

Academic Program Reviews 2004-2008

Final Program Review Summary Sheets – Faculty of Education

Bachelor of Education programs

B.Ed. (Bachelor of Education), Kindergarten and Elementary Education

B.Ed. (Bachelor of Education), Kindergarten and Elementary Education (Jewish Studies)

B.Ed. (Bachelor of Education), Secondary

B.Ed. (Bachelor of Education), Teaching English as a Second Language

B.Ed. (Bachelor of Education), Physical and Health Education

Strengths:

- Full accreditation of all B.Ed. programs by CAPFE (*Comité d'agrément des programmes de formation en éducation*)
- Extensive Faculty success in obtaining major research funding, as well as participation in the review processes of academic journals, conferences, and federal and provincial granting agencies
- Strong collaboration between Office of Student Teaching and professional community (partnerships, research, professional development initiatives)
- Increased infusion of research into teaching across programs

Recommendations for improvement:

- Explore delivery of program to optimize interaction of students with full-time Faculty members
- Work toward improving administrative and reporting structures to facilitate better coordination across various Teacher Education administrative offices and academic programs, thereby strengthening the programs
- Pursue further development of partnerships with the broader educational field supporting, for example, student teaching, professional development, and research
- Continue to enhance the interface of academic programs and research in Teacher Education

May 2009

Joint Bachelor of Education programs

Concurrent B.Sc./B.Ed. (Concurrent Bachelor of Science/Bachelor of Education)

B.Mus./B.Ed. (Bachelor of Music/Bachelor of Education)

*Joint B.Ed. FSL (Joint Bachelor of Education, French as a Second Language, with
Université de Montréal)*

Strengths:

- Full accreditation of all Concurrent B.Ed. programs by CAPFE
- Good collaboration between Office of Student Teaching and professional community (partnerships, research, professional development initiatives)
- Strong infusion of research into teaching across programs

Recommendations for improvement:

- Foster the development of permanent administrative structures (i.e. Joint Advisory Committees) to strengthen and sustain across units collaboration on program policy and content, ensuring the quality of joint programs

May 2009

B.Sc. Kinesiology program
(*Bachelor of Science, Kinesiology*)

Strengths:

- Extensive scholarship, with 100% of Academics receiving peer-reviewed funding
- Strong results in teaching evaluations for full-time professors
- B.Sc. Kinesiology well placed to offer high level research-informed and interdisciplinary teaching, producing graduates with strong science-based knowledge of kinesiology

Recommendations for improvement:

- Consider strategies for increasing enrollment, particularly by improving yield rates, including strengthening visibility of and access to program
- Review possibility of program development, including new program options (streams, concentrations, programs) to meet evolving professional demands of the field

May 2009

Kinesiology and Physical Education graduate programs

M.Sc., Kinesiology (Master of Science, Kinesiology)

M.A., Physical Education (Master of Arts, Physical Education)

Strengths:

- Strong success of Department members in obtaining funding from major sources
- Outstanding results in teaching evaluations for full-time professors

Recommendations for improvement:

- Work to increase options for study at the graduate level, for example Ph.D. in Kinesiology.

May 2009

Integrated Studies in Education Masters programs

M.A. (Master of Arts), Culture and Values

M.A. (Master of Arts), Second Language Education

M.A. (Master of Arts), Curriculum Studies

M.A. (Master of Arts), Educational Leadership

Strengths:

- Programs meet the needs of a wide range of graduate students' interests in the field of Education
- Strong culture of research and scholarship among both faculty and students, leading to high level of funding and publication
- Active student society, EGSS, recognized for initiatives such as annual graduate student conference

Recommendations for improvement:

- Continue to review, revise, and strengthen M.A. programs
- Continue to work toward reducing the number of programs, moving toward a similar, but flexible framework across programs, allowing for program improvement within a broader more interdisciplinary context concerning educational issues
- Ensure that supervision responsibilities are viable, given large numbers of students;
- Increase funding for graduate student support, as well as scholarship and funded research
- Ensure that the content areas of new hires are pertinent and potentially conducive to interdisciplinary work across several programs.

