



Four Year Report (2021)

Applied Disability Studies Graduate Programs (reviewed 2016/17)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Applied Disability Studies which were examined as part of the review were:

Master of Arts in Applied Disability Studies
Master of Applied Disability Studies
Graduate Diploma in Applied Disability Studies

2. The Review Committee consisted of two external reviewers: Lisa Serbin (Concordia University) and Raymond Miltenberger (South Florida University) and an internal reviewer, Colleen Hood (Brock University).
3. The site visit occurred on March 12-14, 2017.
4. The Final Assessment Report was approved by Senate on November 8, 2017.
5. The reviewers assigned the programs the following outcome categories:

Programs	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
Master of Arts in Applied Disability Studies Stream 1: MA/ABA Stream 2: MA without ABA	X		X (With concerns related to program breadth)	
Master of Applied Disability Studies (MADS) Stream 1: MADS/ABA Stream 2: MADS without ABA	X		X (With concerns related to cohort issues, mentor/advising; quality of PT instructors; program breadth)	
Graduate Diploma in Applied Disability Studies	X			

6. The next review of the graduate programs in the Department of Applied Disability Studies will be in 2024/25.

B. Recommendations

Recommendation #1

Review degree and department title to more closely address the focus of the program (ABA) (particularly diploma).

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the Department (please note that the Centre became the Department of Applied Disability Studies as of July 1, 2017).

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Name Change for Department	17/18	HOLD
Action #2 Degree and Diploma Name Changes for ABA Program	17/18	HOLD

Explanation of Actions Taken, Status and Results:

We voted on the name change at our June retreat in 2017. We decided to defer the name change to allow new faculty to participate. The FOSS dean agreed with our delay. We re-opened discussion at the June 2019 retreat. It was decided to wait until we see if our new programs (ABA.D., ABA PhD, MA and PhD in Clinical Psychology, revised General program) are approved before deciding on a name that will capture the breath of programs in our dept. We decided at June 2020 retreat to continue to wait until status of Doctoral Programs is determined, and with consideration of the major modification to the “general” program described below.

Similar to the department name change, we have a proposed set of degree names to help with differentiation and alignment with the doctoral programs if they are approved. We believe that bringing all of the changes to ARC/Senate together and launching all approved changes at once will be more cohesive from a marketing/brand strategy perspective.

Following through with this recommendation is part of the Department’s workplan and the discussions relating to the change have been fruitful in completing other recommendations.

Recommendation #2

Review the no-ABA programs to determine breadth of program.

ARC Disposition of the Recommendation

ARC considers the recommendation to review the no-ABA programs to be accepted and under consideration by the Department.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Differentiate Degree in Course Calendar.	17/18	18/19
Action #2 Promote ADS program directly	17/18	18/19
Action #3 Develop ADS Program Committee	18/19	18/19

Explanation of Actions Taken, Status and Results:

The non-ABA MA and MADS program were undersubscribed at the time of the review and there was a need to revisit the breadth of the program. We took some concrete steps to improve the calendar descriptions and engage in targeted marketing. We also created an ABA program committee which made the difficult decision to not accept students into the non-ABA stream of the program in 2019 and 2020. During that time considerable work was done to review the ADS (general) programs internally, including seeking input from community advisory committee members. A major modification was approved by ARC and Senate in Fall of 2020, and we are delighted to be launching a new specialization for both MADS and MA (full-time only) in 2021 called Leadership, Diversity, Community and Culture (LDCC) to replace our previous ADS (general) MA and MADS. This program modification also supports the expanded offerings in recommendation #3. Recommendation # 2 is considered complete, though ongoing work with CPI on mapping and program outcomes may lead to further refinements.

