



Ontario
College of
Teachers

Ordre des
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de l'Ontario

Accreditation Committee Decision

Faculty of Education The University of Western Ontario (Western University)

Application for Renewal of Accreditation

Consecutive program of professional education with areas of study in the Primary/Junior, including Primary/Junior with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
March 21, 2017**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, The University of Western Ontario (Western University)

Introduction

The Faculty of Education at The University of Western Ontario (Western University) submitted an application on November 16, 2016 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior, including Primary/Junior with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior 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 expertise in teacher education program evaluation
- a person who was nominated by the Faculty of Education, The University of Western Ontario (Western University)

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, The University of Western Ontario (Western University). The accreditation panel conducted a site visit at faculty's campus located in London, Ontario from Sunday, January 15 to Friday, January 20, 2017. During the site visit, the accreditation panel toured the facilities where the program is 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 faculty to various stakeholders, and notices on the College's website and through social media. The panel considered the fourteen public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education, The University of Western Ontario (Western University). 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 program of professional education in the application submitted by the Faculty of Education, The University of Western Ontario (Western University), qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated February 27, 2017, a response from the faculty Dean to the panel's draft report dated February 15, 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 March 21, 2017

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

Evidence gathered from documentation demonstrates that The University of Western Ontario (Western University) is a permitted institution.

Under subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs, 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. Western University was established under *The University of Western Ontario Act, 1988*. The Senate of the University and the Board of Governors established the Faculty of Education on May 1, 1974, under an agreement between the university and the Minister of Education.

Section 30 of *The University of Western Ontario Act, 1988* authorizes the Senate to confer degrees and award diplomas and certificates in any branch of learning, taught in the University or in any affiliated college.

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 program is a four-term, full-time program offered in a traditional format over two fall/spring academic semesters with a break during the summer term. The program includes 90 days of practicum.

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 demonstrates that the program has a clearly delineated conceptual framework.

The Faculty's conceptual framework has three foundational principles based on the research of Shulman: Habits of Mind, Habits of Hand, and Habits of Heart described as follows:

“Habits of Mind: Teachers require appropriate academic content knowledge – they must know and understand the subjects they are to teach and the content of the curriculum and they require the pedagogical content knowledge that enables them to make those subjects comprehensible to and learnable by their students. ... they must be committed to engaging with new ideas, grounding their practice in evidence, research, and scholarship, and furthering their knowledge and skills through autonomous and on-going learning.

Habits of Hand: Knowledge is necessary but not sufficient to make a teacher. Teachers also require specialized skills, in particular the pedagogical skills that enable them to create and maintain good learning environments in classrooms, communicate effectively with their students, and support the learning of all the students in their classrooms.

Habits of Heart: A teacher's personal qualities—their habits of heart—are probably at least as important as their knowledge and skill. Commitment, passion, flexibility, creativity, trust, courage, integrity, as well as respect for and a belief in the ability of all students to learn—these are widely agreed to be desirable attributes in all teachers.”

The conceptual framework informs program design and course offerings. There are direct references to the conceptual framework in course learning outcomes as well as in the Practicum Evaluation forms. Teacher candidates swear an oath to uphold Western University's standards of academic and professional integrity which embed these habits of mind, habits of hand, and habits of heart, as well as the College's Ethical Standards and Standards of Practice.

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 Standards

The evidence demonstrates that the design of the program is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education. Evidence demonstrates a commitment to student learning, knowledge, teaching practice, ongoing professional learning, and leadership throughout the program. The Standards are referenced throughout courses and, in the Practicum Handbook, are restructured as guidelines for teacher candidates to determine whether they are acting professionally and ethically.

Faculty members embed the Standards in explicit and different ways in their courses and they are evident in the design of course assignments including lesson planning, case study discussions, and questions of professionalism.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education. Critical elements of the conceptual framework for the program are informed by Shulman's teacher education research. Faculty members undertake research and publish their work on a regular basis, and where relevant, this research helps inform the design of program and course work in terms of content and appropriate assignments.

