



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION



Werklund School of Education
Graduate Programs in Education:
Course – based Programs
Curriculum Review Report
Executive Summary

September 25, 2015

Curriculum Review Team

The curriculum review team met throughout 2014-15, and was responsible for planning and carrying out the curriculum review based on the *Academic Quality Assurance Handbook: Curriculum Reviews* (University of Calgary, 2013). The following academic staff members were involved in the Werklund School of Education's Graduate Programs in Education Curriculum Review:

- Review Coordinators:
 - Jennifer Lock (Co-Chair) Associate Dean of Teaching and Learning
 - James Brandon (Co-Chair) Director of Professional Programs
 - Patti Dyjur, Curriculum Development Specialist, Educational Development Unit of the Taylor Institute of Teaching and Learning

- Associate Dean of Graduate Programs in Education:
 - Michele Jacobsen

- Academic Coordinators:
 - Jac Andrews
 - Jim Brandon
 - Emma Climie
 - Paulette Hanna
 - Michele Jacobsen
 - David Jones
 - Kaela Jubas
 - Robert Kelly
 - Jennifer Lock
 - Adam McCrimmon
 - Gale Parchoma
 - Gavin Peat
 - Cynthia Prasow
 - Sylvie Roy
 - John Rymer
 - Jackie Seidel
 - Meadow Schroeder

With thanks to Luciano da Rosa dos Santos, Gabrielle Lindstrom and Alison Lee for their contributions.

Context of the Graduate Programs in Education: Course-based Professional Programs

The Werklund School of Education provides high quality professional graduate programs that increase access and respond directly to the needs of a profession and a province in transition. Graduate Programs in Education offers blended and online Education Doctorate, Specialist Masters and Interdisciplinary Masters degrees that are cohort-based, discipline-focused and coherent. Many of our professional graduate programs are developed in partnership with the professions we serve, and each of our programs is grounded in current research and engages students in research. Participatory and collaborative learning experiences are characterized by signature pedagogies, such as problem-based, inquiry-based, and case-based approaches to learning. The Werklund School of Education's high quality, high demand professional graduate programs meet the demands and needs of the profession and respond to provincial initiatives by providing accessible and flexible learning experiences for working professionals. Graduate students are engaged in technology-enabled, research-active and research-informed opportunities to engage collaboratively to solve real problems of practice and lead change in their professional contexts. Our graduate programs focus on creating scholars of the profession in programs that demonstrate strong connections with the community. The success of our graduate programs is measured by the strength and quality of our graduates, by high retention and timely completion rates, coherent and robust programs, accessibility and flexibility for students, and by the widespread engagement and commitment of our academic staff to excellence in teaching and supervision.

This curriculum review focuses on four professional master's-level programs: 1) Master of Education Interdisciplinary (MEd), 2) Master of Education Specialization (MEd), 3) Master of Counselling (MC), and 4) Master of Education in School & Applied Child Psychology (MEd). Each of the professional graduate degree programs has been designed to ensure that the courses and sequence provides a demanding, coherent, robust, credible and high-level academic experience that educates students as leaders of professional practice in the fields of educational research and educational psychology.

Our MEd programs are innovative, current, and practitioner-oriented programs designed to create scholars of the profession and are distinct from the MA/MSc degree programs which are focused on developing scholars of the discipline. Graduate Programs in Education has conceptualized and designed the MEd as a direct pathway into the professional Education Doctorate (EdD). The curriculum review does not include the Educational Doctorate, our professional doctoral program with required coursework, candidacy and a dissertation.

Guiding Questions

In Fall 2014, 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 the Graduate Programs in Education Council meeting. The following seven questions guided the 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 learning outcomes? If so, where/what are the overlaps and gaps? Are the courses sequenced properly? How well do they interface with one another? Is there continuity? How well do they support students in meeting the graduate competencies?
3. To what extent are students developing breadth and depth in their field of study?
4. 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?
5. For instructors, is there alignment between program goals and how well students are achieving these goals?
6. How well do students clearly relate to what they are studying in the program in terms of their organizational/professional contexts?
7. What signature pedagogies are being used in the programs, and to what degree?

