Program and Curriculum Review Template

*Instructions: Review all information that is stored on your program and curriculum review web page.*

[***https://department.flemingcollege.ca/pcr***](https://department.flemingcollege.ca/pcr)

*On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5 year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.*

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| Program Coordinator: | | Thomas Luloff | | Chair: | Ron MacDonald |
| Program Review Facilitator: | | | Val Bishop | Date Completed: | June 2017 |
| Program Name: | GAS - Environmental and Natural Resource Sciences | | | Program Code: | GSN |
| 1.0 Industry Trends and Employment | | | | Summary of Key Findings | |
| 1.1 Industry and Sector Trends  Review and discuss the following:  Industry / sector changes or issues identified by the Program Advisory Committee  Recent labour market data or sector reports as provided by the Fleming Library Researchers.  Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation  Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | | | General Arts and Science (GAS) programs are usually taken before other college or university programs or by those who want to improve their employment opportunities and increase their job qualifications. GAS programs act as preparation for other programs that are competitive and have difficult courses. They are also good for those who are not sure what career path to start on. GAS programs provide students with knowledge and training for specific programs and can also help them choose a specific area of focus such as Environmental and Natural Resource Sciences.  Sector involvement is through existing SENRS diploma programs.  Graduate pathways:   1. direct entry into Semester 2 of the following SENRS programs   *Ecosystem Management Technician*  *Environmental Technician*  *Fish and Wildlife Technician*  *Forestry Technician*  *Resources Drilling and Blasting*   1. direct entry into Semester 1 of Urban Forestry Technician Co-op program. 2. application to other college programs | |
| 1.2 Labour Market and Employment Trends  Review and discuss the following:  Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data.  Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | | | | GSN is a workplace level pathway program, and as such, a high proportion of students move on to other programs in the School and the College.  Over the last 5 years, on average 81% of students graduating the GSN program have continued to our direct program recipients. The remaining 19% have either continued to other programs within the college, or have not continued their studies immediately following the certificate. In 2016, of the 22 students who completed GSN, 7 went to the Ecosystem Management program, 5 to the Forestry Program, Fish and Wildlife 2, Urban Forestry, Resources Drilling and Blasting and Environmental Technician 0. 7 students did not continue in post secondary, and 1 student went to other programs at the college. | |
| 2.0 Key Performance Indicators  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | | | | Summary of Key Findings | |
| 2.1 Student Satisfaction  In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | | | | KPI 9 Student Satisfaction with Teachers 2014 83.9% 2015 87.2%; 2016 82.6% 2017 76.9%  KPI 8 Student Satisfaction with Learning Experience: 2014 78.8% 2015 80.1%, 2016 84.1%, 2017 81.6%  https://department.flemingcollege.ca/fdr/attachment/1298/download  A student focus group was conducted in the Winter semester of 2017 and students noted the following recommendations:   * There was a recommendation to move the Field camp later in the semester to use as a summative activity of learning; however, we are limited by not only using the seasonal weather available in September (as a significant portion of the field camp involves water related activities) but also by the fact that the Fish and Wildlife program (150 students) begins rotating Fisheries camps at the establishment immediately following the GSN field camp, so cabin space has always been an issue. The college has a corporate relationship with the camp establishment, which ensures low costs, so we are obliged to accommodate other program schedules. * There has also been a recommendation to shift courses to allow the Skills for Stewardship course to swap with the Careers and Environmental Workplace Essentials course. The rationale for having our career development course in semester 1, is that the curriculum becomes linked with an existing project that is shared with all Semester 1 students, the Shelterbelt project, where students in a group are assigned a disturbed area on campus, a species of interest, and design an appropriate remediation plan after extensive Ecological Land Classification environmental tests. In COMM201 and ENVR20, the field work and communication elements are assessed, and in the Career course, students are assigned to a group based on their DISC profile, learn communication and group management strategies, and design a company, learn budgeting strategies, and design and submit a sales pitch RFP according to established process as is present in the Environmental sector for their shelterbelt design. * It was noted that second semester (occurs during winter term) lacked outdoor, hands on learning due to the upgrading components of math, chemistry and the courses of Skills for Stewardship and Sustainability and Geospatial techniques and their elective course which do not have a strong outdoor field component. It should be noted, that we shift most field work to the fall term, when weather is favourable, to allow more analysis and reflective content in the winter term. However, there has been discussion over the upgrading chemistry course and its relevance to the majority of recipient programs. Discussions have taken place about having an alternate, common course such as