Supporting curriculum (re)design and program planning across the disciplines

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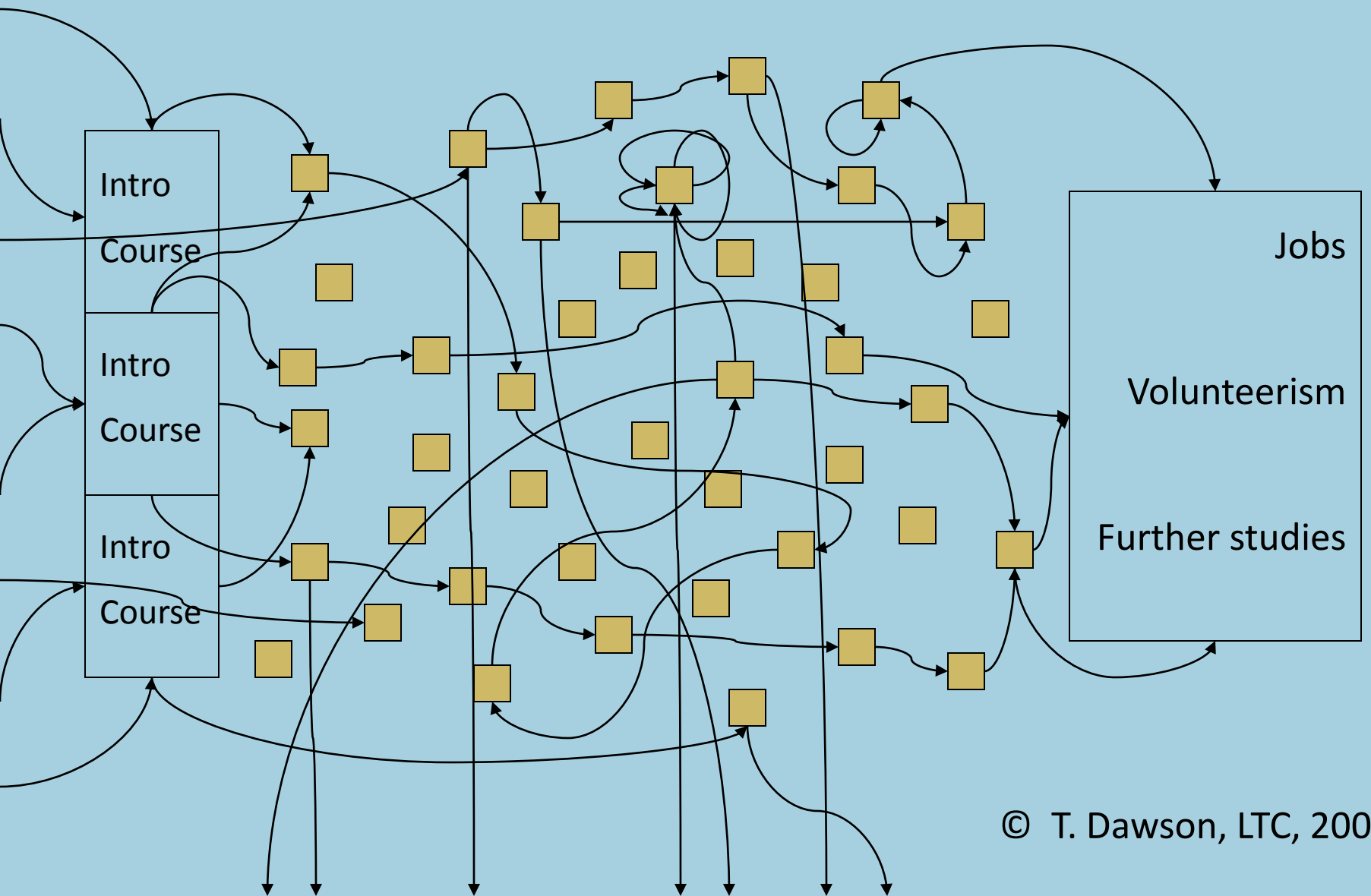
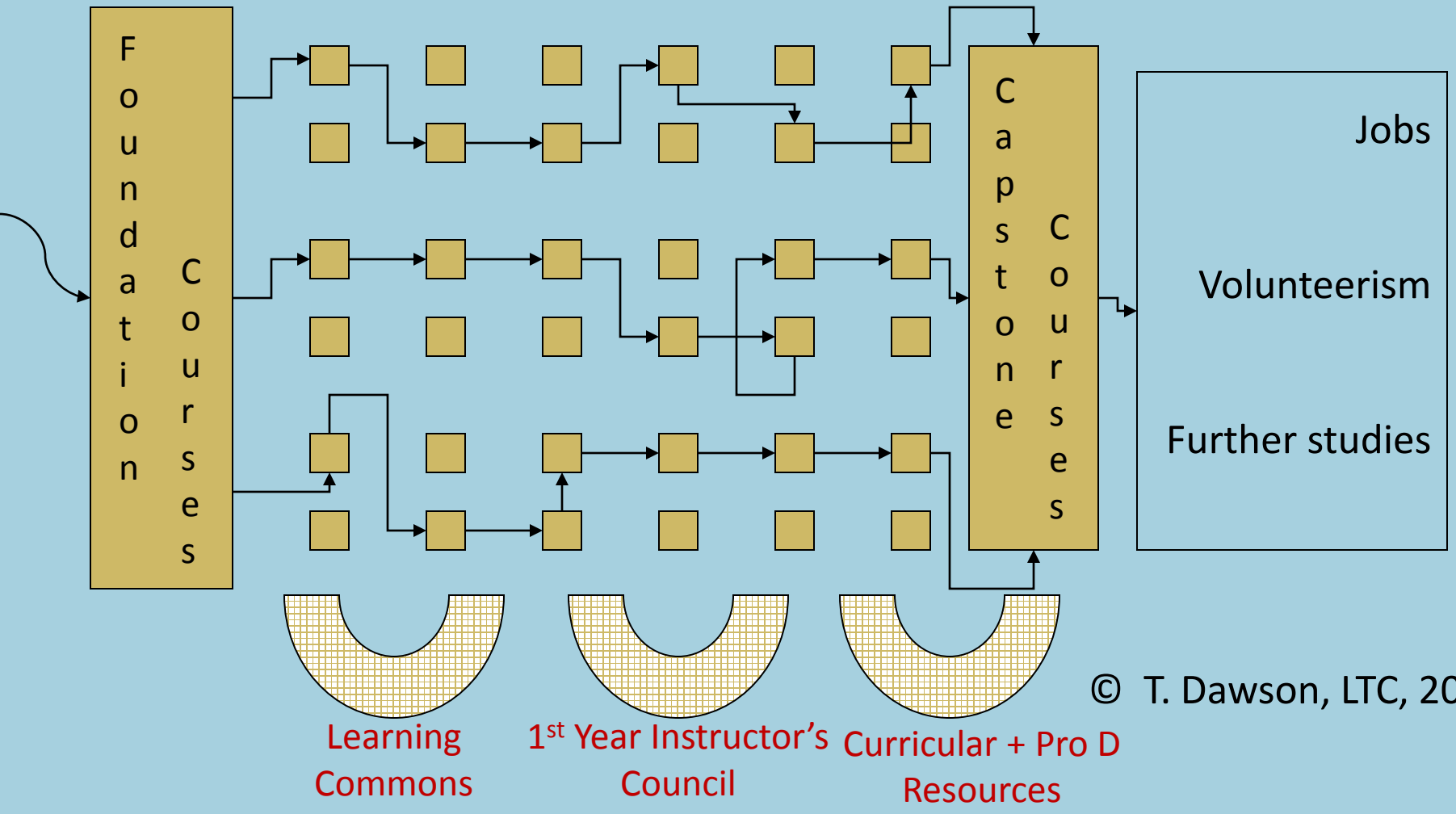
How can we help?

