

2016 Academic Program Review Summary

Department of Curriculum and Instruction & Faculty of Education Teacher Education Programs

The joint external review of the Department of Curriculum and Instruction (EDCI) & Teacher Education Programs (TEP) was conducted on March 17 and 18, 2016. Parallel to the review, the Faculty underwent a consultative process for governance improvements. The Key Recommendations of the reviewers were consistent with the outcomes of the Faculty consultations and both processes produced a robust response to commonly identified challenges.

The review described the quality of learning available to students as experiential, community driven, collaborative, responsive and personalized. Listed among the emerging strengths were, TruVic experiential programming, Teacher Qualification Upgrade Institutes (TQUIs), cohort programs such as Indigenous Language Revitalization, and certificates in areas reflecting emergent need. The committee was impressed by the physical environment and supportive resources available to students. The committee urged the department and program to continue to expand on its current distinguishing areas of excellence including Indigenization and experiential learning, collaborative relationships on and off campus, and the new Trades program.

Key Recommendations

1. Immediately and regularly review all Teacher Education Programs for alignment with BC curricula, BC school needs, and UVic academic plans;
2. Review the functional and governance structures of the Teacher Education Programs to make them equitable across departments and units within the Faculty;
3. Redesign and implement governance structures that encourage broad-based involvement of faculty members within the Department of Curriculum and Instruction;
4. Use the innovative and outstanding initiatives that have emerged since the last program review (e.g. TRUVic experiential programming, the MEd cohort 3 models, the PSC, the TQUIs, and the community-driven initiatives in Indigenous Education) as models and inspiration for further program development; and
5. Implement and cultivate collaborative research structures so that the research leaders mentor and involve faculty members and graduate students on research teams.

At the departmental level, EDCI has responded with a comprehensive action plan prioritizing the key recommendations by undertaking of a full review of the TEP, redesigning governance models, and implementing collaborative research structures. At the Faculty level, there is a mandate to address equity across departments. Many of the more detailed recommendations of the 2016 Academic Program Review endorse ongoing strategies and initiatives and serve as validation for parallel governance changes.