



Accreditation Committee Decision

L'école des sciences de l'éducation Faculté d'éducation Université Laurentienne

Application for Renewal of Accreditation

Programme consécutif de formation à l'enseignement avec domaines d'études pour enseigner aux cycles primaire et moyen, moyen et intermédiaire et intermédiaire et supérieur, menant à un baccalauréat en éducation

Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

Application for Initial Accreditation

Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation

Programme concurrent de formation à l'enseignement avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation

Multi-session consecutive program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree

Concurrent program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
September 17, 2019**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne

Introduction

The École des sciences de l'éducation of the Faculté d'éducation at Université Laurentienne submitted an application on January 7, 2019 for renewal of accreditation of the following French-language program of professional education:

- *Programme consécutif de formation à l'enseignement avec domaines d'études pour enseigner aux cycles primaire et moyen, moyen et intermédiaire et intermédiaire et /supérieur, menant à un baccalauréat en éducation*
Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

The application for accreditation presented to the College by the École des sciences de l'éducation, Faculté d'éducation on January 7, 2019 concerns, as well, the addition of the following French-language programs of professional education:

- *Programme consécutif de formation à l'enseignement en mode hybride en plusieurs parties, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation*
Multi-session consecutive program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree
- *Programme concurrent de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation.*
Concurrent program of professional education with areas of study in the 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 programs 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 programs 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 experience in teacher education programs
- a person who was nominated by the Faculté d'éducation, Université Laurentienne.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the École des sciences de l'éducation, Université Laurentienne. The accreditation panel conducted a site visit at the faculty's campus located in Sudbury, Ontario between March 3 and 8, 2019. During the site visit, the accreditation panel toured the facilities where the programs are offered. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

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 École des sciences de l'éducation to various stakeholders, and notices on the College's website and through social media. The panel considered the five public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the École des sciences de l'éducation, Faculté d'éducation at Université Laurentienne. The final panel report submitted to the Accreditation Committee considers 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 programs of professional education in the application submitted by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated September 6, 2019, a response from the faculty Dean to the panel's draft report dated August 22, 2019, 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 September 17, 2019

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 École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne is a permitted institution.

As defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution means a college, faculty or school 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 École des sciences de l'éducation forms part of the Faculté d'éducation which in turn forms part of the Université Laurentienne. The *Laurentian University of Sudbury Act of 1960* gives the University the power to establish and maintain, in French and English, schools as determined by the Board of Governors and to confer degrees.

Université Laurentienne is a university that has the power to confer university degrees under subsection 4(1)(b) and section 21 of An Act to Incorporate Laurentian University of Sudbury (*The Laurentian University of Sudbury Act, 1960*), pursuant to subsection 4(1) (b). École des sciences de l'éducation is a permitted institution under the same Act through an agreement with the Ministry of Colleges and Universities in 1987. The preamble to the 1987 agreement refers to Université Laurentienne's right to offer teacher education programs since 1974 and upholds its right to continue to offer such programs. A letter dated 1990 signed by the Deputy Minister of Education confirms the implementation of the agreement between the Ministry of Education and Université Laurentienne and the right to offer teacher education programs for the Senior division.

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 programs offered by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne are four academic semesters, including the 80 days of practical experience required.

Documents submitted by the École des sciences de l'éducation show that the programs are comprised of 60 credits including 576 hours for 16 credited courses and 2 non-credit courses as well as 480 hours for 96 practicum days, which equal 4 credited courses, for a total of 22 courses.

The programs are described as follows:

Programme consécutif de formation à l'enseignement avec domaines d'études pour enseigner aux cycles primaire et moyen, moyen et intermédiaire et intermédiaire et /supérieur, menant à un baccalauréat en éducation [Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree]

This program has four semesters spread over two years. Each semester, teacher candidates take four courses and a practicum. In total, teacher candidates take 22 courses. The average number of practicum days is 96.

Programme consécutif de formation à l'enseignement en mode hybride en plusieurs parties, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation [Multi-session consecutive program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree]

This program has 12 semesters spread over three years. Teacher candidates take a total of 22 courses and complete an average of 96 practicum days.

Programme concurrent de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation [Concurrent program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree]

Candidates are admitted to this program in their first year at the Université Laurentienne. This program has 10 semesters spread over five years during which teacher candidates receive two degrees, of which one is in education. Teacher candidates take 22 courses and complete an average of 96 practicum days in total.

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

Evidence indicates that the programs of professional education offered by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne have a clearly delineated conceptual framework.

The École des sciences de l'éducation provides teacher candidates teaching based on a socio-constructivist and interactive approach. The program conveys an idea of teaching and learning inspired by the most current approaches in education: socio-cultural, socio-constructivist, humanist and the cultural-historical.

This program has been devised for a French-language minority setting. Accordingly, as well as providing basic teaching education, the program promotes other initiatives that respond to the needs and challenges of the Franco Ontarian community.

The elements of the conceptual framework are the following:

1. Guiding Principles
2. Educational Components
3. Design of Teaching and Learning
4. Teaching and Learning
5. Preparation of the teacher candidate for the role of teacher
6. Skills to Develop

Four concepts surround teaching and Learning, namely,

- Linguistic and Cultural Vitality in the Minority Setting
- *The Ethical Standards and the Standards of Practice for the Teaching Profession*
- Link between Theory and Practice
- Reflective Practice: Professional Knowledge and Skill

These four concepts provide a context for teaching and learning as visualized by the École des sciences de l'éducation and are embedded in all elements mentioned above.

