



New Program Four Year Monitoring Report

BA in Forensic Psychology and Criminal Justice (undergraduate)

Summary

1. The Program Proposal Brief (PPB) was considered and approved by the Senate Academic Review Committee (ARC) April 3, 2019.
2. The Review Committee consisted of two external reviewers: Evelyn Maeder (Carleton University) and Matthew Shane (University of Ontario Institute of Technology), and one internal reviewer, Bozidar Mitrovic (Brock University).
3. The site visit occurred June 17-19, 2019.
4. The Reviewers' Report was received July 22, 2019.
5. Required responses were received Required responses were received from the Program, Faculty of Social Sciences' Dean, and UPC between August and December 2019.
6. The revised PPB was approved by ARC October 29, 2019.
7. The revised PPB was approved by Senate November 13, 2019.
8. The program was approved by the Quality Council January 24, 2020.
9. The program was approved by the Ministry December 21, 2020.
10. The first intake of students was September 2021.
11. The first Cyclical Academic Review is scheduled to take place in 2030-31.

This new program approval process was conducted under the terms and conditions of the 2016 IQAP.

The Monitoring Report for new programs carefully evaluates the program's success in realizing its objectives, requirements and outcomes. It provides an overview of any changes to the program since approval, evidence of student satisfaction, evidence of student success, and a reflection on the adequacy of new and existing resources.

The Report is to be submitted to the Office of the Vice-Provost and Associate Vice-President, Academic no more than four (4) years following the first intake of students. The Report is reviewed by the Academic Review Committee (ARC) and following approval provided for information to Senate. It is then submitted to the Quality Council and posted on the University Quality Assurance website.

Please provide a response to each of the questions below.

Reflecting on the program's implementation, as outlined in the approved Program Proposal Brief (PPB)

Describe how the program's objectives are being achieved.

Main Objectives

As described in the PPB, **our program is transdisciplinary in nature**. As such, we draw on courses from 3 disciplines [Psychology (PSYC), Child and Youth Studies (CHYS), and Political Science (POLI)]. Since the first cohort began in 2021, we have made improvements in line with this objective. We have transdisciplinary FPAC courses at the 2nd and 3rd year levels (FPAC 2P91; FPAC 3P91) that require students to integrate approaches in the study of crime and aggression. Our transdisciplinarity extends to our methods courses with qualitative and quantitative analysis courses at both 2nd and 3rd year, and we have developed our own quantitative analysis course (FPAC 2P15) at the second-year level in response to strain in the comparable course in Psychology. We have also worked with our colleagues in Economics (ECON) and Women's and Gender Studies (WGST) to offer relevant electives to students at the 2nd and 3rd year level (Economics of Crime; Gender and Violence). With all of this in mind, we have been achieving the goal of transdisciplinarity through program design.

Another key component of our program is in our **focus on experiential learning**. Experiential learning is scaffolded throughout the program from year 1 to year 4 (from hands on activities in seminars to full experiential courses, such as the thesis, the practicum, or the field course). Through these experiences, students develop transferable skills. Improvements include:

- continuing to focus on experiential learning by using hands on activities in many courses and students are also able to choose the thesis or practicum pathway (both of which have experiential components).
- Developing partnerships with community organizations to increase the number and variety of practicum opportunities for students. Organizations include law enforcement (Niagara Regional Police), law related (private law offices, Youth for Innocence Project, and the John Howard Society), social work related (Kristen French Child Advocacy Centre; RAFT), psychology/psychotherapy related (Pathstone Mental Health Centre, Peninsula Youth Centre), and even policy development (Ontario government).
- The addition of a field course at the 3rd year (FPAC 3P92) that is in collaboration with the Correctional Service of Canada (added to the undergraduate calendar in 2024/25; first offering to be in June 2026). Students in this course will spend a week in Kingston Ontario touring minimum, medium, and maximum-security institutions with a focus on psychological programming and

rehabilitation. Prior to developing this course, we surveyed our students to see if there would be interest.

- For the past 2 years we have taken 15 or so students on a day trip to visit Kingston Penitentiary as an extracurricular opportunity.

Describe how the program's requirements are being achieved.

