

## **Cyclical Program Review of Life Sciences and Biochemistry One Year Progress Report on Implementation Plan**

**Date: 12 April 2016**

At the conclusion of the cyclical program review, a final assessment report and implementation plan was agreed by the Vice-Provost (Teaching and Learning), Dean, Faculty of Arts and Science, and Executive Vice-Dean, Faculty of Health Sciences. The deans are responsible for monitoring the implementation plan.

Please complete the table below to report on progress made in the past year against the implementation plan. Add further explanation if necessary in the *additional notes* section. The table is to be completed by the academic unit and reviewed by the relevant deans/associate deans.

Please complete this report and return it to [quqap@queensu.ca](mailto:quqap@queensu.ca) by 2 May 2016. The Vice-Provost (Teaching and Learning) will review this progress report. It will then be appended to the Dean's annual report for the 2015-16 academic year, filed in the Office of the Provost and Vice-Principal (Academic). Please note that monitoring reports will be posted on the university web site.

**ONE YEAR FOLLOW UP**

<b>Recommendation</b>	<b>Proposed Follow-up</b>	<b>Responsibility for Leading Follow-up</b>	<b>Timeline for Addressing Recommendation</b>	<b>Please indicate whether the implementation is on target and on time, and provide a brief description.</b>
<p>1. A complete curriculum review of both the LISC (Life Sciences) and BCH (Biochemistry) programs should be undertaken in consultation with the Centre for Teaching and Learning. The aim of the review should be to determine the optimal number of core courses in both the LISC and BCH programs and to ensure that degree requirements are linked closely with learning outcome expectations. The review should also focus on implementing new strategies in educational delivery of core courses, especially in light of planned expansion of LISC enrollment. Creation of a comprehensive and cohesive curriculum plan</p>	<p>A curriculum mapping of all courses to DLEs, LOs and other indicators of achievement</p>	<p>Associate Dean Life Sciences and Biochemistry</p>	<p>Dean of Health Sciences' <i>Annual Report</i> to the Provost 2015</p>	<p><b>Since the Cyclical Program Review, the LISC BCHM Education Committee has undertaken several substantive changes to the core requirements in both degree plans:</b></p> <ol style="list-style-type: none"> <li><b>1) 3.0 units have been removed from the core requirements of the degree plans for LISC (SSP and MAJ) and BCHM (SSP and MAJ) in 2<sup>nd</sup> year - that is, BIOL 205 was removed as a core requirement in all 4 degree plans.</b></li> <li><b>2) The number of units for BCHM 310 (a core requirement in the LISC SSP degree plan) has been increased from 6.0 units to 9.0 units, to accurately reflect the workload. As such the number of core units to achieve the LISC SSP has been modified to reflect this change.</b></li> <li><b>3) The number of units for the 8 research project 499 courses (a core requirement for many students in the LISC SSP degree plan) has been increased from 9.0 units to 12.0 units, to accurately reflect the workload. As such the</b></li> </ol>

<p>must be grounded in best practices in teaching and learning.</p>				<p>numbers of core units to achieve the LISC SSP has been modified to reflect this change.</p> <ol style="list-style-type: none"> <li>4) Many new on-line courses have been made available to LISC and BCHM students to offer a variety of delivery methods, including the core course BCHM 218 which is required by all BCHM (SSP and MAJ) students and all LISC SSP students.</li> <li>5) All of the above changes have been made to the LISC and BCHM degree plans to enhance the learning experiences and to give due recognition for course level participation.</li> </ol>
<p>2. To increase the number of students self-identifying as visible minorities or Aboriginal, the Faculty of Health Sciences should explore the feasibility of creating alternative pathways to the LISC and BCH programs for designated groups.</p>	<p>Consult with Four Directions Aboriginal Centre, the Faculty of Engineering and Applied Science (Aboriginal Access to Engineering), the University Registrar and other Canadian universities to identify best practices</p>	<p>Associate Dean Life Sciences and Biochemistry</p>	<p>Dean of Health Sciences' <i>Annual Report</i> to the Provost 2015</p>	<p><b>Engagement continues with the 4 Directions Director and the Centre to address strategies to increase numbers of self-identified Aboriginal students in LISC and BCHM.</b></p>

<p>3. To increase student engagement and satisfaction, the LISC and BCH programs are encouraged to explore alternatives to traditional lecture-based courses, including active and collaborative learning opportunities, experiential learning and blended or online learning.</p>	<p>The Associate Dean Life Sciences and Biochemistry should engage with the Vice-Dean Education and the Centre for Teaching and Learning</p>	<p>Associate Dean Life Sciences and Biochemistry</p>	<p>Dean of Health Sciences' <i>Annual Report</i> to the Provost 2015</p>	<p><b>More courses throughout the LISC and BCHM degree plans have been adopted that offer more blended learning options. Moreover, other courses (including core requirements such as BCHM 218) are now available as on-line courses.</b></p>
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**Additional Notes:**

Please note any additional issues affecting progress, if necessary.