

Final Assessment Report

Social Work (BSW, MSW)

May 2024

Executive Summary

External reviewers found that the Social Work programs (BSW, MSW) delivered by the School of Social Work were in good standing, though they noted that the BSW needs to be reformed:

The reviewers were impressed by the commitment and dedication of academic and non-academic staff to delivering undergraduate and graduate Social Work programs. The mission and vision statements, as well as the School's strategic plan are all well aligned with the commitment of the University of Waterloo and Renison University College to innovation; and to a culture that respects equity, diversity, and social justice, as evidenced in their hiring practices, course offerings, and recruitment and admission policies.

A total of 4 recommendations were provided by the reviewers, regarding transforming the BSW program, enhancing the effectiveness of administrative and field team models, addressing the reliance on sessional instructors, and developing a joint master's program with the School of Public Health Sciences. 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 2028-29.

Enrollment over the past three years

Year	BSW	MSW
2023-2024	85	166
2022-2023	113	161
2021-2022	104	170

*Based on Active Student extract from Quest on July 2, 2024.

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 Work (BSW/MSW) programs delivered by the School of Social Work. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies, and Postdoctoral Affairs on 26 September 2022. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment

of the programs, including data collected from student and alumni surveys, 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 and Associate Vice-President, Graduate Studies and Postdoctoral Affairs Professor Judy White, Faculty of Social Work, University of Regina and Professor Angela Hovey, Department of Social Studies, Lakehead University.

Reviewers appraised the self-study documentation and conducted a site visit to the University from February 27 to March 3, 2023. An internal reviewer from the University of Waterloo, Professor Sarah Burch, Dept. of Geography & Environmental Management, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; President and Vice-Chancellor of Renison University College; Vice-President and Academic Dean, Renison University College; Dean of the Faculty of Health; Associate Dean of Graduate Studies, Faculty of Health; Director, School of Social Work; as well as faculty members, staff, current undergraduate and graduate students, and representatives of the library.

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 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 programs included in the self-study include: 1) post-degree Bachelor of Social Work (BSW); and 2) Master of Social Work (MSW).

BSW Program

The school offers both full-time and part-time completion of the post-degree BSW:

- 1) The full-time pathway is completed over 10-months.
- 2) The part-time pathway is completed within a 3-year period.

Students in the post-degree BSW Program complete seven core courses, one elective course, and three practicum/Integration Seminar courses. The practicum is 720 hours in length.

Before admission to the BSW program, applicants must complete a three- or four-year Bachelor of Arts or related degree from an accredited university, with a 70% average and at least 6.0 academic credits (12 one-semester courses) in the social sciences, including the required ten social work pre-requisite courses offered through Social Development Studies (SDS) at Renison University College. Applicants who are completing the Social Development Studies degree complete the social work pre-requisite courses as part of the SDS social work specialization (taken as part of the SDS degree).

MSW Program

The MSW program offers both full-time and part-time completion of the MSW degree:

1. The full-time pathway is completed over the course of 3 terms/12 months (1 year).
2. The part-time pathway is completed over the course of 6 terms/24 months (2 years).

The MSW is a course-based curriculum; there is no research/thesis option. The curriculum includes two mandatory, on-campus (in-person), one-week block courses, four required core lecture/seminar courses (12 weeks each, delivered online), plus two elective courses (12 weeks each, delivered online). In addition, students must complete a supervised 462-hour practicum (minimum of two 7-hour days per week). This program meets all University of Waterloo post-graduate degree requirements.

The program's initial and final courses are held on the Renison University College campus as one-week summer block courses offered in Summer Institutes. The initial Summer Institute is held in late August, while the final Summer Institute occurs in the August of a student's graduating year. Attendance at both Summer Institutes is mandatory to graduate.

Students in the health focused MSW Program complete six core courses, two elective courses, and four milestone degree requirements

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

- **BSW and MSW Program**
 - Theoretical Diversity
 - Students have the opportunity to learn from theoretically diverse faculty.

