

Accreditation Committee Decision

**Faculty of Education
University of Ontario Institute of Technology
(UOIT)**

Application for Renewal of Accreditation

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

**Accreditation Committee
Ontario College of Teachers
November 29, 2018**

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

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, University of Ontario Institute of Technology (UOIT)

Introduction

The Faculty of Education at the University of Ontario Institute of Technology (UOIT) submitted an application on June 3, 2018 for renewal of accreditation of the following programs:

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

and addition of an area of study in the Primary/Junior divisions to their existing concurrent program.

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, University of Ontario Institute of Technology (UOIT)

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, University of Ontario Institute of Technology (UOIT). The accreditation panel conducted its scheduled site visit week in Oshawa, Ontario from Sunday, September 30 to Friday, October 5, 2018. The panel interviewed different groups including the interim dean, the program director, the practicum specialist/manager, teaching faculty, university liaisons (faculty advisors), information technology staff, teacher candidates, alumni, and associate teachers. Additionally, the panel visited the library and the 3-D Maker Lab and met with faculty and staff. The panel examined the work

of teacher candidates and considered additional information provided by the program director in follow up interviews.

The College provided an opportunity for members of the public to comment on the quality of the programs 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 public submissions that were received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education, University of Ontario Institute of Technology (UOIT). The final panel report submitted to the Accreditation Committee considered the comments provided by the program director 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 Faculty of Education, University of Ontario Institute of Technology (UOIT) qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated November 15, 2018, a response from UOIT's Program Director to the panel's draft report dated November 12, 2018, 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 November 29, 2018

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that University of Ontario Institute of Technology (UOIT) is a permitted institution.

In Regulation 347/02, a permitted institution includes a faculty of education in Ontario that is part of or affiliated with a university authorized to offer degrees under an Act of the Assembly. The Faculty of Education is part of the University of Ontario Institute of Technology.

UOIT was created by an Act of the Ontario legislature, namely the *University of Ontario Institute of Technology Act (2002)*. Section 6 of that Act authorizes the University to “confer degrees, honorary degrees, certificates and diplomas in any and all branches of learning.”

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 Faculty of Education, University of Ontario Institute of Technology (UOIT) are four academic semesters, including the 80 days of practical experience required.

Both the consecutive and concurrent programs have four academic semesters offered over a 16-month period in a fall, winter, spring/summer and fall format. Semesters 1, 2 and 4 consist of nine weeks of courses followed by a practicum block. In semester 3, courses are offered in a fully online, synchronous and asynchronous format.

The programs have three practicums - called field experiences. Each practicum block consists of a combination of observation and practice teaching days. Depending on the calendar year, the total number of practicum days ranges between 87 and 91 days of practical experience.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework.

The conceptual framework for the Bachelor of Education programs at the Faculty of Education, University of Ontario Institute of Technology (UOIT) is guided by the following interconnected principles:

1. Ongoing reflection informs teaching and learning.
2. Learning to teach is supported by the interplay of theory and practice.
3. Learning is a collaborative process of constructing personal meaning.
4. Digital technologies are embedded within the learning experience.
5. Diversity, equity and respect enrich the teaching and learning process and promote healthy communities.

These guiding principles align with the Faculty's vision, mission, and values as well as the learning outcomes specific to the BEd programs. The learning outcomes are organized around the three central themes of *curriculum*, *pedagogy*, and *professionalism*.

The Faculty's conceptual framework is delineated through the program structure, course outlines, assignments and learning outcomes. Specific assignments including the Digital Binder and e-Portfolio demonstrate the delineation of the guiding principles and importance of reflection. The guiding principles are also delineated within the UOIT Lesson Plan Template, by shaping the teacher candidates' instructional planning processes, guiding the interplay of theory and practice, and addressing the diverse learning needs of students. Additionally, the lesson plan template requires teacher candidates to reflect and construct personal meaning upon the completion of practicum blocks.

