



Ontario
College of
Teachers

Ordre des
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de l'Ontario

Accreditation Committee Decision

Faculty of Education Wilfrid Laurier University

Application for Renewal of Accreditation

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

**Accreditation Committee
Ontario College of Teachers
May 30, 2017**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, Wilfrid Laurier University

Introduction

The Faculty of Education at the Wilfrid Laurier University submitted an application on December 15, 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, Junior/Intermediate divisions, leading to a Bachelor of Education degree

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

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

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

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

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, Wilfrid Laurier University. The accreditation panel conducted a site visit at the Wilfrid Laurier University campus located in Waterloo, Ontario on Monday, March 27 to Friday, March 31, 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 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, Wilfrid Laurier 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, Wilfrid Laurier University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated May 30, 2017, a response from the faculty Dean to the panel's draft report dated May 1, 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 May 30, 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

The evidence indicates that Wilfrid Laurier 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. Wilfrid Laurier University was created by an Act of the Ontario legislature, namely the *Wilfrid Laurier University Act, 1973*. That Act authorizes the Senate of the University, with the approval of the Board of Governors, to create faculties and offer degrees.

On September 18, 2006, the Senate approved the proposal to establish a faculty of education. Subsection 19. (g) of the Act states that the Senate "has the power to grant the degrees of Bachelor, Master and Doctor, and diplomas, certificates or other awards in any and all branches of learning taught in the University or in a federated or 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 evidence indicates that the program is a four-semester, full-time program offered in a traditional format, Fall/Winter/Fall/Winter with a break during the summer term. The program includes a minimum of 82 days of practical experience.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

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

The Faculty's conceptual framework consists of five central themes adapted from the work of Linda Darling-Hammond and Bransford (2005), six principles underlying the Professional Development School model (PDS), and two commitments that are infused throughout the program. The five stated central themes are Professionally-centred, Learner-centred, Knowledge-centred, Pedagogy-centred, and Community-centred. The six stated principles are Learning, Inquiry, Collaboration, Connections, Reflective Practice, and Concurrent School Improvement and Teacher Education. The two commitments are Aboriginal Integration and Technology Integration.

The PDS model sets the context and environment for the teacher education candidates' development as teachers. Teacher education candidate (TEC) development is manifested in the five themes, and are reflected in the practicum evaluation forms. The commitments to infuse aboriginal content into courses and integrate technology permeate the program.

The conceptual framework informs program design and course offerings. Instructors in the program include elements of the framework in their teaching, assignments and assessments. There is a consistent commitment to integrate technology and infuse aboriginal content in all courses. All course outlines are required to follow the same template that includes a technology statement and an acknowledgement of Territory and commitment to Aboriginal Education. Additionally, a six-course *Diversity Series* provides an opportunity to heighten TECs' awareness of the range of needs children and youth present in contemporary Ontario classrooms.

The principles, themes and commitments of the conceptual framework are delineated in course activities, TEC work samples and assignment evaluations. Elements of the conceptual framework inter-relate across the program. TECs have a clear understanding of the five themes embedded across the program. Associate Teachers are well informed by the faculty to model these five themes when TECs are in their PDS sites. Moreover, TECs are required to keep journals based on 'look fors' informed by the five themes. At their PDS sites, teacher education candidates are confident and willing to learn about reflective practice in action, consistent with the conceptual framework.

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

Standards of Practice and the Ethical Standards for the Teaching Profession

The program goals are aligned to both the College's *Standards of Practice* and the *Ethical Standards for the Teaching Profession*.

The Standards are reinforced explicitly in a mandatory foundations course, in which candidates are introduced to the role of the Ontario College of Teachers. Central to the course is developing an understanding of the ethical and professional standards that govern teachers' professional work.

The Standards are consistently referenced throughout courses and are articulated in the TECs Program Handbook. The Faculty of Education also engages in a regularly scheduled Professional Dispositions review process. Both the Professional Dispositions on which students are evaluated and the practicum evaluation form are closely aligned with the *Ethical Standards for the Teaching Profession* and *Standards of Practice for the Teaching Profession*.