May 2009

M.Ed., Educational Psychology (non-thesis) program
(Master of Education, Education Psychology)

Strengths:

- Program provides valuable opportunity (48 credit M.Ed.) for educators and practicing professionals to obtain advanced professional training in areas where educational psychology can make a practical contribution to the design, delivery, and assessment of educational programs and the impact of these programs on student learning
- Program places early and extended emphasis on content, building on the strengths of potential students while providing the option of conducting research through the special activity if the intent is to pursue studies at the Ph.D. level

Recommendations for improvement:

- Consider means to increase resources for further growth in the area
- Review and revise program for increased alignment with current practice in inclusive education
- Encourage more international student enrolment

May 2009

M.A., Counselling Psychology (Non-thesis) program
(Master of Arts, Counselling Psychology)

Strengths:

- Students involved in research activities of the program faculty members reflecting the program's scholar practitioner training model
- High levels of research and publication of faculty
- Strong research foundations of core program faculty (with active research teams) provides opportunity for M.A. students to participate in research

Recommendations for improvement:

- Continue to strengthen communication between the internship sites and the program
- Work to improve application procedure for applying to internships, as well as notification process

May 2009

Ph.D., Counselling Psychology program
(*Doctor of Philosophy, Counselling Psychology*)

Strengths:

- Excellent research and publications record of faculty members
- High levels of international research and teaching links of Faculty members
- High selectivity and high retention rates in program
- Small class sizes
- Since review, program has already met 3 academic program review recommendations:
 - Revise pathway from M.A. program
 - Streamlining application process
 - Improve marketing to the appropriate target market
- Self-study and professional accreditation process assures high quality of program
- Program monitored by the *Ordre des psychologues du Québec* (OPQ) to maintain the licensure eligibility of its graduates, maintain program excellence, and ensure that it reflects the evolving standards of the profession

Recommendations for improvement:

- Continue to monitor the development of strong pathways from Masters to Ph.D.

May 2009

Other Educational Psychology graduate programs

M.A. (Master of Arts), Educational Psychology

Ph.D. (Doctor of Philosophy), Educational Psychology

NOTE: To reflect research and scholarship in the field, these programs have been significantly revised since the academic program review. The following action plan was followed:

- Every course in the new program examined and reviewed by the program committee to provide students with most current theory and research in the field;
- Courses in the doctoral program minimized to allow the doctoral level student to devote time to developing research skills with their supervisor and/or research team in an apprenticeship model;
- Admissions closely monitored to ensure that only students with a genuine interest and demonstrated ability in research are admitted; and
- Marketing and advertising of the program aggressively undertaken through development of department website, email campaign, and mailings

Recommendations for improvement:

- Continue to monitor relationship between programs and ongoing developments in the field, considering program revision where relevant to reflect these trends

May 2009

Ph.D. School/Applied Child Psychology program
(*Doctor of Philosophy, School/Applied Child Psychology*)

Strengths:

- Excellent research and publications record of Faculty
- Strong student interest for school psychology (with additional focus of Applied Child Psychology)
- *American Psychological Association* (APA) accreditation
- Graduates receive Licensure as Psychologists from the *Ordre des psychologues du Québec* (OPQ)

Recommendations for improvement:

- Enhance measures to increase public knowledge of program
- Render more efficient the process and evaluation of applications to ensure a timely review by, for example:
 - making submission dates earlier;
 - interviewing and making offers earlier
- Initiate steps to increase completion rates and to reduce mean time for students' completion of the program.
- Investigate methods of increasing funding for students

May 2009

Cognition and Instruction graduate programs

M.A. (Master of Arts), Cognition and Instruction

Ph.D. (Doctor of Philosophy), Cognition and Instruction

Strengths:

- Excellent publication levels of faculty in major journals
- High level of funded research
- Research in area reflects current developments in the field (for example in the area of learning trajectories over time, identification of expert/novice levels within disciplines, etc.)
- Researchers working at the nexus of new technologies and education, for example technology-enhanced learning environments

Recommendations for improvement:

The following recommendations were made and have been met:

- Review and reduce number of courses to better streamline program
- Create a *Health Profession Stream* in order to position the field as a learning science group, better reflecting the actual research
- Re-name as *Learning Sciences* in order to better reflect the interdisciplinarity of the research and teaching in the program

May 2009

MLIS program
(*Master of Library and Information Studies*)

Strengths:

- High placement of graduates upon completion of program (e.g.: 2003, 94% of responding graduates employed, 94% in Canada, 2005 employment rate was 99%, 98% in Canada)
- Ongoing development of programs to reflect evolution of the field, for example recent introduction of two new streams: Knowledge Management and Digital Archives
- High level of success in publication and in obtaining funding from major agencies

Recommendations for improvement:

- Consider developing areas reflected in tenure-track faculty, for example in the areas of Knowledge Management and Digital Archives
- Continue to develop new programs/options to accommodate development of the field.
- Initiate new collaboration in teaching and research with other units within the Faculty of Education

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