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 design of the programs is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and the, current research in teacher education, and the integration of theory and practice in teacher education.

The Ontario College of Teachers Standards of Practice and Ethical Standards

The Ontario College of Teachers' Standards of Practice and Ethical Standards are mapped against the Faculty's conceptual framework in the development of the programs.

The Standards of Practice and Ethical Standards are embedded in all coursework and modeled by the faculty in their classes. The Standards also appear in the e-portfolio assignments in the guiding questions for reflection and the reflexive analysis. Given the professional nature of the BEd Program, each course outline also has an assessment component related to professionalism. In coursework, teacher candidates examine the OCT's *Ethical Standards for the Teaching Profession*, *Standards of Practice for the Teaching Profession* and the Professional Learning Framework and use them as a lens for reflection in their developing practice.

Teacher candidates must carry out their professional duties in accordance with the expectations of members of the profession as outlined in the *Standards of Practice and Ethical Standards*. Teacher candidates are assessed during their practicums relative to a Professional Competency category that references the Standards.

Current research in teacher education

Current research in teacher education is embedded in all aspects of the program including the conceptual framework, the structure of the program, course outlines, teaching practices, and assessment of teacher candidates' learning.

Faculty embed current research, their own research interests and expertise in courses. They use peer-reviewed articles, literature reviews and research projects in their teaching. They link to Ministry and community research in the courses they teach.

Teacher candidates must provide a theoretical rationale in their lesson planning and reflective assignments. They are expected to integrate concepts from their coursework into their developing classroom practice. This interplay of theory and practice is a critical component of the learning to teach process.

Integration of theory and practice in teacher education

The design of the BEd programs reflects the integration of theory and practice in teacher education. This is evident from the broader design of the program, to course development and assignments, to field experiences. This is consistent with the conceptual framework which includes as one of its guiding principles: *Learning to teach is supported by the interplay of theory and practice.*

Integration of theory and practice is evident in the lesson plan and unit plan templates used in the field experiences and coursework. During field experiences, associate teachers connect theory and practice through their assessment and evaluation of teacher candidates. There are clear performance indicators provided in the practicum assessment.

Upon completion of each practicum block, teacher candidates return to campus for a mandatory debriefing day to participate in guided reflective activities where they analyze their practicum experiences with colleagues, using various theoretical constructs from their course work.

The integration of theory and practice is documented in teacher candidates' Digital Learning Portfolios. The Foundations series courses and assignments are designed to encourage reflective practice and to make connections between coursework and field experiences.

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 as outlined in the core content areas of the *Accreditation Resource Guide*. The Faculty of Education at the University of Ontario Institute of Technology addresses Schedule 1 elements in method and foundation courses as well as in experiential learning activities.

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.

The six core content areas of the Ontario curriculum as well as the Kindergarten Program are addressed in method courses for teacher candidates in the Primary/Junior cohorts. The Ontario curriculum grades 1-8 is referenced in the corresponding subject matter.

The teacher candidates in the Intermediate/Senior divisions complete two method courses in each of the teachable subjects for which they are admitted. These *Curriculum Studies* courses address the elementary curriculum for grades 7-8 as well as the secondary curriculum grades 9-12 in each of their teachable subjects.

Element 2.

The programs offer a number of opportunities to prepare teacher candidates to use current research in teaching and learning. Teacher candidates engage with research provided in coursework and are also expected to do their own research to support their learning, synthesis and application in their practice. Teacher candidates are required to embed research into reflective responses in their digital learning portfolios.

Pedagogical and Instructional Strategies Knowledge

Element 1.

Teacher candidates use educational research and data analysis to guide their practice. Teacher candidates become acquainted with interpreting and using large-scale assessment data to support student success.

Element 2.