Current Research in Teacher Education

The program design is consistent with and reflects current research in teacher education. Critical elements of the conceptual framework for the program are informed by Darling-Hammond's (2005) teacher education research. Moreover, the work of Lave & Wenger (1991) and Putnam & Borko (2002) is cited relevant to the importance of situated learning and support for TECs in becoming enculturated into the school community. This teacher education research is reflected in the PDS model germane to the program.

Faculty members undertake research specific to teacher education in a variety of contexts. 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

The program design uses an integrative approach connecting school-based experiences with course work. Through sustained involvement with one school for an entire year, the TECs develop professional relationships with the school community and faculty.

Given that TECs are at the PDS sites two days per week, course instructors solicit TEC in-school observations through targeted 'look fors' and use these observations to influence discussions about emerging problems of practice into their coursework. Specifically, the *Professional Learning*

Seminars are designed to make connections between courses to integrate theory and practice. During their five-block practica, TECs have additional opportunities to link course work to educational theory through on-going discussions with associate teachers and their field supervisors.

Conclusion

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

Requirement 3.1

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

Findings

The evidence indicates that the program enables teacher education candidates to acquire knowledge and skills in all of the elements set out in Schedule 1 as outlined in the *Accreditation Resource Guide*. The core content elements are embedded explicitly in method, foundation and practicum courses. Courses in the *Diversity Series* are now offered to address specific elements set out in Schedule 1.

Curriculum Knowledge

In both divisional cohorts, the Ontario Curriculum is referenced in all method courses. The Ontario curriculum grades 1-8 are referenced in all course outlines for the Primary/Junior method courses in the six core content areas: *Language, Mathematics, Social Studies, Science and Technology, The Arts, and Health and Physical Education*. For the Junior/Intermediate method courses, both the elementary curriculum grades 1-8 and the secondary curriculum grades 9 and 10 are referenced. The child development foundations course prepare teacher education candidates to understand and manage student behaviour during practicum blocks. The Ontario Curriculum as well as Ministry resources such as *Growing Success*, the Capacity Building Series and EduGains inform teacher education candidate's lesson planning, instructional practices and assessment strategies. Courses in the *Diversity Series* also prepare TECs to work with students with diverse cultural, socioeconomic and religious backgrounds and to design lesson plans for special needs students ranging from learning disabilities to mental health concerns.

Pedagogical and Instructional Strategies Knowledge

Different courses enable teacher candidates to acquire knowledge and skills related to pedagogical and instructional strategies knowledge in a variety of ways across the program. The *Language and Literacy Education* courses require candidates to establish a repertoire of assessment for, as and of learning strategies for monitoring, improving and evaluating students' literacy learning and achievement. The use of technology is embedded in each of the courses. TECs use dynamic software applications as well as mobile devices to support student learning. TECs bring expertise in using technology as a teaching tool into practicum experiences and share that learning with their associate teachers.

In the *Professional Learning Seminar* course TECs build deliberate connections between academic and practical knowledge. They construct knowledge and develop skills and disposition for an inquiry-based approach to teaching and learning. The Action Research project that TECs engage in is based the *Ontario Ministry of Education Collaborative Teacher Inquiry Capacity Building Series (2010)*. TECs are required to formulate an inquiry question that is predicated on a belief that they have on teaching and learning or on an authentic problem they have identified based on what students in their PDS sites are learning in the classroom. TECs engage in the inquiry cycle that includes a literature review related to their question, methods for collecting and analyzing data, looking at results to inform their implications and drawing conclusions.

TECs take a number of mandatory courses to develop effective classroom management, to develop skills in differentiating instruction, to design developmentally appropriate lesson plans, to create diverse and inclusive classrooms, and to enhance learners' capacity for self-determination.

Teaching Context Knowledge

The acquisition of knowledge and skills related to the Ontario Teaching Context knowledge is fostered in coursework, assignments, placement opportunities and resources made available to the teacher education candidates in the program. Courses in the *Diversity Series* enable TECs to address contextual knowledge relating to respectful integration of First Nations, Me'tis, Inuit topics and perspectives of education into curricula and course designs. These courses also enable TECs to develop an understanding of mental health and well-being as it relates to children, to learn about professional relationships with colleagues and parent engagement and to become familiar with Ontario Ministry of Education policies, school board practices, and a variety of local, provincial and national organizations that support diversity and inclusion.