Integration of Evidence: Sources of Data to Inform the Review Process

For the course-based program curriculum mapping process the following sources of evidence were used:

1. **Phase One: Mapping Course Outcomes to Program Goals/Graduate Competencies at the program level:**
 - a. **Mapping:** Each academic coordinator was asked to lead a mapping exercise with his/her team of instructors. They were to map the graduate competencies to their individual program goals and then map the course outcomes to the program goals. In addition, they identified teaching and learning activities and student assessments used in the course and level at which the outcomes were addressed (Introduced, Competency and Advanced). Data from the mapping were included in the mini-report written for each of the 22 programs.
 - b. **Student Survey:** In December 2014, each academic coordinator sent out an eight (8) question survey to all alumni and/or current students in their programs asking for their perceptions of the following: program goal alignment with assignments, sequencing of courses in the program, depth of coverage of topics in the program, gaps in the program, and aspects of the program that could be improved.
 - c. **Focus Group Analysis of Mapping:** The academic coordinator working with his/her instructional team analyzed the curriculum mapping data. The coordinator was responsible for reporting the analysis of the data in a mini-report. In the report, the following items were noted: results from the student survey, mapping of the courses to program goals and mapping of program goals to graduate

competencies, what was working well, and what was providing challenges. In addition, an action plan section was included that identified recommendations, timelines and people for leading the initiative.

2. Phase Two:

- a. **Mini-reports:** Data from the 22 mini-reports were analyzed. Mapping data from the reports were consolidated into seven tables (Refer to Review of the Data section).
- b. **Graduate Programs in Education Exit Survey Data:** Exit survey from students collected in Spring and Fall 2014 were examined. Key findings were noted in the report.
- c. **Office of Institutional Analysis (OIA):** For curriculum reviews, a standard report is to be created by the Office of Institutional Analysis that includes relevant information such as enrolment numbers, attrition, retention, fail/withdraw statistics, completion rates and times, and relevant survey results. Further, some data were shared using the *University of Calgary Fact Book*.

3. Phase Three:

- a. **Academic Staff Consultation:** On June 15, 2015 a draft of the full report was shared with academic staff (including sessional instructors) to receive their feedback and suggested revisions for the final report. Individuals engaged in small group activities to share strengths/successes and gaps in the program, as well as to respond to the guiding questions for the report.

Action Plan

Through broad consultation with students, instructors and academic coordinators, the curriculum committee found that the current program has a great number of strengths. The action plan section was developed to address shortcomings in the program and enhance student learning as a result.

Between curriculum reviews (the current document and the review to be done in 2019 – 2020), this action plan will guide changes to curriculum with the express purpose of enhancing student learning and strengthening the program. For the curriculum review Interim Report, due in January 2018, we will examine each of the recommendations and evaluate the progress made. It is anticipated that some changes to the Action Plan will need to be made at that point, either because certain recommendations will be fully addressed and no longer needed, or because they have become irrelevant.

The following chart outlines the 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 |
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| Curricular (Content, Goals and Competencies) | | |
| <p>Foster ongoing education of academic staff and students in terms of the progression of clear links and increase explicit alignments of course outcomes and program goals.</p> <ul style="list-style-type: none"> • Continue to support instructors in developing an understanding of the alignment of courses within the program and in fostering coherence and continuity in the program. • Academic coordinators to work with instructors in the MEd Specialization program to foster a sound understanding of the alignment of discipline and research courses across the 12 courses in the program. • Continue to foster coherence across multiple sections of a course (e.g., connecting instructors within a program and across programs who are teaching the same course, disciplinary connections, shared understanding of the goals and vision for the courses and program). • Articulation of the sequence of courses is aligned with program goals. • During the program proposal development phase, the academic coordinator will work with stakeholders in the field to ensure program goals are aligned with expectations of the organizational/professional contexts (e.g., market research). | Ongoing | <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> <p>Note: Werklund School of Education is a non-departmentalized faculty. Instead of departments, Educational Studies Areas (EDSA) reflects the organizational structure of the seven specialization areas of research and teaching in the Werklund School of Education (WSE).</p> |

