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Curriculum and Program Review

Consultants – Sheridan College

INTEGRATING NEW ACCREDITATION STANDARDS

AGENDA

Setting the context

Answering to multiple masters

Engaging the program review and curriculum team

Capturing the Evolution

The Alignment Process

Impact on the Program

Be ready to interact with your table and the room!

LEARNING OUTCOMES FOR THE SESSION

1. Describe the benefits of tying accrediting standards to PLOs for both the students and industry.

2. Discuss the critical alignment between Accreditation Standards and Program Learning Outcomes and the impact on course development.

3. Define ways to map the alignment of Accreditation Standards and PLOs to inform program stakeholders.

SETTING THE CONTEXT

The Sheridan College Institute of Technology and Advanced Learning is situated in the GTA

Delivering Diplomas, Degrees and Graduate Certificates including 21 Degrees that have been granted ministerial consent by PEQAB

Each of our programs map their Learning Outcomes right down to the course level.

More than half of our programs must answer to an outside body for accreditation, certification, or licensing.

To Aid in Program Review(PR), each program is assigned both a PR consultant and a Curriculum consultant.
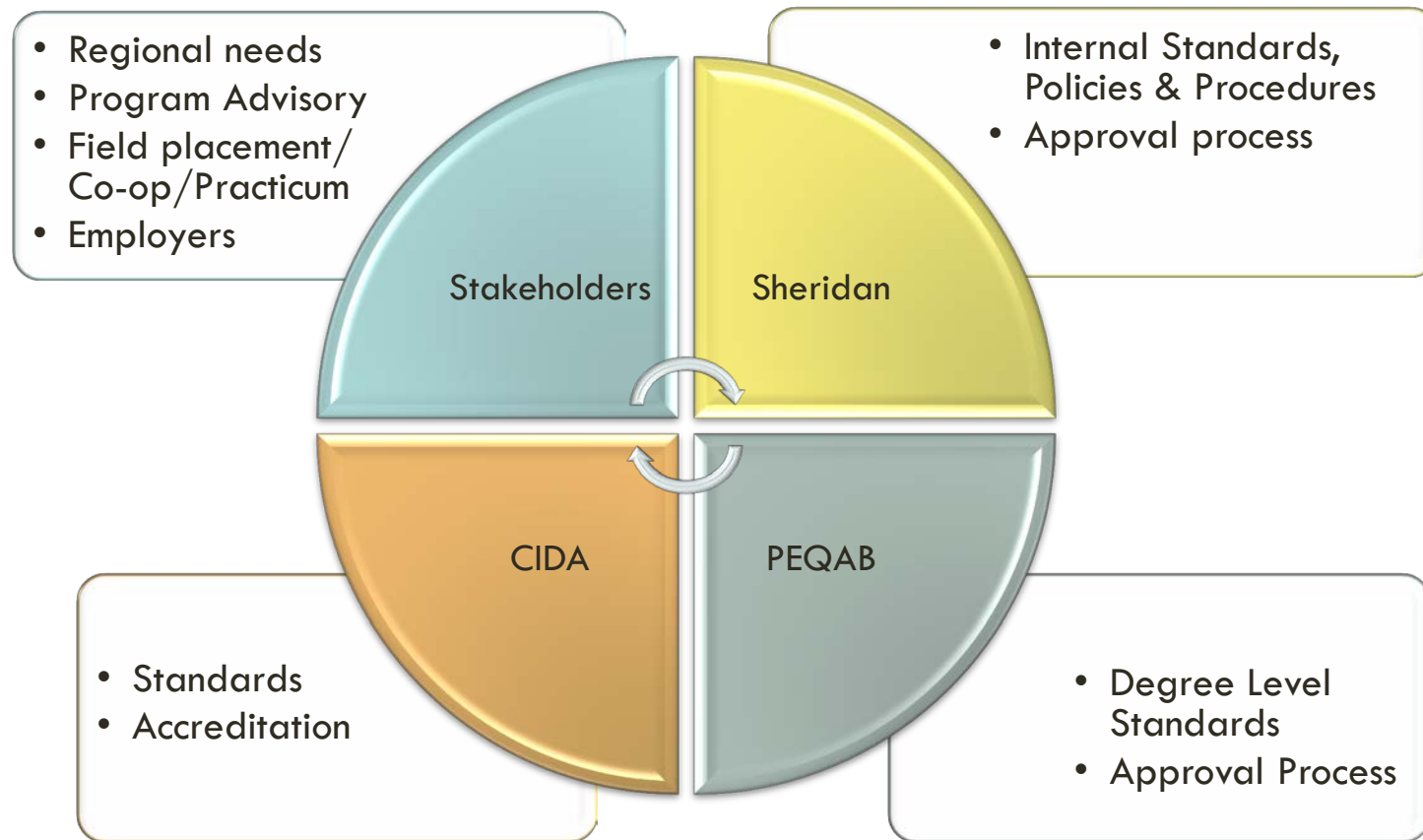
BASIC ASSUMPTIONS ABOUT LOs

