



MSVU Academic Plan 2009–2012

Committee on Academic Policy and Planning
Mount Saint Vincent University

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MSVU ACADEMIC PLAN 2009–2012

Introduction

This year, the major task of the Committee on Academic Policy and Planning (CAPP) has been to develop a comprehensive Academic Plan for our University. The purpose of this plan is to provide Senate with a direction and range of options that it can use to adjust academic programs so that our University can continue to thrive even in rapidly changing times.

The goals of Destination 2012 highlight an ongoing commitment to quality, the advancement of women, engagement and accessibility. These goals build on what have been the traditional and unique strengths of the academic programs, research and community outreach of the University: the interconnectedness of programs in Arts and Science, Education and Professional areas; the integration of gender perspectives throughout the curriculum and research across many disciplines; and a commitment to engaged scholarship and to experiential learning through co-operative education, internships, and practica. Engagement with students, the community and other institutions and partners is reflected in the ongoing relevance of programs and research, a commitment to small class size and student involvement in research. Accessibility is enhanced through flexible admission, distance learning and partnerships with other institutions and other organizations to make our programs more widely available across the province, the country and the world.

One of the great strengths of relatively small institutions is that they can adapt readily to shifting circumstances. An important part of why we have done well as an institution has been our ability to recognize opportunities, to build upon strengths and to try new things. We have not innovated for immediate or short-term gain. Our individual academic programs all bear the marks of prudence, scholarly rigour, and pedagogical sensibility. However, the scope and range of programs we now offer have stretched our current resources and student enrolment very thin. It is this balance between responsiveness and prudence that we tried to emulate as a committee tasked with making important plans for our institution.

Academic planning is challenging at the best of times. At the current juncture, it is especially complex. Like all higher education institutions in Canada, MSVU now operates in a far more difficult environment than even a few years ago. While at one time we could support a broader range of academic programs and absorb the costs of low student enrolments, this is now much more difficult. It has come to a point where we must be especially inventive and level-headed in our academic decision making.

CAPP has worked to develop our plan in two basic ways. First, we have taken a hard look at our existing academic offerings to assess their potential to continue to provide high quality, distinctive and sustainable programs that are attractive to students. Students benefit from programs that exhibit an increasing degree of difficulty with each year of the program. By the time they take their capstone course, they can see how the material they have studied is interrelated and can make many of these connections. They should also have the opportunity to take at least one or two senior courses with a peer group of sufficient size that learning is

not compromised. Students also expect that any program that is in the University calendar will actually be available should they decide to pursue that course of study. Any new program that is proposed must show evidence of regional need and evidence of student demand.

As many of you have pointed out in your feedback to us, performance and viability can be assessed in many ways. We have endeavoured to be as wide-ranging and evidence-based in our assessment as possible. In addition to reviewing institutional data on program enrolments, graduation statistics, and faculty resources, we have extensively consulted and based our recommendations on the growing resource of program reviews conducted over the past several years. In several of these reviews, for example, there have been strong recommendations that in order to maintain and ensure high quality in programs in the future, the University needed to invest in a number of new faculty appointments. In the current enrolment and financial situation, this is not an option in programs where there are few students and few prospects for more.

As well, we have drawn upon the knowledge of our Deans, on the experiences of faculty, student, and administrative members of CAPP, and on the formal and informal contributions of the broader MSVU community, including students, in an effort to come to terms with the state of our varied academic programs. As a result of this work, we have developed a range of recommendations to both streamline and create synergies in our academic offerings. Some of these recommendations are very difficult for us to make as they involve asking people to shift away from cherished academic programs that MSVU can no longer reasonably support.

A second way in which CAPP has worked has been to try to envisage potential new academic programs and offerings that might be pursued by faculty and staff from across our institution. As we have done this work, we have come to see how, with relatively minor shifts, important new, sustainable and relevant academic programs can be developed with great promise to attract students, focus institutional resources, engage faculty, and address community needs. Streamlining our organization does not entail dispensing with talents. It involves shifting what we do from supporting small, isolated, costly academic programs to supporting larger, better integrated, and more sustainable academic programs suited to the needs of both students and faculty.

