

Final Assessment Report

Social Development Studies (BA, Minor)

January 2025

Executive Summary

External reviewers found that the Social Development Studies (BA, Minor) programs delivered by the Department of Social Development Studies were in good standing.

“SDS is consistent with the academic strategic plan focused on:

- Developing talent for a complex future
- Advancing research for global impact
- Strengthening sustainable and diverse communities

Many of the goals and objectives situated within these themes are areas of strength for the SDS program, for example, quality and innovation in teaching, including digital learning; interdisciplinary teaching and research that addresses problems of societal importance; a culture of inclusivity and belonging; and a program focus on equity, diversity, inclusion, decolonization, and anti-racism.”

A total of eight recommendations were provided by the reviewers, regarding program administration, fiscal processes, curriculum planning, departmental community, student health and well-being, pausing the proposed new dual degree program, monitoring student learning, and a commitment to decolonization. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2030-2031.

Enrollment over the past three years

	BA – 3YG	BA – 4YG	BA – Honour’s	BA – Honour’s Co-op	Minor
2024-2025 (CURRENT YR)	128	32	264	69	51
2023-2024 (LAST YR)	116	30	244	65	57
2022-2023 (THREE YRS)	136	31	251	67	39

*Based on Active Student extract from Quest on January 15, 2025.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Social Development Studies (BA, Minor) programs delivered by the Department of Social Development Studies. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on October 11, 2023. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Professor Karen Ragoonaden, Faculty of Education, University of British Columbia; and Professor Julie C. Garlen, Institute of Interdisciplinary Studies, Carleton University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on February 26-29, 2024. An internal reviewer from the University of Waterloo, Associate Professor Vivian Dayeh, Department of Biology, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; Vice-President Academic and Dean (VPAD) of Renison University College; President and Vice-Chancellor of Renison University College; Chair of the Department, as well as faculty members, staff and current undergraduate students. The Review Team also had an opportunity to meet with representatives from the library, and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean and the VPAD responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

The Social Development Studies Department currently offers three and four-year general plans of study, four-year Honours, Joint Honours, and options in cooperative education (regular or Arts and Business program).

Students from other programs may also earn a minor in SDS, which requires 8 courses to be taken in the program (compared with major requirements of 16 courses for a 4-year degree and 12 courses for a 3-year degree).

There are 5 specializations open to all SDS majors: Individual Well-Being and Development, Social Policy and Social Action, Education, Social Work, and Diversity and Equity.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- Program (content, flexibility, accessibility)
 - Through the interdisciplinary nature of the program, students gather multiple perspectives on the same topics (e.g., education, inequality, well-being), giving them a richer understanding of each.
 - The flexibility of the program, with a grounding in core disciplines and a wide variety of electives, allows students to discover more specific interests and areas of study as they move through their degree.
 - The five specializations provide opportunities for students to focus their studies in an area most relevant to their career and/or post-graduate education goals.
 - The ability to do some or all of the degree through online courses is especially valuable for students with disabilities and mature students with responsibilities around employment, caregiving, etc.
 - Students gain skills that can be applied in a variety of workplaces and helping professions e.g., problem-solving, communication, relationship development.
 - EDI-D principles are integrated throughout most courses.
- Environment (community, classroom, people)
 - Small class sizes foster relationship-building among classmates and between instructors and students.
 - The student population is relatively diverse and includes a fair number of mature students who bring life and work experience to discussions.

- SDS offers a supportive environment with instructors who are compassionate and accommodating; academic advisors who are empathic and knowledgeable; and peers who prioritize collaboration and mutual support.
 - Students enjoy the feel of Renison University College's (RUC) small, supportive community while having access to all the resources of a large, world-class university.
 - Being housed within RUC gives students easy access to a variety of social gatherings and events organized by the student life team.
- SDS faculty are active, interdisciplinary researchers with many community partnerships. Many are well-known in their academic fields and have a presence as public intellectuals.

Challenges

- By far the largest challenge to our program is its budget. The combination of rising costs, tuition freezes, income loss to RUC from the pandemic (e.g., residence closed for two years), and other financial choices has led to a tighter and tighter budget each year. This has limited our ability to hire more faculty, to offer the usual wide array of courses, and to provide the level of student support we would like.
- The Equity Agreement with UWaterloo means that we do not get additional funding for teaching more than our equity share so there is no opportunity to bring in additional revenue through the academic side.
- The level of student need has been increasing over the past few years, particularly since returning to campus after the pandemic. More and more students are struggling to keep up with their coursework while juggling employment and caregiving responsibilities, and often dealing with their own mental illness or disability. The resulting increase in demand on the time and energy of our instructors have left many feeling very drained by the end of each term. SDS students seem to have higher needs relative to the Faculty of Arts.