Conclusion

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

Requirement 4

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

Findings

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

Current

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

Currency is noted in the use of recently published course materials and seminal works. The Laurier Faculty of Education focuses on helping TECs learn instructional and assessment strategies that reflect current research knowledge on the learning process. Faculty, instructors and field supervisors bring knowledge, professional expertise, current research and understandings of the realities of life in Ontario schools to the program. Moreover, TECs mirror a current practice in teaching by engaging in collaborative inquiry and implement an inquiry cycle based on an authentic problem of practice.

TECs are aware of current practices and policies in education such as School Improvement Plans, 21st Century Learning, effective practices in collaborative inquiry, First Nations, Métis and Inuit studies, LGBTQ+ inclusivity, and play-based learning. They also demonstrate that they are aware of current pedagogical practices including differentiated instruction, backward design, open-ended questioning and assessment. They reference Ontario Ministry of Education policy documents and resources such as *Growing Success* and *EduGAINS*.

Finally, the practicum assessment is aligned with the New Teacher Induction Plan (NTIP) competencies, which reflect currency in the continuum of professional learning for teachers as they move forward in their careers.

Ontario Curriculum

Current Ontario Ministry of Education curriculum guidelines are used in method courses and are referenced in teacher candidate assignments. Multiple Ontario curriculum guidelines, frameworks and resources are referenced in the course outlines. The course descriptions and/or course objectives demonstrate that course activities will address Ontario Ministry of Education curriculum documents and policies. Teacher education candidates implement Ontario Ministry of Education curriculum policies and expectations in assignments and when planning lessons.

Current Research

The program includes the application of current research in teacher education. Course descriptions, learning outcomes and assignments of particular courses focus specifically on the application of current research. In one of the *Diversity Series* courses TECs are informed by current research and theorists and are directed to look at lesson design through the lenses of

culture, privilege, discrimination and prejudice, and the implications of these topics on their practice as teachers in Ontario classrooms. Teacher education candidates' understanding of problem-based learning, constructivism and inquiry based learning are informed by the work of Holbert & Barlow and Clements & Battista and are addressed in class through instruction and application of those theories and practices.

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 as reflected in the *Accreditation Resource Guide* (ARG) and reported in requirement 3.1.

Curriculum knowledge is addressed in course objectives where TECs are expected to apply curriculum knowledge and use supporting documents to guide instructional practice, promote student engagement and improve student learning.

Pedagogical Instructional Strategies is addressed in a variety of courses where TECs engage in topic-focused sessions such as; inquiry and integrated learning. TECs apply their learning by using the pedagogical practice of backward design to design a unit, which includes disciplinary thinking and inquiry, as well as formative and summative assessment.

Frequent communication and regular meetings encourage discussion of common priorities and coherence across the program. Specifically, the *Teaching Context* is addressed in the ongoing commitment to Aboriginal education and how it is infused across the whole program to build knowledge and foster understanding of First Nations, Métis, and Inuit learners, as well as identifying pedagogical practices that support the learning needs of Aboriginal learners.

Conclusion

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

Requirement 5

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

Findings

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

Theory, Method and Foundation Courses

TECs at the Faculty of Education at Wilfrid Laurier are required to take a number of theory, method and foundation courses. A variety of theoretical perspectives and understandings related to specific themes are evident in course outlines.

A combination of method and foundation courses are offered in each of the divisions. The foundation courses for Primary/Junior and Junior/Intermediate candidates are the same. Similarly, the method courses for both cohorts are the same but for those in Junior/Intermediate, candidates have courses in their respective teachable intermediate subjects.

Application of Theory in Practice

The Professional Development School model (PDS) embodies the integration of theory and practice. The two field days per week that TECs spend in their PDS schools provide an opportunity for TECs to link theory from their university classes to what they experience in the schools. TECs can observe and apply the tenets presented in class immediately to authentic situations in their PDS sites. As such, university coursework and PDS fieldwork provide complementary lenses through which TECs construct their understanding of how students learn and ways in which teachers facilitate that learning. The *Professional Learning Seminar* (PLS) course fosters reflection on what TECs observe in the field and ties it back to the theory addressed in their coursework. TECs meet in the PLS course to bring examples and problems of practice from their own school experiences to the seminar for consideration and discussion.

