 Barron. Whaling in Davis Strait. Pgs. 9, 10, 22, 31, 40-47, 57, 60.
Video: Quviasuvik (Happy Days)
**Week 9** Wards of the State

Reading 2 Sperry. *Igloo Dwellers*. Chpt pgs. 103-108.
Video Qaisut (Polar Bear Island).
Language lesson: Namungauviit? Where are you going? Coming from and going to different places in the community.

**Week 10** Sickness: Spanish flu and Tuberculosis.
Reading 1 Petrone. *Voices*. Chpt. 4, pgs. 223-225.
Video: Okak.
Language lesson: Ulluq. Times of the day and days of the week.

**Week 11** Writing Systems.
Reading 1 *Put it in Writing*, Purvis. Pg. 53.
Reading 3 Sperry. *Igloo Dwellers*. Chpts. 25 & 26, pgs. 113-117 & 118-122.
Video: Aiviq (Walrus).
Language lesson: Taqqiit. Seasons of the year and events or actions in the past.

**Week 12** Modern Voices. Inuit Talk Back.
Reading 1 Okpik and McComber. *We Call it Survival*. Chpts. 11 & 17, pgs. 203-225 & 309-311.
Reading 3 McDermott. *Oral Tradition to Rap*. Chpt. 6, pgs. 223-244.
**Respond to Reading 4** Kusugak. “President’s Message.” Pgs. 2-4. Video: Why Qallunaat are funny.

**Academic Integrity**
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Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the core principles. (see Academic Regulation 1 http://www.queensu.ca/artsci/academiccalendars/2013-2014-calendar/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Give the seriousness of these matters,
actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, or the loss of grades on an assignment, to the failure of a course, to a requirement to withdraw from the university.

Copyright of Course Materials
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Accommodation Statement
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Course Description

This course will introduce the language and culture of Anishinaabe peoples. It is especially designed for those who have neither been exposed to the Anishinaabe language nor its history, culture or traditional practices. Students will have an opportunity to learn basic Anishinaabemowin and gain an understanding of the rich Anishinaabe culture.

Topics will include greetings, counting, colours, weather and other simple words and phrases, and students will develop basic skills in reading, writing, listening and speaking. The cultural component of the course will focus on discussions of selected traditional teachings and on the impact on the Anishinaabe people of various historical events and contemporary issues.

Intended Student Learning Outcomes

1. Identify and pronounce Anishinaabemowin sounds and sound combinations to the degree appropriate for the level of instruction.
2. Develop and apply appropriate Anishinaabemowin vocabulary and linguistic structures to communicate at a basic level in the four language skills (reading, writing, listening, speaking).
3. Describe and discuss (in English) Anishinaabe history, traditions, stories, and contemporary issues facing its people today.

Textbook/Readings

t.b.a.

Grading Scheme

1. Weekly readings/exercises – 20%
2. Short tests on language (6) – 20%
3. Oral Presentation – 25%
4. Essay 2 – 25%
5. Attendance and Participation – 10%

Grading Method

Students will be given the opportunity to demonstrate abilities in formative and summative assessments. All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
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Late Policy

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Course Description

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Intended Student Learning Outcomes

1. Identify and pronounce Anishinaabemowin sounds and sound combinations to the degree appropriate for the level of instruction.
2. Develop and apply appropriate Anishinaabemowin vocabulary and linguistic structures to communicate at a basic level in the four language skills (reading, writing, listening, speaking).
3. Describe and discuss (in English) Anishinaabe history, traditions, stories, and contemporary issues facing its people today.

Textbook/Readings

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4. Essay – 25%
5. Attendance and Participation – 10%

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Instructor: Thanyehténhas / Nathan Brinklow

Instructor Contact Information: nathan.brinklow@queensu.ca

Office Hours: Tuesday, 1:00-2:30pm, location TBD
 Friday, after class, by appointment

Course Description:

Queen’s University sits within the traditional territories of the Mohawk Nation. This LLCU 101 course is an introduction to the language and culture of the Kanyen’kehá:ka, the people of the Mohawk Nation. It is especially designed for those who have neither been exposed to Kanyen’kéha, the Mohawk language, nor its traditional societal practices. Participants will have an opportunity to learn some basic Mohawk language and gain an understanding of the richness of the Mohawk culture and tradition.

Topics in Kanien’keha (language) will include counting, colours, weather, and other simple words, phrases, introductions and dialogues. In the beginning, the focus will be on learning the Mohawk language phonetic sound system. In so doing, participants will acquire the tools to begin reading and writing the Mohawk language.

The cultural component of this Mohawk course will focus on discussions of selected traditional teachings, the formation of the Nation’s social and ceremonial structures, and impacts upon the Nation from the historical to the contemporary in all areas of its life. This will include examining such topics as the Creation Story, the Clan system, the Ceremonial Calendar, and some traditional games.

Intended Student Learning Outcomes

To complete this course students will demonstrate their ability to:

1. Using the standard Mohawk orthography identify and pronounce Mohawk sounds & sound combinations.
2. Relate the significance of the ceremonial speech to the contemporary reality of Mohawk life in Canada.
3. Apply appropriate Mohawk grammar and morphology in the four language skills.
4. Describe Mohawk history, traditions, stories, and contemporary issues facing the Kanyen’kehá:ka.

Course Outline

The class will be divided into two sections, with language providing the focus and content on Tuesday, and the cultural component being delivered on Friday. Each class will open and close with the Ohén:ton Karihwatéhkwen (the Thanksgiving Address).

The language content will be delivered to build up the students’ knowledge beginning with the sound chart, and then moving on to simple words and phrases, before beginning to manipulate them based on tense and gender. The Ohén:ton Karihwatéhkwen will initially provide a large portion of the vocabulary so students may become familiar with it before their presentations, beginning in late October (the exact start date will depend on the number of students in the class). New vocabulary will be delivered in class and through the use of the required textbook.

The cultural content will begin in the beginning by taking time to explore the Mohawk creation story and proceed (more or less) both logically and chronologically to the present day, examining topics such as the clan system, the ceremonial cycle, the Clan system, the Peacemaker story and the establishment of the League of Five Nations, the role of Women in the Longhouse, the effect of contact with Europeans, the Mohawk experience of war, resettlement in Canada, Mohawk social life, the traditional agricultural cycle and its impact on the society, and the contemporary reality of Mohawk life within Canada (and the United States). Cultural content will be delivered via lecture, discussion of assigned readings, video/audio resources, and possible guest speakers. Note that not all of these topics will be addressed in LLCU101. The full course content will spread into LLCU102 (Spring 2016).

Textbooks/Readings

The following texts are required and are available as a package at the Campus Bookstore.


Kanatawákhon is from the Tyendinaga Mohawk Territory. Maracle studied Mohawk as a young adult from the elders at Tyendinaga at a time when the language was in decline and there was little efforts to keep it alive. He is now based in London where he teaches at Western and he has published many dictionary and grammar resources, any of which are recommended.

The accompanying exercises will be provided in class or through OnQ. Digital audio resources will also be provided through the online platform.
The following are recommended texts.


Tom Porter is a widely recognized spiritual leader and teacher. Porter makes his home in the traditional homelands of the Mohawk at Kanatsyoharè:ke, near Canajoharie, NY. This book is (more or less) a transcription of a number of talks he delivered around 2004 and as such, it is presented in a very colloquial style.

**Grading Scheme**

1. **Thanksgiving Address (any creative medium) – 20% October 28** Students will prepare a creative presentation using any creative medium to assist them in their recitation of the Ohén:ton Karihwatéhkwen. The project can be used by the student while making the oral presentation if it doesn’t include a printed text.

2. **Thanksgiving Address (oral presentation) – 20% October 24 – Dec 2** Students will present a (short) oral version of the Thanksgiving Address to either open or close the class. More dates can be added depending on the number of students in the class.

3. **Weekly Exercises – 20%** There are weekly exercises that students will be expected to complete.

4. **Essay on Mohawk Spiritual, Political or Social topic – 25% Dec 2** Students will submit a short paper (2000-2500 words) on a topic of historical or contemporary interest. The topic may be chosen from anything that has been discussed in class or may be chosen from the outside the content of the course, by permission of the instructor, so long as it is relevant to the themes of the course.

5. **Attendance and Participation – 15%** Language can’t be learned without being present to hear it and participate in its use. Understanding the cultural context in which the language is used is just as important. Regular attendance and class participation in both language and cultural sessions will be monitored.

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:
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DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

MOHK 102/3.0 Beginning Mohawk Language & Culture (formerly LLCU 102/3.0)

Winter Term / January – April 2017

Tuesday 11:30am – 1:00pm
Friday 1:00 pm – 2:30pm

Dunning Hall 10

Instructor: Thanyehténhas / Nathan Brinklow

Instructor Contact Information: nathan.brinklow@queensu.ca

Office Hours: Tuesday, 10:00-11:30pm, Kingston Hall 406
Friday, before class, by appointment, Kingston Hall 406

Course Description:

Queen’s University sits within the traditional territories of the Mohawk Nation. This LLCU 102 course is a continuation of LLCU101 and its introduction to the language and culture of the Kanyen’kehá:ka, the people of the Mohawk Nation. This course will build upon the language skills acquired in the Fall Term and continue developing the various skills required to use the language, including additional tenses, directional indicators, benefactive constructions, verb incorporation and counting, greetings, etc. Oral use will be a focus.

The cultural component of this Mohawk course will continue its focus on discussions of selected traditional teachings and their contemporary expression. Issues of identity and nationhood in the Canadian context will be examined from an “insiders” perspective.

Intended Student Learning Outcomes

To complete this course students will demonstrate their ability to:

1. Effectively using Mohawk sounds/sound combinations and utilizing the standard Mohawk orthography.

2. Apply appropriate introductory Mohawk grammar and morphology in the four lanague skills.

3. Examine the issues of identify and nationhood in the Canadian context from an "insiders" perspective.

4. Effectively communicate in an oral format current issues impacting the Mohawk people.
Course Outline

The class will be divided into two sections, with language providing the focus and content on Tuesday, and the cultural component being delivered on Friday. Each class will open and close with the Ohén:ton Karihwatéhkwen (the Thanksgiving Address).

The language content will be delivered following the

New vocabulary will be delivered through picture association, dialogues / role-play, word lists, dramatic instruction and other methods, TBD.

The cultural content will begin in the beginning by taking time to explore the Mohawk creation story and proceed (more or less) both logically and chronologically to the present day, examining topics such as the clan system, the ceremonial cycle, the Clan system, the Peacemaker story and the establishment of the League of Five Nations, the role of Women in the Longhouse, the effect of contact with Europeans, the Mohawk experience of war, resettlement in Canada, Mohawk social life, the traditional agricultural cycle and its impact on the society, and the contemporary reality of Mohawk life within Canada (and the United States). Cultural content will be delivered via lecture, discussion of assigned readings, video/audio resources, and possible guest speakers. Note that not all of these topics will be addressed in LLCU101. The full course content will spread into LLCU102 (Spring 2016).

Textbooks/Readings

The following texts from LLCU101 are required and are available at the campus bookstore.


Other readings will be provided as handouts and links.

Grading Scheme

1. **In Class Presentation** 15%
   Students will present an issue that is currently or has been in the news effecting either Mohawk people or Indigenous Languages in Canada / The United States. The presentations will be 10-15 minutes and be an opportunity to discuss the issue, present the background, exchange ideas and take questions from fellow students. The presentation will include a bibliography and summary notes. Presentations will be scheduled according to the number of students in the class.

2. **Weekly Exercises** 20%
   Completion of weekly language exercises.

3. **Quizzes** 15%
   27 January, 03 March, 31 March 2017
3. **Short Story Created or Translated**  
24 March 2017  
A simple, short Mohawk story booklet created or translated, accompanied with pictures, diagrams, etc.

4. **Final Reflection Paper**  
07 April 2017  
This is a chance to bring the various elements of the class together and answer the question “what does it mean to be Kanyen’kehaka?” Approx 2000 words.

5. **Attendance and Participation**  
Language can’t be learned if you aren’t present to hear it and participate in its use. Understanding the cultural context in which the language is very important in language learning. Monitoring of regular attendance in both language and cultural sessions will be ongoing.

**Grading Method**

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Accommodation Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/
NEW UNDERGRADUATE FOR-CREDIT CERTIFICATE PROPOSAL

Expedited Approval Submission Form

Once the pre-approval process for a new undergraduate program is completed, and permission obtained from the provost’s office to submit a full proposal for an expedited approval, this template is to be used for a new for-credit Senate-approved undergraduate certificate. This is normally defined as a coherent subset of an existing degree program. New undergraduate certificate submissions must receive the approval of the appropriate Faculty Board(s) (or equivalent) and the provost prior to submission to the secretary of the Senate Committee on Academic Development (SCAD). SCAD will make its recommendations to Senate regarding the certificate’s approval. Academic units are strongly advised to contact the appropriate faculty associate dean(s) with any questions that arise during this proposal development. Please refer also to the Guide to QUQAP.

NOTE: the textboxes in this template will expand as needed

### Part A – General Summary

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<thead>
<tr>
<th>Name of Proposed Certificate:</th>
<th>Global Action and Engagement Certificate (GAEN)</th>
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<tbody>
<tr>
<td>Academic Unit(s):</td>
<td>Department of Global Development Studies</td>
</tr>
<tr>
<td>Proposed Start Date:</td>
<td>Fall 2018</td>
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<tr>
<td>Type of Study:</td>
<td>Part-time</td>
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<th>Contact Information (1)</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Name: Beverly King</td>
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<tr>
<td>Title:</td>
<td>Title: Assistant Dean, Teaching and Learning</td>
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<tr>
<td>Unit:</td>
<td>Unit: Continuing and Distance Studies, Faculty of Arts and Science</td>
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<td>E-mail:</td>
<td>E-mail: <a href="mailto:bev.king@queensu.ca">bev.king@queensu.ca</a></td>
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**Executive Summary (1 page maximum suggested – minimum font size 11)**

*Briefly summarize the rationale for introducing this new undergraduate certificate and how it is consistent with the university’s Academic Plan and Strategic Framework as well as the academic goals of the faculty/school. Briefly describe the educational goals and learning outcomes; internal or external collaboration required to deliver this program; how the program relates to the existing undergraduate program(s); what is the target market; how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and additional resources required.*

This proposal is for the development of a new, fully online certificate program titled “Global Action and Engagement” (GAEN). The creation of this program brings together the Department of Global Development Studies, Continuing and Distance Studies in the Faculty of Arts and Science, and partners in the School of...
The program design is flexible to meet the needs of a wide range of learners, from those seeking preparation for work overseas to those who have participated in activities such as global service learning, international experiential learning, volunteer abroad and community-engagement field work and practicums, and seeking formal education or training in global development to better understand the contexts.

The program will comprise 18.0 units of undergraduate courses, including 15.0 units of core courses and 3.0 units selected from a number of option courses. The required courses for the certificate program will be made up of existing Arts and Science online courses along with the development of five new online courses—four DEVS courses and LLCU 111. The culminating courses will include a 3.0 course in Global Engagement, centred around active, collaborative, and self reflexive modes of learning. It will lead students to reflect upon and unpack previous experiential learning activities that have taken place in the context of global development, while preparing them for future global engagement. After completing DEVS 280, students will have the option to take one or both of the two new courses titled DEVS 361/3.0 (Policy Advocacy and Field-Specific Preparation) and DEVS 362/3.0 Globally Engaged Experiential Learning. The launch date of this online certificate is Fall 2018.

This certificate program will be a full undergraduate credential that offers learners from various educational and professional backgrounds an opportunity to gain critical conceptual training on development issues at home and abroad. Incorporating the Sustainable Development Goals (SDGs) and competency models established by the United Nations Development Program (UNDP), this program will support informed and ethical decision-making in future work, volunteer, and learning experiences within complex global settings (UNDP, 2016). Adhering to the recommendations for sound international development curriculum (Morrison, 2004, p.190), this certificate program will maintain a “creative tension” between the theoretical study of development and the acquisition of practical and analytical skills needed for “engaging life beyond the classroom”. To enhance career development, this program will create synchronous activities within the online learning environment to provide learners with cross-sectoral opportunities for interaction with subject matter experts from academic institutions, Non-Governmental Organizations (NGOs), and the private sector with the goal of sharing ideas and expanding professional networks.

The fully online delivery model makes this innovative program accessible to learners across Ontario and Canada; graduates will earn a recognized credential that demonstrates their cross-cultural competencies, intellectual creativity, and collaborative problem-solving skills – proficiencies required to work and volunteer within complex global settings.

This new program will enable learners to:

- analyze and evaluate contemporary development policy and programming using frameworks in development theory;
- critically reflect on the relationship between development theory and practice through their previous or future participation in a globally engaged experiential learning opportunity;
- work collaboratively to investigate development challenges;
- propose and evaluate action-oriented solutions.
Through its core courses, the program will take an interdisciplinary approach to the exploration of key academic theories and concepts related to the major political, economic, social, and cultural forces that shape contemporary global interactions. As recommended by Morrison (2004) an experiential learning option will be supported by the core courses “Global Engagement”, and one or both of “Policy Advocacy and Field-Specific Preparation” and “Globally Engaged Experiential Learning”, with an emphasis on supporting students through a past, present or future learning experience following Kolb’s (1984) experiential learning cycle and Langdon’s recommendations for more critical reflexivity in global experiential learning (2014). Option courses will connect theory to practice and equip learners with the specialized skills needed to apply their subject-specific knowledge within the context of cooperative international development and public engagement projects and programs. Through active learning strategies, authentic assessment practices and ongoing self-assessment activities, this certificate program aims to create a transformational learning experience that will equip learners to approach key issues in contemporary society from multiple perspectives. By creating integrative, cross-sectoral platforms for learners to think beyond established ways of tackling development-related challenges, this program will encourage academic and intellectual creativity and innovative problem-solving. Additionally, through our collaborative partners in the School of International Development and Global Studies at the University of Ottawa, program developers will maintain relationships with government and industry experts in the field to ensure that program content reflects current trends in the field of cooperative global development.

Learners will be able to achieve the proposed certificate entirely through online study, providing access and flexibility to a wide range of learners: current undergraduates, distance learners, working adults, and international learners in Canada and abroad. This Certificate will be open to all registered full- and part-time residential and distance undergraduate students in 2nd, 3rd and 4th year, and to visiting and exchange students studying at Queen’s. Students completing degree plans in DEVS are not eligible to complete the certificate due to significant overlap between the programs.

Certificate Structure

Although it is designed to be completed 100% online, the Certificate can also be achieved by completing a combination of online and on-campus courses.

The program will comprise 18.0 units of undergraduate courses, including four core courses and one option course. Arts and Science students who are enrolled in a degree program as well as the certificate program may count up to 9.0 units of certificate courses toward the requirements of both the certificate and their degree.

Core Courses: 4 required; 15.0 units

All students will take the following three courses:

- DEVS 100/6.0 Canada and the “Third World”
- LLCU 111/3.0 Introduction to Cultures (includes Certificate in Cultural Competencies offered by Queen’s International Centre)
- DEVS 280/3.0 Global Engagement
All students will take one or both of the following courses:

- DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation
- DEVS 362/3.0 Globally Engaged Experiential Learning

**Option Courses**: 1 required; 3.0 units

Students who choose to complete only one of DEVS 361/3.0 or DEVS 362/3.0 must also take one of the following courses:

- DEVS 220/3.0 Introduction to Aboriginal Studies (offered online and on campus)
- DEVS 221/3.0 Topics in Aboriginal Studies (offered online and on campus)
- DEVS 230/3.0 The Global Political Economy of Development (offered online and on campus)
- DEVS 240/3.0 Culture and Development (offered online and on campus)
- DEVS 250/3.0 Global Environmental Transformations (offered on campus)
- DEVS 260/3.0 Globalization Gender and Development (offered online)
- DEVS 292/3.0 Topics in Development Studies (offered on campus)
- DEVS 305/3.0 Cuban Culture and Society (offered on campus/on location in Cuba)
- DEVS 311/3.0 Labour and Global Development (offered on campus)
- DEVS 320/3.0 AIDS, Power, and Poverty (offered on campus)
- DEVS 330/3.0 Technology and Development (offered on campus)
- DEVS 333/3.0 Business and Development (offered on campus)
- DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation (offered online)
- DEVS 362/3.0 Globally Engaged Experiential Learning (offered online)
- DEVS 392/3.0 Topics in Development Studies (offered on campus)

*from Department of English Language and Literature*

- ENGL 259/3.0 Global Shakespeare (offered online)

*from the Department of French Studies*

- FRST 125/3.0 Basic Business French (offered online)

*from Geography Department*

- GPHY 227 - Cities: Geography, Planning and Urban Life

*from History Department*

- HIST 200/3.0 India and the World (offered online)
- HIST 207/3.0 Global Indigenous Populations (offered online)
- HIST 214/3.0 Food in Global History (offered online)
- HIST 252/3.0 Africa in the Modern World (offered online)
- HIST 270/3.0 Contemporary China (offered online)

*from Language Literatures and Cultures*

- LLCU 209/3.0 Rio de Janeiro (offered online)

*from Faculty of Health Sciences*

- BMED 271/3.0 Global & Population Health (offered online)
• BMED 471/3.0 Advanced Global & Population Health (offered online)

**Target Markets:**

The Certificate program is designed to meet the needs of a wide range of learners including current full- and part-time undergraduate degree students in all Faculties and Schools at Queen’s, as well as for current and new distance students. (Students completing a Major, Medial, Minor or General degree plan in DEVS will not be eligible for the certificate due to significant overlap in required and option courses). We expect the following external and non-traditional audience segments will be interested in this new fully online Certificate:

1. Current full and part-time students at Queen’s in the Faculty of Arts and Science and Faculty of Engineering and Applied Science whose current degrees would be enhanced by a certificate in Global Action and Engagement
2. Recent graduates from non-DEVS degrees whose employability in the global development sector would be enhanced by a certificate in Global Action and Engagement (Marketing and Communication degrees/diplomas; Computing and Technology degrees/diplomas; Business degrees/diplomas; Engineering degrees/diplomas; Health Science and/or Medicine degrees/diplomas)
3. Mid-career professionals who work in the health, technology, and business sectors in under-resourced areas of Canada and the Global South, but who have not had formal education or training in global development
4. College and University students in Canada that have participated in activities such as global service learning, international experiential learning, volunteer abroad and community-engagement field work and practicums
5. People with strong interest in international development, global engagement, social justice and policy advocacy and activism
6. International students studying at a Canadian post-secondary institution through a study abroad permit

**Stakeholder Support**

The program proposal for the fully online GAEN Certificate has been endorsed by the Head of the Department of Global Development Studies and the Dean of the Faculty of Arts and Science and received approval in principle by the Provost as part of the Queen’s University Quality Assurance Process (QUQAP). The proposal has also been endorsed by the Department of Mining, Faculty of Engineering and Applied Science, the Queen’s University International Centre, and Career Services. Due to the certificate program’s appeal to a wide range of professionals and students, and its alignment with critical issues studied in well-established international development studies departments within Canada’s leading universities, this certificate has also been endorsed by Dr. Rebecca Tiessen in the School of International Development and Global Studies and Dr. Paul Kingston, Director of the Centre for Critical Development Studies at the University of Toronto Scarborough and current President of the Canadian Consortium of University Programs in International Development studies (CCUPIDS).

**Alignment with Queen’s Academic Plan**
The GAEN Certificate aligns its program-level learning objectives with the four pillars of the strategic framework of Queen’s Academic Plan.

The Student Learning Experience: The core and option courses for this certificate will each emphasize communication skills, including inter-cultural communications, communication skills for effective collaboration, and presentation skills. Whether the focus is on writing, reflection, verbal presentations, web, visual communication and graphic design, there is a "bias toward action" and an emphasis on experiential learning and self-reflexivity that translate into life-long, authentic learning.

On Disciplinarity and Interdisciplinarity: Global Development Studies is by its nature interdisciplinary. This Certificate exposes students to various cross- or multi-disciplinary communications modalities and methods, and encourages students from outside Arts & Science to expand their disciplinary horizons through practice of hard skills like research, design, or public speaking.

Reaching Beyond: Globalism, Diversity, Inclusion: The certificate enables research- and experience-based, multi-media course assignments, and peer-to-peer collaborative activities that reach across campus and around the world. Since the courses are all delivered online, students will have the opportunity to work closely with peers who enroll from other universities in Canada and abroad. All the courses emphasize the connectivity of local to global issues, while the core global engagement course supports flexibility of both the type and location of experience at home or abroad, full-time or part-time.

Health, Wellness and Community: Through active learning strategies, authentic assessment practices and ongoing self-assessment activities, this certificate program aims to create a transformational learning experience that will equip learners to approach key issues in contemporary society from multiple perspectives. By creating integrative, cross-sectoral platforms for learners to think beyond established ways of tackling development-related challenges, this program will encourage academic and intellectual creativity and innovative problem-solving. Courses leverage educational and multimedia technologies to increase accessibility for students located near and far, with diverse needs, and individualized learning preferences. Students will be supported to form personal learning networks.

Alignment with Queen’s Strategic Mandate Agreement

The proposed Certificate aligns with Queen’s Strategic Mandate Agreement through the following institutional strengths: Program Offerings-Arts and Science, Humanities, and Social Sciences; and Teaching and Learning -Technology-enabled Learning. It aligns with the Strategic framework’s goal of facilitating collaborative research across the university and throughout Canada, and identifying and developing strong leadership in key research areas, notably securing safe and successful societies. The proposed Certificate also aligns with the government’s priority to develop programming that focuses on developing learners' employability skills, and offers learners practical experience through authentic
assessment practices and experiential learning opportunities.

Part B – Evaluation Criteria

Part B is to be completed by the unit/faculty.

In accordance with Queen’s University Quality Assurance Processes (QUQAP), the criteria should be regarded as the minimum criteria upon which the new program submission will be assessed. Further information can be found in the Queen’s University Quality Assurance Processes.

<table>
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<tr>
<th>1. Introduction</th>
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<tr>
<td>1.1 List the objectives of the certificate and specify the anticipated learning outcomes and career paths. [Refer to UDLEs, Appendix 1 QUQAP].</td>
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Because Canadians are increasingly working and volunteering directly or indirectly in global settings (Tiessen & Heron, 2012), the objective of this certificate is to offer critical conceptual and practical training on development issues. This type of training is essential not only to compete in a globally competitive job market but also to contribute to ethical and sustainable solutions to complex global challenges in both domestic and international settings (Tiessen, 2014).

Upon completion of this certificate program, graduates will be able to:

1. Assess a wide range of development issues and demonstrate a unique, multi-faceted understanding of what is driving social, economic, technological, and political change in the contemporary world;

2. Critically evaluate the terminology, practices, ethics and debates prevalent in the ‘official’ world of development to prepare them for future engagement with cooperative international development institutions, organizations, and practices;

3. Synthesize political, environmental, social, ethical, and cultural perspectives into the analysis of specific development issues relevant to their area of expertise;
4. Apply cross-cultural communication skills to communicate ethically, responsibly, and effectively with peers and colleagues when researching, proposing, assessing, and evaluating possible solutions to development challenges;

5. Participate in and critically reflect upon experiential learning opportunities with global action and engagement by making connections between personal experience, peer feedback and insights based on theory;

6. Develop self-reflexivity about their place in the world and be equipped to make informed and ethical decisions about their pursuit of future work and volunteer experiences within complex global settings.

All the core courses in the program address degree level expectations to varying degrees, building on the core concepts and academic skills developed in DEVS 100/6.0 Canada and the “Third World”, to increasingly sophisticated expectations and learning outcomes related to their ability to be critically reflective and self-reflexive learners. A major goal of this certificate is to create a transformational learning experience (Mezirow, 2000) that will move students along a continuum of understanding about the role they play in engaging in an ethical and mutually beneficial manner within the field of cooperative global development. The learning objectives above ensure that students enrolled in the program will develop their depth and breadth of knowledge through an interdisciplinary approach to the study of development issues. Through an emphasis on accessing information via a wide range of academic, government, multimedia and non-western sources, the program will expand students’ knowledge of methodologies pertinent to global action and engagement. With a focus at both the program and course level on critical reflection and self-reflexive practices, students will be able to apply their knowledge by integrating political, environment, social, ethical and cultural perspectives into their analysis of specific development issues. Students will develop a wide range of communication skills and intercultural intelligence by working in cross-sectoral groups to discuss development-related challenges and to propose innovative, action-oriented strategies for global engagement. The use of cross-sectoral groups, experiential learning and self-reflexive strategies for critical reflection will push students to think beyond established ways of tacking problems and will develop their autonomy and professional capacity.

Students will prepare for, reflect upon and conduct the Experiential Learning component of the program through the three core courses – DEVS 280/3.0; DEVS 361/3.0; and DEVS 362/3.0. Beginning with DEVS 280/3.0 Global Engagement, students will think critically about past experiences with global engagement and consider a wide range of issues that may arise when involved in global development in local and international contexts. The culminating assessment task for this course is an “Action Plan for Future Global Engagement”, which will provide a platform for students to demonstrate their understanding of the potential ethical dilemmas they may encounter upon becoming globally engaged and to provide detailed steps for addressing those issues in the field. Students will then choose to enroll in one, or both, of DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation, and DEVS 362/3.0 Globally Engaged Experiential Learning. DEVS 361/3.0 will provide students with an opportunity to gain practical skills required to bring about legal and policy changes related to public policy advocacy for global justice, as well as project management and evaluation skills required for successful implementation of international development programs. Through skills-based modules, discussion, guest-lecturers, and analysis of global development case studies, students will practice proposal writing, results-based management strategies, and reflect upon successful policy advocacy strategies. The course will culminate with a collaborative project to design a public policy advocacy campaign. The aim of the course is to equip future professionals with applicable skills to working in various global development fields.

Students enrolled in DEVS 362/3.0 Globally Engaged Experiential Learning will have the opportunity to participate in 80 hours of experiential learning, creating the conditions for a full experiential learning cycle.
supported by the course instructor. This course will support students in planning and participating in a “concrete experience” that creates the conditions upon which they can apply their classroom/theoretical learning. Students will be involved in ongoing, instructor-facilitated reflection and debriefing, creating opportunities for them to engage in the “reflective observation” and “abstract conceptualization” phases of Kolb’s Experiential Learning cycle. The course will conclude with a summative task that requires students to synthesize their learning in their core and option courses in relation to what was learned through the experiential learning component, preparing students for the final “active experimentation” stage of Kolb’s cycle.

1.2 Explain how the objectives will be achieved (e.g. course work, teaching and research seminars, independent research, laboratory and technical training, internships, practice, major research papers, and thesis).

Outcomes-based, Authentic Learning

Program design will be based on an outcomes-based educational model. Several educators have advocated for this “learner-centered approach” (McCombs & Whisler, 1997; Weimer, 2002; Pillay, 2002), arguing that “what and whether learners learn successfully is more important than when and how they learn something” (Spady, 1994, p. 8). With the implementation of the Ontario Council of Academic Vice-Presidents’ Quality Assurance Framework (2010), Ontario universities adopted a learner-centered, outcomes-based educational model. The quality assurance framework aims to “demystify the knowledge, skills, and competencies to be acquired through the chosen educational program” (Lennon, 2010, p. 7), add transparency in communicating learners’ accomplishments, and create pathways to increase the mobility of learners within education systems and institutions, nationally and internationally.