Weaknesses

- Our programming relies heavily on sessional instructors (roughly 50% or more of our yearly course offerings). Although the department very much values the professional experience many of these instructors working in the field bring to the classroom, the

nature of such precarious employment creates numerous challenges for them as well as issues around continuity and student access for SDS. Currently, the budget limits us from further full-time hiring.

- There is minimal oversight in our curriculum to ensure appropriate frameworks, content, and assessments are used to achieve broader, program-wide learning outcomes. While we highly value academic freedom and instructor autonomy, there could be some process in place that respects these while ensuring greater collaboration among faculty to reach common program objectives.
- Some students reported wanting more opportunity to move beyond theory to application and have more practical training/experience for doing community and social development work, post-graduation, such as how to be an activist and how to facilitate difficult conversations.
- Online-only students do not have access to all of the specializations; only three of the five can be completed entirely online. Our budget and the resources of CEL are both limitations on transitioning additional courses to a fully online modality.
- Limited access to CEL development slots for major updates of existing online courses.
- While our overall application and offer numbers for the 4-year Honour's program have been relatively stable, the proportion of registrants per offers has decreased over the last couple of cycles.

Summary of Key Findings from the External Reviewers

"SDS is a unique program in Ontario that strives to provide students a rich understanding of human and societal flourishing through an equity, diversity, and inclusion (EDI) lens. One strength of this program is the interdisciplinary nature of the course offerings, which provide a robust foundation in social sciences. Additionally, the program offers a student-centered learning environment with smaller class sizes within a college context and provides the opportunity to participate in a Co-op as well as additional experiential learning opportunities, which are in demand in the current higher education context. Another important strength is the accessibility of the program, which is expanded by the focus on online delivery modes...

Our specific recommendations... address four major areas where SDS faces significant challenges:

1. Addressing a lack of cohesion and clarity among full-time faculty and sessional instructors regarding curriculum, teaching and assessment.
2. Mitigating the potential negative impacts of a proposed 4-year SDS-BSW dual degree program.

3. Reviewing and renewing visioning and recruitment efforts, including course offerings to increase direct entry admissions and relevant job opportunities for Co-Op students.
4. Prioritizing strategies to foster financial stability, including cost-reduction, budget transparency, and integration with the Faculty of Arts.”

Program Response to External Reviewers’ Recommendations

1. **Program Administration:** Collaborate with RUC, the Faculty of Arts and UWaterloo to review and initiate recruitment strategies to increase direct entry admissions. Specifically, we recommend that the course offerings and delivery modes be reviewed to ensure that direct entry students can access in-person learning, and that the in-person aspect of the program be promoted to first-year students. Additionally, reviewing and reframing the mission of the program beyond preparation for social work, specifically in regard to the areas of specialization and the career opportunities they are designed to facilitate, could help increase interest from high school students. This includes seeking out more relevant job opportunities for Co-Op students to ensure that their work supports future careers in social services and/or community development.

Program Response

The department reviews demand for in-person and online classes each term when students make their initial course selections. Over the last few years, we have shifted the ratio of on campus to online courses offered to meet increased student demand for online courses. For example, in 2018- 2019, 37% of our course offerings were online and 63% were in person. In 2023-2024, 54% of our course offerings were online and 46% were in person. All eight required courses are offered both online and in person. Although there are a robust number of electives offered in person (32 in 2023-2024), going forward, the department will communicate with students more clearly which courses they can expect to be available on campus every term, once a year, or once every other year to assist with their planning.

In collaboration with RUC’s Marketing and Recruitment unit, the department is pursuing outreach initiatives with local high schools to raise awareness and interest about the possible careers to which an interdisciplinary social science degree can lead. These initiatives will be targeted towards students from equity-deserving groups to support our strategic plan.

The community-oriented, supportive nature of the program and its smaller class sizes (compared to main campus) are benefits of the program that are emphasized to prospective students, particularly those planning to study on campus. Students frequently ask what careers this degree might lead to, other than social work. Although the department has

defined its mission and developed curriculum (including specializations) that well demonstrate areas of study and career development, we will continue to work RUC's External Relations and Communications unit to profile alumni with diverse post- graduate study and employment areas.