- Enhancing faculty morale by building the capacity for change
- Developing faculty community around program goals and outcomes
- Offering an integrated curriculum (re)design model and *process* that puts students at the centre
- Techniques of curricular mapping, analysis, and alignment for improved student success *and* greater collegial efficiencies
- Examples: PAAS, Geography, First Year Engineering, Germanic and Slavic, Writing in the Sciences, Psychology, HSD…

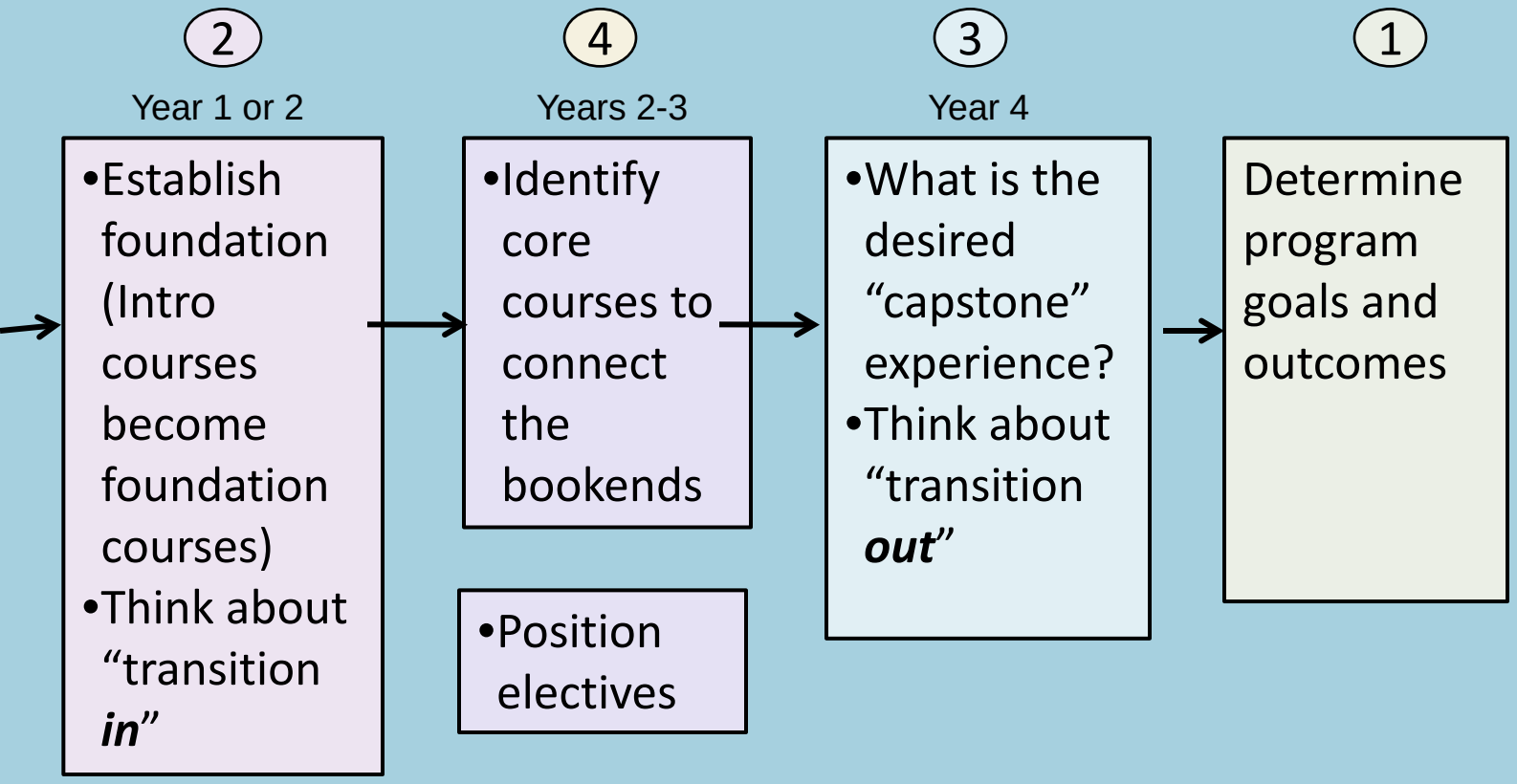
Program curricular alignment: Pre retreat



