

Final Assessment Report

International Development (BES, Minor, Option) and Development Practice (MDP)

July 2017

Summary of the Program Review

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the Bachelor of Environmental Studies (BES, including the minor and option) in the International Development (INDEV) program and the Master of Development Practice (MDP), delivered by the School of Environment, Enterprise and Development (SEED). A self-study (Volume I) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on September 16, 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these two programs, and program data including information collected from a student survey along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). Appended were the course outlines for all courses in the program and the CVs (Volume II) for each full-time faculty member in the School of Environment, Enterprise and Development. A ranked list of proposed external reviewers was provided by the program (Volume III).

Two arm's-length external reviewers – Dr. David Black, Professor of Political Science, Dalhousie University and Dr. Haroon Akram-Lodhi, Professor of International Development Studies, Trent University – were selected by Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs. In addition one internal reviewer – Dr. Barbara Schmenk, Professor of German – was selected.

The site visit occurred on January 5-6, 2017. The visit included interviews with the following groups or individuals: Vice-President, Academic & Provost; Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Associate Vice-President, Academic; Dean of the Faculty of Environment; Principal of St. Paul's University College; Director of the MDP program; Director of SEED; Faculty and staff members, and current graduate students. This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program characteristics

The INDEV and MDP programs have been designed to address the challenges of sustainable development (such as poverty, health, conservation, climate change) and to (1) integrate knowledge from several disciplines including environmental studies, social sciences, and management; (2) develop competencies for adapting to different cultural and societal perspectives on 'development', for problem-solving on multi-cultural teams, and for adapting technology to fit the local situation; and (3) encourage innovative, sustainable solutions to development issues.

The INDEV degree provides a strong language and work integrated learning component which prepares graduates for international development work in challenged communities throughout the world with a particular, but not exclusive, focus on urban communities. The MDP also includes a strong focus on professionalization and evidence-based practice in the development context.

Bachelor of Environmental Studies (BES) in International Development (INDEV)

The undergraduate program has two specializations, a practice specialization, and a research specialization. All students are admitted into the same program, and are required to choose one of the specialization streams. The research stream was created in 2013 to address some concerns the program had about requiring students to go on field placement, as this requirement raised some accessibility issues, and did not serve those students who were interested in international development issues from a more academic standpoint.

The curriculum for the first three years is identical for both streams. Practice specialization students are required to enroll in Spring term of their third year (4A term) to take courses related to their field placement. The fall and winter terms of their fourth year are spent in a field placement, which is unpaid, but for credit. Since the field placement is for credit, it includes ongoing course work in the form of assignments and reflections that students must complete during their field placement. Students participate in a final capstone program after the field placement. Students in the practice specialization take 30 required courses and 10 electives.

In the research specialization, enrolment in the Spring term of their third year (4A term) is not required, as the INDEV courses taken by the placement stream are placement related. In their fourth year, research specialization students are required to take four (2.0 credits) required INDEV courses consisting of a seminar course on Contemporary Development Issues and a course on International Development Theory, and a 1.0 credit thesis/project course, intended to allow students to pursue a research paper in an area of interest. For the remaining 3.0 credits, students take electives of their own choosing. Students in the research stream take a total of 25 required courses and 15 electives.

Minor in International Development (INDEV)

The International Development Minor is open to all University of Waterloo undergraduate degree students. The requirements of the Minor are 5.0 units (ten courses) with a minimum overall cumulative average of 65% and the completion of the community service experience.

The community service component comprises experience with an organization or initiative that identifies with the mission of the INDEV program: building a fairer, more equitable and environmentally sustainable world. Pre-approval is required from the INDEV Manager of International Work Experience. Students are responsible for arranging his/her community service and at his/her own expense. Specifically, community service may consist of:

- a minimum of three weeks of community service with an organization in Canada or internationally'
- participation in an international seminar focused on community development; or
- a co-op work term relevant to international development.

Option in International Development (INDEV)

The International Development Option is available to all undergraduate students in the Faculty of Environment, except for students in the International Development Honours plan. The requirements of the Option are six courses (five core and one elective) with a minimum overall cumulative average of 65% and the completion of a community service experience.