There is a role on main campus dedicated to developing co-op jobs for Art students. The SDS Chair will meet with the Arts Faculty Relations Manager to see how the department might support the development of relevant job opportunities.

Dean Response (VPAD-Renison)

The Social Development Studies program is a unique, interdisciplinary, social-justice-oriented program. Post-pandemic, we have seen the demand for online courses increase and have adjusted course offerings to meet students' needs. As the PSE sector begins to find its "new normal" the Social Development Studies program will also need to optimize its course offerings considering general patterns of students' needs and demands. In the next few years, PSE, in general and SDS specifically, will need to optimize course offerings considering the rapidly emerging fiscally constrained environment.

We will need to carefully consider the sequence and frequency of in-person and online course offerings. I support the plan presented by the program to address recommendation #1.

Dean Response (Dean of Arts)

Arts' support efforts to present the SDS major as an option for students in Arts and will continue to do so.

2. **Fiscal Processes:** The largest challenge to this program is the budget. Work with the Dean's Office, Faculty of Arts and the Dean's Office, RUC to make visible fiscal processes which impact program delivery and faculty growth.

Program Response

The department is facing similar budgetary challenges as other units within Renison and within the Faculty of Arts. We recognize that changes are needed at the provincial level to ensure adequate university funding. Meanwhile, we are committed to working towards financial sustainability in program delivery. Within the next five years, we hope to replace at least two of three faculty members we have lost within the last year (two retired, one resigned) with a priority for diversity in hiring, in line with our strategic plan. However, we do not see an issue with the visibility of fiscal processes nor a role for the Dean of Arts office.

Dean Response (VPAD-Renison)

Budgetary issues regarding programming at Renison University College are outside the scope of the University of Waterloo and its Faculty of Arts. Led by Renison's President and Vice-Chancellor, the senior leadership team engages in transparent budget planning processes with each academic unit lead. We will continue our institutional commitment to work to achieve budgetary priorities that align with our strategic plan. We recognize that SDS lost three faculty members due to natural attrition. We are unable to commit to their replacement at this time.

Dean Response (Dean of Arts)

Arts concurs with the Renison VPAD's response.

3. **Curriculum Planning:** Engage in long-range curriculum planning to 1) determine how the quantity of course offerings can be reduced while still achieving funding targets, 2) identify course offerings that are under-enrolled and/ or where course caps can be increased without sacrificing pedagogical integrity, 3) identify courses and specializations that require revision and/or have low enrollment to maximize opportunities for success.

Program Response

Several shifts have been undertaken in the last year. We will continue to monitor outcomes as student demand fluctuates.

- a) We have developed tracking spreadsheets of initial course demand (after course selection period) and of final enrollment (after add/drop period). These have been helpful in planning course offerings for the next academic year.
- b) We have increased caps in several courses, primarily online ones, to ensure that overall enrollment targets for RUC are met while total number of course offerings is reduced to fit budgetary limitations. Faculty have raised concerns about the pedagogical implications of such increases, which we will continue to discuss and adjust as needed.
- c) We have adjusted the frequency of particular elective offerings based on enrolment history over the last five years. Scheduled offerings now vary among more than once a year, once a year, once every two years, or once every three years. Going forward, we will develop a plan to communicate clearly to students which courses they can expect to be offered in which years.
- d) We reviewed our five specialization plans and confirmed that there are sufficient courses listed that are offered at least once per year for students to easily meet the requirements before graduation, with a good degree of choice.

- e) We reviewed the list of courses we have on the academic calendar that have not been offered in the last five years and approved nine of these for inactivation.

Dean Response (VPAD-Renison)

Renison has implemented a Strategic Enrollment Management process to support both short, medium, and long-range planning of courses, cap sizes, and modes of delivery. I agree with the reviewers' recommendation that the unit needs to review courses and specializations that have low enrollment to maximize opportunities for success, which may mean reducing the overall number of specializations offered by collapsing two specializations into one or removing a specialization altogether. Although the academic unit notes that there are sufficient courses to offer five specializations, I expect the unit will engage in strategic thinking about how to optimize course and specialization offerings. Such planning will be data-driven and done through established strategic enrollment management processes.