Teacher candidates learn how to use technology as a teaching tool in the mandatory dedicated technology courses for both Primary/Junior and Intermediate/Senior

divisions. They explore innovative pedagogies for teaching and learning in the 21st century and reflect on a variety of traditional and innovative instructional and assessment approaches, with special attention to the use of technology for interdisciplinary learning.

In their method courses, teacher candidates learn how to integrate technologies and tools across subject areas, courses and divisions. Scientific inquiry and technological design are integrated into their teaching practices and examined in various assignments.

Element 3.

The programs integrate inquiry-based research, data, and assessment to inform the selection of appropriate instructional strategies to address diverse learning needs in the classroom. Teacher candidates engage in practitioner inquiry to integrate knowledge of learners, learning, subject matter, pedagogy, assessment, and educational goals to design short-term and long-range plans for their applicable grades and subjects.

Element 4.

Theories of learning and teaching and differentiated instruction are addressed in the mandatory *Teaching for Inclusion* course. Candidates develop an understanding of the principles of inclusion and equity for all learners, with emphasis on the role of the teacher in differentiating instruction.

Teacher candidates apply their knowledge of inquiry, individualized instruction and differentiated instruction during the planning and delivery of in-class lessons and upon reflection once delivered.

Element 5.

Classroom management and organizational skills are developed in foundation and method courses. Teacher candidates are introduced to approaches to teaching and learning with an emphasis on the interconnected nature of planning, instruction, assessment, and managing student behaviours within a classroom. The emphasis is on classroom approaches that have broad applicability across curriculum areas and across a wide range of behavioural, emotional, and academic issues. Course readings and research inform teacher candidates' abilities to design and manage positive learning environments; manage behaviours and differentiate for the needs of learners. Candidates are required to analyze and articulate the connection between classroom routines and managing classroom behaviour.

Element 6.

Child and adolescent development is addressed in Requirement 11.

Teacher candidates learn strategies for guiding students through transitions to elementary school, from elementary to secondary and secondary to next pathways. Teacher candidates are provided with resources in terms of community connections

to support apprenticeship pathways as well as relevant Ministry of Education documents with regards to transitions.

Element 7.

Foundation courses provide teacher candidates with strategies relating to student observation, assessment and evaluation. Method courses guide teacher candidates in their understanding and application of assessment strategies using resources such as the Ministry of Education's *Growing Success* and EQAO assessment samples. The UOIT Lesson Plan Template provides a framework for teacher candidates to demonstrate the interconnectedness of planning, assessment, and instruction to improve student learning.

Element 8.

Curriculum Studies courses engage teacher candidates in the critique and development of a variety of teaching and learning strategies to address teaching content areas to students learning English. Assessment techniques for evaluating diverse student populations are also considered.

Element 9.

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, including students identified as requiring special education supports, are addressed in detail in the *Teaching for Inclusion: Special Needs and Individualized Education* course.

Teacher candidates develop an understanding of the principles of inclusion and equity for all learners as well as the role of the teacher in differentiating instruction and applying culturally responsive teaching strategies and strategies that support diverse family needs. Instructional and assessment strategies most likely to succeed with diverse learners are explored, with an emphasis on assistive technology and other digital technologies that support special needs and diverse learners. The course includes a review of legislation and relevant procedures such as Individual Education Plans (IEPs) and Identification, Placement and Review Committee processes. Teacher candidates are encouraged to see the value of partnerships with parents and other professionals as an essential component to effective learning and integration. Teacher candidates develop an IEP for a specific student profile and learn that education plans are never developed in isolation.

The Teaching Context Knowledge

Teacher candidates are provided with knowledge of the Ontario context in which schools operate in both coursework and practicum experiences.

Element 1.

The foundation course *Mental Health in Schools* focuses on mental health issues for students in the education system. Teacher candidates learn about the various mental health problems facing children and youth. They also learn about appropriate steps when addressing mental health issues within the school context, including the roles and responsibilities of various individuals and agencies, teaching strategies, accommodations, and current intervention strategies.