The first step in ensuring a quality certificate program was the creation of measurable and assessable program-level learning outcomes aligned to the Ontario Council of Academic Vice-Presidents’ Undergraduate degree level expectations. To ensure that program-level outcomes also align with transferable skills and competencies required for successful careers in the field of international development, these outcomes were mapped onto the five core competencies listed in the United Nations Development Programme Core Competency Framework (2016).

Following the creation of program-level outcomes, feedback from our market research was analyzed and applied to the development of both core and option courses. Once program-level learning outcomes were determined, course development began with the creation of a curriculum map outlining the connection between course-level and program-level learning outcomes.

During the course development phase, course developers design formative and summative assessment tasks intended to measure achievement of specific learning outcomes. The core courses in the program have learning outcomes focused on, but not limited to depth and breadth of knowledge, knowledge of methodologies, and application of knowledge. Option courses have learning outcomes focused on (but not limited to) awareness of communication skills, limits of knowledge, autonomy and communication skills and transferable skills. The experiential learning course will focus on awareness of communication skills, limits of knowledge, autonomy and professional capacity.

Experiential Learning, Critical Reflection, and Self-reflexivity
All core courses involve elements of critical reflection upon, and preparation for, experiential learning. While experiential learning is at the heart of this program, however, we acknowledge that some prospective students may bring previous development field experience and prefer to focus instead on project management and other skills. For those without such experience, DEVS 362 offers a valuable experiential learning opportunity.

To ensure quality of the program, developers will explore and apply best practices in experiential learning and intercultural education in all courses offered. Because preparing for, carrying out and/or reflecting upon, global experience make up the culminating activities for the program itself, all courses in the program will be designed with the intent of preparing learners for their experience in the field. As noted by Ash and Clayton (2009, p.27), experience alone is not enough to foster deep, reflective learning, and can in fact reinforce stereotypes and negative perceptions of the world if not facilitated in a pedagogically sound manner. Experiential learning is an applied learning strategy that requires intentional design of learning outcomes, reflective activities, and purposeful formative and summative assessment strategies. Instructors in all courses will explore methods for guiding their learners’ inquiry in a way that relates to the experiential learning options for the program, enhancing the learner’s ability to ask critically reflective questions during their experience that are directly related to the range of course materials covered throughout the program. This approach enhances the continuity of pedagogical strategies applied across the program and provides multiple opportunities for learners to make connections across the curriculum and meet program-level learning outcomes.

This approach also speaks to the call for “critical hyper-reflexivity”, especially important within Development Studies experiential learning programs, where differences in privilege and power can be so stark that more traditional methods of reflective learning are not sufficient for unpacking the learners’ experiences (Landgon & Agyeyomah, 2014). In response to this unique need, we have decided to embed the 80-hour experiential learning component within DEVS 362 Globally Engaged Experiential Learning, so that we can use ongoing, cumulative, dialogue-based methods to facilitate forms of critical reflection that lead to a more action-oriented form of hyper-reflexivity (Landgon & Agyeyomah, 2014).

To further support the ongoing development of self-reflexivity amongst program participants through active and authentic learning opportunities, each core course will use strategies for engaging students in critical self-reflection. Upon completion of the experiential learning component of DEVS 362/3.0, students will submit a summative assessment task asking them to synthesize their experiential learning placement in relation to the theory, skills and interactions they encountered in their core and option courses. This final task will incorporate significant self-reflexive components and may be composed of one or a combination of the following: Online blog, podcast, short film, video diary, photo essay, animated video, website, online poster, and/or multi-media presentation.

The experiential learning component is made accessible by creating an opportunity for professionals to use current or upcoming work experience as the basis for this component of the program. The requirements for this option are flexible – both the learner and instructor determine time frames, locations, and types of work. Thus, professionals need not take time away from their current work and learners need not mobilize significant financial and other resources to participate.

**Metacognition**

Opportunities for self-assessment are presented throughout the program and within each course, which provide learners with the ability to develop metacognition to improve their learning and to refine critical
thinking (Cooper, 2006). As learners move through the program requirements, these self-assessment activities assist them in reflecting on how their knowledge, skills and attitudes impact their approach to identifying and solving development challenges and how these approaches change in relation to new learning in each course. (p.8)

Learning Communities – Peer Interaction and Group Work

Frequent and ongoing interaction is a significant component of a successful online course. Social interaction and the development of an online community reduce feelings of isolation, ease stress and increase confidence (Haythornthwaite, Kazmer, Robins, & Shoemaker, 2000). Additionally, ongoing interaction promotes motivation and learner satisfaction (Harris & Martin, 2012; Sargeant, Curran, Allen, Jarvis-Selinger, & Ho, 2006). To increase interaction, courses will include activities designed to promote group interaction, facilitate peer feedback, and encourage sharing of views and understanding with others. Because our target market is so diverse, the use of peer interaction creates unique opportunities for interactions among learners and professionals, from varied educational and professional backgrounds to share their insights on the relationship between theory and practice.

Because working in groups allows learners to apply and extend their understanding of course concepts and develop learning communities (Haythornthwaite, Kazmer, Robins, & Shoemaker, 2000), peer interaction also will be facilitated through the creation of learning communities based on learner areas of expertise. Sector-specific activities create opportunities for mid-career professionals to share practical experiences with less experienced learners studying in the same field, while those same learners have opportunities to share current academic perspectives on knowledge and skills attained from degree-specific coursework. Cross-sector groups are also used for small group problem-solving activities, in an effort to simulate the experience of working in development-related contexts involving individuals with various levels and types of expertise.

Authentic Learning

This program also utilizes the principles of authentic learning as established by Herrington and Oliver (2000), “[to encourage] learners to think and behave as practicing members of the community.” Authentic activities are associated with increased achievement and motivation for learning (Hickey, Moore, & Pellegrino, 2001). Learning communities mentioned above are used in this program to simulate the types of teams in which program participants will find themselves working in future development-related projects and programs. As such, tasks and assignments in all courses are designed to replicate the type of complex, real-world challenges that professionals face in the field. The focus of learning is on the processes involved in identifying and researching problems, and thinking critically and innovatively about implementing and evaluating solutions. Within each course, instructors create real-life or simulated tasks that produce tangible products that learners can share with their communities.
2. Program Regulations

2.1 Admission Standards - Describe the admission standards for the proposed certificate program, including degree, diploma and/or course requirements, and any other specific standards with reference to the learning outcomes and expectations of the program. Provide the rationale for standards that differ from those set by the faculty for degree programs and departmental requirements for entry to undergraduate degree programs. If applicable, indicate policies/procedures to encourage applications from qualified under-represented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).

Admission Standards:

The GAEN Certificate program will be open to all registered full- and part-time undergraduate students in 2nd through 4th year, and qualified distance learners.

The program can be taken in conjunction with a degree program from any Faculty, or as a stand-alone credential except by students completing a major, medial or minor/general degree plan in DEVS will not eligible for the certificate due to significant overlap in required and option courses):

i. Queen’s undergraduate students who have completed at least one year of study will apply to the Certificate Program through a web application that will be available on the Arts and Science website during Program/Plan selection in May. Students must have a minimum cumulative GPA of 1.60.

ii. New distance applicants will apply via the Continuing and Distance Studies web application. Such students must meet existing admission standards for online BA degrees, which are the same as for the BA (Honours) degree at Queens, as specified in the Faculty of Arts and Science Admission Regulations 2 to 5:

- Applicants with an Ontario Secondary School Diploma must have a minimum overall average of 75% on six 4U and 4M courses, including ENG4U and no more than three 4M courses.

iii. Distance applicants can also enter the Faculty of Arts and Science as non-degree students and, if they meet Arts and Science eligibility criteria for progression to a degree program, can enroll in the Certificate program at a later point.

NOTE The DEVS major, medial and minor/general Plans may not be combined with the Certificate in Global Action and Engagement.

The Certificate requires students to complete 18.0 units total, including 4 core courses and 1 option course. Arts and Science students enrolled in a Queen’s degree program as well as this Certificate program may count up to 9.0 units toward both the requirements of the Certificate and their degree program. The remaining 9.0 units will be in addition to those required for the degree.

Online courses are particularly accessible to students who are located remotely, who may be managing a disability that makes on-campus classes a challenge, and for non-traditional, returning, continuing, and life-long learners in the Kingston area and far beyond.
3. Certificate Structure and Requirements

Describe the certificate under the following headings (as applicable)

3.1 General Certificate Requirements – Describe the program duration and rationale, total number of courses, examinations, progress reports, advisory committees, etc.

Certificate Structure

Core Courses: 4 required; 15.0 units
All students will take the following three courses:
- DEVS 100/6.0 Canada and the “Third World”
- LLCU 111/3.0 Introduction to Cultures (includes Certificate in Cultural Competencies offered by Queen’s International Centre)
- DEVS 280/3.0 Global Engagement

All students will take at least one of the following two courses:
- DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation
- DEVS 362/3.0 Globally Engaged Experiential Learning

Option Courses: 1 required; 3.0 units

Students who chose to complete only one of DEVS 361/3.0 or DEVS 362/3.0 must take one of the following courses*:

from Global Development Studies:
- DEVS 220/3.0 Introduction to Aboriginal Studies (offered online and on campus)
- DEVS 221/3.0 Topics in Aboriginal Studies (offered online and on campus)
- DEVS 230/3.0 The Global Political Economy of Development (offered online and on campus)
- DEVS 240/3.0 Culture and Development (offered online and on campus)
- DEVS 250/3.0 Global Environmental Transformations (offered on campus)
- DEVS 260/3.0 Globalization Gender and Development (offered online)
- DEVS 292/3.0 Topics in Development Studies I (offered on campus)
- DEVS 305/3.0 Cuban Culture and Society (offered on campus/on location in Cuba)
- DEVS 311/3.0 Labour and Global Development (offered on campus)
- DEVS 320/3.0 AIDS, Power, and Poverty (offered on campus)
- DEVS 330/3.0 Technology and Development (offered on campus)
- DEVS 333/3.0 Business and Development (offered on campus)
- DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation
- DEVS 362/3.0 Globally Engaged Experiential Learning
- DEVS 392/3.0 Topics in Development Studies (offered on campus)

from Department of English Language and Literature
- ENGL 259/3.0 Global Shakespeare (offered online)

from the Department of French Studies
- FRST 125/3.0 Basic Business French (offered online)

from Geography Department
- GPHY 227 - Cities: Geography, Planning and Urban Life

from History Department
- HIST 200/3.0 India and the World (offered online)
- HIST 207/3.0 Global Indigenous Populations (offered online)
- HIST 214/3.0 Food in Global History (offered online)
- HIST 252/3.0 Africa in the Modern World (offered online)
- HIST 270/3.0 Contemporary China (offered online)

from Language Literatures and Cultures
- LLCU 209/3.0 Rio de Janeiro (offered online)

from Faculty of Health Sciences
- BMED 271/3.0 Global & Population Health (offered online)
- BMED 471/3.0 Advanced Global & Population Health (offered online)

* Other courses maybe considered on a case-by-case basis

Program Duration: minimum of 5 academic terms

Total Number of Courses Required: 5 (18.0 units)

Courses in the program are either currently offered by Arts and Science Online or are in development; they will be offered in rotation to allow students to complete the program within a minimum of 5 academic terms. Students will be able to complete all the courses for the program entirely through online study. Additional online course options will be developed as demand and funding warrant, to augment and diversify the program.

The GAEN program will be open to all registered full and part-time undergraduate students in 2nd through 4th year, exchange students studying at Queen’s, and qualified distance learners. Distance learners will be assessed as “qualified” if they meet all admission requirements for Queen’s Arts & Science Online Certificates, as described on this web page: http://www.queensu.ca/artsci_online/future-students/admission-requirements

The certificate requires students to complete 18.0 units total, including 4 core courses and 1 option course. Arts and Science students enrolled in an Arts and Science degree program as well as this certificate program may count up to 9.0 units of certificate courses toward the requirements of both the certificate and their degree, consistent with the Faculty’s Policy on Certificate and Diploma Programs.

Advisory Committee

Our executive advisory board provides vision and feedback to the Program Development Academic and Creative Director. Members include:

- Marc Epprecht, Department Head, Global Development Studies
- Beverly King, Assistant Dean (Teaching and Learning)
- Rebecca Tiessen, Associate Professor in Global Studies at the University of Ottawa
- GAEN student graduates (when the program begins graduating students)

3.2 Course Requirements – In Table 1 below, list core (required) courses, optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines).

Table 1. Course requirements (add additional rows as needed)
<table>
<thead>
<tr>
<th>Course/Credit (number and name)</th>
<th>(C)ore, (O)ptional or (E)lective</th>
<th>Proposed Instructor(s) and Home Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 100/6.0 Canada and the “Third World”</td>
<td>C</td>
<td>Mark Hostetler, Global Development Studies</td>
</tr>
<tr>
<td>LLCU 111/3.0 Introduction to Cultures</td>
<td>C</td>
<td>Antonio Macedo, Language, Literatures and Cultures</td>
</tr>
<tr>
<td>DEVS 280/3.0 Global Engagement</td>
<td>C</td>
<td>Kathryn Fizzell, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation</td>
<td>C</td>
<td>Scott Rutherford, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 362/3.0 Globally Engaged Experiential Learning</td>
<td>C</td>
<td>Kathryn Fizzell, Global Development Studies</td>
</tr>
<tr>
<td>BMED 271/3.0 Global &amp; Population Health</td>
<td>O</td>
<td>Jenn Carpenter, Department of Emergency Medicine, Faculty of Health Sciences</td>
</tr>
<tr>
<td>BMED 471/3.0 Advanced Global &amp; Population Health</td>
<td>O</td>
<td>Jenn Carpenter, Department of Emergency Medicine, Faculty of Health Sciences</td>
</tr>
<tr>
<td>DEVS 220/3.0 Introduction to Aboriginal Studies</td>
<td>O</td>
<td>Robert Lovelace, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 221/3.0 Topics in Aboriginal Studies</td>
<td>O</td>
<td>Robert Lovelace, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 230/3.0 The Global Political Economy of Development</td>
<td>O</td>
<td>Mark Hostetler, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 240/3.0 Culture and Development</td>
<td>O</td>
<td>Scott Rutherford, Global Development Studies</td>
</tr>
<tr>
<td>DEVS 260/3.0 Globalization Gender and Development</td>
<td>O</td>
<td>Reena Kukreja, Global Development Studies</td>
</tr>
<tr>
<td>ENGL 259/3.0 Global Shakespeare</td>
<td>O</td>
<td>Jelena Marelj, Department of English</td>
</tr>
<tr>
<td>GPHY 227/3.0 Cites: Geography, Planning and Urban Life</td>
<td>O</td>
<td>Besty Donald, Department of Geography and Urban Planning</td>
</tr>
<tr>
<td>HIST 207/3.0 Global Indigenous Populations</td>
<td>O</td>
<td>TBD</td>
</tr>
<tr>
<td>HIST 200/3.0 India and the World</td>
<td>O</td>
<td>Aditi Sen Chowdhury, History</td>
</tr>
<tr>
<td>HIST 214/3.0 Food in Global History</td>
<td>O</td>
<td>Aditi Sen Chowdhury, History</td>
</tr>
<tr>
<td>HIST 252/3.0 Africa in the Modern World</td>
<td>O</td>
<td>TBD</td>
</tr>
<tr>
<td>HIST 270/3.0 Contemporary China</td>
<td>O</td>
<td>Emily Hill, History</td>
</tr>
<tr>
<td>LLCU 209/3.0 Rio de Janeiro</td>
<td>O</td>
<td>Karl Hardy, Language, Literature and Culture</td>
</tr>
<tr>
<td>FRST125/3.0 Basic Business French</td>
<td>O</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Use space below to comment on Table 1

When selecting classes from the option course list above, students must meet individual course pre-requisites and departmental requirements for enrolment.
### 3.3 Course Descriptions - For each EXISTING and NEW undergraduate course that is part of the proposed certificate, provide a calendar description below and append/embed the course outline in Section 12. Also indicate if the course currently exists or is under development.

To provide a strong and coherent basis for this certificate, we plan to build four new courses: DEVS 280/3.0 (core), DEVS 361/3.0 (core), DEVS 362/3.0 and DEVS 260/3.0 (option). LLCU 111/3.0 (core) is an existing course for which we are developing into an online version.

**DEVS 100/6.0 Canada and the “Third World” (Core; existing online and on campus)**
Introduces basic theoretical concepts of development studies, the history of global inequality, and short histories of alternative development strategies. Case studies of Canada's ties to the so-called third world will include missionaries, military, business, and aid. Canadian colonialism over First Nations peoples will introduce basic issues in Aboriginal Studies.
Prerequisite: None

**DEVS 280/3.0 Global Engagement and Experiential Learning (Core; new online)**
This course explores current thinking around the motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Students will engage in self-reflexive practices and work collaboratively to create tools and action plans for ethical global engagement in the future.
Prerequisite: [DEVS 100/6.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor

**DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation (Core, new online)**
The course is designed to prepare students for field work in global development. It connects theory with practice through in-depth, skills-based modules on economic literacy, results-based management (RBM), and policy advocacy. Students will apply core concepts and best practices to effective proposal writing, project management, and policy advocacy.
Prerequisite: [DEVS 280/3.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor

**DEVS 362/3.0 Globally Engaged Experiential Learning (Core, new online)**
This course builds on DEVS 280 Global Engagement by facilitating an 80-hour experience related to global engagement. Students will engage with concepts of ethical engagement and relationship building as they are guided through a practical experiential learning opportunity in the field of global engagement.
Prerequisite: [DEVS 280/3.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor

**LLCU 111/3.0 Introduction to Cultures (Core; existing course on campus; new online version)**
This course provides students with the theoretical knowledge and practical skills required for effective intercultural engagement within a cooperative global development context. This course begins with an overview of the main theories and research that contribute to our understanding of the role that culture plays within the context of global development projects, programs and policy development. Learners then examine various theories of intercultural understanding and communication, and contemporary tools used to assess and teach intercultural competencies. Learners apply their understanding of these theories and tools to develop plans for future intercultural training in a multi-sector, cooperative development setting. Throughout this course, learners develop self-reflexive practices to assess their own cultural backgrounds and expectations for interactions within intercultural settings – this learning is supported by their participation the 5-session workshop on Intercultural
Competence facilitated by the Queen’s University Interactional Centre and Four Directions adapted for the fully online environment.
Prerequisite: None

The following undergraduate courses offered through Arts and Science Online will also be included in the program as options:

**DEVS 220 Introduction to Aboriginal Studies (Option; existing online and on campus)**
An introduction to Aboriginal world view and culture organized on an historical basis, from Creation to 1969, emphasizing Aboriginal culture and experience in Canada. Aboriginal perspectives will be introduced through traditional teaching methods and contributions from elders and other community members.
Prerequisite: None

**DEVS 221 Topics in Aboriginal Studies (Option; existing online and on campus)**
A re-evaluation of conventional knowledge based on aboriginal world view and culture and the introduction of a decolonized perspective on contemporary issues. Guest speakers will provide detailed examinations of specific topics such as current issues in Aboriginal spirituality, art, education and politics.
Prerequisite: DEVS 220/3.0 or permission of the Department of Global Development Studies

**DEVS 230/3.0 The Global Political Economy of Development (Option; existing online and on campus)**
Applying global political economy perspectives to key aspects of development finance. Topics include the introduction of basic economic terms, the role of the International Monetary Fund, World Bank, World Trade Organization, and the growing roles of Transnational Corporations and financial markets in development.
Prerequisite: DEVS 100/6.0

**DEVS 240/3.0 Culture and Development (Option; existing online and on campus)**
Provides students with a broad overview of debates relating to development and culture, including issues of religion, music, sport, art and literature, and how these interact with economic policy and political change.
Prerequisite: DEVS 100/6.0 and DEVS 230/3.0 or permission of the Department of Global Development Studies.

**DEVS 250/3.0 Global Environmental Transformations (Option; existing online and on campus)**
Examines the relationship between development and environmental change by introducing social science perspectives on themes including energy, agriculture, climate, urbanization, and water. With a focus on combining macro- and micro-analysis, the course reflects on the meaning of development in an era of global environmental transformation.
PREREQUISITE Level 2 or above

**DEVS 260/3.0 Globalization, Gender and Development (Option; new online)**
Globalization, Gender, and Development is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a particular focus on women in the Global South.
Prerequisite: [DEVS 100/6.0 and (Level 2 or above or registration in GAEN certificate)] or permission of instructor
DEVS 292/3.0 Topics in Development Studies (Option; existing on campus)
Lectures and courses offered by regular and visiting faculty on development topics related to their research interests. Consult the departmental homepage for further details of specific course offerings each year.
PREREQUISITE Level 2 or above and registration in any DEVS Plan, or permission of the Department.

DEVS 305/3.0 Cuban Culture and Society (Option; existing on campus/on location in Cuba)
This course is designed to introduce students to Cuban society and culture. The course will focus especially on the period from the Cuban revolution (1959) to the present. Students will examine some of the main events and highlights of Cuban history, politics and culture in this era. Two weeks of this four-week intensive course will take place at Queen’s and two weeks at the University of Havana.

*NOTES
1 Students are expected to pay an ancillary fee for travel and accommodation while in Havana. Estimated cost: $2785.00.
2 Students must apply to take the course. Applications are available in the DEVS office.
3 Students are expected to attend a pre-departure orientation.
4 Costs and application deadlines will be posted on the DEVS website.
PREREQUISITE Level 3 or above and registration in any Arts and Science Plan.

DEVS 311/3.0 Labour and Global Development (Option; existing on campus)
Explores the relationships between the production of goods, the lives and livelihoods of workers, and socio-economic development at local, national and global levels. Issues include: the international division of labour; global commodity chains; technological change; labour markets; informal sector; genders in production; unions and labour rights.
PREREQUISITE DEVS 100/6.0 and DEVS 230/3.0.

DEVS 320/3.0 AIDS, Power, and Poverty (Option; existing on campus)
HIV/AIDS is one of the most pressing development issues in the world today. This course examines the cultural, political, economic, and other social factors that contribute to its transmission and intractability, and which help to explain the differential impact of the disease upon societies worldwide. Particular attention is paid to the ways that specific social/sexual identities and practices arising from inequitable class, gender, race, and ethnic relations, affect the prevalence of HIV, the ability to contain its spread, and the human costs that it entails.
PREREQUISITE Level 3 or above and (DEVS 100/6.0 or DEVS 220/3.0 or DEVS 221/3.0 or DEVS 230/3.0 or HLTH 101/3.0).

DEVS 330/3.0 Technology and Development (Option; existing on campus)
(offered on campus) An introduction to the socio-economic, cultural and political factors surrounding technology and its relationship to the development process in both advanced industrial societies and developing nations. Student project groups will focus on particular realms of technology in development and the interaction of politics and policy with technological choice and design, including appropriate, intermediate and sustainable technologies.
PREREQUISITE Level 3 or above and (registration in any DEVS Plan or registration in any Applied Science Program), or permission of the Department.
DEVS 333/3.0 Business and Development (Option; existing on campus)  
(offered on campus) Over the past several decades, business – particularly large multinational corporations – have come to play an increasingly dominant role in global development. This course will interrogate the structures, processes and practices employed by corporations as they forge new partnerships with states, global development organizations and corporations. 
PREREQUISITE One of COMM 200/3.0; COMM 372/3.0; COMM 375/3.0; COMM 407/3.0; DEVS 230/3.0; DEVS 250/3.0; GPHY 228/3.0; POLS 262/3.0; SOCY 225/3.0.

DEVS 392/3.0 Topics in Development Studies (Option; existing on campus)  
(offered on campus) Seminars offered by regular and visiting faculty on development topics related to their research interests. Consult the departmental homepage for further details of specific course offerings each year. 
PREREQUISITE Level 3 or above and registration in any DEVS Plan, or permission of the Department.

ENGL 259/3.0 Global Shakespeare (Option; existing online)  
A study of the dissemination of Shakespeare’s plays across a range of cultures and sites from the early seventeenth century to the present, with a focus on the development of Shakespeare as a “global” author. Selected plays will be studied in historical context and in geographically diverse adaptations in theatrical, print, and electronic media. 
Prerequisite: A grade of C in ENGL 100/6.0

GPHY 227/3.0 Cities: Geography, Planning and Urban Life (Option; existing online)  
Cities are exciting places. They are fast moving, vibrant and always changing. Cities are places of contrasts – where the superrich live adjacent to the homeless and informal economies thrive next to the world’s largest corporations. Cities are sites of political power and powerlessness; fear and opportunity; surveillance and social freedom; conformity and heterogeneity. They are sites of cultural, architectural, economic and social innovation. Cities can be places of great social and economic progress, but also challenged by poverty, pollution and ecological vulnerability.

HIST 200/3.0 India and the World (Option; existing online)  
This course examines the history of India as a series of contacts with the rest of the world. Topics include Roman trade in ancient India, the Portuguese, Turkish, and Mughal empires, Gandhi in South Africa, and South Asian diasporas in Europe and North America. Course materials include histories, travel accounts, court chronicles, medical treatises, literature, and film. 
Prerequisite: Level 2 standing

HIST 207/3.0 Global Indigenous Populations (Option; existing online)  
A survey of various historical case studies that will explore the causes, conflicts, and consequences that have occurred wherever indigenous peoples have encountered colonizing invaders. Significant questions will include who is indigenous?, who is not?, and can one speak of a global indigenous history? 
Prerequisite: Level 2 standing

HIST 214/3.0 Food in Global History (Option; existing online)  
This online course will attempt to study aspects of global history using food as a central theme. We begin from the reflection that food has successfully transcended political and cultural boundaries in the
global past, and it provides a promising path for interrogating socio-economic and cultural issues in transnational contexts.
Prerequisite: Level 2 standing

HIST 252/3.0 Africa and the Modern World (Option; existing online)
An examination of Africa's involvement in modern world history. Course covers material from the slave trade to the crumbling of European empires. Major topics include: Pre-colonial African states, slavery, imperialism, the colonial state, African protest and resistance, and women's issues, among other topics. Prerequisite: Level 2 standing

HIST 270/3.0 Contemporary China (Option; existing online)
Contemporary China aims to place the dynamics of recent social and economic change in historical perspective. Rather than proceeding both thematically and chronologically, it familiarizes students with the deep continuities of phenomena such as urbanization, environmental challenges, cultural expectations, and gender norms. Requisite: Level 2 standing

LLCU 209/3.0 Rio de Janeiro (Option; existing online)
This course goes beyond the typical representations of Rio de Janeiro to provide an understanding of the complex social, political, economic, and cultural history that have shaped the city's development and character. Focus is on the twentieth century, but provides the necessary historical background to understand the dynamics of life in Rio. Prerequisite: Level 2 standing

FRST 125/3.0 Basic Business French (Option; existing online)
An introduction to the language of business in French. Students will learn how to understand texts in the areas of administrative correspondence, personnel issues (CV, covering letter, hiring process), basic financial reporting, and advertising. Explanations are given in English, all materials to be analyzed are in French.
NOTE: Only offered online. Consult Arts and Science Online.

The following two option courses are offered through the Faculty of Health Sciences:

BMED 271/3.0 Global and Population Health (Option; existing online)
In this course, emphasis will be placed on population health, instead of the health of individuals. Population and global health prioritize partnerships and resource sharing, instead of unilateral relationships, and focuses on advocacy. Prerequisites: 24.0 units or Level 2 standing or permission of the instructor.

BMED 471/3.0 Advanced Global and Population Health (Option; existing online)
Students will take knowledge gained from BMED 271 Global and Population Health, and apply it in this course, Advanced Global and Population Health, which will focus on more advanced topics of population and global health, as well as provide experiential learning. Prerequisites: Minimum 4th year (Level 4) standing plus BMED 271/3.0 or permission of instructor
NOTE: Not available for credit towards any plan in FREN. With permission of the Department, course may be taken jointly with FREN 118/3.0.

PREREQUISITE FRST 105/3.0 or FREN 107/3.0 or permission of the Department.

3.4 Certificate Timelines – In a table or figure, summarize the expected progress through the certificate by term to completion. If both full-time and part-time studies are proposed, specify timelines for each.

Table 2. Expected program progression through to completion (format is optional; modify as needed)

<table>
<thead>
<tr>
<th>Year 1 (2018-19)</th>
<th>Year 2 (2019-20)</th>
<th>Year 3 (2020-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>W</td>
<td>SS</td>
</tr>
<tr>
<td>DEVS 100a</td>
<td>DEVS 100b</td>
<td>LLCU 111</td>
</tr>
</tbody>
</table>

3.5 Other matters - Comment on any special matters and innovative features.

Adding flexibility for learners

The proposed Certificate is intended to be taken either as a stand-alone credential, or in conjunction with a degree program. Since all the courses are degree-credit courses they can be applied to degrees, within the limitations placed on these matters by individual faculties at Queen’s or by other institutions in the case of a visiting student.

Courses will be offered in three terms: Summer, Fall and Winter. Learners may enroll in the courses of the Certificate program one or more at a time, depending on the learner’s personal situation and educational and career goals.

Experiential Learning

Our target market research and ongoing collaboration with experts from CCUPIDS tells us that very few IDS oriented programs offering experiential learning offer rigorous pre, during and post-experience academic support to their students. By embedding the experiential learning component within an online, for-credit course, we are confident that we will enhance the learning experience of our students by facilitating a combination of authentic synchronous and asynchronous reflective learning tasks. Based on Kolb’s experiential learning model, and the collective experience of IDS heads across Canada who have been running globally-oriented experiential learning programs for many years, we know that much of the learning from these experiences comes at the end of the experience, when students are guided through rich debriefing activities that create opportunities for discussion and reflection regarding the continuities and gaps found between theoretical learning and practical experience. Geographical factors often make it difficult to bring students together after an experiential learning
4. Program Content

4.1 Explain how the curriculum of the proposed certificate addresses the current state of the discipline and/or profession.

The proposed Certificate responds to a growing need for expanded online learning in Canada, particularly in terms of the availability of fully online programs, not just individual courses, that can be completed at a distance (“2011 Outlook for On-line learning and Distance Education,” Contact North, Fast Forward: How Emerging Technologies are Transforming Education and Training”, Contact North, January 2011). In addition, in its 2016 Call for Proposals, eCampusOntario placed a priority on the development of new fully online programs that develop employability skills. Our proposal to develop this certificate program in Global Action and Engagement was fully funded through this eCampusOntario initiative.

As more Canadians become globally engaged, universities cannot keep up with the demand for courses in global development studies, and professionals are seeking opportunities for further education on the complex issues they face in the field. Meeting this labour market demand was the impetus to create and offer a fully online suite of undergraduate courses that form the Global Action and Engagement Certificate. By offering core courses that have a high impact on almost all types of globally engaged work, volunteering and learning in both domestic and international contexts, followed by elective courses that explore sector-specific issues related to various fields of expertise, the Certificate creates an opportunity for a wide-range of participants to achieve a rigorous academic experience tailored to the specific needs of their current educational and/or career paths.