In the *Principles and Applications of Learning and Development* course, TECs are given opportunities to report and reflect on the application of theory in practice. Candidates complete weekly observations assignments using target questions and templates to further link course work and PDS fieldwork.

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 program reviewed are appropriate for the course content.

Wilfrid Laurier University's Bachelor of Education is a full-time, four-semester program offered in a traditional format over two fall/spring academic semesters with a break during the summer term.

The consecutive program of professional education is based on a Professional Development School (PDS) model, where the Faculty of Education partners with four area school boards to provide sustained field experiences for the teacher candidates. Teacher Education Candidates (TECs) spend two days per week throughout the year doing field placements in host schools, in addition to four scheduled block practica, an alternative placement, and a ten-week Laurier Professional Placement (LPP) at the end of second year.

In the Primary/Junior and Junior/Intermediate divisions, TECs are exposed to foundational course content, including classroom management and general teaching practices; in addition to method courses in core areas such as Math and Literacy, prior to their first practicum.

For the Junior/Intermediate cohort the following teachable subjects are offered: English, French as a Second Language, Geography, General Science, Health and Physical Education, History, Mathematics, Instrumental Music and Vocal Music. There are two options for specializations for interested candidates in this cohort. One is a specialization in instrumental or vocal music. The second option is French as a Second Language specialization.

The combination and sequencing of courses, interwoven with the weekly field day experiences and practica of the PDS model, are structured to prepare TECs with the appropriate skills and knowledge in the curricular and divisional areas in which they will be certified.

TECs in all divisions take *Language and Literacy Education* and *Mathematics Education* respectively. These literacy and numeracy methods courses are conceptualized differently than the courses for the other content areas of the curriculum. They have designed specific courses at the primary, junior and intermediate levels to focus on the methods and content most relevant for each division. Each TEC takes the two courses relevant to their program (Primary/Junior or Junior/Intermediate). In the primary *Mathematics in Education*, course, TECs work with the Kindergarten program and in the intermediate *Mathematics in Education* course TECs address the Mathematics curriculum for grades 1-8 and grades 9 and 10.

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 program reviewed.

The Faculty of Education engages in a regularly scheduled Professional Dispositions review process that provides candidates with feedback and the opportunity to take steps as needed regarding ethical and professional behaviour, both in academic and field settings. The Professional Dispositions on which students are evaluated are closely aligned with the *Ethical Standards for the Teaching Profession* and *Standards of Practice for the Teaching Profession*.

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

Evidence indicates 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.

TECs complete one Extended Field Day Placement and five practicum blocks, exceeding the minimum requirement of 80 days of practicum.

All placements occur within English-language schools of four publicly-funded school boards. The Professional Development School (PDS) model enables teacher education candidates to be supervised and evaluated during each practicum by an associate teacher in each division and at least one of the subject areas of the program that are relevant to the teacher education candidate.

Initially, TECs spend time observing different teaching techniques, classroom management strategies, and school procedures. Within their full-time practica they gradually move from teaching part time in the first placement to full time in their subsequent placements.

Associate teachers supervise all aspects of the practicum and conduct formative assessment and must complete a summative evaluation form at the end of each practicum. Within the PDS model, several different teachers may contribute to supervision and assessment of the teacher education candidate.

A field supervisor is appointed as a faculty advisor to each teacher candidate.

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 program reviewed.

In order to be recommended for graduation and the conferral of a Bachelor of Education degree, teacher education candidates must successfully complete all program components including practicum.

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

Method courses utilize current Ontario Ministry of Education curricula for grades 1-8 and 9 & 10 and address topics such as instructional planning, lesson and unit planning, assessment and evaluation, and related subject curriculum issues appropriate for particular divisions, grades and specific subject areas. Method courses in the Primary/Junior division reference the provincial subject-specific curriculum Grades 1-6. In certain cases, course resources make specific reference to the Full-Day Early Learning - Kindergarten Program. A specific course dedicated to the teaching of kindergarten is a mandatory course for all Primary/Junior TECs.