This current plan confines itself to academic program offerings. Some feedback to the initial discussion document noted the absence of reference to research and scholarship. CAPP acknowledges that research is integral to the academic future of all programs and is the basis for high quality programs. The University has a research plan and CAPP anticipates this will be renewed and will reflect and support the strength of academic programs.

Undergraduate Programs

The proposed plan includes the following recommendations for undergraduate programs:

- current degree programs and majors to be continued, with some recommendations for modifications, more integration and/or some shift in focus in certain programs;

- a wide range of options for concentrations and minors to retain a rich diversity of course and discipline offerings;
- changes to degree regulations within the BA (major) and BSc (major) to provide options for students to complete joint majors including the option for a joint major that combines Arts and Science disciplines;
- changes to degree regulations for the BA (major), BA General Studies, BSc (major) and BSc General Studies to open up options for students to select minors and concentrations from all disciplines and areas;
- the development of more complete academic programs to be available via Distance;
- new program offerings (degrees, concentrations, minors). These recommendations for new offerings fall into two categories:

- 1) Programs/offerings that are already at some stage of discussion and/or development. These include:
 - a) BSc (Science Communication).
 - b) BA (Communication Studies) as part of re-conceptualized programs in Public Relations.
 - c) Minors and Concentrations in Family Studies and Gerontology to be offered within the BA.
 - d) Integrated BA/BEEd and BSc/BEEd degrees in areas of teacher shortage, (French and Mathematics) as referenced by the Minister’s Response to the Review of Teacher Education.
 - e) BA (Joint Major) and BSc (Joint Major). An option within the BA and BSc for students to complete a 20 unit major in two disciplines including some of the disciplines where there is no 20 unit major; this might include an option to combine majors in Arts and Science disciplines.
 - f) a new Certificate in Information Technology designed for those with undergraduate degrees and/or those working in the field.

- 2) Proposals emanating from CAPP discussions or individual feedback to the discussion document which CAPP endorsed for reorienting some of our existing programs into new sustainable and relevant degrees that have the potential to “attract students, focus institutional resources, engage faculty and address community needs”. Potential examples of these are:
 - a) BA (Applied Social Science). This could include a joint major, a major in Applied Social Science coupled with a discipline-based major or a more integrated program focused in a particular area. This would be an applied interdisciplinary degree that could involve a number of programs.
 - b) BA (Humanities) an option within the BA for students to complete a 20 unit major in Humanities disciplines including those areas where there is no 20 unit major option; this could include joint majors or a structured interdisciplinary degree with specific requirements that mirror the requirements of the 20 unit BA (major).

Graduate Programs

The plan makes the following recommendations for graduate programs. All of the following are at some stage of discussion, from very preliminary discussion to complete proposals:

- The Ph.D. Educational Studies to be offered with Acadia and St. Francis Xavier Universities be implemented subject to Maritime Provinces Higher Education Commission (MPHEC) approval and governmental support. CAPP envisages and encourages the involvement of faculty from a wide range of disciplines in this degree.
- A professional course based Masters of Applied Human Development/Applied Social Policy be developed collaboratively by Child and Youth Study, Family Studies and Gerontology, Applied Human Nutrition, Graduate Studies in Lifelong Learning and interested others. There is a potential opportunity for collaboration with other institutions in certain areas. Potential areas of focus are social policy development, program development and evaluation, community education, consultation, management in the human services sector.
- More integration of the current MA degrees in Child and Youth Study and Family Studies and Gerontology to incorporate coursework from the course-based degree in Applied Human Development/Social Policy and provide thesis options in specific areas (e.g. Child and Youth Study, Family Studies and Gerontology). Integration within a broader based degree would open up opportunities for interested faculty from other disciplines to participate. It will be important to retain the identity of current specialized areas (e.g. Gerontology) within the title and requirements of the degree.
- More collaboration and integration across graduate programs be undertaken. The Graduate Studies Program and Policy Committee (GSPPC) has developed a proposal for common research methods and statistics courses and a common Seminar at the graduate level designed to make more effective use of resources and more options for students.
- The Master of Arts (Research) degree to be considered for all graduate programs. GSPPC recently approved new criteria and admission procedures for this degree.
- More graduate degree programs to be made accessible to a wider demographic through distance formats. Currently the Master of Public Relations degree is under development for distance delivery and three Master of Education degrees have been or are currently offered.