Program curricular alignment: Post retreat



Assisting departments/schools/faculties in conceptualising integrated programs



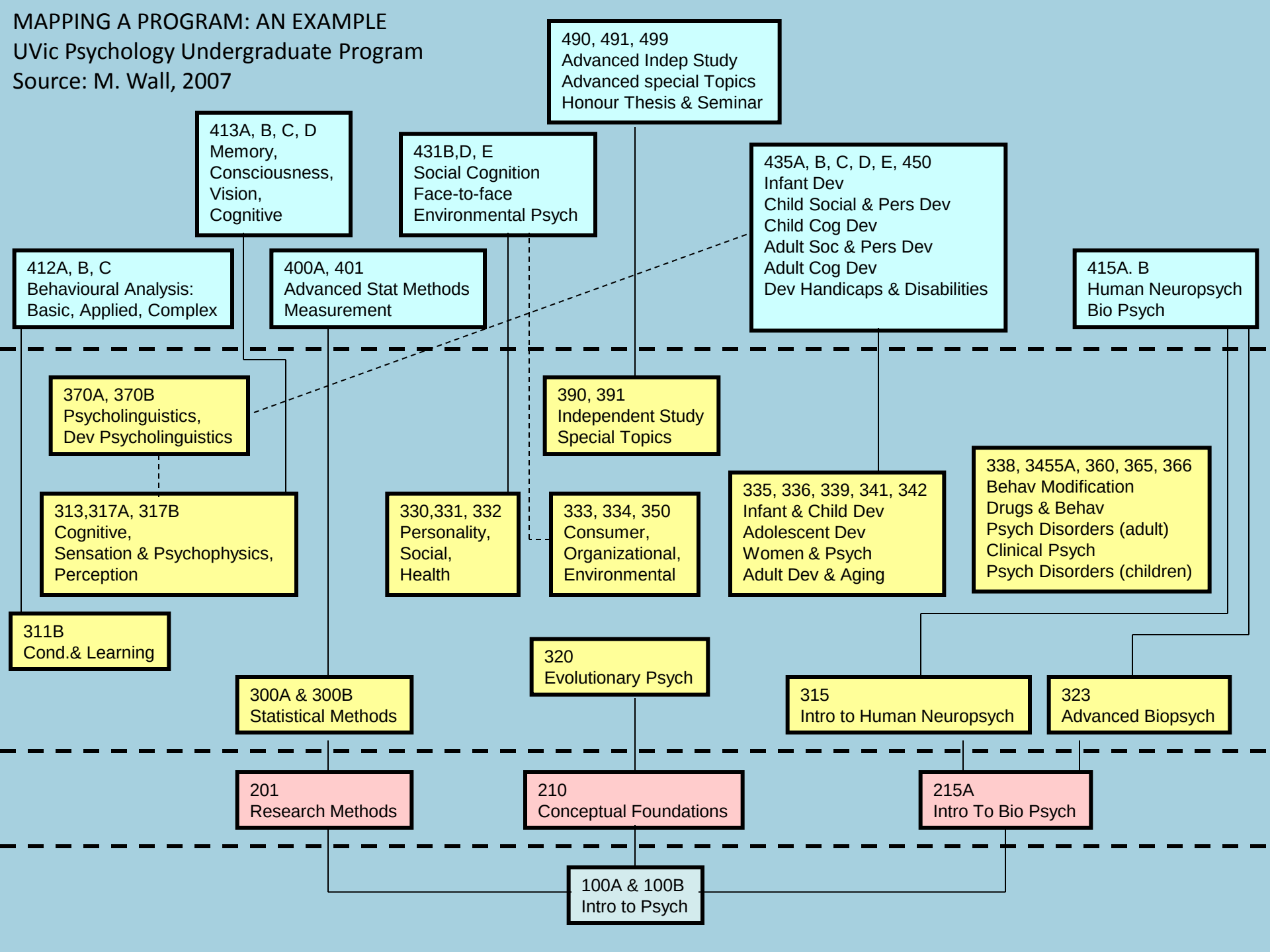
Developing program goals first and as a community: The importance of *process*