The table below summarizes the number of major and elective credits required for graduation.

Degree	Type	Year 1	Year 2	Year 3	Year 4	Total
BA(hons)	Required	3	3.5	2.5	3	12
	Elective	2	1.5	2.5	2	8
BA (with major)	Required	3	3.5	2	2	10.5
	Elective	2	1.5	3	3	9.5

As can be seen in the table above, the BA (hons) has 12 major credits and eight electives, while the BA with major sits at 10.5 and 9.5. Students have a great deal of flexibility, specifically with regard to having multiple areas of choice from among courses. Students should be able to complete either degree in the 4-year timeframe.

There are two capstone courses offered in FPAC, namely the thesis and practicum options at 4th year (FPAC 4F95 and 4F92). The thesis option allows students to apply the knowledge they have gained in the first three years to attempt to answer a research question. This necessarily involves the integration of information to develop a research question, use of methodological knowledge to design the research project, knowledge of research ethics to inform that design, application of appropriate analytical techniques, and the ability to interpret the findings of the research while acknowledging limitations.

The practicum similarly allows students to apply the knowledge they have attained in their first three years, but in a practical/applied setting. It is a chance to apply theoretical knowledge to real world problems, and to reflect on one's experience during the practicum. Practica will culminate in reflective papers where students will reflect on their experience, how it related to the theoretical and methodological knowledge in their toolkit, and also to reflect on their own biases and limitations.

Practicum and thesis students also present their capstone projects in the form of posters at the annual *Crime Scenes Conference*. In our first 2 cohorts, we were able to allow students to complete both a thesis and a practicum, although with the increase in enrolment this will not be possible in future cohorts.

Students are able to meet program requirements, as evidenced by flowthrough (described below). With our new 2nd year statistics course being a half credit rather than the full credit Psychology statistics option, students will have one more elective (0.5). This is factored into the table above.

Describe how the program's outcomes are being achieved.

The program learning outcomes for FPAC are in alignment with UDLEs and Faculty level learning outcomes, as described in the PPB.

Depth/Breadth

In first- and second-year courses, students are introduced to a broad range of theories and concepts relating to the study of crime and criminal justice. We now have a second-year course focusing on the transdisciplinary study of crime and aggression and have also added a forensic psychopathology course. In third year, we have added a field course in connection with the Correctional Service of Canada where students have the opportunity to tour minimum, medium, and maximum-security institutions and observe how programming is conducted. As stated in the PPB, students take a number of courses that help meet the depth requirement. The additional courses at 2nd and 3rd year provide depth at an earlier point in the degree program.

Knowledge of Methodologies

As mentioned above, students are exposed to a variety of theoretical approaches to the study of crime and criminal justice. As well, FPAC is dedicated to ensuring that students have knowledge of qualitative and quantitative methodologies and analytical techniques. Thus, introductory courses in both quantitative and qualitative methods are required (FPAC 2P15 and CHYS 2P51, respectively). At the third-year level, BA (with major) students will choose either FPAC/CHYS 3P10 (Qualitative) or 3P15 (Quantitative) to learn more detailed analytical techniques, while those in the Honours stream will be required to take both of these courses, which will prepare them for continuing on in academia. Anecdotally, 4th year thesis students seem quite adept at interpreting statistical analyses and qualitative data, with all 6 thesis students in our first cohort working on manuscripts for publication.

Application of Knowledge

Students are required to actively apply knowledge that they learn in lecture to seminar activities throughout their academic degree and are also expected to apply this knowledge in their essays, assignments, and examinations. Further, they need to demonstrate the ability to integrate approaches in all of these settings, but especially in the FPAC courses that focus on transdisciplinarity.

Students who choose the thesis option for 4th year will apply their theoretical knowledge in developing their specific research question. They will also need to apply their methodological and analytical skill set to designing their project and in analyzing the data that they collect. As mentioned above, students appear to be able to apply both quantitative and qualitative analysis skills in the context of the thesis.