Programs offered by Distance Learning

Almost 30 years ago, MSVU established regional leadership in distance education via technology. Since that time, faculty and staff, with the support of the administration, have contributed to the growth of course and program offerings and the provision of innovative learning technologies. At the present time, students are able to complete the following undergraduate programs by distance learning:

- Bachelor of Arts (General Studies). Minors in English, Psychology and Religious Studies are now available, and the concentration in English will be available within the year.
- Bachelor of Arts (Child and Youth Study) in Association with Bermuda College students can complete the degree at a distance. However, for those entering the program under the articulation

agreement with the Nova Scotia Community College, several distance components remain to be developed: two SOAN half-units, CHYS/FSGN 3327 and the practica.

- Bachelor of Business Administration.
- Bachelor of Tourism and Hospitality Management (some course substitutions are permitted to allow distance completion).
- Certificates in Accounting, Business Administration, Marketing, and Tourism and Hospitality Management.
- Diplomas in Business Administration, and in Tourism and Hospitality Management.

Although students are no longer being admitted to the Certificate in Information Technology, continuing students may complete the program from a distance through virtual classroom technology that allows them to participate in classroom courses.

The following graduate programs can be completed by distance learning:

- Master of Education (Education of the Deaf or Hard of Hearing).
- Master of Education (Education of the Blind or Visually Impaired).
- Master of Public Relations/Master of Arts in Public Relations (scheduled for full online course delivery; the second course is now in development).

The Master of Education (Literacy Education) has been offered via distance learning for several years, but no new students will be admitted to the program in 2009, as the Faculty considers course renewal.

Distance learning has been and continues to be a strong niche for MSVU, distinguishing us among local and most regional universities. Annual enrolments now total close to 3300, in about 200 distance course sections, and surveys reveal that flexibility continues to be the primary reason students choose distance learning. However, competition for distance students is increasing regionally and beyond (Memorial University being a notable competitor); innovation and renewal will be essential to ensuring that our program offerings and our services keep pace with student expectations and need. The addition of the BA (General Studies) with the concentration in English and the graduate programs in Public Relations are promising steps. For the future, revision of existing courses within a three-to-five year schedule as curricula and technology evolve will be a priority. Redevelopment of courses for the graduate degrees in Literacy Education is anticipated. There is potential for the BA (Child and Youth Study) to serve Canadian distance learners if the final pieces of distance development can be put in place. The Tourism and Hospitality degree offerings should be updated so this program can again serve demand in the international market. Selected new minors and concentrations, and a wider range of high-demand electives should be considered for distance development. The distance learning potential of all new programs should be carefully weighed during their planning. In order to meet these objectives, we need to integrate distance programs fully into academic planning, implement processes that ensure a strategic approach to course scheduling and resource allocation, and find ways to reduce structural roadblocks and foster innovation.

Basis for Recommendations

Recommendations for new programs

CAPP's recommendations for proposed new program development are based on an analysis of current enrolment strengths, program development initiatives already underway as a result of recommendations from external reviews (in the case of the proposed developments within Public Relations), program collaborations initiated by faculty (in the case of the BSc (Science Communication)), opportunities for new programs identified in feedback to the initial document (in the case of the BA (Applied Social Science)), or changes to degree structure and regulations currently under discussion at Undergraduate and Graduate Curriculum and Program Committees (in the case of the BA and BSc (Joint Major) and proposed developments in Masters degrees).