The experiential learning component of the proposed program addresses calls by the Council of Ontario Universities (2014) to increase the number of experiential learning opportunities for Ontario’s university learners, based on the findings of a 2014 Experiential Learning Report that found that “many thousands of learners have found full-time employment in their fields of study.
as a result of the experiential learning opportunities gained during their university education. Since many employers require prospective employees to have two to five years of experience on their resumes, applied learning programs strengthen learners’ marketability and can vastly improve their career prospects at graduation,” (Council of Ontario Universities, p.12). This program will offer students an array of pre-, during, and post-experiential learning options in which they can apply theoretical concepts in practical settings locally or internationally and engage in critical reflection on their experiences.

Through collaborative efforts with the School of International Development and Global Studies and the Canadian Consortium of University Programs in International Development, program developers will remain in close contact with government and industry experts in the field to ensure that the program curriculum stays relevant and in-line with government and industry needs.

To ensure the program continues to be relevant academically and reflect current best practices in design and delivery, Arts and Science will initiate a program review will take place after 5 years. This review will involve the academic department, course instructors, an outside expert identified by the head of department (eg consultant Rebecca Thiessen from U of Ottawa, or the WUSC team who advised in the market research phase) and instructional design staff in Arts and Science Online. Further design work may take place as determined by the outcome of this review.

4.2 Identify any unique curriculum, innovations or creative components.

The proposed certificate is a new program that will offer undergraduate learners an opportunity to earn a full academic credential in global action and engagement from Queen’s University.

Collaboration with LLCU and Queen’s International Centre

As noted above, intercultural competence is a crucial skill set required for facilitating global development work. Adapting the QUIC Intercultural Competence Certificate into a fully online format increases the accessibility of this well-established on-campus program and ensures that students will develop the skills required for recognizing different cultural approaches to global development work and for developing ethical strategies for increasing understanding and respectful collaboration. These skills include being able to describe the concept of culture and to apply this concept to evaluate students’ own personal values; to recognize their own strengths and challenges when interacting with cultural commonality and difference; and to gain greater understanding and empathy for the lived experience of Western colonialism in the Global South and among Indigenous peoples in the Americas.

EL Component

As noted above, the experiential learning component of our certificate program is unique in that we are creating the conditions to fully support the pre, during and post-experiences components through structured, for-credit, online courses. This structure allows us to facilitate all four stages of Kolb’s experiential learning cycle and fills a gap identified by head of IDS programs across Canada. Our preparatory course, DEVS 280 asks students to prepare a realistic plan for engaging in global action and to all develop plans for addressing the leading concerns and recommendations in the scholarly literature on global experiential learning. This is accomplished by addressing issues related to
motivations for becoming globally engaged, the impact of global engagement on host communities and host organizations, and some of the ethical issues that arise in common forms of global engagement.

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### Professional Development/Networking

Working in collaboration with career counsellors from Queen’s Career Services, our instructional design team will create a professional development workbook for students enrolled in the GAEN Certificate. At the end of each course, students will be prompted to work independently on reflective activities related to their achievement of the learning outcomes set out for each course. The workbook will also include instructional material related to resume writing, cover letter writing and interview skills, creating multiple opportunities for students to practice the process of articulating the knowledge and skills gained from participating in the range of learning activities and assessments in each of the certificate’s core courses.

The workbook will conclude with a section on networking, job search strategies and paths to further education. The workbook will be kept up to date with links to key organizations in the field of global development and strategies for getting the most out of web based tools such as the Queen’s Connects Career Network for Students and LinkedIn Alumni.

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#### 4.3 Academic Integrity - Explain how the certificate educates students on the importance and role of academic integrity.

All courses that comprise the Certificate include in their syllabi Faculty-specific regulations related to Academic Integrity. Instructors will ensure academic integrity in the online environment by providing students with guidelines for the responsible use of material that is not their own and for the documentation of such material. Students will also receive active instruction about the responsibilities required for professional online communication. Whether students are engaged in online testing, digital collaboration via group work, or peer review, conversations about copyright, plagiarism, academic integrity and digital citizenship will be key aspects of the teaching and learning experience.
5. Assessment of Teaching and Learning

5.1 Degree Level Expectations (DLE) – In Table 3 below, summarize how the certificate’s structure and requirements address each DLE listed as well as any additional program-specific UDLEs [Refer to Appendix 1 of QUQAP for more information.]

<table>
<thead>
<tr>
<th>DLE</th>
<th>Learning Outcomes</th>
<th>Relevant Courses, Academic Requirement</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth and breadth of knowledge</td>
<td>1. Assess a wide range of development issues and demonstrate a unique, multi-faceted understanding of what is driving social, economic, technological, and political change in the contemporary world</td>
<td>DEVS 100/6.0 Canada and the “Third World” &lt;br&gt;DEVS 260/3.0 Globalization Gender and Development &lt;br&gt;DEVS 280/3.0 Global Engagement &lt;br&gt;DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation &lt;br&gt;DEVS 362/3.0 Globally Engaged Experiential Learning</td>
<td>Samples: &lt;br&gt;Online quizzes &lt;br&gt;Online discussion forums &lt;br&gt;Research papers &lt;br&gt;Exams &lt;br&gt;Group Project - Strategies for Building More Ethical Global Engagement &lt;br&gt;Course Learning Plan &lt;br&gt;Briefing Paper and Presentation &lt;br&gt;INGO and Media Analysis Paper &lt;br&gt;Self-assessment survey &lt;br&gt;Synchronous discussion sessions and tutorials &lt;br&gt;Pre-Destination Analysis Paper</td>
</tr>
<tr>
<td>Knowledge of methodologies</td>
<td>2. Critically evaluate the terminology, practices, ethics and debates prevalent in the ‘official’ world of development to prepare them for future engagement with cooperative international development institutions, organizations, and practices; &lt;br&gt;4. Apply cross-cultural communication skills to communicate ethically, responsibly, and effectively with peers and colleagues when researching, proposing, assessing, and evaluating possible solutions to development challenges</td>
<td>DEVS 100/6.0 Canada and the “Third World” &lt;br&gt;DEVS 260/3.0 Globalization Gender and Development &lt;br&gt;DEVS 280/3.0 Global Engagement &lt;br&gt;DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation &lt;br&gt;DEVS 362/3.0 Globally Engaged Experiential Learning LLCU 111/3.0 Introduction to Cultures</td>
<td>Samples: &lt;br&gt;Self-assessment progress checks and reflective tasks &lt;br&gt;Research projects and essays requiring demonstration of key methodologies and use of online research tools &lt;br&gt;Exams and quizzes &lt;br&gt;Online discussion forums &lt;br&gt;Group Project - Strategies for Building More Ethical Global Engagement &lt;br&gt;Course Learning Plan &lt;br&gt;Action Plan for Future Global Engagement &lt;br&gt;Briefing Paper and Presentation &lt;br&gt;INGO and Media Analysis Paper &lt;br&gt;Reflective Online Workbook Activities &lt;br&gt;Pre-Destination Analysis Paper</td>
</tr>
<tr>
<td>Application of knowledge</td>
<td>Communication skills</td>
<td>DEVS 100/6.0 Canada and the “Third World”</td>
<td>Samples:</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Assess a wide range of development issues and demonstrate a unique, multifaceted understanding of what is driving social, economic, technological, and political change in the contemporary world</td>
<td>4. Apply cross-cultural communication skills to communicate ethically, responsibly, and effectively with peers and colleagues when researching, proposing, assessing, and evaluating possible solutions to development challenges</td>
<td>DEVS 260/3.0 Globalization Gender and Development</td>
<td>Project proposals</td>
</tr>
<tr>
<td>2. Critically evaluate the terminology, practices, ethics and debates prevalent in the ‘official’ world of development to prepare them for future engagement with cooperative international development institutions, organizations, and practices;</td>
<td></td>
<td>DEVS 280/3.0 Global Engagement</td>
<td>Research reports</td>
</tr>
<tr>
<td>3. Synthesize political, environmental, social, ethical, and cultural perspectives into the analysis of specific development issues relevant to their area of expertise</td>
<td></td>
<td>DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation</td>
<td>Reflective journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LLCU 111/3.0 Introduction to Cultures</td>
<td>Online discussion forums</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical analysis papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer review exercises</td>
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<td></td>
<td></td>
<td></td>
<td>Group brainstorming exercises</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Sector-specific group assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Project - Strategies for Building More Ethical Global Engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Results-based management case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Project – Public Policy Campaign</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Briefing Paper and Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INGO and Media Analysis Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflective Online Workbook Activities</td>
</tr>
</tbody>
</table>
## Awareness of limits of knowledge

1. Assess a wide range of development issues and demonstrate a unique, multifaceted understanding of what is driving social, economic, technological, and political change in the contemporary world

2. Synthesize political, environmental, social, ethical, and cultural perspectives into the analysis of specific development issues relevant to their area of expertise

5. Critically reflect upon and analyze their own experiences with global action and engagement by making connections between personal experience, peer feedback and insights based on theory; and

6. Develop self-reflexivity about their place in the world and be equipped to make informed and ethical decisions about their pursuit of future work and volunteer experiences within complex global settings

---

### Samples:

- Online discussion forums
- Peer review exercises
- Group brainstorming exercises
- Sector-specific group assignments
- Group Project - Strategies for Building More Ethical Global Engagement
- Course Learning Plan
- Action Plan for Future Global Engagement
- Critical Analysis papers
- Reflective Online Workbook Activities
- Post-Experience Analysis

## Autonomy and professional capacity

1. Assess a wide range of development issues and demonstrate a unique, multifaceted understanding of what is driving social, economic, technological, and political change in the contemporary world

3. Synthesize political, environmental, social, ethical, and cultural perspectives into the analysis of specific development issues relevant to their area of expertise

5. Critically reflect upon and analyze their own experiences with global action and engagement by making connections

---

### Samples:

- Engaging with guest speakers from industry/academe
- Online collaboration and communication exercises
- Digital research/information
- Cross-sectoral group assignments
- Reflective journals and tasks
- Oral presentations
- Multi-media presentations
- Project Proposal
- Group Project – Public Policy Campaign
- Group Project - Strategies for Building More Ethical Global Engagement
### Cross-cultural awareness/intercultural intelligence

<table>
<thead>
<tr>
<th>Course Learning Plan</th>
<th>Action Plan for Future Global Engagement</th>
<th>INGO and Media Analysis Paper</th>
<th>Post-Experience Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 260/3.0 Globalization Gender and Development</td>
<td>Briefing Paper and Presentation</td>
<td>Results-based management case study</td>
<td></td>
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<tr>
<td>DEVS 280/3.0 Global Engagement</td>
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<tr>
<td>DEVS 362/3.0 Globally Engaged Experiential Learning</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LLCU 111/3.0 Introduction to Cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Use space below for comments on Table 3. Include discussion of how indicators of achievement associated with the certificate program differ from or overlap with those of the degree program(s) when the same courses are involved.

4. Apply cross-cultural communication skills to communicate ethically, responsibly, and effectively with peers and colleagues when researching, proposing, assessing, and evaluating possible solutions to development challenges

6. Develop self-reflexivity about their place in the world and be equipped to make informed and ethical decisions about their pursuit of future work and volunteer experiences within complex global settings

Between personal experience, peer feedback and insights based on theory; and

6. Develop self-reflexivity about their place in the world and be equipped to make informed and ethical decisions about their pursuit of future work and volunteer experiences within complex global settings

<table>
<thead>
<tr>
<th>Samples:</th>
<th>Engaging with guest speakers from industry/academe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural competence online workshops</td>
<td></td>
</tr>
<tr>
<td>Online collaboration and communication exercises</td>
<td></td>
</tr>
<tr>
<td>Cross-sectoral group assignments</td>
<td></td>
</tr>
<tr>
<td>Reflective journals and tasks</td>
<td></td>
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<tr>
<td>Oral presentations</td>
<td></td>
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<tr>
<td>Multi-media presentations</td>
<td></td>
</tr>
<tr>
<td>Group Project - Strategies for Building More Ethical Global Engagement</td>
<td></td>
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<tr>
<td>Course Learning Plan</td>
<td></td>
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<tr>
<td>Action Plan for Future Global Engagement</td>
<td></td>
</tr>
<tr>
<td>INGO and Media Analysis Paper</td>
<td></td>
</tr>
<tr>
<td>Global Engagement Learning Plan</td>
<td></td>
</tr>
<tr>
<td>Reflective Online Workbook Activities</td>
<td></td>
</tr>
</tbody>
</table>
5.2 Describe how the proposed methods of assessing student achievement relate to the certificate’s learning outcomes and degree level expectations.

The courses included in the GAEN represent the interdisciplinary nature of Global Development Studies. DEVS has a robust selection of online courses being offered as part of the certificate, and we have selected additional courses from across three different departments within the Faculty of Arts and Science who approach their subject matter with an orientation that matches our program learning outcomes. Courses in History, Language, literature and cultures, and Health sciences create opportunities for students to apply their understanding of complex global development issues to a variety of disciplines and increases the diversity of methods used for delivering courses in an online environment.

The methods of assessment within each course will vary from course to course and will be appropriate to the discipline or subject in question. Relying predominantly on written assignments, they will include reviews, peer assessments, self-assessments, reflective exercises, collaborative group assessment tasks, asynchronous and synchronous group activities, and final exams. Students will be engaged in a variety of active learning tasks as they work independently and collaboratively to conduct research, identify issues and key stakeholders in the world of global development, propose and test solutions to problems, and to present their ideas to various target audiences using a range of written, oral and multimedia presentation methods.

Our program also offers students skills-based online workshops and modules as part of our core courses. With active and authentic learning tasks embedding skills related to intercultural competence, results-based project management and evaluation, and economic literacy, we are providing students with multiple opportunities to draw connections between theory and practice.

Students in the program are also being offered a unique opportunity to complete an experiential learning component fully supported by the online course DEVS 362. Assessment in this course will focus on students’ ability to create and follow a learning plan for their experiential learning placement, to engage in ongoing reflective journaling and discussion during the placement, and a final reflective task asking them to create a multimedia resource that demonstrates that which synthesizes their learning in the placement with their learning in the core and option courses of the program.

Students in the program will also engage in self-reflective and self-assessment tasks within a program-level eportfolio housed within CampusPress. This digital tool will create a space within which students can complete professional development activities at the end of each core course in the certificate, compiling resources that will assist them in articulating the skills they are gaining that can be applied in future global action and engagement within professional global development settings.

5.3 Outline the plans for documenting and demonstrating the level of performance of students [Refer to UDLEs, Appendix 1 of QUQAP]

Level of performance will be determined by the grades students receive in the various courses that comprise the program; and DEVS 362 will provide a direct assessment of students’ success in translating the theory and skills gained throughout the program into practice.
6. Mode of Delivery

6.1 Explain how the proposed mode(s) of delivery meets the certificate’s learning outcomes and the DLEs. Comment on the relationship between mode of delivery and accessibility requirements.

Program Delivery

This certificate employs the tools, technologies, and media that we have established for the delivery of the 125 online courses already offered through Faculty of Arts and Science Online at Queen’s in innovative ways to facilitate research-based pedagogies.

Activities such as case analyses, simulations, current events journals, webinars, self-assessments quizzes, job analyses, and weblogs employ effective and accessible technologies to deepen the acquisition of knowledge. Problem-based, authentic, experiential, situated, cooperative, and assessment will provide learning that is transformative and empowering for learners. Technology effectiveness is assured through the use of evaluation methods that link utility, principles and practice by collecting and triangulating data at various stages of design, development, review, and implementation. Data sources include: diagnostic assessments, documentation (process and product), usability and implementation testing, assessment of learning outcomes, and evaluation of cost and sustainability (Cook & Ellaway, 2015).

By exposing students to a diverse range of course delivery methods (from on-campus seminars, to synchronous and asynchronous webinars and online office hours, to video lecture modules and on-demand quizzes, discussion boards, and peer reviews) students completing the Certificate will be challenged and supported to master new knowledge, and apply it in practical ways. Online courses in particular are a productive opportunity for students to confront, negotiate, and appreciate the nuances of digital communication, diverse media publics, information flows, the power of rhetoric and images online, and the challenges of distributed professional collaborations and digital workstyles.

Accessibility

Accessibility is an essential consideration when developing courses. To meet the needs of a broad range of learners, courses use audio-enhanced digital books, online remote testing, lecture slides, outlines, transcripts and closed-captioned videos to help all learners (not just those who require AODA accommodations) to succeed and make timely progress. At the outset courses are developed according to principles of inclusive instructional design. To this end, online developers and instructors work closely with Queen’s Learner Accessibility Services, with Queen’s Health Services, and with Queen’s IT Services to leverage educational technologies and deliver high-quality, personalized learning experiences to all learners joining us online in the Queen’s community. Students have access to counselling and accessibility services for appropriate academic support services.

All course materials and activities are carefully selected and developed to exhibit constructivist
alignment with the course learning outcomes and assessment tools (Partlow & Gibbs, 2003), to adhere to the principles of Universal Design for Learning, and to be in compliance with the Accessibility for Ontarians with Disabilities Act. Queen’s Library supports compliance by providing services to adapt materials to meet accessibility standards, as well as providing copyright support by locating materials that meet the fair dealing policy requirements, and acquiring copyright permissions as needed.

The Learning Management System (LMS) will provide the home for course materials, including instructor’s weekly commentary, narrated PowerPoint presentations and links to interviews and video clips, as well as providing the platform for asynchronous interaction between learners, TAs, and the instructor. Media-streamed content related videos will be created by the instructor or selected from the library. Additionally, a course-specific Library Guide developed and tailored in conjunction with the Library, with access to course materials and academic-related guides, will be available to all learners within the program. For group activities, learners will use the LMS discussion board; they may use tools of their choice (e.g. Skype, Microsoft OneDrive, Google Docs) for unmonitored collaboration. We will provide guided support on the use of these online services. Regular synchronous sessions will use web conferencing software, which will be recorded to provide future access for the learner. Students, TAs, and instructors have real-time technical and pedagogical support during these sessions through Arts and Science Online.

Because we expect to attract participants from around the world to the online offerings in this certificate, we will schedule meetings on alternate mornings, afternoons, and evenings, to accommodate different time zones. Moreover, we will offer recordings of all synchronous webinar sessions to provide future access for the learners.

Achievement of Program learning outcomes

Achievement of learning outcomes will be evaluated in several ways. During the development of the program, the design team including the instructors created a curriculum map that aligned program level outcomes to course level outcomes and the course to various assessments. A document analysis determined alignment among these items to ensure that course activities reflected transferable skills. In addition, learning outcomes will be tracked with aligned assessments in the learning management system. These data will provide insight into the effectiveness of the activities, courses and program as a whole in supporting student achievement of learning outcomes.

To ensure the program continues to be relevant academically and reflect current best practices in design and delivery, Arts and Science will initiate a program review will take place after 5 years. This review will involve the program director (DEVS department head or delegate) course instructors, an outside expert identified by the head of department (eg consultant Rebecca Thiessen from U of Ottawa, or the WUSC team who advised in the market research phase) and instructional design staff in Arts and Science Online. Further design work may take place as determined by the outcome of this review.
Quality standards are ensured by new courses going through the standard Departmental and Faculty curricular approval processes. Courses that are offered both online and on campus must share the same learning outcomes; this is ensured by the academic Department formally verifying their approval of common student learning outcomes when an existing course is first developed into an online version. A learning community is created through the peer interaction that is included in all online courses, and through online office hours with instructor and TAs, which are conducted both synchronously and asynchronously. All course materials are available online; textbooks are purchased through the Campus Bookstore and delivered to off-campus students. Students have access to library services, e-reserves and other resources, and support services are available online, phone or in person. Technology needs are clearly articulated for enrolment in courses, and technological support is provided to students by both ITS and CDS. Arts and Science Online is committed to providing a coherent, consistent, and equitable approach to learner support services. Learners in online courses receive on-going instructional support from their instructor and TAs, academic advisors, administrative and technical support from experienced staff in Arts and Science Online with specialized expertise in online learning and registrarial processes, as well as a broad range of support from established university services.

Learners in online courses have access to the following:

- Faculty Academic Advisors with knowledge and experience with the issues affecting online learners;
- academic and personal support through distance access to the Learner Academic Support Services (Learning Strategies and the Writing Centre);
- Wellness Centre (Counselling and Accessibility Services) for appropriate academic accommodations for health and accessibility issues;
- resources to becoming an effective online learner, including Orientation, study skills and exam preparation webinars;
- staff in Arts and Science Online, who assist learners with any course-related issue (including evenings and weekends).
- regular access to their Instructor, who provide synchronous and asynchronous options for contact such as office hours;
- TAs who have received training from Faculty of Arts and Science Online and the Centre for Teaching and Learning in active learning, online facilitation, and techniques for motivating learners;
- clear expectations for activities and assignments, including rubrics and exemplars, and timely and supportive feedback before the next assignment (Irons, 2008; Bangert, 2008);
- an extensive collection of electronic scholarly information resources provided by the Queen’s Library, including journals and books as well as liaison librarians in specific subject areas who can assist students with finding information and developing information skills, citing sources and managing citations.
• distance access to academic and personal support to the Learner Academic Support Services (Learning Strategies and the Writing Centre);

• general LMS support from IT Services (ITS), supplemented by staff in Faculty of Arts and Science Online, who liaise with ITS as well as assist learners directly by phone or email with any technical issues.

Program Design Process
The program design team includes: an academic director assigned by the Academic Department, faculty members who lead the course developments and will instruct the courses in their first offerings, an instructional designer, an educational technologist, a multi-media designer and a research assistant. Career Services, the International Centre, and an expert in global development and experiential learning from Ottawa University are also participating in this project.

7. Anticipated Enrolment

7.1 Indicate how many new students the certificate program is expected to attract; describe the strategies to recruit students.

Target Market

The target audience for this program includes current full- and part-time undergraduate degree students in all Faculties and Schools at Queen’s, as well as current and new distance students. We expect the following external and non-traditional audience segments will be interested in this new fully online Certificate:

1. Current full and part-time students at Queen’s in the Faculty of Arts and Science and Faculty of Engineering and Applied Science whose current degrees would be enhanced by a certificate in Global Action and Engagement;

2. Recent graduates from non-DEVS degrees whose employability in the global development sector would be enhanced by a certificate in Global Action and Engagement (e.g. Marketing and Communication degrees/diplomas; Computing and Technology degrees/diplomas; Business degrees/diplomas; Engineering degrees/diplomas; Health Science and/or Medicine degrees/diplomas);

3. Mid-career professionals who work in the health, technology, and business sectors in under-resourced areas of Canada and the Global South, but who have not had formal education or training in global development;

4. College and University students in Canada that who have participated in activities such as global service learning, international experiential learning, volunteer abroad and community-engagement field work and practicums;

5. People with strong interest in international development, global engagement, social justice and policy advocacy and activism

6. International students studying at a Canadian post-secondary institution through a study abroad permit.

Strategies to recruit students

The marketing and recruitment strategies for our new programs (degree, certificate and non-credit) are managed by the Director of Marketing and Communications for the Faculty of Arts and Science at Queen’s. The Director, in partnership with several units across campus such as Career
Services, the International Programs Office (IPO), and the Queen’s University International Centre (QUIC), will develop a comprehensive marketing strategy at the on-set of the program approval phase.

The marketing strategy will include on-campus and off-campus events such as career fairs, Major’s Night, tradeshows that reach the target market such as events hosted by the Lake Ontario Waterkeepers events.

Digital promotion and advertising will be used both to reach on-campus audiences such as those within the Department of Mining. These strategies included targeted email campaigns, Facebook advertising, Google adwords (pay-per-click), and organic social media posts on Twitter, Facebook and Instagram. A short-experience focused video will be developed, posted to YouTube and embedded on the program landing page. The program will have three web gateways – one as the core landing page for the program, one through the home department’s website and one through Arts and Science online.

As part of our media relations strategy we will engage both national and niche media outlets through a media release when the program launches, a story on the Queen’s Gazette web page and continue pitching of program experts to comment on current media stories and hot topics.

We will work with the president of Canadian Consortium of University Programs in International Development Studies (CCUPIDS), Dr. Paul Kingston (Director, Centre for Critical Development Studies, University of Toronto) to promote the certificate amongst heads of IDS departments across Canada. Based on our consultations with Paul Kingston and Rebecca Thiessen at the University of Ottawa, we are confident that students in smaller IDS programs across Canada will be able to enhance their current degree offerings by completing our online certificate. A presentation with take-away promotional materials was conducted at the May 2017 CCUPIDS Conference.

We have also connected with outside agencies such as the Ontario Council for International Cooperation and the Global Educators Network known as Global X Change to promote the certificate to the mid-career professionals who make up an integral component of our target market. These agencies will be able to use social media, websites, email listservs, workshops, conferences, and events to promote the certificate program to this diverse market.

### Table 4. Anticipated intake and enrolment in Certificate Program

<table>
<thead>
<tr>
<th>INTAKE</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS students</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Distance students</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>ENROLMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returning FAS students</td>
<td>-</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Returning Distance students</td>
<td>-</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>10</td>
<td>30</td>
<td>49</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

7.2 In Table 4 below, summarize the projected intake and enrolments by year until steady-state is reached (modify table as needed).
Use space below for comments on Table 4. Include comments on whether enrolments in the existing degree program(s) might be affected in any way.

Assumptions:

2 years to complete the program

Intake of 10 students in Year 1, 50% Distance, 50% on campus

Attrition of approx. 1%

Steady state with on-campus and online combined is reached in Year 4 with 59 students

8. Resources

Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new Certificate under the following headings (where applicable). A budget module and template (located on the QUQAP website) must be completed.

8.1 Faculty – Identify faculty members who will have involvement in the delivery of the proposed certificate program and comment on the adequacy of these resources. Complete Table 5 below.

Submit CVs (following the CV guidelines found on the QUQAP website) for all faculty that are not listed as core in the degree program(s) from which the certificate is derived. Core faculty is defined here as tenured, tenure-track, emeriti and continuing adjunct professors.

Table 5. Faculty associated with the proposed Certificate Program (add rows as needed)

<table>
<thead>
<tr>
<th>Faculty Member (Home Unit)</th>
<th>Rank/Status (Tenured, tenure track, continuing adjunct, term adjunct, special appr, emeritus, etc.)</th>
<th>Total Undergrad Teaching (incl new Program) (units)</th>
<th>Total Grad Teaching (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Epprecht, DEVS</td>
<td>Tenured</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>R. Kukreja, DEVS</td>
<td>Term Adjunct</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K. Fizzell, DEVS</td>
<td>Term Adjunct</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>R. Lovelace, DEVS</td>
<td>Continuing Adjunct</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>M. Hostetler, DEVS</td>
<td>Continuing Adjunct</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>S. Rutherford, DEVS</td>
<td>Term Adjunct</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>D. McDonald, DEVS</td>
<td>Tenured</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>M. Taylor</td>
<td>Tenured</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>S. Soederberg</td>
<td>Tenured</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>A. Macedo, LLCU</td>
<td>Term Adjunct</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>B. Donald, GPHY</td>
<td>Tenured</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>E. Hill, HIST</td>
<td>Tenured</td>
<td>9</td>
<td>1 combined grad course</td>
</tr>
<tr>
<td>A. Chowdhury, HIST</td>
<td>Term Adjunct with GRoR</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>K. Hardy, LLCU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Marelli, ENGL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use space below to comment on Table 5
### 8.2 **Staff** - Comment on the adequacy of the staff complement to support the certificate program (administrative, technical, IT, laboratory, etc.).

The current regular administrative staff complement in DEVS is adequate to support the offering of the Certificate program. The administration of the online courses will be managed by the Faculty of Arts and Science Continuing and Distance Studies unit.

### 8.3 **Space Requirements** - Describe the space (work space, laboratory space, office, classrooms) and equipment needed to support students’ academic activities.

No physical resources such as classroom space are needed as new Distance students admitted to the Certificate program will be taking courses online.

### 8.4 **Program Administration** – Describe how the program will be administered (e.g. admissions, tracking progress, curriculum, etc.)

This program will be administered by the Department of Global Development Studies. A faculty member and an office administrator will serve as part-time coordinators to advise students, track progress, and review curriculum through the normal CPR process. The department will also administer approximately 15 placements per year in various parts of the world with new partner agencies.

The Faculty of Arts and Science will manage admission to the Certificate in collaboration with Undergraduate Admission following established infrastructure and processes used for other online programs.

Student performance and academic progress will be monitored by the Student Services division of the Faculty Office in the same way as for students in other Arts and Science programs. Existing infrastructure in the Faculty Office (Arts and Science Online, Student Services) will be used to support the offering of the program.

### 8.5 **Information Technology** - Describe the information technology needed to support the delivery of the program and to support the student’s scholarship. Indicate the resource implications for hardware, software/internet, audio-visual, telecommunications, etc. Provide contact person and date that consultation with IT staff took place.

It is anticipated that existing ITS support and infrastructure will be sufficient to mount and deliver this certificate program.

Currently, the University provides information technology to all faculty, staff and students by providing them with individual e-mail, web space, the Microsoft Office suite and anti-virus software. Faculty are also offered services such as OnQ (for courses), Wiki and QShare pages for individuals, departments and groups, as well as WebPublish for Departmental websites. Faculty and departmental administrators use PeopleSoft for class lists and entering grades, and managing their research accounts. Training for faculty on the various software packages is provided through ITServices on-line seminars, webinars, and web documentation as well as the hands-on training. ITServices supports
various software packages and troubleshooting services to faculty, staff and students through a telephone IT Support Centre. Students are expected to have their own computers.

Given the evolving nature of technology, new software and applications are constantly being explored by Arts and Science Online in collaboration with Queen’s IT Services; courses in the certificate program will evolve to exploit these new technologies as they are adopted.

Jim Cranston, Acting CIO, reviewed the document on September 25, 2017 and will provide sign-off upon approval by Faculty Board.

8.6 **Library** - Provide information about library support holdings, availability of and access to library resources relevant to the proposed program(s).

The library collects information resources in all formats to support teaching, learning and research in Global Development Studies and since many of the courses that make up this certificate program are existing courses at Queen’s the library has the resources to support the certificate. The new courses may require some additional monographs especially in the practical literature but this will not be extensive and can be accommodated within the existing acquisitions budget. This is a cross-disciplinary certificate and the library collects a range of relevant and specific disciplinary areas including economic and political systems, social policy, culture and gender studies, indigenous studies, history, geography and global health. Materials supporting the courses in this certificate program will be both disciplinary and interdisciplinary. Materials that the library does not own can often be borrowed through interlibrary loan services.

The library has almost all the major journals in the disciplines that are related to the certificate with most of them available electronically. Other relevant databases include Culturegrams, which provides cultural information by country; International Development Abstracts (through Geobase); and, electronic book collections from Canadian university presses, Oxford University Press and Duke e-books.

*Indicate what new library resources will be needed (e.g. journals, print monographs, audio-visual material, historical documents, electronic databases, statistical/geospatial data).*

While we have adequate resources to support this certificate program at present, any new journals that are deemed to be necessary will be evaluated and purchased when library financial resources allow. The library will, within budget constraints, continue to collect in all formats in the relevant areas. The liaison librarian for Global Development Studies should be consulted about changes in course content and involved in the collaborative planning process for new directions in existing courses. Any new monographs that are needed can be purchased within the existing budget allocation.