- The student is the focus of the outcome
  - "By the end of this course students will have demonstrated the ability to…"
- Structure of a Learning Outcome
  - Verb + (Content or Concept) + (Level or Context) = Observable, Measureable & Reliable
- Exhibited by the end of the course or program

HONOURS BACHELOR OF INTERIOR DESIGN

Background

- engaging in a comprehensive Program Review

- process to new accreditation for the Honours Bachelor of Interior Design

- accrediting body standards - CIDA

- PLOs - started with 39 (inherited from another institution written in 2002).

- Faculty felt **disconnected** from these outcomes due to the fact that they were not a part of their creation.

ANSWERING TO MULTIPLE MASTERS

Stakeholders
- Regional needs
- Program Advisory
- Field placement/ Co-op/Practicum
- Employers

Sheridan
- Internal Standards, Policies & Procedures
- Approval process

CIDA
- Standards
- Accreditation

PEQAB
- Degree Level Standards
- Approval Process

QUESTION FOR THE GROUP:

What are the multiple masters that impact your program?

How do you balance the various needs of the approval bodies? (Institution, accrediting body and PEQAB)
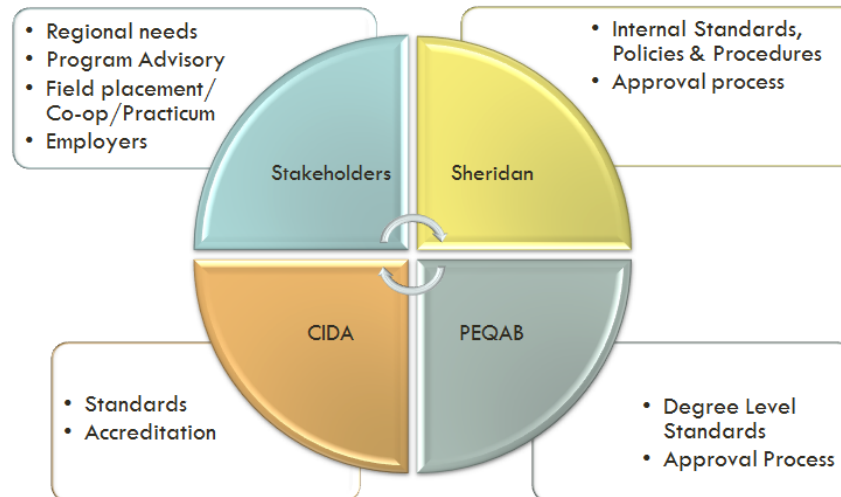
ENGAGING THE REVIEW TEAM

Informed by a participant oriented approach, we recognize the importance of engaging faculty in the Program Review.

They already felt no connection to the original **PLOs.**

There were some concerns as to whether the existing program of study met the **CIDA standard.**

We saw an opportunity to increase faculty buy-in to the **PLOs** as well as foster a deeper connection to the courses that they deliver.

QUESTION TO THE GROUP:

