



## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation	<input type="checkbox"/>
Decision	<input checked="" type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

**DATE:** 28 January 2020

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Final Assessment Report Executive Summaries – Bachelor of Science in Chemistry and Bachelor of Arts in Political Science Program Reviews

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### COMMITTEE MANDATE:

In accordance with Articles 8.10 (a)(b) of By-law Number 1, the Academic Council “holds delegated authority from the Board to establish academic standards and curricular policies and procedures of the University and to regulate such standards, policies and procedures, including

- ii) To determine and regulate the contents and curricula of all courses of study”.

And, “Academic Council may appoint committees and authorize them to exercise its powers under this section”.

Under the Undergraduate Studies Committee (USC) Terms of Reference, USC is to “to approve Final Assessment Reports (FARs) and action plans arising out of the cyclical review of undergraduate programs and report to Academic Council on the outcomes of reviews conducted during the academic year”.

### MOTION FOR CONSIDERATION:

***That, pursuant to the recommendation of USC, Academic Council approve the Final Assessment Report Executive Summaries for the Bachelor of Science in Chemistry and the Bachelor of Arts in Political Science Cyclical Program Reviews.***

### BACKGROUND/CONTEXT & RATIONALE:

Recent program reviews were completed for the Bachelor of Science in Chemistry and the Bachelor of Arts in Political Science programs. The Final Assessment Report

provides a summary of the outcomes and action plans resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement.

**RESOURCES REQUIRED:**

A number of recommendations and the Faculties' plans to address them are outlined in the Final Assessment Report. Information and support will be required from various areas of the University in order to implement the plan.

**COMPLIANCE WITH POLICY/LEGISLATION:**

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

**NEXT STEPS:**

- Following approval by Academic Council, the Executive Summaries will then be presented to the Board of Governors for information and posted to the University's website

**SUPPORTING REFERENCE MATERIALS:**

- Program Review Executive Summaries



**FINAL ASSESSMENT REPORT**  
**Executive Summary**  
**November 8, 2019**  
**Bachelor of Science (Hons) in Chemistry**  
**Program Review**  
**Dean: Greg Crawford**

Under Ontario Tech University's Quality Assurance Framework, all degree programs are subject to a comprehensive review every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

On the completion of the program review, the self-study brief together with the reviewers' report and the assessment team's response are reviewed by the appropriate standing committee of Academic Council, and are subsequently reported to Academic Council, the Board of Governors and the Quality Council.

In the 2017-2018 academic year a program review was scheduled for the Bachelor of Science (Hons) in Chemistry program. This is the second program review for this program and the internal assessment team is to be commended for undertaking this assignment in addition to an already challenging workload and within a very tight timeline. The following pages provide a summary of the outcomes and action plans resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. A report from the program outlining the progress that has been made in implementing the recommendations will also be put forward in eighteen months' time.

**External Reviewers:** Alex Adronov (McMaster University) and Travis D. Fridgen (Memorial University)  
**Site Visit:** February 25-26, 2019

### **Program Overview**

The Bachelor of Science (Hons) in Chemistry program covers the main divisions of chemistry, including physical chemistry, analytical chemistry, organic chemistry, inorganic chemistry, and biochemistry. First year courses in calculus, biology, chemistry, and physics provide a sound and broad foundation in the core areas of science. Learning occurs via classroom lectures, tutorials, laboratories, computer simulations and via independent research. Learning and teaching is augmented by the integration of software available on students' personal computers. Students study in state-of-the-art laboratories and classrooms, and benefit from Science professors who are active in the frontier of research and teaching. Ontario Tech University (Ontario Tech) offers a BSc (Hons) in Chemistry, with the option of two specializations – Pharmaceutical Chemistry and Chemical Biology.

Similar to other Ontario Tech Science programs, the Chemistry program produces highly versatile graduates, equipped with a solid foundation for a wide variety of exciting careers. Chemistry graduates may find stimulating opportunities in industry, academia, government, and the private sector. Graduates can also pursue advanced degrees, including medicine, law, business, education, and research-based M.Sc and Ph.D programs in graduate schools.