The International Development Minor and Option both require the completion of a pre-approved community service experience or educational seminar focused on community development issues of at least three weeks duration in Canada or internationally. Pre-approval is required by the International Development Field Placement Coordinator. This requirement must be organized by the student with support from the Field Placement Coordinator and is to be completed at the student's own expense. Co-op work terms that meet the above description will normally qualify for this requirement.

Master of Development Practice (MDP)

The Masters of Development Practice (MDP) is a 16-month, professional, course-based program that was launched in Fall 2012 with an initial cohort of 18 students. The concept of this program originated in the Fall of 2009, motivated in part by a grant the MacArthur Foundation of USD 200,000. The program was developed as part of the Global MDP network, an initiative that saw the creation of a network of 29 MDP programs in 19 countries. The underlying philosophy of the global initiative was recognition that current international development studies programs were not oriented towards the creation of a professional cadre of development practitioners. These programs, including the one at Waterloo, were intended to fill this gap.

Summary of strengths, challenges and weaknesses based on self-study

INDEV

Strengths

- The program is highly structured and the curriculum is designed to be a logical and additive progression throughout the program
- INDEV's interdisciplinary approach to delivering content enables students to understand a very complex phenomenon, and provides students with a set of skills and experiences that will prepare them for professional employment and further study
- The field placements and integration into INDEV 401 and 402 (International Development Placement 1 and 2, respectively) are viewed by students as a positive transformative activity in their intellectual and professional development
- INDEV has experienced faculty and outstanding support and partnership between the SEED and St. Paul's University College

Challenges/Weaknesses

- The program believes it could be successfully expanded to 60 incoming students per year from the current 40; however, an expanded research stream would be necessary to accommodate program expansion
- Retention is a principal concern – the program needs to develop better strategies in terms of recruiting and retaining students that will continue across all four years
- The program should recruit students from other parts of Canada as opposed to mainly from southern Ontario and recruit more males (current enrolment is predominantly female)
- INDEV must strive to promote unexploited opportunities to engage students in faculty research and provide students in the research stream with greater experiential education activities

MDP

Strengths

- The association of the MDP with the external MDP network helps create a wider international platform that is able to promote the MDP as a recognized graduate degree for development practitioners globally. This will contribute to the broad currency of the

degree, which will appreciate over time as the network matures and as global alumni take positions in development organization worldwide

- This association also provides a strong recruitment window for students worldwide as it competitively positions the program at Waterloo in relation to other programs
- The MDP network significantly enlarges the learning community for Waterloo students and faculty, through Global MDP meetings and strong connections to other development associations, particularly the Sustainable Development Solutions Network
- The experiential learning opportunities within this program set it apart from other Canadian programs and are viewed very positively by its students. Opportunities include: the field placement, an annual research field trip to the Caribbean and opportunities to attend Global MDP and SDSN meetings. These connections allow students to gain critical practice insights and to develop their own professional network
- Faculty members are very experienced in both development practice and scholarship and all have active field research programs
- The program curriculum is intensive but it provides students with a comprehensive understanding of the contemporary development practice and a theoretical context
- MDP students complete their degree in 16 months, which is faster than many of the MDP programs that are 24 months in length

Challenges/Weaknesses

- Given the intensity of the curriculum, the heavy course load the first two terms of program can be challenging for students – this is constantly being monitored
- As a non-thesis program, the MDP has limited financial support available for students
- The professional training opportunities in the MDP may not be sufficient for some entry level positions in international development
- The current program content may not sufficiently cover gender and education issues
- The program will need to increase recruitment activities in order to increase its size from 25 to 30 incoming students

Summary of key findings from the external reviewers

Both the INDEV and the MDP programs are unique programs in the Canadian international development studies landscape. Both programs do an excellent job of delivering a curriculum that pushes students to become better and more independent critical thinkers. At the same time, students are equipped with a set of practice-based skills that are directly applicable for those going into the field of development management (within or beyond Canada) with the purpose of becoming innovative and entrepreneurial problem-solvers. The “jewel in the crown” of INDEV is

its 4th year experiential in-field placement in the practice specialization. For the MDP, the four core competencies of the program allow students to become conversant in a range of international development problems, and to effectively “translate” between specialists in particular sub-fields.

