**Curriculum Renewal:**

**Analysis and Action Plan Template**

| **Program Coordinator:** | **Ann McDonald** | **School:** | **CD&H** |
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| **Program Code:** | **51228** | **Date Completed:** | **2013-2014** |
| **Program Name:** | **Educational Assistant - ED** | | |
| **A. Analysis of Indicators**  Note: data is **not** recorded in this section of the template.  **Reflect on, and discuss, the following indicators in the context of the curriculum and program:** | | | | |
| 1. **Industry / Sector Trends**   New or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program.  Continuing emphasis on the use of new technologies both incorporated into classroom for teaching purposes and for use as assistive technology with students with special needs. This is a particular focus from the Ministry of Education  Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program.  Advisory Committee emphasizes the need for our graduates to have the following skills  -facility with a broad range of assistive technology  -ability to bring their skill and knowledge and ideas forward to the team  -specific skills to help children with a range of behavior disorders, both internalizing and externalizing  -enhanced skills with charting and data collection  -comfort on part of students with providing personal care for children with high medical needs  -enhanced training with children with autism  Information / observations generated via faculty and staff professional development, engagement in sectoral and profession associations, and involvement in community and employer networks connected to the field.  Greatest possible exposure of students to assistive technology and familiarity with software used in special education in province’s schools  New or changing employment trends in the industry or sector.  Stable pattern of employment.  Market for EAs is neither expanding nor retracting. Retirements will require hiring of replacements  Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness.  Strengths  Advisory committee (January 2013) described our graduates as  -knowledgeable and resourceful  -energetic  -show great initiative  -will to share  -willing to take any further training offered  Ongoing issues-more emphasis on verbal and written communication skills | | | | |
| **2. Curriculum Development**  2.1 Curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, assessment practices, applied learning experiences, e-learning / blended learning.  Realignment of material in several courses to allow creation of a semester three course devoted exclusively to autism. Material moved between semester two and three courses to allow this to happen.  2.2 Recent or anticipated initiatives that promote student pathways including dual credits, partnerships with high schools, program laddering, and university transfer / articulations, continuing education?  2.3 New competitor programs and/or re-positioning of existing programs.  Both new CYW programs and ECE program program have presented challenges in terms of attracting students. Prior to the implementation of full day Kindergarten, students went into the EA program if they wanted to work in the school system. For the five year window in which many new ECE positions were open, many students in the past who would have gone into the EA program went into the ECE program. Once this hiring window closes (once all JKs and SKs are staffed, their will be relatively few jobs available for ECE’s in the school system. There will be no retirements for many years and since these are the jobs preferred by the majority of ECE graduates, few people with school based jobs will give them up. Given the numbers of ECE grads that Ontario colleges are producing, starting with the 2015 graduates, it is anticipated there will be a glut on the market. This should gradually increase applicants for the EA program because yearly retirements will produce job openings each year.  2.4 New or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year.  No changes anticipated  None  2.5 Progress made from the last curriculum renewal initiative.  All work planned from last curriculum renewal initiative has been completed  Movement of first placement course from fall semester to winter semester for EDD students  Elimination of Social Psychology from ED semester II program  Intoduction of iPads into various courses and PECS training in Educational Programming  Request made for more continuity in Communications teacher in semester III Communications with programming more program specific and less generic –to take place September 2013  Enhanced autism training in semester III Educational Programming  Greater emphasis on ensuring students have chosen placements where they will work with children with autism, developmental disabilities, behaviour disorders and those with high physical care needs  (At the January 2013 Advisory Committee meeting, the chair of the committee complimented the program on addressing all of the concerns raised by the committee the previous year) | | | | |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix of Curriculum Guide** for a description of these).  **KPI#4** Graduate Satisfaction **–** Generic & Vocational Learning Outcomes –  **Program – 33 (N) 93 (%), College – 1167 (N) 87 (%), System – 138 (N) 93 (%)**  **KPI#8** Student Satisfaction – Learning Experience **–**  **Program – 65 (N) 89 (%), College – 3893 (N) 82 (%), System – 297 (N) 89 (%)**  **KPI#9 –** Student Satisfaction – Teachers –  **Program –** **65 (N) 85 (%), College – 3893 (N) 76 (%), System – 297 (N) 78 (%)**  **KPI#11 –** Graduate Satisfaction – Program –  **Program – 47 (N) 93 (%), College – 1852 (N) 83 (%), System – 190 (N) 90 (%)**  **All KPIs named above are better (in many cases significantly better) than the college KPIs and are on a par with or better than those of similar programs around the province.