

Accreditation Committee Decision

**School of Education
Laurentian University**

Application for Renewal of Accreditation

Concurrent program of professional education for the
Primary/Junior and Junior/Intermediate divisions, leading to a
Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
January 24, 2018**

**Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the School of Education, Laurentian University

Introduction

The School of Education at the Laurentian University submitted an application on June 9, 2017 for renewal of accreditation of the following program of professional education:

- Concurrent program of professional education for the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education Degree

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, the Accreditation Committee established an accreditation panel to:

1. conduct a review of the aforementioned program of professional education on the direction of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations to the Committee with respect to the program reviewed.

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with expertise in teacher education program evaluation
- a person who was nominated by the School of Education, Laurentian University

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the School of Education, Laurentian University. The accreditation panel conducted a site visit in Sudbury, Ontario on Sunday, October 1 to Thursday, October 5, 2017. During the site visit, the accreditation panel virtually toured technologically-equipped classrooms where the program is offered. The panel considered additional documents and information presented including the Dean's responses to the panel's questions, survey data, virtual images and video clips of technologically-equipped classrooms. In order to complete its report, a partial panel conducted final interviews in a virtual site visit, held by videoconference, on November 10, 2017.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the School of Education to various stakeholders, and notices on the College's website and through social media. The panel considered public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the School of Education, Laurentian University. The final panel report submitted to the Accreditation Committee considered the comments provided by the Dean in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, set out to determine if the program of professional education in the application submitted by the School of Education at Laurentian University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated December 8, 2017, a response from the faculty Dean to the panel's draft report dated December 6, 2017, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of January 24, 2018

Requirements and Findings

The reasons for the Committee's decision and the facts upon which it is based follow herein:

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the School of Education at Laurentian University is a permitted institution.

In Regulation 347/02, a permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly. The establishment of the English-language Bachelor of Education Program was approved unanimously by the Laurentian University Senate in January 2003, and subsequently, initial accreditation of the program by the Ontario College of Teachers occurred in April 2003. Confirmation that the School of Education at Laurentian University is permitted to offer the concurrent teacher education program was shown in the 2003 Initial Accreditation documentation and is demonstrated in the Laurentian University Act of 1960.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the concurrent program of teacher education is offered and delivered over a five-year (10-semester) period. The program follows the regular two-semester structure of the university with a fall and winter session. Candidates complete 20 overload credits in the first four years or 8 semesters of the concurrent program.

At the end of the fourth year, teacher candidates complete their Initial Practicum Placement of 30 days. In year 5, teacher candidates complete two additional 30-day Professional Year Practicum Placements, one in the fall semester and the other in the spring of the final semester of the program. The program includes a minimum of 80 days of practical experience.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1.1 is fully satisfied.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the program of professional education reviewed has a clearly delineated conceptual framework.

The goal of the concurrent education program in the School of Education is to educate caring, critical citizens who will become active members of the teaching profession. The program of professional education is one that emphasizes the acquisition of key competencies that will enable graduates to understand and successfully plan, organize and implement the Ontario Curriculum appropriate for each subject, grade, and division.

The conceptual framework is based on the following three pillars: a focus on Indigenous ways of teaching and learning with a concern for global equity and social justice; partnerships with key players in the teacher continuum; and rich practica.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 2 is fully satisfied.

Requirement 3

The design of the program is consistent with and reflects

- i) the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession",*
- ii) current research in teacher education, and*
- iii) the integration of theory and practice in teacher education.*

Findings

The evidence indicates that the program of professional education reviewed is consistent with and reflects the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

Standards of Practice and the Ethical Standards for the Teaching Profession

Evidence indicates that the Ontario College of Teachers' Standards of Practice and Ethical Standards are infused throughout the concurrent program of professional education at the School of Education. Teacher candidates are introduced to the Standards in a mandatory workshop in year 1, and the concept of professionalism outlined in the Standards of Practice and the Ethical Standards is reinforced prior to the first service-learning placement (Pre-Practicum Placement) in year 2. Finally, the Standards are embedded in method courses throughout the professional year.