Recommendations for program discontinuation or program restructuring

CAPP's recommendations for the discontinuation or restructuring of programs are, for the most part, based on the quantitative data in Appendix 5 of the 2008 Academic Plan Discussion Document circulated in the fall and the external reviews of programs. The quantitative data considered included information on trends over a five year period (where available) of applications, number of registered majors/students in the program, total number of course (unit) registrations, number of graduates from the major or program, number of students declaring and graduating with minors and current faculty resources.

In some cases, the quantitative data were the deciding factor, but in most of the cases where CAPP recommends that the current program be discontinued and/or restructured both the quantitative data and recommendations from external reviews contributed to CAPP's recommendations. Indeed, these sources of information are often mutually reinforcing. CAPP has seen a recurring pattern of reviews that conclude that we do not have sufficient faculty resources to offer current programs at an appropriate level of quality. Given the trend of declining enrolment across many programs there is no possibility of addressing these concerns through additional faculty resources. Indeed in most programs identified for discontinuation the level of student enrolment would not make additional hiring viable under any circumstances.

Senate has already approved the discontinuation of the majors in Philosophy and Philosophy and Religion. The external review of these two programs and Religious Studies conducted in 2007 recognized the quality of the courses offered and student interest in the subject areas, while at the same time noting the low number of majors. More to the point, the review questioned the ability of three full-time faculty to offer three programs, and recommended a single program be developed. In light of the subsequent failure to agree on a common program, CAPP recommends the discontinuation of majors in all three fields and a focus on providing strong minors and concentrations.

In the case of Peace and Conflict Studies, enrolments and the number of majors is good, but the external review raised serious questions about the coherence of the program, the lack of core curriculum in the substantive field and the lack of faculty resources and expertise to offer a core set of courses. As it stands now, Senate has approved the discontinuation of the Bachelor of Arts Interdisciplinary major in Peace and Conflict Studies. Without new hirings in the area and an overhaul of the program, CAPP does not believe a

proposal for a Bachelor of Arts major in Peace and Conflict Studies can be developed to meet the requirements of MPHEC.

There are, at the moment, no full-time faculty dedicated to the teaching of Spanish, German, and Linguistics. Enrolments in German and Linguistics are so low that it is difficult to offer even introductory courses. CAPP therefore recommends the discontinuation of the major and minor in Linguistics and the minor in German. Individual courses in both subjects will continue to be offered according to student demand. Enrolments in Spanish at the introductory level remain good but intermediate courses struggle. Without faculty and without strong enrolments, CAPP does not believe a proposal for a Bachelor of Arts major in Spanish can be developed to meet the requirements of MPHEC. The Spanish minor will continue to be offered according to student demand.

Economics plays an important role in such programs as Public Policy Studies, Business Administration, Public Relations and Canadian Studies, and enrolments, particularly at the introductory level, are good. But the Economics program itself has graduated few majors. Indeed, Economics courses recently offered at the mid and upper levels are those required by programs other than Economics. CAPP believes that there is insufficient student demand and faculty resources to sustain an Economics major and recommends discontinuation of the major. CAPP urges further collaboration with partner programs.

External reviewers of Family Studies and Gerontology recognized the strong student support for the program from students in the program and strong interest from students in other programs in the content areas and many courses offered within the program. However, they acknowledged the low student enrolment and identified the lack of clear academic and career outcomes for graduates. These challenges are not unique to the program at MSVU. The reviewers noted that “a number of programs in Family Studies across Canada have undergone administrative realignment in the past decade and others have restructured their program to increase viability.” The reviewers recommended that, if enrolments did not increase, an administrative merger with Child and Youth Study should be considered. While the reviewers thought that both departments were open to this proposal, subsequent discussions were not successful. A survey of undergraduate programs in these fields at other institutions in Canada indicates that Gerontology is now primarily offered at the graduate level. At the undergraduate level it is offered as an arts (social science and humanities) minor or specialization. Family Studies is either still offered as part of Education, Human Ecology or Nutrition programs or increasingly offered as a social science discipline. Analysis of recent student enrolment indicates that the largest single percentage of students in FSGN courses is completing BA degrees with the second largest groups in Nutrition and Child and Youth Study programs where there are requirements for the courses. CAPP’s recommendation for minors and concentrations in Family Studies and Gerontology means that the courses or the minor can be accessed by students in any undergraduate degree.