The main objective of the programs of teacher education is to prepare knowledgeable, productive, caring, responsible individuals, engaged with their own communities and the world – teachers that are capable of becoming active members of the teaching profession, capable of assuming their roles and responsibilities in French-language schools in the province and capable of contributing to the improvement of the quality of French-language education in the minority setting.

The programs prepare future teachers to fulfil the multiple and complementary roles of the teaching profession.

At the heart of teacher education at the École des sciences de l'éducation is the development of 12 skills unique to the teaching profession which meet the priorities established by the Ontario Ministry of Education and the *Ethical Standards and Standards of Practice of the teaching profession* as explained by the College. For example, plan, design and develop teaching and learning situations; evaluate progress in learning; integrate information and communication technology; adapt teaching strategies for individual student needs; participate in the life of the school community; reflect upon teaching strategies; and take an active role in professional development.

The École des sciences de l'éducation created a Skills Implementation Matrix aligned with the conceptual framework which appears in all course outlines. Each of the course instructors must identify elements, concepts and skills of the conceptual framework unique to their courses.

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 programs 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.

The College's Standards

Evidence indicates that the design of the programs respects the *Standards of Practice and the Ethical Standards of the Teaching Profession*. The Standards of Practice are integrated in the conceptual framework and appear in the implementation matrix in all of the course outlines. The alignment matrix or framework submitted by the École des sciences de l'éducation shows the link between the Standards of Practice for the Teaching Profession and the skills teacher candidates are to develop.

Research in Teacher Education

Evidence indicates that the design of the programs is consistent with and reflects current research in teacher education.

The design of the programs is based on leading theories and research in teacher education. The theoretical framework is based on the schools of sociocultural thought inspired by the work of L.S. Vygotsky. Faculty member Dr. Luis Radford is one of the developers of the cultural-historical theory of objectivation that also underlies the programs' design.

Although the new programs are offered via a hybrid mode of delivery (both online and face to face components), the École des sciences de l'éducation offered an alternative (distance) Bachelor of Education program in the recent past and has developed the expertise needed. The design of the new offerings is informed by scholarly literature, namely that of Moisset, Potvin, Power and Ronchi.

Integration of Theory and Practice in Teacher Education

Evidence indicates that the design of the programs is fully consistent with, and reflects the integration of theory and practice in teacher education.

The 12 skills for teacher candidates to develop, which are included in the programs' conceptual framework, are included in the courses and underline the integration of theory and practice.

The programs consist of 5 foundation courses, 11 teaching method courses and 96 days of practicum that equal 4 credited courses. 2 additional non-credit but compulsory courses are comprised of workshops dealing with transition from education to employment. The courses and practicums are organized so as to alternate between foundation and teaching method courses and practicums, to permit the implementation of concepts learned in the courses.

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 programs enable teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

Certain elements overlap with other accreditation requirements, and, in order to avoid repetition, are dealt with in the findings specific to these requirements. In particular, Requirement 10, which requires that the teaching method courses in the programs are appropriate in relation to the divisions to which they relate, includes element 9 of Pedagogical and Instructional Strategies Knowledge, namely, Pedagogy and the Assessment and Evaluation of Learning in the relevant areas of study in relation to specific curriculum subjects.

Element 6 of the section Pedagogical and Instructional Strategies Knowledge, which deals with Child and Adolescent Development, is addressed in Requirement 11. Elements 2 and 5 of Teaching Context Knowledge pertaining to the *College's Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* are addressed in Requirement 11.

With the exception of the information overlapping with Requirements 10 and 11, the paragraphs below review each of the Schedule 1 elements and demonstrate how they are satisfied in the programs reviewed.

Curriculum Knowledge

Element 1. Current Ontario Curriculum and Provincial Policy Documents

The method courses enable teacher candidates to better understand curriculum structure and the links between their several parts. All method courses create tight links between Ontario curriculum and a variety of provincial policy documents.

For example, the *Enseignement du Français* method courses for all divisions make numerous references to the Français curriculum, to the *Politique d'aménagement linguistique*, and to the curriculum for *Actualisation linguistique en français* as well as the *Programme d'appui aux nouveaux arrivants*.

As another example, the course *Approaches to Pedagogy and Interactions in the Classroom, Junior/Intermediate Divisions* requires the use of several provincial policy documents that touch upon teacher candidates' areas of study and the curriculum, for planning, design, equity and diversity as well as assessment.

Element 2. Current Research in Teaching and Learning

Courses each includes lists of resources and additional readings that refer to theories and research relevant to the area of study.

Teaching faculty use the most recent research to support teaching and learning. Various topics such as mental health, special education and artistic education are addressed. Faculty members work closely with French-language school boards regarding application of legislation, research and policy.

Pedagogical and Instructional Strategies Knowledge

Element 1. Educational Research and Data Analysis

Courses include content about Educational Research and Data Analysis. Teacher candidates learn to interpret and use research to support learning and to make informed decisions about their educational interventions.

For example, the Numeracy and Literacy course covers inquiry and research methods and the importance of learning how to develop higher learning skills in all subject areas. Teacher candidates also use research and data analysis within the framework of their programs through collaborative inquiry and the use of technology for learning.