Students who choose to do a practicum in 4th year have had the opportunity to apply their knowledge to a real-world setting. Practicum options include the fields of law, law enforcement, corrections, social work, clinical psychology, and even policy development in the provincial government. All students who took the practicum in our first cohort did quite well according to feedback from their practicum supervisors. As well, we know of three students whose practicum placement led to full time employment following graduation. We have developed several partnerships with organizations in the community and across Canada.

Communication Skills

Courses at all levels (years 1 through 4) evaluate the ability of students to communicate, whether it is written communication (essays, assignments, reflective papers, honours thesis), or oral (presentation, seminar discussions, poster presentations). As with most degrees offered at Brock, students are well-prepared with regard to communication skills needed for the workplace. Further, they have an opportunity to showcase these skills at the annual *Crime Scenes Conference*, presenting their capstone project to faculty, students, and practicum partners.

Awareness of Limits of Knowledge

Given the transdisciplinarity of the program, and because the variety of approaches and viewpoints that students will be exposed are not always in agreement with one another, students have a unique opportunity to engage in critical thinking regarding their own approach to the study of crime and criminal justice. By taking courses in the three different departments, students learn about the strengths and weaknesses of multiple approaches, enhancing their awareness of the limits of knowledge gleaned from each area.

Methods courses (FPAC 2P15; CHYS 2P51; FPAC 3P10; FPAC 3P15) also emphasize the idea of subjectivity and uncertainty, either directly or through teaching around the nature of hypothesis testing and the level of uncertainty in our conclusions.

Autonomy and Professional Capacity

As with any program at Brock University, students are expected to show initiative and responsibility. This is enhanced by the 4th year experiential learning options, namely, the thesis and the practicum. Students completing the thesis are required to learn about research ethics and to apply that knowledge in the design and data collection phases of their project.

Students in the practicum are expected to have knowledge of professionalism, and to engage with others appropriately in the community. To prepare students for this experience, a collaborative lecture on transferable skills and professionalism is given to students before they enter the organizations. Their ability to apply this knowledge in the field is measured by the evaluations provided by supervisors.

Throughout the degrees, students work on a number of group projects, which require them to be able to a) work in a team, and b) learn how to appropriately solve problems in an interpersonal context.

Have there been challenges? If so, how are they being addressed and what opportunities for improvement have been identified as a result?

It should be noted that FPAC is a program (not a department or centre). Thus, the program does not have an operating budget, which when combined with increased enrolments (from the original target of 40 to 140 per cohort) can be challenging in terms of being able to provide students with the best experience. We, therefore, will be applying to become a teaching centre over the next academic year.

Other changes aimed at improving student experience:

- Creative solutions
 1. Within the practicum course (FPAC 4P92), we have added an “interview-style” option, especially useful for students who have not decided on a particular career path. Within this option, students are able to interview 8 professionals of their choice and reflect on their experience. The goal is to help students determine which career(s) might be of interest to them. This option also allows for a larger number of students doing the practicum course. Similarly, the Law Enforcement option has up to 10 students who are trained in domestic violence risk assessment and threat assessment in the fall, and training with the Niagara Regional Police in the winter.
 2. While we didn’t have a budget for bringing speakers in person, we recently had a speaker series on Zoom (September/October 2024) with world renowned experts on different types of criminal profiling, all notably Canadian. This event was really well attended, and recordings were used in courses, also.

3. For future years, we are hoping to apply for funding for the *Crime Scenes Conference* at which all 4th year students doing a thesis or practicum display their projects in the form of posters.

Another challenge with the increased enrolments has been congestion, particularly in Psychology courses; We have made the following changes in response:

1. Introduced our own 2nd year statistics course (FPAC 2P15 to replace PSYC 2F23), and a forensic psychopathology (FPAC 2P25) course to replace PSYC 2P15. Importantly, the addition of FPAC 2P25 also adds more forensic content by focusing on how psychopathology relates to crime and the criminal justice system, not just general psychopathology. This will lead to more knowledge and skills that will transfer to relevant careers, particularly those dealing with offenders.

Reflecting on the assessment of teaching and learning, as outlined in the approved Program Proposal Brief (PPB)

Describe the methods being used to monitor and assess student achievement of the program-level learning outcomes. Have they been effective?