Recommendation #3

Increase offerings in the no-ABA programs.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and under consideration by the Department.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Explore offerings outside of ADS	17/18	18/19
Action #2 Approach other departments	17/18	19/21
Action #3 Create ADS Special Interest Group on Campus	18/19	Ongoing

Explanation of Actions Taken, Status and Results:

As described in response to recommendation #2, ADS had reviewed the General degrees (MA and MADS) to consider their breadth and foci. This review led us to excute several actions to expand the offerings for the ADS (Gen) program within our department. These actions included developing new courses, revising degree requirements, and changing the programs from default general degrees to a new MA and MADS specialization in Leadership, Diversity, Community and Culture. The requisite major program modification was approved by ARC and Senate. These new programs are on track for admissions for 2021/22 academic year, and are viable based on accepted offers.

In addition to work done within the department, considerable work was done to explore relevant course offerings outside of ADS, including discussing possible synergies with other departments within and outside of FOSS. We initiated discussions with the Graduate Associate Dean in the Goodman School of Business regarding the new Multidisciplinary Master’s in Management SOI and proposed creating a specialization in "Applied Disability Studies." We and our community advisory committee agree that there are many disability service managers who would be interested in such a program as well as Management students who could focus on a career in

disability services. The Associate Dean was supportive of these conversations and the MIMM SOI was approved by Senate in December 2020, with further work to be done on the program brief. ADS lent support to that proposal and some additional courses were added to our calendar in service of developing this interdisciplinary program.

We continue to provide continuing education events for community professionals including many of our alumni now working in the field. Our students and faculty are also involved in these events. Brock students and faculty are welcome to attend our free colloquia intended for non-professional community members such as persons with disabilities and their caregivers. Dr. Nirbhay Singh, from Augusta U., USA, gave two colloquia on Mindfulness in 2019, one directed to academics and students and one for caregivers of persons with disabilities. At the same caregiver event, Mr. Mike Lake, MP Edmonton-Wetaskiwin, spoke of his experiences raising a child with autism. In April 2020, Dr. Maria Valdovinos, Drake U., USA, gave a virtual workshop and a keynote on the use of psychotropic medications with persons who have intellectual and developmental disabilities. In a few months, Dr. Claudia Drossel will be providing a community workshop on brain health and physical health and its relationship to ability level and health in later life. We have a colloquium on April 1, 2021, featuring a group of self-advocates with intellectual disabilities and faculty involved in community engaged scholarship and participatory action research. We also offer ongoing continuing education events to community professionals who supervise our students in their practicum placements. We have encouraged our faculty to join the Lifespan Developmental Research Centre and participate in its educational events, along with their students. We are pleased with the progress made on this recommendation and consider many of the activities to be complete, though we will continue to embrace new opportunities to collaborate with other departments, and to provide internal and community events related to applied disability studies. We feel we now have laid the groundwork to establish an inclusive ADS Special Interest Group on campus

Recommendation #4

Examine strategies related to increasing sense of community in off-campus cohorts.

ARC Disposition of the Recommendation
 ARC considers the recommendation to be accepted and under consideration by the Department.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Survey students	17/18	18/19
Action #2 Examine feasibility of expanded offerings	17/18	18/19
Action #3 Trial expanded offerings	18/19	19/20

Explanation of Actions Taken, Status and Results:

We created and implemented a student survey to assess the interest in meetings/gatherings to create a sense of community in both on and off campus students. We have continued to survey our students. We examined the feasibility of expanding activities to offer workshops and webinars at other times of the year to all students and created a plan to make different opportunities available at different times to meet student availability. We have offered students access to many presentations carried out by invited speakers as well as faculty and graduate students. We offered a live podcast by a panel of community practitioners about starting up your own clinical practice. We find that students ask for these events, but attendance can be limited. Over the past year we have been engaging our new MA students to consider developing an ADS Student Association in conjunction with the GSA and they are eager to do that. We have offered departmental support to assist them in launching some events that “don’t feel like school” to improve engagement. We feel that we have met this recommendation, though the practices that we undertook will remain in place on an ongoing basis.