Element 2. Technology as a Teaching Tool

The faculty's most frequently used classrooms are equipped with projectors and an interactive whiteboards and monitors. One of the classrooms is also equipped with a camera where it is possible to film the teacher candidates in action and offer them feedback. The use of technology as a teaching and learning tool is integrated in a number of method and teaching courses. There is also a multi-media/technology lab made available to professors and teacher candidates. A computer technologist supports teacher candidates by offering them workshops and training videos, and is available for troubleshooting during class time and practicums.

Alumni explained that they had the opportunity to use technology as a teaching tool for planning, communication with parents and even to adapt assessment rubrics. Alumni and teacher candidates also confirmed receiving a list of technological tools to prepare for teaching in Ontario classrooms.

Element 3. Research, Data and Assessment

The Educational Law course includes, amongst others, activities for the analysis of certain findings of the Education Quality and Accountability Office (EQAO) in order to identify priority in learning and to guide the choice of educational strategies.

Element 4. Learning and Teaching Theories and Methods and Differentiated instruction.

The Educational Approaches and Interactions in the Classroom course is supported by research based on wellbeing, relational dynamics and the impact of technology on the

development of the whole student (mental, physical, emotional and sociocultural dimensions). Teacher candidates have the opportunity to put into practice their research knowledge with students and to deepen their understanding.

Subject area courses allow teacher candidates to acquire the knowledge and skills tied to the development of teaching and learning situations and the selection of teaching approaches based on a model of differentiated instruction. Teacher candidates have to prepare teaching and learning experiences in the light of learning theory and educational approaches and, above all, from current research in education.

During practicum seminars, teacher candidates have the opportunity to reflect upon and discuss classroom-teaching experiences during which they tried to differentiate their teaching or assessment practices with students, including special education students. In this way, they begin to make links between learning theory, teaching practice and evidence of learning by the students.

Members of the teaching faculty use theories and methods of learning during their teaching, for example, inquiry learning, the development of basic skills, phonological awareness and targeted intervention strategies for special needs students. During their practicums, teacher candidates apply a variety of strategies that touch upon maintaining classroom discipline, lesson planning, game-based learning activities and special needs.

Element 5. Development of Classroom Management and Organization Skills.

Teacher candidates acquire and develop classroom management and organizational skills in all of their courses, including the practicums. Teacher candidates come to understand their role in creating and maintaining a motivating, inclusive, safe and equitable learning environment for all of their students and to promote among students the belief they can succeed and improve their abilities. Consequently, teacher candidates learn to create a classroom environment that enables a sense of wellbeing and self-realization for all students.

Element 6. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.

Child and adolescent development is addressed in Requirement 11. Student transitions are dealt with in The Teaching Context Knowledge, element 3.

Element 7. Use of current strategies relating to student observation, assessment and evaluation.

Courses for Planning and Assessment for the Primary/Junior divisions and the Junior/Intermediate divisions require the use of resources touching upon the assessment of learning such as the Ontario curriculum, Grade 1 to 8 exemplars – Writing, *Teacher Moderation: Collaborative Assessment of Student Work*, *Professional Learning Communities: A Model for Ontario Schools* and *Growing Success*. This course, among others, deals with strategies about observation, assessment and evaluation.

Element 8. Teaching students whose first language is not the language of instruction.

Courses for the teaching of *Français* make numerous references to the *Français* curriculum, the *Politique d'aménagement linguistique en Ontario*, the curriculum for *Actualisation linguistique en français* as well as the *Programme d'appui aux nouveaux arrivants*. The programs prepare teacher candidates to teach students whose native language is not French.

Element 9. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.

Information about pedagogy, assessment and evaluation for specific curriculum areas is addressed in Requirement 10.

Element 10. The policies, assessments and practices involved in responding to the needs and strengths of all students.

For this element, see Requirement 3.1 in the following sections:

- Curriculum Knowledge – Elements 1 and 2;
- Pedagogical and Instructional Strategies Knowledge– Elements 3 and 4; and
- The Teaching Context Knowledge – Element 1

The Teaching Context Knowledge

Element 1. Awareness of Mental Health Issues

The courses for *Special Education and Mental Health* for all divisions help teacher candidates to better understand students facing mental health problems such as distress, depression, aggression and defiance. These courses also help teacher candidates to better understand their roles and responsibilities in maintaining the well-being of students by creating a learning environment that is welcoming, healthy, caring, secure, and inclusive.

Element 2. Standards of Practice and Ethical Standards

Information pertaining to the *College's Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* is addressed in Requirements 3i and 11.

Element 3. Preparation Students for Transitions in a Variety of Settings

Courses in Human Development and Theories of Learning in Education and Special Education and Mental Health in different divisions deal with the transitions experienced by students from Kindergarten to Grade 12. They allow the teacher candidates to reflect upon how to help students prepare for changes for each step of their learning. Teacher candidates come to understand the importance of preparing the student for change, and to plan transitions involving various partners and stakeholders, including parents. Teacher candidates are encouraged to ask questions about transitions and pathways during their practicums.

Element 4. The Ontario Context

The vision of the École des sciences de l'éducation is to create teaching professionals capable of acting in a critical and reflective manner in order to ensure the fulfilment and vitality of Franco-Ontarian and global francophone culture. The programs emphasize knowledge about the history, culture, contributions, perspectives and treaties of the First Nations, Métis and Inuit. The goal is to ensure that teacher candidates recognize their responsibility to include these elements in their classroom. One course includes a list of workshops presented by experts in these and other pertinent subjects. Some examples of first semester workshops are cultural diversity, Indigenous integration, bullying, resume writing and preparation for the practicum.

Element 5. Ontario Education Law and Related Legislation

This element is covered under Requirement 11.