All teacher candidates in the Junior/Intermediate (Grades 4- 10) cohort take method courses related to the divisions. The teachable subjects for the Intermediate division include: English, French as a Second Language, Geography, History, Health and Physical Education, Mathematics, Social Studies, Science and Technology, Vocal and Instrumental Music.

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 program reviewed include courses on human development and learning, and on legislation and government policies relating to education.

The program includes a mandatory course, *Principles of Applications of Learning and Development* that specifically addresses child growth and development, the learning process and their implications for teaching. An overview of theories and instructional practices related to learning and child development across early and middle childhood are also addressed in the *Teaching in Kindergarten* course, which is mandatory course for those in the Primary/Junior cohort.

The program includes a mandatory course on legislation and government policies relating to education. The *School and Society* course is designed to enhance the teacher education candidates' understanding of the historical and contemporary contexts of education including various philosophical perspectives and political, social and legal aspects of the Ontario education system.

Two other mandatory courses, *Special Education I* and *Special Education II*, address policies and legislation and are designed to enhance the teacher education candidates' understanding of Special Education.

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 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 a teaching staff including two full-time professors, one assistant professor, three associate professors and 28 part-time instructors. Of this group of educators, a majority have graduate degrees and most are listed as having Ontario College of Teachers' certification. To support the Junior/Intermediate program, full-time and part-time faculty teaching courses have the requisite certification levels, experience, and/or research expertise at one or both of those levels. The Faculty Part-Time Appointments Committee in the hiring process assesses both academic and professional qualifications as well as the record of teaching (both subject area and scores on teaching evaluations). All applicants to the Faculty of Education are required to hold a Bachelor of Education at a minimum.

In general, the part-time methods course instructors come with field experience that includes teaching experience in elementary or secondary classrooms, consulting positions, and/or leadership/administration roles in schools within their school boards. Faculty also bring clinical expertise as practitioners in related fields. Additionally, faculty members bring expertise in specific components of the program, such as First Nations, Métis and Inuit perspectives.

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 Wilfrid Laurier maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the program reviewed.

Wilfrid Laurier University securely maintains student records. Electronic records are password protected and access is restricted to authorized staff. The staff are regularly trained and kept up to date on relevant policies and procedures related to the security of records. The University operates within the ambit of Ontario's Freedom of Information and Protection of Privacy Act (FIPPA).

The University Secretariat Governance & Policies are posted on the Legacy WLU website and include information pertaining to custody, maintenance and retention of student records and authorization procedures. The policy regarding Retention of Student Records addresses both physical and electronic files. The Office of the Registrar is responsible for arranging for and ensuring that there is adequate back-up and safe and secure storage of the Official University Student Records.

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 Wilfrid Laurier 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 is committed 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: Teacher Education Liaison Committee (TELC), Teacher Education Advisory Committee (TEAC), the Divisional Council, and the Laurier Extended Program Advisory Committee (LEPAC). The faculty continues to meet with the following stakeholder groups regularly (e.g., superintendents, principals, TELC, and TEAC). In addition to these committees, the faculty collects comments annually from graduating TECs via focus groups, and periodically surveys alumni to determine teacher candidates' satisfaction with the program.

The TEAC functions in both a liaison and advisory capacity to the program (see also Req. 15), the TELC functions as a liaison to the program and the Divisional Council has representatives from the student body, who provide input and suggestions at regular monthly meetings. These suggestions have resulted in improvement to the program concerning workload and improved communication between professors to mediate timing of assignment deadlines.

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 program reviewed has a Teacher Education Advisory Council that functions in an advisory capacity in relation to the program.

TEAC meetings occur annually and committee membership consists of representatives from the wider education community including system and school administrators from the four partnering boards of education and teacher federation representatives. The TEAC advises on a variety of topics including course revisions and scheduling, and a focus on observation in the first practicum placement.

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, Wilfrid Laurier 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, Junior/Intermediate divisions, leading to a Bachelor of Education degree

The Accreditation Committee grants general accreditation to this program for a period of seven years until May 30, 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
May 30, 2017**