



UNIVERSITY OF CALGARY | WERKLUND SCHOOL OF EDUCATION

GRADUATE PROGRAMS IN EDUCATION: DOCTOR OF EDUCATION (EdD) CURRICULUM REVIEW

Executive Summary

April 2, 2018



Curriculum Review Team

The curriculum review team met throughout 2017, and was responsible for planning and carrying out the internal curriculum review based on the University of Calgary, *Academic Quality Assurance Handbook Curriculum Reviews (2015)*. The following academic staff members were involved in the Werklund of School Education's Education Doctorate (EdD) Curriculum Review:

Review Coordinators:

- Barbara Brown, (Co-Chair), Director of Professional Programs
- Jennifer Lock, (Co-Chair), Associate Dean of Teaching and Learning
- Sarah Elaine Eaton, Acting Associate Dean of Teaching and Learning (July 1 - December 31, 2017)
- Michele Jacobsen, Associate Dean of Graduate Programs in Education

Academic Coordinators:

- Jim Brandon - Senior Leadership K-12
- Jim Field - Curriculum in Context
- Michele Jacobsen - Research Courses, Collaboratory Courses, Dissertation Seminars
- Peggy Patterson - Adult Learning
- Colleen Kawalilak - EdD Adult Learning (starting July 1, 2017)
- Beaumie Kim - Learning Sciences
- Kim Lenters - Leading Language and Literacy Education
- Brenda Spencer - Leadership in Post-Secondary Contexts
- Eugene Kowch - Leadership in Post-Secondary Contexts (starting July 1, 2017)

With thanks to Monika Kuczaj, Nancy Stuewe, JoAnne Labunski, and Simone De Gannes for their assistance with the data and report.

Objectives of the Review and Report

In the Spring of 2017, the Werklund School of Education engaged in the curriculum review process of the Educational Doctoral (EdD) degree in Graduate Programs in Education. The curriculum review process is a formative component of the overall quality strategy and is focused on continuing development. Through this work, data have been gathered that examine individual courses, as well as the integration of the courses to form a comprehensive program of study. The mapping process provided insight to gauge the extent to which the individual courses align to both the graduate competencies and program goals. From the analysis of the various data, recommendations and an action plan have been developed to guide ongoing improvement of the program.

Structure of the EdD Program

Structured as a blended, three-year program that includes course work, candidacy and dissertation, students have up to six years to complete all degree requirements.

- Year 1 is designed primarily to develop students' competencies as 'critical consumers of educational research' and to develop skills to conduct practitioner-inquiry, and is comprised of four courses and a two-week residency at the University of Calgary.
- Year 2 is designed to engage students in an in-depth analysis of an identified problem of practice in their specialized academic disciplines, and is comprised of four courses and a second, two-week residency at the University of Calgary.
- Year 3 has been designed to support doctoral students in working collaboratively with faculty and practitioners from their field to complete a dissertation that addresses a contemporary issue in education.

WSE offers the EdD program in six areas of topic specialization:

- Adult Learning
- Curriculum in Context
- Language and Literacy Education
- Learning Sciences
- Post-Secondary Leadership
- Senior Leadership in K-12 Education.

Normally, applications are accepted into 2 – 3 EdD specializations each year; depending upon capacity, each specialization tends to invite applications for a new cohort every two years.

Three Goals of the EdD Curriculum Review

Goal 1: To understand the distinguishing features of the three-year EdD program

- To explore the history, context and current design (signature pedagogies and signature structures) of the EdD;
- To understand the role of the supervisor in supporting EdD students' course-work and doctoral research; and
- To understand the program goals for year 1, year 2 and year 3.

Goal 2: To understand the interface between the courses and structures in the program and the research carried out by EdD students across five different specializations: Adult Learning, Curriculum and Learning, Language and Literacy, Leadership and Learning Sciences.

- Courses:
 - Specialization courses
 - Research courses
 - Collaboratories of Practice
 - Dissertation seminars
- Structures:
 - EdD Portfolio
 - Candidacy
 - Dissertation.

Goal 3: To explore the role of the supervisor and supervisory committee in supporting doctoral student academic success and timely completion of program.