Element 6. Professional Relationships

Workshops and seminars allow teacher candidates to understand different work relationships (for example, relationships between colleagues, mentor/mentee, and administration) in order to help them build proper relationships in their teaching role. They have equal opportunity to familiarize themselves with the concept of “good relational space in interpersonal dealings” which help them to establish healthy relationships with students and parents.

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 programs reviewed 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 programs.

Current

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

Ontario Curriculum

Confirmation that the programs curriculum references the Ontario curriculum is reported in the category of Curriculum Knowledge in Requirement 3.1.

Current Research

Confirmation that the programs 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 programs' curriculum represents a wide knowledge base in the divisions and components of the programs are 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

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

Theory, method and foundation courses

The distribution of courses in the programs and the divisions is 5 foundation courses, 11 method courses, 4 practicums and two workshop courses.

The method courses for the Primary/Junior divisions, as well as the Intermediate division cover the basic subjects, *Teaching English in the Intermediate Division, Planning and Assessment and Evaluation of Learning, Teaching Health and Physical Education, Teaching the Arts* (All of the areas), Educational Approaches and Interactions in Kindergarten, *Teaching Science and Technology, Cultural and Ethnic Diversity in Education, Teaching French, Teaching Mathematics and Financial Literacy, Teaching Social Studies.*

Option 1 teacher candidates (Primary/Junior divisions) take a course which prepares them to work in Kindergarten.

The programs have been conceived so as to support the transition from theory to practice. This is evident from the order in which the courses are presented, which mandates the successful completion of designated foundation and method courses before moving on to the practical training of the practicum. The knowledge and skills acquired from these courses prepare the teacher candidates for the practicum and leads them to better understand their strengths and their learning needs.

As well, following the practicums, teacher candidates participate in a practicum seminar that allows them to reflect upon, share and discuss their practicum experience in order to learn from each other. This collaboration allows teacher candidates to set personal learning objectives for the next semester and practicum.

Theory into Practice

The link between theory and practice is made in several areas of the program. One example is seen in foundation courses on planning and assessment of learning. In these courses, teacher candidates have the opportunity to acquire the theory about various pertinent regulations. They must then jointly and individually plan teaching and learning situations that incorporate the different types of regulation to support the learning and empowerment of the student.

The practicum seminars, reflective practice sessions, are designed to allow teacher candidates to develop their abilities to analyse their own practices from a critical distance. The seminars lead teacher candidates to understand and close the gap between theory and practice. Through discussion and reflection about practice, teacher candidates become more autonomous and self-assured about their practice in the classroom.

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 evidence indicates that the format and structure of the programs reviewed are appropriate for the course content.

The teacher candidates in the consecutive face-to-face program begin their training from the first week of September and generally take four courses lasting 36 hours each in the first semester, followed by a five-week practicum. The foundation courses allow them to build, from their entry into the program, a better understanding of student learning, while the method courses allow them the opportunity to acquire the basics of planning teaching and learning, founded on Ministry of Education curriculum. The first semester workshops prepare them for the first practicum. During the first semester five-week practicum, emphasis is placed on observation, co-planning and co-teaching with the associate teacher. Upon returning from the first practicum, the seminar allows teacher candidates to reflect together, with the support of their professors, upon the experience lived in the classroom.

In the second, third and fourth semesters, the program offers a balance between foundation and method courses. There is always a practicum at the end of each semester in order to support the progressive transition from theory to practice.

Teacher candidates enrolled in the Junior/Intermediate divisions follow their teaching area course during the third semester. Teacher candidates enrolled in the Intermediate/Senior divisions generally take their two teaching area courses in the second, or third or fourth semester.

The two new teacher education programs (concurrent and multi-session consecutive), format and structure differs from the face-to-face consecutive program.

As for the concurrent program, it is only offered to Junior/Intermediate division teacher candidates. It runs for 10 semesters over five years, during which teacher candidates complete a bachelor's degree and a B.Ed at the same time. The first year of studies is completely dedicated to the initial bachelor's degree. Courses forming part of the Bachelor of Education are progressively introduced beginning in the second year, during which teacher candidates follow two foundation courses. Teacher candidates have the choice to take these courses face-to-face or on-line using D2L. During the third year, teacher candidates take three Bachelor of Education courses, workshops to support the integration into the workplace and complete a practicum. During the fourth year, teacher candidates take four Bachelor of Education courses, workshops to support the integration into the workplace, and complete a practicum. Certain courses are offered in the spring and summer, allowing teacher candidates to lighten their workload during the fall and winter semesters. On-line courses allow teacher candidates to follow the program without compromising their course schedule for the initial degree. The fifth year of studies is

entirely dedicated to Bachelor of Education courses, during which, in each of the two semesters, teacher candidates take four Bachelor of Education courses, workshops to support the integration into the workplace and complete a practicum. Teacher candidates of the concurrent join the consecutive face-to-face cohort for this final year.

The multi-session consecutive program is offered to teacher candidates in the Junior/Intermediate divisions only and runs for 12 semesters spread out over three years. The program is hybrid, that is, offered in a combination of on-line and face-to-face courses. Courses comply with educational standards. Teacher candidates take courses at specific times (for example, an Arts course is offered during the summer so teacher candidates can take part of the course on site – Sudbury campus; a Science course with a laboratory/inquiry process component requires on-site attendance).

A feasibility study showed that the majority of respondents faced constraints (personal, professional or others) preventing them from attending the university. Therefore, courses are offered on-line as well as face-to-face at various times of the year.