Trees and Shrubs (this was suggested in the student feedback) in semester 2 of GSN in replacement of this upgrading chemistry course which is common to all recipient programs and additionally provides more hands-on outdoor exposure. Only the students applying to Fish and Wildlife and Environmental Technician would take a condensed version of upgrading chemistry in order to be eligible to move into those programs. However, all chemistry courses are delivered by the School of General Arts and Sciences and this would be a decision that would need not only their approval, but also their commitment to the development of a condensed course that would be offered to a very small cohort of students (7-10) which may not be financially realistic. * There was a suggestion that two math courses are not necessary. However it must be noted that Grade 11 and 12 College level math is required for admission for the diploma programs and GSN does not have a math admission requirement. These two courses are required to ensure students have the required skills to be successful in recipient programs. | |
| 2.2 Retention Rate  Please review the retention rates for Fleming College students within each program for Fall intakes 2008 to 2012. The report illustrates the retention of students within Fleming College (i.e. those students who transfer out of their current program, but who remain in the college and progress to the next semester level). The information in this report is based on students enrolled at the 10th day of classes for each semester.  Review patterns of retention on a semester by semester basis as well as graduation rates over the last five years.  Comment on the effectiveness of any strategies adopted to improve student retention.  Please review the IPP (Integrated Program Planning) data that focuses on Retention data. | | | | The GSN program has retention which is consistent with the remainder of the school. The annual retention for the School of Environmental and Natural Resources Sciences between semester 1 and 2 are detailed below: 2014 - 95%, 2015 - 71%, 2016 - 89%, 2017 - data not yet available.  For 2016, the GSN program achieved a retention of 89%; though it must be noted that the sample size is very small, and these are a high risk group for attrition.  (IPP Retention data, 2017) | |
| 2.3 Graduate Rate  Review patterns of graduation rates on a semester by semester basis over the last five years. | | | | GSN is a workplace level pathway program, and as such, a high proportion of students move on to other programs in the School and the College. | |
| 2.4 Graduate Satisfaction  Use the FDR report for Program Review – 5 year historical trends to provide your analysis. | | | | Using FDR data, we have two years of reportable statistics for graduate satisfaction which are detailed below:  2014 - 82%  2015 - 92%  https://department.flemingcollege.ca/fdr/attachment/1298/download | |
| 2.5 Enrolment Trends and Demand  Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum.  Assess whether the program curriculum needs to change based on the above analysis.  Use the KPI excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.  Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | | | | Overall, the trend in enrollment and applications are difficult to synthesize due to the small sample sizes and volatility (and therefore large corresponding yearly percentage changes). Applications have seen a slight decline in the last three years from a high of 187 in 2014 to 140 in 2016. Registration has remained fairly steady averaging 18 students over the 2014-2016 period.  Generally demand for this program has remained quite constant.  Since program inception in 2006 average 10 day enrollment is 22 students with a peak of 35 students in Fall 2011 and a low of 11 students in Fall 2014.  In 2016, 10 day enrollment 2016/2017 was 22 students with a gender division of 45% female and 55% males. This is representative of many of the environmental programs across the Frost Campus. Of these 22 students, 32% are non-direct students from a different post secondary program; 36% are mature students; and 32% of students are directly from high school. | |
| 3.0 Program Curriculum | | | | Summary of Key Findings | |
| 3.1 Program Learning Outcomes and/or Sector Standards  Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education)  Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. | | | | Program outcomes remain sound. Minor revision suggested to remove the word ‘business’ from outcome #6 “Recognize the organizational context and business perspective of the Canadian workplace” because there is no course in the mix that is providing the ‘business’ perspective and it is felt that this perspective should be related to the student’s chosen field of study rather than generally applied. | |
| 3.2 Program of Study, Course Outlines, Delivery and Program Map  Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester.  Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes.  Collect a cross section of samples of student work as evidence of achievement of learning outcomes.  Reflect and comment upon the variety of methods used to demonstrate program outcomes.  Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes.  Discuss the degree and depth to which the program is providing work integrated learning experiences.  Record the course in the curriculum that covers the college-wide sustainability learning outcome: “Students will be able to explain the interconnections between the broad principles of sustainability - which include human health and well-being, ecological health, social issues, and secure livelihoods- in order to support a better world for all generations”  Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy.  Make recommendations to address any gaps identified or improvements required.  Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness.  