- Faculty member's social work practice experience and scholarship inform course content, offering current and relevant interventions in key practice areas.
- **BSW Program**
 - Class Size
 - Small class sizes enhance students' opportunity for participation, interaction, and engagement,
 - Small class sizes enhance connection with peers, professors, academic advisors, and administrative support.
- **Field Practicum**
 - Students have frequent one-to-one interaction with the BSW Program Manager, Field Education Coordinator, and Field Consultants.
 - Students have the opportunity to meet face-to-face with health and social service agency staff for potential practicum opportunities.
 - Integration Seminars classes each term enhance students' ability to integrate social work theories and approaches (academic courses) with practice The BSW program provides professional development opportunities to Field Instructors
- **Part-time BSW**
 - The part-time BSW stream provides greater accessibility to professional studies for many university graduates already working in social services.
- **MSW Program**
 - Health-focused MSW
 - The MSW program is the first health-focused graduate social work degree in Canada and remains a leader in social work education with the specialized degree.
 - Collaboration with Waterloo's Faculty of Health
 - The collaboration offers financial support to MSW students (entrance scholarships)
 - Collaborations between the SSW and academic programs in the Faculty of Health
 - Online Program and National Student Representation
 - The online MSW program provides enhanced accessibility to students across the country.

- Students can learn with and from students from various Canadian regions, exploring regional differences in health policy and health service delivery as well as innovative intervention programs.
- Field Practicum
 - The MSW program offers a customized practice learning opportunities
 - MSW Field Education Coordinators, who also serve the role of Field Consultants, offer MSW students a wrap-around experience.
- Part-time MSW
 - The part-time MSW stream provides greater accessibility to professional studies for many MSW graduates already working in social services.

Challenges

- BSW and MSW program's lack of faculty complement.
- Access to course development/redevelopment support

Weaknesses

- BSW and MSW Programs
 - Skill-building Curricula

The BSW and MSW Alumni survey findings indicate that the programs are less successful in strengthening students perceived social work practice skills and enhancing their preparedness for entering the field. This may particularly be true for mature students in the BSW program and students of colour in the BSW and MSW programs, especially with respect to critical thinking skills and critical practice skills related to anti-oppressive social work.
 - Lack of Data to Support Admissions and Program Enhancement
 - The BSW and MSW programs lack tools and a process for collecting applicant and/or student demographic information.
 - The School needs to create an application process that conveys to applicants that the School recognizes how they may be uniquely positioned to social work; demographic questions (with an informational preamble) will serve this purpose.

The School needs to create a process where applicant and student demographic information will help them to consider how lived experience influences understandings of social work and helps them to achieve the School's commitment to principles of justice, equity, and respect for diversity in the admission process.

- BSW Program

The overall percentage of BSW students graduating on the Dean's Honour List has increased to 100% over the review period. The School needs to continue to be engaged in a process of exploring course content, pedagogy, and assessment and evaluation approaches.

Summary of Key Findings from the External Reviewers

- The MSW program continues to be unique among Canadian social work programs. It is well thought and the blended nature of the program enhances accessibility for learners/potential learners across Canada. The School is open to new ideas and innovations, as exemplified by current discussions /collaborations with the School of Public Health.
- The BSW program is in dire need of reform. The program first emerged as a result of collaboration with the Social Development Studies (SDS) in the Faculty of Arts. Students were required to take courses within the SDS unit and then take courses within the then newly created School of Social Work. The program has grown, and the social work education and accreditation contexts have evolved. The current model appears to create significant barriers to the School of Social Work's ability to maintain strong accreditation standards; and for the School to adequately thrive and remain relevant within changing local, national, and international contexts. Some of the contexts:
 - The current model does not provide adequate oversight of a more fulsome social work curriculum and instructor recruitment/staffing (an accreditation requirement), especially as this relates to instructors for the SDS courses.
 - The current model has limited opportunities for students/potential students to have access to a wider breadth of course options/pathways to BSW; and could have potential for greater interdisciplinary opportunities if addressed.
 - The current model makes it difficult for the School to create/add new courses such as one focusing on climate justice and environmental issues;.
 - The 10-month timeframe within which students are required to complete programs must be expanded to accommodate additional courses.