Additionally, a certificate-specific Library Guide to point students to relevant resources will be created in conjunction with the liaison librarian for Global Development Studies, who will collaborate with colleagues as necessary. Library subject guides currently exist for the major disciplines represented in the certificate and there is a government publications guide that includes information about nongovernmental organizations.
Queen's University Library currently has a liaison librarian for Global Development Studies who provides research, teaching and collection services for students and faculty. As well there are liaison librarians for related disciplines including Languages, Literatures and Cultures, Gender Studies, Indigenous Studies, History, Politics and Global Health. The Law librarians and the Open Government Librarian will also be available to assist students. Collaboration between these librarians will be required to provide effective library instruction and collection development services for this new program; this is often the case with interdisciplinary programs and is not new to the way that the library provides these services. Students may need some information skills development to do the kind of multi-disciplinary research that will be required. This kind of assistance can be offered within the existing librarian complement.

8.7 Describe any additional resources required that are not currently available. Provide evidence of institutional commitment to supplement existing resources as needed. [Complete budget module]

This program will be designed to best utilize existing staff and faculty resources. Also, we have been awarded support from eCampus Ontario ($ 212,517).

Arts and Science Online will develop all new online courses.

Staff and faculty from the Department of Global Development Studies will administer and manage the Certificate, in consultation with Queen’s Arts and Science Online. As demand increases, additional resources in the Department of Global Development Studies will be directed to support students in the program.

Please refer to budget appendix for more information.

9. Other Matters

9.1 Provide evidence of student demand for the certificate program and describe how this information was obtained.

Unmet Market Demand

Noting that international development as both a field of professional practice and a program of academic study has experienced steady growth, Dr. Paul Kingston, Director of the Centre for Critical Development Studies at the University of Toronto Scarborough and President of the Canadian Consortium of University Programs in International Development, reports that there is a “particularly robust market for development practitioners and for learners looking to supplement their formal undergraduate education” (see Appendix C).

In August 2017, the Department of Global Development Studies and the Faculty of Arts and Science distributed an online survey to students across an array of disciplines including the social sciences, humanities, sciences, life sciences, education and engineering seeking their input on the proposed
program. The results portray a positive response to the program’s unique structure and goals, and the program’s ability to prepare students for careers upon graduation.

For instance, 48% of respondents expressed favorable interest to enroll in the proposed program, and 76% of respondents expressed interest pursuing the program either fully on-line or in a blended format. Students also indicated that they supported several of the programs unique features including (66% supported the individual program element, 73% supported the industry specific case studies, 81% supported the experiential learning component, 72% supported the focus on career development and 67% supported the focus on personal leadership development). The survey also indicated that 90% of students are craving volunteering / internship opportunities with organizations. Finally, when asked if the proposed program would help them achieve their career objectives upon graduation, just over 85% of students indicated the certificate would be either extremely or somewhat valuable.

Development studies programs across Canada have long expressed a strong interest in developing a more practical and experiential learning-focused approach than is the present norm. At the 2016 Congress of the Humanities and Social Sciences meeting, for example, heads of department unanimously pledged to support the development of a "field school in policy advocacy" that would train students in the arts of lobbying and other strategies to achieve for social change in Ottawa. Such a field school would require a preparatory online course. However, up to now, structural obstacles have impeded progress toward that goal; few institutions feel they can devote the resources even to the level that Queen’s does (that is, an experiential course followed by a de-briefing course). Few institutions have the capacity in both development studies and distance studies to take the initiative. In his letter of support, Dr. Kingston notes that the proposed Global Action and Engagement Certificate “adopts an appropriate and innovative model - linking course modules geared towards practice, skill development, ethics and cross-cultural communication with foundational academic course modules with a focus on developing critical analytical skills and analytical self-reflexivity which have too often been neglected in past approaches to teaching in this field” (see Appendix C). In response to this need, this certificate will create the opportunity for students to participate in the type of experiential learning that is supported with a preparatory course (DEVS 280) as well as an experiential learning course (DEVS 362). It will also provide students from across Canada with the specific online preparation required to participate in the field school in policy advocacy as well as study abroad programs in the Global South through a unique module based course (DEVS 361), where students can choose field-preparation modules that are most suited to their future experiential learning endeavours.

**Future Market Needs**

At Queen’s University, hundreds of learners are turned away from undergraduate degree courses in Development Studies due to increasing demand. Most departments outside of Global Development Studies preclude the exploration of development related-issues and the specialized skills required to apply subject-specific knowledge within the complex context of our inter-connected, yet inequitable world. For this reason, the Departments of Mining Engineering and Public Health Sciences, School of
Kinesiology and Health Studies, Smith School of Business and Faculty of Education have predicted high interest from learners looking for cross-cultural and development-related knowledge, skills and experience. This Certificate will allow learners from all disciplines to get the development-related, cross-sectoral perspectives they are seeking in order to apply degree-specific skills in a global setting.

In conversations with senior management and talent acquisition specialists at the World University Service of Canada (WUSC), a prominent global development organization that employs individuals in a wide range of professional and volunteer positions in Canada and abroad, three distinct target markets were identified as having a need for additional training in the field of global development studies:

Current or recently graduated college or university students who have limited professional work experience but are looking for long-term volunteer or employment opportunities in the international development sector.

Mid-Career professionals who have in-demand skill sets such as communications, marketing, program management and business development, but have not had formal educational or training on issues specific to global development.

Individuals who are looking for professional development and/or short-term involvement in projects and programs that allow them to apply their professional skills in the context of global development work.

The WUSC team confirmed that Canadian global development organizations are seeking individuals who have a diverse array of skills, but who also understand the theoretical development issues such as partnership models, gender and intercultural competence. Employers have noted that this certificate can fill a gap in the education and skills that they are looking for by enhancing an existing non-DEVS certification or degree. WUSC was enthusiastic about the list of core and option courses, noting their alignment with current demands in the development sector, both in terms of theory and practice. Our emphasis on embedding employability skills such as collaboration, technical writing, project management, public engagement and project evaluation into our core courses is seen as a unique feature that addresses a skills gap and improves the employability of graduates.

In a recent study conducted by The Canadian Association for the Study of International Development (CASID) and CCUPIDS, Dr. Tiessen and Dr. Cameron (2017) found that students in Canadian IDS programs acquire a broad range of valuable skills that transfer to a wide range of careers, therefore students taking our certificate need not feel that they are being trained to work specifically in the development sector. The interdisciplinary nature of DEVS at Queen’s provides students with a range of theoretical perspectives and the GAEN Certificate Program will create opportunities for applying the cross-cultural competence, interpersonal skills, flexibility, problem-solving, leadership, negotiation and self-management skills acquired in the program to be applied in employment sectors that may not traditionally be associated with international development. Our plans to embed professional and career development activities at the certificate level will address the findings that IDS graduates are
seeking additional support in preparing for competition in a highly demanding job market (Tiessen and Cameron, 2017).

The experiential learning component of the proposed program addresses calls by the Council of Ontario Universities (2014) to increase the number of experiential learning opportunities for Ontario’s university learners. A 2014 Experiential Learning Report found that “many thousands of learners have found full-time employment in their fields of study as a result of the experiential learning opportunities gained during their university education. Since many employers require prospective employees to have two to five years of experience on their resumes, applied learning programs strengthen learners’ marketability and can vastly improve their career prospects at graduation,” (Council of Ontario Universities, p.12).

The proposed Global Action and Engagement Certificate responds also to a growing need for expanded online learning in Canada, particularly in terms of the availability of fully online programs, not just individual courses, that can be completed at a distance (Contact North, 2010). In particular, despite the successful establishment of a number of undergraduate Global Development Studies programs across Canada, a survey of major universities across the country shows that there is a significant gap in fully online certificate programs in the field of Global Development. By offering the proposed fully online Certificate, adult learners across Ontario and Canada will be able to earn a recognized credential that demonstrates their sustained interest and competencies in the field. Students can present these to employers to support career changes and advancement, and to graduate program selection committees.

9.2 Explain how the certificate program will fulfill societal need.

Queen’s Arts and Science Online offers admission categories that provide pathways for learners from a wide range of educational backgrounds to take undergraduate courses and enroll in degree and certificate programs through a user-friendly online application process. Thus, the Certificate will be open to all new and continuing part-time undergraduate learners, exchange learners studying at Queen’s, and qualified distance learners – three groups of learners who often have fewer course options and opportunities to earn academic credentials. This allows us to welcome part-time, life-long, and continuous learners to complete the fully online GAEN.

Courses are offered in three terms: Summer, Fall and Winter. The certificate is intentionally organized so courses are offered during the summer session when non-traditional learners from other (academic and non-academic) markets are more likely to seek and take Queen’s online classes. Learners may enroll in the courses of the Certificate program in any order depending on the learner’s personal situation and educational and career goals. The only prerequisite for this certificate program, DEVS 100-Canada and the “Third World” is a fully online course available through eCampus Ontario, which further reduces geographical barriers.

The Certificate may be taken as a stand-alone credential or in conjunction with a degree program. Since all the courses are degree-courses they can be applied to degrees, within the limitations placed by individual institutions on these matters.

Importantly, Global Action and Engagement learners will have the opportunity to work closely with peers who enroll from other universities in Canada and abroad. For example, in Winter term
2016, Queen’s Arts and Science Online supported learners from all Canadian provinces and territories, and 26 countries around the world and in a multitude of time zones. In this way, online courses offer a unique experience for Kingston-based residential Queen’s learners to study alongside part-time, mature, and distance learners located elsewhere. This diversity is a benefit to all learners, and aligns with the Queen’s Academic Plan mandate of “Reaching Beyond to embrace Globalism, Diversity, and Inclusion.”

<table>
<thead>
<tr>
<th>9.3</th>
<th>For new professional certificate programs, provide evidence that the certificate is congruent with the regulatory requirements of the profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
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</tbody>
</table>

## 10. Equity, Diversity and Accessibility

### 10.1 Describe how the proposed new certificate program will address equity considerations, including (but not limited to) issues of particular concern for the groups identified in the university’s various equity programs.

**Meeting the needs of under-served populations**

Online learning opportunities that are unbundled from a full degree plan, such as the GAEN Certificate, are a very attractive option for those who may be returning to higher education after a long absence, for transfer learners, and for those who are seeking to upgrade or “upskill” in order to get ahead in their workplace or to transition into a new career opportunity.

Online programming meets the education and training needs of adult learners for whom learning is an ongoing requirement to be successful in today’s workforce. Individuals seeking to update their knowledge and skills to adapt to the evolving employment landscape often do so while working, managing family life and assisting aging parents (Roby, Ashe, Singh, & Clark, 2013). In fact, even when overall enrolment numbers decline, registration in online learning continues to rise (Britto & Rush, 2013). For individuals currently in the workforce and wanting to apply their skills in development and humanitarian contexts, preparation is often informal in nature (Moresky, Eliades, Bhimani, Bradshaw, & VanRooyen, 2001) and more often than not focuses on personal security, risk management (Heron, 2005) and project logistics (Vance & Paik, 2002). The certificate program will meet the demand for a more critical exploration of the underlying factors shaping their experiences abroad. The online learning environment and rotational course offerings also mean that professionals can continue to work full-time, from any location, while completing the online certificate program at their own pace.

Queen’s has developed accessible and flexible admission categories that provide pathways for learners from a wide range of educational backgrounds to take undergraduate courses and enroll in degree and certificate programs. This allows us to welcome part-time, life-long, and continuous learners to complete this new credential. As well, just the fact that this certificate and its core courses will be offered online immediately opens flexible opportunities for a range of special-needs and non-traditional demographics, insofar as it includes flexible scheduling, asynchronous activities, fully-accessible high-tech multimedia learning assets (such as digital readings, captioned videos, recorded webinars), and accessible online laptop-and smartphone-friendly office hours and email-ready learner support services.
By including multiple courses on Indigenous and Aboriginal topics, we are responding to Canada’s Truth and Reconciliation Commission’s call for post-secondary institutions to integrate Indigenous knowledge and teaching methods into our online classrooms. With the development of the new online course, DEVS 260/3.0 Gender, Globalization and Development, we are also ensuring that our certificate students are prepared to work within the context of Canada’s new Feminist International Assistance Policy, which aims to position Canada as a gender equality leader on the world stage.

**Accessibility**

We address issues of course design, inclusion and accessibility at length elsewhere in this proposal.

### 11. Quality and Other Indicators

#### 11.1 Define indicators that will provide evidence of the quality of the faculty and how they will be used (e.g. qualifications, teaching effectiveness, supervisory/mentorship ability, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed certificate program).

The Certificate in Global Action and Engagement will be reviewed through a five-year memorandum of agreement between the Department and Arts and Science Online to ensure the program continues to be relevant academically and reflect current best practices in design and delivery. The program will also be reviewed under the regular QUQAPs process to ensure that the program reflects Queen’s standards for academic excellence.

The Department of Global Development Studies is comprised of an interdisciplinary team of experienced and research-oriented faculty members who devote time and energy to being self-reflexive instructors who combine strong pedagogy, various analytical methods and cutting-edge research to create critically reflective learners. With the expertise and field-experience of core DEVS faculty, along with cross-appointed faculty members from The School of Environmental Studies, Department of Languages, Literatures and Culture, and the Department of History, learners can be assured that the intellectual quality of the program reflects current trends in the field of global development studies.
By structuring the certificate to offer option courses from a diversity of Arts and Science and Health Science Online courses, and individually tailored experiential learning options, students are given multiple opportunities to take advantage of the expertise of a wide range of faculty and staff both at Queen’s and with our partners at the University of Ottawa and CCUPIDS.

Marc Epprecht (PhD), Marc Epprecht (PhD), has served as the Head of the Department of Global Development Studies for the past five years and is a member and the Treasurer of CCUPIDS. Marc has a research ‘minor’ in the ethics of work/study abroad programs and other pedagogical issues in Africa and Development Studies. As the program director, Marc will oversee the program design team, ensure the program-level learning outcomes and detailed outcomes reflect the needs of stakeholders such as; learners, community organizations and employers, manage the proposed timeline for program development, ensure deadlines in the program approval process are met, and coordinate all program evaluation and reporting. The program director will also participate in the five-year review process.

Teaching: DEVS 240 Culture and Development and DEVS 320 AIDS, Power, and Poverty

Kathryn Fizzell (M.A. DEVS, OCT) currently works as the Experiential Learning Projects Coordinator at Queen’s University and online instructor for the International Educator’s Training Program run by the Queen’s University International Centre. Kathryn has 8 years of experience teaching in the Ontario secondary school system and has led experiential learning programs for secondary school learners in Central America. Previous to her role at Queen’s, Kathryn has conducted a study on the role that secondary school teachers play in facilitating international experiential learning, worked as a research assistant on a large-scale learn/volunteer abroad research project and developed and instructed courses in collaboration with the former DEVS professional certificate program. As administrative program coordinator, Katie worked with the lead instructional designer to manage, coordinate, track and report on the development of the certificate program and ensured that stakeholders work collaboratively to make program and course level decisions.

Teaching: DEVS 280 Global Engagement and DEVS 362 Globally Engaged Experiential Learning

Rebecca Tiessen (PhD, MA) is Associate Professor in the School of International Development and Global Studies at University of Ottawa, and co-leader of International Development Research Centre project titled “Employability of Graduates from International Development Studies Programs at Canadian Universities”. Dr. Tiessen has facilitated international experiential learning programs in Malawi and Kenya and she has conducted extensive research on the impact of learning/volunteer abroad programs Canadian youth and host communities. Dr. Tiessen provided advice and direction for program level learning outcomes, the experiential learning component and the development of the course ‘Global Enagement’. Dr. Tiessen consulted both during the program development phase and will continue to consult as well as during testing and program evaluation phases. Dr. Tiessen will also act as a liaison between the program design team, faculty at the University of Ottawa, and employer and government contacts within the international development industry.

Reena Kukreja (MFA, PhD) divides her time between filmmaking, research and teaching at the Department of Film & Media Studies and Gender Studies at Queens University, Kingston, Canada. She also guest lectures twice a year at the Centre for Conflict and Peace, Chulalongkorn University,
Bangkok, Thailand. Over the last 26 years, Reena has worked with grassroots organizations and international multilateral and bi-lateral donor agencies to produce documentaries and conduct research. Her research focuses on development, gender issues and migration in South Asia with special emphasis on the impact of globalization and new technologies on the rural poor. For the last few years, Reena has been studying the impact of reproductive technologies on female deficit and attendant bride shortage in certain parts of India. Reena developed and currently instructs the on-campus Gender and Development course offered through the Queen’s Department of Global Development Studies.

Teaching: DEVS 260 *Gender, Globalization and Development*

**Robert Lovelace** began teaching Aboriginal Studies courses at Queen’s in 1995 and has developed on-campus and on-line courses for the departments of Geography and Global Development Studies. Robert has extensive experience as an Aboriginal counsellor, social worker, community legal worker, researcher and advisor on Aboriginal issues in Canada. Robert is currently the Principle Investigator for the Queen’s University Indigenous Studies, Strategies for Achieving Academic Inclusion feasibility study. He was the winner of the 2016 Principal’s Educational Leadership Award.

Teaching: DEVS 220 *Introduction to Aboriginal Studies* and DEVS 221 *Topics in Aboriginal Studies*

**Mark Hostetler** (PhD) is a continuing adjunct assistant professor in the Department of Global Development Studies. Mark has extensive experience as a reasearcher, active participant, and project manager in participatory resource management projects in Latin America. He contributes to alternative approaches to sustainability research rooted in local social, political and economic reality and continues to research participatory use of Outcome Mapping (OM methodology for monitoring and evaluating development programs. Over the past few years, Mark has worked extensively with CDS designing online and blended learning courses for DEVS and was the former program director for the DEVS Professional Certificate.

Teaching: DEVS 100 *Canada & the "Third World"* and DEVS 230 *The Global Political Economy of Development*

**Antonio Macedo** (MA, LIC) teaches language acquisition courses in Portuguese and English. His Portuguese courses includes a significant component on the culture of Portuguese speaking countries. He advocates that the instructor is the guide who will gradually, but ultimately, lead the learner to actively seek self-advancement and awareness of what is being taught, and develop independent output and reflection from the proposed research. Music is an integral part of the classes, as he believes it to be the ultimate vehicle of cultural identification of a people. He believes that using a language is primarily for communication, so students should first and foremost be able to improve their practical language skills in the classroom by incrementing communicative competencies. He maintains individualized interaction with his students by tracking and monitoring them closely.

Teaching: LLCU 111

**Lee Richard** (MA) has ten years’ experience in international education, including six years abroad in Japan. He holds a Master’s Degree in Intercultural & International Communication from Royal Roads University. In his current position as International Training Coordinator at Queen’s University International Centre he coordinates and delivers intercultural training to students; including the Intercultural Awareness Certificate series.

Facilitating: Cultural Competency modules in LLCU 111

**Scott Rutherford** (PhD) is a historian of grassroots Indigenous movements in North America, and has
written about various forms of advocacy used by individuals and collective organizations to influence policy changes towards Indigenous peoples at local, provincial and federal levels. He has five years teaching experience in Global Development Studies and Cultural Studies. He knows both the historical and contemporary landscape of Canadian development policies and practices through his experience teaching "Canada and the Third World" as well as his seminar "Inequality and Development in the Global North." His experience developing courses for online learners includes a course on NGOs and Development which he developed and taught in 2014. Professor Rutherford has both experience and connections to various grassroots organizations which have used varying types of strategies to advocate for policy changes on a range of issues, including indigenous rights, labour rights, human rights, refugee resettlement and food security. This experience would allow him to bring a diverse set of guest speakers into the online classroom.

Teaching: DEVS 240 Culture and Development and DEVS 361 Policy Advocacy and Field Specific Preparation

Aditi Sen Chowdry (PhD) is a historian of religion, with a specialization in Ancient Indian Culture and History. Aditi teaches in the department of History and the school of Religion and her current research project is on the history of the Zoroastrian community in Mumbai, India. Aditi is also currently researching low budget Bollywood horror films, a marginalized industry that subverts the constructed narrative of Hinduism and religious moral codes by creating a separate sphere or morality and religious system. Aditi has worked extensively with CDS to develop the two online histories courses she will be offering as part of the certificate program.

Teaching: HIST 200 India and the World and HIST 214 Food in Global History

Poyraz Kolluoglu is a Ph.D. student in the program of Cultural Studies at Queen’s University, Kingston since 2013. He completed his undergraduate studies at Bilkent University, Ankara in the department of International Relations, earned his master degree in Political Science in 2010 at Marmara University, Istanbul. During his graduate studies, he spent one year in Pavia University, Italy and began developing interest in critical theory, popular culture, sociology of music, sociology of emotions, world-system analysis, theories of nationalism and micro-history studies. He was involved in a research project on urban migration flows in Turkey as a research assistant, thereby specialized on quantitative research analysis techniques. He was also a Ph.D. student at Bogazici University before starting his studies in Canada. His current research interests include social movements, resonance theory, global cities and affect.

Teaching: DEVS 392/3.0 Topics in Development Studies

Betsy Donald (Phd)

Betsy Donald is a Professor in the Department of Geography at Queen’s University. She is also a Member of the Canadian Institute of Planners and a Registered Professional Planner. She teaches, does research and consults in the field of economic geography with a particular focus on innovation and regional economic development, urban planning and governance, and sustainable food systems. She has degrees from McGill (B.A. History), York (M.E.S. Environmental Studies) and the University of Toronto (M.Sc.Pl. Planning, Ph.D. Geography). She has over 50 publications including articles in the Journal of Economic Geography, Urban Studies, Regional Studies and Environment and Planning A. She has been a Visiting Scholar Harvard University (2005-7), a Visiting Fellow at Clare Hall, University of Cambridge (2012-13), and was the Eccles Centre Visiting Professor in North American Studies at the British Library, London, UK in 2012-13. In Spring 2016 she was the Visiting Professor in Canadian Studies at Kwansei Gakuin
University in Japan. She is currently an editor of the Cambridge Journal of Regions, Economy and Society. Betsy has had many SSHRC-funded research projects and won awards for her research including the Governor General's Academic Gold Medal.

**Emily Hill (PhD)** is a specialist on the history of China during the twentieth century. Her main area of research has been China’s political and economic development during the period 1931-37. Her new project on the political economy of agriculture examines land reform programs in relation to the industrialization of agriculture in mainland China and Taiwan since the 1950s.

Since July 1, 2015, Professor Hill has coordinated the Semester in Shanghai program, an Arts and Science undergraduate exchange to Fudan University, Shanghai. She was a founder of the program when it was established in 2005.

Teaching: HIST 207/3.0 *Contemporary China*

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**Karl Hardy (PhD)** completed his PhD in Cultural Studies at Queen’s University. His research interests include American studies, Canadian studies, cultural studies, critical race studies, colonial/settler colonial studies, feminist methodologies, film studies, global development studies, Indigenous studies, literary studies, postcolonial studies, science fiction studies, social ecology, and utopian studies. He endeavours to maintain commitments to critical self-awareness and global social-ecological consciousness as a means of ongoing scholarly praxis. In his teaching he draws upon this foundation while seeking to be dynamic, engaged, and flexible to facilitate student learning, and, in doing so, he is necessarily co-learning alongside his students. Professor Hardy’s primary goal is to empower students to recognize themselves as critical and reflexive thinkers and actors in both their academic careers and as members of a global social-ecological community. He views student learning as the result of sustained collaborative engagement and shared responsibility.

Teaching: LLCU 209 *Rio de Janeiro*

**Jelena Marelj (PhD)** holds a PhD in English with a specialization in Shakespeare from Queen’s University. Her research interests are Shakespeare’s dramatic characters and linguistic pragmatics, and she has published articles on both Shakespeare and Chaucer. Jelena has been teaching university students, college students, and adult learners for the past nine years.

Teaching: ENGL 259 *Global Shakespeare*

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12. **Supporting Documentation – Unit(s) Input**
In this section please append (or provide hyperlinks to) any additional information that is pertinent to the program(s) and that supports the narratives in Part B (Sections 1-11). For example, as relevant and available, append/embed the following:

[This is not a complete list or exhaustive list, and is only intended to provide examples]

- Letters of support
- Course outlines
- Student Demand Survey
- Calendar Copy
- Budget Module
Part C – Administration & Government Reporting Information

Part C is to be completed by the Department(s)/Faculty(s) in consultation with the Office of the University Registrar and the Faculty Office(s).

### 13. Information for and/or from the Office of the University Registrar and/or the Faculty Office(s)

#### 13.1. Academic Administration

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</table>

Program Name: Certificate in .... (max 50 characters) (e.g. Certificate in Business)

Certificate in Global Action and Engagement (GAEN)

#### 13.2. Complete the following:

- Will students be admitted part-time? ☑ Yes ☐ No
- Will all or part of the program be offered at the BISC campus? ☐ Yes ☑ No
- Will all or part of this program be offered via distance learning (e.g. online or blended learning)? ☑ Yes ☐ No

### 14. Course Information

- New Courses with new subject code required? ☐ Yes ☑ No
- If yes, suggested Subject Code: ________________________________

### 15. Tuition and Student Activity Fees

<table>
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<table>
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<tr>
<th>Fee Assessment Protocol (Annual? Per term Or per course?)</th>
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<td>Non-Tuition Fees</td>
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### 16. Government Reporting

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<td>Proposed CIP Code</td>
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</table>
### Part D – Government Reporting Information

<table>
<thead>
<tr>
<th>Part D is to be completed by the unit/faculty</th>
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<tbody>
<tr>
<td><strong>17. Describe how the program is consistent with an area of strength and/or growth identified in the Strategic Mandate Agreement (SMA). If not aligned, describe how the program is consistent with the mission, aims, objectives and existing strengths of the university.</strong></td>
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</table>

The Certificate in Global Development and Engagement aligns with with Queen’s Strategic Mandate Agreement (2014-2017) with the Ministry through our institutional strength in Program Offerings – Arts and Science: Social Sciences (Section 5).

Global Development Studies (DEVS) is an exciting field that examines political, economic and cultural changes from the grassroots to the global. What distinguishes DEVS at Queen’s is its interdisciplinary approach, working closely with Geography, Economics, Environmental Studies, History, Political Studies, Sociology and Gender Studies as well as the Queen’s Aboriginal Council to understand the nature of interactions between and within the countries of the North and the South. We examine issues such as poverty, cultural imperialism, human rights, social policy, and trade relations.

<table>
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<tr>
<th><strong>18. Explain how the proposed program fits with Queen’s current program offerings and the university’s capacity to deliver the proposed program.</strong></th>
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<tr>
<td>As part of this certificate, Queen’s faculty members in the departments of Global Development Studies and Language, Literatures and Cultures are designing and will be delivering 4 new online courses. Funding was granted from eCampusOntario for program and course development. Program development included consultations with Queen’s International Centre, Four Directions Aboriginal Student Centre, Career Services, and an external specialist from the University of Ottawa. Course development involves a team: the Instructional Designer meets regularly with the Certificate Coordinator and faculty members (Subject Matter Experts) to ensure a coherent “look and feel” for these courses. Others on the design team include Multimedia Specialists, Learning Management Specialists, Subject Liaison Librarians, and Internal Quality Assurance Reviewers. For the Intercultural Communications course, the team also includes specialists in the Queen’s International Centre and Four Directions Aboriginal Student Centre. All of these courses are open to on campus and distance students at Queen’s regardless of whether they are pursuing the Certificate.</td>
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This program will be administered by the Department of Global Development Studies. The Undergraduate Chair and office staff will advise students, track progress, review curriculum through the normal Queen’s Quality Assurance and Cyclical Process. The Faculty of Arts and Science will manage admissions to the Certificate in collaboration with Undergraduate Admission following established infrastructure and processes used for other online programs. Student performance and academic progress will be monitored by the Student Services division of the Faculty Office in same way as for students in other Arts and Science programs. Existing infrastructure in the Faculty Office (Arts and Science Online, Student Services) will be used to support the offering of the program.

In terms of other resources, such as technology, no additional resources will be needed to support the delivery of the program or the students’ scholarship. In terms of space, no physical resources such as
classroom space are needed as the courses are delivered online, and any new Distance students admitted to the Certificate program will be taking courses online rather than on campus.

In terms of the capacity to ensure quality, all online courses in the Faculty of Arts and Science at Queen’s are developed (and delivered) using a collaborative team-based approach. The home academic department assures academic quality—ensuring that the content and learning outcomes correspond to the on-campus version—and Queen’s Arts and Science Online provides expertise in course design and online pedagogy. The Faculty sets and implements quality standards, which are articulated in several policy documents and acknowledged through a Memorandum of Agreement between the academic department, the faculty member leading development, and Queen’s Arts and Science Online. The Library is also actively involved in the development of online courses, with the relevant subject-specialist librarian advising on online content and resources from the outset of the development. In order to continue to enhance quality and support faculty members as they deliver online courses.

19. Provide at least two external comparator programs outside of Queen’s used to derive the proposed tuition fee (program name, university and most recent tuition fee exclusive of additional fees). Comparators should ideally be similar credentials and/or programs in Ontario or Canada if none in Ontario. Justify reasoning for proposed tuition; if higher than comparators how will the impact on accessibility be mitigated?

- Civic Engagement and Global Citizenship Certificate, University of Guelph, $3,281.55
- International Development Certificate, University of British Columbia, $4,400 - $5,865

At Queen’s, the per-unit cost is $218.97. The Global Action and Engagement Certificate has 18 units, for a total cost of $3,941.46. This cost is comparable to the cost of the Certificate at the University of Guelph, and lower than the cost of the Certificate at the University of British Columbia.

20. (a) Justify the duplication with comparator programs and others (list programs, why is adding a new program justifiable, evidence of consultation, evidence that there is sufficient demand, sufficient opportunities for experiential learning, etc.)

Noting that international development as both a field of professional practice and a program of academic study has experienced steady growth, Dr. Paul Kingston, Director of the Centre for Critical Development Studies at the University of Toronto Scarborough and President of the Canadian Consortium of University Programs in International Development, reports that there is a “particularly robust market for development practitioners and for learners looking to supplement their formal undergraduate education” (see Appendix C).

Based on our market analysis, there are currently only two programs that are similar to the one Queen’s is proposing, hosted out of the universities of Guelph and British Columbia.

The Department of Global Development Studies wants to capitalize on the scarcity in this market with a fully-online, part-time, 18 unit certificate in Global Action and Engagement. Program managers correctly identified a lack of options designed for students outside of Development Studies departments that want to learn about the fundamentals of global engagement work, and have also suggested that the program could be attractive to mid-career professionals who are looking to gain a deeper understanding of the implications
and foundations of participating in development work abroad. Out of the two main competitors, only the program at UBC is offered fully online, leaving the field open for Queen’s to compete for students interested in distance and continuing education. However, the Queen’s program is significantly less expensive than the one at UBC, making it a more attractive option to students. The ability to earn the certificate online through part-time study, combined with the requirement to complete 80 volunteer hours makes the Queen’s certificate truly unique and unlike any other program.