Integration of Theory and Practice

An analysis of course outlines confirms the application of current research in teacher education as it relates to evidence-informed teaching and learning to help teacher candidates gain a deep understanding of teaching and learning processes and issues while acquiring an extensive repertoire of pedagogical strategies. Teacher candidates are introduced to research and theories of teaching and learning across the program.

Each of the four practicum blocks allows teacher candidates, with the guidance of their associate teachers, to try out different evidence-informed pedagogical and assessment practices. Teacher candidates then bring theoretical and practical questions relating to subject matter, pedagogical content knowledge, issues of equity and inclusion back to their full-year foundations and methods courses for discussion and analysis following their practicums.

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 demonstrates that the program reviewed enables teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1 as elaborated in the [Accreditation Resource Guide](#).

Analysis of Western University's course outlines confirms that the program enables teacher candidates to acquire knowledge and skills in all of the core content areas set out in Schedule 1 of the Accreditation Regulation.

In many cases, the core content elements are embedded explicitly in existing methods, foundations and practicum courses. New courses have been developed and are now offered to address the specific elements set out in Schedule 1. Some pre-existing elective courses are now required for all teacher candidates. Contextual knowledge and skills relating to professional relationships with colleagues as well as parent engagement and communication are included implicitly within courses.

The Curriculum and Methods courses in all areas of study reference the Ontario Curriculum. A variety of courses enable teacher candidates to acquire knowledge and skills related to curriculum and pedagogical and instructional strategies knowledge in different ways across the program.

In the first practicum block, a logbook offers numerous opportunities for teacher candidates to observe and record real-world examples of the elements of Schedule 1. There is a focus on the nature of a school community, the needs of students, the classroom community, and teacher planning and preparation.

The acquisition of knowledge and skills related to the Ontario Teaching Context knowledge are fostered in coursework, assignments, placement opportunities and resources made available to the teacher candidates in the program.

Finally, evidence that the program enables teacher candidates to acquire knowledge and skills in certain core content areas is well-documented in other specific regulatory requirements. For example, Ontario Curriculum Knowledge, Pedagogy, Assessment and Evaluation for Specific Curriculum Areas and Knowledge of the Ontario Context (requirements 4, 5 and 10), Education Law and Standards of Practice (requirements 3i and 11) and Practicum (requirements 1.1 and 8).

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 demonstrates that 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.

Current

Courses are reviewed and will be re-evaluated at the end of the first two-year cycle and updated as appropriate to reflect any changes in provincial policies. Regular weekly meetings are scheduled for instructors of multi-session courses to maintain coherence between the sessions and ~~that~~ multi-session courses are overseen by a permanent faculty member to ensure consistency across the course from year to year and through all of the sections.

Currency in program curriculum is confirmed in the alignment of specific courses to the elements of the enhanced teacher education program as reflected in the College's [Accreditation Resource Guide](#). It is also noted in the use of recently published course materials. Sessional faculty bring knowledge, professional expertise and a current understanding of the realities of life in Ontario schools to the program. Teacher candidates are aware of current pedagogical practices and policies in education.

Ontario Curriculum

Current Ontario Ministry of Education curriculum guidelines are used in all curriculum and pedagogy courses and are referenced in teacher candidate assignments.

Current Research

The program applies current research in teacher education. The course descriptions, learning outcomes and assignments of particular courses focus specifically on the application of current research.

Wide Knowledge Base

The program curriculum enables teacher candidates to acquire a wide knowledge base in curriculum knowledge, pedagogical and instructional strategies and the teaching context. The curriculum reflects the knowledge and expertise of university faculty and field-based partners. Communication and regular meetings encourage discussion of common priorities and coherence across the programs.

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 demonstrates 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.

Theoretical perspectives are included in all course outlines. Teacher candidates analyze various theories from the realms of education psychology, social foundations, and curriculum and pedagogy that apply to classroom teaching and learning. A variety of theoretical perspectives and understandings related to specific themes such as constructivism, child and adolescent development, learning exceptionalities, critical race theory, literacy and numeracy, First Nations, Métis and Inuit (FNMI) issues in education, inquiry, cooperative learning, mental health, models of safe and healthy learning environments, and educational law are evident in course outlines.