The multi-session consecutive program leads to a Transitional Certificate of Qualification and Registration. The request for a transitional certificate will be submitted after successful completion of the first of the four practicums. The teacher candidates will also have successfully completed six credits of foundation courses, and nine credits of method courses. The transitional certificate will be granted after 25 practicum days and successful completion of the required courses.

For the two new programs (concurrent and the multi-session programs), there is a team of technological educators at the University's Centre for Excellence, (technicians, educational designers, counselors) who provide technical and educational support for the on-line courses. Educational advisors are available to respond to the questions of teacher candidates.

Using the Desire to Learn Learning Management System (D2L), professors and instructors will provide documentary resources for each course. As well, teacher candidates will have access to the Resource Centre of the École des sciences de l'éducation and the JN Desmarais library. Resource personnel are available to support and provide appropriate assistance to teacher candidates.

The two new programs are interdependent. Whenever possible, teacher candidates in the concurrent program will follow the same courses of the multi-session program for the duration of their Bachelor of Education at the Université Laurentienne. Concurrent program teacher candidates will join teacher candidates of the existing consecutive program when they complete their second year of teacher training (semesters 3 and 4), namely, during their fifth year at the Université Laurentienne.

The multi-session program follows the same courses as the existing program, but the courses are taken over three years as opposed to two.

The new programs have been approved by the *Conseil des programmes en français* (CPF – the French-language Program Council), and the *Comité de la planification académique* (COPA – Academic Planning Committee) of the Senate and were approved by the Senate of the Université Laurentienne in June 2019. The new multi-session consecutive program and the concurrent program will be offered in the fall of 2020.

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 all programs of professional education.

Formative and summative assessment of learning vary from one course to another according to need (for example, test, oral presentation, dissertation, demonstration and case study). Most of the final course mark represents work done during the semester, while the remaining part of the final course mark represents the final assessment (for example, examination and final project).

In one course, before submitting a final annual plan for professional development, teacher candidates have the option to submit part of their plan, to receive feedback to support their learning and performance. In other courses, formative assessment is conducted in a more informal manner, where professors provide oral feedback. Teacher candidates must demonstrate deeper knowledge and understanding and to do so, receive formative feedback and an analysis of their work, on an ongoing basis. In other courses, formative feedback is conducted more formally. For example, teacher candidates submit an assignment or part of an assignment in order to receive written feedback based on an assessment rubric, from the professor that informs them of their strengths and elements to improve.

The practicum guide provides precise explanations and rationalization about teacher candidate responsibilities and about the assessment and evaluation of the teacher candidate by the associate teachers.

During the practicum, associate teachers conduct a formative assessment during the third week of every practicum placement. They are required to raise strengths in the teacher candidates' performance and provide suggestions to improve their teaching practice. The associate teacher has regular informal conversations with the teacher candidate in order to provide daily guidance. The feedback is an effective way to support the teacher candidate's progress when it clearly explains the strengths, the next steps and ways to improve.

The associate teachers conduct a summative evaluation of the teacher candidates at the end of each practicum using the assessment rubric. The feedback allows the teacher candidate to reflect upon their performance and to improve their practice in the next practicum.

Teacher candidates keep daily notes of their reflections in a journal and receive constructive feedback from their faculty advisors.

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 programs reviewed.

Days of practical experience, appropriate to the format and structure of the programs

Teacher candidates must successfully complete the four practicums. Each of the four practicums lasts five consecutive weeks. Typically, teacher candidates have between 93 and 96 days of practicum – two practicums of 23 days and two of 25 days.

The practicum experiences are tracked to ensure that each teacher candidate has at least 93 days of practical experience, which take place in public or Catholic Ontario schools or in other situations approved by the College. The same number of practicum days and a similar distribution of practicum days are anticipated for the two new programs.

Observation and Practice Teaching in Settings in Ontario

The practicum guide explains the continuum that ensures that teacher candidates progressively assume increasing classroom responsibilities. This continuum ranges from observation, to co-planning and co-teaching, to planning and teaching.

Active observation of existing classroom strategies, the routine of teaching and learning, of classroom management and organisation occurs during the first practicum. The emphasis in the first practicum is on observation, and co-planning and co-teaching.

The emphasis in the second practicum is on planning and teaching.

The teacher candidate assumes increasing responsibility for daily classroom routines and structure; planning and teaching up to 150 minutes per day during weeks three, four and five.

The emphasis in the third practicum is on classroom management and teaching.

During the third practicum, teacher candidates are assigned the planning and teaching of a unit in a specific subject for the four following weeks as well as regular teaching/learning situations to satisfy teaching minutes (Up to 90 minutes per day during the second week, up to 150 minutes a day during weeks 3, 4 and 5).

The emphasis in the fourth practicum is on assessment and teaching.

During the final practicum, teacher candidates have the opportunity to observe and discuss assessment and evaluation strategies (Assessment for, as and of learning). Teacher candidates are to plan and teach up to 150 minutes per day beginning the second week, being mindful of differentiated instructional strategies. During weeks 3, 4 and 5, they must plan and teach up to 150 minutes per day.

Each division and at least one subject

Option 1, Primary/Junior division teacher candidates have at least one practicum in the primary division (Kindergarten to grade 3) and at least one practicum in the junior division, (grades 4 to 6). The remaining practicums are in a primary or junior division, as available.

Option 2, Junior/Intermediate division teacher candidates have at least one practicum in each division. The remaining practicums are in a junior or intermediate division, as available.