Include an updated program curriculum map on your program and curriculum review web page. | | | | Course level faculty feedback:  Only minor revisions or no revisions are noted by faculty. The noted minor revisions are a within the normal range of expected professional reflective practice. Noted revisions include: NATR8 will integrate content related to Emotional Intelligence in Fall 2017. The field camp course (APST 96) will be reviewed this fall to address student feedback regarding the timing of delivery (week 2) rather than later in the semester as a summative activity; however, we have been limited by a combination of weather and later season bookings by other programs. ENVR20, MATH63, GEOM36 are Common First Semester courses which, in addition to COMM201 are tied to an all day field experience which is of tremendous benefit to students. These courses are undergoing further integration and scaffolding this spring for delivery in Fall 2017. SCIE142 is a course which has caused issues in the past as it is a requirement for all GSN students to earn as part of their certificate. However, not all programs require an upgrading chemistry course, as only two of the recipient programs have a chemistry course as part of the diploma requirements. This presents a challenge for students in GSN, who have applied to a program where chemistry is not required, to give the course sufficient effort, and has been the single greatest obstacle for students to complete their certificate. We are reviewing options as relate to this course.  Variety and frequency of Assessment Types:  All courses note some combination of Labs, Assignments, Applied learning, Tests/quizzes, In class activities and Presentations. As a result, Program Outcomes are demonstrated through a variety of methods. As well, the due dates are mapped across the weeks for all courses for all assignments and the resulting summary chart is shared with students to help them manage their workload. This is done at the start of each semester.  Student Work as evidence. This program has arrived at SENRS as of Fall 2016, so currently there is no evidence of student work on file. We will be actively collecting evidence work during the 2017 academic year  This program uses relevant industry technology such as GPS units, mapping software, and a learning management system to enhance the learning experience for students.  Work integrated learning experience is not a part of this program of study because the program is designed to be a pathway program for students to other programs in the School and the College.    The College wide Sustainability outcome is covered in the course Skills for Stewardship and Sustainability NATR8.  Comment on curriculum map - The upgrading chemistry course has caused issues due to its non-requirement in the majority of the recipient programs. Currently, there is a business understanding learning outcome which is taught in the Careers course but very poorly integrated across the remainder of the curriculum.  Admission requirements are workplace level and that is appropriate for this program. Currently, the admissions requirements are as follows:  OSSD with the majority of credits at the College (C) and Open (O) level, including:   * 2 College (C) English courses (Grade 11 or Grade 12)   When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.  For students who use this pathway program to advance into one of the diploma offerings, up to 5 spaces are reserved in oversubscribed diploma programs for graduates of General Arts and Science - Environmental and Natural Resource Studies who have completed all their credits. If there are more qualified applications to your preferred environmental and natural resource sciences diploma program than spaces available, a selection process will be used. Applications will be ranked for available seating based on overall marks from the General Arts and Science Environmental and Natural Resource Sciences Option, as of the date of the selection process. There have been some process issues in saving seats for these students in the last two years. Recommended discussion and implementation of a better process to ensure that GSN students are awarded these 5 reserved seats. | |
| 4.0 Strategic Positioning and New Opportunities | | | | Summary of Key Findings | |
| 4.1 College and School Alignment  Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. | | | | Program Alignment with College Vision and Values:    The GSN program is aligned with the current College **Vision: “***More than Skills. Fleming will be known for our continuous pursuit of excellence in teaching and every endeavor”;* and College **Values:** *“Learning, Collaboration, Creativity, Continuous Improvement, Sustainability, and Inclusiveness” (Fleming College Strategic Plan, 2015-2018, p. 2).*    Fleming is committed to embracing students who require an alternate pathway to complete post-secondary education, fostering inclusion and lifelong learning. The GSN program provides a route for students who have not met diploma outcomes, or those who want a slower integration into the college system, tjhe opportunity to learn and excel. Without this pathway program, there would be no alternative route for student. Fleming recognizes that more than just skills are necessary for a true educational experience.      Program Alignment with Academic Priorities:    Specifically the GSN program reflects the following Academic priorities:    *“Learning Design: Reimagine and design learning opportunities to fully engage our students using accessible outcomes-based approaches, applied learning and authentic assessment.*  Connection to the Strategic Plan: Priority #1 Deliver outstanding student learning and experiences, and Priority #2 Collaborate and prosper with our communities” (Fleming College Academic Plan, 2015 – 2018, pp. 10 – 11).    