Dean Response (Dean of Arts)

Arts is happy to support RUC's efforts in relation to this recommendation, as needed and possible, particularly with regard to curriculum.

- 4. **Departmental Community:** Involve sessional instructors in the community of the department, including developing formal processes for ensuring that all stakeholders are aware of program structure and program learning outcomes.

Program Response

Further involvement of sessional instructors in the department must recognize that sessional instructors often work in multiple places and have limited availability outside of class time, and they are not paid to carry out departmental service (e.g., attending department curriculum planning meetings). We want them to feel welcome, but not obligated, to participate in the life of the department.

Current practices:

- a) Twice a year, all sessional instructors are invited to engage with the department faculty and staff in community-building events (a holiday celebration in December, and a teaching workshop and dinner in May).
- b) New sessional instructors have the option of being paired with a faculty mentor, whose discipline or content area is most closely aligned to the course for which they have been hired.

Proposed additions:

- a) Information about program structure, areas of specialization, and learning outcomes will be provided to all sessional instructors through the existing Instructor Handbook (updated yearly, and easily accessible as a Learn site).
- b) Sessional instructors will be invited to meet with designated faculty members prior to each term to review course outlines' alignment with program learning outcomes.

Dean Response (VPAD-Renison)

I support the Academic Unit's plan as presented.

Dean Response (Dean of Arts)

As RUC is the employer of these sessionals. Arts has no response to this recommendation.

- 5. Student Health and Well-Being:** Prioritize strategies for strengthening support for student health and well-being to embed and promote sustainability and foster personal development and supportive environments for mental health and resilience, physical health, social inclusion, belonging and spiritual well-being in campus culture.

Program Response

One of our faculty members, Christine Logel, is preparing to launch the Care and Equity in Teaching Fellow initiative in Fall 2024, with support of the RUC Vice President, Academic and Dean (VPAD). Dr. Logel's research has focused on students' transition to university and has worked to develop evidence-based practices that require a relatively small time commitment but have potential to be transformative for students. Dr. Logel and her collaborator have received a Learning Innovation and Teaching Enhancement (LITE) grant to evaluate the feasibility of this initiative and its effect on students.

The department will continue to work closely with RUC's Student Experience and Housing team to support regular communication and sharing of ideas and resources. This past year, the SDS Chair and the SDS Program Coordinator met with RUC's Assistant Director, Student Experience and Housing and the Student Experience Coordinator once in each of Fall and Winter terms to discuss the student needs, available supports, relevant activities, and any gaps among these. We expect regular meetings going forward will be useful in ensuring SDS students enjoy an inclusive, engaging, and supportive environment at RUC.

Dean Response (VPAD-Renison)

I support the Academic Unit's plan as presented.

Dean Response (Dean of Arts)

Arts is supportive of RUC's response, and will continue to support the well-being of Arts students, including those who are co-registered with the AFIW.

- 6. Pausing the Proposed New Dual Degree Program:** Pause the implementation of the proposed new 4-year SDS-BSW (Bachelor of Social Work) dual degree until the financial and enrolment implications for both programs are identified and understood. We strongly recommend the temporary implementation of a collaborative supervision model that engages SDS and SSW in collaborative curriculum development and hiring decisions for the 7 BSW prerequisites. Merging the two units should be considered to facilitate shared oversight. There is a lack of evidence that requiring students to simultaneously earn two degrees will be beneficial to either program in terms of enrolment.

Students are likely to choose other direct entry programs in social work that do not require them to earn two degrees.

Program Response

We agree with the reviewers that the financial and enrolment implications for the proposed SDS- BSW dual degree need to be better understood. However, we expect this information to be sought out and shared in collaboration with UWaterloo's Institutional Analysis and Planning unit while we continue to work on moving the proposal forward. The process need not be paused.

We further agree that collaborative curriculum development and hiring decisions are necessary for "shared" courses between the two degrees, which in the proposed new model include four concurrent courses rather than seven pre-requisite courses.

In the current model, students are earning two degrees consecutively. The new model has them earning the same two degrees, but concurrently. We believe this will be broadly appealing to prospective students. We will work with the marketing and recruitment staff at both RUC and at UWaterloo on a plan to showcase the numerous potential benefits of this dual degree program relative to other direct entry social work programs.