Recommendation #5

Examine strategies related to supporting sessional instructors.	
ARC Disposition of the Recommendation	
ARC considers the recommendation to examine strategies to support sessional instructors to be accepted while acknowledging that the provision of resources for additional faculty or staff lies outside the purview of the Committee.	
Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 General Orientation and Training for PT Faculty	17/18	18/19
Action #2 Course specific Orientation ABA	17/18	17/18
Action #3 Assess impact	17/18	18/19

Explanation of Actions Taken, Status and Results:

To minimize load on faculty supporting PT instructors, the Chair/GPD provided an initial orientation webinar for all PT instructors related to University and departmental processes, resources for students, academic integrity, Sakai, and student inquiries should be directed. The Chair/GPD has offered a range of supports such as monthly group webinars and/or individual meetings, depending on the number of new PT faculty each term. For each ABA course, instructional teams (all those teaching the course) are introduced after each PT faculty hiring. Full-time faculty provide support/share materials as necessary to support the PT faculty. It is important to note that at the time of our review we had considerable over-reliance on PT instructors. Today we have considerably reduced reliance on part-time faculty, making it much easier to share this load. We are grateful for the on-going support of our Dean and Provost in this regard. We discussed this arrangement in the ABA program committee as well as at Department meetings and faculty are managing well with the current system. These activities are considered completed, and discussions regarding support for part-time faculty are ongoing.

Recommendation #6

Advocate for continuing increases in resources to support the program.

ARC Disposition of the Recommendation

ARC considers the recommendation to advocate for resources to be accepted while acknowledging that the provision of resources lies outside the purview of the Committee.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Clinic Development	17/18	19/20
Action #2 Advocate for Space	17/18	Ongoing

Explanation of Actions Taken, Status and Results:

We continue to advocate for the relocation of ADS offices, labs, and for space required for the proposed MA and doctoral programs , as well as an expanded clinic. We were involved in discussions about a proposed new building on campus that would house health-related programs. At present we are situated in Thistle (behind the market) and finding and accessing our space is challenging. With our most recent hires, we are short one office, as well as one research lab space, which will need to be addressed before we return to working on Campus post COVID-19.

The ADS clinic is operating in the BRIC building down the road from the main campus. Student training and faculty/student research is underway. The department received funding from the FOSS Dean’s Discretionary Fund to hire co-op students from GSB to help us develop a clinic business plan. We have secured more space in our wing of BRIC so that when renos are completed we will no longer be sharing space with a community professional and our wing will be separated from non-ADS activities in the BRIC building. We will continue to advocate for more clinic space as we proceed with developing three new graduate programs.

We consider the activities related to this recommendation to have been completed though we will have to continue to advocate for our space needs related to expansion and growth.

Recommendation #7

Examine carefully the future plans for the Centre in terms of a balance of senior and junior faculty.	
<p>ARC Disposition of the Recommendation ARC considers the recommendation to plan for future faculty renewal to be accepted while acknowledging that the provision of faculty resources lies outside the purview of the Committee.</p>	
<p>Implementation Plan (2nd Priority) Responsible for approving: Department Responsible for resources: Department Responsible for implementation: Department Timeline: Dean of Social Sciences to report by the end of academic year 2018/2019</p>	

Actions Taken	Year Action Started	Year Action Completed
Action #1 Request New Faculty	17/18	19/20
Action #2 Request Additional Space	17/18	ongoing
Action #3 Advocate for additional faculty	17/18	ongoing

Explanation of Actions Taken, Status and Results:

At the time of our review, we had 6 full-time faculty, of which two were tenured (one full-professor and one associate), two were tenure stream, and 2 were limited-term appointments, and we had considerable over-reliance on part-time instructors. At the present time we have 12 full-time faculty, with 5 tenured (one full-professor, and 4 Associate), and 3 tenure stream (one P&T application under review). A third of our positions are limited term, with 3 LTAs, and 1 ILTA, despite ongoing strong enrollment to justify additional tenure stream faculty. We are grateful to our Dean and Associate Dean for their advocacy and to the Provost’s office for supporting our substantiated on-going need for additional faculty. We will continue to submit requests for faculty to reduce our reliance on part-time instructors and BUFA overload and will continue to request conversion to tenure stream for our limited term appointments.