- General to the university but grassroots discovery
- Specific to the discipline or program (including what is special about the program at UVic).
- Specific foci (e.g. first year or writing)

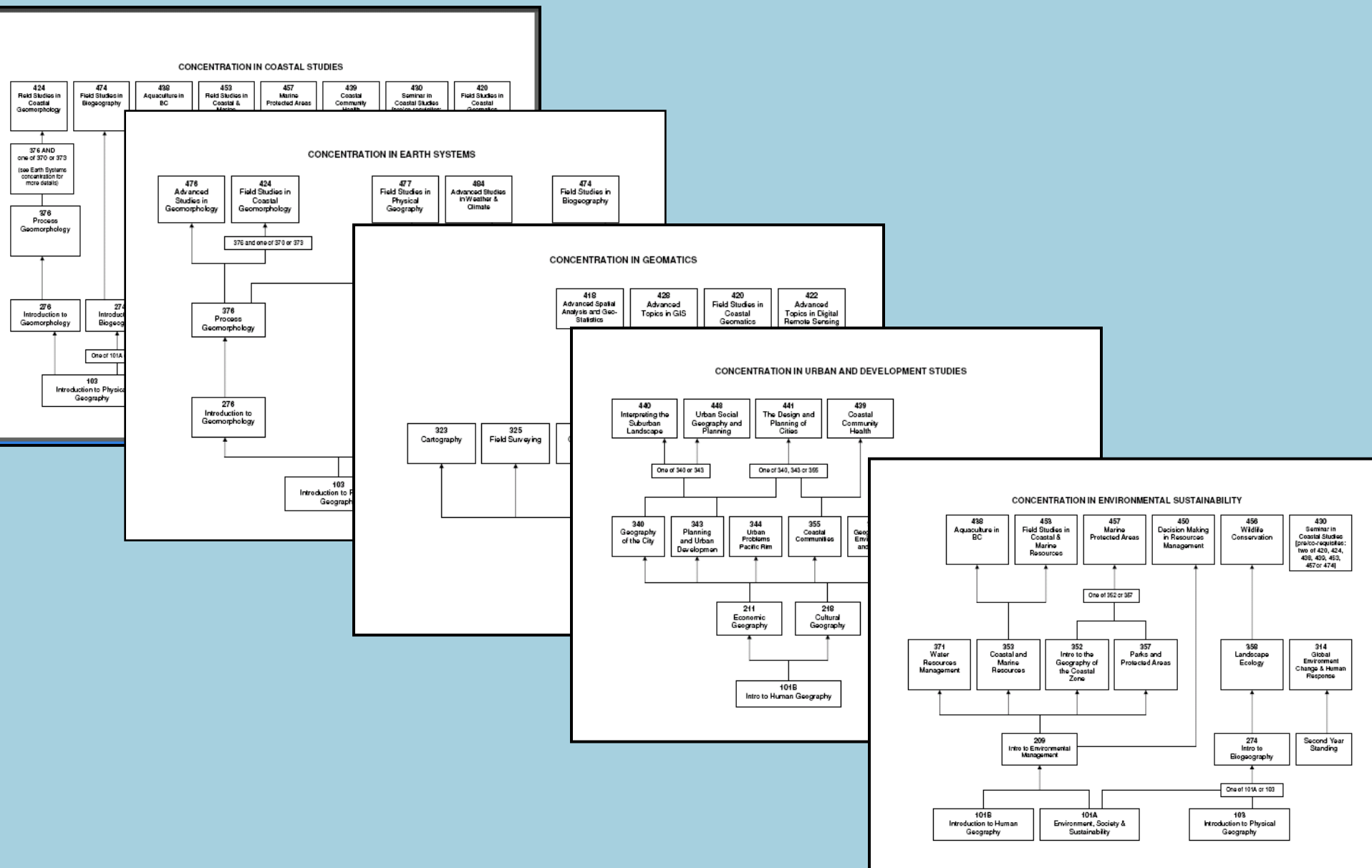
Examples:

- Psychology (APA goals with a Victoria twist), to be used to conduct an academic skills and concepts (I, P, M) analysis of courses
- Engineering (first year course community)
- Science (faculty-wide writing and academic communication goals)

What do and could the results look like?