#### **Significant Strengths of the Program**

- The specializations within the program have been relatively small, allowing students ready access to faculty, with relatively small class sizes.
- Faculty and staff expertise, the presence of active research groups with well-equipped labs, and good predisposition for supervising both undergraduate and graduate students are all significant strengths of the program.
- The existence of outstanding opportunities for undergraduate students to work on exciting research projects in the fields of chemical biology, organic, materials and/or pharmaceutical chemistry.
- Many of these undergraduates have received awards and participated in peer-reviewed publications.
- Exchange programs with China, Japan, and the United Kingdom open new opportunities for research placements overseas.
- Undergraduate labs provide training with state-of-the-art equipment and important chemistry-specific software.
- The instrumental analytical chemistry components allow students regular, hands-on exposure to sophisticated equipment.

#### **Opportunities for Program Improvement and Enhancement**

- Examine applying for accreditation with the Canadian Society for Chemistry (CSC).
- Revisit lab requirements in the curriculum to address the heavy student workload in the program, specifically in terms of the extent of lab report writing.
- Examine potential safety concerns regarding lab facilities including lab exits and fire escapes.
- Examine of the minimum admissions average and high school admission requirements for the program.
- Examine the possibility of increasing the course credits assigned to the thesis project course.
- Evaluate alternative experiential learning approaches.
- Understand better what the barriers are to engagement in the co-op program and to determine how best to improve participation.

#### **The External Review**

The site visit took place on February 25-26, 2019. Dr. Alex Adronon and Dr. Travis Fridgen met with members of the Faculty as well as key stakeholders at the University, including Dr. Robert Bailey – Acting Provost, Dr. Greg Crawford – Dean (by teleconference), Dr. Sean Forrester – Associate Dean, Dr. Liliana Trevani – Chemistry Program Director and members of the internal assessment team and a number of faculty, staff, and students.

The Faculty was grateful for the thoughtful and thorough review provided. The external reviewers recognized the high quality of the faculty, the rigorousness of the program, and the innovation in the content and delivery of the programs.

The reviewers identified twelve recommendations, some of which have multiple components. The Faculty values the recommendations and have been very thoughtful in their responses.

### **Summary of Reviewer Recommendations and Faculty Responses**

#### ***Recommendation 1***

*Seek accreditation from the Canadian Society for Chemistry (CSC).*

#### ***Response***

The Chemistry Faculty and Dean agree this is a high priority. Accreditation was identified as an important step forward in the last UPR, although no progress has yet been made. Furthermore, a recent survey by the Dean revealed the vast majority of other Ontario universities have their undergraduate Chemistry programs accredited. It is important for our program's credibility, to our students and prospective students, to seek accreditation. The Dean has already assigned one faculty member to gather preliminary information on requirements, timelines, and costs associated with accreditation.

#### ***Recommendation 2***

*Revisit the minimum admissions average and high school admission requirements for first year chemistry, with the specific recommendation that high school chemistry be a prerequisite.*

#### ***Response***

The Faculty will work with the Office of Institutional Research and Analysis to examine what percentage of the majors do not enter the program with high school Chemistry and to determine if that is a useful predictor for determining program success. At the earliest, new admission standards would affect students who enrol for fall 2021.

#### ***Recommendation 3***

*Reduce the workload requirement in the laboratory components of the Chemistry program. For example, focus on lab skills, some simplifications to lab write-ups, and opportunities for students to revise their writing based on feedback provided.*

#### ***Response***

The preliminary goal of the Faculty will be to start a pilot project in one of the third-year courses, as early as January 2020, and based on the results, expand to the other lab courses over the next few years. We will also consult the chemistry education research literature, colleagues at Ontario Tech University's Teaching and Learning Centre (TLC), and the Canadian Chemistry SLI lab coordinators group to identify best/emerging practices.

#### ***Recommendation 4***

*Make a number of changes to the curriculum program (details in the External Review).*

#### ***Response***

Some changes are likely to be relatively easy (e.g., the laboratory for CHEM 4040U will be eliminated; some of those labs might be reworked into in other 3rd year courses). Other suggestions, however, have significant implications (e.g., reasonable student workloads across all 4 years; the appropriate sequencing of information presentation across the curriculum). The faculty will sit down and review the

program as a whole, including the reviewers' recommendations, then make thoughtful changes to improve the curriculum over the next few years.