Both programs attract impressive, motivated students with a strong sense of collegiality that, upon graduation, have high opinions of the quality and utility of the education that they have received. Both programs, while small, have grown since their creation. The core faculty on INDEV and the MDP, who have heavy administrative workloads in addition to their teaching responsibilities, remain exceptionally productive in their scholarly activities.

However, both programs embody tensions that have impacted upon the ability to increase recruitment and (in the case of INDEV) retention, and this represents the “core paradox” of both programs. The combination of critical thinking with practice-based skill formation results in both programs being very prescriptive, which impacts upon a) the depth of the curricula, b) the range of foundational international development arts and humanities concepts that are explored, and c) the range of contemporary international development issues that can be covered.

Program response to external reviewer recommendations

INDEV Recommendations

1. A review of the curriculum to evaluate whether all core courses are required, particularly across the first two years of the degree.

Response

The Reviewers noted that the number of courses that focused on international development specifically appeared low, although the program requires 24% of the courses in this area. The reviewers also note the desire for more courses in the natural environment and humanities. The current balance reflects the desire of the program to include several practice-based courses that provide skills in economics, marketing, accounting and entrepreneurship that are an integral part of development practice, as well as providing some fundamentals in environmental science and quantitative analysis. Elsewhere in the report, the Reviewers comment positively on the balance of knowledge-based courses in international development and skills-based courses that promote professional development.

Within this context, SEED will implement a limited curriculum review in the 2017/18 academic year with the specific intention of considering the following:

1. The structure of the practice stream course in 4th year to mitigate heavy assessment burden and better satisfy the work placement experiential and professional learning objectives (see recommendation 4 below)
2. The appropriate balance between development courses and other practice oriented offerings, and the need for more humanistic offerings
3. The appropriate course support for the research stream.
4. An increased focus on identification and use of appropriate electives to more systematically make up for shortfalls in what the faculty are able to deliver, given capacity constraints within SEED.

Response

A similar review has been undertaken in the past and the program advisor stays up-to-date on electives across campus. We will update this work and ensure that it is easily available to students. It should be noted that the purpose of electives is not related to shortfalls in faculty resources, but rather ensuring that our students have access to courses that support and complement their learning. We do not currently feel there is a need for SEED to create further UG courses to support this program. Notwithstanding, and as part of curriculum review, we will undertake a 360 review of international development related offerings across campus.

5. The establishment of a new 2nd year winter term course in critical thinking to more effectively transition students from the 2nd to the 3rd year.

Response

The Reviewers noted that there is a significant gap between second and third year related to increased critical and theoretical expectations that could be addressed by introducing some of these more advanced concepts in second year. This is a sensible suggestion which the program will explore options to address through the proposed curriculum review.

6. A reduction in the assessment intensity of the 4th year experiential in-field placement in the practice specialization.

Response

SEED will consider this recommendation as part of curriculum review, but can indicate at this stage that we view this suggestion favourably, and will work in advance of curriculum review to address assessment burden in field placement.

7. Consider moving the in-field placement to terms 4a and 4b, (summer and fall of final year) so that students returning from the placement have a full term of post-placement courses

that are better able to take full pedagogical advantage of students' placement experiences.

Response

SEED will not pursue this suggestion, as it would be very hard to implement given the course restraints and the need to coordinate with field partners. We will look at ways to better leverage the placement experience to ensure reflection and learning, as part of curriculum review.

8. The introduction of a 3rd year course in research design, research epistemology and research methodology for students entering the research specialization of INDEV.

Response

The School does offer a research methods course in its undergraduate Environmental and Business program (ENBUS 306) that we will explore making available to INDEV students in the research stream.

9. Consider ways in which students in the research specialization can take part in faculty research, perhaps by introducing a course for credit in which research specialization students act as research assistants to faculty.

Response

Providing credits for taking on research assistantships is likely to create administrative and pedagogical concerns. We will look into incorporating interested INDEV students into the ENBUS 402 capstone structure, which pairs students with external clients for a research-based project. We are exploring attracting some development related clients for this purpose on a trial basis (in 2017/18).

10. The use of an expanded array of electives, as noted in 2. above, to enable a taught (non-field placement) specialization of INDEV.

Response

We do not believe that a third stream is a viable option. We will consider whether the research stream provides sufficient flexibility to allow students to pursue minors or other alternatives within the program.