The program currently has a better balance of senior, mid-level and junior faculty. Mounting a MA/PhD. Program in Clinical Psychology and the ABA.D and ABA PhD programs would also require new faculty positions from senior to junior. These positions will be built into the Program Proposal Briefs to be submitted to ARC.

Recommendation #8

Support junior faculty as they move towards tenure.

ARC Disposition of the Recommendation

ARC considers the recommendation to reflect current practice within the Department. The Committee acknowledges that workload issues which might impact tenure and promotion are regulated under the Collective Agreement.

Implementation Plan

No further action required.

Recommendation #9

Solicit community/practitioner input on the program.	
ARC Disposition of the Recommendation	
ARC considers the recommendation to be accepted and in the process of implementation.	
Implementation Plan (2nd Priority)	
Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/2019

Actions Taken	Year Action Started	Year Action Completed
Action #1 Survey Practicum Supervisors Chair	17/18	18/19
Action #2 Plan for Community Partner feedback	17/18	19/20
Action #3 Stakeholder Meeting	17/18	19/20

Explanation of Actions Taken, Status and Results:

Beginning in 2018, we sent out annual surveys to practicum supervisors and students. The results were used to guide changes to practicum course requirements (e.g., number of practicum tasks, flexibility in tasks), as well as to guide additional professional development for community-based practicum supervisors. Our practice has evolved from a full day workshop in September and a full-day workshop in June to a two-part webinar series on supervision (Fall and Winter) and an in-person full-day supervisor training usually in June (due to the pandemic the 2020 event was, and the 2021 event will be, online). We also increased practicum preparation for students by offering a complementary 2-part webinar series with the same speaker.

We designated a list of stakeholders (agencies and individuals) who were invited to serve as our advisors to help us in strategic planning, career opportunities for our students, and our involvement in the community. We held an advisory committee meeting in April 2019. Advisors attended in person or by video conferencing. This led to very fruitful discussion and input into the development of our new LDCC specialization. The LDCC program was featured recently in Brock News. We were unable to host our second Advisory meeting in May 2020 due to COVID-19 as our stakeholders were occupied with COVID related needs of their service recipients and staff teams. We hope to host an online meeting in Spring of 2021.

Though we consider the activities completed for the purpose of reporting, it is important to note that these activities have become part of our regular operations.

Recommendation #10

Review external communication for prospective students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2017/2018

Actions Taken	Year Action Started	Year Action Completed
Action #1 Set up a more formal system for tracking prospective student inquiries	17/18	18/19
Action #2 Porting of the website to the new platform	17/18	17/18
Action #3 Review website and provide suggested revisions	17/18	19/20
Action #4 Increase communications with MA students about TA applications.	17/18	19/20
Action #5 Discuss the TA situation with Sr. Admin	17/18	19/20

Explanation of Actions Taken, Status and Results:

In Sep. 2017, we set up a more formal system for tracking prospective student inquiries and these inquiries are being actively inputted on an ongoing basis. Chair/GPD, faculty, admin, and Grad studies have been asked to copy Dept. email ads@brocku.ca on initial responses to inquiries by prospective students to ADS so that these can be tracked. Also, a bank of responses to FAQs has been generated and is reviewed annually. Our website was ported to Wordpress and has been reviewed by faculty .It is updated frequently by our admin assistant. A new website committee was struck in 2020 F al which included faculty and students with the mandate to revisit the current website and expand the information being offered, as well as enhance

useability and ease of navigation. Our department admin has been working with staff from FOSS, Marketing and Communications, and FGS to streamline our communications.