The reviewers of Family Studies and Gerontology noted the “exceptional strengths in research funding and productivity that provide a context for graduate education that far exceeds normal expectations for a small teaching intensive university”. CAPP recommends the continuation of the program at the graduate level with greater integration in a course based professional masters degree offered collaboratively together with the option for continuing the specialized research degree. With four faculty members, one a Canada

Research Chair, there are not sufficient resources to offer both a full four year undergraduate program and a graduate program. Offering undergraduate courses within the BA and focusing on the expansion of the graduate program makes sense both from a resource perspective and in terms of the outcomes for students.

External reviewers of Information Technology recognized that the Department “was at a cross-road.” They noted that the focus on information management was valuable and that there was strong support for the program from graduates and employers. However, they also noted that “current enrolment levels are inadequate to sustain a quality program. Current enrolment levels probably do not justify enhancing the resource base of the program. However without an increase in resources, program quality will continue to suffer.” The reviewers recommended that the program be merged within the BBA. CAPP recommended discussions between the two departments but the Department of Business was not in agreement with this proposal. The reviewers further recommended that two or three new established faculty members from other Universities be hired to address issues of currency and specialization in the program. Given current enrolment, this is not an option. MPHEC requested a proposal for the Certificate in Information Technology as one of the programs identified after an audit of programs being offered but not previously approved by MPHEC. Following review by MPHEC and feedback from other institutions on the level and content of courses included, MPHEC indicated to the University that it would not approve the current Certificate and invited a revised submission. The University withdrew the current proposal. A revised Certificate targeted to students as a graduate/professional development credential is proposed in this Plan.

A Task Force set up to make recommendations for programs in INTE consulted with programs across the University and with industry representatives and recommended the development of a strong minor or minors which would be of value to students in any program and the development of a new Certificate Program referred to above. They also recommended continuing discussion with both Business and Public Relations on courses that would meet the developing needs of their students. CAPP accepted the Task Force’s recommendations.

In some instances, CAPP has identified programs listed in the Appendices with an asterisk *. This denotes programs for which CAPP has made no specific recommendation at this time but which CAPP considers may not be sustainable in their current structure in the long term. CAPP recommends reassessment and further recommendations within 24 months. Public Policy, for instance, is a relatively new degree program offered collaboratively by Political Studies and Economics. To date, few students have declared the major or completed the program. In this case, CAPP recommends that the two departments responsible for this program work collaboratively to make the program more attractive and accessible to students. In the case of Canadian Studies, while enrolments are relatively high, the reviewers raised concerns about the breadth and long-term sustainability of the program offered by one full-time faculty member. In the case of the Bachelor of Tourism and Hospitality Management and the major in Finance, CAPP noted an issue with enrolment in both programs but has made no recommendation yet in anticipation of the external review which is currently under consideration in the Department. Finally, in the case of both Cultural Studies and Women’s Studies, faculty resources and the number of majors are sources of concern that CAPP expects will be considered in the context of external reviews to be held over the next two years.

Specific Recommendations

Appendix A provides a table of the programs and options CAPP proposes be continued or developed in the future.

Appendix B (Undergraduate Programs) and Appendix C (Graduate Programs) list the recommendations for individual academic programs together with a brief explanation of the rationale for the recommendation and factors that informed it. CAPP has not made definitive recommendations for all programs. In the case of programs marked * CAPP recommends further review and decisions within 24 months on the continuation or discontinuation of individual programs and/or changes in structure.