**Recommendation 5**

*Increase social/educational events, outside the classroom, to increase student and faculty engagement, including the resurrection of the undergrad student society.*

**Response**

The faculty will reflect on what extracurricular activities might be the most valuable, given the available resources, and determine how best to prioritize efforts. The faculty agree that it would be beneficial to see the Chemistry Student Society resurrected and are happy to attempt promote this, but note that such an organization is ultimately 'owned' and run by students.

**Recommendation 6**

*The faculty should have a budget for maintenance and repair of equipment.*

**Response**

The Chemistry faculty supports this recommendation. However, the Dean notes that the overall relatively small size of the Chemistry program and Faculty of Science budgets, coupled with an inconsistent ability to be able to carry forward funds from one year to another, means it makes more sense to hold the budget centrally at the Faculty level.

**Recommendation 7**

*It is strongly recommended that lab renovations be undertaken to install two exits in every undergraduate lab.*

**Response**

The Chemistry faculty are strongly in agreement and some solutions have been proposed. The Dean has agreed to bring the specific concerns identified by the external reviewers and the Chemistry faculty to the Health and Safety Officer.

**Recommendation 8**

*Create a teaching faculty position in the unit to greatly decrease reliance on sessional instructors and create at least one tenure track appointment in the unit.*

**Response**

These two recommendations are roughly consistent with two hiring priorities identified by the Chemistry faculty in their self-study. The Dean also notes that both of these requests were identified in the Faculty of Science unit plan, developed for September 2018. The Dean's goal was to hire the teaching faculty position for summer 2019 (and two more tenured and tenure-track (TTT) faculty between 2020 and 2023), but institutional budget cuts ensued.

Even with the reduction in student enrolments, the practical need for, and value of, a teaching faculty member is clear, particularly in support of the undergraduate labs. Thus, an additional TTT faculty member is a slightly longer term priority, requiring additional office and lab space. We suspect this may have to wait until the budget environment improves and possibly program enrolment increases.

**Recommendation 9**

*The reviewers recommend that the university adopt an open process for granting Canada Research Chairs (CRC) and other similar research chairs, which includes a committee composed of faculty from various units in the university that is tasked with making selections.*

**Response**

This recommendation is a partial response to the desire expressed in the Chemistry self-study regarding a CRC position in that program, “to reflect the above-average contribution of the Chemistry division to research grants in the Faculty of Science.” The Dean believes that the reviewers’ recommendation is outside the purview of the program review, but that it is valuable advice. As a new Associate VP Research and Innovation has recently been hired, the time is opportune to share this perspective.

**Recommendation 10**

*The reviewers recommend a Chair administrative role should be established with at least a 50% reduction in teaching load.*

**Response**

This is in alignment with the Chemistry’s self-study, which speaks to concerns about the Undergraduate Program Director’s (UPDs) role being to essentially act as a Chair with one course release. In particular, it was noted that this is particularly “problematic due to the size and complexity of the chemistry program.”

The Dean notes that course releases for program directors are defined in the Collective Agreement. Furthermore, the course release for the few Department Chairs the university has is exactly the same as that for Program Directors. The Dean is, however, prepared to discuss with the Chemistry Program Director the workload of that role, in contrast to the workload of other UPDs in the Faculty of Science, and to determine if and where it is appropriate to alleviate some of the Chemistry UPD responsibilities.

**Recommendation 11**

*Increase the amount of TAing done by senior undergrads in the program (as opposed to long-term, “contract” TAs).*

**Response**

We will reflect on this suggestion, but note that TAs are unionized positions and there are built-in requirements for how such positions get hired.

**Recommendation 12**

*The reviewers also recommended allowing students to volunteer in research labs.*

**Response**

A draft volunteer policy has been developed and piloted on a few occasions (there are roughly 5 volunteers in the Faculty of Science for the spring/summer of 2019). The Faculty will work with Human Resources to get this policy approved through the university’s formal processes.

**Plan of Action**

The table below presents a timeline of the actions planned to address the recommendations from the external report.