Program Response to External Reviewers' Recommendations

Recommendation 1: The Reviewers are recommending that the School work urgently to transform the current BSW program.

- The reviewers are recommending that Renison consider a plan to locate all Social Work courses within the School of Social Work in order to address accreditation requirements.
- The reviewers recognize that discussions are underway regarding SDS/BSW dual degree. However, Renison may also want to consider a full BSW degree program that could open new pathways to the degree.

Program Response

While we considered developing a stand-alone BSW degree program, we opted for the dual degree in consideration of Renison programming and implications related to the AFIW equity agreement. A dual degree working group was constituted in June 2021, made up of the director of the School of Social Work (SSW), the chair of Social Development Studies (SDS) a faculty member of SSW and 2 faculty members of SDS. A proposal was developed by this group and presented to Renison University College (RUC) administration in June 2022. It is important to note that our accrediting body has given the SSW a conditional two-year accreditation period, during which time we must develop a degree that provides exclusive oversight over the social work courses. We shared our BSW/SDS dual degree proposal with the Canadian Association for Social Work Education (CASWE) accreditation reviewers in November 2022 reviewers found the proposal acceptable. We have two years to demonstrate significant movement towards the existence of this dual degree program, at which time the board will grant a further 6 years of accreditation to sync with the 8-year accreditation period our MSW program received. Thus far, with the preliminary analysis work that has been done, we are planning a dual degree that will welcome direct entry high school students, as well as students from defined pathways from Social Service Worker, Child & Youth Worker, and Public Health. This degree will enable the SSW to:

- Have exclusive oversight of the social work courses, which will be located within the SSW. This oversight includes course content, scheduling, development, and instruction.
- Begin building relationships and facilitate community building and student support from the start of the 4-year dual degree. This could include cohesive and efficiently delivered academic guidance, as well as the facilitation of student clubs/communities that can extend over each student's academic journey. For example, the SSW currently hosts an EDI-D-focused Coalition Group that includes BSW and MSW students, alumni, faculty, and staff. Each year, the Coalition Group decides on areas of action and forms sub-groups to work on the chosen areas of action. With the 4-year dual degree, students have the ability to participate in the Coalition Group and its action groups, to follow action through the

entirety of their 4 or 5 years. Another possibility is to invite dual degree students who are doing practicums in their final years to come to first- and second- year classes to talk about their practicum learning. We have also heard that there is a need for affinity groups – over a 4- to 5-year degree journey, the capacity to support and sustain these groups is strong, as compared to the current intensive 10-month model of the BSW degree. Longer term relationship building also increases our capacity to develop strong EDI-D-informed community building, responses, and processes.

- Develop and facilitate solid practicum opportunities with students, as the practicum experience will occur during the 4th year, with planning and preparing occurring in

previous years of each student's schooling. The predominant pedagogy in the BSW is experiential, dialectic, and problem-solving, which will pave the way for practicum readiness, as well.

- Develop an ongoing curriculum review process over the 4 years of study.
- Build relationships with high schools.
- Develop a part time program of study that will be a blended learning experience to accommodate the needs for flexibility and access for many students. There is potential, with this blended learning plan (online courses with some in-person component, i.e., a final in-person one day workshop), to broaden the reach of the program, which is currently limited to the local geography. With a broadened reach, practicum opportunities could be expanded into other-than-local communities.
- Meet the accreditation conditions set by our accrediting body, CASWE, who have set significant progress on the development of this kind of plan by September 2025 as a condition.

Because of the deeply connected relationship between the SDS and SSW BSW programs, for the ongoing robustness of the RUC institution, the BSW/SDW joint degree is an important next step for the well-being of both programs and RUC as a whole. The planning towards a full 4-year program, we believe, will need to involve this joint degree as an initial phase in order to monitor for readiness and success in both programs.

Response from Vice-President Academic and Dean-Renison University College

Renison University College fully supports locating all Social Work courses within the School of Social Work to address accreditation requirements. Renison supports creating a pathway for students to concurrently complete an SDS (Honours, 3-year general, or 4-year general) degree and the BSW degree under the banner of an SDS-BSW dual degree.

