

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
REPORT ON: EDUCATION
 UNDERGRADUATE CONSECUTIVE AND GRADUATE MASTERS PROGRAMS
 January 2016

EXECUTIVE SUMMARY

PDC notes that Education has undergone numerous changes both in terms of program structure and administrative structuring and thanks the area for its positive and efficient responses to these changes. PDC commends Education on its successful graduate program initiatives. As with other Education Faculties in the province, Education is experiencing undergraduate enrolment challenges and is encouraged to focus its efforts on recruitment and retention initiatives.

Review Preparation

In preparing this document, the Program Development Committee reviewed the following: Education’s Self-Study (SS) (2012/13), the report of the external reviewers (ER) (May 2015), and the response from the Dean (DR) (July 2015) to the above material. The external reviewers were: Dr. Lorayne Robertson, Faculty of Education, University of Ontario Institute of Technology, Dr. James McNinch, Faculty of Education, University of Regina, and Dr. Sirinart Ananvoranich, Faculty of Science, University of Windsor.

Undergraduate and Graduate Programs

At the undergraduate level, the Faculty of Education offers a Consecutive Bachelor of Education two-year program. For the period under review, the program was one-year in duration.

During the period under review, the Faculty of Education also offered Concurrent Bachelor of Education programs with the following degree programs: Bachelor of Arts (Honours) French Studies, Bachelor of Mathematics (Honours), Bachelor of Science (Honours) Biological Sciences, Bachelor of Science (Honours) Biological Sciences with thesis, Bachelor of Science (Honours) Chemistry, Bachelor of Science (Honours) Chemistry with thesis, Bachelor of Science (Honours) Computer Science, Diploma in Technological Education, and Bachelor of Arts (General)/Diploma in Early Childhood Education with St. Clair College. Admissions were suspended for all concurrent Education programs as of Fall 2014. Education also offered a Joint Education/Early Childhood Education Diploma with Lambton College. Admissions were suspended for this program as of Fall 2013. These programs did not form part of this program review.

At the graduate level, the Faculty offers a Master of Education with three fields (curriculum studies; educational administration; second language acquisition, culture, and society) and a Master of Education (International Cohort). The latter is for international students and places added emphasis on developing research through an internship and on understanding educational theory from a comparative viewpoint between Canadian education and that of their own country.

The Faculty also partners with Brock University and Lakehead University on a Joint PhD program. This program has been reviewed separately.

Enrolments

Undergraduate

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Consecutive Full-Time	535	499	394	399	136
Consecutive Part-Time	33	47	32	2	0
Concurrent Full-Time	47.9	41.76	40.59	41.29	65.52
Concurrent Part-Time	7.9	44.72	42.43	43.59	36.90

Graduate

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MEd Full-Time	23	29	33	43	51
MEd Part-Time	35	27	20	23	16
MEd (International) Full-Time	---	---	20	38	48
Med (International) Part-Time	---	---	0	0	0
PhD (Joint) Full-Time*	18	18	21	17	22
PhD (Joint) Part-Time*	10	11	12	14	12

*PhD numbers are to provide context re: graduate teaching, supervision and research. This program did not form part of the review. It is offered jointly with Lakehead and Brock and was reviewed separately.

Human Resources

Faculty/Instructors

Tenure/tenure-track faculty	23 (including Dean and two cross-appointments) + 1 vacancy
Sessional Lecturers (continuous 8 month positions)	1
Faculty members involved in graduate program delivery	22

Full/Part-time Staff

Assistant to the Dean	1
Field Experience Coordinator	1
Information and Communication Technologist	1
Qualifications and International Program Team Leader	1
Secretaries	6

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs

Strengths identified by the reviewers included: The ability to offer student teaching experiences in urban and rural schools, and in private or public schools; the many collaborations and “partnerships with the local school boards, with researchers in other organizations, and with classroom teachers”; and the growing research profile of the Faculty. (ER, p.6, 14). The Tanzania project, “where teacher candidates work in six Tanzanian schools and a center for orphaned and vulnerable children” (SS, p.23); the Leadership Experience for Academic Directions (LEAD) project, which “provides teacher candidates practical experience working with [secondary school students] who have been identified to be ‘at risk’” (SS, p. 20); and the BLAST project (Breaking Barriers, Loving Yourself, Accepting Others, Similarities not Differences, Totally Inclusive Experience), “where teacher candidates work with 100 secondary students at a time to talk about acceptance” (ER, p.6, 7), to name a few, are excellent examples of innovative programming and opportunities which enrich the student experience and build community.

Opportunities for Program Improvement/Enhancements

The reviewers’ note that the Faculty has “had multiple changes in leadership recently. At the same time, the provincial landscape with respect to funding and enrolment caps for Pre-service Education has changed suddenly [and the new two-year BEd degree was implemented beginning Fall 2015]. As a result, the Faculty of Education has had to make some difficult decisions regarding their priorities and mandates.” (ER, p. 14) As it addresses these significant changes, the reviewers urge the Faculty to develop its own evidence-based internal quality assurance mechanism arguing that “evidence-based decision-making will build credibility into their quality assurance efforts”. (ER, p.15)

Having “undergone a series of challenging circumstances, [the Faculty] has moved forward to re-examine its purpose and strengths” (DR, p.1) Change provides opportunities for introspective review and renewal, and an impetus for continued creative and innovative program development. “The new 2-year BEd program provides an

opportunity to identify strengths such as social justice work, and look for alignment with this strength in the graduate courses, research work and overall Faculty of Education initiatives. A second, equally important opportunity for synergy is the research strength of the faculty which can be applied in multiple ways to provide evidence of program quality or a need for corrective action. [...] There are many new forms of online learning that have the potential to reach both graduate and undergraduate students through websites, synchronous courses, and a-synchronous courses or course elements. It is equally important for the pre-service and graduate students to be creating online material as it is important for faculty to accommodate and model how learning can be maximized through out-of-class technology affordances." (ER, pp.14-15)

Further opportunities for program improvements are captured in the recommendations listed below.