Option 2 teacher candidates have at least one practicum in the subject for which they will be qualified. Intermediate/Senior division teacher candidates have at least one practicum in one of the subjects for which they will be qualified.

Teacher candidates in option 3, Intermediate/Senior divisions, have at least one practicum in the Intermediate division and at least one in the Senior division in one of their teaching areas. The remaining practicums take place in an Intermediate or Senior division, as available.

An experienced teacher

Teacher candidates are placed under the supervision of an experienced teacher – associate teacher – who is a member of the College. The associate teacher has the responsibility to follow, supervise and conduct a formative and summative assessment of the teacher candidate.

The Dean and the Practicum Coordinator confirm that the two new programs will comply with the same expectations as to supervision of the practicums.

Faculty advisor

A faculty member is appointed as an advisor for each student.

From the first week of the practicum, the teacher candidate must begin communicating with the faculty advisor at least once per week to give them a brief description of their successes and challenges. The teacher candidate must make available to the faculty advisor the daily journal, the preparation and progress notebook, as well as reflections and feedback made by the associate teacher.

A teacher candidate experiencing difficulties is supported by the associate teacher and faculty advisor. A description of steps to take to improve the performance of a teacher candidate not progressing satisfactorily in acquiring the skills required to successfully pass the practicum is included in the Practicum Guide. The associate teacher records and documents the teacher candidate's progress in a form called Improvement Plan for a Teacher Candidate Experiencing Difficulties.

The Dean affirms that all the expectations, provisions and stipulations will apply to the two new programs.

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 programs reviewed.

On April 16, 2016, having considered the provider's Verification Report, the Accreditation Committee rendered a decision, confirming that successful completion of the practicum is required for successful completion of the programs.

The Academic calendar and the practicum guide confirmed that successful completion of the practicum is required for successful completion of the programs. There has been no significant change from the Accreditation Committee's 2012 decision and this requirement remains fully satisfied.

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 programs reviewed are appropriate in relation to the divisions to which they relate.

Teacher candidates in Option 1 (Primary/Junior divisions), take method courses in the seven subject areas of elementary curriculum:

- *Teaching French in the Primary/Junior Divisions;*
- *Teaching Mathematics and Financial Literacy in the Primary/Junior Divisions;*
- *Teaching Social Studies in the Primary/Junior Divisions;*
- *Teaching Science and Technology in the Primary/Junior Divisions;*
- *Teaching Health and Physical Education in the Primary/Junior Divisions;*
- *Teaching the Arts in the Primary/Junior Divisions (including drama, dance, music and visual arts); and*
- *Teaching English in the Intermediate Division.*

They also take the following method courses:

- *Planning and Assessment of Learning in the Primary/Junior Divisions;*
- *Critical Numeracy and Literacy in the XXIst Century in the Primary/Junior Divisions; and*
- *Educational Approaches and Interaction in Kindergarten.*

Option 2 teacher candidates (Junior and Intermediate divisions) take the method courses in the seven subject areas of grades 4 to 10 curriculum:

- *Teaching French in the Junior/Intermediate Divisions;*
- *Teaching Mathematics and Financial Literacy in the Junior/Intermediate Divisions;*
- *Teaching Social Studies in the Junior/Intermediate Divisions;*
- *Teaching Science and Technology in the Junior/Intermediate Divisions;*
- *Teaching Health and Physical Education in the Junior/Intermediate Divisions;*
- *Teaching the Arts in the Junior/Intermediate Divisions (including drama, dance, music and visual arts); and*
- *Teaching English in the Junior/Intermediate Divisions.*

They also take a method course in the Intermediate division (grades 9 and 10) among the following:

- *Teaching Methods for Instrumental Music in the Intermediate Division;*
- *Teaching Methods for Geography in the Intermediate Division;*
- *Teaching Methods for History in the Intermediate Division;*
- *Teaching Methods for Health and Physical Education in the Intermediate/Senior Divisions;*
- *Teaching Methods for Computer Studies in the Intermediate/Senior Divisions;*
- *Teaching Methods for Mathematics in the Intermediate/Senior Divisions;*
- *Teaching Methods for Instrumental Music in the Intermediate/Senior Divisions;*
- *Teaching Methods for General Science; and*
- *Teaching Methods for Mathematics in the Intermediate Division;*

They take method courses that deal with *Planning and Assessment of Learning* in the Intermediate/Senior divisions and *Critical Numeracy and Literacy in the XXIst Century* in the Intermediate and Senior divisions.

Teacher candidates in Option 3 (Intermediate/Senior divisions) take method courses in the seven subject areas of the curriculum from Grade 7 to 10:

- *Teaching French in the Intermediate/Senior Divisions;*
- *Teaching Mathematics and Financial Literacy in the Intermediate/Senior Divisions;*
- *Teaching Social Studies in the Intermediate/Senior Divisions;*
- *Teaching Science and Technology in the Intermediate/Senior Divisions;*
- *Teaching Health and Physical Education in the Intermediate/Senior Divisions;*
- *Teaching the Arts in the Intermediate/Senior Divisions; and*
- *Teaching English in the Intermediate/Senior Divisions.*

They take two method courses in their teaching subject for the method courses as shown in the Method course Charts:

- *Teaching Methods for Dramatic Arts in the Intermediate/Senior Divisions;*
- *Teaching Methods for Visual Arts in the Intermediate/Senior Divisions;*
- *Teaching Methods for Dance in the Intermediate/Senior Divisions;*
- *Teaching Methods for Instrumental Music in the Intermediate/Senior Divisions;*
- *Teaching Methods for Business Studies – General in the Intermediate/Senior Divisions;*