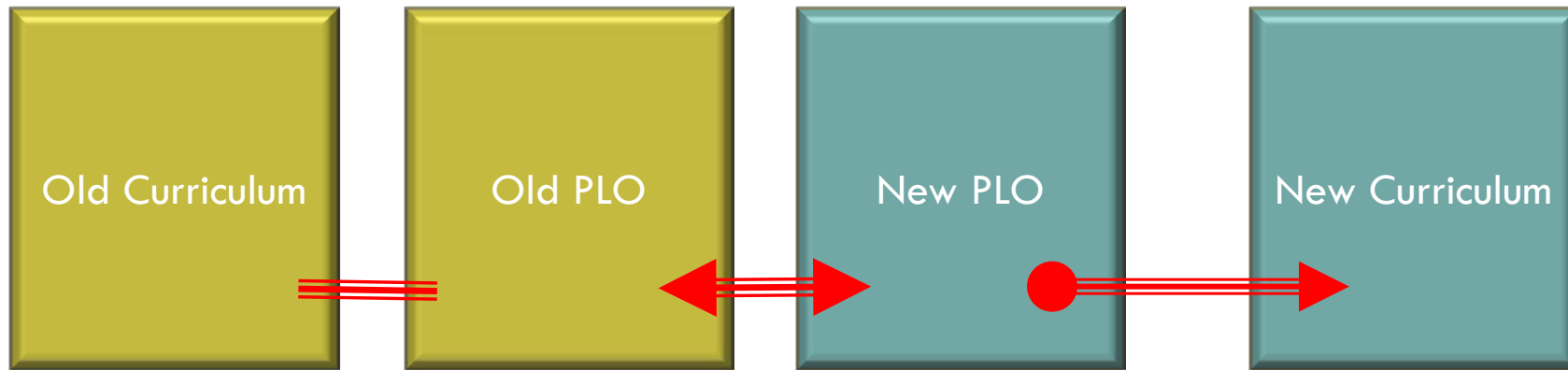What would you do to engage faculty at this point?

FYI we had 4 months to finish!

LEARNING POINT

CAPTURING THE EVOLUTION

Maps were created in order to capture the evolution for consent renewal to show that students are still getting everything they were learning before and more!

NOTHING LOST, MUCH GAINED

CIDA professional Standard #	Honours Bachelor of Interior Design Proposed Program Learning Outcomes	Original 39 Program Learning Outcomes
2. Global Per... designers ha... within the pa... cultural cont...	**Honours Bachelor of Interior Design Proposed Program Learning Outcomes**	...ign concepts. sociological and ...cal environment. ...ologies appropriate to ...vironmental implications.
3. Human-centered Design - The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.	2. Apply theories of human behaviour to human centred design solutions	Explain the relationship between human behaviour and the built environment and the implications in preparing design solutions.
4. Design Process - Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.	3. Apply the design process to generate creative solutions to complex problems optimizing the human experience within the interior environment.	Employ selectivity in the refinement and critique of potential design solutions. Solve design problems using analysis, synthesis and creativity. Employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, ideation and implementation of design solutions. Anticipate and accommodate change and work within the contexts of ambiguity, uncertainty and unfamiliarity. Apply the principles and elements of design, line, rhythm, shape, colour, texture, proportion, etc., in the development of their work. Articulate the characteristics of an aesthetically pleasing built environment.