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow Up*</b>	<b>Timeline</b>	<b>Resources/Support Needed</b>
Pursue Accreditation	(a) Investigate process, requirements, timelines, costs  (b) Develop a plan and associated timelines for accreditation application	Chemistry Faculty / Dean  Chemistry Faculty / Dean / Advisors / Academic Planning Specialist / Other stakeholders as required	September 2019  September 2019 -January 2020	
Re-examine Admission Requirements	Determine what, if any, changes will be made for Fall 2020 admissions	Chemistry UPD / Dean / Chemistry Faculty / Registrar	December 2019	
Review Student Workload in Laboratories and Modify as appropriate	(a) Pilot changes in at least one lab course and assess consequences  (b) Implement changes in other lab courses as deemed appropriate	Chemistry Faculty (esp. lab-based TFs)  Chemistry Faculty (esp. lab-based TFs)	April 2020  September 2020 – April 2022	
Review Chemistry Curriculum and Implement Appropriate Changes		Chemistry Faculty	September 2019 – September 2023 (potentially ongoing)	
Enhancing Student-Faculty and Student-Student Engagement Outside the Curriculum	Review Options, Pilot One-Two Events, and Assess Next Steps	Chemistry Faculty	April 2020	
Address Laboratory Infrastructure Concerns	(a) Review concerns brought forward by reviewers and faculty; assess the relative	Dean / Chemistry Faculty (esp. lab-based TFs) / H&S Officer / OCIS / Other Stakeholders as Necessary	June 2019 – February 2020	



	importance and urgency of each  (b) develop plan to address urgent issues and prioritize those item	Dean / Chemistry Faculty (esp. lab-based TFs) / H&S Officer / OCIS / Other Stakeholders as Necessary	September 2019 – December 2020 (potentially ongoing)	
Staffing	(a) Seek Permission to Hire Chemistry TF for Summer 2020  (b) Seek Permission to Hire Chemistry TTT for 2022  (c) Review Options for Hiring Senior Undergrad TAs	Dean / Provost  Dean / Provost  UPD / Chemistry Faculty	June 2019 – January 2020  June 2021 – January 2022  June 2019 – June 2020	
Adopt an open process for granting CRC and other similar research chairs	Convey Faculty and Reviewer Perspective on CRC to Senior Management	Dean	October 2019	
Formalize Volunteer Policy	(a) Seek to establish a committee and review current version of draft policy and make any preliminary revisions  (b) Submit draft policy to institutional policy approval process	HR (policy owner) / Dean / Executive Director, ORS / a few faculty representatives (consultation) / other stakeholders as required  HR / other stakeholders as required	July 2019 – December 2019  July 2019 – December 2019	

\*The Dean of the Faculty, in consultation with the Program Review Chair shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented to Academic Council and the Board of Governors and filed in the Office of the Provost and Vice-President (Academic).

**Due Date for 18-Month Follow-up on Plan of Action:** December 10, 2020

**Date of Next Cyclical Review:** 2024-2026



**FINAL ASSESSMENT REPORT**  
**Executive Summary**  
**November 8, 2019**  
**Bachelor of Arts (Hons) in Political Science**  
**Program Review**  
**Dean: Dr. Peter Stoett**

Under Ontario Tech University's Quality Assurance Framework, all degree programs are subject to a comprehensive review every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

On the completion of the program review, the self-study brief together with the reviewers' report and the assessment team's response are reviewed by the appropriate standing committee of Academic Council, and are subsequently reported to Academic Council, the Board of Governors and the Quality Council.

In academic years 2017 - 2019 a program review was scheduled for the Bachelor of Arts (Hons) in Political Science program. This is the first program review for this program and the internal assessment team is to be commended for undertaking this assignment in addition to an already challenging workload and within a very tight timeline. The following pages provide a summary of the outcomes and action plans resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. A report from the program outlining the progress that has been made in implementing the recommendations will also be put forward in eighteen months' time.

**External Reviewers:** Dr. Nadine Changfoot – Trent University, Dr. Otto Sanchez - Ontario Tech University  
**Site Visit:** April 25<sup>th</sup> and 26<sup>th</sup>, 2019

**Program Overview**

Students begin the interdisciplinary Political Science program with the Faculty-wide common first year, which includes introductory courses in community development, communication, psychology, legal studies or criminology, political science, and sociology.

The program's courses are both intellectually challenging and practically-oriented. After the first year, Political Science students can choose to pursue a Comprehensive program or can choose a specialization that focuses on Political Communication (incorporating Communication and Digital Media Studies perspectives) or one that focuses on Social Justice, Globalization and Development (incorporating legal

and criminological perspectives). The program is designed to allow students to delve deeply into current issues and policies in communities in Canada and around the world.