The GSN program demonstrates this by not only our hands on field camp where we use the outdoors as our classroom and to explore the environment, but also through our collaborative field experiences and projects that give students the experience of going through RFP and proposal development in the same format as industry expectations. it is through this type of applied curriculum, that we enrich the student learning experience.      *“Teaching Excellence: Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology.* Connection to the Strategic Plan: Priority #1 Deliver outstanding student learning and experiences, Priority #2 Collaborate and prosper with our communities, and Priority #3 Excel as an organization” (Fleming College Academic Plan, 2015 – 2018, p. 12).    Fleming faculty members are committed, energetic, and creative people who want to contribute to the future of education. Discuss how the college has supported faculty in your program, in their growth as dual professionals, i.e. teachers and subject-matter experts, to achieve teaching excellence. Because the GSN program is built as a pathway program, students are not isolated into unique courses, but rather take developed curriculum of the diploma courses but spread over two semesters of program delivery. In this manner, students in the GSN program are exposed to terrific teaching and amazing faculty who come from a variety of programs and subjects but who teach as part of the common first semester team. We have an Outdoor Leadership expert, a Canada-wide renowned Herpetologist, a Species at risk Biologist at the Toronto Zoo, Ministry of Transportation Statistician, Ministry of Natural Resources and Forestry GIS specialist--and those are just the composition of the course leads for our curriculum! Throughout the rest of our 38 member team of dedicated faculty, technicians and support staff, we have experts in such a broad spectrum of subject matter and industry connections that students get immersed in such a wide variety of interests and personalities. As a result of our broadness, students are able to gravitate to advisors to which they are comfortable and can develop relationships across many related fields of study. It would be an understatement to say that the faculty in the CFs Team and GSn team are lifelong learners! | |
| 4.2 Competitor Programs  Analyze key parallels and differences between this program and those of its closest competitors, where applicable.  Comment on the ’Value-added’ program distinctions and their attractiveness to prospective students. | | | | The following 3 colleges offer a certificate program with a focus on a similar subject area….  Cambrian College offers an entry level certificate in a number of subject areas including:    Environmental Field Techniques  3 semester certificate – 3rd semester includes 4 week internship    Algonquin College offers one year entry level certificates in a number of subject areas including:    GAS Environmental Studies  *“The Environmental Studies program at Algonquin College helps students to develop their awareness of the environment and the world around them.”*    George Brown:General Arts and Science (One year - 2 semesters)  (Courses include Environmental Science & Geography)    This program is differentiated from these competitors by specifically scaffolding curriculum to aid in success of GSN students in the 6 destination diploma programs. This program also features a four day and four night field camp in the second week of studies to facilitate team development, increase awareness of outdoor activities and practices, prior to the withdrawal deadline for registration. In this case, students who may change their mind, can withdraw with a refund. This is a particular interest to some of our students who are mature, potentially leaving existing employment and want certainty about their fit in the program. | |
| 4.3 Learning Pathways  Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships.  Identify any new pathways that could be developed. | | | | *Upon successful completion of this two-semester certificate program, you will receive credit for all Common First Semester courses and entrance directly into semester 2\* of one of the following programs in the School of Environmental and Natural Resource Sciences:*  *Ecosystem Management Technician*   * *Environmental Technician* * *Fish and Wildlife Technician* * *Forestry Technician* * *Resources Drilling and Blasting* * Students are also eligible for enter semester 1 of the Urban Forestry Technician Co-op program.   Our review identified that measures are needed to ensure completion of GSN before students are permitted to move on to other SENRS programs - GSN students enter with workplace level entrance requirements and must build math, chemistry and communications skills in order to be successful in their targeted program.  Data was retrieved by FDR to look at the Fleming programs that GSN graduates entered. Over the 2014-2017 period, graduates entered the following programs:  Fish and WildLife - 8  Ecosystem Management Technician- 15  Environmental Technician - 2  Forestry Technician - 4  Carpentry - 1  Resource Drill Blast - 1  Ecological Restoration - 1  Earth Resources Technician - 1  Urban Forestry - 1  It has been suggested that we develop a pathway for GSN graduates to enter Earth Resources Technician (ERT) - This has been explored, but there are limitations that are currently untenable to pursue at this time. GSN students take Semester 2 of their diploma choice in the summer as flow through from starting in the Fall in Semester 1 of GSN, Semester 2 of GSN in the winter. ERT has a mandatory Co-Op in the summer semester, and therefore there is no semester 1 intake of ERT in the winter and no corresponding flow through of Semester 2 ERT courses in the summer so there are no Semester 2 courses of ERT offered during the summer semester. The earliest Semester 2 of ERT is offered is the following Winter term. | |