Courses included in FPAC use a variety of assessment tools in evaluating student learning and application. Students will be assessed on all aspects throughout their tenure in FPAC, regardless of the particular path (BA with major; BA Honours) that they take. As in any degree program, methods of assessment are determined by individual instructors, but based on present practice, we expect a combination of the following assessment methods.

1. Exams/Tests

- a. Multiple Choice
- b. Short Answer
- c. Essay/long answer

Multiple choice and short answer examinations assess student learning and comprehension of concepts and theories, while long answer/essay exams evaluate students on written communication skills, as well as the ability to integrate various approaches to the study of crime and criminal justice. Some instructors have chosen to utilize open book exams that require integration of material, as well.

2. Written Communication

- a. Essays
- b. Reflective assignments

Many courses, even at the first-year level, include assessment of written communication in the form of essay assignments (Years 1 through 4). Further, at the 4th year level, students can choose to complete a thesis which necessarily involves intensive writing, including the ability to describe their research methods and results. Finally, students who complete the 4th year practicum course (FPAC 4F92) will have to complete a reflective component.

3. Oral Communication

- a. Seminar Participation/Discussion
- b. Oral Presentation
- c. Poster Presentation

Many courses included in FPAC also evaluate oral communication skills by assigning presentations either in-class or in seminar. Further, students have the opportunity to engage in in-depth discussions in our small group seminars. Finally, students who complete the honours thesis will be required to participate in the thesis conference, “Crime Scenes”, which will involve creation of a poster and being able to field questions about their projects.

4. Research and Analysis Methods/Techniques assignments

Students will also learn quantitative and qualitative research methods and analytic techniques. They will be evaluated on their ability to apply this knowledge in assignments and on examinations. They will also be evaluated on their ability to use this information in the design and ultimate analysis of their data for their thesis (should they choose this option).

5. Experiential Learning Assessment

- a. Performance in practicum or thesis course, including supervisor’s evaluation of professionalism and development.

Have there been challenges? If so, how are they being addressed and what opportunities for improvement have been identified as a result?

Given the growth in enrolment since our inception, it is not surprising that there would be some strain on courses that are housed in other departments. In particular, there has been strain with respect to some courses in Psychology. To help with this in the 3rd and 4th year courses, we changed the listing of potential courses that students can choose from (for example, we added several more options from within Psychology, combined the CHYS and PSYC lists, and added a new FPAC course (FPAC 3P92) which is a field course in collaboration with the Correctional Service of Canada. In terms of second year courses, the increase in enrolment has put strain on PSYC 2F23 (statistics) and 2P15 (Psychopathology). We agreed to create our own 2nd year statistics course (FPAC 2P15) and a forensic psychopathology course (FPAC 2P25) which will run for the first time in Fall/Winter 2025/26. Both of these new courses will allow students to gain more depth at the second-year level and may help with student engagement (see below).

Finally, two issues have arisen in the practicum course (4F92) that have led to a creative solution. First, some students really want to be able to explore their options rather than have one placement. This combined with the large increase in enrolment has led us to create a practicum option that allows students to choose 8 professionals in the field to interview and reflect on. This interview-style practicum will not only be helpful to students who are as yet undecided on a direction, it will also allow for more spots in the practicum course, thus solving 2 problems while maintaining the intent of the course.

What early program specific feedback (on their experience thus far) has been collected? What has this feedback revealed? Is there evidence of student satisfaction with the program?

We have received informal feedback from students over the past couple of years that suggested they would like to have more FPAC content earlier in their degrees. This year, with our first cohort graduating, we conducted an Exit Survey with the fourth-year students. Quotes are given below about what students liked and what they thought should change/improve.

What they liked:

- Welcoming community
- Faculty want us to succeed
- Program events/movie nights were fun
- Close connections with cohort
- Benefit from practicum, exploring future careers
- Transdisciplinarity feels well rounded
- Approachable faculty
- Balance of courses across multiple disciplines
- Opportunity for critical reflections
- Guest speaker appearances

As the program committee, a few things jumped out at us. First, it is clear that the transdisciplinary nature of the program comes through in what students are getting out of it. Second, there is definite evidence of student engagement with both their classmates and the faculty and staff.