Dean Response (VPAD-Renison)

We will forge ahead with the planned SDS-BSW dual degree to address CASWE's (Social Work external accreditation body) requirements for BSW accreditation renewal. Integral to this process is defining the program funding agreements inside and outside the AFIW Equity

Agreement. The VPAD is working with the UW Associate Vice President - Academic Operations and IAP to establish a sustainable funding model for the proposed dual degree to establish a sustainable funding model.

Dean Response (Dean of Arts)

Arts supports the dual degree plan as put forward by RUC.

- 7. Monitoring Student Learning:** Formalize strategies for collaboratively monitoring and evaluating student learning. This should include soliciting student feedback about how current course delivery modes could be enhanced to increase student learning and engagement and accessibility for students with diverse learning needs.

Program Response

The Chair receives copies of Student Course Perception Survey numerical results but does not have access to student comments so it is unclear exactly why some courses are perceived more positively than others in terms of both design and implementation. We will look into implementing a yearly survey of all SDS majors (in March or April) with a focus on general course practices that enhance or hinder learning, rather than a focus on a particular course. We will consult with the Centre for Teaching Excellence for best practices regarding this method of seeking and using student feedback. A summary of responses will be shared with all instructors.

Some of our instructors have been working to pilot test a new Accessibility Checklist to address provincial requirements and recommendations. Once this form is ready for wide use, the department will work to ensure that instructors a) use the Checklist in preparing for the upcoming courses and b) have access to appropriate supports should they need to significantly revise aspects of their course to comply with the accessibility regulations.

Dean Response (VPAD-Renison)

I support the Academic Unit's plan as presented.

Dean Response (Dean of Arts)

Arts supports this response by RUC but is not directly involved in the matter.

- 8. Commitment to Decolonization:** Revisit and re-engage with the University of Waterloo's commitment to decolonization articulated in the 2020-2025 Strategic Plan: Connecting Imagination with Impact. Plan a retreat to determine how the commitments to

decolonization are enacted in the SDS's strategic orientations, including vision, mission, and program coherence.

Program Response

RUC's own strategic plan for 2024-2027 includes five major priorities, including "Embed Indigenization, decolonization, and inclusion, diversity, and equity throughout all aspects of Renison life." In particular, there is a commitment to "Continuing our decolonizing and Indigenization efforts.

This includes the implementation of the Truth and Reconciliation Commission (TRC) Calls to Action regarding higher education and developing intentional relationships with Indigenous communities." A group of RUC faculty, staff, and students have been working towards a new set of recommendations from which SDS will draw. The SDS Chair will consult with the VPAD and President to determine which initiatives should be held at a department level and which should be held RUC- wide.

Dean Response (VPAD-Renison)

Actions toward decolonization are both institutional and individual commitments. Renison will continue to strive toward institutional practices that support decolonization efforts. The institutional plan is under the purview of the Renison Board of Directors following the recommendations of the "Renison Reconciliation and Restoring Steering Committee" tabled in March 2024. I agree with the plan presented by the Unit, noting that decolonizing efforts signify a cultural shift within the organization and resource allocations to this end. The academic unit will be able to advance decolonial and indigenization primarily by attending to the curriculum. The Social Development Studies unit is well-positioned to accomplish such goals.

Dean Response (Dean of Arts)

Arts supports this response by RUC.

Recommendations Not Selected for Implementation

N/A

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Program Administration	<p>The department is pursuing outreach initiatives with local high schools to raise awareness and interest about the possible careers to which an interdisciplinary social science degree can lead. These initiatives will be targeted towards students from equity-deserving groups to support our strategic plan.</p> <p>We will continue to work RUC's External Relations and Communications unit to profile alumni with diverse post-graduate study and employment areas.</p> <p>The SDS Chair will meet with the Arts Faculty Relations Manager to see how the department might support the development of relevant job opportunities.</p>	<p>SDS Department Chair, in collaboration with:</p> <ul style="list-style-type: none"> • Director of Marketing and Recruitment, RUC • Director of External Relations and Communications, RUC Arts Faculty Relations Manager, Co-Op 	Winter 2025-2026
2.	Fiscal Processes	<p>The department is committed to working towards financial sustainability in program delivery. Within the next five years, we hope to replace at least two of three faculty members we have lost within the last year (two retired, one resigned) with a priority for diversity in hiring, in line with our strategic plan.</p> <p>We do not see an issue with the visibility of fiscal processes nor a role for the Dean of Arts office.</p>	SDS Department Chair VPAD, RUC	Winter 2029-2030
3.	Curriculum Planning	<p>We developed tracking spreadsheets of initial course demand (after course selection period) and of final enrollment (after add/drop period). We increased caps in several courses, primarily online ones, to ensure that overall enrollment targets for RUC are met while total number of course offerings is reduced to fit budgetary limitations.</p> <p>We adjusted the frequency of some elective offerings based on</p>	<p>SDS Department Chair, in collaboration with:</p> <ul style="list-style-type: none"> • RENISON VPAD, RUC Registrar, RUC 	Mainly completed but will continue to monitor over next 2 years for further changes needed.