### **Significant Strengths of the Program**

- The Faculty of Social Science and Humanities (FSSH) promotes social justice, the education of its students to become leaders in local and global communities, and collegiality that values anti-oppression, collective responsibility, innovation, and professional development.
- The strong research profile of the faculty and its solid partnerships with community organizations assures that this program offers dynamic learning environments, engages students to solve problems, promote social innovation, enhance the university at home and abroad. In addition, the program promote social engagement, foster critical thinking and integrate experiences inside and outside of the classroom.
- The program, despite its small size, is a clear and important contributor to high quality research, the development of academic and research collaborations with the City of Oshawa and regional community organizations.
- The Political Science program faculty provide applied experiential experiences with the City Idea Lab and the Oshawa Teaching City initiative, which work to provide all of its students with applied experiential learning opportunities.
- The program requirements and learning outcomes are clear, appropriate and in alignment with the institution's statement of undergraduate degree level expectations.
- The faculty have strong connections to the students in the program allowing for focused mentorship opportunities.
- The faculty are very dedicated, committed to their teaching, the experiences and education of their students to become knowledgeable, critical thinking, and problem-solving citizens in a rapidly changing politically context and global (re)ordering.
- The career opportunities for graduates of the program are quite vast and one-third of all jobs in Canada are in political or policy-related fields.

### **Opportunities for Program Improvement and Enhancement**

- Finding opportunities to promote the program internally and externally as well as internationally.
- Examining ways to enhance the experience of TAs in the program to benefit all students.
- The program lacks a political theory course in the first year; a course that is fundamental to the discipline of political science.
- Students are required to take a first-year social policy course when they have not yet been introduced to policy.
- The program should consider introducing a Research Practicum course at the fourth year to allow strong students the opportunity to gain practical research experience in designing, conducting and managing elements of a faculty research project. Since many students continue in graduate programs or law school upon graduation, this type of course would support the development of research and related professional and communication skills.

### **The External Review**

The site visit took place on April 25 and 26, 2019. Dr. Nadine Changfoot and Dr. Otto Sanchez met with members of the Faculty as well as key stakeholders at the University, including Dr. Peter Stoett – Dean, Glenn Harvel – Associate Dean of the Centre for Institutional Quality Enhancement, and members of the internal assessment team and a number of faculty, staff, and students.

The Faculty was grateful for the thoughtful and thorough review provided. The external reviewers recognized the high quality of the faculty, the rigorousness of the program, and the innovation in the content and delivery of the programs.

The reviewers identified eight recommendations, some of which have multiple components. The Faculty values the recommendations and have been very thoughtful in their responses.

### **Summary of Reviewer Recommendations and Faculty Responses**

#### ***Recommendation 1***

*POSC 1200 be transformed into a political theory course, providing students with a core education in theoretical concepts important to the discipline.*

#### ***Response***

The program faculty recognize the need for a better grounding in democratic political theory for our students. The program will submit a course change proposal for POSC 1200 (currently introduction to social policy) to convert it to an introductory political theory course.

#### ***Recommendation 2***

*Consideration be given at a program level to offer a flexible curriculum that would maximize course offerings throughout a student's experience of the degree in order to address student demand for more courses, especially in the third year.*

#### ***Response***

The program faculty will look for more opportunities to increase flexibility for students being mindful of the fact that there are limitations on how many courses can be offered, especially senior courses, due to both faculty and student numbers. The program faculty are adding several POSC-approved electives in the second and third year to give students more options, as well as changing prerequisites to make third-year courses more accessible to students. As our student numbers continue to increase we will be able to offer more courses in the third- and fourth-year levels when a greater number of senior students flow through the program.

#### ***Recommendation 3***

*Consideration be given to create research practicum courses at the fourth year to provide students opportunities to participate in faculty research programs.*

#### ***Response***

This is a good idea and would offer our exceptional fourth year students with an opportunity to be mentored by faculty and to learn more about the research process. Over the next two years, we will develop a Research Practicum course at the fourth year level as another option for students.