11. Consider ways in which students in the research and taught specializations can be given international exposure through an international short course option or by partnering with another university that offers an international short course option.

Response

There is flexibility to do this through the program's requirement for community service. We will explore whether it is suitable to identify particular external programs that could satisfy this requirement as part of the curriculum review.

12. The marking rubric that is being introduced by INDEV is strongly supported by the External Reviewers as a way of ensuring not only evaluative consistency across faculty members but also improving the management of student expectations over the course of the degree.

Response

Agreed.

13. Ensure procedures are put in place so that core faculty rotate teaching in the 3rd and 4th years.

Response

This will be addressed as part of the curriculum review, but our view is that the issue is less related to rotating faculty than it is about the need to restructure the field placement assessment methods to more properly align with the program and university's experiential work placement learning objectives (see recommendations 1 and 4 above).

MDP Recommendations

1. A review of the curricula in order to establish whether a rebalancing of core and elective courses is feasible and desirable.

Response

We will establish a curriculum review for the following purposes:

1. assessing whether the current course requirements are too onerous (this must be balanced with broader requirements set by the Global MDP network – the process for reviewing the global curriculum has already begun)
 2. balancing the availability of electives for students
 3. assessing the balance between skills based learning and other (theoretical) material
 4. leveraging the field placement experience for reflection and pedagogical purposes in final term of program
2. A review of course assessment in order to ensure that all courses have some element of skill-building based assessment built into the curriculum; and/or that skills-focused courses be added as elective offerings so students could potentially graduate with

serviceable skills relevant to potential governmental and non-governmental development organization employers.

Response

This will be addressed in curriculum review.

3. The development of a capstone experience that draws students together at the end of their course of study to critically reflect upon their learning.

Response

This will be addressed in curriculum review.

4. The development of a curriculum map for the MDP, to better explain the logic of the program to students and in so doing better manage expectations.

Response

SEED will consider implementing a more rigorous and standardized approach to course syllabi that more explicitly links program learning objectives to course objectives to ensure clarity of intent and clear expectations. This will be guided by the development of a curriculum map with the assistance of the Centre for Teaching Excellence.

5. Priority consideration be given to ways in which the marketing of the MDP can be improved.

Response

There are ongoing discussions that are most appropriately held at the faculty level between the Faculty and the GSO on professional graduate student marketing and recruitment. SEED will explore ways to improve graduate recruitment through this process, including ensuring that the faculty and university provide a mechanism to support these efforts with appropriate resources.

INDEV and MDP Recommendations

1. There is a lack of integration of the INDEV and MDP students which the University/SEED should address in order to strengthen the sense of community among international development students at the University, and reinforce complementarities between the two programs. This can involve:

- 1.1 Having MDP students returning from their experiential in-field placement present critical reflections on their placement experiences to the INDEV students preparing

to go on their in-field placements. This should be integrated into the MDP curriculum as a skill-development opportunity

1.2 Having INDEV students returning from their experiential in-field placement have MDP students as key members of the audience and commentators during their capstone week activities. This should be integrated into the MDP curriculum as a skill-development opportunity

1.3 Find ways to encourage stronger participation of MDP students in the annual INDEV student conference, as presenters, discussants, and organizers

Response

SEED will explore ways to promote cross-program activities, including opportunities for further participation in the field placement capstone and the INDEV conference.

2. Independently of any University intervention, both INDEV and the MDP need to seriously deal with issues around Indigeneity, which are only very weakly represented in their curricula.

Response

The issue of Indigeneity and the institutional responses to the TRC are best addressed at the University and Faculty level, where appropriate resources can be found to implement these requirements. The Faculty and University have a growing number of courses that focus on Indigenous issues, which will be identified as part of the curriculum review. Efforts will be made to ensure that the development dimensions of Indigenous issues are addressed as part of core curriculum.