A combination of method and foundation courses are offered in each of the divisions, Primary/Junior, Junior/Intermediate, and Intermediate/Senior. Foundation courses introduce teacher candidates to key theoretical perspectives related to particular areas of focus and consider implications for practice. Within these foundation courses, teacher candidates explore and critique such areas of focus as student assessment, teacher professionalism and critical reflexivity, developmental differences and the implications for practice.

Method courses provide theory and pedagogical practice for particular subject areas and for various grade and developmental levels as per division (Primary/Junior, Junior/Intermediate, Intermediate/Senior) based on the Ontario curricula and Ontario classrooms from K-12.

A component of the program called *Transition to Professional Practice* (T2P) links theoretical portions of the program with professional practice through workshops and presentations, on topics including professional boundaries, classroom technologies and professional identities. The component is designed to give teacher candidates real-life examples of how theory is connected to professional practice.

Coursework makes appropriate provision for the application of theory in practice. Candidates experience different teaching and learning strategies that connect with various theoretical considerations such as micro-teaching, designing lessons and units, and developing assessment tools that support student learning. Teacher candidates reflect on how to develop practical units and lessons which contain appropriate assessments and exemplars.

The practicum is the primary opportunity for teacher candidates to put into practice what they have learned in course work. Teacher candidates have the opportunity to interact and build learning/teaching relationships with students, develop a variety of lesson plans and assessments that support student learning, and learn about aspects of school culture and professionalism working with their associate teacher, mindful of various theories from the realms of education psychology, social foundations, and curriculum and pedagogy that apply to classroom teaching and learning.

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 demonstrates that the format and structure of the program reviewed is appropriate for the course content.

The Faculty of Education of Western University offers its Bachelor of Education program as a four-term, full-time program. The practicum includes two blocks of four weeks each, one per term in year one, and two blocks of five or six weeks, one per term, in year two. The first practicum follows nine weeks of preparatory classes. In the second year, teacher candidates begin the term on practicum so that they are able to be involved in the process of observing and participating in setting up a classroom at the start of a new school year.

In the Primary/Junior and Junior/Intermediate divisions, teacher candidates are exposed to foundational course content, including classroom management and general teaching practices; method courses in core areas of Math, Literacy and Science, prior to their first practicum. Then, upon their return to the Faculty, the method courses leverage what has been learned during the practicum to further the learning for the teacher candidates in preparation for a second practicum. Consolidation occurs in specialty areas in the second year of the program.

Intermediate/Senior method courses run full year with a break for the first practicum in mid-November and end before the second practicum in mid-March. This format allows teacher candidates to reflect on and analyze patterns in their teaching practice in their course assignments after the practicum.

The program has a number of on-line and blended as well as face-to-face courses. Decisions regarding the format and structure for the delivery of required courses in the program are at the discretion of the instructors. Choices about mode of delivery are intended to maximize teacher candidate engagement, to facilitate student interaction and to promote discussion.

In addition to the prescribed program divisions and teaching subjects, teacher candidates are able to choose one theme from among several "specialty areas" in which they may further focus their studies. These specialty courses allow teacher candidates to engage in effective, independent professional practice, and to grow and lead in the profession.

Primary/Junior candidates with a focus on teaching French as a Second Language benefit from four practicum experiences which allow them a placement in a division-appropriate English-language placement, one Core French and one Immersion placement, giving them a range of practicums.

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 demonstrates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program.

Teacher candidates receive ongoing formative and summative assessment throughout the program. Assignment descriptions and work samples confirm that success criteria, performance rubrics and anecdotal comments on strengths and ways to improve are common assessment tools. Teacher candidates are given opportunities to use formative feedback from faculty instructors to improve assignments.

Teacher candidates benefit from self-assessment, peer assessment and instructor feedback at different points in their coursework and practicum experiences. Teacher candidates and associate teachers have a variety of feedback opportunities. Associate teachers assess teacher candidates and provide feedback throughout the practicum placements.

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 demonstrates that all required components for the practicum are addressed in the program reviewed.

A minimum of eighty days appropriate to the format and structure of the program

Documentation confirms that the program includes at least 80 days of practicum, appropriate to the format and structure of the program in schools or other situations approved by the College for observation and practice teaching.