Response from Dean of Health

N/A (recommendation falls outside of the scope of the MSW program)

Recommendation 2: The reviewers are recommending that the School of Social Work review the current Administrative and Field team models to enhance the efficiencies. Some points to consider:

1. *Are there processes that can be enhanced using technology or other applications?*
2. *Are there tasks that can be supported by other units (external to the School) to offset the demands on the administrative team?*
3. *How can Renison's/UW counselling and support services better support Social Work students?*

Program Response

1. *Are there processes that can be enhanced using technology or other applications?*

- We have recently (since Fall 2022) synced up the MSW and BSW online assessment systems (IPT) that are used in our field education to be more efficient and aligned. This has resulted in a more efficient tracking, assessment, and administrative process.
- As we return to pre-pandemic processes that are enhanced by the skills that were built during the pandemic “pivot”, there are opportunities to reconsider how our program’s Administrative and Field models are run. As we recalibrate, efficiency enhancement will certainly be prioritized in our ongoing planning. Efficiency enhancement is now an ongoing agenda item for the weekly check-ins with Keri Raif, Administration and Student Services Manager, and Trish Van Katwyk, Director.
- Many aspects of the MSW and BSW programs are distinct, and thus have unique field education models. We are currently considering how to do efficiency planning, with such distinctness in mind. We are engaged in a planning process, so that the distinctness between the programs does not create silos of support capacities, but rather develops a field and administrative support team that are able to work collaboratively and skillfully. The planning has resulted in training, role sharing/cooperation, and recalibrating PDQs for support roles to clarify our collaborative approach and expectations.

2. *Are there tasks that can be supported by other units (external to the School) to offset the demands on the administrative team?*

- In February 2023, we began assessing tasks and activities connected to each administrative team member’s role, to look for ways to reorganize in ways that increase efficiency. There are no redundancies, so the reorganization is minimal. The minimal reorganization that has occurred is to enhance the collaborative capacities, as outlined above. No tasks have been identified that can be supported by other units.

3. *How can Renison’s/UW counselling and support services better support Social Work students?*

- We are exploring possibilities with UWaterloo counseling services. As well as providing support to students at SSW, we are considering ways that support can also be provided to the students of other RUC programs and the students living at RUC in the residence.
- We have also very recently begun a discussion with one of the two founders of an interprofessional learning healthcare centre. The founders are a researcher and field education director at Dalhousie University at their School of Social Work. This healthcare centre is located in the Halifax community, and provides field experience to social work, pharmacy, psychology, nutrition, and occupational therapy students. The support offered at the healthcare centre is based on the gaps that exist in the network of social services already available in the community. The academic programs and the university provide

support to this centre. Still in the “imagination” stage at the RUC SSW, there are some important supports to students and community members that could occur in the community, with, perhaps, for example, a particular focus on racialized and/or international students, with potential partnerships within a local community rich in newcomer social services where there may be gaps that we can address. Such a learning centre is a possibility that could also align well with UWaterloo strategic goals with regards to social entrepreneurship, interprofessional engagement, and work/practice integrated learning.

Response from Vice-President Academic and Dean-Renison University College

I support the plan as presented. In addition, to improve efficiencies in the Department, we will conduct a position review to ensure optimal staff support to meet program needs. We will explore ways that centralized services (e.g., Marketing and Recruitment and the Registrar’s Office) can streamline processes currently undertaken by the School of Social Work.

Response from Dean of Health

While the MSW program is connected to the Faculty of Health at UW, online academic advisement is provided by members of the MSW program. The Associate Dean of Graduate Studies in the Faculty of Health assists with student petitions, tracks admissions relative to targets, manages curricular changes, and represents the MSW program at Senate Graduate and Research Council.

Recommendation 3: That the School work with Renison leadership to develop a plan (short, medium, long term to address the significant reliance on sessional instructors.