Current Research in Teacher Education

Evidence indicates that current research in teacher education underpins the concurrent program of professional education. The research of faculty member, Dr. Pamela Toulouse, informs a model of differentiated instruction for First Nation, Métis and Inuit students through empirical and theoretical foundations. In addition, the extensive research and service work in First Nations communities by faculty member Dr. Jeffrey Wood, Métis scholar, is incorporated into the first year course *Introduction to Teaching and Learning* and in professional year courses.

By way of contemporary research, teacher candidates develop an understanding of early learning, equity, diversity, social justice, and inclusion. Research emphasizes the continued relevance of self-reflection for educators.

The integration of theory and practice

Evidence indicates that the structure and format of undergraduate course work, workshops and service learning placements during the four years of undergraduate study provide opportunities for students to acquire and access an increasing body of skill and knowledge about teaching and learning in a variety of educational settings. Sequencing and timing of courses and practica in the fifth (professional) year of the program is such that method courses in the first two months of the professional year provide students with skills and knowledge that inform their practices during the first

practicum placement. Similarly, in the second semester of the professional year, students have opportunities to reflect, debrief, pose questions, and increase their knowledge and skills in advance of their second professional year practicum placement. Teacher candidates apply theories learned through course work, in differentiated instruction and pedagogical strategies for exceptional learners, during service-learning experiences, and practicum placements.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is fully satisfied.

Requirement 3.1

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Findings

The evidence indicates that the program enables students to acquire knowledge and skills in each of the elements set out in Schedule 1. The core elements are embedded in method and foundation courses, workshops, as well as service-learning experiences and practicum placements.

Curriculum Knowledge

Both Primary/Junior and Junior Intermediate cohorts take method courses that reference the Ontario Curriculum 1-8 in the following subjects: Language, Mathematics, Social Studies, Science and Technology, Dance, Drama, Music, Visual Arts, Health and Physical Education. Teacher candidates in the Primary/Junior divisions take an Early Childhood Special Topic course referencing the Ontario Kindergarten Program. Those in the Junior/Intermediate divisions take a method course in their teachable subject that references the secondary 9 and 10 curriculum. The teachable subjects are: English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Instrumental Music, Vocal Music, Science General, Native Studies, and Religious Education.

Faculty representation on the liaison committee for faculties of education and the Ontario Ministry of Education (EDU) informs faculty members at the School of Education of changes and issues relating to EDU curriculum and policy, and supports course currency.

Pedagogical and Instructional Strategies Knowledge

Courses, workshops and practicum placements enable teacher candidates to acquire knowledge and skills related to pedagogical and instructional strategies.

Teacher candidates learn how to read and reflect on current educational research topics, such as equity, diversity, social justice and inclusion, through course assignments and in classroom placements. Teacher candidates learn how to read educational research, interpret data, and use classroom assessment. They use a teacher-as-researcher lens to create a significant inquiry question. Subsequently, they discuss and reflect on changed perceptions to improve their own practice.

In the core course *Instructional Strategies*, teacher candidates acquire numerous teaching and learning strategies. They develop the skills required to use technology effectively across the curriculum and learn how to combine appropriate software with other teaching tools to integrate and reinforce learning and student achievement. Teacher candidates learn how to: create lesson plans, apply accommodations and modifications, differentiate instruction, employ a variety of teaching tools, and apply inclusive classroom management strategies. In addition to the *Instructional Strategies* course, teacher candidates learn the concept of assessment of, for and as learning and use *Growing Success* in a variety of foundation and method courses on a daily basis.

Teacher candidates learn about teaching methods based on a model of differentiated instruction which pays particular attention to the needs of First Nation, Métis and Inuit students.