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| <p>Refine the design of courses to ensure learning outcomes align with program goals and graduate competencies.</p> <ul style="list-style-type: none"> • Intentional and scaffolded development of a variety of assignments that lead to addressing learning outcomes in each of the programs. • Regular conversation (e.g., annual) with Director of Professional Programs and the Academic Coordinator to review action plans and support implementation as outlined in the mini-study for each program. | <p>Ongoing</p> | <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> <p>Instructors</p> |
| <p>Provide explicit program goals in the communication of the program and in course outlines.</p> <ul style="list-style-type: none"> • Publish on the website the specific program goals in addition to the description of the program. • Publish on the website examples of select student work that has been peer-reviewed. • Instructors to include the program goals within the course outlines and to discuss with students how the goals relate to learning outcomes. | <p>Ongoing</p> | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> <p>Instructors</p> |
| <p>Increased focus on robust assessment practices across all programs.</p> <ul style="list-style-type: none"> • Increase support for instructors to design and use formative assessment practices. • Create a repository of peer reviewed exemplars of assessment rubrics for instructors. • Educational development to support the development of assessment practices. | <p>Short-term</p> | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Continue to encourage the design and facilitation of courses using signature pedagogies to engage students in learning.</p> <ul style="list-style-type: none"> • Design courses using signature pedagogies • Within each course outline, the instructor is to identify signature pedagogies implemented. | <p>Ongoing</p> | <p>Associate Dean of GPE</p> <p>Associate Dean of T&L</p> <p>Director of Professional</p> |

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| <ul style="list-style-type: none"> • Work with instructors to expand their capacity in the breadth and depth of the use of more than one signature pedagogy. • Host educational development sessions which focus on how to design using particular signature pedagogies, as well as how to facilitate learning using the selected pedagogies. • Provide orientation to students for the use of signature pedagogies so they develop an appreciation for the nature and expectation of the work. | | <p>Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Increased focus on practical application of theory and academic discourse.</p> <ul style="list-style-type: none"> • Create opportunities in courses for organizational/professional issues and topics to be taken up in meaningful and informed ways. • Explore the creation of at least one assignment in a course or program that is practical in nature, and enables students to apply what they are learning to their professional contexts. • The scope and sequence of assignments across courses in a program should be gradual and graduated in nature. • Increased alignment between assignments and coursework in the certificate and diploma step, and concluding research step (Step 3) of the MEd Interdisciplinary Program. • Efforts to be made to provide updated Canadian resources whenever possible (e.g., textbooks, articles, case studies, examples). | <p>Ongoing</p> | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> <p>Instructors</p> |
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| Administrative | | |
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| <p>Administrative review of course and program goals to ensure all goals align with graduate competencies in professional programs (e.g., MC and MEd).</p> <ul style="list-style-type: none"> Select program review to be conducted. | Short-term | <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Recruit and hire academic staff who are aligned with the philosophy and principles of the professional graduate programs.</p> <ul style="list-style-type: none"> Provide an orientation to the program goals to new academic staff. Ensure instructors understand the goals and expectations of the program. Ensure that instructors are aware of and supported in achieving high expectations for quality teaching in online environments. | Ongoing | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Develop an annual meeting and work schedule per program guided by the Director of Professional Programs in consultation with Academic Coordinators.</p> <ul style="list-style-type: none"> Review role descriptions in terms of expectations and to support building capacity. Academic Coordinator responsible for leading annual program orientation sessions with students. Review to ensure alignment of learning outcomes, instructional practice and assessment. Continue to develop a strong shared understanding of the intent and signature structure of professional programs. Review of the learner workload per course/program to ensure it is appropriate and supports program goals. | Ongoing | <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Support EDSAs in their oversight and responsibility for program design, integrity and quality.</p> <ul style="list-style-type: none"> Each EDSA is to provide academic oversight over | Ongoing | <p>Associate Dean of GPE</p> <p>Director of Professional</p> |