		<p>enrolment history over the last five years. We will develop a plan to communicate clearly to students which courses they can expect to be offered in which years.</p> <p>We reviewed our five specialization plans and confirmed that there are sufficient courses listed that are offered at least once per year for students to easily meet the requirements before graduation.</p> <p>We reviewed the list of courses we have on the academic calendar that have not been offered in the last five years and approved nine of these for inactivation.</p>		
4.	Departmental Community	<p>Information about program structure, areas of specialization, and learning outcomes will be provided to all sessional instructors through the existing Instructor Handbook.</p> <p>Sessional instructors will be invited to meet with designated faculty members prior to each term to review course outlines' alignment with program learning outcomes.</p>	SDS Department Chair and Faculty Members	Fall 2024-2025
5.	Student Health and Well-Being	<p>One of our faculty members is launching the Care and Equity in Teaching Fellow initiative in Fall 2024, with support of the Renison VPAD. This is based on research on students' transition to university and evidence-based practices that require a relatively small-time commitment but have potential to be transformative for students.</p> <p>The department will continue to work closely with RUC's Student Experience and Housing team to support regular communication and sharing of ideas and resources. We will plan regular meetings going forward to ensure that SDS students enjoy an inclusive, engaging, and supportive environment at RUC.</p>	SDS Department Chair in collaboration with SDS instructors	Fall 2024-2026

6.	Pausing the Proposed New Dual Degree Program	<p>We agree with the reviewers that the financial and enrolment implications for the proposed SDS-BSW dual degree need to be better understood. However, we expect this information to be sought out and shared in collaboration with UWaterloo's Institutional Analysis and Planning unit while we continue to work on moving the proposal forward. The process need not be paused.</p> <p>We will continue working on collaborative curriculum development and hiring decisions for the proposed four "shared" courses between the two degrees.</p> <p>We will work with the marketing and recruitment staff at both RUC and at UWaterloo on a plan to showcase the numerous potential benefits of this dual degree program relative to other direct entry social work programs.</p>	<p>SDS/BSW Dual Degree Working Group, including:</p> <ul style="list-style-type: none"> • SDS Department Chair • SSW Director • Renison VPAD, RUC • Registrar, RUC MUR, RUC and UWaterloo 	Fall 2024-2026
7.	Monitoring Student Learning	<p>We will look into implementing a yearly survey of all SDS majors (in March or April) with a focus on general course practices that enhance or hinder learning, rather than a focus on a particular course. We will consult with the Centre for Teaching Excellence for best practices regarding this method of seeking and using student feedback. A summary of responses will be shared with all instructors.</p> <p>There is a new Accessibility Checklist to address provincial requirements and recommendations. We will work to ensure that instructors a) use the Checklist in preparing for the upcoming courses and b) have access to appropriate supports should they need to significantly revise aspects of their course to comply with the accessibility regulations.</p>	SDS Department Chair	Winter 2026-2027
8.	Commitment to Decolonization	<p>A group of RUC faculty, staff, and students have been working towards a new set of recommendations from which SDS will draw. The SDS Chair will consult with the Renison VPAD and President to determine which initiatives should be held at a department level and which should be held RUC-wide.</p>	<ul style="list-style-type: none"> • President, RUC • Renison VPAD, RUC • SDS Department Chair 	Fall 2025-2027

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review _____

_____ Date

Signatures of Approval

Denise Marigold

_____ Feb. 25, 2025

Chair/Director

_____ Date

Christine Bortone

Vice President Academic and Dean, Renison University College

_____ March 1, 2025

AFIW Administrative Dean/Head (*For AFIW programs only*)

_____ Date

[Signature]

_____ March 14, 2025

Faculty Dean

_____ Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Dan De Vidi

_____ Feb. 21, 2025

Associate Vice-President, Academic

_____ Date

(For undergraduate and augmented programs)