THE PROCESS
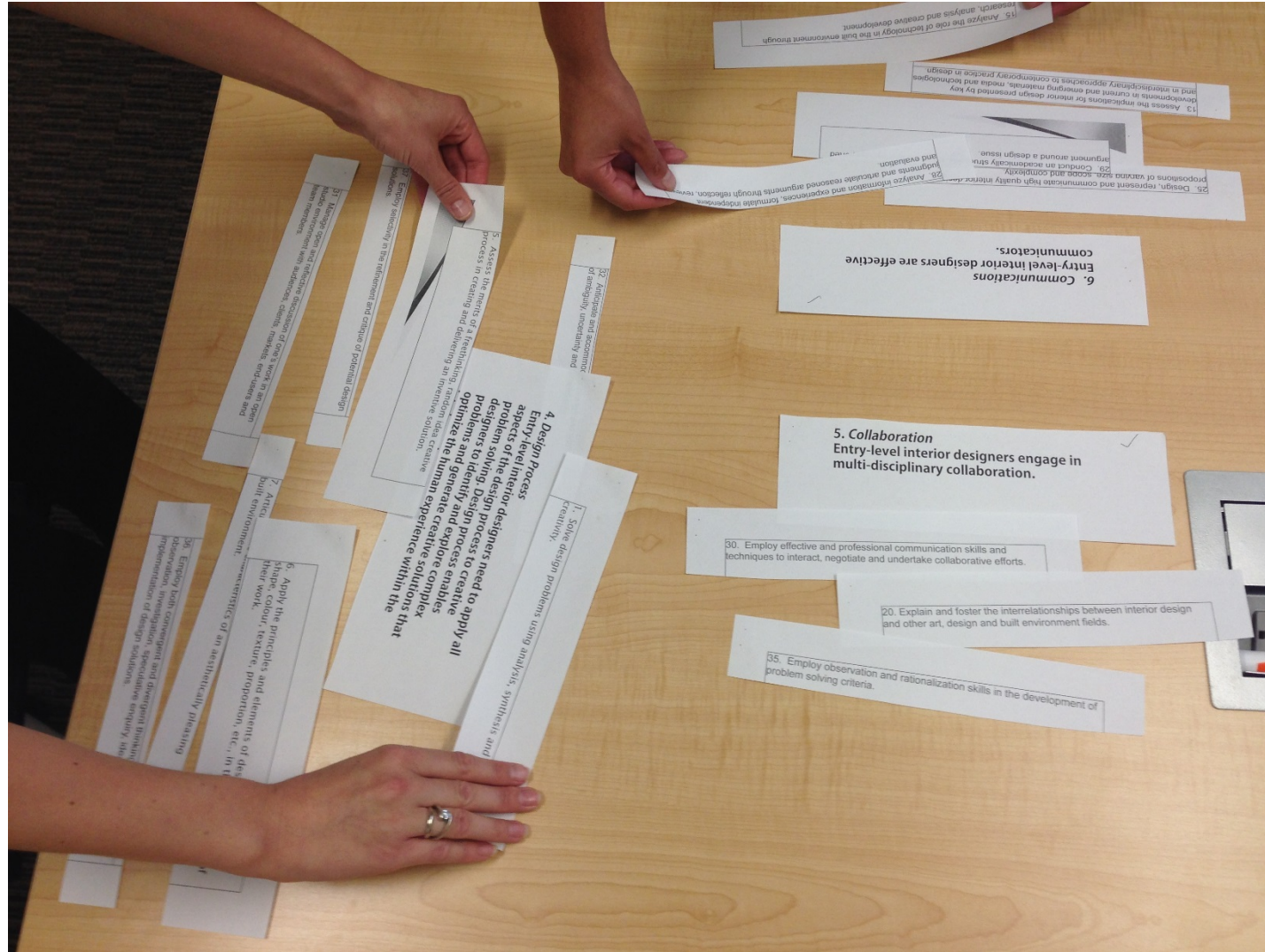
IMPACT ON THE PROGRAM

After the program had new PLOs, they moved on to look carefully at the program of study, the courses and assessments and began revising the curriculum including:

Developed/improved on the streams

Course outlines were much easier to create given the support for the outcomes and the clarity from the streams.

Maps were created in order to capture the evolution for consent renewal including pathways for diploma and advanced diploma

MAPPING TO THE ORIGINAL PLOs

MAPPING TO THE PROPOSED PLOs

Program Learning Outcomes

Critical Performance Statement: By the end of the program, graduates will have demonstrated the ability to

Proposed Learning Outcomes as of September 2016

Proposed Learning Outcome	Sem 1: Manual Drafting	Interiors 1	Design Theory 1	Drawing 1	Sustainable Practices 1	Sem 2: Universal Design Practices	Detailing 1	History: Design & Material Culture	Interiors 2: Residential	Digital Communications 1	Colour and Materials	Sem 3: Contemporary Design: Origins & Issues	Detailing 2	Digital Communications 2	Codes & Specifications	Interiors 3: Retail	Sem 4: Lighting	Detailing 3	Building Systems	Interiors 4: Corporate	Sem 5: Design Theory 2	Professional Practices 1	Interiors 5: Hospitality	Sustainable Practices 2	Sem 6: Detailing 4	Interiors 6: Health Care	Digital Communications 3	Design Research 1	Sem 7: Advanced Studio 1	Professional Practices 2	Design Research 2	Advanced Studio 2	Sem 8: Detailing 5
Incorporate a global perspective when making design decisions, based on sustainable, socio-economic and cultural contexts.			X		X	X		X	X			X									X			X				X	X		X	X	
Apply theories of human behaviour to human centred design solutions					X	X			X												X			X				X	X		X	X	
Apply the design process to generate creative solutions to complex problems optimizing the human experience within the interior environment.		X							X							X				X			X			X			X			X	
Collaborate in multi-disciplinary teams respecting a variety of points of view and perspectives that enrich the process and product of the team.					X	X										X				X	X		X	X		X			X			X	
Communicate complex ideas clearly to specialists and non-specialists through appropriate oral, written and representational media.	X			X	X					X				X			X	X		X	X		X	X	X	X	X	X			X	X	
Exemplify accepted standards of professionalism and business practice including a commitment to engage in lifelong learning.					X																	X		X					X	X	X	X	
Analyze interiors, architecture, the decorative arts, and art within a historical and cultural context to inform contemporary design solutions.					X			X				X												X		X			X				
Synthesize theories and concepts of spatial definition and organization into multi-dimensional design solutions.	X	X		X			X		X				X			X		X		X			X		X	X			X			X	X
Apply theory, psychology and methodology of colour to designs of the interior environment.			X				X			X						X				X			X			X			X			X	
Specify furniture, fixtures, equipment and finish materials to meet the design criteria for a variety of interior spaces.		X					X		X	X	X		X	X	X	X		X	X	X			X		X	X	X		X			X	X
Apply principles of lighting, acoustics, thermal comfort, and indoor air quality as required to enhance the health, safety, welfare, and performance of building occupants.							X		X				X			X	X	X					X			X			X			X	X
Produce construction drawings and documents using industry standards for a variety of interior spaces.	X						X		X	X	X		X	X				X	X						X		X						X
Comply with laws, codes, and standards that impact fire safety and life safety.							X		X				X		X	X		X	X	X			X		X	X			X			X	X
Employ environment-behaviour research methodologies to address open-ended problems in interior design.									X																X		X	X	X		X	X	