- *Teaching Methods for Health and Physical Education in the Intermediate/Senior Divisions;*
- *Teaching Methods for History in the Intermediate/Senior Divisions;*
- *Teaching Methods for Geography in the Intermediate/Senior Divisions;*
- *Teaching Methods for International Languages in the Intermediate/Senior Divisions;*
- *Teaching Methods for Computer Studies in the Intermediate/Senior Divisions;*
- *Teaching Methods for English in the Intermediate/Senior Divisions;*
- *Teaching Methods for French in the Intermediate/Senior Divisions;*
- *Teaching Methods for Mathematics in the Intermediate/Senior Divisions;*
- *Teaching Methods for Biology in the Intermediate/Senior Divisions;*
- *Teaching Methods for Chemistry in the Intermediate/Senior Divisions; and*
- *Teaching Methods for Physics in the Intermediate/Senior Divisions.*

They take method courses that deal with the *Planning and Assessment of Learning in the Intermediate/Senior Divisions*, and *Critical Numeracy and Literacy in the XXIst Century in the Intermediate/Senior Divisions* as well as *Educational Approaches and Interaction in the Classroom in the Junior/Intermediate Divisions* and *Education and New Technologies*.

The Content alignment tables for the method courses submitted by the École des sciences de l'éducation gives an overview of and confirm that the method courses are delivered according to each of the three options (that is, Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions). Current curriculum and policies of the Ministry of Education are found in each of the method courses.

The Content alignment tables for the foundation courses submitted by the École des sciences de l'éducation for each of the options reflect the link with the essential content of the *Accreditation Resource Guide* and it refers to the appropriate curriculum and policies of the Ministry of Education.

Option 1 teacher candidates use plans at their divisional level to plan lessons in their course.

Option 1 teacher candidates learned to manage and organize the classroom in the Kindergarten course. The programs deal with teaching and learning strategies, literacy centres, and the preparation of lesson and course plans for all subjects. Differentiation is covered in all of the courses.

The format and structure of D2L (Desire 2 Learn) courses varies according to the course, and can include inter alia, course notes, readings, forums, quizzes and videos. This on-line space, managed by professors and sessional instructors, allows one to load documents, draft directly on the platform and to implement interaction. The professor or sessional

instructor has tools to manage the enrolment of participants and the marks. Certain courses include interactive content that requires action on the part of the teacher candidates (forums, tests, homework, questionnaires, chats, wikis for example). The Centre of Academic Excellence supports the design of the courses and assures that the content and the delivery respect current theories in pedagogy and andragogy. The École des sciences de l'éducation ensures that the on-line and face-to-face courses are of comparable quality (objectives, resources, educational strategies, content, assessment).

Requirement 3.1 Pedagogical and Instructional Strategies Knowledge (PISK) 9 mapped to Requirement 10

The element from Schedule 1 - Pedagogy, Assessment, and Evaluation for Specific Curriculum Areas is addressed in all method courses. All method courses in the Primary/Junior, Junior/Intermediate, Intermediate/Senior in the initial teacher education programs include topics of pedagogy, assessment and evaluation of learning. Overall, teacher candidates acquire knowledge and skills for specific curriculum areas. All method courses examine the theories, philosophies, knowledge, policies and practices specific to teaching and learning in the appropriate grades in both content and assignments

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 programs reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

All teacher candidates take one of the human development and learning courses that are generally offered in the first semester of first year.

The courses study the effects of human development on learning in the school setting, and on understanding of the different dimensions of development of the child from infancy to school-age. The course studies the main theories and models of human development. Some of the applications to teaching of theoretical approaches in the area of education are studied.

The courses refer to numerous theories and researchers, both seminal and new. The courses deal with different theories of learning and human development (for example, behavioral, cognitive, constructivist, socioconstructivist, interactionist, humanist and ecological) and enables teacher candidates to figure out how to apply them in the school setting. For example, among other things, Option 3 teacher candidates are asked to develop a definition and a personal model of learning, adapted to Intermediate/Senior division students, based on a critical study and synthesis of the various theoretical approaches.

Legislation and Government Policies Relating to Education

All teacher candidates take a course about legislation and government policies relating to education. The course is offered to teacher candidates of the three options in the three programs. This course allows teacher candidates to understand the foundations of curriculum for the French-language schools of Ontario, to learn about policies of the Ministry of Education and the assessment of performance in the context of schools. There is a particular focus on the realities facing Indigenous people in the context of school legislation.

Teacher candidates analyze provincial data to support teaching and learning. Teacher candidates learn to analyze and interpret EQAO data from French-language schools in order to plan relevant teaching interventions.

From the beginning of their studies, teacher candidates are informed of the importance of the *Ethical Standards* and the *Standards of Practice of the Teaching profession*. Before going out on practicum, they participate in a workshop about ethical conduct for practicums. The

practicum code of conduct of the École des sciences de l'éducation is based on the College's ethical and professional framework. During the workshop, teacher candidates begin to understand the importance of professionalism and ethics in the teaching profession. They come to understand that the ethics of the future teacher is governed by care, respect, trust and integrity.

The Standards of Practice and the Ethical Standards are part of the implementation matrix and framework and are included in the all course outlines.

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 programs of professional education are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the programs.