In the foundation course *Education Psychology/Special Education*, teacher candidates learn about the strengths of all students including students identified as requiring special education supports. Case studies for students from K-12 for each of the areas of exceptionality allow candidates to acquire knowledge for supporting the differing needs of a variety of learners. In course work, teacher candidates deconstruct various parts of an Individual Education Plan (IEP) and discuss which instructional strategies may be useful. Teacher candidates have the opportunity to develop their skills during practicum placements and broaden their knowledge through participation in workshops facilitated by guest presenters in the field.

Supporting English language learners (ELL) is addressed in various courses throughout the program, and teacher candidates are further prepared to support ELL in the *Preparation for Initial Practicum*, a common course for all teacher candidates, as well as gaining authentic experience during practicum placements.

The Teaching Context Knowledge

Evidence indicates that the program includes the elements to prepare teacher candidates for teaching in the Ontario context.

In the foundation course, *Introduction to Teaching and Learning*, teacher candidates are introduced to various contextual elements. As part of its conceptual framework, knowledge of the importance of histories, cultures, contributions, as well as perspectives on treaties in relation to contemporary First Nation, Métis and Inuit communities is embedded throughout the program at Laurentian University.

Teacher candidates acquire a knowledge of the importance of equity, diversity and social justice and their role in identifying and eliminating barriers and creating social change in order to create safe and accepting schools and a positive school climate. In *Instructional Strategies*, teacher candidates learn how to create classroom management plans to help build authentic, respectful connections between students and adopt strategies that differentiate instruction to create a positive school environment.

Teacher candidates learn how to communicate with parents in the foundation course *Education and Schooling*, and are exposed to authentic parental communication. In the foundation course *Special Education/Mental Health*, teacher candidates learn about issues related to child, youth and parental mental health. They are also introduced to resources that familiarize them with mental health issues.

Faculty members in the School of Education model appropriate professional relationships with and between faculty members, students, staff, community members and members of other professions. The foundation course *Current Topics* will

introduce teacher candidates to issues of current concern in the Ontario education system, such as parent engagement and professional relationships with colleagues.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is fully satisfied.

Requirement 4

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Findings

The evidence indicates that the program is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Current

Currency in the program curriculum is confirmed in the alignment of specific courses to the elements of the enhanced teacher education program as reflected in the *Accreditation Resource Guide* (ARG) and reported in requirement 3.1.

Ontario Curriculum

Confirmation that the program curriculum references the Ontario Curriculum is reported in the category of Curriculum Knowledge in requirement 3.1.

Current Research

Confirmation that the program curriculum includes the application of current research in teacher education is reported in requirement 3.1, specifically within the category of Pedagogical and Instructional Strategies Knowledge.

Wide Knowledge Base

Confirmation that the program curriculum represents a wide knowledge base in the divisions and components of the program is reported in requirements 3.1 and 10.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is fully satisfied.

Requirement 5

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Findings

Evidence indicates that the course content of the program reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice.

Theory, Method and Foundations Courses

The program of professional education offers appropriate method and foundation courses for both Primary/Junior and Junior/Intermediate streams of the concurrent program.

Method courses cover all subject areas for teacher candidates in both streams, and for those preparing for certification in the Intermediate division, method courses are offered in their teachable subject.

Common foundation courses to all teacher candidates are *Introduction to Teaching and Learning, Social and Legal Issues in Education, Education and Schooling, Education Psychology/Special Education, and Special Education/Mental Health*.

Application of Theory in Practice

The course content of the program makes appropriate provision for the application of theory in practice. The program includes course work and workshops that provide opportunities to acquire knowledge, theories and skills that students then may apply in their service learning and practicum placements.

Teacher candidates complete reflective writing assignments that enable them to make connections between theory and practice. Active self-reflection, an ongoing requirement throughout the program, continues into the professional year in mandatory course work. Faculty advisors and associate teachers also support self-reflection during practicum placements. This, in conjunction with educational theory courses, provide teacher candidates with the classroom experience required to become reflective teacher-practitioners.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 5 is fully satisfied.