QUESTION FOR THE GROUP:

How do great **Program Learning Outcomes** support the scaffolding of:

- core program skills,

- 21st century skills,

- soft skills…

…and the creation of a strong, autonomous, enabled graduate.

BREAKING DOWN THE SILOS

improve the linkage between studio courses and other related courses in each term, i.e. detailing and CADD

improve the scaffolding of course content from year to year

address any gaps in learning required by CIDA

strengthen overall learning of the scope of interior design practice (greater depth of knowledge of each area of practice, i.e. healthcare, hospitality, etc.)

Presented to the Sheridan Degree Coordinating Committee

HAPPY UNFORESEEN BY-PRODUCT

Because we had the maps detailed with such granularity the data produced helped greatly with the pathways and analysis.

Before the program review, the program had only mapped the pathway from Sheridan College Interior Design Diploma.

Further three more maps had to happen; all MAESD Standards for Diplomas and Adv Diplomas in Interior Decorating were mapped to the NEW PLOs to show pathways.
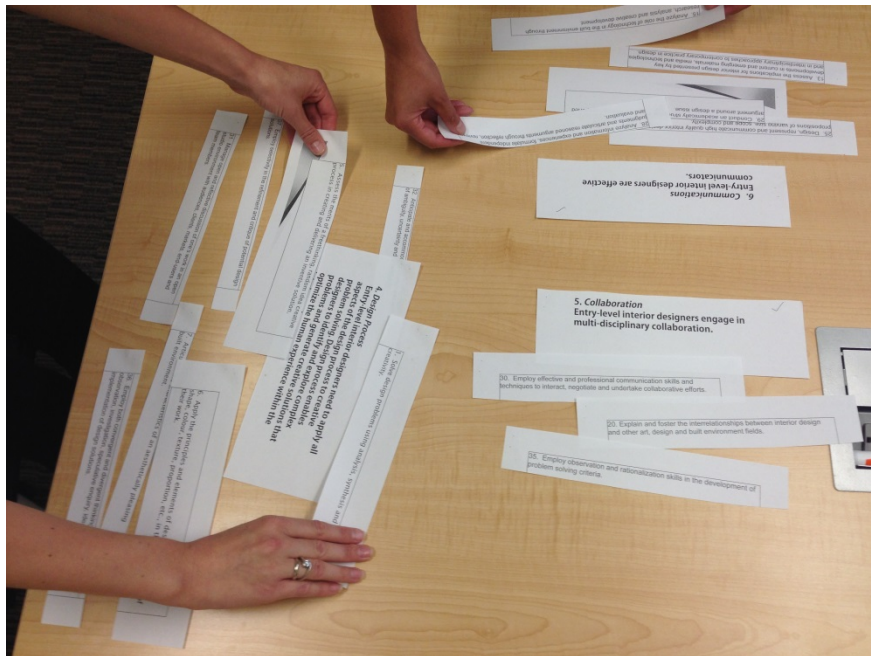
QUESTION FOR THE GROUP:

What do you need to put in place now, in preparation for accreditation?

What documentation should you collect?

What documentation must you prepare?

DISCUSSION

THANK YOU! | ☺