Though we considered these activities complete in 2019/2020, issues relating to our students graduate assistant funding persisted in the 20/21 academic year. We have tried several different approaches including instructing incoming and continuing MA students to apply for TAships within and outside of ADS, providing MA profiles to all relevant departments for incoming MA students to alert those ranking students of these students' qualifications and consideration for TA ships. ADS can only control the TA allocation in our department and when relevant (e.g., student transfers from MADS to MA), we prioritize our incoming MA students to ensure that our funding responsibilities are met. Until recently, some funds to support graduate assistantships for a few students who do not get TAships were included in the ADS budget, though TAships are preferred for well-rounded graduate training. We have discussed the TA situation with Sr. Admin., the Dean of FOSS, FOSS Associate Deans (Graduate and Undergraduate), and Dean of FGS to alert them to the situation.

The Faculty of Social Science Dean and Associate Dean of (FOSS Graduate) continue to encourage other Faculty of Social Sciences departments to prioritize our qualified MA-1 applicants for TA positions in their undergraduate courses. Each year we create profiles for and with each incoming ADS MA student to indicate the student's major and minors and which courses they appear eligible to TA in each relevant dept. MA-1's are assumed to apply for all TA positions, but we send profiles and alert other depts. of good matches between their TA positions and our students. We will also send the profiles to the FOSS Associate Dean who has helped find TA positions for our students. We will notify the Associate Dean which of our students failed to get a TAship so that the Associate Dean can follow up with the depts. in question or find alternative research assistant positions for these students. Issues with TA funding resulted in a decrease in our 21/22 targets for MA students below what was requested by faculty. We are required to justify any increase in targets by providing information on how TA funding allocation will be achieved, although we have no control on hiring in other depts. Given budgetary reductions for the 21/22 fiscal year and some likely decreases in TAships across the University, we will continue to work with Sr. Admin to creatively solve these issues.

Recommendation #11

In response to changing demographic of incoming students (i.e., more full-time students and more students coming directly from undergrad studies), expand full-time program offerings and structure.

ARC Disposition of the Recommendation

ARC considers the recommendation to consider how the full-time program might expand in the future to be accepted, while acknowledging that the provision of the necessary resources for this to be implemented lies outside the purview of the Committee.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2018/2019

Actions Taken	Year Action Started	Year Action Completed
Action #1 Continue to advocate for resources to expand our admission targets for full-time students.	17/18	19/20

Explanation of Actions Taken, Status and Results:

We have successfully advocated for new faculty. In 2018, we hired three new 3-year LTAs and took 18 more FT MADS students. In 2019, we hired one Tenure Stream (Assistant Professor) and one ILTA (2 year contract) and we agreed to take 18 more PT MADS students plus continue to take another cohort of 18 FT MADS. In 2020, we were approved to hire a new 3-year LTA and renew the ILTA for 2 years. However, given the demographics of our dept., we will have a spate of sabbaticals over the next few years (3 faculty will be on sabbatical in 21/22) as well as parental leaves (one faculty in 20-21). The ILTA will cover some of the courses normally taught by faculty on sabbatical, but we still rely heavily on part-time instructors (who are not easy to find to teach our graduate ABA courses because of external credentialing requirements). Nonetheless, we increased our FT admissions targets to 60 in 20/21. We are carefully watching our applications for 21/22 and will approach the Dean for additional faculty resources if there are sufficient qualified applicants to expand our offerings. Recently, two 3-year LTA's were approved for a 3-year renewal.

C. Unit Summative Analysis and Evaluation

1. To what extent has the Unit achieved the improvements suggested by the reviewers?

We feel that we have achieved and benefitted from the improvements suggested by the reviewers as they were closely aligned with our own desires for continued quality improvement.

2. What overall impact has it had on the Unit's programs?

We feel that the review has helped to substantiate recognized needs in the department and has helped us and our Dean to continue to advocate for necessary resources to support our very productive department. As this was our first review as a centre (now department), it was a huge undertaking and the benefit of that was that we learned many things about Brock processes and systems as we went through the self-study and review process.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

The unit was already committed to quality improvement, as we began as a cost-recovery program, we were well attuned to quality metrics and had been strongly advocating for program enhancements to improve quality. Since the review, we have incorporated many new processes into our daily operating procedures. We have also met with CPI as a new team to refine our Program Learning Outcomes and to revisit our curriculum mapping given changes to our ABA curriculum relating to accreditation requirements, our new LDCC program, and proposed new graduate program developments in ABA and clinical psychology.