Next Steps: Timeline and Procedures for Implementation of the Recommendations

Approval by Senate of this document will establish a plan for academic decision-making. Recommendations on changes or closure of current programs will need to be approved on a case-by-case basis by Senate and the MPHEC. With Senate's approval of this Academic Plan, CAPP will bring forward reports on the external reviews of Family Studies, Peace and Conflict Studies, Political and Canadian Studies and Economics. CAPP will also bring forward recommendations for Senate approval for the addition, revision or discontinuation of programs as outlined in this Academic Plan.

In order to move forward on the next steps required for implementation, CAPP recommends:

- That CAPP set timelines for proposals for new programs to come forward to Senate according to the approved Policy and Procedures for the Development of New Programs.
- That a Task Force of CAPP with representation from faculty consider ways to encourage and support the development of degree programs for distance delivery and bring forward recommendations to CAPP by June 2009.
- That support be provided for faculty who take the lead in the development of new programs. This support would include course relief for identified faculty.
- That CAPP bring forward to Senate reports and recommendations from external reviews of Family Studies and Gerontology, Peace and Conflict Studies, Political and Canadian Studies and Economics.
- That CAPP bring forward proposals for the discontinuation of programs as recommended in the Academic Plan according to the approved Policy and Procedures for the Discontinuation of Academic Programs.
- That the Undergraduate Curriculum Committee bring proposals to CAPP and Senate by next Fall for regulations for joint majors and options for minors and concentrations.
- That CAPP bring forward recommendations for an appropriate academic administrative structure which will facilitate the academic programs to be offered in the future by October 2009.

Definition of Terms

To aid in the interpretation of the accompanying Appendices, CAPP offers these definitions of terms:

| | |
|----------------------------|---|
| Student Enrolment | <p>Student enrolment is used in two ways.</p> <p>First, student enrolment is cited when course registrations have fallen to the point that it is difficult to justify staffing required courses – such is the case, for example, in Family Studies and Gerontology, Information Technology, Linguistics, Spanish, and German.</p> <p>Second, student enrolment is cited when course registrations are rising and indicate the possibility of expansion or diversification – such is the case, for example, in Public Relations.</p> |
| Number of Majors | <p>In some instances general student enrolment, particularly at the lower levels, remains sound but the number of majors is small. This would encompass, for example, Philosophy and Religious Studies.</p> |
| Faculty Resources | <p>Faculty Resources is cited in cases where the number of full-time faculty makes it difficult to deliver the program.</p> |
| External Review | <p>External Review is cited in cases where questions have been raised about the coherence of a program or the adequacy of resources.</p> |
| Opportunity to Reconfigure | <p>Opportunity to Reconfigure is cited in cases where members of CAPP believe there is room for further cooperation or integration among programs, for example, in the case of Economics, Political Studies, and Public Policy Studies.</p> |
| Young Program | <p>Young Program is cited in the case of Cultural Studies and Public Policy Studies. Both programs are relatively new, CAPP believes these programs should be given more time to prove themselves.</p> |

Appendix A

Undergraduate Programs

| Bachelor of Arts | Concentrations | Bachelor of Science |
|--|--|--|
| BA General Studies BA (Major) Canadian Studies* Cultural Studies* English French History Mathematics Political Studies* Public Policy Studies* Psychology Sociology/Anthropology Women's Studies* Integrated BA and Education (French/Mathematics) Bachelor of Arts (Applied Social Sciences) Bachelor of Arts (Humanities) Bachelor of Arts (Joint Major) | Anthropology/Sociology Applied Statistics Biology Canadian Studies Chemistry Communication Studies Cultural Studies Economics English Family Studies French Gerontology History Mathematics Philosophy Political Studies Psychology Public Policy Studies Religious Studies Women's Studies | BSc General Studies BSc (Major) Biology Chemistry Mathematics Psychology Integrated BSc and Education (Mathematics) Bachelor of Science (Science Communication) Bachelor of Science (Joint Major) |
| | Minors | Professional Studies Degrees |
| | <i>In all disciplines offering concentrations plus:</i> Applied Human Nutrition Business Child and Youth Study Computer Science* Information Technology Peace and Conflict Studies* Physics* Spanish* Tourism Writing | Bachelor of Arts (Child and Youth Study) Bachelor of Science (Applied Human Nutrition) Bachelor of Public Relations/ Bachelor of Arts (Communication Studies) Bachelor of Business Administration Bachelor of Tourism and Hospitality Management* |

