



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Accreditation Committee Decision

Faculty of Education University of Windsor

Application for Renewal of Accreditation

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

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

Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a Bachelor of Education degree or a Diploma in Technological Studies

**Accreditation Committee
Ontario College of Teachers
May 31, 2017**

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

Introduction

The Faculty of Education at the University of Windsor submitted an application on October 6, 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 and Intermediate/Senior divisions, leading to a Bachelor of Education degree**
- **Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree, including the ECE Concurrent program for Primary/Junior**
- **Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a Bachelor of Education degree or a Diploma in Technological Studies**

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 Windsor**

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, University of Windsor. The accreditation panel conducted a site visit at faculty's campus located in Windsor, Ontario on Sunday, January 8 to Friday, January 13, 2017. During the site visit, the accreditation panel toured the facilities where the programs are offered. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the 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, University of Windsor. 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 all programs of professional education in the application submitted by the Faculty of Education of the University of Windsor qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated April 26, 2017, two responses from the faculty Dean to the panel's draft report dated March 17 and 27, 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 31, 2017

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

Evidence indicates that the Faculty of Education at the University of Windsor is a permitted institution as defined in subsection 1. (1) of Regulation 347/02, Accreditation of Teacher Education Programs.

Regulation 347/02, Accreditation of Teacher Education Programs, states a permitted institution includes a college, faculty or school of education in Ontario that is part of or affiliated with a university that may offer and confer degrees.

The Faculty of Education forms part of the University of Windsor authorized to offer degrees under the *University of Windsor Act, 1962-63* that states that the university has powers to establish and maintain faculties and confer academic degrees in any and all branches of learning. An Order-in-Council dated May 14, 1970 approved the agreement between the Ontario Minister of Education and the University of Windsor for the university to assume the function of the Windsor Teachers' College and establish the Faculty of Education as an integral part of the university.

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

Evidence indicates that all programs at the Faculty of Education, University of Windsor are four academic semesters, including the days of practical experience. Teacher candidates in all divisions meet or exceed the number of required 80 days of practical experience.

Concurrent and Consecutive Programs

Both the concurrent and the consecutive programs are full-time and delivered in four semesters. The consecutive program is offered in a traditional format over two fall/winter academic semesters with a break during the summer.

The concurrent program is offered in two ways. For Primary/Junior/ECE teacher candidates, the first semester of the BEd component occurs in the fall of Year 3 of their five-year dual-track program and the second semester occurs in the winter of Year 4. Teacher candidates in the Intermediate/Senior divisions complete the first two semesters of the BEd program in Year 3 of their dual-track program. All concurrent teacher candidates complete semesters three and four of the BEd program in Year 5.

Technological Studies Program

Evidence indicates that for the Enhanced Technological Studies program is delivered in four semesters: semesters 1 and 2 occur in July and August of Summer 1 and semesters 3 and 4 occur in Summer 2. Practicum will occur for a minimum of 80 days in semester 2.2 of the program, during the school year between the two summer sessions.

All Programs

Teacher candidates in the consecutive program complete 99 days of practicum, those in the concurrent program complete 115 days of practicum while those in the Enhanced Technological Studies program will complete a minimum of 80 days of practicum.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

Concurrent and Consecutive Programs

Evidence indicates that the concurrent and consecutive programs have a clearly delineated conceptual framework.

The principle themes of the conceptual framework were evident in course outlines and course descriptions. Instructors in the concurrent and consecutive programs include the elements of the framework in their teaching, assignments and assessments.

The individual themes of the conceptual framework are 1. Pedagogy: Theories of Teaching and Learning; 2. Theory in Practice; 3. Social, Global and Cultural Contexts of Education; 4. Independent and Reflective Practice and each is identified in one of the four semesters. The e-Portfolio serves as the practical application of the four themes.

Reflective practice and social justice are important issues throughout course work. In Service Learning courses, teacher candidates focus on understanding students' lives and focus their teaching practicum through a situational and relational lens. The Service Learning experiences incite teacher candidates to engage with community in a variety of ways such as mentorship, leadership, global and local outreach initiatives. These experiences help impart the social and moral responsibility of the teacher.

Technological Studies Program

Evidence indicates that the Enhanced Technological Studies program has a clearly delineated conceptual framework.

The core elements of Service Learning will be covered in the Internship course through school and community service, professional development days and the culminating project.

Evidence indicates that the teacher candidate will complete an e-Portfolio which requires candidates to identify and collect artifacts, and reflect on them in relation to the semester's themes. In the fourth semester, teacher candidates finalize and present their e-Portfolios.