4. How well do the programs now align with Brock University strategic priorities?

Our programs fulfill key elements of the University's mission statement.

Feedback from students and the our graduates' "pass rate" for first time writers of the BCBA professional examination is exemplary and well above the examination mean. This outcome demonstrates our provision of "professional education of the highest quality" (p.11). Several Brock News and FOSS Newsletter features on our students' and faculty members' research, awards, and community engagement have demonstrated the degree to which ADS "enhance[s] Brock's growing reputation for excellence in teaching, research, creativity and innovation" (p. 11) and provides learning experiences focused on training students to become "educated and engaged citizens in local and global communities" (p. 11). Many students in our programs and graduates from our programs are clinicians supporting people with and without disabilities and other underserved populations. Some are business owners, some hold leadership positions in public agencies and private businesses focused on "enhance[ing] the economic, social, cultural and intellectual lives" (p. 11) of surrounding local, national, and international communities, as well as "contribute to the well-being and betterment of society in the 21st century" (p. 11). Our department's vision "to be an internationally recognized, preeminent academic program that contributes to the betterment of the lives of people in our community and beyond with a focus on persons with disabilities and underserved populations." speaks directly to the University's mission as well.

The ADS programs were well-aligned with Brock's strategic priorities before the review, but we believe the enhancements made strengthen that alignment.

We offer "a transformational and accessible academic and university experience" in our ADS courses that include full-time, part-time; weekday and weekend in-person course offerings; synchronous and asynchronous on-line offerings; and experiential learning opportunities with community practitioners. Our MA program with its emphasis on research training; our MADS program with emphasis on scientist practitioners and community engaged scholarship; paired with diverse faculty research interests, internal, national and international collaborations, and exemplary research productivity contribute to "build research capacity across the University.

"Enhance the life and vitality of our local region and beyond:" Our ABA specialization has markedly increased the availability of highly trained clinicians to meet increasing clinical needs of vulnerable people in Niagara and across the province. Our cohort-based program is offered on main campus, Hamilton Campus, Toronto, and Ottawa, with many students coming from other provinces and internationally.

“Foster a culture of inclusivity, accessibility, reconciliation and decolonization:” Our department includes diverse faculty and students with representation from several traditionally marginalized groups. We strive to fulfil our mission to educate students who will be agents of change to help better the lives of people in our community and beyond with a focus on persons with disabilities and underserved populations, we strive to contribute knowledge and improve services by conducting cutting edge basic and applied research, and by providing transdisciplinary, quality postgraduate education to the next generation of professionals, researchers and educators, and experienced professionals in the field.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

We feel that this review was an excellent learning experience and helped us to articulate and substantiate departmental needs, leading to securing much needed resources. We expect to have ongoing data to inform our next self-study and reveal future opportunities for ongoing improvement as the department grows. We are proud of our accomplishments to date and keenly aware of the work that remains to be done.

We believe that the new LDCC specialization will enhance the weakest part of the review (our previous ADS-GEN program) through expanded breadth and interdisciplinary collaboration, and through the hard work and effort of the new LDCC program committee. We hope to be able to advocate for faculty specifically for that specialization as almost all coursework is scheduled to be taught on BUFA overload or by part-time faculty.

We hope that this review and the subsequent improvements will also substantiate the need for program growth to allow us to expand our offerings with new masters and doctoral programs in areas with high demand and high market value such as clinical psychology and Applied Behaviour Analysis to address service gaps in Niagara region and beyond.

D. ARC Final Summary

In final summary of the 2016/17 cyclical academic review of the programs offered by the Department of Applied Disability Studies, ARC has determined the following:

1. The Reviewers' Recommendations have been addressed satisfactorily.
2. The Unit has established a direction for next steps as it prepares for the next review cycle.
3. The Unit has achieved a broad-based, reflective and forward-looking self-assessment.