Teacher candidates complete four practicums, two in each year of the program. First year practicums are four weeks each and second year practicums are six weeks in term three and five weeks in term four.

A course on classroom management and another on learning, teaching and development are placed early in the program, prior to the first practicum. The courses help to sensitize teacher candidates to what to look for on the practicum and to better understand and learn techniques from their associate teachers. As well, practicum experiences are debriefed in several courses, particularly those that meet immediately after a practicum placement. Having courses between practicums allowed for teacher candidates to take ownership of what they felt was necessary to have success in subsequent practicum experiences. Candidates in the Primary/Junior French as a Focus area of study benefit from four practicum experiences which allow them a placement in a division-appropriate English-language placement and one core-French and one immersion placement, giving them a range of practicums appropriate to the subject of their focus.

Observation and practice teaching in settings that use the Ontario curriculum

Candidates are provided with opportunities for observation and practice teaching. In the first practicum, associate teachers are expected to model their best classroom teaching strategies and discuss them with the teacher candidate. Teacher candidates are expected to begin teaching some lessons in weeks three and four. In the second practicum, teacher candidates are expected to observe for the first week and gradually increase teaching responsibilities, and in the longer practicums, they are expected to observe two weeks in the third and one week in the fourth, gradually increasing teaching responsibilities. In all practicums, candidates are expected to reflect upon their teaching experience.

Most placements occur in publicly-funded school boards. Prior to allowing practicum placements in independent or private schools, the use of the Ontario curriculum is confirmed. The faculty also verifies that the associate teachers are members in good standing of the Ontario College of Teachers.

Each division and one subject

Primary/Junior teacher candidates receive placements in the two divisions. The Junior/Intermediate candidates receive placements in the two divisions including their teachable subject. Intermediate/Senior candidates receive a practicum placement in the two divisions and their two teaching subjects. Practicum placements are tracked in a data base to ensure that no practicum requirements are overlooked.

An experienced teacher supervises and assesses

Associate teachers with at least five years teaching experience in required divisions and subject specialties are selected. Exceptions may occur when there is a subject-specific need.

Associate teachers supervise all aspects of the practicum and conduct frequent informal assessment, offering regular advice for improvement. Associate teachers conduct formative assessment and must complete a summative evaluation form at the end of each practicum.

Faculty advisor

The Faculty of Education has established a protocol for proactive and responsive support for the teacher candidates during their practicums; the TEAM model. This model provides a team of educators (practicum manager/faculty advisor, on-call practicum consultants) who support both the associate teachers and teacher candidates.

The Practicum Placements Manager is the faculty advisor in the Year 1 practicum. The teacher candidate or associate teacher will only contact the Practicum Placements Manager if there are issues. In the event of an issue, the Practicum Placements Manager assigns a Practicum Consultant to address the concern. A number of faculty members also serve an informal role as faculty advisors.

In Year 2, a practicum consultant is appointed as a faculty advisor to each teacher candidate and conducts a visit in either practicum three or four. The practicum consultant observes the student and prepares a Practicum Consultant's Report based on such criteria as content area background and knowledge, teaching effectiveness, rapport with students, communication and classroom management.

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 demonstrates that successful completion of the practicum is a requirement for successful completion of the program. All Year 1 and Year 2 courses, practica, and alternative field experiences must be completed satisfactorily before a teacher candidate can qualify for the Bachelor of Education degree and be reported for certification by the Ontario College of Teachers.

Supports exist for teacher candidates experiencing difficulty during the program including the scheduling of make-up practicum, the provision of timely, explicit feedback and observation by a Practicum Consultant, On Call.

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 demonstrates 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, Music, Health & Physical Education, Visual Art, and Dance & Drama. For the single teaching subject required for the Junior/Intermediate cohort, method courses also include French (Second Language), Music-Instrumental, Music-Vocal, and Religious Education.

Candidates in the Intermediate/Senior (Grades 7-12) cohort take two method courses, selected from the following Intermediate/Senior Teaching Subjects: Economics, English (First Language), Environmental Science, Family Studies, French (Second Language), Geography, Health & Physical Education, History, Law, Mathematics, Music-Instrumental, Music-Vocal, Philosophy, Politics, Religious Education, Science-Biology, Science-Chemistry, Science-General, Science-Physics, Social Studies-General.