**  3.2 Review and discuss student retention on a semester by semester basis over the past year.  Student retention from semester I to semester II appears to be the biggest problem. With each semester the % of students who fail to complete the semester decreases.  Every student in January of semester II (2013) who wished to return as a full time student but who was on academic probation was given a redesigned curriculum plan that would allow them to continue on. This was worked out with the program coordinator and the student with the student’s interests and wishes being given heavy consideration.  A smaller attrition rate between semester II and III exists. Most of those who leave the program over the summer do so for one of several reasons.  1.The student continues to struggle academically often because of the same work and attendance habits that existed in semester I. Despite their desire to change, change has not happened.  2.Something has changed in the student’s personal life and for a variety of reasons the student is unable to return for the second year. On occasion, these students return a year or two down the line.  Almost all students who complete semester III go on to enroll in the final placement course. Occasionally a student will not be successful at placement and either withdraws or is withdrawn from placement. In most cases this is for one of two reasons.  The student is unable to meet the demands of the placement school because they lack the intuitive sense of what is going on and what needs to be done. These are often students who will willingly do any specific task asked of them but need specific step by step directions. This is not possible in a school and the school advises that the student has not shown significant ability to work in a complex, complicated environment where intuition, common sense and high energy are the order of the day.  Additionally the occasional student simply does not have the personality that makes it possible for them to accept direction from others and cannot accept and act on constructive criticism. This type of student either leaves on his/her own or fails their placement. | | | | |
| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. | | | | |
| * **The employers on our advisory committee have told us that they consider our students well trained for entry level positions and continue to make suggestions regarding changes in their work environment that they see occurring and ask us to adjust our program accordingly** * **We need to continue to enhance our programming as it relates to children on the autism spectrum (Educational Programming –Ann) and children with behavior challenges (B. Management Part I and II –Jayne)** * **We need to re-organize the delivery of material from the previous Physical Exceptionalities** * Work with Communication faculty assigned to the program to make the semester III communications course more program specific. | | | | |
| **C. Action Plan**    Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. | | | | |
| * **Redesign Educational Programming (semester III) so that it is an autism specific course for fall 2013 (Lead – Ann McDonald)** * **Complete redesign Behaviour Management I to incorporate feedback from Advisory Committee (Lead – Jayne Asselin) for winter 2014** * **Complete redesign of Behaviour Management II (Theoretical Applications) to incorporate feedback from Advisory Committee (Lead – Jayne Asselin) for fall 2013** * **Complete redesign of Introduction to Exceptionalities to include theoretical material from Physical Exceptionalities for winter 2013 (Lead Ann McDonald)** * **Redesign Field Preparation II to include material from Portfolio Development course which has been eliminated EDD (Lead – Jayne Asselin)** * **Work with OTA/PTA faculty or nursing faculty to plan 7 2-hour workshops on practical skills previously taught in Physical Exceptionalities (personal care, transferring, back care, feeding, OT routines, catheterization etc.) for fall 2013 (Lead – Ann McDonald)** * **Adaptation of semester III Communications course to make it more relevant for EAs for fall 2013( Lead – Ann McDonald and Communications faculty TBA) The purpose of this is to increase student satisfaction and to improve relevant communications skills as requested by the Advisory Committee** * **Further integration of iPads into all other program course for fall of 2013 (Lead – Ann McDonald and Jayne Asselin)** * **Remove Social Psychology from winter semester of EDD students** | | | | |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. | | | | |
| * **This plan must await two developments**   **(development of a school computer e-learning lab, and the funding of software for this lab)**  **Once this is in place, the semester III Autism course will be two hours per week and there will be a 2 hour per week computer lab. One hour per week will be faculty lead and the second hour will be independent work based on independent learning modules created by faculty. (Lead – Ann McDonald)** | | | | |
| **E. Attach an updated Program Curriculum Map to your report** | | | | |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.:  **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** | | | | |