MAPPING A PROGRAM: AN EXAMPLE
UVic Psychology Undergraduate Program
Source: M. Wall, 2007
490, 491, 499
Advanced Indep Study
Advanced special Topics
Honour Thesis & Seminar
413A, B, C, D
Memory,
Consciousness,
Vision,
Cognitive
431B,D, E
Social Cognition
Face-to-face
Environmental Psych
435A, B, C, D, E, 450
Infant Dev
Child Social & Pers Dev
Child Cog Dev
Adult Soc & Pers Dev
Adult Cog Dev
Dev Handicaps & Disabilities
412A, B, C
Behavioural Analysis:
Basic, Applied, Complex
400A, 401
Advanced Stat Methods
Measurement
415A. B
Human Neuropsych
Bio Psych
370A, 370B
Psycholinguistics,
Dev Psycholinguistics
390, 391
Independent Study
Special Topics
313,317A, 317B
Cognitive,
Sensation & Psychophysics,
Perception
330,331, 332
Personality,
Social,
Health
333, 334, 350
Consumer,
Organizational,
Environmental
335, 336, 339, 341, 342
Infant & Child Dev
Adolescent Dev
Women & Psych
Adult Dev & Aging
338, 3455A, 360, 365, 366
Behav Modification
Drugs & Behav
Psych Disorders (adult)
Clinical Psych
Psych Disorders (children)
311B
Cond.& Learning
320
Evolutionary Psych
300A & 300B
Statistical Methods
315
Intro to Human Neuropsych
323
Advanced Biopsych
201
Research Methods
210
Conceptual Foundations
215A
Intro To Bio Psych
100A & 100B
Intro to Psych

Geography curricular maps



Sample Geography outcomes
(with grateful thanks to Phil Dearden and colleagues)

Pre Curriculum review (2009W)

- Total EETS of 440.4
- 76 courses in the Calendar
- Offered 69 undergraduate courses (28 taught by sessionals) and 11 graduate courses

Post Curriculum Review (2010W)

- Total EETS of 455 (3% increase)
- 66 courses in the Calendar (a 13% decrease)
- Offered a total of 67 undergraduate courses (22 were taught by sessionals) and 9 graduate courses

Sample Geography outcomes cont…

(with grateful thanks to Phil Dearden and colleagues)