20 (b) Comment on any differences between the proposed program and comparators (number of credits/courses, structure, etc.)

The program at the University of British Columbia is the main competitor of the Queen’s program because, like the proposed GAEN program, it is offered part-time and can be completed fully online. Similar to the Queen’s program, UBC’s program is designed to give students the knowledge and skills required to function effectively in unfamiliar and challenging circumstances, and also purports to focus on intercultural issues and skills in international development, which are the hallmarks of the proposed Queen’s program as well. The UBC certificate requires that applicants to have at least 6 months of international or intercultural volunteer or work experience. The proposed GAEN certificate program is designed for students who are currently working or volunteering in development and also those who aspire to work or volunteer in development but have little to no experience. The mix of backgrounds and levels of experience will enrich the learning experience for all student.

The proposed GAEN certificate offers more depth of programming for learners, strives for mutually beneficial and ethical relationships with host communities and organizations, and provides the option of a minimum of 80 hours of experiential learning. The UBC program offers little experiential learning (consisting of a week-long optional observation-based field study in Thailand or Brazil). As such, the program at UBC does not offer students the opportunity to reflect on and debrief on their ongoing engagement experiences, which is a key component of the Queen’s program.

At UBC, students take two required courses (Culture, Communication and Development, and Dimensions and Development, and three elective courses, all of which they are expected to complete within three years, while students enrolled in the Queen’s program are required to complete 18 courses in 2 years, and complete the certificate as a cohort, allowing them to build stronger bonds and relationships with their peers.

The Queen’s certificate involves more student learning hours than does the UBC certificate. Queen’s courses are 12 weeks in length with approx. 120 learning hours per course. UBC courses are 6-7 weeks long with approx.40 learning hours per course.

The proposed GAEN certificate includes 18.0 units of 5 undergraduate degree-credit courses—four core courses and one option. Students who are also working toward a degree may double-count 9.0 units in both programs.

The UBC certificate requires a prerequisite course plus 5 courses. These courses cannot also be counted toward a degree.

The Civic Engagement and Global Citizenship program at Guelph has similar courses and goals to the Queen’s program. To the best of our knowledge is not hosted by a Development Studies Department, and so will be lacking the institutional and theoretical knowledge and resources that the Queen’s program will have due to its connection to the Department of Global Development Studies. Guelph’s program does require students
to complete 120 hours of volunteer engagement, which is more than what Queen’s requires, and consists of five courses, two of which are mandatory, and three of which are electives, similar to the structure of the Queen’s program. The two required courses (Engaged Global Citizenship and Civic Engagement with Communities) are very similar to the mandatory courses that Queen’s is proposing, and both programs place an emphasis on thoughtful and robust reflection on development issues going on around the world, and on the volunteer experiences of the students. Unlike Guelph’s program, however, Queen’s Global Action and Engagement Certificate is fully online, and is consequently more open to students from communities across the country and around the world, and to students looking for more flexibility in their studies.
# Part E - Authorizations

Part E is to be completed by the faculty office(s) following Faculty Board approval and then sent to the provost’s office for approval and signature.

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<tr>
<th>Role</th>
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<td>Date Approved by Faculty Board (or equivalent)</td>
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<td>Department/Unit Head(s)</td>
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<tr>
<td>Vice-Provost and University Librarian</td>
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<td>University Registrar</td>
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<td>Faculty Dean(s) or delegate(s)</td>
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<td>Associate Vice-Principal (Planning and Budgeting)</td>
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<td>Provost and Vice-Principal (Academic)</td>
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<td>Date Approved by SCAD</td>
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<td>Date Approved by Senate</td>
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Appendix A - Other quality indicators of course design and delivery

The home academic department assures academic quality—ensuring that the content and learning outcomes correspond to the on-campus version—and Queen’s Arts and Science Online provides expertise in course design and online pedagogy. The Faculty sets and implements quality standards, which are articulated in several policy documents and acknowledged through a Memorandum of Agreement between the academic department, the faculty member leading development, and Queen’s Arts and Science Online. The Library is also actively involved in the development of online courses, with the relevant subject-specialist librarian advising on online content and resources from the outset of the development. In order to continue to enhance quality and support faculty members as they deliver online courses, Queen’s Arts & Science Online runs a series of Online Instructor Workshops throughout the year, focusing on such topics as Communication in Online Courses, Designing Multimedia for Effective Learning.

Activities will employ effective and accessible technologies to deepen the acquisition of knowledge through problem-based, authentic, experiential, situated, cooperative, and assessment for/as learning that is transformative and empowering for learners. Technology effectiveness is assured through the use of evaluation methods that link utility, principles and practice by collecting and triangulating data at various stages of design, development, review, and implementation. Data sources include: diagnostic assessments, documentation (process and product), usability and implementation testing, assessment of learning outcomes, and evaluation of cost and sustainability (Cook & Ellaway, 2015). Thus, to ensure learners equal access and usability, a prototype of the e-portfolio, which uses innovative technology (embedded within the learning management system) will be created and thoroughly tested during the early development of the program as outlined in the Program Launch Plan (see below).

Finally, the proposed Global Action and Engagement Certificate aligns with Queen’s Strategic Mandate Agreement with the Ministry through the following institutional strengths: Program Offerings—Arts and Science, Humanities and Social Sciences; and Teaching and Learning – Technology-enabled Learning. The proposed Global Action and Engagement Certificate also aligns with the government’s priority to develop programming that focuses on developing learners’ employability skills, and offers learners practical experience through experiential learning opportunities.

To Measure Student Satisfaction and Quality of Instruction and Teaching Effectiveness

Delivery Format: Learners will be invited to complete a brief survey in the third week of term, providing the team with insight into the learner experience of the structure, technological support, and interactive elements of the course, and enabling the course design team to make any adjustments necessary to improve the online environment. This data will be analyzed holistically to inform decisions about delivery modifications and improvements. At the end of each course, learners will complete the Learner Evaluation of Online Teaching Effectiveness, a research-based online course evaluation tool designed by Bangert (2008) and adapted by Queen’s in an ongoing research collaboration in assessment (Bangert, 2008; Ravenscroft, Luhanga, & King, 2016). This survey will be distributed online and completed anonymously. The design team will review and incorporate this feedback into a collaborative, post-offering review by the instructor and design team, several weeks after the completion of the course.
Plan for learner satisfaction: A pre-course survey will be sent to all learners exploring what they are hoping to get out of the course, their key learning goals, as well as their key concerns. During each course offering, learners will complete a self-assessment aligned with course activities. The multiple-choice questions will allow them to rate their current knowledge on the subject and open-ended questions will provide an opportunity for them to convey their expectations and concerns about the course.

**Achievement of learning outcomes**

**Course level**

Achievement of learning outcomes will be evaluated in several ways. During the development of the course, the design team including the instructors created a curriculum map that aligns program level outcomes to course level outcomes and the course to various assessments. A document analysis determined alignment among these items and also ensured that course activities reflected transferable skills. In addition, learning outcomes will be tracked with aligned assessments in the learning management system used throughout the program. This information will provide information on learner progress on learning outcomes during the program as well as achievement of learning outcomes.

To ensure the course continues to be relevant academically and reflect current best practices in design and delivery, an extensive review will take place after three years that will involve the instructor and another member of the academic department, after which additional design work may take place.

**Program evaluation**

The evaluation plan for this program follows a developmental approach that focuses on process and not just outcomes. Fully integrating program evaluation into the initial certificate design process allows for a more dynamic and emergent evaluation plan and provide a flexible way to incorporate real-time feedback to achieve a continuously improving program (Patton, 2016).

The program evaluation assesses program quality, provide information to facilitate program improvements, and gather information about the processes used for program delivery and collaboration. The evaluation outcomes outlined below will evolve during as the evaluation process unfolds:

**Ensure activities and assessments in individual courses align with overall program outcomes.**

- Document learners’ transferable skills that are necessary to secure future employment or increase professional development.
- Evaluate the quality of the course and program to learners.
- Reflect and document collaborative process of development team and stakeholders (e.g., learners, collaborative partners, instructional designers, and instructors).
- Integrate program evaluation findings into the certificate program development cycle as findings are collected and analyzed.
Evaluating the Success of Collaborative Approach

During the development phase of each course, the Instructional Designer will meet weekly with the team members to ensure benchmarks are being met and collaboration process is working effectively. Following the development of a new course, an online survey will be distributed to each design team member including instructors to gather feedback from the development team members. The survey will consist of multiple choice questions and open-ended questions that address the process of course development, innovation of course activities and assessments, quality of course design and overall satisfaction of collaboration. Data will be collected and analyzed at the individual course level as well as across the program to determine successful outcomes of collaborative process as well as areas of improvement. The success of the collaboration among Faculty of Arts and Science Online, Global Development Studies, and University of Ottawa will be reviewed on an on-going basis as course are being developed as well as part of the annual review meeting.

Plan for Program Sustainability

The partnership will be formalized through a five-year Memorandum of Agreement (MOA) between Faculty of Arts and Science and our collaborating Schools and Faculties. That agreement will describe the responsibilities and expectations of each of the parties around program planning, course development and program evaluation and review. The MOA will include a commitment from both parties to meet annually and communicate about what has worked and what hasn’t worked from the academic and program perspective, and to review the collaboration process itself from a working relationship perspective. The MOA will also commit the parties to conduct a full review of the program and courses in the fifth year of the MOA.

Maintaining Program Currency

An annual program review meeting will be held to share evaluation results and discuss recommendations for improvements to the program. Following this review meeting, an action list including timeframe will be created to ensure recommendations are incorporated into the program. After the initial certificate offering is completed, the full dataset for the program evaluation will be analyzed and synthesized to create a meaningful and accessible document for dissemination to program stakeholders. Faculty of Arts and Science Online and Global Development Studies will participate in a full review of the program to evaluation outcomes and courses in the fifth year as per the agreement in the MOA outlined in Part 1, Section E.

Plan for ongoing maintenance of content currency

All the faculty are committed to updating course content and introducing innovative approaches to learning in their courses, including learner team-based learning, simulations, case study learning approaches, and incorporating new advances in technology. In addition, all courses in this Certificate Program implement the following strategies to ensure that content remains current and has real-world relevance:
The use of “Weekly Updates” in which instructors highlight current events in Global Development Studies by sharing recent cases, articles, podcasts, webinars, blogs, etc. in the field;

The integration of industry experts, who offer valuable professional insights, connecting theory to practice, extending learning to current and relevant contexts, and applying collaborative skills in an online environment.

The faculty associated with the proposed certificate are engaged in leading edge research programs, and the adjunct faculty are noted experts in Global Development. All actively share their expertise at conferences and other public venues and collaborate with industry professionals and apply rigorous evidence-based approaches to research and teaching. Combined with the strong and ongoing partnership with University of Ottawa (see Section E), ensures that the Queen’s program will remain current, robust and dynamic.

In addition, to ensure courses continue to be relevant academically and reflect current best practices in design and delivery, an extensive review of each course takes place every three years. This review is initiated by Arts and Science Online with the Department Head of the academic unit to which the course resides, and involves the instructor, another member of the academic department, and the instructional design team. At the end of this process, additional design work and updating of content will be agreed upon and carried out.

Several months following the completion of the program, a follow-up questionnaire will be distributed to learners who completed the program and their employers to determine the type of jobs a learner has obtained and implications of program on current profession. This information will ensure effectiveness of the program and also ensure alignment with program learning outcomes and industry expectations.

After the data for the program evaluation have been collected, it will be analyzed and synthesized to create a meaningful and accessible document for dissemination to program stakeholders. An annual program review meeting will be held to share evaluation results and discuss recommendations for improvements to the program. Following this review meeting, an action list including timeframe will be created to ensure recommendations are incorporated into the program. Faculty of Arts and Science Online and Global Development Studies will participate in a full review of the program to evaluation outcomes and courses in the fifth year as per the agreement in the MOA.
Appendix B


Appendix 1 Letters of Support

Dear Marc

“I am writing to express this Department’s support for the new Certificate in Global Action and Engagement, which is currently going through the approval process. Your department reached out to us at an early state in the planning, and we are currently working with you in developing an online version of LLCU 111/3.0 Introduction to Cultures, which has been adopted as a core course in the Certificate. We are glad to be your partners in this enterprise, since our own new Major in Languages, Literatures and Cultures, for which LLCU 111 is also a core course, shares some objectives with it. “........

Best of luck with this project, and let me know if you need anything else.

David

David Pugh
Professor and Acting Head
Department of Languages, Literatures and Cultures (LLCU)
Queen’s University, Kingston K7L 3N6

x32071
Dear Madam/Sir:

Queen's University DEVS Certificate- eCampus Ontario Program Proposal

I am writing to express my enthusiastic support for the above program proposal being submitted by the Department of Global Development at Queen's University. As background, I am the Director of the Centre for Critical Development Studies at the University of Toronto Scarborough and President of the Canadian Consortium of University Programs in International Development Studies (CCUPIDS).

This proposal being submitted by the Department of Global development will fill a much needed niche. There is a growing demand for remote e-learning in general in this province and a real lag between this demand and the on-line learning opportunities being offered. This is particularly the case in the field of international development studies where, though there may be a few in-university on-line options, there is nothing as far as I can tell that offers a similar certificate program across the province as a whole. International development, both as a field of professional practice and especially as a program of academic study, has experienced a steady growth. Most universities in the province offer some type of global studies, international development, type degrees; and most of these programs including ours at the University of Toronto Scarborough have been experiencing steady, growing enrolments. It is a robust field both professionally and academically. It is safe to say that, with proper promotional planning, this program would have all the chances of success. I would hazard a guess that there would be a particularly robust market for development practitioners and for students looking to supplement their formal undergraduate education most likely during the summer months with a professional certificate in the IDS field.

The proposal is also extremely well designed to achieve both excellence in pedagogy and success in impact. It adopts an appropriate and innovative model linking course modules geared towards practice, skill development, ethics, and cross-cultural communication with foundational academic course modules with a focus on developing critical analytical skills and analytical self-reflexivity which have too often been neglected in past approaches and would set high standard fore-educational programs in this field.
Hence, I provided my wholehearted support for this proposal. It would fill an important niche in the market for IDS training that is presently unfilled and it would do so at an extremely high level of pedagogy and professional training.

Please do not hesitate to touch if you would like further elaboration.

Yours sincerely,

[Signature]

Paul Kingston.
Director, Centre for Critical Development Studies,
Associate Professor, Political Science and International Development Studies,
University of Toronto

1265 Misery Trail, Toronto, Ontario
Fax: +1 416.787.7203
September 28, 2016

Professor Marc Epprecht
Department of Global Development Studies
Queen’s University

Dear Marc:

As Career Services Manager of Experiential Learning and Partner Relations, I am writing to express my support for the proposed course “Globally Engaged Experiential Learning” in the proposed Certificate in Global Action and Engagement.

As highlighted in the program proposal, the experiential learning component of the proposed program addresses calls by the Council of Ontario Universities to increase the number of experiential learning opportunities for Ontario’s universities. Research shows a strong connection between successful career development and experiential learning opportunities created in the post-secondary learning environment. My ongoing work with employers confirms these findings, as they continue to emphasize the need for students to be equipped with the transferable skills required to apply their academic learning in the workplace.

The Experiential Learning Working Group (ELWG) at Queen’s recently recommended that programs planning to create new curricular-based experiential learning activities work with our centralized experiential learning office during program exploration and development to capitalize on centralized materials and tools, thereby avoiding potential pitfalls, and increasing efficiency of resources. In my role as Manager of Experiential Learning and Partner Relations, I look forward to advising the course development team for the proposed course “Globally Engaged Experiential Learning”. I will be available to offer expertise in experiential learning pedagogy, and tools and resources for risk management and logistical planning to ensure the experience falls within the requirements of Queen’s Off-Campus Activity Safety Policy.

Based on my review of the program and course proposal, the experiential learning component of this certificate program has been developed with close consideration for best practices in experiential learning theory and practice. Providing learners with in-depth preparation before engaging in a field placement, ongoing guided reflection while completing their placement and opportunities for authentic debriefing and critical reflection are evidence of a carefully planned experiential learning curriculum that works towards your proposed program and course-level learning outcomes. I believe the learning outcomes of this program are closely aligned with the core competencies and skills employers are seeking in future employees, and that you have the foundation to provide students with a transformative learning experience. I look forward to working with you should the proposal be approved.

Sincerely,

Yours,
Chelsea
Elliott
Centre for Social Innovation, 2nd floor- 720 Bathurst Street, Toronto, Ontario, M5S 2R4

September 20, 2016

eCampus Ontario Program Proposal
Queen’s Certificate in Global Development Studies

Re: Letter of Support

In my capacity as Executive Director of Compañeros Inc, and instigator of the Canadian Global Educators Network known as Global x Change, I wish to extend my full-fledged support for the Queen’s Certificate in Global Development Studies eCampus Ontario program proposal.

As an educator and practitioner working at the intersection of international development and international education for more than two decades, I can attest to the need for an accessible e-program from a recognized institution which would provide learning and reflection opportunities for both young and mid-term professionals. While there has been a swell of enrollment in undergraduate development studies, there have been fewer entry points for those with prior or concurrent experience in the areas of health, technology, education, business, military, sport, and civil society.

The Queen’s Certificate in Global Development Studies promises to deliver a curriculum that results in globally engaged graduates with intercultural communication skills who are sensitive to the complexities of gender, environment, and Indigenous issues. Furthermore, by taking a ‘global’ approach, this program could emphasize the local and international connections and universality of the 2030 agenda of Sustainable Development Goals.

If realized, this program proposal has the potential to advance the diverse knowledge, skills, and values of its participants and make a significant contribution to a compelling interdisciplinary field.

Please contact me with any questions at 416.963.4952 or duarte@companeros.ca.

Sincerely,

Gonzalo Duarte
Executive Director
Biographical information

Gonzalo Duarte was born in Toronto and after participating in Canada World Youth graduated from McMaster (Political Science), Waterloo (Peace & Conflict Studies), and Queen's (Education) universities. He more recently graduated from Canada's inaugural Master's in Philanthropy & Nonprofit Leadership at Carleton University where his research outlined best practices for sending, intermediary, and host community organizations in global service learning. He has published numerous articles, designed multi-media infographics, and facilitated dozens of learning exchange events around North America.

As a member of the Ontario Council for International Cooperation, Ontario College of Teachers, and Centre for Social Innovation, Gonzalo has 25 years’ experience as a teacher, community service and leadership coordinator, and social entrepreneur. As founder and executive director of Compañeros Inc | Global x Change he has raised global citizenship, equity, and inclusion for 2,700 participants in 100 service learning programs and organized 200 education, health, housing, and water projects with 14 public and private partnerships that have benefitted 15,000 marginalized people in 8 countries.

Company website www.companeros.ca
Linkedin Profile https://www.linkedin.com/in/gonzaloduarte
16th Sept 2016

THE ROBERT M. BUCHAN
DEPARTMENT OF MINING

Goodwin Hall
Queen's University
Kingston, Ontario K7L 3N6
Tel 613.533.2230
Fax 613.533.6597
office@mine.queensu.ca

Professor Marc Epprecht
Department of Global Development Studies
Queen's University

Dear Marc:

I am writing in support of the proposal from the Department of Global Development Studies to eCampusOntario for a fully online undergraduate certificate program in Global Development Studies – and in particular for the development of an online course on Perspectives on Working and Volunteering in the Global South.

The proposal from Global Development Studies would result in a highly relevant online undergraduate course, and eventually an online undergraduate certificate program, that would be of significant interest to Mining Engineering undergraduates – whether as a value-added and flexible means of satisfying their Humanities and Social Sciences credit requirements, or as an additional credential which would enhance their career prospects in the extractive industries sector. At the graduate level, there may be opportunities for the more advanced courses in the proposed Global Development Studies certificate to be taken as electives in the Graduate Diploma in Social Performance Management for the Extractive Industries (which launches in September 2017), as well as for credit towards the M.Eng. (course based Masters) degree in Mining Engineering (which allows for up to two 400-level undergraduate courses to be taken for credit).

To provide further context to our support for this proposal, I will expand upon some of the points of common interest and relevant synergies. The Robert M. Buchan Department of Mining at Queen's University has been actively engaged, since 2006, in enriching and enhancing its curriculum with respect to the interrelated topics of sustainability, community relations, and social performance management, as they apply to the minerals industry – as well as to the extractive industries more broadly. Points of synergy with the eCampusOntario proposal from Global Development Studies include:

- The Mining department offers an upper year undergraduate course in Mining and Sustainability. This has
  - generated significant interest from undergraduates within Mining to pursue topics related
to development studies for their mandatory final year thesis project;
  - fueled interest among our undergraduates to take courses which would complement or
    supplement the Mining and Sustainability course. (Note that all undergraduate
    Engineering students, including Mining students, are required to take a number of
    Humanities and Social Sciences courses in order to satisfy graduation requirements in
    accordance with the regulations of the Canadian Engineering Accreditation Board)
  - Also at the undergraduate level, the Mining department is currently developing a suite of
    courses for delivery of an online Bachelor of Mining Engineering Technology (B.Tech)
    program in collaboration with Northern College's Haileybury School of Mines. This includes an
    online undergraduate course on Mining and Society.
  - The Mining department has previously delivered online courses at the graduate level as part of an
    online certificate in community relations. Those online graduate course offerings are currently
    being revamped and will be launched in September 2017 as part of an online "Graduate Diploma
    in Social Performance Management for the Extractive Industries".
  - The department is consolidating its efforts in this realm by hiring a full-time academic to
    champion and coordinate these disparate activities. The advertisement for this "Special
    Appointment" was posted earlier this week.

To summarize: the Mining Department strongly supports the proposal from Global Development
Studies. The proposed online course and program would be a significant step in the progress
in cross-disciplinary education – and would enrich learning opportunities for our students,
as well as enhancing their career prospects.

Yours sincerely,

- p

Panagiotis D. Katsabanis, Ph.D., P.Eng.
Head of Department,

The Robert M. Buchan Department of Mining

THE ROBERT M. BUCHAN DEPARTMENT OF MINING
September 29, 2016

Dr. Marc Epprecht
Mackintosh-Corry Hall B401
Queen’s University
Kingston, Ontario
K7L 3N6

Dear Dr. Epprecht,

It is my pleasure to write a letter in support of your proposal to develop the Global Action and Engagement Certificate (GAEC) program, being submitted to the eCampus Ontario funding opportunity. In particular, we are pleased to see that this proposal seeks to develop a fully online delivery model, which will ensure that the program is accessible to learners across Canada, and that graduates will earn a recognized credential.

The Queen’s University International Centre (QUIC) is a leader in the development and delivery of workshops on intercultural competence at Queen’s, and we led the development of the International Educators Training Program (IETP) which is open to participants nationally. We will be pleased to collaborate with your team and will share our experience in the development of the intercultural competence workshop content as outlined in the proposal.

Yours sincerely,
Jyoti Kotecha, MPA, MRSC, CChem

Director, Queen's University International Centre (QUIC)
September 30, 2016

To Whom it May Concern,

I am writing to offer my support for a proposal submitted by the Queen’s University Global Development Studies Program. The proposal titled: Undergraduate Global Action and Engagement Certificate (GAEC) fills an important gap in university curriculum across Canada. My research has shown that a large and growing number of students are going abroad for learning and volunteer programs or volunteering locally on work that promotes global issues. Globally-engaged experiential learning programs have the additional advantage of linking academic studies with practical skills development and therefore serve as important training for future employment. However, experiential learning programs, alone, do not facilitate critical reflection, and research on past-participants of these programs has shown that there is need for a more structured learning and debriefing. Students have also expressed interest in a comprehensive reflection option that will enable them to consider their experiences in relation to the readings and literature on the subject and to share their experiences with other students who have had similar experiences.

As someone who has been researching these experiential learning options and the organizations that deliver them, I am very aware of the limited debriefing available to students. Furthermore, as a professor, I often encounter students who express interest in an intensive reflection on their experiences. Course offerings are central to this. However, online courses are ideal as students often need a flexible arrangement that will allow them to complete these around their experiential learning placements. Furthermore, students
understand the increasingly competitive nature of the job market. The proposed plan for the Certificate is well-developed and comprehensive. If approved, this Certificate will provide students with an important educational experience but will also offer them a competitive edge when applying for work as it is a further acknowledgement of their specialized skills.

This initiative is therefore exciting and innovative, but also a much-needed learning opportunity. I know that there is great demand for this program and the proposal developed by the Queen’s Global Development Studies program is an excellent model that will meet the needs of students while offering an essential educational opportunity. It further complements the federal government’s Youth Employment Strategy and offers a valuable contribution to the Ontario government’s efforts to build the workforce of tomorrow. Students at Queen’s University, but also from other universities in Canada, will flock to this Certificate.

Sincerely,

Rebecca Tiessen

Rebecca Tiessen
Associate Professor, School of International Development and Global Studies
University of Ottawa, FSS 8050
Rtiessen@uottawa.ca, 613-562-5800 x7408
Instructor:
Name: Mark Hostetler
Office: Mackintosh-Corry Hall, A409
Telephone: 613-533-600, ext 77800
Email: hostetle@queensu.ca
Office Hours: Mondays 3:00 PM to 4:00 PM

Teaching Assistant
Name: Ciara Bracken-Roche
Email: c.bracken-roche@queensu.ca

**Intended Student Learning Outcomes**

After completing DEVS 100, students should be able to:

1. Evaluate the strengths and weaknesses of developmental thinking as an explanatory framework of development and underdevelopment in the "Third World";
2. Describe the usefulness of employing interdisciplinary approaches to better engage the problems of development and underdevelopment;
3. Explain the competing perspectives on development and how they are connected to particular periods, political interests and concerns;
4. Identify key issues in contemporary development, including Canada’s place in international development.

**Course Outline**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Material</th>
<th>Assessments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 11–17</td>
<td></td>
<td>Post to Introductory Forum</td>
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<tr>
<td></td>
<td></td>
<td>● Due September 17</td>
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<tr>
<td>Week 2</td>
<td>September 18–24</td>
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</tr>
<tr>
<td><strong>E-Reserves</strong></td>
<td>• Dubinsky et al &quot;Canada and the Third World Overlapping Histories&quot; Introduction (pp. 1-14)</td>
<td></td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td>• Vijay Prashad The Darker Nations. A People's History of the Third World (NY: New Press, 2007) Introduction, (pp. xv-xix) and Chapter One “Paris,” (pp. 3-15)</td>
<td></td>
</tr>
<tr>
<td><strong>Sign up for a group</strong></td>
<td>• Groups are assigned presentation time slots throughout the course. Please consult the Adobe Connect schedule before choosing a group.</td>
<td></td>
</tr>
<tr>
<td><strong>Adobe Connect Session: Office Hours</strong></td>
<td>• September 20, 11:30 AM-12:30 PM</td>
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</tbody>
</table>

### Module 02: Theories of Development - Modernization to Neo-Liberalism (Link to Notes)

<table>
<thead>
<tr>
<th>Week 3</th>
<th>September 25–October 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-Reserves</strong></td>
<td>• Willis, K. Chapter 2 &quot;Modernization, Keynesianism and Neoliberalism&quot; Theories and Practice of Development (pp. 36-69)</td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td>• Ancient Futures: Learning from Ladakh</td>
</tr>
<tr>
<td><strong>Adobe Connect Session: Introduction</strong></td>
<td>• September 27 at 10:00 AM or Sept. 28th 6:00 PM (You may attend either session time.)</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>October 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-Reserves</strong></td>
<td>• Willis, K. Ch. 3 &quot;Structuralism, Neo Marxism and Socialism&quot; Theories and Practice of Development (pp. 70-88)</td>
</tr>
<tr>
<td><strong>Post to Theories of Development Matrix Forum</strong></td>
<td>• Due October 6 by 12:00 noon</td>
</tr>
</tbody>
</table>
| **Course Check-In Survey** | • Opens October 6 at 8:00 AM  
• Closes October 10 at 8:00 AM |
<table>
<thead>
<tr>
<th>Module: Rethinking Development - Gender, Orientalism, and Post Development (Link to Notes)</th>
</tr>
</thead>
</table>
| **Week 5**  
October 9–15 |
| **E-Reserves** |
| - Martinez "Gender and Development: Issues and Struggles of Third World Women" in Introduction to International Development Ch. 5 (pp. 83-102) |
| **Video** |
| - Who's Counting, Marilyn Waring |
| **Work in your small group Theories of Development Matrix to be presented during Week 7.** |
| - Group Development Theories Final Matrix instructions |
| **Adobe Connect Session: Office Hours** |
| - October 11, 11:30 AM-12:30 PM |
| **Week 6**  
October 16–22 |
| **E-Reserves** |
| - Sahle "Post Development" in Introduction to International Development Ch. 4 (pp. 66-82)  
- Ferguson "Epilogue: What is to be Done" from The Anti Politics Machine 1994 (pp. 279-288) |
| **Video** |
| - Disrobing the Emperor: The New Commons in Mexico with Gustavo Esteva |
| **Group Development Theories Final Matrix** |
| - Due October 23 by 3:00 PM |
| Module: Global Legacies of Colonialism (Link to Notes) |
| **Week 7**  
October 23–29 |
| **Textbooks** |
| - Chapter 2 "Instituting the Development Project" (pp. 25-54)  
- Webster "Foreign Policy, Diplomacy, and Decolonization" Ch. 6 from Dubinsky et al (pp. 155-192) |
| **Video** |
| - Africa Episode - The Bible and the Gun and the Magnificent African Cake |
| **Adobe Connect Session: Present Group Development Theories Matrix** |
| - Groups 10, 11, 12, 13, 14 present October 25 at 10:00–11:00 AM  
- Groups 6, 7, 8, 9 present October 25 at 1:00–2:00 PM  
- Groups 1, 2, 3, 4, 5 present October 26 at 6:00–7:00 PM |
| **Group Work Questionnaire** |
| - Due October 30 by 4:00 PM |
### Week 8
**October 30 – November 5**

**E-Reserves**
- Weatherford "Piracy, Slavery and the Birth of Corporations" in Ch. 2 (pp. 21-38)
- Weatherford "The American Indian Path to Industrialization" in Indian Givers Ch. 3 (pp. 39-58)

**Video**
- The Other Side of the Leger

#### Module 05: Legacies of Colonialism in Canada (Link to Notes)

### Week 9
**November 6 – 12**

**Textbooks**
- Rutherford "Indigenous Peoples and Colonialism in Canada" Ch. 1 from Dubinsky et al (pp. 15-36)

#### Adobe Connect Session: Office Hours
- November 8, 11:30 AM-12:30 PM

#### Post to Reflection Forum
- Due November 12 by 12:00 noon

### Week 10
**November 13 – 19**

**Textbooks**
- Walker "Immigration Policy and Development of a White Canada" Ch. 2 from Dubinsky et al (pp. 37-59)

**Video**
- Mickey Mouse Monopoly
- Continuous Journey

### Module 06: The Development Project (Link to Notes)

### Week 11
**November 20 – 26**

**Textbooks**
- McMichael Ch. 3 "The Development Project International Framework" (pp. 55-79)

**Video**
- Africa: The Rise of Nationalism and the Legacy

#### Adobe Connect Session: Office Hours
- November 22, 11:30 AM-12:30 PM

#### Submit Research Paper Proposal
- Due November 23 by 12:00 noon
### Week 12
November 27–December 1

<table>
<thead>
<tr>
<th>E-Reserves</th>
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<tbody>
<tr>
<td>• Webster, Ch. 6 &quot;Pebbles in Many Shoes: Development in Indonesia, Decolonization in East Timor, 1968-1999&quot; (pp. 156-184)</td>
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<table>
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<tr>
<th>Video</th>
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<tr>
<td>• Bitter Paradise</td>
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Adobe Connect Session: Midterm Exam Review

• TBA

Proctored Midterm Exam will be held during the Examination Period: December 7–21

Module 07: From Development to Globalization (Link to Notes)

<table>
<thead>
<tr>
<th>Textbooks</th>
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<tbody>
<tr>
<td>• McMichael Ch. 4 &quot;Globalizing Developments&quot; (pp. 80-109)</td>
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<table>
<thead>
<tr>
<th>E-Reserves</th>
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</thead>
<tbody>
<tr>
<td>• GATT-Fly 'The Origins of the Debt Crisis' (pp 8-19)</td>
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<tr>
<td>• Gwynne, S.C. 1983 &quot;Adventures in the Loan Trade&quot;</td>
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<table>
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<tr>
<th>Video</th>
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<tbody>
<tr>
<td>• Life and Debt</td>
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### Week 13
January 8–14

<table>
<thead>
<tr>
<th>Textbooks</th>
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<tbody>
<tr>
<td>• McMichael Ch. 5 &quot;Instituting the Globalization Project&quot; (pp. 109-146)</td>
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<tr>
<th>Debt Crisis Matrix</th>
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<td>• Due January 11 by 12:00 noon</td>
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Adobe Connect Session: Office Hours

• January 17, 11:30 AM-12:30 PM

Group Debt Crisis Matrix

• Due January 18 by 12:00 noon
### Module 08: Globalization in Practice (Link to Notes)

#### Week 15

**January 22–28**

- **Textbooks**
  - McMichael Ch. 6 "The Globalization Project in Practice" (pp. 147-178)

- **Readings**
  - Disaster at Rana Plaza
  - Susan McClelland on Nannies from the Philippines: Suffer the Caregiver

- **Case Studies**
  - Group Case Study Presentation

- **Work in your small group case study to be presented during Week 16.**

- **Group Case Study Assignment**
  - Due January 29 at 9:00 AM

#### Week 16

**January 29–February 4**

- None this week.