Teaching method courses are designed with the various divisions in mind. Course outlines from all divisions confirmed that current Ontario Ministry of Education curricula for Kindergarten, grades 1-8, and grades 9-12 are included in the materials provided. In addition, relevant Ministry of Education support documents are cited where appropriate. Method courses address such topics as teaching strategies, lesson and unit planning, assessment and evaluation, and related subject curriculum issues appropriate for particular divisions, grades and specific subject areas.

Teaching method courses for the Primary/Junior with a focus on teaching French as a Second Language cohort are appropriate in relation to the divisions to which they relate. Candidates are prepared to teach French as a Second Language by three courses. Two courses address how to teach the French as a Second Language curriculum for core French and Immersion contexts, and the third addresses the framework that underlies French as a Second Language curriculum in Ontario.

Candidates in the Intermediate division are prepared to teach the grade 9 and 10 curriculum in the specialty courses that all Junior/Intermediate teacher candidates take in their teachable subject area. Faculty teaching the Intermediate/Senior division cohort adapt their courses so that candidates are prepared to teach the grades 7 and 8 curriculum.

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 demonstrates that the teaching theory and foundation courses include courses on human development and learning, and on legislation and government policies relating to education.

Human Development and Learning

All teacher candidates, in all divisions, complete a foundation course which addresses basic concepts, principles, and theories of learning and human development as they apply to teaching. Topics in the course include developmental influences, psychological structures of learning and personal, social and moral development.

Legislation and Government Policies

The program includes a mandatory course on legislation and government policies relating to education. The course is designed to enhance the teacher candidates' understanding of the legal rights and responsibilities of Ontario teachers, students and others involved in the school system, using case studies in particular.

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 demonstrates that the faculty members teaching in the program reviewed 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 program.

Instruction in the program is delivered by tenured/tenure-track instructors, sessional instructors, and graduate student instructors most of whom have graduate degrees. Sessional and graduate student instructors have recent experience as classroom teachers bringing practical expertise to the program.

Method courses are taught by sessional instructors, the majority of whom have Ontario College of Teachers certification. Most of the sessional instructors have Masters degrees with leadership-related teaching experience. Multi-session method courses are coordinated or overseen by a tenured/tenure-track 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 demonstrates that the Faculty of Education, University of Western Ontario maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the Primary/Junior, (including focus on teaching French as a Second Language), Junior/Intermediate and Intermediate/Senior programs of professional education.

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 demonstrates that Western University's Faculty of Education is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

The program demonstrates commitment to continuous improvement through various committees in which faculty and field partners provide advice and participate in decision-making processes. The faculty has the following committees: TELC (Teacher Education Liaison Committee); TEAC (Teacher Education Advisory Committee), formerly the PLAC (Professional Liaison Advisory Committee); TEAM (Teacher Education Administration & Management); the Executive Committee and the Ad Hoc Committee on Program Evaluation, Review and Development.

The TELC functions as a liaison to the program; the TEAC functions in a liaison and advisory capacity. The TEAM Committee functions as a practicum support group of faculty whose primary role is to support both teacher candidates and associate teachers. The Executive Committee reviews all program and policy documents before forwarding them to faculty council. The Ad Hoc Committee on Program Evaluation, Review and Development consist of faculty, student, and field partners who develop criteria and plan for ongoing evaluation and review of the two-year program.

In addition to these committees, the faculty uses exit surveys and ad hoc focus groups to determine teacher candidates' satisfaction with the program.

As a member of the Council of Ontario Universities (COU), Western University undergoes regular Institutional Quality Assessment Process reviews.

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 demonstrates that the program reviewed has a Teacher Education Advisory Committee (TEAC) that functions in an advisory or liaison capacity in relation to the program.

The TEAC keeps communication lines open with stakeholders. This committee meets at least once each year. An examination of the minutes of TEAC meetings indicates how the TEAC functions.

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 Faculty of Education, The University of Western Ontario (Western University) fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior, including Primary/Junior with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

The Accreditation Committee grants general accreditation to this program for a period of seven years until March 21, 2024 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
March 21, 2017