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

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

Standards of Practice and the Ethical Standards for the Teaching Profession

The program design is consistent with and reflects the College's Standards of Practice for the Teaching Profession: Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities, and Ongoing Professional Learning. Teacher candidates collect artifacts based on the College's Ethical Standards and Standards of Practice as themes for their e-Portfolio.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education. Faculty members of foundation courses integrate their research as well as the application of current theorists and research into courses. Examples include research on the needs of children of culturally diverse parents and their transition into Kindergarten, pedagogy regarding gender and particularly boys' education, and reference to Paulo Freire's problem posing designed for social reflection to promote student ownership of problems and understanding.

Integration of Theory and Practice

Current research, including that generally used for initial teacher preparation, such as the ideas, concepts and theories of Piaget and Vygotsky, is evident in all programs.

Faculty members use varied means to encourage critical thinking on the application of theories in practice through case studies, critical analysis of lived experience during practicum and reflective written assignments. Teacher candidates record reflections linking them back to lived experiences related to these theories.

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

Evidence indicates that the concurrent and consecutive programs enable teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

Evidence indicates that some essential core content, as set out in Schedule 1 of the Enhanced Ontario Teacher Education Program Regulation 347/02 and in the Accreditation Resource Guide, is offered to teacher candidates in the Enhanced Technological Studies program.

Curriculum Knowledge

In the concurrent and consecutive programs, faculty prepare teacher candidates to acquire the curriculum knowledge and skills set out in Schedule 1 through their method and foundation courses. Teacher candidates use current research in teaching and learning through the e-Portfolio. Courses reference the current Ontario curriculum and relevant provincial policy documents in the required readings. Teacher candidates use practical strategies, apply theories and reflect on how these theories translate into activities designed for student learning in the classroom.

Teacher candidates in the Enhanced Technological Studies program take a number of mandatory courses that are the same as those offered to teacher candidates in the Intermediate/Senior divisions in both the concurrent and consecutive programs. However, method courses specific to the Enhanced Technological Studies program do not reference current Ontario curriculum.

Pedagogical and Instructional Strategies Knowledge

Common to all three programs are the foundation courses *Educational Psychology, Differentiated Instruction for Students with Special Needs, Assessment & Evaluation, and Aboriginal Ways of Knowing*, which allow for the development of pedagogical and instructional skills knowledge. Teacher candidates learn to use technology as a teaching tool, design assessment activities and focus on practical strategies for differentiated instruction.

In the concurrent and consecutive programs, a variety of courses enable teacher candidates to acquire knowledge and skills related to pedagogical and instructional strategies knowledge in different ways. Teacher candidates use educational research to present arguments and make connections to big ideas related to social justice topics as they explore ways to improve classrooms and school cultures in the foundation course *Critical Analysis of Social Global and Cultural Issues in Education*. In the *Foundations of Professional Practice Part I: Philosophical Orientation to Education*, teachers candidates have the opportunity to integrate critical, scholarly and academic engagement with their lived experiences through the ideas, conceptual frames and theories explored in class reading and discussions. Informed by coursework in *Foundations of Professional Practice Part II: Classroom Practice*, teacher candidates complete an iterative case study reflecting on practicum experiences as they relate to classroom engagement, to inform subsequent teaching placements.

The Enhanced Technological Studies program does not include the following courses present in the concurrent and consecutive programs: *Philosophical Orientation to Education, Classroom Practice, Service Learning, and Critical Analysis of Social, Global & Cultural Issues in Education*. It is

unclear to the Accreditation Committee how specific elements of pedagogical and instructional strategies knowledge, (including Use of Educational Research and Data Analysis, Inquiry-based Research, Classroom Management and Organization, and Data and Assessment to Address Student Learning), are addressed for Technological Studies teacher candidates in the absence of these courses.

Teaching Context Knowledge

Teacher candidates gain knowledge of the Ontario context in which elementary or secondary schools operate, both through course work and through their practicum placements.

Throughout all programs, teacher candidates develop an e-Portfolio that contains artifacts including their personal philosophy of teaching and reflective elements linking educational theory and their practicum placement experiences. The e-Portfolios are organized around the Standards of Practice.

In the concurrent and consecutive programs, teacher candidates learn and discuss what it means to become a professional educator in the course: *Foundations of Professional Practice, Part I-Philosophical Orientation to Education*. Mental Health and Well-Being and Safe and Accepting Schools/Creation of a Positive School Climate are topics integrated into course work and in particular in the Service Learning specialization courses. Both programs provide opportunities for teacher candidates to gain knowledge and understanding of child, youth and parental health issues relevant to the elementary and secondary school environments in Ontario. The Service Learning project experience prepares teacher candidates to interact with newly arrived students to Canada.