Guiding Questions for the Curriculum Review

In Winter 2017, the Graduate Programs in Education lead curriculum review team engaged in rich, collaborative discussion to determine the critical questions and concerns that would need to be examined as part of the curriculum review process. These questions were then reviewed and refined at a Graduate Programs in Education Council meeting. The following questions guided the EdD curriculum review process:

1. How well are the program goals reflected in the courses and in the learning tasks?
2. Looking at the scope and sequence of the courses within the program, are there any overlaps and gaps in goals and learning outcomes? If so, where/what are the overlaps and gaps? Are the courses sequenced properly? How well do the courses interface with one another?
3. To what extent are we addressing the graduate competencies? Are there any graduate competencies that are not being addressed adequately, and if so, what are they?
4. To what extent is there consistency in expected outcomes across different specialization areas?
 - a. Within the research courses, what are the strengths, challenges, gaps?
 - b. Within the two collaboratory of practice courses, what are the strengths, challenges, gaps?
 - c. Within the two dissertation seminars, what are the strengths, challenges, gaps?

Data Sources

- Curriculum maps created for specialization courses, research courses, Collaboratory courses & Dissertation seminars
- 4 faculty meetings (May/June 2017)
- 134 dissertations reviewed (2009-2017)
- 75 survey respondents
- 10 participants in two summer focus groups
- Town Hall – September 29, 2017

Summary of Key Recommendations

1. Improve communications and visuals about design and structure of the EdD program.
2. Create a committee of academic staff with representation from each EDSA for the purpose of:
 - a. Examining the research methodology component across the program and within the three research courses
 - b. Examining how Indigenous methodologies are supported.
3. Provide learning opportunities throughout the program for students through synchronous and asynchronous communication.
4. Support greater opportunities for more teaming/instructor collaboration in the program.
5. Integrate findings from this report in the Dissertation Seminars to better support student learning needs.
6. Offer ongoing learning opportunities to increase academic staff awareness of the EdD program and the nature of the supervision
7. Provide ongoing educational development opportunities to enhance quality instruction and supervision.