- **Adobe Connect Session: Presentations of Group Case Study**
  - Groups 10, 11, 12, 13, 14 present January 31 at 10:00–11:00 AM
  - Groups 6, 7, 8, 9 present January 31 at 1:00–2:00 PM
  - Groups 1, 2, 3, 4, 5 present February 1 at 6:00–7:00 PM
  - Submit Group Case Study Presentation slides by 9:00 AM on the morning of your presentation

### Module 09: Globalization in Crisis (Link to Notes)

#### Week 17

**February 5–11**

- **Video**
  - Thirst

- **Textbooks**
  - McMichael Ch. 8 "The Globalization Project in Crisis" (pp. 213-248)

- None this week.
<table>
<thead>
<tr>
<th>Week 18</th>
<th>Textbooks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Dubinsky and Epprecht “Canadian Business and the Business of Development” Ch. 3 (pp. 60-87)</td>
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<tr>
<td>Video</td>
<td>Under Rich Earth</td>
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<table>
<thead>
<tr>
<th>Adobe Connect Session: Office Hours</th>
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<tbody>
<tr>
<td>February 14, 11:30 AM-12:30 PM</td>
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</table>

**Reading Week: February 19–25**

**Module 10: Canadian Foreign Policy and MNCs (Link to Notes)**

<table>
<thead>
<tr>
<th>Week 19</th>
<th>E-Reserves</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Somalia Affair: Dismissal with Disgrace</td>
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<table>
<thead>
<tr>
<th>Adobe Connect Session: Office Hours</th>
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<tbody>
<tr>
<td>February 28, 11:30 AM-12:30 PM</td>
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<table>
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<tr>
<th>Video</th>
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<table>
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<tr>
<th>Submit Research Paper</th>
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<tbody>
<tr>
<td>Due March 5 by 12:00 noon</td>
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<table>
<thead>
<tr>
<th>Week 20</th>
<th>Textbooks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>McKay and Swift &quot;Military Intervention and Securing the Third World 1945-2014&quot; Ch. 7 from Dubinsky et al (pp. 193-216)</td>
</tr>
<tr>
<td>Video</td>
<td>Canadian History Face Off</td>
</tr>
<tr>
<td></td>
<td>Jamie Swift: The Peace Keeping Method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>News Article</th>
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</thead>
<tbody>
<tr>
<td>Due March 9 by 12:00 noon</td>
</tr>
</tbody>
</table>
### Module 11: Development Assistance, NGOs and the Evolution of Canadian Foreign Aid Policy (Link to Notes)

#### Week 21
**March 12–18**

**E-Reserves**
- Smillie "Foreign Aid and Canadian Purpose" in *Canada Among Nations 2008* (pp. 183-208)
- Stephen Brown "The Life and Death of CIDA 1968-2013" *Canadian Dimension September 2013*

**Video**
- CCIC on Aid

**Adobe Connect Session: Office Hours**
- March 14, 11:30 AM-12:30 PM

#### Video
- Smillie "Foreign Aid and Canadian Purpose" in *Canada Among Nations 2008* (pp. 183-208)
- Stephen Brown "The Life and Death of CIDA 1968-2013" *Canadian Dimension September 2013*

### Module 12: Where Do We Go From Here? Re-imagining Development (Link to Notes)

#### Week 22
**March 19–25**

**Textbooks**
- Compton Brouwer "From Missionaries to NGOs" Ch. 5 from Dubinsky et al (pp. 120-154)
- Molly Kane "Canada and the Third World: Development Aid" Ch. 4 from Dubinsky et al (pp. 88-119)

**Video**
- *The Skeptics' Journey*

**News Article Analysis**
- Due March 23 by 12:00 noon

#### YouTube Video
- Smillie "Foreign Aid and Canadian Purpose" in *Canada Among Nations 2008* (pp. 183-208)
- Stephen Brown "The Life and Death of CIDA 1968-2013" *Canadian Dimension September 2013*

### Module 12: Where Do We Go From Here? Re-imagining Development (Link to Notes)

#### Week 23
**March 26–April 1**

**Textbooks**
- McMichael Ch. 7 "Global Counter Movements" (pp. 182-212)
- Sean Mills "Popular Internationalism: Grassroots Exchange and Social Movements" Ch. 9 from Dubinsky et al (pp. 146-266)

**E-Reserves**

**Video**
- *Nature of Things: Accidental Revolution Part 1*

**Adobe Connect Session: Office Hours**
- March 28, 11:30 AM-12:30 PM

**Exam Questions**
- Due March 30 by 12:00 noon
<table>
<thead>
<tr>
<th>Week 24</th>
<th>Textbooks</th>
<th>Adobe Connect Sessions: Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2–6</td>
<td>- McMichael &quot;Rethinking Development&quot; Ch. 10 (pp. 280-301)</td>
<td>- April 4, 11:30 AM-12:30 PM</td>
</tr>
<tr>
<td></td>
<td>E-Reserves</td>
<td>- April 11, 11:30 AM-12:30 PM</td>
</tr>
<tr>
<td></td>
<td>- Kane &quot;Canada and Africa: Prospects for Internationalism and Common Cause&quot;</td>
<td>- April 12, 11:30 AM-12:30 PM</td>
</tr>
</tbody>
</table>

Adobe Connect Session: Exam Prep

- TBA

Course Feedback Survey

- Opens April 2 (Sent to Queen's email)
- Closes April 11 at 11:59 PM

Final Exam will be held during the Examination Period: April 12–26

**Textbooks/Readings**

The required material will be available at the Queen's Campus Bookstore.


**Grading Scheme**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Topic Proposal</td>
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</tr>
<tr>
<td>Research Paper Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Proctored Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Participation Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Theories Matrix (Forum)</td>
<td>2%</td>
</tr>
<tr>
<td>Group Matrix</td>
<td>2%</td>
</tr>
<tr>
<td>Group Matrix Presentation (Adobe Connect)</td>
<td>2%</td>
</tr>
<tr>
<td>Reflection (Forum)</td>
<td>1%</td>
</tr>
<tr>
<td>Individual Debt Crisis Matrix (Forum)</td>
<td>2%</td>
</tr>
<tr>
<td>Group Debt Crisis Matrix</td>
<td>2%</td>
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<tr>
<td>Case Study Group Presentations (Adobe Connect)</td>
<td>4%</td>
</tr>
<tr>
<td>News Paper Article (Forum)</td>
<td>1%</td>
</tr>
<tr>
<td>Article Review (Forum)</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Final Proctored Exam

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen’s campus. Students writing off campus will receive an email to their Queen’s email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: cds@queensu.ca or call 613-533-3322. The deadline for changing your exam centre can be found at http://www.queensu.ca/artsci_online/e-learning/completing-your-course. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of $100.00 per exam.

### Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office
of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

**Queen's Official Grade Conversion Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<td>57-59</td>
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<td>D</td>
<td>53-56</td>
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<td>D-</td>
<td>50-52</td>
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<td>F</td>
<td>49 and below</td>
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</table>
**Academic Integrity**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities](http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 [http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1]), on the Arts and Science website (see [http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity](http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity)), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**Copyright of Course Materials**

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**Accessibility Statement**

Queen’s is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. *(Your document/event/service, etc.)* is available in an accessible format or with appropriate communication supports upon request.

Please contact the Department of Global Development Studies in one of the following ways:
- Email: develstu@queensu.ca
- Phone: 613-533-3301
- In person: Mackintosh-Corry Hall, B401

**Accommodations Statement**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services
(SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: [http://www.queensu.ca/studentwellness/accessibility-services/](http://www.queensu.ca/studentwellness/accessibility-services/)

**Academic Considerations for Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances ([http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf)) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

**Statement of the Location and Timing of Final Examinations**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.
Syllabus

DEVS 260 - GLOBALIZATION, GENDER AND DEVELOPMENT

Course Author: Reena Kukreja

Initial Development Date: June, 2017

Subject/Catalog Number(s): DEVS 260

Single or Multi-Term Course: Single Term

Course Units: 3.0

Application: This course is offered online through Continuing and Distance Studies (CDS). DEVS 260 will be a key course in the attainment of the GAEN Certificate and electives in Development Studies.
DEVS 260 Globalization, Gender, and Development is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.

DETAILED COURSE DESCRIPTION

Does globalization differentially impact women? Can women be really “integrated” into development? What does it mean to be a poor woman in the Global South? What do terms like ‘gender’, ‘empowerment’, ‘community building’, used freely by development agencies, imply in relation to women and men? What do we understand by feminization of poverty or feminization of agriculture? Can local feminism or transnational solidarity feminist linkages challenge globalization and reshape women’s lives?

The course answers these questions and more! It undertakes a critical analysis of the impact of globalization and development processes and policies on the status of women in the Global South on the one hand, and the role of masculinity, sexuality, and patriarchy in shaping relations between men and women on the other hand. It constantly examines the intersections of these two processes on how poor rural and urban women’s and, by extension, men’s lives are shaped and changed. To facilitate an inter-disciplinary analysis, the course is divided in three sections. The first section provides a theoretical foundation to the course by introducing key concepts and debates around gender and development.

It undertakes a feminist critique of globalization and development and the role of main actors in gender and development planning and policy implementation. The second section undertakes a thematic study of the gendered impact of globalization and development processes on issues such as intimate gender relations, labour practices, agriculture, and migration strategies. In the third part, the politics of engagement, at the local, national, and international levels by women through their resistance strategies, activism, political participation, and/or community mobilization. Throughout the course, case studies are used to illustrate the challenges faced by men and women around the world and the gendered strategies of empowerment and activism.

LEARNING OUTCOMES

By the end of this course, you will;

1. Describe, theoretically and empirically, the gendered impact of globalization in the intimate realm of family and gender relations, reorganization of labour, modes of production, militarism, migration strategies, and provision of social services.
2. Analyze and evaluate current trends in development programming and planning from a ‘gender’ lens.
3. Identify and analyze models used for gender assessment and gender programing by
development organizations and bodies.

4. Critically evaluate of how diverse development models used by various actors in the development sector differentially shape policies and grassroots programs targeted for women across the globe.

5. Critically analyse how images play a key role in our knowledge formation about people across the globe, and, by extension, our interest and humanitarian ‘investment’ on a global scale.

6. Identify and deconstruct the role of stereotypes in shaping development programs and policies on one hand, and government interventions, on the other hand.

7. Propose and evaluate possible solutions and action-oriented plans to gender-specific challenges that have arisen because of globalization, whether in the realm of reorganization of production, privatization of services, or increased militarism.

8. Create action-oriented plans for ethical and self-reflexive engagements in local, national and transnational movements to secure gender parity and gender justice equally for women in the Global North and the Global South.

**TOPICS**

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Theoretical Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Gender into Development</td>
</tr>
<tr>
<td>Week 2</td>
<td>Theories for “Doing Gender” in Development</td>
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<tr>
<td>Week 3</td>
<td>Gender? Development? Analysing the role of “Actors in Development”</td>
</tr>
<tr>
<td>Week 4</td>
<td>Saving “Brown Women”: Analysing The Crisis in Representation</td>
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<tr>
<td>Part 2</td>
<td>Thematic Study of the Gendered Impact of Globalization</td>
</tr>
<tr>
<td>Week 5</td>
<td>Globalization and Changes in Gender Relations</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Formal Economy and Gender – A Look at The Garment Sector</td>
</tr>
<tr>
<td>Week 7</td>
<td>The Informal Economy and Women</td>
</tr>
<tr>
<td>Week 8</td>
<td>Agriculture and Women</td>
</tr>
<tr>
<td>Week 9</td>
<td>Gendered Migration and Care Work</td>
</tr>
<tr>
<td>Week 10</td>
<td>The Canadian face of Globalization and Other Forms of Gendered Migration</td>
</tr>
<tr>
<td>Section 3</td>
<td>The Politics of Engagement</td>
</tr>
<tr>
<td>Week 11</td>
<td>Transnational Feminism and Advocacy: What is the Right Path?</td>
</tr>
<tr>
<td>Week 12</td>
<td>Local Activism and Alternatives to Globalization</td>
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</tbody>
</table>
ASSESSMENT OVERVIEW

This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes x 6</td>
<td>Formative</td>
<td>0%</td>
<td>1, 2</td>
</tr>
<tr>
<td>INGO &amp; MEDIA ANALYSIS PAPER</td>
<td>Formative &amp; summative</td>
<td>30%</td>
<td>2, 3, 5, 6</td>
</tr>
<tr>
<td>COLLABORATIVE GROUP ASSIGNMENT</td>
<td>Formative &amp; summative elements</td>
<td>30%</td>
<td>1, 7, 8</td>
</tr>
<tr>
<td>BRIEFING PAPER AND POWERPOINT PRESENTATION</td>
<td>Summative</td>
<td>40%</td>
<td>1, 7, 8</td>
</tr>
</tbody>
</table>

REQUIRED MATERIALS

We want to keep the course cost manageable, so we’ve organized the course resources in a way that either makes them free, or very affordable.

All course readings, lectures and videos will be available to you electronically via the course site.

ASSESSMENT AND ACTIVITY OVERVIEW

We design quality courses with the goal to actively engage our learners with the learning materials. Research suggests that learners who actively participate in the learning environment take more responsibility for their performance and consider the course more valuable and more directly related to their goals. Therefore, we integrate active learning strategies in all our courses.

Assessments for this course include individual and collaborative group work aimed to enhance your critical understanding of the gendered impact of development and globalization on one hand, and on the other hand, sharpen your ability to analyze and evaluate gender-specific work of aid organizations, and development projects for effectiveness in achieving gender justice and gender equality. To this end, the course work includes:
INTERNSATIONAL NON-GOVERNMENTAL ORGANIZATION (INGO) & MEDIA ANALYSIS PAPER - 30% (20% and 10%)

You will choose one of five NGOs that work overseas on behalf of Canadians. Based on your theoretical readings and lecture notes from the first three weeks, you will discuss the approach the NGO employs in funding gender related programs or women’s organizations in the Global South, decide how effective it is and back up your analysis with evidence.

The second part of the paper will ask you to focus on the imagery used by the selected NGO. You will apply the image analysis strategy introduced in this course to decide if the relationship of these images to the agenda of the organization affects how Canadians perceive the issue.

COLLABORATIVE GROUP ASSIGNMENT - 30%

In small groups, you will choose a sub-topic introduced in the course, investigate it in depth, and its specific impact (or manifestation) in up to three countries. This information will be the foundation of a comparative analysis, and your group will use it to design and develop an internet database that can be of use to future researchers. Click here to view a representative project.

BRIEFING PAPER AND PRESENTATION - 40%

From a list, you will select one country of the Global South to investigate the impact of Globalization on the lives of poor urban or rural women there. You will prepare a “briefing” paper and complementary presentation that you hope to present to your local MP / House of Commons. Both the brief and the presentation will offer concrete suggestions that the Canadian government and/or the Canadian NGO sector can undertake to address the issues at stake, offer culturally appropriate interventions that improve the lives of women in that sphere, and build transnational solidarity linkages between Canada and the Global South.

KEY DATES

<table>
<thead>
<tr>
<th>DATES TO BE INSERTED BY CDS</th>
<th>Tuition due</th>
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<tbody>
<tr>
<td></td>
<td>Fall Term classes start</td>
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<td></td>
<td>Last day to add courses</td>
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<td></td>
<td>Last day to drop courses without financial penalty</td>
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<tr>
<td></td>
<td>Last day to drop courses without academic penalty</td>
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</tbody>
</table>

DEVS 260: Globalization, Gender and Development - ©Queen’s University 2017
ACTIVE LEARNING

We know that engaging in active learning increases knowledge of content and promotes critical thinking and problem-solving abilities, while instilling a sense of belonging in the learning community. Additionally, being able to work effectively in a team is a skill that you will need throughout your academic studies, as well as in the workplace throughout your career.

In an online environment, we achieve these objectives through student participation in groups and discussion activities where you’re able to review each other’s work, comment on questions, and critically assess topics posed by the Instructor and peers, or both, and so on. You’re also able to test out your ideas, receive feedback from TAs and clarify your understanding in this environment.

In addition to group work and discussion activities, we use Adobe Connect software to facilitate an online classroom and meeting environment. There are several webinar sessions planned. These sessions will be one hour in length and cover pre-identified topics. As a rule, you are required to attend the session in its entirety. Refer to the Course Timeline for specific dates and times when these will take place. These session focus on your assessments (making them a valuable resource). The sessions will be recorded for you to access them at any time.

LATE POLICY

Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.

Please contact your TA or instructor if you're concerned that you won’t be able to meet an assignment deadline. TA's may use their own discretion in granting extensions on assignments, but as a rule, serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.

Assignment return time - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

Students with documented accommodations should, if possible, confirm any modifications
prior to the listed due date.

GRADING METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CONTACT THE INSTRUCTION TEAM

We have designed this course to allow for as much feedback on your work as we can fit in. As a rule, we will provide feedback as quickly as possible, to help you improve your work and to help you move forward to other courses in your university career.

Contact details for the teaching team and turnaround times on assignments can be found on the front page of the DEVS 260 course site and assessment descriptions.

We are always happy to receive your questions and concerns (ones that may not be
appropriate for the Course Questions and Comment Forum), and will respond as quickly as possible.

COURSE FEEDBACK
Add course feedback text here, you can use the following text and adjust it to your course:

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and Exit Tickets). The feedback is anonymous and results used to improve your learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you’ll also complete “Exit Tickets” (x in total). Completing these will give you the opportunity to give feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) or in the Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at your experience when taking DEVS 260.

The following material outlines university and course policies, these items are standard. Please do not make any changes.

NETIQUETTE

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT
The material on this website is copyrighted and is for the sole use of students registered in DEVS 260. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 260. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY AND ACCOMMODATIONS
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY
Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course. For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity
Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**

**Microsoft Windows Client**
- Vista/Windows 7/Windows 8
- Intel Core 2 Duo processor
- 2GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

**Supported Browsers**
- Firefox (latest version)
- Safari (latest version on 64-bit Intel processors only)

**Java**
- Latest version

**Internet Connection**
- Wired high speed access: Cable or better (wifi is not recommended)

**Mac Client**
- OS X 10.8 or higher
- Intel i5 processor
- 2 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

**Media Player**
- Flash (latest version)

**Adobe Reader**
- Latest Version

**STUDENTS TRAVELLING OVERSEAS**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the term.

**RESOURCES AVAILABLE TO YOU**

**The Library** is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.

- **The Library**
- **Queen’s Learning Commons**
Student Academic Success Services

- The Writing Centre
- Learning Strategies

Student Wellness Services supports the personal, academic and social development of students at Queen’s University by providing a range of programmes and services appropriate to their needs, and by participating in associated activities.

- Student Wellness Services
- Counselling Services
- Accessibility Services
- Health Services

Career Services offers students, faculty, employers and alumni various services including workshops.

- Career Services

IT Support

- IT Support

Outlook 365 Email

- Outlook Web Interface

OnQ ANNOUNCEMENTS AND NEWS

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to activate news notifications in your settings, otherwise you might miss important announcements.

OnQ QUESTION AND ANSWER FORUM

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

TIMELINE AND CALENDAR

The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
DEVS 280 - Expanded Course Details

Course Title: Global Engagement

Course Description

This course explores current thinking around motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Students will engage in self-reflexive practices and work collaboratively to create tools and action plans for ethical global engagement in the future.

Prerequisite: DEVS 100; plus 2nd year standing OR enrollment in certificate OR permission of instructor

Application

This course is available to full and part-time learners, distance and residential students—including international students in Canada and abroad. This course is designed as a core requirement for the proposed Global Action and Engagement Certificate. This course is also available to students who are not pursuing the Certificate and will be a prerequisite for students enrolling in DEVS 410/411 and DEVS 420.

Timing of First Offering: Fall 2018, annual offering

Learning Hours: 6 online learning hours per week x 12 weeks (72) ; 4 private study hours per week x 12 weeks (48)
Total Learning Hours: 120

Detailed Course Description

This course explores current thinking around the motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Through a survey of literature, films, and popular publications on the subject, we consider some of the challenges and ethical issues that arise out of relationships generally predicated on good intentions yet sometimes have unintended or unanticipated outcomes.

The course is designed to help you in your efforts to critically reflect on, and better understand, experiences with global action and engagement, while also preparing you for more ethical, mutually beneficial engagement in the future.
Throughout the course you'll:

- consider how best to engage in global development work (locally and internationally),
- participate in group discussions to draw connections between theory and practical experience,
- work collaboratively to create an action plan that will leave you feeling confident in your approach to seeking out and participating in educational, professional or personal experiences that intersect with the complex world of global development.

Knowing that not everyone will have an experience they wish to unpack, nor be actively planning a future experience, course materials and assessments offer options throughout to tailor learning to meet your personal needs.

Course topics include:

The course is divided into the following twelve week long modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>What is this course about?</td>
</tr>
<tr>
<td></td>
<td>What do you hope to learn in this course?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Forms of Global Engagement and Experiential Learning</td>
<td>Has volunteering for global development evolved over the past 20 years?</td>
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<tr>
<td></td>
<td></td>
<td>Can experiential learning theory help us understand the connections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>between volunteering, studying and working in the context of global</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development?</td>
</tr>
<tr>
<td>3</td>
<td>Critical Reflection, Self-Reflexivity, and Ethical Engagement</td>
<td>How do we reflect on our experiences?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What purpose does reflection serve when we are globally engaged?</td>
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<tr>
<td>4</td>
<td>Global Citizenship</td>
<td>What does it mean to be a ‘global citizen’?</td>
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<tr>
<td></td>
<td></td>
<td>Can we avoid doing more harm than good when globally engaged?</td>
</tr>
<tr>
<td>5</td>
<td>Motivations for Global Engagement</td>
<td>What makes us want to do things like travel, explore and help others?</td>
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<td></td>
<td>Can you grow both personally and professionally through global</td>
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<td></td>
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<td>engagement?</td>
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<tr>
<td>6</td>
<td>Ethical Challenges in the Field</td>
<td>What are field-specific ethical dilemmas faced during global</td>
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<td></td>
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<td>engagement?</td>
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<td></td>
<td></td>
<td>What practices (or tools) can we use to live up to our</td>
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<td></td>
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<td>responsibilities for ethical global engagement?</td>
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<tr>
<td>7</td>
<td>Critical Reflections on Motivations</td>
<td>Do our motivations impact our experiences when globally engaged?</td>
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<td></td>
<td></td>
<td>What impact does this have on host communities and organizations?</td>
</tr>
<tr>
<td>8</td>
<td>Gendered and Racialized Bodies OR Gender, Race and Engagement</td>
<td>How do postcolonial studies, critical race theory and gender studies</td>
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<td>help us understand some of the ethical dilemmas associated with global</td>
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<td>engagement?</td>
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<tr>
<td>9</td>
<td>Perspectives on Relationship Building and Partnership</td>
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</tbody>
</table>
What do host communities and organizations say about their role in global engagement? What issues are most pressing for them?

Representing the Experience
Can the images used to promote global engagement activities actually reproduce negative stereotypes? Is there a way to represent our experience to others in a way that doesn’t reinforce or exploit differences in power and privilege?

Preparing for Ethical Global Engagement and Action in the Future
How can we get the most out of a global engagement experience? How can we make sure that our experiences are mutually beneficial? How do we avoid feeling paralyzed by the ethical issues associated with global engagement?

Course Conclusion
What did you learn about yourself and global engagement from taking this course? How will it impact your decisions in the future? How can you leverage your learning in this course within professional settings?

LEARNING OUTCOMES

1. Create learning and action plans to support the self-reflexive process of learning from experience in the field of global engagement.
2. Use critical reflection and self-reflexive practices to evaluate personal motivations for being globally engaged.
3. Apply theories of race, gender and post-colonialism to critically assess the impact that global action and engagement may have on host communities and organizations.
4. In collaboration with others, identify sector-specific ethical challenges encountered through global action and engagement and propose alternative courses of actions to a specific target audience.
5. Use critical thinking and intercultural communication skills to challenge commonly held assumptions about the impacts of global engagement on host communities and host organizations.

Instructional Methods

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes x 10</td>
<td>Formative</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>Learning Plan</td>
<td>Formative, Summative</td>
<td>25%</td>
<td>1,2,5</td>
</tr>
</tbody>
</table>
This is an online-only course offering. The assessment tasks in this course are designed to provide authentic opportunities for students to apply knowledge and practice skills that are required in many careers related to global development. To complete both the individual and collaborative activities and assessments in this course, students will use the learning management system and a series of free, cloud-based collaboration and communication tools.

Weekly quizzes will be used by students as a tool for checking their understanding of key concepts presented in the course materials. The quizzes are designed to help students set and achieve learning goals set out in their personal learning plans and to help them identify gaps in their knowledge or understanding.

At the outset of the course, students will create a learning plan to explain their motivations for enrolling in the course and to identify what they hope to learn and accomplish during their time in the course. The purpose of the learning plan is for students to identify specific and measurable learning objectives in three categories: knowledge to be gained, skills to be learned, and attitudes and/or values to be explored, tested, and deepened; connect personal learning objectives to course learning objectives; describe how various tasks within the course will help them achieve those objectives and to articulate how they will assess their progress.

The learning plan will be used a reflective tool throughout the course. Within small groups, students will provide feedback on each other’s learning goals, the tasks they have identified to help them achieve these goals and at designated progress check-in points throughout the course. With critical self reflection and self-reflexivity being a crucial aspect of the course, the learning plan provides students with a tool for engaging in individual and group-oriented reflective practices.

The Learning Plan has also been designed to model the kind of tool we believe is incredibly important to use during any form of global engagement. Devising a learning plan helps students articulate, prioritize, and gain support for what they want to learn from an experience, and it gives them and their future experiential learning support team (supervisor, colleagues,
instructor etc.) a means to monitor their progress to ensure the student and all stakeholders are getting the most out of the experience.

During the course, there will be three opportunities for students to engage in discussion forums with the entire class. The discussion forums will ask students to reflect on the course material presented in a particular module in relation to personal experience and/or concepts or themes discussed in other modules of the course. Students will be required to provide feedback to each other using the RISE model. The discussion forums will provide questions and prompts that will assist students in engaging with their peers to share their thoughts, ideas and further questions on the topic at hand.

Students’ contributions to the discussion forum should help them and their peers re-imagine the world by questioning historical patterns of engagement and representation. The forums create opportunities for students to question the origins of knowledge and whose ideas are being projected as universal, as well as challenging assumptions and deconstructing common narratives. We are looking for students to use these forums to explore issues of power inequalities and self-serving attitudes, to demonstrate understanding of the complexity of issues by examining the systemic sources of these issues, and to suggest action-oriented solutions to problems.

There will also be an opportunity for students to work in small teams collaboratively, through a small-group project designed to have students identify a common form of global engagement that leads to the types of ethical issues being discussed in the course. The group will research the types or organizations that engage in these activities to identify their target audience. Once they have identified their target audience, they will conduct research to explore strategies for deepening the target audience’s understanding of their ethical responsibilities towards host communities and host organizations to build mutually beneficial relationships through their global engagement practices. The final task for this assessment is for the group to create a presentation for their target audience, where they will identify the issue, and present their tool.

The final task in the course is an Action Plan for Future Global Engagement and will take the form of a self-reflexive personal essay, supported by academic references. Students will begin by describing the type of global engagement they intend to pursue in the future - for some of students, this may be an experience that they are currently engaged in or actively planning, while for others it may be a plan for the experience they plan to pursue in the future. Regardless of when the global engagement will take place, the purpose of this task remains the same 1) to demonstrate to the teaching team their understanding of what attitudes and practices contribute to ethical dilemmas when globally engaged and; 2) to identify and justify specific courses of actions that they would personally take to contribute to more ethical and
empowering forms of global engagement. An online course workbook has been designed to support this task, providing an opportunity for students to critically reflect upon topics covered and record thoughts and ideas as they develop. Progress on this task will be tracked by the instructional team via the workbook, with instructors looking for evidence of reflective thought and growth along a continuum of personal development and understanding of the relationship between course content and the student’s personal experiences and goals related to global action and engagement.

Assessment tasks will be supported with synchronous tutorial sessions; guest speaker Q&A; just-in time instructor feedback; and guided processes for reflection and peer feedback.

Learning outcomes and assessment will be closely aligned. The instructor will use summative and formative assessments to identify learning patterns, modify instruction, and provide timely feedback.

Instructors

Ms. Fizzell and Dr. Tiessen will design, develop, and deliver this course in collaboration with Queen’s Arts and Science Online team. That team includes a Creative Director, an Instructional Designer, Multimedia Specialist, Learning Management Specialist, Subject Liaison Librarian, Quality Assurance Reviewer, and Student Services Staff.