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| <p>program and course content.</p> <ul style="list-style-type: none"> The EDSA to provide oversight in the selection of textbooks and learning resources for the courses. | | <p>Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Explore the development of a comprehensive online environment for all courses in a program.</p> <ul style="list-style-type: none"> Explore the <i>possibility</i> of creating one D2L for the four courses in the MEd Interdisciplinary program. | Short-term | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Establish a structure to support ongoing communication with members of the EDSA.</p> <ul style="list-style-type: none"> Regular meeting with EDSA about professional programs. General meeting with academic staff about professional programs. | Ongoing | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> |
| <p>Develop a database for internal use to track information related to impact of programs.</p> <ul style="list-style-type: none"> Continue with the annual exit surveys for the purpose of gathering data on student experience in the program (Spring and Fall). Explore additional processes and timelines for gathering information and communicating it with key stakeholders (e.g., mid-term survey in program). | Medium-term | Associate Dean of GPE |
| <p>Develop a comprehensive evaluation plan to measure the attainment of the learning outcomes at the macro-, meso-, and micro-levels.</p> <ul style="list-style-type: none"> Graduate competencies at the macro level. Program goals at the meso level. Course outcomes at the micro level. | Long-term | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> |
| <p>Grow the scholarships and awards available to students in all professional programs.</p> <ul style="list-style-type: none"> Explore funding sources to support scholarships and awards. Develop processes and protocols for the awarding | Long-term | <p>Associate Dean of GPE</p> <p>Fund Development Office</p> |

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| of scholarships and awards. | | |
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| Educational Development | | |
| <p>Provide ongoing support for a community of practice approach.</p> <ul style="list-style-type: none"> Academic coordinator will organize a series of team meetings to discuss associated curriculum considerations and potentials of changes to within the program. Instructors to meet several times a year (face-to-face and/or online) to debrief the courses taught, talk about next course to be taught, and engage in conversation about teaching and learning. | Ongoing | <p>Academic Coordinators</p> <p>Instructors</p> |
| <p>Facilitate ongoing professional learning to support instructors teaching in technology-enhanced learning environments.</p> <ul style="list-style-type: none"> Learning opportunities to develop and design engaging and interactive online activities suitable for varied class sizes and needs. Provide orientation and supports to academic staff for teaching in both synchronous and asynchronous environments. | Ongoing | <p>Associate Dean of GPE</p> <p>Associate Dean of T&L</p> <p>Director of Professional Programs</p> |
| <p>Provide ongoing professional learning for assessment.</p> <ul style="list-style-type: none"> Workshops and small working groups for the purpose of enhancing knowledge and skills with assessment practices. Learning opportunities focused on the development of robust assessment rubrics and practices. | Ongoing | <p>Associate Dean of GPE</p> <p>Associate Dean of T&L</p> <p>Director of Professional Programs</p> |
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| Programmatic (Communication, Knowledge Mobilization) | | |
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| <p>Enhance the communication of the programs using various media sources.</p> <ul style="list-style-type: none"> Advertising of the program requires the addition of program goals. Redesign of the web presence. On the website, provide additional information such as the name and picture of the academic coordinator, and instructors who teach/have taught in the program. Enhanced articulation to students and instructors of the rationale for courses across the program that maintain balanced emphases on research and practice. | Ongoing | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>Werklund's Communications Team</p> |
| <p>Foster and support knowledge mobilization by showcasing student work.</p> <ul style="list-style-type: none"> On program website, share publication citations of students. Post exemplars of student work on the website. Support GPESA and individual graduate students in publishing work in E-Gallery, professional and academic journals, and at professional and academic conferences. | Ongoing | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Further development of orientation and ongoing supports for students to be successful online learners.</p> <ul style="list-style-type: none"> Provide students with more information about how to manage / optimize their time and learning experiences when learning online. Sharing of strategies to help students be successful as online graduate students. | Ongoing | <p>Associate Dean of GPE</p> <p>Associate Dean of T&L</p> <p>Director of Professional Programs</p> <p>EDSA / Academic Coordinators</p> |
| <p>Develop a midterm assessment process for all course-based programs to gather information on the progress of the program.</p> <ul style="list-style-type: none"> Identify processes and instruments to be used in gathering data from each cohort at the mid-point | Short-term | <p>Associate Dean of GPE</p> <p>Director of Professional Programs</p> |

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| <p>of a professional program.</p> <ul style="list-style-type: none">• Establish a mechanism for implementing the gathering of assessment information, and for using this data to inform teaching and course design practices. | | EDSA / Academic Coordinators |
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