Element 2.

The OCT *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* are addressed in the foundation course *Education Law, Policy and Ethics*. Refer to Requirement 11.

In the foundation course *Equity and Diversity* teacher candidates develop an understanding that diversity within a learning community is important and requires a commitment to policies and practices that ensure equitable opportunities for academic success.

Element 3.

Transitions to high school, college, university, apprenticeships and the workforce are addressed in the Foundations III course.

Element 4.

Teacher candidates in both cohorts develop knowledge of the Ontario context in which elementary or secondary schools operate in the foundation course *Reflective Practice Action Research* where they focus on understanding the teaching and learning context.

Teacher candidates develop knowledge of relevant Ontario Ministry of Education guidelines, policies and documents for creating safe and positive learning environments. The foundation course *Equity and Diversity* is designed to enable teacher candidates to acquire knowledge and skills pertaining to equity, diversity, inclusion and social justice. Candidates explore the key role of teachers in identifying and eliminating barriers and creating social change through the use of culturally relevant and responsive content. Learner engagement and the support of positive identity development are other course outcomes.

Teacher candidates examine the Calls to Action 62-65 from the *Truth and Reconciliation Commission* report. They are expected to reflect on their learning from Elders and apply knowledge of, and appreciation for, First Nations, Métis and Inuit traditions, cultures and perspectives to teaching and learning experiences.

Element 5.

Education Law and Standards of Practice are addressed in Requirement 11.

Element 6.

Teacher candidates learn to create and maintain the professional relationships between and among members of the College, teacher candidates, parents, the community, school staff and members of other professions through discussions in class and assignments in their method courses. Teacher candidates develop a community of learners and problem solvers with their peers that is sustained throughout the program, during placement and into their teaching careers.

Requirement 4

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

Findings

The evidence indicates that the program 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 all programs.

Current

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

Ontario Curriculum

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

Current Research

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

Wide knowledge base

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

Conclusion

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

Requirement 5

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

Findings

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

Theory, Method and Foundation Courses

The course content of the UOIT BEd Program includes theory, method, and foundation courses for Primary/Junior and Intermediate/Senior divisions. Theory is embedded in foundation courses.

A series of foundation courses that are linked to field experiences are as follows:

- *Foundations I: Planning and Preparation + Field Experience*
- *Foundations II: Curriculum Theory and Practice + Field Experience*
- *Foundations III: Long Range Planning and Assessment + Field Experience.*

Teacher candidates also take other foundation courses that provide them with a strong theoretical basis that informs teaching and learning. These foundation courses include:

- *Learning and Development*
- *Mathematical Thinking and Doing*
- *Equity and Diversity*
- *Learning in Digital Contexts*
- *Teaching for Inclusion: Special Needs and Individualized Education*
- *Education Law, Policy and Ethics*
- *Reflective Practice/Action Research*
- *Mental Health Issues in Schools*
- *Coding and Communication*

The teaching method courses are described both by division and program delivery model in requirement 10.

Application of Theory in Practice

Evidence indicates that the course content of the programs makes appropriate provision for the application of theory in practice.

The Foundations series courses are designed to allow teacher candidates to integrate the theory they have learned to their field experiences.

The interim and final evaluation reports used during the practicum assess teacher candidates' abilities to link theory and practice that guides classroom educators. Teacher candidates are assessed on their competencies to engage in on-going reflective practice informed by research that fosters professional growth. They are also assessed on their abilities to apply learning theories to their instruction and assessment methods.

During field experiences, teacher candidates are expected to use the UOIT Lesson Plan Template. Prompts in the reflective practice section of the lesson plan template demonstrate how the program makes appropriate provision for the application of theory in practice.