What to Improve

- Many students didn't have anything needing improvement ("nothing")
- A first year course for FPAC
- Better access to 4th year in PSYC and CHYS

Some of our improvements have already addressed the need for earlier FPAC courses. We now have 3 second year FPAC courses. In terms of 4th year course access, we have adjusted the list of options for PSYC and CHYS, and added a field course (3P92), both of which will give students more flexibility.

How is the collected information being used to inform continuous program improvement?

Based on informal feedback from students, the results of the exit survey, and feedback from the individual departments, we made a number of changes. First, students clearly indicated that they really wish they would have had the opportunity to take FPAC specific courses earlier in their program. To deal with this, we have moved FPAC 3P01 to second year (now 2P91) and added FPAC 2P15 and 2P25 (described above). We have also added the new field course to help with the issue in 4th year courses.

Have there been changes to the program since its approval?

Describe any changes to the program since its approval (e.g., mode of delivery, faculty complement, course requirements)?

- Changed 3P01 to 2P91 so students would have a 2nd year course with their colleagues (in response to student feedback)
- Removed PSYC 2F23 and 2P15, replacing with our own 2nd year statistics (2P15) and forensic psychopathology (2P25)
- We have 2 new faculty members (Danielle McNabb in POLI and Kaitlin Fredericks in CHYS)
- Tim Murphy and Dawn Good (PSYC) have retired
- Program Coordinator is now Samantha MacNeil
- Changed the lists of courses that students can choose from in 3rd and 4th year to reduce strain on Psychology courses

- Added a spring field course (3P92) in collaboration with the Correctional Service of Canada. We hope to offer this in Spring 2026

Describe any initiatives or changes that have been made in relation to continuous program improvement?

Beyond what is described above, we have not made any other changes.

Reflecting on enrolment, retention and degree completion

Describe a) enrolment numbers, b) intake, c) quality of the applicant pool, and d) time-to completion.

Enrolment numbers

As can be seen in the table below, our enrolment numbers (confirmed) started at 40 and then increased to around 80 for 2 years, then jumped to around 140. We are happy with the numbers being where they are. Larger numbers would put strain on courses housed in other departments. We feel that we are able to provide a quality learning environment at this level.

BA in

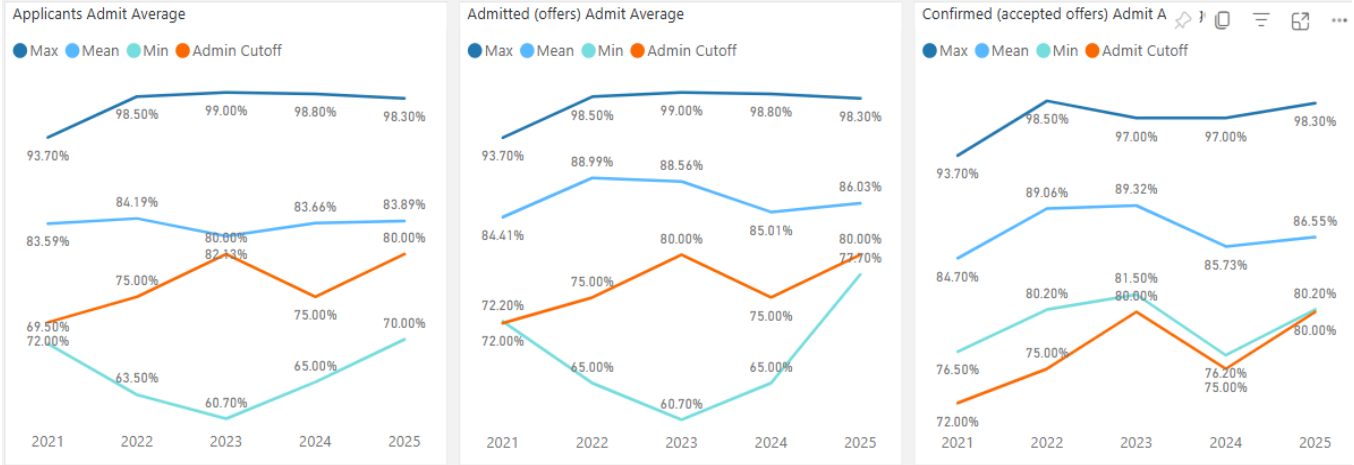
Cycle Year	Applications	Admitted	Admission Rate	Confirmed	Confirmation Rate	Registered	Registration Rate	Flowthrough Rate	Intake Forecast
2021	139	70	51.09%	43	61.43%	39	90.70%	28.47%	40
2022	785	274	34.95%	79	28.83%	73	92.41%	9.31%	80
2023	1016	314	30.97%	84	26.75%	82	97.62%	8.09%	80
2024	937	586	63.01%	144	24.57%	140	97.22%	15.05%	125
2025	978	569	58.54%	140	24.60%	0	0.00%	0.00%	130