Program Response

- The program was deemed to be adequately staffed to meet its external accreditation requirements in our most recent accreditation report (2023).
- Short term plan: We have brought change to a course in the BSW program and two in the MSW program to incorporate the knowledge of community-based practitioners and social work leaders who will provide mentorship and facilitate knowledge exchange among the students. Such a course design decreases the reliance on sessional instructors by one per course (in total, 3 sessional contracts), while enhancing mentor and mutual knowledge pedagogical design.
- Mid term plan: Related to this recommendation to address significant reliance of sessional instructors, concern was expressed about our international efforts limited by a full reliance on one full time faculty member. We have a mid-term plan to address this concern by shifting our global focus to a ‘glocal’ focus that will tap into the expertise and

contributions of a number of our fulltime faculty, thus avoiding the potential of an overreliance on sessional instructors in our international efforts.

- Develop a plan to provide resources that will facilitate the School's ability to focus on restoring/reinvigorating the international focus. The reviewers note that there are current faculty resources (at least one academic staff member) to facilitate this but caution about the dangers of placing onus on one person to carry a program focus.

Response from Vice-President Academic and Dean-Renison University College

Renison University College supports the plan as presented. Our short-term and mid-term focus will be on *glocal* initiatives where we can connect the global to the local. Developing off-site international opportunities does not fit with short-term or mid-term possibilities. We will continue to search for financially viable international opportunities in the future.

Response from Dean of Health

The Faculty of Health concurs with the response from the VP Academic and Dean of Renison University College.

Recommendation 4: That the School continue to work with the School of Public Health Sciences to develop a joint master's degree. This is an extremely innovative idea and will be a benefit to the professional health education and social service sectors.

Program Response

The School of Social Work is interested in pursuing a joint MSW-MPH degree. It would be the first of its kind in Canada. Planning for the joint MSW/MPH degree began with the Faculty of Health in 2021. During the initial planning stages, we identified several challenges that need to be addressed to bring such a degree to fruition. For example, we would need to develop a foundational MSW year for students not eligible for advanced standing in the current configuration of the MSW degree. We also need to understand how to address each professional programs' accreditation standards related to practicum-based learning. We are committed to collaborating with the Faculty of Health to understand how to develop a viable joint MSW-MPH degree program.

- The SSW director, Trish Van Katwyk, and the Faculty of Health (FoH) dean, Lili Liu, have made a commitment to meet regularly, to support our ongoing partnership development.
- Also, there is a faculty team at the SSW working on this initiative. We have considered the numerous models of the MSW/MPH degree in the USA (there are none in Canada)

and have found guidance there.

- Because our MSW program is an advanced standing program, only people with a BSW degree are allowed entry. The first stage of the dual degree development will need to be the development of a foundation MSW year. It is only with this foundational year that undergrad PH students would be able to enter our MSW program.
- A further challenge is the accreditation standards of field education, in terms of required hours of practicum-based learning, exist in both the MPH and MSW programs, with no flexibility when it comes to reducing or double counting hours in either program. However, MSW accreditation requirements allow for an alternative to practicum hours: a research-based thesis. We are currently exploring this possibility, while offering methodological parameters so as to support community-based approaches to health research that can contribute to scholarship related to holistic, contextual/structural, social justice-informed understandings about health.

Response from Vice-President Academic and Dean-Renison University College

Renison University College supports the plan as presented.

Response from Dean of Health

The Faculty of Health supports the plan as described.

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
		Dean to review and add/amend as needed	Dean to review and add/amend as needed	Dean to review and add/amend as needed
1	The Reviewers are recommending that the School of Social Work works urgently to transform the current BSW program.	Develop a curriculum structure that demonstrates exclusive School of Social Work oversight of courses leading to the BSW degree.	SDS-BSW Working Group	Develop a curriculum plan (July 2023, completed)
		Develop the framework for a direct entry pathway for high school students and students from defined pathways from Social Service Worker, Child & Youth Worker, and Public Health to concurrently complete the SDS degree and BSW degree in a full-time equivalent of four or five years. (Note: the length of time depends on whether the student completes a three-year or four-year SDS degree).	SSW Director, SDS Chair, Registrar, VPAD	January 2024 (Completed)
		Develop a pathway for students to complete the BSW degree part-time to increase access to the program and create flexibility in its time to completion requirements.	SSW Director, Registrar	November 2024
		Develop a transition plan for moving from the current BSW degree pathway to the revised concurrent plan.	SSW Director	Development of proposal for AQ Office (Fall 2024)
		Prepare and submit a progress report to CASWE the operationalization of the concurrent pathway. BSW to receive an additional six (6) years accreditation of the BSW degree.	SSW Director, VPAD, President	Fall 2024