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

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

The Faculty of Education offers a 16-month consecutive Bachelor of Education program in the preparation of Primary/Junior (P/J) teachers and both consecutive and concurrent Bachelor of Education programs in the preparation of Intermediate/Senior (I/S) teachers. The Bachelor of Education (BEd) program is a four-semester program offered as follows:

- Semester 1: September – December (fall)
- Semester 2: January – April (winter)
- Semester 3: May – June (fully online) (spring/summer)
- Semester 4: September – December (fall).

The Faculty will add a concurrent delivery model in the preparation of Primary/Junior (P/J) teachers in the same format and structure as the existing delivery for the preparation of Intermediate/Senior (I/S) teachers. The format and structure of the concurrent and consecutive programs for each of the Primary/Junior divisions and the Intermediate/Senior divisions are the same. The addition of the concurrent program with areas of study in Primary/Junior divisions does not change the format nor the structure of the program.

The Faculty of Education's concurrent education option allows secondary school graduates the opportunity for direct-entry to University of Ontario Institute of Technology (UOIT)'s four-semester (BEd) program, upon graduation from their undergraduate degree at UOIT, provided that they meet UOIT BEd Program admission requirements. These students do not take any BEd courses while completing their undergraduate degree.

Regardless of the entry pathway into the program of professional education, the format and structure of the 16-month BEd program is the same for both the consecutive and concurrent programs.

The programs for professional education include foundation and method courses appropriate to the divisions for which the teacher candidates are admitted. Foundations I, II, and III courses are offered in semesters 1, 2, and 4, and are linked to field experience (practicum) during those same semesters to enable teacher candidates to make connections between what is learned in coursework and actual classroom practice.

Semesters 1, 2, and 4 consist of 9 weeks of courses, followed by a practicum block. Upon completion of the practicum block, teacher candidates return to campus for a mandatory debriefing day to participate in guided reflective activities where they analyze their practicum experiences with colleagues, using various theoretical constructs from their coursework.

In semester 3 (Spring/Summer), courses are offered in a fully online, synchronous format in virtual classrooms with additional asynchronous online and webinar components. All courses offered in this semester are foundation courses. There is no field experience (practicum) during semester 3.

In semester 1, Intermediate/Senior teacher candidates take curriculum method courses that focus on intermediate curricular and policy topics prior to a grade 7-8 field experience placement. Intermediate/Senior teacher candidates obtain field experience in one or two of their teachable subject areas for which they were admitted. In semester 2, Intermediate/Senior teacher candidates take curriculum method courses with a focus on senior division curricular and policy topics. Field experiences II and III enable all Intermediate/Senior teacher candidates to continue with experiences in the Intermediate (Grades 9 and 10) division as well as meeting the requirement of teaching at the senior level (Grades 11 and 12).

For the Primary/Junior cohort, the combined method course *Arts/Health and Physical Education* is scheduled in semester 1. The Bachelor of Education Program Committee at UOIT has proposed discrete Arts and Health and Physical Education (HPE) courses for the Primary/Junior cohort. This would increase each curricular area's course hours from 18 hours to 36 hours. This change will come into effect for the 2019 cohort.

The Accreditation Committee accepts that the proposed change is currently under review and must adhere to university approval processes. This means that any changes to courses and program maps must be approved by the following approval bodies: Program Committee, Curriculum Committee, Faculty Council, Curriculum Program Review Committee, and Academic Council.

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

Evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the programs reviewed.

Teacher candidates are informed of their progress with regards to coursework in a number of ways from the outset and through delivery of the courses. Course outlines are provided that explicitly state how candidates will be assessed and instructors provide ongoing feedback during the delivery of the courses.

Assessment practices incorporate a variety of assessment methods, including assessment for, as, and of learning approaches. Instructors model assessment practices as described in the Ministry of Education's *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools*.

Teacher candidates receive formative and summative assessment and ongoing feedback as part of their practicum experiences.

In addition to the ongoing formative assessment between the associate teachers and the teacher candidates, the University Liaison assesses practicum connections to ensure the interplay of theory and practice as a critical component of the learning to teach process.