Intake

Our intake forecast is very similar to the numbers who confirmed each year, and our registration rate is quite high. (at the time of writing this, registration for 2025/26 had not yet taken place, and we expect that we will have around 135 to 140 who do register, given the percentages from the other years).

Quality of applicant pool

The quality of the applicant pool is excellent. We get nearly 1000 applications per year (with the exception of the first cohort) and it is not surprising that academic averages are relatively high in those who are admitted. The average grade for entry has been 83/84 in all years of the program. Those who confirm have higher grades, with the average ranging from 85 to 89, depending on the year.



Time to completion

Our retention from years 1 to 4 appears to be stable, with around 90% going from year 1 to 2, and 80% into year 3. Some of the attrition is due to changing majors and not necessarily withdrawal or being removed from the program. We expect that our efforts to increase student engagement and the new second year courses will improve the retention across the degree.

Row Labels	Sum of YR2%	Sum of YR1-3%	Sum of YR1-4%	Sum of YR1-5%	Sum of %Graduated
2021	86.2%	72.4%	69.0%	15.0%	54.0%
2022	90.0%	80.0%	62.0%	NA	N/A
2023	90.1%	80.0%	NA	NA	N/A
2024	94.4%	NA	NA	0.0%	N/A

How do the enrolment numbers compare to anticipated targets, as outlined in the approved PPB?

Enrolment numbers for the first cohort matched the approved PPB. We have been asked to increase our numbers two times since (first to 80, now 130). Enrolments have matched or exceeded these targets every year.

At each junction, we were careful to examine effects on courses (particularly those that are housed in PSYC, CHYS, and POLI) and to consult with each department on how to deal with increased enrolments.

Reflecting on the initial administration of the program

Describe the appropriateness of the program governance.

No issues with governance (attached the Policies and Procedures document) and nothing has been altered since the PPB.

Describe the adequacy of the administrative support.

Our program coordinator position was based on a 40 student cohort and we have grown to 140 to 150 per year. This, not surprisingly, has created strain in terms of academic advising. Our students are required to have academic advising appointments each year (given the complexity of transdisciplinary program plans). One way we are attempting to mitigate this is to have group advising with individual appointments where needed.

Describe the adequacy of resource allocation (e.g., staffing, financial).

Operating Budget

As we are a program and not housed anywhere, we do not have an operating budget. Given our increase in enrolments (and that our number of incoming majors is similar to that of large departments (e.g. Psychology and Child and Youth Studies)), we are going to apply to become a centre, which would allow us to have an operating budget.

Staffing budget

Our staffing budget only relates to the Program Coordinator and overload/sessional instructors. It is important to note that overall, 3.5 FTEs are taught by sessional/overload instructors and that at some point we will be making a request for a teaching intensive tenure-track position to cover this deficit.

Reflecting on Brock's (new) [Academic Plan \(2025-2030\)](#) and its four strategic directions: 1) Shape tomorrow through research, discovery and knowledge, 2) Build sustainable futures, 3) Realize you matter, and 4) Bring the world to Brock and Brock to the world.

Describe how your program already aligns.

Shape tomorrow through research

- Not only are students exposed to research in their classes throughout the degree, in the 4th year, but a number of students also choose the “thesis” pathway where they conduct independent research under faculty supervision (25% of the first and second cohorts completed or are completing a thesis. Further, some students have done independent study courses (through the Psychology department) where they have learned about research techniques that are being used to study forensic issues (10% of the first and second cohorts).