Requirement 6

The program's format and structure are appropriate for the course content.

Findings

The School of Education at Laurentian University offers a concurrent, English-language teacher education program delivered in a five-year (10 semester) model in combination with a Bachelor of Arts, Bachelor of Science or Bachelor of Physical Education and Health undergraduate degree. The program follows the regular two-semester structure of the university with fall/winter sessions delivered from September to December and January to April.

Teacher candidates take overload credits in education courses and workshops in each of the four years of their undergraduate degree. Over the course of their four years of undergraduate study, teacher candidates are required to successfully complete an additional 20 education credits, over and above the 120 credits associated with their undergraduate degree, in order to qualify for entry into the fifth (professional) year of the concurrent education program. The professional year is comprised of 40 additional education credits.

The format and structure of the concurrent education program consists of a series of education courses, workshops, service learning experiences and practicum placements that enable teacher candidates to scaffold professional knowledge and skills throughout the five years of the dual-degree program.

Pre-Professional Years (Years 1-4)

During the first four years of the concurrent program, teacher candidates complete undergraduate course work, workshops and service-learning placements. Foundational courses and authentic experiences provide opportunities for students to acquire and access an increasing body of skill and knowledge about teaching and learning in a variety of educational settings. In year 4, the initial practicum placement takes place in May after coursework is completed. Effective May 2019, teacher candidates in the program will complete an Initial Practicum Placement of 30 days in the fourth year.

Professional Year (Year 5)

During the professional year, teacher candidates take two months of method courses prior to their practicum placement. The sequencing and timing of these courses provide students with skills and knowledge that will inform their practice. A similar sequence is programmed for the second semester of the professional year. Teacher candidates have opportunities to reflect, debrief, pose questions, and increase their knowledge and skills prior to their final professional year practicum placement.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is fully satisfied.

Requirement 7

Students are assessed and informed of their progress on an ongoing basis throughout the program.

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program of professional education.

Teacher candidates receive ongoing formative and summative assessment throughout the program from course instructors, faculty advisors and associate teachers.

Assessment tools indicating how teacher candidates will be assessed are provided at the beginning of each course and feedback is provided on a continuous basis. Faculty members give guidance and direction for improvement, provide assistance locating resources, or in completing certain aspects of an assignment.

During service-learning experiences and practicum placements, ongoing formative feedback is provided ~~on a regular basis~~ either orally or in writing. Service-learning feedback serves to help teacher candidates learn and apply ~~these~~ strategies in future placements.

Practicum handbooks outline the School of Education's policy for associate teachers regarding the completion and submission of formative assessment at the mid-point of the placement and summative evaluation at the placement's end. The faculty advisor observes the assigned teacher candidate, provides informal feedback on at least one lesson and completes one written formal evaluation.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 7 is fully satisfied.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked - see subparagraph 2v of subsection 1(2)*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that all required components for the practicum are addressed in the program reviewed.

Days of Practical Experience Appropriate to the Format and Structure

The program of professional education in the concurrent education program in the School of Education includes 80 days of practical experience appropriate to the format and structure of the program. The minimum eighty (80) days of practicum associated with the enhanced teacher education program will be met in the following way:

- Thirty (30) days of initial practicum in May-June of the fourth year;
- Thirty (30) days of practicum in semester one of the professional year;
- Thirty (30) days of practicum in semester two of the professional year.

Observation and Practice Teaching in an Instructional Setting – Ontario Curriculum

Initial and professional year placements take place in schools that follow Ontario curricula. Practicum handbooks direct principals to select associate teachers who are members in good standing of the Ontario College of Teachers and who can best act as role models and mentors in demonstrating and discussing best teaching practices. All teacher candidates are placed in publicly funded schools.

Three days of observation are suggested at the beginning of the placement. During the observation period, it is recommended that the associate teacher set aside a period of

time each day to describe the lessons, the planning involved, assessment strategies used, classroom management techniques, routines in the classroom. The associate teacher is also required to identify for the teacher candidate, students who require accommodations and/or modifications, and provide other important information to the teacher candidate.