		Submit proposal for all relevant major modification Quality Assurance approval processes.	SSW Director, VPAD	ongoing
		Develop and submit curriculum approval for five (5) new BSW courses that will be part of the concurrent pathway to the BSW and SDS degrees.	SSW Director, SSW Faculty Working Group,	Fall 2024
		Enhance the integration of EDI-D/I principles in School of Social Work programming.	SSW, Director	ongoing
		Develop and facilitate sustainable and professionally relevant practicum opportunities for BSW degree students.	SSW, Director, SSW Field Team	ongoing
		Collaborate with Renison's Marketing & Recruitment unit to build recruitment strategies and materials for the concurrent SDS-BSW dual degree and any related transitions.	SSW, Director, M&R, Director	Fall 2025
		Intentionally develop a partnership with Renison SEAH to facilitate student clubs/communities that can extend over each student's academic journey.	SSW Director	Fall 2024

2	The reviewers are recommending that the School of Social Work review the current Administrative	Use the same online assessment system (IPT) for both the BSW and MSW Field Education components to create administrative efficiencies	SSW Director; BSW program manager; MSW Program Manager;	Current year, assessment (August 2023, complete)
		Conduct a workflow analysis to identify ways to enhance operational efficiencies in the Administrative and Field Education components of the BSW and MSW programs.	SSW Director, Administration and Student Services Manager	Fall 2024 (ongoing)
		Develop efficiencies in the BSW admissions workflow in collaboration with Renison's Registrar's Office.	Administration and Student Services Manager; Director.	Fall 2024

		Create an extension of UW Counselling Services on the Renison campus to facilitate supervised practicum opportunities for MSW and BSW students.	SSW Director; MSW Program Manager; SEAH, Assistant Director	Fall 2025
3	That the School of Social Work work with Renison leadership to develop a plan (short, medium, long term to address the significant reliance on sessional instructors).	Explore ways to streamline courses in the BSW and MSW programs to take advantage of instructional leadership among ongoing faculty to reduce reliance on sessional instructors.	SSW Director	ongoing
		Develop “glocal” educational opportunities that connect local initiatives about Indigenous equity, health, and wellbeing with global ones.	SSW Director	Fall 2024 and ongoing
4	That the School continue to work with the School of Public Health to develop a joint master’s degree. This is an extremely innovative idea and will be a benefit to the professional health education and social service sectors.	Develop an initial proposal and framework for a joint MSW-MPH degree in collaboration with the Faculty of Health. A joint MSW-MPH degree would be the first of its kind in Canada.	Director, SSW; Dean, Faculty of Health; Director, School of Public Health Sciences; Associate Director, School of Public Health Sciences Dean, Graduate Studies; VPAD	Winter 2025
		Develop a framework for a foundational MSW one-year program for students who are not eligible for advanced standing in the current configuration of the MSW degree.	Director, SSW; Dean, Faculty of Health; Chair, School of Public Health Sciences; Associate Director, School of Public Health Sciences Dean, Graduate Studies; VPAD	Winter 2025



	Compare the professional accreditation standards between the MPH and MSW degrees to understand the unique and common standards that need to be addressed in a joint MPH-MSW program.	Director, SSW, Director, Director, School of Public Health Sciences; Associate Director, School of Public Health Sciences	Spring 2025
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review

2028-2029

Date

Signatures of Approval



August 16, 2024

Chair/Director

Date



August 25, 2024

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

Date



Aug 27, 2024

Faculty Dean

Date

Note: The Dean does not have fiscal control nor authority over staffing and administration of the program.



4-July-2024

Associate Vice-President, Academic

Date

(For undergraduate and augmented programs)

On behalf of Associate Vice-President, Graduate Studies and Postdoctoral Affairs