Bachelor of Education (Elementary)
 Bachelor of Education (Secondary)


Integrated BA and Education (French/Mathematics)
 Integrated BSc and Education (Mathematics)

Graduate Programs

| | |
|--|---|
| PhD Educational Studies with Acadia and St. Francis Xavier Universities Master of Education/ Master of Arts in Education: <i>Curriculum Studies</i> <i>Elementary and Middle School</i> <i>Educational Psychology</i> <i>Educational Foundations</i> <i>Literacy Education</i> <i>Studies in Lifelong Learning</i> <i>Research Master of Arts in Education</i> Master of Arts in School Psychology | Master of Applied Human Nutrition Master of Science in Applied Human Nutrition Master of Arts in Public Relations Master of Public Relations Master of Arts in Women and Gender Studies (in co-operations with SMU) Master of Arts in Family Studies and Gerontology* Master of Arts in Child and Youth Study* Master of Applied Human Development/Applied Social Policy Master of Arts (Research) |
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 Programs that are under consideration and/or development

* Continue in short term but reassess within 24 months.

 CAPP recommends discussion of potential for future development

Appendix B Undergraduate Programs

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|---------------------|-----------------|--|---|
| BA General Studies | Continue | Continue discussions re potential articulation agreements | |
| BSc General Studies | Continue | | |
| Biology | Continue | Consider joint major Develop proposal BSc (Science Communication) | <ul style="list-style-type: none"> • Faculty resources • Opportunity to reconfigure |
| Chemistry & Physics | | | |
| Chemistry | Continue | Consider joint major Develop proposal BSc (Science Communication) | <ul style="list-style-type: none"> • Faculty resources • Opportunity to reconfigure |
| Physics | Continue Minor* | | |
| Cultural Studies | Continue* | Consider recommendations from external review in 2009-2010 | <ul style="list-style-type: none"> • Young program • Faculty resources |
| English | Continue | | |
| History | Continue | | |

* Continue in short term but reassess within 24 months.

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|--|-----------------------------|-------------------------------|--|
| Mathematics/Computer Studies | | | |
| Mathematics | Continue | | |
| Computer Science (minor) | Continue* | | <ul style="list-style-type: none"> • Student enrollments • Faculty resources |
| Applied Statistics (minor and concentration) | Continue | | |
| Modern Languages | | | |
| French | Continue | | |
| Linguistics | Discontinue major and minor | | <ul style="list-style-type: none"> • Faculty resources • Student enrollments |
| Spanish | No major approved | Offer minor* | <ul style="list-style-type: none"> • Faculty resources • Student enrollments |
| German (minor) | Discontinue minor | | <ul style="list-style-type: none"> • Faculty resources • Student enrollments |
| Peace and Conflict Studies | No major approved | Offer minor* | <ul style="list-style-type: none"> • Faculty resources • External review |
| Philosophy/Religious Studies | | | |
| Philosophy | Discontinue major | Offer concentration and minor | <ul style="list-style-type: none"> • External review • Faculty resources • Number of majors |
| Religious Studies | Discontinue major | Offer concentration and minor | <ul style="list-style-type: none"> • External review • Faculty resources • Number of majors |
| Philosophy and Religion | Discontinue major and minor | | <ul style="list-style-type: none"> • External review • Faculty resources • Number of majors |

* Continue in short term but reassess within 24 months.