Divisions and Subject Areas

The practicum enables every student to participate in settings related to the divisions in which they will be certified and, where applicable, their teachable subject. The teacher candidate's practicum experience is tracked by the Practice Teaching Office across the program.

Experienced Associate Teacher

An experienced teacher supervises and assesses the teacher candidate during the practicum. It is a practicum requirement that each student meet daily with their associate teacher in order that they may receive both formal and informal feedback regarding their performance.

Faculty Advisor

A faculty member is appointed as an advisor to assist and mentor each teacher candidate during the practicum. There is a process in place to support at-risk teacher candidates.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is fully satisfied.

Requirement 9

Successful completion of the practicum is a requirement for successful completion of the program.

Findings

The evidence indicates that successful completion of the practicum is required for successful completion of the program reviewed.

Teacher candidates must successfully complete their service-learning experiences in order to be admitted into the professional year. Successful completion of the practicum is a requirement of the concurrent program for reporting a teacher candidate to the Ontario College of Teachers for certification.

In order to qualify for a Bachelor of Education at Laurentian University, teacher candidates must successfully complete three service-learning experiences, one initial practicum and two professional year practica.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 9 is fully satisfied.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

The evidence indicates that the teaching method courses in the program reviewed are appropriate in relation to the divisions to which they relate.

Teacher candidates in the Primary/Junior (Grades K-6) and Junior/Intermediate (Grades 4-10) cohorts take the following method courses: Language Arts, Mathematics, Science & Technology, Social Studies, Health & Physical Education, Music, Visual Art, Dance, Drama and *Instructional Strategies 1* and *2*. In addition, teacher candidates in the Primary/Junior cohort take *Early Childhood Special Topic*.

Teachable subjects offered to teacher candidates in the Intermediate division are: English, Geography, History, Native Studies, Religious Education, Music (Instrumental or Vocal), French as a Second Language, Science General, Health and Physical Education and Mathematics.

Teaching method courses are designed with the demands of the various divisions in mind. Teaching strategies, instructional approaches, current curriculum issues, lesson and unit planning, curriculum development and delivery and assessment and evaluation are addressed. In these courses, teacher candidates cover relevant theory and pedagogy and explore resources appropriate to the subject matter and division, referencing the Ministry's current curriculum documents.

Teacher candidates learn how to address the various learning profiles of the students in the classroom, demonstrate knowledge of the content that they are required to teach and learn the distinction between the developmental ages.

In the *Instructional Strategies* course, teacher candidates learn about teaching the primary grades through an inquiry based approach. Candidates complete activities exploring strategies learned, fostering critical thinking, modeling 21st Century learning, developing interpersonal skills where soft skills are emphasized and using an integrated approach.

In the *Early Childhood Special Topic Primary/Junior* course, teacher candidates conduct an inquiry project in literacy and for a Kindergarten setting. They set up learning centres based on a constructivist, play-based approach in a School of Education classroom, testing this strategy prior to implementing it during practicum. The course models the indigenous worldview encouraging teacher candidates to apply holistic teaching in the classroom.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is fully satisfied.

Requirement 11

The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.

Findings

The evidence indicates that the teaching theory and foundation courses in the program reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

The foundation course *Educational Psychology/Special Education* addresses human development and learning common to both the Primary/Junior and Junior/Intermediate divisions. This course prepares teacher candidates to understand and apply to the classroom setting, knowledge relating to: learning and motivation, human motivation and behavior, teaching and managing, and assessing learning. The method course *Early Childhood Special Topic* focuses on human development and learning. In it, Primary/Junior teacher candidates complete assignments on the social-emotional needs within the school community and beyond, amalgamating their understanding of young children's learning needs and designing an ideal classroom space.