IMPLEMENTATION PLAN

Recommendations (in priority order)

(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, and the Dean's response.)

Alignment of Mission and Vision, Learning Outcomes and Curriculum Mapping

Recommendation 1: Given the revised structure and focus of the education programs, that the Faculty of Education revise and align its mission statement to the University of Windsor's strategic plan.

Agents: Dean, Manager, Employee Engagement and Development (facilitator)

Completion by: Fall 2017

Recommendation 2: That Education submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that learning outcomes for its undergraduate and graduate programs are provided in the Dean's response, pp. 6-16 and in the Senate-approved proposal for the MEd International Cohort. PDC also notes that learning outcomes for several undergraduate and graduate courses are also on file.]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Consecutive BEd Program

Recommendation 3: That, with a new BEd program spread over 4 semesters, the Faculty review the timing, sequencing, and expectations of the student practicum experiences. Consideration should be given to having:

- a. a major practicum, in the fall semester of year two, that begins as the school year starts as it has many advantages for the development of teacher identity and the building of meaningful relationships with both pre-service teachers and school pupils starting their school year "journey" together.
- b. a 3 or 4 week block of practice teaching near the end of the second semester of year one which would permit students, in pairs, to make initial tries at lesson and unit planning and provide each other with feedback through the reflection and planning cycle in and on action.
- c. the LEAD and BLAST initiatives open to students in their fourth and final semester.
- d. initial placements in semester one integrated with foundational and social justice courses that ask basic questions about the role of schools and the nature of learning and engagement.
- e. the popular field experience in Tanzania structured as a "study-tour" course worth 3 credits as an elective in the new program.

Agents: Dean, AAU Council

Completion by: Fall 2017

Recommendation 4: That the Faculty make a priority in the coming academic year of explicitly articulating the links between foundation and methods classes and the practicum courses. This nexus between theory and practice identifies the developmental transformation from student to student-teacher into teacher.

Agents: Dean, AAU Council

Completion by: Fall 2017

Recommendation 5:

- a. That, as part of its review of the 2-year BEd curriculum, the Faculty investigate the role of technology in learning, and develop a plan and a process to integrate it into its courses.
- b. That a member of the Faculty be identified to take the lead on technological innovation in the Faculty, to propose appropriate policy changes and pedagogical innovation.

Agents: Dean, AAU Council, Office of Open Learning

Completion by: Fall 2017

MEd Programs

Recommendation 6: That Education undertake a thorough review of its Masters program, including:

- a. revisiting the admission requirements and program outcomes relative to the graduate level learning expectations from IQAP, and giving consideration to removing the requirement for education-related work experience for admission into the graduate program.
- b. clearly articulating broader goals of graduate-level education to include, for example, critical research into public policy and practice in the pre-K to 12 system, as well as the adult education and post-secondary sectors, both nationally and internationally.
- c. reviewing its graduate course offerings and program options both in terms of content and of delivery models with a view to simplifying, reducing, and streamlining its offerings at the Master's level, as it deems appropriate, to improve the quality of the student experience. Given the relatively small number of students doing Master's work, it seems that there are too many options for students (course only, project, major paper, and thesis) across too many subject areas.

Agents: Dean, AAU Council

Completion by: Fall 2017

Undergraduate and Graduate Student Experience

Recommendation 7: That the Faculty of Education establish tools and instruments to systematically collect and review relevant data (such as exit surveys) in order to:

- a. monitor the student experience above and beyond what the university-level course evaluations gather in order to better document the quality of the educational experiences of students at the undergraduate and graduate program levels.
- b. obtain status reports from one to five years after graduation to understand graduates' employment status and situations.
- c. enhance the student practicum experience.

Agents: Dean

Completion by: Fall 2017

Recommendation 8: That the Faculty of Education establish an orientation program, offered annually, to articulate and inform associate teachers and teacher candidates on their roles and responsibilities.

Agents: Dean, Undergraduate Program Chair

Completion by: Fall 2017

Recommendation 9: When reviewing and evaluating its programs, that the Faculty ensure it has clear and practical processes in place that are consistent with its constructivist and social justice values.

Agents: Dean, AAU Council

Completion by: Fall 2017

Other Initiatives and Collaborations

Recommendation 10: Given the realities of reduced provincial funding, that Education continue working to find creative ways to offer programs for technical studies teachers and other college-university pathway programs, including Early Learning programs.

Agents: Dean, AAU Council

Completion by: Fall 2017

Recommendation 11: That the availability and quality of the teaching resources for practicum experiences for students be reviewed. Partnerships with local school boards and the public libraries should be developed in order to strengthen the resources for pre-service teachers and provide more opportunities for the Faculty to play a visible role in the community.

Agents: Dean, AAU Council

Completion by: Fall 2017

Faculty

Recommendation 12: That a thorough review be undertaken by the incoming administrative leader of the Faculty of Education of the work load of faculty teaching full and half and part classes as well as graduate courses and under-graduate and graduate supervision, to ensure that faculty workload distribution is equitable.

Agents: Dean

Completion by: Fall 2017

Recommendation 13: That Education develop and implement a plan to continue to grow its research agenda.

Agents: Faculty members

Completion by: Fall 2017