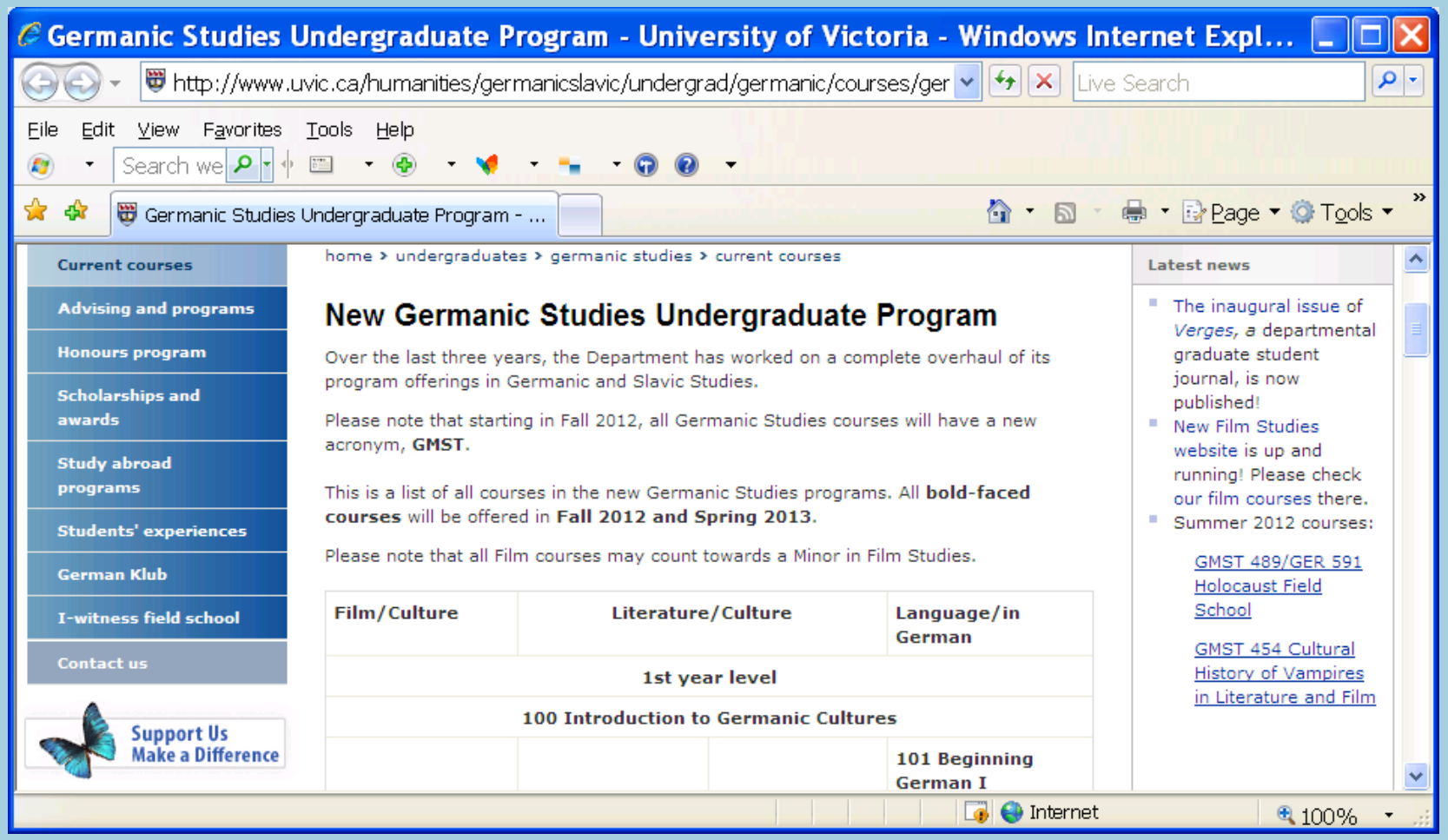
- Streamlined the physical program (added three 2nd year-courses and dropped four 3rd-year courses).
- Restructured lower level Geomatics courses and made them pre-requisites for all 3rd-year Geomatics
- Generalized pre-requisites for 3rd and 4th year courses making them more accessible (especially those courses that we viewed as service courses).
- Dropped 8 3rd- and 4th-year courses not taught by regular faculty.
- Added 4 concentrations to the BA and 4 to the BSc (students choosing one of the concentrations has doubled since; 43 in 2010W and 102 in 2011W.) The concentrations help brand different components of the program for students and future employers

Some other possible outcomes

- Student focused approaches drive program needs
- Ability to communicate program on the web and “advertise” the program
- Maps save advising time
- Quicker time to degree for students
- Can connect to Banner data (e.g. course enrollments) so issues naturally emerge/become apparent visually
- Could connect to Registrar for quick click “enrollment”
- Becomes easier to analyse (set priorities where courses don’t meet program goals or where overlap occurs)
- Perceived fairer workload distributions (and transparency of same) amongst colleagues
- Easier to offer grants for curricular design & development e.g. LWB
- Ease of measurement of learning outcomes assessment if required (internally or externally)
- Readiness for future change

Example: Combined Germanic Studies Program

(with grateful thanks to Peter Golz and colleagues)



http://www.uvic.ca/humanities/germanicslavic/undergrad/germanic/courses/germanicprogram.php

Potential to capitalise on department efforts: mapping courses/programs and linking directly to registration for competitive advantage

Makes learning outcomes much easier to develop and measure