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:

- *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.*
- *Revoked - see subparagraph 2v of subsection 1(2)*
- *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.*
- *An experienced teacher supervises the students and assesses their practicum.*
- *A faculty member is appointed as an advisor for each student.*

Findings

Evidence indicates that the programs include at least 80 days of practicum, appropriate to the format and structure of the programs in schools or other situations approved by the College for observation and practice teaching.

Days of Practical Experience Appropriate to the Format and Structure

UOIT's practicums are organized within three field experiences. Each practicum block consists of a combination of observation and practice teaching days. Depending on the calendar year, the total number of practicum days ranges between 87 and 91 days of practical experience. Teacher candidates complete their field experiences in three distinct classrooms in schools within eight Ontario Public or Catholic school boards.

Observation and Practice Teaching in an Instructional Setting-Ontario Curriculum

Practicums include both observation and practice teaching. Observation days occur on select *Foundation Fridays* throughout the semester and prior to each practicum block. The number of observation days in each semester is variable however, the program adheres to the regulatory minimum of 80 days of practical experience. Field experiences occur in publicly funded school boards and independent schools where the Ontario curriculum is taught by associate teachers who are OCT certified.

Divisions and Subject Areas

Teacher candidates have three practicum placements in their appropriate divisions and for Intermediate/Senior teacher candidates, in at least one of their general education subjects. This enables every candidate to participate in settings related to the divisions for which they will be certified and where applicable, in their teachable subjects.

Experienced Associate Teachers

An experienced teacher supervises and assesses the teacher candidates during the practicum. All associate teachers are required to be certified teachers in good standing with the Ontario College of Teachers.

The Field Experience Handbook clearly outlines the process and criteria for associate teachers to supervise teacher candidates, conduct formative and summative evaluation and communicate progress, concerns and questions to the Practicum Specialist.

Faculty Advisor

A faculty advisor (University Liaison) is assigned to each teacher candidate. The University Liaison is available to the teacher candidate and to the associate teacher to provide information and discuss issues regarding the field experience. The University Liaisons assess teacher candidates during field experiences, conducts on-site school visits and engages in additional telephone, electronic or on-site communications as required.

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

Evidence indicates that successful completion of the practicum is a requirement for successful completion of the programs reviewed.

Successful completion of practicum is a requirement for successful completion of the programs of teacher education at the Faculty of Education, University of Ontario Institute of Technology (UOIT). In order to be eligible for the Bachelor of Education (BEd) degree, teacher candidates must achieve a pass in the field experience. A passing grade from the associate teacher is required. The Practicum Specialist recommends a final grade of pass or fail to the BEd Director of the Faculty of Education.

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

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 the Primary/Junior divisions complete method courses in the six core content areas: The Arts, Health and Physical Education, Language, Mathematics, Science and Technology and Social Studies. The *P/J Digital Literacies I* method course is anchored in the Ontario Language Curriculum and embeds the use of technology to assist language learners. Course topics include balanced literacy, formal reading assessments, children's literacy and critical media literacy.

The Kindergarten curriculum is addressed or referenced in many of the Primary/Junior method courses including learning outcomes which encompass the JK – Grade 6 learning continuum. Moreover, in addition to the regular UOIT Lesson Plan Template, Primary/Junior teacher candidates are required to use a specialized Kindergarten Lesson Plan Template in the Kindergarten practicum environment.

STEAM (science, technology, engineering, arts and math) and STEM (science, technology, engineering, and math) principles are embedded in the Primary/Junior combined method courses such as *STEM (Science-Technology and Mathematics) I* and *II*. Teacher candidates learn problem-based, project-based and inquiry-based approaches to help them best understand teaching strategies. The STEAM-3D Maker Lab emphasizes that the design process is an important element of the STEM programming at UOIT. STEAM fosters the inclusion of the arts as the link to the design process.