Kathryn Fizzell (M.A. DEVS, OCT) currently works as the Experiential Learning Projects Coordinator at Queen’s University and online instructor for the International Educator’s Training Program run by Queen’s University International Centre. Kathryn has 8 years of experience teaching in the Ontario secondary school system and has led experiential learning programs for secondary school learners in Central America. Previous to her role at Queen’s, Kathryn has conducted a study on the role that secondary school teachers play in facilitating international experiential learning, worked as a research assistant on a large-scale learn/volunteer abroad research project and developed and instructed courses in collaboration with the former DEVS professional certificate program and Queen’s University International Centre’s International Educator’s Training Program.

Rebecca Tiessen (PhD, MA) is Associate Professor in the School of International Development and Global Studies at University of Ottawa, and co-leader of International Development Research Centre project titled “Employability of Graduates from International Development Studies Programs at Canadian Universities”. Dr. Tiessen has facilitated international experiential
learning programs in Malawi and Kenya and she has conducted extensive research on the impact of learning/volunteer abroad programs Canadian youth and host communities.
Syllabus
DEVS 361 Policy Advocacy and Field Specific Preparation

COURSE AUTHOR: Scott Rutherford

Initial Development Date: January, 2018

Timing of First Offering: Fall 2019, annual offering

Course Description
The course will prepare students for field work in global development. It connects theory with practice through in-depth, skills-based modules on economic literacy, results-based management (RBM), and policy advocacy. Students will apply core concepts and best practices to effective proposal writing, project management, and policy advocacy.

Prerequisite: DEVS 280 Global Engagement / 3.0

Application
This course is available to full and part-time learners, distance and residential students—including international students in Canada and abroad. DEVS 361 is a core optional course in the attainment of the Global Action and Engagement Certificate. After completing DEVS 360, students will have the option to take one or both of DEVS 361/3.0 Policy Advocacy and Field-Specific Preparation and DEVS 362/3.0 Globally Engaged Experiential Learning.

LEARNING OUTCOMES

1. Define core concepts and terminology pertinent to policy advocacy, proposal writing, and budget monitoring and reporting.
2. Demonstrate knowledge of the policy-making process, and practice strategies that can be used to influence policy decision makers.
3. Apply current tools and frameworks to plan a public policy campaign informed by an analysis of the political environment.
4. Demonstrate basic bookkeeping and accounting skills necessary to plan and write a global development proposal, establish financial records, and maintain budget control.
5. Using self-reflective practices, assess whether strategic objectives were met; propose correcting or refining aims if needed.
6. Assess data required to effectively and ethically monitor a project cycle; analyze and clearly communicate relevant data.

DETAILED COURSE DESCRIPTION

Most Global or International Development programs in Canada highlight the need for political and policy changes to achieve social justice and environmental sustainability.

Syllabus: DEVS 361 Policy Advocacy and Field Specific Preparation Copyright Queen’s 2017
However, the teaching of practical skills required to advocate effectively for such change lags behind. This course is designed to equip students with basic practical skills required to secure funding, to plan, implement and monitor projects, and to engage in global policy advocacy work. It equips students with the foundational pillars of financial literacy, project management, and effective policy advocacy approaches and skills.

In the first module, students will explore economic concepts and practices relevant to working in Global Development. They will learn the cornerstones of project proposal writing, as well as get an orientation in economic processes such as budgeting, financial monitoring, and reporting. In the second module, students will engage with and reflect on the principles and practices of Results-based Management by following a field-specific case-study through its life-cycle. Finally, in the third module, students will apply their understanding of project management and economic literacy to the practical challenge of bringing about legal and policy changes at the governmental level toward the goal of global justice advocacy.

**MODULE 1: ECONOMIC LITERACY**
In this module, students will receive a solid and practical orientation in the economic concepts, processes and methods used to secure project approvals and funding. Using current tools and frameworks required by donors and funders, they will learn to plan and write global development project proposals. They will also learn basic bookkeeping and accounting skills necessary to establish and maintain project accounts, financial records and budget control.

**MODULE 2: RESULTS-BASED MANAGEMENT**
In this module, students will be introduced to the concept of Results-based management. Students will learn to develop logical frameworks, performance indicators, basic project plans and monitoring and evaluation plans. Following the model of a international case study, they will develop the skills and understanding necessary to assess community needs, conceptualize programs and projects and appreciate the importance of stakeholder participation and commitment. The module will provide an overview of the project cycle and an introduction to needs assessments and feasibility studies, including definition of problems, needs, goals, objectives, outcomes, impact, risks and performance indicators.

**MODULE 3: POLICY ADVOCACY**
The concept of ‘public policy advocacy’ refers to influencing policy decision-makers (politicians and civil servants) to change (or protect) government laws and policies. Advocacy can involve calls to public action, public campaigns, and media engagement, but also direct engagement with politicians and government officials. It requires a strong knowledge of the policy-making process and an ability to analyse political environments to understand the probable scope for policy and legal change at any point in time. Effective advocacy requires knowledge of the strategies that can be used to bring about policy change and the good judgement to know when to use which strategies.
This module will involve a range of synchronous and asynchronous learning activities. Guest speakers will also be invited to share their perspectives with the course participants and to increase opportunities for professional networking and investigation of potential experiential learning placements. Students will be evaluated primarily on the basis of written work and participation in each week of the course.

**COURSE MATERIALS**

All assignment instructions, supplementary exercises, and links to online resources are available on onQ.

**SUGGESTED TIME COMMITMENT**

You can expect to spend, on average, 10 hours per week completing relevant readings, assignments, and course activities.

**TOPICS**

The course is divided into 3 modules:

<p>| Module 1: Economic Literacy and proposal writing | 1 | Course Introduction |
|                                               |   | What is this course about? |
|                                               |   | What do you hope to learn in this course? |
|                                               |   | The “moral imperative” and advocacy vs activism |
|                                               |   | Course outline, grading system, teaching method |
|                                               | 2 | Introduction to Financial Literacy |
|                                               |   | Introduction to the basic bookkeeping and accounting skills necessary to establish and maintain project accounts, financial records and budget control. What is included in the preparation of annual and project budgets, tendering and procurement practices and financial reporting? |
|                                               | 3 | Writing a strong project proposal |
|                                               |   | What are the elements that make a strong international development project proposal? |
|                                               |   | What are the critical processes and methods that will get your project approved and funded? |</p>
<table>
<thead>
<tr>
<th>Module 2</th>
<th>Results-based Management</th>
</tr>
</thead>
</table>
| **4** | **What is results-based management?**  
Orientation to Project Strategic Planning, time management, identifying what to measure and how to measure it, setting and communicating priorities  
Global Affairs Canada. [Results-based management for International assistance programming: A how-to guide](https://www.globalaffairs.ca/en/programmes/international-development/results-based-management)  |
| **5** | **Risk and uncertainty management**  
Explore and discuss internal and external risks  |
| **6** | **Global Development case-study**  
Working through the case study module provided, assess the community needs, conceptualize programs and projects and consider the importance of stakeholder participation and commitment.  |
| **7** | **Introduction to core concepts**  
Overview of Group Project assignment, and group members selected  
- Real Clout Tool Box, From the Public Policy Institute, Boston, MA. Has some good samples [http://www.realclout.org/?page_id=26](http://www.realclout.org/?page_id=26)  
- How and Why to Influence Public Policy: An Action Guide for Community Organizations, Center for Community Change  
- Nancy Amidei, So You Want to Make a Difference: Advocacy is the Key! [https://www.foreffectivegov.org/sites/default/files/npadv/PDF/SYWTMADTOC.pdf](https://www.foreffectivegov.org/sites/default/files/npadv/PDF/SYWTMADTOC.pdf)  |
| **8** | **Building Alliances**  
Effecting change when entrenched interests and conventions favour the status quo requires methodical attention to building alliances with activists and advocates who may have historical reasons to be wary of alliance.  |
Module 3: Policy Advocacy

9 NGO and Trade Union world

How do NGO’s and Trade Unions function bureaucratically; what tax rules apply; what does “ownership” mean in relation to these organizations, and how to they relate to governmental power structures.

- The winter we danced : voices from the past, the future, and the Idle No More movement, edited by the Kino-nda-niimi Collective (Winnipeg: ARP Books, 2014
- Whose Streets: The Toronto G20 and the Challenges of Summit Protest, Tom Malleson and David Wachsmuth, eds. (Toronto: Between the Lines, 2011.
- Joel D. Harden, Quiet No More: New Political Activism in Canada and Around the Globe (Toronto: Lormier, 2013)
### 10 Media

Leveraging the media for your message; designing appropriate places and strategies for intervention; perils and pitfalls of social media and “hacktivism”.

- FAIR (Fairness and Accuracy in Reporting) Media Activists Kit: http://fair.org/take-action-now/media-activism-kit/
- A Communications Evaluation Guide was developed by Communications Network and Asibey Consulting in 2008 to help advocates improve their communications efforts at the start of a campaign or as a campaign progresses. http://ccmc.org/tips/are-we-there-yet-a-communications-evaluation-guide/
- The Virtual Activist, A Training Course by NetAction, http://davesource.com/Fringe/Fringe/Politics/Virtual_Activist.html

### 11 Lobbying government

Citizens can influence government policy directly through their Members of Parliament, and the pertinent bureaucracies that manages the policy under debate.

- Dietlind Stolle and Cesi Cruz, “Youth Civic Engagement in Canada and Implications for Public Policy” (Sept 2005) Social Capital in Action 82

### 12 Course Conclusion
ASSESSMENTS
This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes x 2</td>
<td>Formative and Summative</td>
<td>10%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Online Discussion Forums</td>
<td>Formative and Summative</td>
<td>15%</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>Summative</td>
<td>15%</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Results-based Management case study</td>
<td>Formative and Summative</td>
<td>15%</td>
<td>1, 4, 5, 6</td>
</tr>
<tr>
<td>Group Project: Public Policy Campaign</td>
<td>Summative</td>
<td>25%</td>
<td>1, 2, 3, 4, 6</td>
</tr>
<tr>
<td>Final Report: Critical Analysis Paper</td>
<td>Summative</td>
<td>20%</td>
<td>1, 2, 3, 5, 6</td>
</tr>
</tbody>
</table>

ASSESSMENT AND ACTIVITY OVERVIEW

We design quality courses with the goal to actively engage learners with the learning materials. Learners who actively participate in the learning environment take more responsibility for their performance and consider the course as more valuable and more directly related to their goals. That’s why we integrate active learning strategies in all our courses.

Here are strategies you’ll find used in this course: discussion boards, small group work, problem solving exercises, case studies, and critical reflection.

Quizzes- 10%

You'll complete two short quizzes comprised of multiple choice questions. The purpose of these quizzes is to give you a tool for checking your understanding of key concepts presented, give you a quick audit of your progress and help you retain essential information. The quizzes are designed to help students set and achieve learning goals and to help them identify gaps in their knowledge or understanding. You’re allowed as many attempts as necessary to achieve 80% or higher on each quiz. You'll earn 10% of your final grade by successfully completing the two quizzes.
Discussion Forums - 15%

During the course, there will be three opportunities for you to engage in discussion forums with the entire class. The discussion forums will ask you to reflect on the course material presented in a particular module in relation to personal experience, concepts or themes discussed in other modules of the course, or both. The discussion forums will prompt you to engage with your peers. Share your thoughts, ideas, and generate further questions on the topic at hand.

Project Proposal - 15%

Students will write a proposal for a development project from a list of cases provided. The proposal will aim to effectively convince a potential donor or investor, they will detail the current condition of the community, propose a solution that will have the most positive impact on the community, detail how the community will contribute to the project, and what they will gain. They will draft a budget, research the stakeholder, and consider what organizational structure will be put in place to ensure the continued viability of the project.

Public Policy Campaign – Group Project - 25%

In small groups, you will choose a policy introduced in the course, and design a public advocacy campaign with the goal of bringing about a change to the policy in question. The group will investigate the policy in depth, and its specific impact (or manifestation) in a particular country community. They will identify a target audience, research field-specific strategies, ethical issues, design a campaign to effectively communicate this call-to-action.

Critical Analysis Paper - Final Report - 20%

In this final report, students will critically reflect upon the policy advocacy campaign project. They will consider what elements would hinder, delay, or block their strategic objectives, and propose correcting or refining aims considering these situations. Students will also be asked to consider the possible new ethical concerns that may arise with the successful implementation of the proposed policy change. Students will be asked to justify the steps they would take with reference to the subject matter and resources provided throughout the course. The critical analysis paper will serve as a tool to reflect on ideas shared in the course, to outline further steps when engaging in future policy advocacy action that intersects with global development.

INSTRUCTOR

Scott Rutherford will design, develop, and deliver this course in collaboration with Queen’s Arts and Science Online team. That team includes an Instructional Designer, Multimedia Specialist, Learning Management Specialist, Subject Liaison Librarian, Quality Assurance Reviewer, and Student Services Staff.

Syllabus: DEVS 361 Policy Advocacy and Field Specific Preparation Copyright Queen’s 2017
Scott Rutherford is a historian of grassroots Indigenous movements in North America, and has written about various forms of advocacy used by individuals and collective organizations to influence policy changes towards Indigenous peoples at local, provincial and federal levels. He has five years teaching experience in Global Development Studies and Cultural Studies. He knows both the historical and contemporary landscape of Canadian development policies and practices through his experience teaching "Canada and the Third World" as well as his seminar "Inequality and Development in the Global North." His experience developing courses for online learners includes a course on NGOs and Development which he developed and taught in 2014. Professor Rutherford has both experience and connections to various grassroots organizations which have used varying types of strategies to advocate for policy changes on a range of issues, including indigenous rights, labour rights, human rights, refugee resettlement and food security. This experience would allow him to bring a diverse set of guest speakers into the online classroom.

**LATE POLICY**

Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.

Please contact your TA or instructor if you're concerned that you won't be able to meet an assignment deadline. TA's may use their own discretion in granting extensions on assignments, but as a general rule, serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.

**Assignment return time** - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

**GRADING METHOD**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
</tbody>
</table>
CONTACTING YOUR INSTRUCTOR & TEACHING ASSISTANT

We have designed this course to allow for as much feedback on your work as we can fit in. Our team will be monitoring discussion forums daily and will provide feedback and make contributions where appropriate.

When you submit assignments for feedback from our team, feedback will be provided within 5 business days to make sure you have time to incorporate comments and suggestions into the final summative tasks that will be evaluated.

If you have questions, comments, or concerns that would be helpful for other students in the course, post them on the discussion forum titled “General Inquiries about Course Content and Assessments”. We will respond to this forum within 48 hours.

Use your Queen’s email for personal inquiries, or for academic accommodations and grades. If you need to have a more detailed conversation, schedule a virtual office meeting with your instructor and/or TA via Skype.

Contact details for the teaching team can be found on the front page of the course site.

COURSE FEEDBACK

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and exit tickets). Questionnaires are anonymous and the results are used to improve the student learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you will also complete “Exit Tickets” (four in total). Completing these Exit Tickets will give you the opportunity to provide feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor
will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) and in Weekly Updates where appropriate.

Finally, you'll receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at the student experience when taking DEVS 360: Global Engagement.

**NETIQUETTE**

In an online course you often communicate with your peers and teaching team through electronic communication. You're expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writing before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.
9. Be clear - Make sure the subject line of your email or discussion forum post reflects your content.
10. Use appropriate language — If you have a question on whether or not you are too emotional, don't send the message, save it, and review it "later". All they have are your words, and your words can express the opposite of what you feel. Don't use ALL CAPITAL LETTERS — it's equal to shouting or screaming.
11. Make a good impression — Your words and content represent you; review/edit your words before sending.
12. Remember the human — When you communicate online, you do not see a person’s face or expressions and makes for easy misinterpretation. A rule of thumb to remember is “Would I say this if I was talking face to face to this person?”

**COPYRIGHT**

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DEVS 361. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 361. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY/ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to make sure they have an equitable opportunity to participate in all of their academic activities.

If You’re a student with a disability and think you may require accommodations. You’re strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course. For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Syllabus: DEVS 361 Policy Advocacy and Field Specific Preparation Copyright Queen’s 2017
**COMPUTER REQUIREMENTS**

<table>
<thead>
<tr>
<th>Microsoft Windows Client</th>
<th>Supported Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista/Windows 7/Windows 8</td>
<td>Firefox (latest version)</td>
</tr>
<tr>
<td>Intel Core 2 Duo processor</td>
<td>Safari (latest version on 64-bit Intel</td>
</tr>
<tr>
<td>2GB RAM</td>
<td>processors only)</td>
</tr>
<tr>
<td>Soundcard with speakers and microphone</td>
<td></td>
</tr>
<tr>
<td>or preferably a headset</td>
<td>Java</td>
</tr>
<tr>
<td>Webcam</td>
<td>Latest version</td>
</tr>
<tr>
<td>Mac Client</td>
<td>Internet Connection</td>
</tr>
<tr>
<td>OS X 10.8 or higher</td>
<td>Wired high speed access: Cable or</td>
</tr>
<tr>
<td>Intel i5 processor</td>
<td>better (wifi is not recommended)</td>
</tr>
<tr>
<td>2 GB RAM</td>
<td>Media Player</td>
</tr>
<tr>
<td>Internal, USB or external iSight</td>
<td>Flash (latest version)</td>
</tr>
<tr>
<td>microphone or preferably a headset</td>
<td>Adobe Reader</td>
</tr>
<tr>
<td>Webcam</td>
<td>Latest Version</td>
</tr>
</tbody>
</table>

**STUDENTS TRAVELLING OVERSEAS**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It's your responsibility to make sure you'll have adequate high speed Internet coverage for the entirety of the term.
Reading list

SOME GENERAL READINGS

- Berry, Jeffrey M. with David F. Arons. 2003. A Voice for Nonprofits
- Taking Inequality Seriously: The Lost Interview with Brian Barry”, http://www.newleftproject.org/index.php/site/article_comments/taking_inequality_seriously_lost_interview_with_brian_barry
- Gwen Brodsky and Shelagh Day, Poverty is a Human Rights Violation (The Poverty and Human Rights Project, 2001)

ORGANIZING

Advancing Democracy, Economic Equality and Social Justice, Matthew Berens, ed. Toronto: Between the Lines.

- The winter we danced: voices from the past, the future, and the Idle No More movement, edited by the Kino-nda-niimi Collective (Winnipeg: ARP Books, 2014
- Whose Streets: The Toronto G20 and the Challenges of Summit Protest, Tom Malleson and David Wachsmuth, eds. (Toronto: Between the Lines, 2011.
- Joel D. Harden, Quiet No More: New Political Activism in Canada and Around the Globe (Toronto: Lormier, 2013)
- Dave Meslin, “An Antidote to Apathy” in TedX Talk, online: http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy
- Dietlind Stolle and Cesi Cruz, “Youth Civic Engagement in Canada and Implications for Public Policy” (Sept 2005) Social Capital in Action 82

HOW TO CREATE AN ADVOCACY CAMPAIGN

- Real Clout Tool Box, From the Public Policy Institute, Boston, MA. Has some good samples http://www.realclout.org/?page_id=26

STRATEGIES AND TACTICS

- Nancy Amidei, So You Want to Make a Difference: Advocacy is the Key! https://www.foreffectivegov.org/sites/default/files/npadv/PDF/SYWTMADTOC.pdf

Syllabus: DEVS 361 Policy Advocacy and Field Specific Preparation Copyright Queen’s 2017
MEDIA

- FAIR (Fairness and Accuracy in Reporting) Media Activists Kit: http://fair.org/take-action-now/media-activism-kit/
- A Communications Evaluation Guide was developed by Communications Network and Asibey Consulting in 2008 to help advocates improve their communications efforts at the start of a campaign or as a campaign progresses. http://ccmc.org/tips/are-we-there-yet-a-communications-evaluation-guide/
- The Virtual Activist, A Training Course by NetAction, http://davesource.com/Fringe/Fringe/Politics/Virtual_Activist.html
Syllabus

DEVS 362 Globally Engaged Experiential Learning

COURSE AUTHOR

Course Author: Kathryn Fizzell

Initial Development Date: January 2018

COURSE CALENDAR DESCRIPTION

This course builds on DEVS 280 Global Engagement by facilitating an 80-hour experience related to global engagement. Students will engage with concepts of ethical engagement and relationship building as they are guided through a practical experiential learning opportunity in the field of global engagement.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

1. Apply standards of best practice when making decisions about potential experiential learning options.
2. Prepare for a global engagement experience by researching the political, economic, social and cultural environment of the region and organization where the experience will take place.
3. Engage in a self-reflexive process to assess the impact of personal motivations, cross-cultural understanding, and race, gender and other identity factors have on interactions and relationships during the globally engaged experience.
4. Collaborate with others before, during, and after a globally engaged experience to question historical patterns of engagement and representation, challenge assumptions and explore the complexity of issues.
5. Draw connections between theoretical concepts related to global engagement and practical experiences in the field.
6. Formulate plans for future action and engagement based on an analysis of the successes and challenges of a globally engaged experience.
DETAILED COURSE DESCRIPTION

Detailed Course Description

This course builds on the theory studied and skills developed in DEVS 280 Global Engagement by facilitating an 80-hour experience related to global engagement. Students will apply their theoretical understandings of global citizenship, motivations for engaging, postcolonial and critical race theory when making decisions regarding the nature of the opportunity they plan to pursue for the experiential learning component. Emphasis will be placed on applying strategies for building ethical relationships with host communities and host organizations studied in DEVS 360 to the specific contexts in which students will be engaging.

This course considers a globally engaged learning experience to be one that takes the form of a volunteer, practicum, internship, or work-related experience. It is designed to deepen a learner’s understanding of the social, political, cultural, and economic forces that shape our understanding development issues while also developing the practical and professional skills required for success in the field of global development.

Following Kolb’s experiential learning model, learners will be supported with preparatory academic work, guided reflection during the experience, and follow-up course material and activities upon completion of the experience (Kolb, 1984).

COURSE MATERIALS


All assignment instructions, supplementary exercises, and links to online resources are available on onQ.
SUGGESTED TIME COMMITMENT

You can expect to spend, on average, 4 hours per week completing relevant readings, assignments, and course activities. The experiential learning component of the course will require you to be involved in a global engagement activity approximately 10 hours per week, over the course of 8 weeks.

TOPICS

The course is divided into the following eight modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic and Key Questions to be Addressed</th>
</tr>
</thead>
</table>
| 1      | **Course Introduction: What is a Globally Engaged Experience?**  
What forms can the global engagement experience take in this course?  
How will critically reflexive learning be supported during my global engagement experience? |
| 2      | **Planning the Globally Engaged Experience**  
What are Standards of Best Practice?  
How can I apply them when evaluating options for a globally engaged experience?  
What questions can I ask of a host organization and host community to ensure that I am engaging in an ethical manner? |
| 3      | **Preparing to become Globally Engaged**  
What do I need to know about the social, political, cultural and economic environment of the organization and geographical location with which I’ll be engaging?  
What considerations need to be made in relation to risk management and health and safety while I’m globally engaged?  
How do my personal learning goals for the experience relate to the goals of the host organization or host community with which I’ll be working? |
| 4      | **Becoming Globally Engaged - Describing My Experience**  
What types of activities am I engaging in?  
What types of relationships am I forming through my global engagement experience?  
What are the main objectives of myself, my host organization and the host community that I’m engaging in? |
5. Critical Self-Reflection and Self Reflexive Practice while Globally Engaged - Examining My Experience
   What connections can I draw between theory and practice while I’m globally engaged?
   What questions can I ask of myself and my peers to encourage self-reflexivity during my global engagement experience?
   How can I challenge my own assumptions and learn through the perspective of another community?

6. Working Together Across Difference
   How can I apply my understanding of post-colonial and critical race theory to develop strategies that will lead to respectful and ethical relationships with my host organization or community?

7. Reflections on Building Ethical Relationships - Articulating My Learning from Experience
   What kinds of successes and challenges did I encounter in the field?
   What theories, practices and strategies shaped the process or relationship building while globally engaged?
   How did my relationships contribute to or hinder the success of the work I was engaged in?

8. Telling the Story and Planning for the Future
   How can I tell others about my experience with global engagement in a way that is both self-reflexive and respectful of the relationships I built while globally engaged?
   What conclusions from this experience have I been able to draw in relation to global development, action and engagement?
   How will I apply my learning in the future?

ASSESSMENTS

This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 362: Globally Engaged Experiential Learning Syllabus - ©Queen’s University 2017 Page 4 of 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT AND ACTIVITY OVERVIEW

We design quality courses with the goal to actively engage learners with the learning materials. Learners who actively participate in the learning environment take more responsibility for their performance and consider the course as more valuable and more directly related to their goals. That’s why we integrate active learning strategies in all our courses.

Here are strategies you'll find used in this course: discussion boards, small group work, problem solving exercises, peer review, learning plan design, live large group discussions.

**Global Engagement Placement Proposal - 5%**

The placement proposal requires you to provide us with a short biography indicating your educational and career goals, an overview of previous experiences with global engagement and your proposed

**Pre-Departure Analysis Paper - 20%**

The pre-departure analysis paper requires you to research the social, political, cultural, and economic climate of the location and organization that you'll be engaging with during the global engagement experience. Your paper should include an historical overview of the location and organization, considering the impact of colonialism, structural adjustment programs, local law and policies to the development-related issues faced by communities in this geographical region. When analyzing the organization you’ll be engaging with, you are asked to situate the organization's past projects, challenges and achievements with the context of the geographical location. You will also critically examine the organization's current focus of
activity, identify key stakeholders while analyzing the impact of neoliberal policies on the issue that your organization is seeking to tackle. You will conclude your paper with an overview of the contributions that you would like to make to the host organization or community.

**Global Engagement Learning Plan - 15%**

The Global Engagement Learning Plan will follow the same model as the course learning plan created in DEVS 280, with the focus being on the 80-hour global engagement experience. The learning plan will involve consultation with the supervisor connected to your global engagement experience. You will work with your supervisor to identify the key tasks and projects you will work on during the experience, and identify personal learning goals that complement the goals of the host organization and/or community. We will refer to the learning plan throughout the course as a means of reflecting of the experience and gathering feedback from your supervisor.

**Discussion Forums - 30%**

During the course, there will be 8 opportunities for you to engage in discussion forums with the entire class. The discussion forums will ask you to reflect on the course material from DEVS 360 as well as your personal learning plan and pre-departure Analysis paper in order to critically reflect on your global engagement experience. The discussion forums will prompt you to engage with your peers, share your thoughts, ideas, and generate further questions on the topic at hand.

**Post-Experience Analysis - 30%**

Your post-experience analysis requires you to provide a detailed overview of your experience, using the DEAL model for Critical Reflection developed by Ash & Clayton (2009). In a written, oral, or multimedia presentation style of your choice, you will

1. Describe your experience in an objective and detailed manner;
2. Examine the experience considering the specific learning goals outlined in your Global Engagement Learning Plan; and
3. Articulate your learning, including goals for future action that can be taken forward into your next global engagement experience

As you follow the steps outlined above you will identify key ethical and development-related issues you encountered while globally engaged and critically reflect on how your experiences in
the field relate to key concepts and arguments presented in DEVS 360 and any other relevant academic subjects you’ve studied. Your analysis should give equal consideration to the impact of the global engagement experience on your personal learning and career development, and the impact of your contribution on the host community and/or organization.

LATE POLICY

Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.

Please contact your TA or instructor if you’re concerned that you won’t be able to meet an assignment deadline. TA’s may use their own discretion in granting extensions on assignments, but as a general rule, serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.

Assignment return time - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

GRADING METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
</tbody>
</table>
CONTACTING YOUR INSTRUCTOR & TEACHING ASSISTANT

We have designed this course to allow for as much feedback on your work as we can fit in. Our team will be monitoring discussion forums daily and will provide feedback and make contributions where appropriate.

When you submit assignments for feedback from our team, feedback will be provided within 5 business days to make sure you have time to incorporate comments and suggestions into the final summative tasks that will be evaluated.

If you have questions, comments, or concerns that would be helpful for other students in the course, post them on the discussion forum titled “General Inquiries about Course Content and Assessments”. We will respond to this forum within 48 hours.

Use your Queen’s email for personal inquiries, or for academic accommodations and grades. If you need to have a more detailed conversation, schedule a virtual office meeting with your instructor and/or TA via Skype.

Contact details for the teaching team can be found on the front page of the course site.

COURSE FEEDBACK

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and exit tickets). Questionnaires are anonymous and the results are used to improve the student learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.
At various points in the course, you will also complete “Exit Tickets” (four in total). Completing these Exit Tickets will give you the opportunity to provide feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) and in Weekly Updates where appropriate.

Finally, you’ll receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at the student experience when taking DEVS 360: Global Engagement.

**NETIQUETTE**

In an online course, you often communicate with your peers and teaching team through electronic communication. You're expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writing before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.
9. Be clear - Make sure the subject line of your email or discussion forum post reflects your content.
10. Use appropriate language—If you have a question on whether or not you are too emotional, don't send the message, save it, and review it "later". All they have are your words, and your words can express the opposite of what you feel. Don't use ALL
CAPITAL LETTERS—it's equal to shouting or screaming.

11. Make a good impression—Your words and content represent you; review/edit your words before sending.

12. Remember the human—When you communicate online, you do not see a person’s face or expressions and makes for easy misinterpretation. A rule of thumb to remember is “Would I say this if I was talking face to face to this person?”

COPYRIGHT

The material on this website is copyrighted and is for the sole use of students registered in DEVS 360. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in DEVS 360. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY/ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to make sure they have an equitable opportunity to participate in all of their academic activities.

If You're a student with a disability and think you may require accommodations. You're strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in
which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course. For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**

<table>
<thead>
<tr>
<th><strong>Microsoft Windows Client</strong></th>
<th><strong>Supported Browsers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vista/Windows 7/Windows 8</td>
<td>Firefox (latest version)</td>
</tr>
<tr>
<td>Intel Core 2 Duo processor</td>
<td>Safari (latest version on 64-bit Intel processors only)</td>
</tr>
<tr>
<td>2GB RAM</td>
<td></td>
</tr>
<tr>
<td>Soundcard with speakers and microphone or preferably a headset</td>
<td>Java</td>
</tr>
<tr>
<td>Webcam</td>
<td>Latest version</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mac Client</strong></td>
<td><strong>Internet Connection</strong></td>
</tr>
<tr>
<td>OS X 10.8 or higher</td>
<td>Wired high speed access: Cable or better (wifi is not recommended)</td>
</tr>
<tr>
<td>Intel i5 processor</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Media Player</strong></td>
</tr>
<tr>
<td></td>
<td>Flash (latest version)</td>
</tr>
</tbody>
</table>
STUDENTS TRAVELLING OVERSEAS

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Syllabus

LLCU 111: Introduction to Cultures

Course Author: António Macedo, Lee Richard

Initial Development Date: June, 2017

Subject/Catalog Number(s): LLCU 111

Single or Multi-Term Course: Single Term

Course Units: 3.0

Application: This course is offered online through Continuing and Distance Studies (CDS). LLCU 111 will be a core course in the attainment of the GAEN Certificate.

LEARNING HOURS & TIME COMMITMENT

You can expect to spend, on average, about 10 hours per week completing relevant readings, assignments, and course activities.