| 4.4 New Program or Redesign Ideas  Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | | | | It is suggested to review the use of the word "Option" at the end of the program title. It appears to confuse students in that they interpret the program as an optional condensed offering of one of our feeder programs. Suggest the use of the word “Pathway” to replace “Option” | |
| 5.0 External Relations | | | | Summary of Key Findings | |
| 5.1 Community Partnerships  Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience?  Are faculty, staff, and student involved in volunteer projects and events? | | | | Currently there are no Community Partnerships apart from what is available at the Frost Campus. | |
| 5.2 Program Advisory Committee  Comment on the distribution of Committee membership by constituency, sector, and / or region.  Comment on the vitality of the Committee (frequency of meetings, members’ level of participation, engagement, and turnover.) | | | | Initially GSN had an advisory committee but has not had one since the program moved to Frost Campus in 2015.  It is suggested that this program integrate a series of questions into the six existing recipient PAC committees to request information about barriers and requirements of a workplace level student to upgrade to get to this level | |
| 5.3 Alumni Relations  Describe the type and range of alumnae involvement in the program.  Current and future strategies to engage alumnae in the program. | | | | Currently there are no Alumni Strategies in place. | |
| 6.0 Program Resources | | | | Summary of Key Findings | |
| 6.1 Program Revenue and Expenses  Please review Integrated Planning and Performance (IPP) information for your program.  Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning.  Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind?  Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. | | | | This program was designed as a pathway for students to be able to enter the diploma programs, not as a financial or enrollment generator in and of itself. It will be unlikely that this program will achieve the recommended CTO target of 35%, though many measures have been taken to reduce costs, and to share curriculum to make the delivery of the program more cost effective.  Current Contribution to Overhead (CTO) for the 2015/2016 year was 15.7% which is a significant increase from 2015 CTO of -13%.  CTO 2016/2017 projection is 23.2%, however, final results become available in June 2017 based on savings generated from bundling CFS and GSN coordinator starting Fall 2016 and, slight increase in enrollment in Fall of 2016.  This is a small program with relatively low revenue and expenses overall. However, GSN takes a double hit in attribution of allocated costs, as costs are incurred from both SENRS and GAS during the budgeting process, as both schools are responsible for delivering curriculum, and there is a greater proportion of GAS courses in this program relative to other (and lengthier) programs at SENRS.  This program has flow through to semester 2 of the diploma programs that have a Winter Semester 1 intake. A cost-revenue of analysis for the delivery of a winter intake and consequent delivery of semester 2 would be interesting to determine if, and to what amount GSN provides a financial incentive to keep intake of winter semester 1 diploma students. | |
| 6.2 Faculty and Staff Resources  Please comment on:  The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments.  Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education.  Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments.  Hiring priorities over the next few years based on the above. | | | | This program is delivered by a mixture of contract and fulltime faculty. For the 2016 academic year, 3 of 7 courses in semester 1 were delivered by fulltime faculty, and in semester 2, 3 of 5 courses were delivered by full-time faculty.  There are no dedicated fulltime or parttime faculty to this program. Faculty are assigned a section of the courses delivered to GSN students usually because they are teaching as part of the Common First Semester team. The program Coordinator is making effort to be teaching this group in the ENVR20 course for academic year 2017, as well as attend the field camp, to develop greater connection with the student group. | |

Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

**Write recommendations to:**

1. **bridge identified gaps**
2. **build on strengths**

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| Recommended Improvements: | Timeframe | Person(s) Responsible | Action:  Immediate  Midterm  Long Term |
| The final word of the title of the program should be changed to “Pathway” instead of “Option” reflecting the need for clarity that this is a pathway program, not an optional condensed diploma | One year | Dean, Chair  Director of Quality Assurance | Midterm |
| Explore cost analysis of winter intake and delivery of second semester and benefit of GSN summer flow through | One year | Chair and Financial Officer for SENRS | Immediate |
| Remove the ‘business’ element in vocational outcome 6 across the curriculum | One year | Coordinator and faculty in Career and Environmental Workplace essentials | Midterm |
| Begin discussion with GAS regarding condensed chemistry course offered to applicants only in BO and ETN. | One Year | Associate Dean, GAS  Program Coordinator  SENRS Chair | In progress |
| Integrate CFS curriculum with specific focus for GSN | One Month | Program Coordinator  CFS Team Leads 2017 |  |
| Collect student summative exemplars, a culminating work from each course | One year | Program Coordinator  All faculty. |  |
| GSN pathway more clearly articulated exemptions in RDT for GSN grads to enhance maximize this internal program pathway | Sept 2017 | Steve Wilkinson/Thomas Luloff |  |