Build sustainable futures

- Our program has been designed to emphasize experiential learning which has been scaffolded throughout the program. Most of our courses have strong experiential components. Further, students who choose the thesis or practicum pathways gain invaluable hands-on experience in their chosen field. Finally, we have recently developed a field course where students will spend 4 days in Kingston, ON visiting minimum, medium, and maximum security correctional facilities to learn how programming works in different institutions within the Correctional Service of Canada.

Realize you matter

- To align with this strategic direction, we have been careful to acknowledge student success. For example, all 4th year students who choose the practicum or thesis path are required to present their

capstone projects at our annual *Crime Scenes Conference*. As well, the top academic poster is awarded a Book Prize (named as such because the student receives a seminal book in their field of research).

- We have social events for students at least once per semester to increase student engagement. For example, we have had movie nights (including *Silence of the Lambs* at Halloween last year), cookie decorating parties just before winter break, and a board games afternoon. As well, we have taken students on a field trip to Kingston Penitentiary for the past 2 years (20 students per trip).
- This year, our first cohort graduated. We made sure to send out an exit survey to get feedback on particular aspects of the program that appealed to them and ones that could be improved. Results were described above.

Bring world to Brock and Brock to the world

- As mentioned below, we are in the middle of developing a Memorandum of Understanding with the Correctional Service of Canada.
- We have developed partnerships with a number of community organizations to provide practicum placement opportunities in a variety of fields relating to Forensic Psychology and Criminal Justice.
- For the past 3 years, we have had a number of speaker sessions that have been well attended. In the most recent (September/October 2024) we had 3 criminal profiling experts (all of whom happen to be Canadian) talk on Zoom about different types of criminal profiling.

Describe any initiatives or changes to enhance alignment ahead of your cyclical program review (in 2030-31).

1. We are in the middle of setting up Memorandums of Understanding with the Correctional Service of Canada (CSC). This MOU will allow us to have practicum placements within federal correctional facilities as well as to operate our field course where students have the opportunity to see how programming works within minimum, medium, and maximum security institutions. (**Build Sustainable Futures, Bring World to Brock and Brock to the World**).
2. We are continuing to connect with potential practicum partners in the community. At this point, we have solid partnerships with community organizations focusing on law, law enforcement, social work, clinical psychology, and government. This will help with **“bringing the world to Brock and Brock to the world”**, as well as **building sustainable futures** by creating more opportunities for experiential learning.
3. The Kristen French Child Advocacy Centre has reached out for support with research, which will strengthen **“shaping tomorrow through research”**.

Comment on the fulfilment of any conditions of approval from the Quality Council (e.g., Report Back Notes).

If required at the time of program approval, describe how new and existing resources required to deliver the program are in place and adequate to ensure a quality student learning experience.

The original external review suggested 2 faculty positions to be able to mount the program.

Specify any new resources since the start of the program.

The external reviewers strongly suggested at least 2 new faculty members who have been hired [Kaitlin Fredericks (Child and Youth Studies) and Danielle McNabb (Political Science)]. Both were hired as the first cohort entered year 2.

Our space has been moved from within the Economics Department to our own area in Mackenzie Chown C. This space provides a lounge like space outside of the Program Director and Coordinator offices where students can study, congregate, etc., which has had a positive impact on the student culture within the program.

Additional Comments

Please provide any additional comments relating to the new program since its launch.

N/A

Decanal Comments

The Dean(s) are required to review and comment on this report prior to it being submitted. *Their comments can be attached a separate document or inserted below.*

The FPAC program has provided evidence of success in achieving its objectives, requirements and outcomes. It has implemented creative solutions to challenges - largely the result of the rapid growth it experienced due to high student demand. The program committee has been exploring the possibility of becoming a centre the offers programming. It should be noted that the FPAC program continues to be very popular with students, draws a strong pool of applicants, and is likely to continue to experience enrolment growth. Given the strength of the programming and the demonstrated ability to find creative solutions to enrollment pressures, it is expected that they will be able to adjust to additional enrolment pressures.

Dawn Zinga
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