Implementation Plan

| INDEV recommendations | | | Follow-Up | Responsibility | Timeline |
|------------------------------|--|---|---|---|-----------------|
| 1. | | A review of the curriculum should be undertaken to evaluate whether all core courses are required, particularly across the first two years of the degree; | SEED will implement a limited curriculum review in the 2017/18 academic year with the specific intention of considering the following: <ol style="list-style-type: none"> 4. The structure of the practice stream course in 4th year to mitigate heavy assessment burden and better satisfy the work placement experiential and professional learning objectives (see recommendation 4 below) 5. The appropriate balance between development courses and other practice oriented offerings, and the need for more humanistic offerings 6. The appropriate course support for the research stream. | INDEV/MDP Curriculum Committee | Fall 2017 |
| 2. | | Increase the focus on identification and use of appropriate electives to more systematically make up for shortfalls in what the faculty is able to deliver, given capacity constraints within SEED. | As part of curriculum review, we will undertake a 360 review of international development related offerings across campus | INDEV/MDP Curriculum Committee/ INDEV Program Director | Fall 2017 |
| 3. | | Establish a 2nd year winter term course in critical thinking to more effectively transition students from the 2nd to the 3rd year; | We will consider this as part of the curriculum review. | INDEV/MDP Curriculum Committee | Fall 2017 |

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| 4. | Reduce the assessment intensity of the 4th year experiential in-field placement in the practice specialization. | We will consider as part of curriculum review, but can indicate at this stage that we view this suggestion favourably, and will work in advance of curriculum review to address assessment burden in field placement | INDEV/MDP Curriculum Committee | April-August 2017 |
| 5. | Move the in-field placement to terms 4a and 4b, (summer and fall of final year) so that students returning from the placement have a full term of post-placement courses that are better able to take full pedagogical advantage of students' placement experiences and so that students have more time for structured and supported reflection and learning concerning these experiences; | We will not pursue this suggestion, as it would be very hard to implement given the course restraints and the need to coordinate with field partners. We will look at ways to better leverage the placement experience to ensure reflection and learning, as part of curriculum review. | | N/A |
| 6. | Introduce a 3rd year course in research design, research epistemology and research methodology for students entering the research specialization of INDEV; | SEED currently teaches an UG methods course (ENBUS 306), we will consider the appropriateness of using that offering to meet the needs of the research stream students. | SEED Director | Fall 17-Spring 18 |
| 7. | Consider ways in which students in the research specialization can take part in faculty research, perhaps by introducing a course for credit in which research specialization students act as research assistants to faculty; | Providing credits for taking on research assistantships is likely to create administrative and pedagogical concerns. We will look into incorporating interested INDEV students into the ENBUS 402 capstone structure, which pairs students with external clients for a research-based project. We are exploring attracting some development related clients for this purpose on a trial basis (in 2017/18). | SEED Director | April 17-April 18 |



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| 8. | | Consider the use of an expanded array of electives, as noted in 2. above, to enable a taught (non-field placement) specialization of INDEV as a positive alternative to the practice specialization; | We do not believe that a third stream is a viable option. We will consider whether the research stream provides sufficient flexibility to allow students to pursue minors or other alternatives within the program. | | N/A |
| 9. | | Consider ways in which students in the research and taught specializations can be given international exposure through an international short course option or by partnering with another university that offers an international short course option; | There is flexibility to do this through the program's requirement for community service. We will explore whether it is suitable to identify particular external programs that could satisfy this requirement as part of the curriculum review. | INDEV Program Director/Field Placement Coordinator | Fall 2017 |
| 10. | | The marking rubric that is being introduced by INDEV is strongly supported by the External Reviewers as a way of ensuring not only evaluative consistency across faculty members but also improving the management of student expectations over the course of the degree. | Agreed | SEED and Program Directors | Ongoing |
| 11. | | Ensure procedures are put in place so that core faculty rotate teaching in the 3rd and 4th years; | This will be addressed as part of the curriculum review, but our view is that the issue is less related to rotating faculty than it is about the need to restructure the field placement assessment methods to more properly align with the program and university's experiential work placement learning objectives (see recommendations 1 and 4 above). | SEED Director | Spring 2017 |