The teaching faculty is comprised of 10 full-time professors including: one assistant professor; three associate professors; three tenured professors; a Conference coordinator and two tenured professors working outside the unit in administrative roles.

Of the eight regular professors, seven have a doctorate and one a Masters in Education degree. As well, five of the eight professors are members of the College of Teachers.

Between 10 and 15 sessional instructors offer courses each year at the École des sciences de l'éducation. All are Ontario certified teachers. They are experienced teachers who have worked in French-language school boards in the province and some of them have recently retired from teaching. They have the qualifications, knowledge and skills appropriate for the courses they offer.

The sessional instructors have recent experience or are classroom teachers bringing practical expertise to the programs. The majority have appropriate advanced degrees or training. There is a combination of full-time and part-time sessional instructors. The École des sciences de l'éducation benefits from the expertise of numerous educators who work for school boards, the Ministry of Education and in other teaching establishments.

All of the regular professors, except one, have conducted studies or research in areas that correspond with to content and divisions of the courses they teach.

The new programs will be mainly delivered by existing faculty.

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 all programs reviewed.

In 2012, the Accreditation Committee determined that the École des sciences de l'éducation had implemented internal controls adequate to preserve the integrity of student records relating to the programs reviewed and provided the following information:

The institution maintains adequate internal controls in the School's Academic Secretariat to preserve the integrity of teacher candidate records and to protect the confidentiality and privacy of the personal information contained in their records from admission to graduation. The University is committed to Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) as demonstrated by its development of policies and procedures such as the creation of the Information and Privacy Office. Because communication between candidates and the Academic Secretariat are made increasingly through the use of technology, confidentiality practices apply equally to on-site and distance education students.

The University Registrar confirmed the use of the Datatel system to maintain and update teacher candidate records. This includes security measures for restricting employee access to electronic records. Employees with access to records receive individualized FIPPA training. A backup of all records is kept in another educational institution as an additional security measure. Policies and procedures to preserve the integrity of records are the same for *both* programs.

The provider confirms that there has been no material change to the findings and that all three programs have adequate internal controls.

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 the permitted institution is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The Academic Committee of the École des sciences de l'éducation is comprised of permanent professors and sessional instructors, as well as a representative from the student council of the École des sciences de l'éducation. This committee meets in order to conduct open discussions about program improvement. As well, it offers the opportunity for the sub-committees (for example, the Program Committee) to provide updates on diverse initiatives in progress and to obtain feedback from all members.

Among the various committees are:

- The School Council
- Program Advisory Committee
- Linguistic Proficiency Committee
- Practicum Advisory Committee
- Student Council Advisory Committee
- Standards Committee of the École des sciences de l'éducation
- Teaching Staff Selection Committee
- Teaching Staff Promotion Committee
- Program Committee
- Scholarship Committee
- TEAC of the École des sciences de l'éducation

By way of an example of continuous improvement, following the recommendation of the École des sciences de l'éducation's TEAC, the language proficiency test was developed in partnership with the two French-language school boards in Sudbury. The language proficiency test is one of the conditions for admission to the teacher education programs.

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 programs have a Teacher Education Advisory Committee that functions in an advisory and liaison capacity in relation to the programs.

The members of the Teacher Education Advisory Committee come from the École des sciences de l'éducation, French-language school boards, the Ministry of Education and professional associations. It includes, among others, program administrators, professors and course instructors, teachers and school board officials, and Ontario federation representatives.

The most recent meeting of the TEAC occurred on October 10, 2018. During this meeting TEAC members examined the following matters: The reform of initial teacher education programs to 4 semesters; changing enrolment; partners and stakeholders; main innovations such as the compatibility of the courses offered, their novelty in line with ministerial policies, the non-credit courses, *The Teaching Profession and Integration in the Workplace*; the specifics of each of the practicums; the school board collaboration project; the new programs (concurrent and multi-session consecutive). Members of the TEAC also shared information about expectations concerning practicum teacher candidates (concepts not mastered by some, for example, classroom management); the difficulty of integrating some teacher candidates in the schools (for example, practicum teacher candidates too dependent, not resourceful, lacking initiative); difficulties faced by certain teacher candidates in integrating ICT into their teaching given the increasing expectations in schools); the excessive workload of associate teachers.

Another meeting was planned for May 2019.

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 French-language program of professional education offered by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Programme consécutif de formation à l'enseignement avec domaines d'études pour enseigner aux cycles primaire et moyen, moyen et intermédiaire et intermédiaire et supérieur, menant à un baccalauréat en éducation

[Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree]

The Accreditation Committee grants general accreditation to this French-language program for a period of seven years until September 17, 2026, or for an amended period, that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

The Accreditation Committee also finds that the following French-language program of professional education offered by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation

[Multi-session consecutive program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree]

The initial accreditation period is for two years until September 17, 2021, or the period of time ending on the graduation of the second class of candidates enrolled in the program, whichever is the longer period of time, but not to exceed three years (September 17, 2022), or an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

The Accreditation Committee also finds that the following French-language program of professional education offered by the École des sciences de l'éducation, Faculté d'éducation, Université Laurentienne fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Programme concurrent de formation à l'enseignement avec domaines d'études pour enseigner aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation

[Concurrent program of professional education with areas of study in the Junior/Intermediate divisions, leading to a Bachelor of Education degree]

The initial accreditation period is for four years until September 17, 2023, or the period of time ending on the graduation of the second class of candidates enrolled in the program, whichever is the longer period of time, but not to exceed six years (September 17, 2025), or 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
September 17, 2019**