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Process for UBC-TQS Collaboration
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The Teacher Qualification Service (TQS) and the Faculty of Education at UBC share the common goal of defining a valid, transparent, and efficient system for determining how our graduates meet TQS standards. With that goal in mind, this document outlines a process agreed upon by TQS Board and the Faculty of Education in December 2004 for ensuring that graduates from UBC Faculty of Education Masters programs qualify for TQS' category 6 designation, after having participated in a "capstone experience" as part of their programs. This process: 1) provides a transparent system for articulating Faculty of Education program requirements with TQS criteria; 2) creates an auditable process that establishes for TQS that graduates of Faculty of Education Masters programs meet their standards; 3) enables Faculty of Education Masters students to be confident that their learning experiences will meet TQS standards; and 4) facilitates the process of review by TQS for Faculty of Education graduate students (e.g., by having very clear designations on transcripts).

Process Description

In December 2004, the Faculty of Education and TQS agreed upon a set of criteria for defining the underlying qualities of a capstone experience. We also agreed on the process described here for reviewing how learning experiences within Faculty of Education graduate programs correspond to those criteria. Specifically, we agreed that it is the responsibility of UBC's Faculty of Education to develop, monitor and review learning experiences that meet the articulated criteria. To that end, Faculty of Education graduate programs will submit descriptions of capstone experiences for review to the Faculty's Graduate Curriculum Advisory Committee (GCAC), which is chaired by the Associate Dean, Graduate Programs and Research. This committee will judge whether or not a capstone experience meets the criteria established jointly with TQS. If so, the program name and transcript designation will be added to a Master List that will be used by TQS to identify qualified "capstone" experiences when examining transcripts of UBC students.

The following are the agreed upon criteria for defining a capstone experience. A capstone experience should be provided within a course structure that has been approved at the department, Faculty, and University levels (through Senate) at UBC. Within that context, the capstone experience should be integrative, and require generation/application of ideas across courses. In addition, the experience should require students to:

- demonstrate familiarity with and understanding of theory/research in a field of study;
- demonstrate an ability to critically evaluate and draw conclusions about the work presented in relation to previous theory/research;
- generate research findings and/or explicitly link theory and research to practice;
- result in some kind of concrete product that demonstrates an ability to derive and represent linkages and applications;
- demonstrate an individual's learning;
- be evaluated by at least two qualified Faculty of Education representatives (e.g., faculty, instructors).

Previously, TQS had defined three categories of learning experiences that would fit these criteria: research projects, major projects, and comprehensive examinations. However, there exist many variations within each of these categories, and other kinds of experiences might also be appropriate. Thus, this process involves evaluating UBC capstone experiences in light of a set of jointly-defined criteria, rather than trying to categorize them. This process will enable the Faculty of Education at UBC to retain flexibility in being able to modify or create capstone experiences in response to the best of educational practice and evolving program goals. But, to ensure maintenance of high standards, any new

or modified capstone experience will be reviewed by GCAC as they emerge, before being included on the Master List of capstone experiences forwarded to TQS.

We realize that the work of TQS is made easier if there is a transparent way to reference our capstone experiences on students' transcripts. One option for doing this is to use course numbers and titles that clearly indicate a capstone experience is included (e.g., use 590 or 599 as a course number; or include "thesis", "major project", "graduating paper" in a course title). To the extent possible, the Faculty of Education will use a set of predictable numbers and transparent titles for describing capstone experience. At the same, because of variations in the types of experiences that might meet our joint criteria, and because it is sometimes valuable to use different course numbers and titles to differentiate between courses for students in different programs, we agreed that it would be easiest and most transparent to provide the above-mentioned Master List to TQS of course codes, numbers, and titles that meet our common criteria.

Summary of Agreed Upon Process:

- TQS and the Faculty of Education jointly articulate criteria for defining a capstone experience (done in December 2004, as represented in this document);
- Faculty of Education Masters programs submit descriptions of their capstone experiences for review by the Faculty of Education's GCAC;
- A Master List of course codes, numbers and titles approved by GCAC is forwarded to TQS;
- TQS uses those course codes and numbers in judging transcripts for acceptable programs;
- New or modified capstone experiences reviewed by the Faculty of Education's GCAC;
- Updated (and dated) Master Lists of course codes, numbers and titles are forwarded to TQS as needed.

Timing

We understand that TQS articulated specific standards for capstone experiences that are being applied for graduate students who started their programs in September 2003 or afterwards. TQS will continue to use current guidelines for evaluating students' eligibility for category 6 status until the Faculty of Education provides a master list of capstone experiences. The plan is to transition to using the Master List constructed by the Faculty of Education as a basis for making decisions starting early in 2005 (as soon as it is available).