#### ***Recommendation 4***

*Consideration be given to the way the program promotes itself both internally to the University and externally to ensure the fullness of its strengths be known to prospective students. This would include promotion of the two specializations, possible further specializations (e.g. with the Faculty of Business and Information Technology (FBIT)), and courses connected with the City Idea Lab.*

**Response**

We believe we have a strong program and will promote it as such through continued collaboration with our Faculty of Social Science and Humanities (FSSH) Communications Specialist. We will continue to attend the Ontario Universities' Fair and Open Houses being mindful of showing our strengths by developing new promotional materials that showcase our program. We will also explore further specializations with FBIT and the Faculty of Health Sciences (FHS) and also revisit the Engineering and Public Policy program that had been developed but not received full approval. The City Lab is thriving and our Communications Specialist will devote time to publicizing it in the upcoming year as well.

**Recommendation 5**

*Monitor the availability of graduate students for Teaching Assistant (TA) positions.*

**Response**

There is no graduate program in the Political Science program, therefore, TAs lack expertise in political science. We will continue to make every effort to find the most qualified teaching assistants possible by connecting and working with the Graduate Program Directors more closely to establish the best fit for each course. We are also participating in the development of a new Master of Arts program in Communication, Law, and Politics; once in place, this will provide the opportunity to employ political science graduate students as TAs.

**Recommendation 6**

*The program be supported by Communications and Marketing in the promotion of its students' and faculty successes (e.g. awardees, distinctions, research grants).*

**Response**

Our Program Director, along with our FSSH Communication Specialist, will remain in constant contact with Marketing and Communication to ensure promotion of our program's faculty and student successes. We will seek to highlight our Faculty and student connections and contributions to the University and surrounding community.

**Recommendation 7**

*Information be provided on program alumni to support its curriculum development.*

**Response**

We will request support in keeping in touch with our alumni from the Alumni Association, Registrar's office and Academic Advising. We agree that they are a valuable source of curriculum development and provide great perspectives on their experiences. We can also consider a post grad follow up survey to provide more feedback.

**Recommendation 8**

*The program be consulted and given the opportunity to provide input on initiatives related to Internationalization and student life.*

**Response**

We agree that both Student Life and the revamped International Office could be important resources for our students and Program and will connect with them directly and ask to be consulted on issues related to our Program/students.

### Plan of Action

The table below presents a timeline of the actions planned to address the recommendations from the external report.

Recommendation	Proposed Follow-Up	Responsibility for Leading Follow Up*	Timeline	Resources/Support Needed
POSC 1200 be transformed into a political theory course, providing students with a core education in theoretical concepts important to the discipline.	Submit major course change for POSC 1200 to change to an Introductory Democratic Theory course	Dr. Scott Aquanno UCC program representative/Dr. Shanti Fernando	Fall 2019 proposal to Faculty Council and CPRC for approval; Implementation in Fall 2020	
Consideration be given at a program level to offer a flexible curriculum that would maximize course offerings throughout a student's experience of the degree in order to address student demand for more courses, especially in the third year.	Review program map to look for opportunities to increase flexibility in senior level course offerings; if possible add new courses	Program Director Dr. Alyson King/program faculty members/Manager, Academic Advising	During 2019-2021 with changes to be implemented in Fall 2020 or 2021	
Consideration be given to create research practicum courses at the fourth year to provide students opportunities to participate in faculty research programs.	New course proposal for research practicum course	Dr. Scott Aquanno UCC program representative/Dr. Shanti Fernando/Dean FSSH	Fall 2019 new course proposal presented to Academic Council for approval and then CPRC for approval	
Consideration be given to the way the program promotes itself both internally to the University and externally to ensure the fullness of its strengths	Coordinate with internal FSSH Communications Specialist and Marketing and Communications office to ensure promotion of	Program Director Dr. Alyson King/Dean of FSSH/program faculty/Communication Specialist	2019-2020 and ongoing	

be known to prospective students.	program and student success			
The program be consulted and given the opportunity to provide input on initiatives related to Internationalization and student life.	Coordinate with Alumni Office, Advising office, Student Life, International Office, and Graduate Program Directors to ensure program and student success	Program Director Dr. Alyson King/program faculty	2019-2020 and ongoing	

\*The Dean of the Faculty, in consultation with the Program Review Chair shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented to Academic Council and the Board of Governors and filed in the Office of the Provost and Vice-President (Academic).

**Due Date for 18-Month Follow-up on Plan of Action:** January 31, 2021

**Date of Next Cyclical Review:** 2025-2027