Legislation and Government Policies

The foundation course *Social and Legal Issues in Education* is a required course for all teacher candidates in the program. Candidates examine the school system in Ontario. Teacher candidates learn about social issues in education through an overview of related legislation. Teacher candidates are required to read, analyze and summarize a case study applying the relevant Ontario (and/or Canadian) school law while considering salient facts in relation to stakeholders such as children, parents and/or guardians, other teachers, and administrators.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 11 is fully satisfied.

Requirement 12

The faculty members teaching the program are an appropriate combination of,

- i) persons with appropriate academic qualifications,*
- ii) practitioners with appropriate experience in the field of education, and*
- iii) persons with appropriate expertise in the divisions and components of the program.*

Findings

The evidence indicates that the faculty members teaching in the program of professional education are an appropriate combination of persons with academic qualifications, practitioners with experience in the field of education, and persons with expertise in the divisions and components of the program.

The faculty complement includes six associate professors, two assistant professors, and one master lecturer. Of the nine full-time faculty members, eight hold a doctoral degree and one holds a master's degree. Additionally, there are 15 to 30 sessional instructors per semester, most of whom are active or recently retired teachers or school administrators.

All of the tenured or tenure track faculty have teaching experience. Five of them have taught in schools elsewhere than Ontario: two in other Canadian provinces, and three in other countries. A review of the School of Education's teaching assignments shows that the non-administrators have teaching assignments in line with their credentials and teaching experience.

Of the nine full-time faculty members, four members have Intermediate and Senior teaching experience, three have Junior and Intermediate teaching experience and two have Primary and Junior teaching experience. Seven of the nine faculty members are College certified.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 12 is fully satisfied.

Requirement 13

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

Findings

The evidence indicates that there are adequate internal controls to preserve the integrity of student records relating to the program reviewed.

There have been no substantive changes to the findings from the June 11, 2009 Accreditation Committee Decision that stated that the School of Education at Laurentian University maintained adequate controls to preserve the integrity of student records relating to the program. Student records were stored securely and access was controlled.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence indicates that Laurentian University's School of Education is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

Reorganization of academic units resulted in the creation of a Faculty of Education with its own Dean, renewing emphasis on the importance of research in the School of Education (SoE).

The Faculty Council and the School Council meet regularly. Among the active Subcommittees of the School Council is the Practicum Committee that developed a formal practicum improvement protocol.

The SoE seeks input from teacher candidates, associate teachers and faculty advisors regarding improvements that may be made to practicum placements through a feedback form available in the Professional Year Practicum Handbook. Recommendations led to the decision to increase by six hours the Initial Practicum Preparation course and to focus on targeted pedagogical and instructional strategies.

The SoE has implemented formal course evaluations to be completed by teacher candidates. Additionally, faculty members seek informal feedback from teacher candidates and alumni, which they use to improve courses.

The Centre for Academic Excellence for Teaching and Learning (CAE) has worked with the SoE through its introduction of Enhanced Teacher Education Program and developed four or five courses to enable teacher candidates to access the required overload courses. The design of online modules involved a team approach and uses a rigorous peer-reviewed process that includes professionals from the field: faculty members, practicing teachers, instructional designers and subject matter experts. Recent enhancements to information and communications technology resources have been made for students in the SoE and for faculty.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is fully satisfied.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates that the program has a Teacher Education Advisory Committee (TEAC) that functions in an advisory and liaison capacity in relation to the program.

The TEAC had thirteen members including, from Laurentian University, the registrar, librarian, the music director and a representative from Human Kinetics; the interim director, incumbent director and practicum director of the School of Education; the Chair of Teacher Education Liaison Committee; a representative from the Ontario Ministry of Education field office; representatives from each of the local Public and Catholic school boards and the principal of an Indigenous school.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 15 is fully satisfied.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the following program of professional offered by the School of Education, Laurentian University fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Concurrent program of professional education for the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education Degree

The Accreditation Committee grants general accreditation to this program for a period of seven years until January 24, 2025 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
January 24, 2018