**Curriculum Renewal: Analysis and Action Plan Template**

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| **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:** |
| **Program: Law Clerk /Paralegal ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Co-ordinator: Diana Collis Date: March 2015** |
| **1. Industry / Sector Trends**  1.1 New or emergent *industry or sector* related issues and trends identified over the past year and their potential impact on the program.   * 1. Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of the program.   1.3 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. |
| **2. Curriculum Development**  2.1 Curriculum changes in the last year such as changes in program positioning, course content, course / program outcomes, and delivery mode.  2.2 Recent or anticipated initiatives that promote student pathways including high school articulations, program laddering, and university transfer / articulations.  2.3 New competitor programs and/or re-positioning of existing programs.  2.4 New or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year.  2.5 Progress made from the last curriculum renewal initiative.  **An updated curriculum map should be submitted with this document.** |
| **3. Student and Graduate Satisfaction**  3.1 Key performance indicators # 4, 8, 9, and 11 (see **Appendix C** for a description of these). |
| **4. Employment Trends**  4.1 New or changing employment trends in the industry or sector.  4.2 Curriculum issues / strengths that have been identified by employers pertaining to graduate job readiness. |

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| **B. Curriculum Strengths and Challenges**  Summarize the curriculum strengths and challenges identified by the team. |
| * Matching of mock scenario assessment and activities application to content delivery meets employment readiness needs * Shared cross course assignment delivery and assessment * Team teaching approach * KPI skills are covered, however students may not recognize. The following will be implemented:   Common formatting of assessments to include a purpose statement (to include reference to KPI as well as application)and an academic responsibility section (NEW)   * Program Manuals – Commentary areas related to KPI skills (NEW) * Balance between procedural application and substantive law instruction * Industry/Graduate support of the programs |
| **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. |
| * LSUC accreditation renewal and binder update complete – Lead: Amy Maycock * Schedule a Spring Advisory committee meeting – Lead: Diana Collis * Schedule a Spring Faculty meeting – Lead: Diana Collis * Develop new course outline and materials – Lead: Diana Collis and Barb Moyle * Advertise for Paralegals with teaching experience legal experts are teaching core substantive courses Lead: HR * Review curriculum map to ensure currency Lead: Diana Collis * Lecture reference attached to KPI skill requirements |
| **D. Deferred Actions**  Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **Monitor new courses (Immigration and Ethics for Law Clerks) to ensure it meets core competencies** |

File report in:

**Y: DATA: CLT: <*School Name*> : <P*rogram Name*>: Curriculum Renewal Report**

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**Curriculum Map Attached**