COURSE CALENDAR DESCRIPTION

This course offers an overview of the theoretical framework behind the study of Intercultural Communication and proposes practical applications of these theories, including guest speakers, 5 integrated online activities on Intercultural Competence by the Queen's University International Centre (QUIC). Students will obtain a Certificate by QUIC.

LEARNING OUTCOMES

By the end of this course, you will;

1. Interpret and analyze the main theories and models behind Intercultural Communication

2. Explore, examine, assess and interpret how the theories on Intercultural Communication have affected and/or influenced culture and society today.

3. Analyze and interpret different texts and apply the tools of cultural analysis to enhance your skills in critical thinking.

4. Develop better intercultural communication skills and develop life-long transferable skills to apply towards future studies, employment and personal growth.

5. Conduct independent research, develop insight into contemporary society and culture and gain awareness that interpretations may vary depending on the perspective taken.

6. Recognize your own theoretical conviction and develop a willingness to explore other
points of view, linguistic sensitivity and analyse, compare and express the differences.

COURSE INTRODUCTION

This course has been designed to provide you with a historical and topical overview of the main theories and research related to Intercultural Communication, from the initial work done by Edward T. Hall and Geert Hofstede to more recent work such as Cultural Identity Theory, Model of Intercultural Conflict, Describe-Interpret-Evaluate (D.I.E.), Developmental Model of Intercultural Sensitivity (DMIS), Intercultural Developmental Continuum (IDC), Theory of Basic Values and exploring Culture Shock.

As often as possible, practical applications of these theories, whether through video, audio, written media, literature, or synchronous Q&A sessions with experts of certain cultures, especially ones which are taught at LLCU, will be incorporated into the course delivery.

The Queen’s University International Centre (QUIC) will also integrate themes from their 5-session workshops on Intercultural Competence, which are based on some of the theories outlined above, spread throughout the 12 weeks of the course, and will provide you with some basic skills and knowledge that will help you interact with cultural difference respectfully and effectively during your time at Queen’s and in future endeavors, thereby receiving an Intercultural Competence Certificate issued by QUIC.

TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>What is Culture?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Basic Concept of Intercultural Communication</td>
</tr>
<tr>
<td>Week 3</td>
<td>Intercultural Training in Historical Perspective</td>
</tr>
<tr>
<td>Week 4</td>
<td>Cultural Variability (Hofstede’s Dimensions)</td>
</tr>
<tr>
<td>Week 5</td>
<td>The DIE is cast: The continuing evolution of intercultural communication’s favorite classroom exercise</td>
</tr>
<tr>
<td>Week 6</td>
<td>Communicating with Strangers: An Approach to Intercultural communication</td>
</tr>
<tr>
<td>Week 7</td>
<td>Cultural Intelligence</td>
</tr>
<tr>
<td>Week 8</td>
<td>Constructive Intercultural Conflict Management</td>
</tr>
<tr>
<td>Week 9</td>
<td>The DMIS and the IDC - stages of intercultural development</td>
</tr>
<tr>
<td>Week 10</td>
<td>Theorizing Cultural Identifications: Critical Updates and Continuing Evolution</td>
</tr>
<tr>
<td>Week 11</td>
<td>An Overview of the Schwartz Theory of Basic Values</td>
</tr>
<tr>
<td>Week 12</td>
<td>Interpersonal Relationships on Television</td>
</tr>
<tr>
<td></td>
<td>What is Culture shock?</td>
</tr>
</tbody>
</table>
ASSESSMENT OVERVIEW

This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 of 12 Weekly Quizzes</td>
<td>Formative</td>
<td>15%</td>
<td>1</td>
</tr>
<tr>
<td>Cumulative Workbook</td>
<td>Formative &amp; Summative Elements</td>
<td>30%</td>
<td>2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>4 out of 5 Discussion Activities (theme based) (6% each)</td>
<td>Formative &amp; summative elements</td>
<td>25%</td>
<td>4, 5</td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>Formative &amp; Summative elements</td>
<td>30%</td>
<td>2, 3, 6</td>
</tr>
</tbody>
</table>

COURSE MATERIALS

We want to keep the course cost manageable, so we’ve organized the course resources in a way that either makes them free, or very affordable.

All course readings, lectures and videos will be available to you electronically via the course site.

Students will need to purchase access to a cultural competence personal assessment evaluation tool. The selection of this tool is still under review, our focus is to make it as valuable and affordable to our students as we can. Here is an example of one we are considering CQ report [https://culturalq.com/education-products/](https://culturalq.com/education-products/)

ASSESSMENT AND ACTIVITY OVERVIEW

We design quality courses with the primary goal to actively engage our learners with the learning materials. Research suggests learners who actively participate in the learning environment take more responsibility for their performance in the course and consider the course as more valuable and more directly related to their goals. This is the reason we integrate active learning strategies in all our courses.

Here are some example strategies you will find in this course: self reflection, discussion boards, small group work, debates, peer review, role play and many more.

ASSESSMENTS

10 of 12 Weekly Quizzes
You'll complete a quiz at the end of each week. This quiz will help you build and enhance your vocabulary, reinforce new concepts, find any gaps that need to be addressed in your knowledge or understanding, and help you gauge if you’re on track with coursework and readings. You're allowed as many attempts as necessary to achieve 80% or higher on each quiz. You'll earn 15% of your final grade by successfully completing 10 out of the 12 quizzes.

**Cumulative Workbook**

This is the backbone of this course, as throughout each week you will be asked to make entries in your personal workbook. Some of the entries will ask you to apply a certain framework to observe a situation, discuss the impact of activities you took part in, and reflect on your experiences as we move through the course. This will also be a personal artifact you can continue working on long after the course is over. The workbook is a collection of your ideas and work over time and will reflect 30% of your final mark.

**4 out of 5 Discussions (Live and Online)**

To challenge ourselves and apply the new methods introduced in this course, you will be asked to participate in discussions. The discussions will range from lively virtual and synchronous debates, to forum discussions of your impressions on a specific video, image or event to challenging ourselves to address sensitive or personally impacting ideas through a new lens. The course discussions will rely heavily on your participation and preparation - they reflect 25% of your final mark.

**Reflection Essay**

Reflection Essays describe an event or experience, and then analyze the meaning of that experience and what can be learned from it. You will follow a six step process to unpack an event or experience in the context of the themes explored in this course. This is a cumulative project that evolves over several phases and therefore is accordingly worth 30% of your final mark.

**KEY DATES**

<table>
<thead>
<tr>
<th>DATES TO BE INSERTED BY CDS</th>
<th>Tuition due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Term classes start</td>
</tr>
<tr>
<td></td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Last day to drop courses without financial penalty</td>
<td></td>
</tr>
<tr>
<td>Last day to drop courses without academic penalty</td>
<td></td>
</tr>
<tr>
<td>Fall Term classes end</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVE LEARNING**

We know that engaging students in active learning increases knowledge of content and promotes critical thinking and problem-solving abilities, while instilling a sense of belonging in the learning community. Additionally, being able to work effectively in a team is a skill that students will need throughout their academic studies, as well as in the workplace throughout their career.

In an online environment, we achieve these objectives through student participation in groups and various discussion activities where students are able to review each other’s work, comment on questions, and critically assess topics posed by the Instructor and/or peers, and so on. Students are also able to test out their ideas, receive feedback from TAs and clarify their understanding in this environment.

In addition to group work and discussion activities, we also use Adobe Connect software to facilitate an online classroom / meeting environment. There are 3 webinar sessions planned. These sessions will be one hour in length and cover pre-identified topics. As a rule, students are required to attend the session in its entirety and should refer to the Timeline for the specific dates/times when these will take place. These session will focus on your assessments (making them a valuable resource). Where possible, the sessions will be recorded for students to be able to access at any time.

**LATE POLICY**

Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.

Please contact your TA or instructor if you're concerned that you won't be able to meet an assignment deadline. TA's may use their own discretion in granting extensions on assignments, but as a general rule, serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.
Assignment return time - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

Students with documented accommodations should, if at all possible, confirm any modifications prior to the listed due date.

GRADING METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CONTACT THE INSTRUCTION TEAM

We have designed this course to allow for as much feedback on your work as we can fit in. As a rule, we will provide feedback on forum questions or technical issues as quickly as possible,
usually within 24 hours, to help you improve your work and to help you move forward to other courses in your university career.

Contact details for the teaching team can be found on the front page of the course site.

We are always happy to receive your questions and concerns (ones that may not be appropriate for the Course Questions and Comment Forum), and will respond as quickly as possible (although please keep in mind, due to other teaching commitments or even time differences, there may be a bit of a delay).

COURSE FEEDBACK

Add course feedback text here, you can use the following text and adjust it to your course:

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and Exit Tickets). The feedback is anonymous and results used to improve your learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen's email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you’ll also complete “Exit Tickets”. Completing these will give you the opportunity to give feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) or in the Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at your experience when taking LLCU 111.

NETIQUETTE

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT
The material on this website is copyrighted and is for the sole use of students registered in LLCU 111. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in LLCU 111. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY & ACCOMMODATIONS
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY
Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Familiarize yourself with the regulations concerning academic integrity and to make sure your assignments conform to the principles of academic integrity.

Information on academic integrity is available in the Arts and Science Calendar (see Academic
Regulation 1), on the Arts and Science website (http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course.

For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**

**Microsoft Windows Client**
- Vista/Windows 7/Windows 8
- Intel Core 2 Duo processor
- 2GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

**Supported Browsers**
- Firefox (latest version)
- Safari (latest version on 64-bit Intel processors only)

**Java**
- Latest version

**Internet Connection**
- Wired high speed access: Cable or better (wifi is not recommended)

**Mac Client**
- OS X 10.8 or higher
- Intel i5 processor
- 2 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

**Adobe Reader**
- Latest Version

**STUDENTS TRAVELLING OVERSEAS**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. **It is your responsibility to make sure you’ll have adequate high speed Internet coverage for the entirety of the term.**
RESOURCES AVAILABLE TO YOU

Queen's University Library is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.

- Queen’s University Library

Student Academic Success Services

- The Writing Centre
- Learning Strategies

Student Wellness Services supports the personal, academic and social development of students at Queen's University by providing a range of programmes and services appropriate to their needs, and by participating in associated activities.

- Student Wellness Services
- Counselling Services
- Accessibility Services
- Health Services

Career Services offers students, faculty, employers and alumni various services including workshops.

- Career Services

IT Support

- IT Support

Outlook 365 Email

- Outlook Web Interface

OnQ ANNOUNCEMENTS AND NEWS

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

OnQ QUESTION AND ANSWER FORUM

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

TIMELINE AND CALENDAR

The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.
If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
Appendix 3 - GAEC Student Demand

If a Certificate in Global Action and Engagement was offered, what priority would you place on enrolling while completing your undergraduate degree program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely High</td>
<td>21</td>
<td>17.2%</td>
</tr>
<tr>
<td>Relatively High</td>
<td>38</td>
<td>31.1%</td>
</tr>
<tr>
<td>Neither High nor Low</td>
<td>29</td>
<td>23.8%</td>
</tr>
<tr>
<td>Relatively Low</td>
<td>25</td>
<td>20.5%</td>
</tr>
<tr>
<td>Extremely Low</td>
<td>9</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Total: 122

What is the main reason for your decision to place low priority on potentially enrolling in this certificate program?
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have no interest in this subject matter</td>
<td>9</td>
<td>27.3%</td>
</tr>
<tr>
<td>I'm interested in pursuing individual courses but not the full requirements for a certificate</td>
<td>7</td>
<td>21.2%</td>
</tr>
<tr>
<td>I do not think this certificate will help me find a job upon graduation</td>
<td>4</td>
<td>12.1%</td>
</tr>
<tr>
<td>I have plans to attend grad school and thus, a certificate is of little value to me</td>
<td>4</td>
<td>12.1%</td>
</tr>
<tr>
<td>I do not have time for additional credentials/courses while completing my undergraduate degree</td>
<td>5</td>
<td>15.2%</td>
</tr>
<tr>
<td>I do not have time to complete the 40 required hours of experiential learning</td>
<td>1</td>
<td>3.0%</td>
</tr>
<tr>
<td>Other, please specify...</td>
<td>3</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Total: 33

What might make a program such as this more appealing to you? (check all that apply)
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offering the certificate fully in-class or in a blended format (both in-class and online)</td>
<td>11</td>
<td>34.4%</td>
</tr>
<tr>
<td>Reducing or eliminating additional costs for the certificate credential</td>
<td>12</td>
<td>37.5%</td>
</tr>
<tr>
<td>Offering a wider array of courses</td>
<td>7</td>
<td>21.9%</td>
</tr>
<tr>
<td>Having strong partnerships with external development organizations</td>
<td>14</td>
<td>43.8%</td>
</tr>
<tr>
<td>Increasing the experiential learning component of the program</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>Eliminating the requirement to complete 40 hours of experiential learning</td>
<td>6</td>
<td>18.8%</td>
</tr>
<tr>
<td>Nothing will make this certificate appealing to me</td>
<td>10</td>
<td>31.3%</td>
</tr>
<tr>
<td><strong>Other, please specify...</strong></td>
<td>2</td>
<td>6.3%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

If you were to pursue this certificate program, when would you most prefer to take the required courses?
If you were to pursue a certificate program, which educational format would appeal to you most?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entirely in-person</td>
<td>21</td>
<td>23.6%</td>
</tr>
<tr>
<td>Entirely online</td>
<td>16</td>
<td>18.0%</td>
</tr>
<tr>
<td>Blended (in-person and online)</td>
<td>52</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

Total: 89

Why are you potentially interested in obtaining a Global Action and Engagement Certificate?
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am very interested in the subject matter</td>
<td>12</td>
<td>13.6%</td>
</tr>
<tr>
<td>I’m interested in obtaining additional credentials that make me more</td>
<td>20</td>
<td>22.7%</td>
</tr>
<tr>
<td>attractive/marketable to employers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m interested in the experiential learning component of the program</td>
<td>7</td>
<td>8.0%</td>
</tr>
<tr>
<td>I’m interested in the opportunity to obtain an additional credential</td>
<td>11</td>
<td>12.5%</td>
</tr>
<tr>
<td>concurrently with my undergraduate degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td>38</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

Total: 88

When choosing a program, how important are each of the following features to you?
<table>
<thead>
<tr>
<th>Variable</th>
<th>Important</th>
<th>Neutral</th>
<th>Not Important</th>
<th>Total: 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual projects built into the program</td>
<td>58</td>
<td>26</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.7%</td>
<td>29.9%</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>Group/team-based projects</td>
<td>25</td>
<td>40</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28.7%</td>
<td>46.0%</td>
<td>25.3%</td>
<td></td>
</tr>
<tr>
<td>Industry specific case studies</td>
<td>64</td>
<td>21</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>73.6%</td>
<td>24.1%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Experiential learning component</td>
<td>71</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>81.6%</td>
<td>13.8%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Focus on career development</td>
<td>63</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>72.4%</td>
<td>26.4%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Engaging with industry experts and leaders</td>
<td>72</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>82.8%</td>
<td>16.1%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Focus on personal leadership skills</td>
<td>59</td>
<td>26</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>67.8%</td>
<td>29.9%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Culminating capstone course</td>
<td>27</td>
<td>53</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31.0%</td>
<td>60.9%</td>
<td>8.0%</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your interest in the following topics.
<table>
<thead>
<tr>
<th>Variable</th>
<th>Interested</th>
<th>Neutral</th>
<th>Not Interested</th>
<th>Total: 87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous issues</td>
<td>58 (66.7%)</td>
<td>19 (21.8%)</td>
<td>10 (11.5%)</td>
<td></td>
</tr>
<tr>
<td>Gender and development</td>
<td>62 (71.3%)</td>
<td>19 (21.8%)</td>
<td>6 (6.9%)</td>
<td></td>
</tr>
<tr>
<td>Globalization and development</td>
<td>73 (83.9%)</td>
<td>13 (14.9%)</td>
<td>1 (1.1%)</td>
<td></td>
</tr>
<tr>
<td>Global citizenship</td>
<td>55 (63.2%)</td>
<td>30 (34.5%)</td>
<td>2 (2.3%)</td>
<td></td>
</tr>
<tr>
<td>Ethical practices for engaging with host communities and organizations</td>
<td>70 (80.5%)</td>
<td>17 (19.5%)</td>
<td>0 (0.0%)</td>
<td></td>
</tr>
<tr>
<td>Social justice and solidarity work</td>
<td>60 (69.0%)</td>
<td>25 (28.7%)</td>
<td>2 (2.3%)</td>
<td></td>
</tr>
<tr>
<td>Policy advocacy</td>
<td>53 (60.9%)</td>
<td>29 (33.3%)</td>
<td>5 (5.7%)</td>
<td></td>
</tr>
<tr>
<td>Humanitarian assistance</td>
<td>71 (81.6%)</td>
<td>15 (17.2%)</td>
<td>1 (1.1%)</td>
<td></td>
</tr>
<tr>
<td>Health and development</td>
<td>67 (77.0%)</td>
<td>16 (18.4%)</td>
<td>4 (4.6%)</td>
<td></td>
</tr>
<tr>
<td>Technology and development</td>
<td>46 (52.9%)</td>
<td>31 (35.6%)</td>
<td>10 (11.5%)</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your interest in the following types of experiential learning opportunities being included in the program.
<table>
<thead>
<tr>
<th>Variable</th>
<th>Interested</th>
<th>Neutral</th>
<th>Not Interested</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering, interning, or working with an organization</td>
<td>79</td>
<td>7</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>90.8%</td>
<td>8.0%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>A professional project taken on in addition to current responsibilities at a place of employment</td>
<td>64</td>
<td>18</td>
<td>5</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>73.6%</td>
<td>20.7%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>Creating and facilitating a workshop and/or mini-conference (in-person or online)</td>
<td>47</td>
<td>27</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>54.0%</td>
<td>31.0%</td>
<td>14.9%</td>
<td></td>
</tr>
<tr>
<td>Policy advocacy work</td>
<td>47</td>
<td>30</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>54.0%</td>
<td>34.5%</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td>Planning and carrying out a form of social activism</td>
<td>57</td>
<td>26</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>65.5%</td>
<td>29.9%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Attending a conference related to issues of global development</td>
<td>70</td>
<td>15</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>80.5%</td>
<td>17.2%</td>
<td>2.3%</td>
<td></td>
</tr>
</tbody>
</table>

Upon graduation, what career path(s) most interests you?
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Count Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global business</td>
<td>6</td>
<td>6.9%</td>
</tr>
<tr>
<td>Community development work</td>
<td>5</td>
<td>5.7%</td>
</tr>
<tr>
<td>Engineering or technology</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Foreign service</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Government administration</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Health policy planning</td>
<td>6</td>
<td>6.9%</td>
</tr>
<tr>
<td>Human rights advocacy</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>Immigration</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>International aid/humanitarian work</td>
<td>8</td>
<td>9.2%</td>
</tr>
<tr>
<td>Journalism</td>
<td>5</td>
<td>5.7%</td>
</tr>
<tr>
<td>Labour relations</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Law/legislation</td>
<td>16</td>
<td>18.4%</td>
</tr>
<tr>
<td>NGO/development worker</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Public policy</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Social work</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

Total: 87

How valuable do you think a program like this would be for achieving your career objectives upon graduation?
### Response Count

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely valuable</td>
<td>39</td>
<td>44.8%</td>
</tr>
<tr>
<td>Somewhat valuable</td>
<td>36</td>
<td>41.4%</td>
</tr>
<tr>
<td>Unsure</td>
<td>11</td>
<td>12.6%</td>
</tr>
<tr>
<td>Not valuable</td>
<td>1</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Total: 87

### What is your current field of study?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>5</td>
<td>4.3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>21</td>
<td>17.9%</td>
</tr>
<tr>
<td>Languages</td>
<td>2</td>
<td>1.7%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>10</td>
<td>8.5%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>8</td>
<td>6.8%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>39</td>
<td>33.3%</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>4.3%</td>
</tr>
<tr>
<td>Engineering and Applied Science</td>
<td>2</td>
<td>1.7%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>13</td>
<td>11.1%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Total: 117

### What year are you in?
<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>24</td>
<td>20.7%</td>
</tr>
<tr>
<td>2nd</td>
<td>46</td>
<td>39.7%</td>
</tr>
<tr>
<td>3rd</td>
<td>27</td>
<td>23.3%</td>
</tr>
<tr>
<td>4th</td>
<td>13</td>
<td>11.2%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Total: 116

As we develop this program, would you be interested in receiving more information about the program and how to apply?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>49.1%</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>50.9%</td>
</tr>
</tbody>
</table>

Total: 110

If yes, please provide your email address or phone number so we can send you an email or a text message.

If you have any additional feedback / comments, please share them below.

Please share your email address if you would like to enter the draw for Starbucks gift cards and a Queen's gift bag.
Global Action and Engagement Certificate

GAEN-C-GAE

Subject: Administered by the Department of Global Development Studies.

Plan: Consists of 18.0 units as described below.

Program: The Plan will lead to a Certificate in Global Action and Engagement.

<table>
<thead>
<tr>
<th>1. Core</th>
<th>(12.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>12.0 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Option</th>
<th>(6.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>3.0 units</td>
</tr>
<tr>
<td>B.</td>
<td>3.0 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Supporting</th>
<th>(0.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Additional Requirements

5. Substitutions

6. Notes

A. No more than 9.0 units of core and option courses may be counted toward the requirements of both the Certificate and another program.

B. No more than 9.0 units of core and option courses may be transfer credits from outside Queen’s University.

C. Students may take both of DEVS 361/3.0; DEVS 362/3.0

Global Action and Engagement Certificate Course List

The following list contains courses offered through other Departments. In accordance with Academic Regulation 2.5 (Access to Classes), students do not have enrolment priority in all of these courses. Access to these courses may only be made available during the Open Enrolment period, and then only if space permits.

GAEN_Options

Global Action and Engagement Options

DEVS 220/3.0; DEVS 221/3.0; DEVS 230/3.0; DEVS 240/3.0; DEVS 250/3.0; DEVS 260/3.0; DEVS 292/3.0; DEVS 293/3.0; DEVS 305/3.0; DEVS 311/3.0; DEVS 320/2.0; DEVS 330/3.0; DEVS 333/3.0; DEVS 361/3.0; DEVS 362/3.0; DEVS 392/3.0; ENGL 259/3.0; FRST 125/3.0; GPHY 227/3.0; HIST 200/3.0; HIST 207/3.0; HIST 214/3.0; HIST 252/3.0; HIST 270/3.0; LLCU 209/3.0; BMED 271/3.0; BMED 471/3.0
Program Name: Certificate in Global Action - Conservative Budget with BIU

Enrollment: 10 students in Year 1 growing to 59 in Year 3 at steady state, with 2 years to complete program

% of Program taken in Year 1
FAS Students and Distance Students: 50% of 10 students = 5 units each for Year 1 (total 10 units)

% of Program taken in Year 2
FAS Students: 5 units (10/20) = 25% Distance Students: 5 units (10/20) = 25%

% of Program taken in Year 3
FAS Students: 10 units (20/20) = 50% Distance Students: 10 units (20/20) = 50%

Enrollment Distribution: 50% FAS students & 50% Distance students with % split to remain for planning purposes.

Revenue:

- TAs Yr 1: 6 units in Year 1 - incremental revenue = 6 of 9 units
- TAs Yr 2: 9 units in Year 1 - incremental revenue = 9 of 18 units
- TAs Yr 3: 9 units in Year 2 - incremental revenue = 9 of 18 units

Marketing fees:

- 0.33 of program fee in Year 1
- 0.30 of program fee in Year 2
- 0.33 of program fee in Year 3
- 0.30 of program fee in Year 4
- 0.33 of program fee in Year 5

Books/materials:

- 5,000 of 5,100 per course

Other:

- 5,714

Attribution:

- Program fee
- Domestic
- International
- Non-tuition
- Tuition

Benefits:

- TA - Salaries (includes benefits)
- Adjunct Salaries
- Academic salaries and professional fees

Academic salaries and professional fees:

- 30,000
- 31,212
- 31,836
- 32,473
- 33,134

Government grant revenue:

- 100,216
- 104,540
- 105,549
- 107,433
- 109,437

Gifts and grant revenue:

- 49
- 50
- 53
- 59
- 63

Total Reduction:

- International
- Domestic

Enrolment Reductions if any Required to Accommodate Growth in New Program:

- 0
- 10
- 10
- 10
- 10

Maintenance fees:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Emerald Surplus/Deficit:

- Cumulative Surplus
- Net Revenue
- Total expenses

Total expenses:

- 214,047
- 214,047
- 214,047

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Adjunct Salaries:

- 30
- 31
- 32
- 33
- 34

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Enrolment Distribution: % of Program taken in Year 1

- FAS Students: 50%
- Distance Students: 50%

Enrolment Distribution: % of Program taken in Year 2

- FAS Students: 25%
- Distance Students: 25%

Enrolment Distribution: % of Program taken in Year 3

- FAS Students: 50%
- Distance Students: 50%

Revenue:

- Total net new revenue from proposed program
- $310,304
- $310,304
- $310,304
- $310,304
- $310,304

Revenue:

- Total Fees
- Domestic
- International

Revenue:

- Non-tuition revenue
- Tuition revenue
- Domestic program fees
- International program fees

Assumptions:

- Program fee
- Domestic
- International

Attribution of Central Shared Services:

- Program Development
- Direct program costs
- Books and materials
- Maintenance fees
- Marketing

Books and materials:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Maintenance fees:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Marketing:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Books and materials:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Total Reduction:

- International
- Domestic

Enrolment Reductions if any Required to Accommodate Growth in New Program:

- 0
- 10
- 10
- 10
- 10

Maintenance fees:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Emerald Surplus/Deficit:

- Cumulative Surplus
- Net Revenue
- Total expenses

Total expenses:

- 214,047
- 214,047
- 214,047

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Adjunct Salaries:

- 30
- 31
- 32
- 33
- 34

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Enrolment Distribution: % of Program taken in Year 1

- FAS Students: 50%
- Distance Students: 50%

Enrolment Distribution: % of Program taken in Year 2

- FAS Students: 25%
- Distance Students: 25%

Enrolment Distribution: % of Program taken in Year 3

- FAS Students: 50%
- Distance Students: 50%

Revenue:

- Total net new revenue from proposed program
- $310,304
- $310,304
- $310,304
- $310,304
- $310,304

Revenue:

- Total Fees
- Domestic
- International

Revenue:

- Non-tuition revenue
- Tuition revenue
- Domestic program fees
- International program fees

Assumptions:

- Program fee
- Domestic
- International

Attribution of Central Shared Services:

- Program Development
- Direct program costs
- Books and materials
- Maintenance fees
- Marketing

Books and materials:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Maintenance fees:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Marketing:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Books and materials:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Total Reduction:

- International
- Domestic

Enrolment Reductions if any Required to Accommodate Growth in New Program:

- 0
- 10
- 10
- 10
- 10

Maintenance fees:

- 5,000
- 5,100
- 5,202
- 5,306
- 5,408

Emerald Surplus/Deficit:

- Cumulative Surplus
- Net Revenue
- Total expenses

Total expenses:

- 214,047
- 214,047
- 214,047

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Adjunct Salaries:

- 30
- 31
- 32
- 33
- 34

Adjuncts:

- 10
- 10
- 10
- 10
- 10

Enrolment Distribution: % of Program taken in Year 1

- FAS Students: 50%
- Distance Students: 50%

Enrolment Distribution: % of Program taken in Year 2

- FAS Students: 25%
- Distance Students: 25%

Enrolment Distribution: % of Program taken in Year 3

- FAS Students: 50%
- Distance Students: 50%
This module is to be completed by the Academic Units in consultation with the Faculty Office(s) and/or School of Graduate Studies as appropriate as well as the Office of Planning and Budgeting.

### Summarize the additional resources needed to implement the program under the following headings (where applicable)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>3 adjunct faculty will be required to mount this program</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. number of 0.5-credit courses)</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>The program has been designed to best utilize existing staff</td>
</tr>
<tr>
<td>(include number or fraction of FTEs)</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>Based on the projected enrollment numbers, we do not expect there to be a requirement for TAs. That said, we have allocated $5000 in case a TAs are required growing to $10,000.</td>
</tr>
<tr>
<td>(include number of TA hours)</td>
<td></td>
</tr>
</tbody>
</table>

### Other Non-Academic University Services

*Indicate which of the following Services will be needed. Provide details as needed.*

<table>
<thead>
<tr>
<th>Service</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Services</td>
<td>Minimal additional resources are anticipated as the participants in this Certificate are primarily existing Queen’s students and anticipated distance student enrollments are small</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Minimal support will be required with the hiring of adjunct faculty</td>
</tr>
<tr>
<td>Advancement</td>
<td>No support required</td>
</tr>
<tr>
<td>Student Services</td>
<td>Incremental based on new enrolment. Same level of service as for students enrolled in other undergraduate certificate programs. These students may increase participation in Career Services and Counseling, however we expect this to be a minimal impact.</td>
</tr>
<tr>
<td>Residences</td>
<td>No additional resources are anticipated as the participants in this Certificate are existing Queen’s students and distance students will be enrolled off-campus.</td>
</tr>
<tr>
<td>Administrative services</td>
<td>Incremental based on new enrolment, development of certificate application system, creation of new program codes etc., student tracking and completions</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Complete the budget template found on the QUAP website in consultation with the Faculty Financial Officer and the Registrar detailing one-time expenses (monies that will only be required once for start-up), base funds (year after year expenses), all other expenses and revenues from all sources for each year until steady state is reached. Consultations with the Office of Planning and Budgeting are also recommended. Include a narrative to accompany the budget template [maximum 2 pages; use of subheadings suggested].

The program has been designed to best utilize existing staff and faculty resources. However, some additional resources will be required to mount the program, including investments in adjunct faculty of roughly $30,000 per year. The program also received $214,047 in funding from e-campus Ontario to support the development of the on-line courses required to mount the program. The budget also accounts for $5,000 annually for on-line course maintenance and updating. To support the marketing of the program, $2,000 will be required annually and $6,000 has been allocated for benefits associated with adjunct salaries. Also, based on the projected enrollment numbers, we do not expect there to be a requirement for TAs. That said, we have allocated $5000 in case the certificate surpasses expected enrollment projects resulting in the need for a TA and $10,000 in the outer years based on enrollment numbers.

If other sources are needed, list the sources and indicate if the funds have been applied for and if they have been secured.

Net Impact of the Proposed Program

Summarize any other resource or funding implications of the proposed program.

Revenue for this proposed program will come primarily from the new tuition fees and BIU funding. As stated above, the Faculty also received $214,047 in funding from e-campus Ontario to off-set the costs associated with the development of the on-line courses required to mount the program. It is anticipated that the proposed program will steadily grow over the next few years and will reach an annual intake of 30 students with 5% attrition expected. It is anticipated that it will take students two years to complete the certificate requirements (18 units). As a result, it is anticipated that all initial start-up and administration costs will be recovered in Year 2 and a cumulative net surplus to the University of approximately $17,000 in Year 2 and annual net revenue of $104,000 in Year 5.