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|-----------------------------------|-------------------|---|---|
| Economics | Discontinue major | Offer concentration and minor | <ul style="list-style-type: none"> • Faculty resources • Number of majors • Opportunity to reconfigure |
| Political/Canadian Studies | | | |
| Political Studies | Continue* | | <ul style="list-style-type: none"> • Opportunity to reconfigure |
| Canadian Studies | Continue* | | <ul style="list-style-type: none"> • Opportunity to reconfigure |
| Public Policy Studies | Continue* | | <ul style="list-style-type: none"> • Young program • Number of majors |
| Psychology | Continue | | |
| Sociology/Anthropology | Continue | | |
| Women's Studies | Continue* | Consider recommendations from external review in 2010-2011 | |
| Business Administration | | | |
| General | Continue | | |
| Accounting | Continue | | |
| Management | Continue | | |
| Marketing | Continue | | |
| Finance | Continue* | Consider recommendations from external review projected at Senate in 2009 | <ul style="list-style-type: none"> • Number of graduates • Faculty resources |

* Continue in short term but reassess within 24 months.

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|---|--------------------|---|--|
| Tourism & Hospitality Management | Continue* | Consider recommendations from external review projected at Senate in 2009 | <ul style="list-style-type: none"> • Student enrollment |
| Information Technology | Discontinue degree | Implement Task Force recommendations Offer minor and certificate | <ul style="list-style-type: none"> • Student enrollment • Number of graduates • Faculty resources • External review |
| Applied Human Nutrition | Continue | Consider involvement of BSc AHN (Nutrition) in BSc Science Communication | <ul style="list-style-type: none"> • Student enrollment |
| Child & Youth Study | Continue | Note: Name changed to BA (Child & Youth Study) in April 2008 | |
| Family Studies & Gerontology | Discontinue degree | Offer concentration and minor within BA Offer concentration and minor | <ul style="list-style-type: none"> • Student enrollment • Number of graduates • Faculty resources • Program structure • External review |
| Public Relations | Continue | Consider recommendations from external review projected at Senate in 2009 | <ul style="list-style-type: none"> • Faculty resources • Student enrollments |
| Education | | | |
| Elementary | Continue | | |
| Secondary | Continue | Consider integrated BA/BEd and BSc/BEd in specialized areas | <ul style="list-style-type: none"> • Student recruitment • Needs of field • Integration with BA/BSc |

* Continue in short term but reassess within 24 months.

Appendix C Graduate Programs

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|--------------------------------|---------------------------|--|---|
| Applied Human Nutrition | Continue | Consider collaboration GCYS/GFSG and others on professional masters degree | <ul style="list-style-type: none"> Faculty resources |
| Education | | | |
| Curriculum Studies | Continue | | |
| Elementary & Middle School | Continue | | |
| Educational Psychology | Continue | | |
| Educational Foundations | Continue | | |
| Literacy Education | Continue | | |
| Research MA (Education) | Continue | Consider expansion of model to other graduate programs | |
| Studies in Lifelong Learning | Continue | | |
| School Psychology | Continue | | |
| Child & Youth Study | Continue and restructure* | Integrate program with FSGN Develop professional masters degree in collaboration with FSGN/AHN/GSLL and others Retain specialized research thesis option | <ul style="list-style-type: none"> Student enrollment Faculty resources |

*Continue in short term but reassess within 24 months

| Program | Recommendation | Future Development/Proposed | Deciding Factors |
|--|---------------------------|--|--|
| Family Studies & Gerontology | Continue and restructure* | Integrate program with CHYS Develop professional masters degree in collaboration with CHYS/AHN/GSLL and others Retain specialized research thesis option | <ul style="list-style-type: none"> • Student enrolment • Faculty resources |
| Public Relations | Continue | Develop program for distance delivery | |
| Women & Gender Studies (offered jointly with SMU) | Continue | | |

*Continue in short term but reassess within 24 months