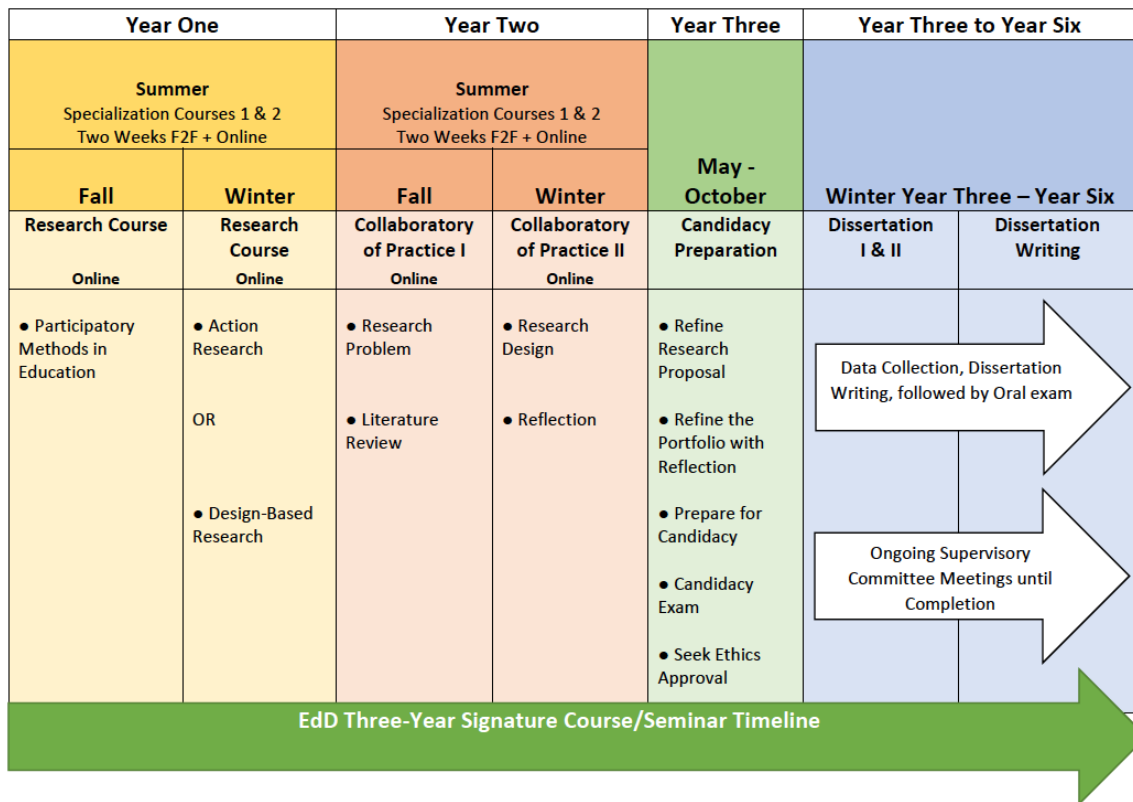


Figure 1. EdD Program Visual

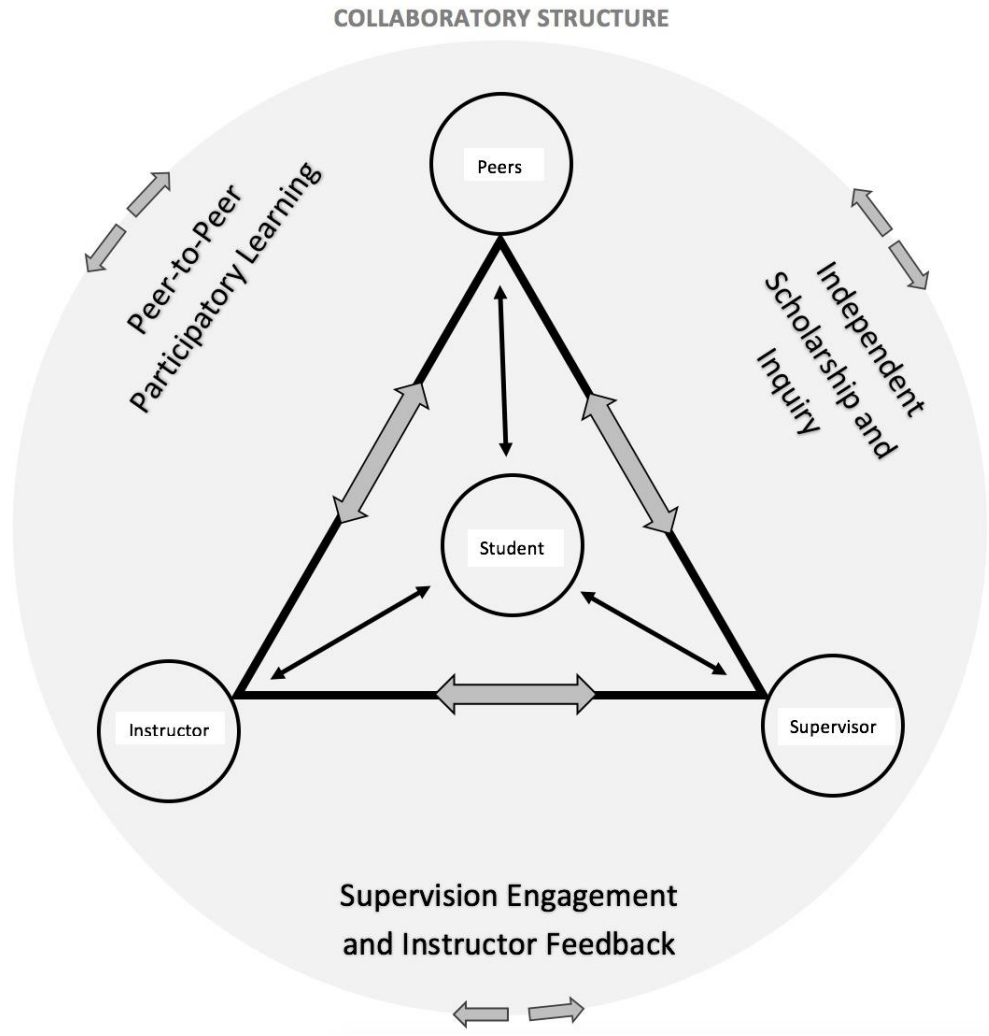


Figure 2. EdD Collaboratory Structure

Action Plan

This section was developed to address needs in the program and enhance student learning as a result. This action plan will guide changes to curriculum with the express purpose of enhancing student learning and strengthening the program.

In the following table, recommendations, along with the timeline in terms of short- (within a year), medium – (two to three years) and long-term (four to five years) goals. The third column identifies the individual or team responsible with implementing the recommendations.

