

Educational Developers Caucus Grant Proposal - 2017

Title: Academic Program Development and Review Guide

1. Applicant Information

Principal Investigator

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2. Project Mini Description

This project aims to develop a comprehensive guide to developing or reviewing an academic program, with a focus on developing programs at the University of Calgary. Contents can be adapted to fit any context within higher education. The overall objective is to provide a scholarly guide that educational developers can refer to for information while guiding faculty in the development or review of old or new programs.

3. Full Project Description:

Project Deliverable

- To develop a comprehensive guide detailing the process of academic program development and review at the University of Calgary, including curriculum development and alignment, program evaluation, and the logistical aspects of program changes.
- Distribute the guide for educational developers to consult while guiding faculty in program development.

This project is a collaborative effort between the Taylor Institute for Teaching and Learning and the Office of the Provost at the University of Calgary, with the aim of developing a comprehensive guide on academic program development and review, modelled after the EDC green guides. Developing or reviewing an academic program requires thoughtful incorporation of different aspects to be to develop an aligned program. This usually requires multiple consultations with different stakeholders and different units. We believe that a comprehensive guide addressing the - principles, processes, components, and best practices, can be used by educational developers, faculty members, and other interested users to guide program development and review in their respective academic institutions. This is in line with the EDC's living plan - *working within and with academic units for curriculum/program/ organizational change and enhancing, supporting, and advocating for teaching and learning quality.*

The guide will provide information on the principles and process of developing academic program proposals to create new, and revise existing undergraduate and graduate programs, which can include, certificates, majors, minors, concentrations, and specializations, along with other academic programs. In addition to developing a curriculum, proponents usually need to address several administrative and logistical details surrounding the creation and implementation of new programs. These details include: budgeting and funding; program coordination and oversight; pre-approval

consultations with relevant stakeholders; and progression through both institutional and governmental approvals processes (when applicable). This information will enable proponents to complete sections of their proposal to successfully navigate the approvals process, and implement the program on schedule.

The guide will also contain a section on curriculum design. There is no accepted cohesive definition of curriculum (Lattuca & Stark, 2009), however, curriculum takes its meaning from the Latin word – *currere*, which means running the course (Pinar, 2011). In an academic environment, this race course becomes our curriculum, a prescribed program of study which consists of individual courses (Kalu & Dyjur, 2017). To ensure that the goals of the program are being met, courses within the program should be aligned to the program’s goals. This guide will provide practical information on the relationship between the program’s educational goals, how the goals shape the courses that will be taught within the program, and the importance of an alignment between course outcomes, teaching and learning activities, and assessment. Furthermore, practical and logistical information on the incorporation of program evaluation while developing a program will be included. This will include sections on student assessment, program evaluation, and post-program evaluation.

The final product that can be used by educational developers to guide program development at their respective campuses, will be shared with teaching and learning centres in Canada. The grant will also enable us to fund an undergraduate student to help with the literature review, coordination required between the three collaborators to develop the resource, as well as designing and collating the final product. Funds will also be allocated to a copy editor to proof read the final version of the guide.

4. Projected Timeline:

June 2017

- Initial project meeting to finalize content including program development themes from the Program Development Specialists and information on curriculum design and evaluation from the Curriculum Consultant.
- Start the process of identifying chapters for the guide.

July 2017

- Hire and onboard an undergraduate research assistant
- Develop content for identified chapters
- Start literature review

August – February 2018

- Bi-monthly meeting to discuss content development for the guide.
- Write content for the different sections of the guide, incorporating scholarly literature

March 2018

- Final version of guide submitted to copy editor for proof reading
- Submission to EDC
- Dissemination at the University of Calgary and all teaching and learning centres in Canada

5. Budget

Item	Cost
Undergraduate research assistant <ul style="list-style-type: none">• 10 hours per week for 12 weeks @ \$20 per hour = 8 weeks (July - August 2017), 4 weeks (January 2018)• To include conducting a literature review, coordination of writing from collaborators, and collation and design of final documents for the guide.	\$2,400
Copy editing <ul style="list-style-type: none">• Proof read of the final version of the guide for grammatical errors	\$500
In-kind contribution: office space for applicants and research assistant, materials, and supplies	\$0
Total Funds Required	\$2,900

Agreement

[*] I/We agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

[*] I/We acknowledge that I/we will submit an interim report and a final deliverable (as described above).

References

- Pinar, W. (2011). *The character of curriculum studies: Bildung, currere, and the recurring question of the subject*. New York, NY; Palgrave MacMillan
- Kalu, F., & Dyjur, P. (2017). *Creating a culture of continuous assessment to improve student learning through curriculum review*. (In Press)
- Lattuca, L. R., & Spark, J.S. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco, CA; Jossey-Bass