The Faculty is currently engaged in program map revisions to split what is currently one method course combining the Arts and Health and Physical Education into two distinct courses. This revision amounts to additional time devoted to each of these core content areas.

The method courses for the Primary/Junior cohort include opportunities for teacher candidates to learn integration strategies relevant to their divisions. Courses include lessons on Indigenous issues, inclusion, diversity and citizenship education. Teacher candidates also learn about the concept of Makerspaces and how to integrate technology in the social studies classroom.

Teacher candidates in the Intermediate/Senior divisions complete two curriculum studies (method) courses in each of semesters 1 and 2. They must take one course per term in each of the teachable subject areas for which they are admitted. The eight areas of study are: Biology, Chemistry, English, General Science, Health and Physical Education, History, Mathematics and Physics.

Method courses provide subject-relevant teaching strategies, lesson and unit planning, instructional approaches, curriculum delivery, assessment and evaluation. Teacher candidates develop knowledge of relevant Ontario Ministry of Education guidelines, policies and documents for creating positive learning environments.

For both programs, the element from Schedule 1 - Pedagogy, Assessment, and Evaluation for Specific Curriculum Areas is addressed in all method courses. The teaching method courses are specifically designed to meet the needs of students in each of the certification divisions: Primary/Junior and Intermediate/Senior. All method courses examine the teaching strategies, lesson and unit planning, instructional approaches, curriculum delivery, and assessment and evaluation practices specific to teaching and learning in the appropriate grades in both content and assignments. All method courses in the Primary/Junior divisions embed appropriate Ministry policy documents for both divisions and include the curriculum for Grades 1 to 8, as well as Kindergarten. All method courses in the Intermediate/Senior divisions reference Ministry curriculum documents Grades 9 to 12 as well as those from Grades 7 and 8 in the Ontario curriculum for Grades 1 to 8.

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

Evidence indicates that the teaching theory and foundation courses in the programs reviewed include courses on human development and learning, and on legislation and government policies relating to education.

In the *Learning and Development* foundation course, teacher candidates review content related to cognitive, social and moral development, learner needs, social, behavioural, humanistic and cognitive perspectives of learning, cooperative learning, self-regulation and constructivism.

In the *Education Law, Policy and Ethics* course, teacher candidates review topics such as the structure of Canadian school system, policy and politics, law and education, communities and schools and prospects for education. The College's *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* are addressed in this course.

Foundation courses also include required readings or links to the Ministry of Education website on such topics as equity, diversity, inclusivity, special education and mental health and well-being.

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

Evidence indicates that the faculty members teaching the programs 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 programs is delivered by a combination of full-time professors and sessional instructors. All demonstrate qualifications, experience and expertise, appropriate in the divisions and components of the program. In terms of full-time professors, the majority hold PhDs and Educational Doctorates, with the others in possession of Masters degrees; one with a degree in Education and Digital Technologies, and the other in Special Education. As to the sessional instructors, there is a combination of those with Masters and Bachelor of Education (BEd) degrees. The remaining instructors have BEd degrees, specialist Additional Qualifications and decades of experience as classroom teachers. Most of the full-time professors and all sessional instructors teach courses that align with their academic qualifications.

The faculty members include practitioners with appropriate experience in the field of education and appropriate expertise in the divisions and components of the program. All of the full-time professors teach courses that align with their credentials and most have more than a decade in schools as teachers and/or administrators. The majority of the sessional instructors have a decade or more experience as elementary or secondary classroom teachers or administrators. Those with limited classroom experience teach courses in line with their credentials, such as educational psychology, and equity and diversity. The majority of full-time professors and sessional instructors are OCT certified.

Conclusion

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

Requirement 13

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

Findings

Evidence indicates that the Faculty of Education at the Faculty of Education, University of Ontario Institute of Technology (UOIT) maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the programs reviewed.