Recommendations	Timeline for Implementation	Lead Responsibility
Curricular (Content, Goals and Competencies)		
Review program goals, learning tasks, and assessment for continual improvement. <ul style="list-style-type: none"> • Academic Coordinators meet with instructional team and EDSA for this review work. • Increase focus on providing a variety of scaffolded learning tasks and assessments that lead to addressing the learning outcomes in the program. • Identify signature pedagogies used within courses. 	Medium-Term	Academic Coordinators
Continue to review how the scope and sequence and courses interface with each other in the program. <ul style="list-style-type: none"> • Examine how supports are provided for research methodology and methods throughout the program. • Refine the design of courses to ensure outcomes align with the program goals and graduate competencies. 	Medium-Term	Academic Coordinators
Provide orientation and ongoing communication to students with regard to learning tasks, assessments and signature pedagogies used in the program.	Short-Term	Academic Coordinators

<p>Create a committee, with representation from each EDSA, to review how research methodology is taught / included across the program as well as within the research courses.</p> <ul style="list-style-type: none"> • Develop greater awareness in building capacity in research methodologies across the program. • Examine how Indigenous methodologies are supported in the program. 	Short-Term	Associate Dean in GPE
<p>Create a committee to review/re-design Dissertation seminars to meet individual student needs (i.e. modules/guest talks).</p>	Medium-Term	Associate Dean of GPE
<p>Continue to reinforce APA 6th standard in all course assignments, during supervisory meetings, and through course work.</p>	Ongoing	Academic Coordinators
Administrative		
<p>Develop a communication strategy to enhance communications in relation to timeline, support structures, and how methodology supports are provided throughout the program.</p> <ul style="list-style-type: none"> • Provide additional information (visuals) on the website. • Increase supervisor awareness about coursework using Timeline and Collaboratory Support Structure visuals and supervisory checklist during meetings with students. 	Short-Term	Associate Dean of GPE
<p>Develop a strategy to work with Academic Coordinators in support of communication with instructional teams related to timeline, support structures, and how methodology supports are provided throughout the program.</p>	Medium-Term	Director of Professional Programs along Academic Coordinators
<p>Develop a strategy for supporting new faculty and sessional instructors to foster understanding of the goals and expectations of the program.</p>	Medium-Term	Associate Dean of GPE

<ul style="list-style-type: none"> Development awareness of and support in achieving high expectations for quality teaching in online environments. 		
<p>Continue to support the development of quality supervision.</p> <ul style="list-style-type: none"> Supervisors discuss roles with supervisory committee in terms of timelines for review/feedback/examination schedule. 	Short-Term	GPDs EdD Supervisors
<p>Continue to provide oversight and responsibility for program design, integrity, and quality.</p> <ul style="list-style-type: none"> Provide ongoing communication with EDSA members the EdD program. 	On-going	EDSA Chair
<p>Provide seminars/supports for EdD students through on-campus sessions through Adobe Connect or recorded media resources.</p> <ul style="list-style-type: none"> Invite faculty to seminars for Collaboratory of Practice. Review/refine survey questions used to gather student feedback following the summer residency to inform seminars. 	Medium-Term	Graduate Program Directors
<p>Provide faculty with greater detail in terms of the portfolio and field of study.</p>	Medium-Term	Graduate Program Directors
<p>Develop a timeline to help faculty with the scheduling of exams.</p>	Medium-Term	Graduate Program Directors
<p>Development of a community of practice for online students.</p> <ul style="list-style-type: none"> Gather information from students to help develop a strategy for building a community of online learners (using synchronous and asynchronous methods throughout the program). Determine how the community will be cultivated throughout the program. 	Long-Term	Director of Professional Programs

<ul style="list-style-type: none"> • Implement strategy for working with Academic Coordinators to foster a community of online learning for EdD Programs. • Consider how to make provisions for more teaming/instructor collaboration in the program. 		
Provide supervisors with student data to support their supervision.	Short-Term	GPE Administrators
Educational Development		
Refine the visual of the EdD program and support structures.	Short-Term	Associate Dean of GPE
Continue to provide a process for analyzing the scope and sequence, learning activities, and assessments in a program for re-design decisions.	Medium-Term	Office of Teaching and Learning
Continue to provide learning opportunities to academic staff in support of quality instruction (e.g., learning designs, using technologies, signature pedagogies, assessments, etc.)	On-going	Office of Teaching and Learning
Continue to offer learning opportunities in support of quality graduate supervision	Medium-Term	Associate Dean of GPE
Develop a faculty-community of practice with all Collaboratory of Practice courses and Dissertation seminar instructors.	Medium-Term	Associate Dean of GPE
Programmatic		
<p>Further develop opportunities for EdD students to develop online communities of learners.</p> <ul style="list-style-type: none"> • Include this in online orientations. 	Short-Term	GPE Administrators

Continue to communicate shared services available through the University for online learning through the newsletter, web site, etc.	Short-Term	GPE Office
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