| MDP recommendations | | Follow-Up | Responsibility | Timeline |
|---------------------|---|--|--------------------------------|-----------|
| 1. | Review of the curricula in order to establish whether a rebalancing of core and elective courses is feasible and desirable. The External Reviewers believe that the 9 core courses could be cut to 6 - 7 without any loss of pedagogical rigour, and the increased space that this would create for electives would allow for meaningful specializations to emerge; | <p>We will establish a curriculum review for the following purposes:</p> <ul style="list-style-type: none"> 5. assessing whether the current course requirements are too onerous (this must be balanced with broader requirements set by the Global MDP network – the process for reviewing the global curriculum has already begun) 6. balancing the availability of electives for students 7. assessing the balance between skills based learning and other (theoretical) material 8. leveraging the field placement experience for reflection and pedagogical purposes in final term of program | INDEV/MDP Curriculum Committee | Fall 2018 |
| 2. | A review of course assessment should be undertaken in order to ensure that all courses have some element of skill-building based assessment built into the curriculum; and/or that skills-focused courses be added as elective offerings so students could potentially graduate with serviceable skills relevant to potential governmental and non-governmental development organization employers; | This will be addressed in curriculum review | INDEV/MDP Curriculum Committee | Fall 2018 |



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| 3. | Consider the development of a capstone experience that draws students together at the end of their course of study to critically reflect upon their learning; | This will be addressed in curriculum review. | INDEV/MDP Curriculum Committee | Fall 2018 |
| 4. | Consider the development of a curriculum map for the MDP, to better explain the logic of the program to students and in so doing better manage expectations; | SEED will consider implementing a more rigorous and standardized approach to course syllabi that more explicitly links program learning objectives to course objectives to ensure clarity of intent and clear expectations | INDEV/MDP Curriculum Committee | Fall 2018 |
| 5. | Priority consideration should be given to ways in which the marketing of the MDP can be improved. There is, in the view of the External Reviewers, a large untapped market of graduates of international development studies programs in Canada in general and southern Ontario in particular that are looking for a skills-oriented, problem-solving program like the MDP, but who have not heard of the MDP or have little knowledge of it. While such marketing should not be left to faculty, who already have heavy workloads, faculty need to be involved in devising innovative and appropriate marketing strategies, including visits to undergraduate programs in the southern Ontario region and potentially to other centres of international development studies, such as Halifax, Montreal, Vancouver or Winnipeg, when appropriate. | There are ongoing discussions that are most appropriately held at the faculty level between the Faculty and the GSO on professional graduate student marketing and recruitment. SEED will explore ways to improve graduate recruitment through this process, including ensuring that the faculty and university provide a mechanism to support these efforts with appropriate resources. | MDP Program Director | Fall 2017 |

| INDEV and MDP recommendations | Follow-Up | Responsibility | Timeline |
|--|--|--|------------------|
| <p>1. To strengthen the sense of community among international development students at the University, SEED should consider:</p> <ul style="list-style-type: none"> 1.1 having MDP students returning from their experiential in-field placement present critical reflections on their placement experiences to the INDEV students preparing to go on their in-field placements. This should be integrated into the MDP curriculum as a skill-development opportunity; 1.2 having INDEV students returning from their experiential in-field placement have MDP students as key members of the audience and commentators during their capstone week activities. This should be integrated into the MDP curriculum as a skill-development opportunity; 1.3 finding ways to encourage stronger participation of MDP students in the annual INDEV student conference, as presenters, discussants, and organizers. This might involve leveraging the INDEV student conference to offer a one-day graduate student conference in conjunction with the undergraduate organized conference. | <p>Seed will explore ways to promote cross-program activities, including opportunities for further participation in the field placement capstone and the INDEV conference.</p> | <p>INDEV and MDP Program Directors</p> | <p>Fall 2017</p> |

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| 2. | | Both INDEV and the MDP need to seriously deal with issues around Indigeneity, which are only very weakly represented in their curricula. This can be done by using a global comparative lens as the focus of attention to Indigenous issues, as this is weakly done in the Canadian university landscape. | While the issue of indigeneity and the institutional responses to the TRC are best addressed at the University and Faculty level, where appropriate resources can be found to implement these requirements, steps may be taken at the department level. SEED is working closely with St. Paul's University College on these issues. | INDEV/MDP Curriculum Committee | Ongoing |
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.



Date of next program review _____ 2024
Date

Signatures of Approval

_____ 5 April 2018
Chair/Director Date

_____ Date
AFIW Administrative Dean/Head (For AFIW programs only)

_____ April 9/18
Faculty Dean Date

_____ Date
Associate Vice-President, Academic
(For undergraduate and augmented programs)

_____ Date
Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(Formerly known as the Associate Provost, Graduate Studies)