In 2011, the Accreditation Committee found that the Faculty of Education at UOIT maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the programs of professional education. There are no changes to that decision and the Office of the Registrar continues to be responsible for admissions and maintaining student records. UOIT continues to comply with the Freedom of Information and Protection of Privacy Act (FIPPA), and has demonstrated evidence of processes and procedures to ensure document integrity. All documents pertaining to the academic record, including grades, academic standing and general student information, are stored in both an electronic and hard copy form. These documents are housed in a secure file room and are accessible only to specific administrators or the dean, depending on what information is needed.

Documents are stored electronically using the Banner/Oracle security system, a security system commonly used by universities across Canada.

UOIT uses the Ontario Universities Application Centre (OUAC) to manage transcript and other admission requirements. Documents related to Registration and Academic Progress are itemized and clear retention policies are in place. Admission documents such as transcripts, supplementary application items including personal profiles, letters of reference, and evidence of oral and written English proficiency, are saved electronically and in hard copy for a one-year period, and the documents of students who are enrolled are preserved for 10 years in hard copy and permanently in electronic form. Documents preserved include all academic records (including grades and practicum evaluations).

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

Evidence indicates that the Faculty of Education at the University of Ontario Institute of Technology (UOIT) is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The UOIT's *Program Quality Assurance Policy* includes a commitment to ensuring the highest quality of learning experience for students while maintaining the highest integrity of its academic programs. UOIT has policies and procedures that are consistent with the Ontario Quality Assurance Framework, and promotes quality assurance in the ongoing review and improvement of curriculum and courses, the periodic review of program offerings, and the development of new programs.

The Faculty of Education has processes and measures in place for continuous improvement and quality assurance of the programs through a variety of committees that make recommendations to the Faculty Council such as the Indigenous Education Advisory Committee. Monthly Faculty Council meetings are held in accordance with the Academic Council Handbook, where each Faculty of the University has a Faculty Council that is responsible for academic governance and approval of new programs and courses, policies of the Faculty (including admissions to the Faculty), academic standards, curriculum and degree requirements, and long-range academic planning.

The Faculty and its partners use collaborative tools which demonstrate commitment to continuous improvement including: formal research and data collection, a shared UOIT Google Drive, faculty retreats, inclusion of instructors and staff on Blackboard LMS, syllabus checks and end of semester BEd Program Committee debriefs.

Additionally, the Faculty has feedback processes that include student/faculty and term's end-program view surveys, weekly student government and town-hall meetings as well as informal course check-ins by teacher candidates.

Moreover, during the last few weeks of classes, formal course evaluations are administered by an external company in an online anonymous process. Evaluation of teaching by teacher candidates is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness.

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

Evidence indicates that the programs reviewed have a Teacher Education Advisory Committee (TEAC) that functions in an advisory capacity in relation to the program.

The UOIT TEAC Committee mandate states the Teacher Education Advisory Committee (TEAC) is advisory in nature and provides a method for the Faculty of Education Council and the dean to receive advice, recommendations and feedback from the educational communities they serve. Members of the Faculty that serve the TEAC include the dean of the Faculty of Education, the Practicum Specialist, two faculty representatives, and a student representative.

The mandate also describes an annual culminating conference, where the TEAC develops a set of questions regarding program impact and future planning issues to be discussed in a program focus group forum. The forum purpose is to secure systematic feedback for program improvement.

The TEAC invites representation from a broad range of professional groups including subject associations, teachers' federations, school and senior administrative organizations, the Ontario College of Teachers, the Ministry of Education, EQAO, multicultural networks, special education interest groups, literacy and numeracy advocacy groups, and parent organizations to provide feedback and recommend future directions for program and policy development.

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 programs of professional education offered by the Faculty of Education, University of Ontario Institute of Technology (UOIT) fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

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

The Accreditation Committee grants general accreditation to these programs for a period of seven years until November 29, 2025 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee
Ontario College of Teachers
November 29, 2018**