The Enhanced Technological Studies program does not include the following courses that are present in the concurrent and consecutive programs: *Foundations of Professional Practice, Part I-Philosophical Orientation to Education* and *Service Learning*. In the absence of these courses, it is unclear to the Accreditation Committee how teacher candidates in the Enhanced Technological Studies program will gain knowledge of the Ontario context specific to the elements of Mental Health and Well-Being and Safe and Accepting Schools/Creation of a Positive School Climate.

Conclusion

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

Technological Studies Program

Educational Foundations, Law & Ethics, which is a distinct course in the current Enhanced Technological Studies program, was preserved from the previous the one-year consecutive program. In the enhanced concurrent and consecutive programs, *Educational Foundations, Law & Ethics* has been replaced by *Philosophical Orientation to Education, Classroom Practice and Law and Ethics – School Governance*.

At the time of writing this decision, curriculum method courses that are distinct to the Enhanced Technological Studies program are not current. Courses are: *Curriculum Development for Technological Studies Parts Curriculum Development and I for Technological Studies, Parts II* and *Principles & Methods of Teaching Technological Studies, Parts I* and *Principles & Methods of Teaching Technological Studies, Parts II*.

The practicum and the 150-hour internship are described as closely connected and that the *Internship* course consists of professional development and a special project within the school board or community. The purpose of the course is to further the candidate's skills in his/her broad based technology, provide Service Learning to the school and/or community, and produce self-reflection. The project will also form part of the e-Portfolio. At the time of writing this decision, the Technological Studies Coordinator who would supervise both the Internship and the Practicum has not yet been hired and the course outline for the *Internship* in the Enhanced Technological Studies program is not available.

Current evidence submitted for the Enhanced Technological Studies program does not enable the Accreditation Committee to verify how teacher candidates will be able to acquire the broad range of knowledge and skills as required in Schedule 1 through these courses.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

Foundation courses that are present in all divisions of the concurrent and consecutive programs are not offered in the Enhanced Technological Studies program. These are: *Philosophical Orientation to Education, Classroom Practice, Service Learning, Critical Analysis of Social, Global & Cultural Issues in Education*, and thus the Accreditation Committee is unable to recommend that Requirement 3.1 is fully satisfied.

Course content in the absent foundation courses prepares teacher candidates to acquire some of the required elements as set out in Schedule 1. It is unclear which courses in the existing format and structure of the Enhanced Technological Studies program address: Use of Educational Research and Data Analysis, Inquiry-based Research, Classroom Management and Organization, Data and Assessment to Address Student Learning, Mental Health and Well-Being and Safe and Accepting Schools/Creation of a Positive School Climate.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program enables students to acquire knowledge and skills in all of the elements set out in Schedule 1 in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying Requirement 3.1 for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor, submitting evidence acceptable to the Accreditation Committee that 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.

For example, the Dean could provide:

- sample timetables and corresponding course outlines for the Enhanced Technological Studies program demonstrating that the foundation course content is identical or comparable to that offered in the Enhanced consecutive and concurrent programs of professional education offered by the faculty
- in instances where method courses are structured with more credit contact hours than what is conferred within the regular program, the committee would consider detailed evidence of:

- **additional content and learning outcomes teacher candidates meet for each course during these increased course content hours that address essential core content as set out in Schedule 1 of the Enhanced Ontario Teacher Education Program Regulation 347/02 and in the Accreditation Resource Guide.**

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

Concurrent and Consecutive Programs

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 the programs for the concurrent and consecutive programs reviewed.

Current

The *Law & Ethics – School Governance* course outline includes current legislation such as the *Safe Schools Act* and the College’s professional advisory on the duty to report abuse and/or neglect of children and youth.

Teacher candidates are aware of Ministry of Education initiatives such as the *Ontario First Nation, Métis, and Inuit Education Framework* policy document, *Growing Success* and the 2013 version of *Learning for All*.

Ontario Curriculum

Courses make use of the Ontario Curriculum expectations in class activities and assignments. Ministry of Education documents are used by faculty to assist teacher candidates in gaining an understanding of the overall expectations and specific expectations in the guidelines. The Ontario Curriculum documents are provided to the teacher candidates.

Current Research

Teacher candidates learn about theories of curriculum, learning and subject-specific education and are required to apply understandings of learning theories to planning and teaching.

Wide Knowledge Base

Evidence from the following requirements indicates the program curriculum enables teacher candidates to acquire a wide knowledge base. Curriculum Knowledge, Pedagogical and Instructional Strategies, and the Teaching Context are noted in Requirement 3.1, 10 and 11. Elements listed in Requirement 10 (method courses) and 11 (foundation courses) contribute to teacher candidates’ acquisition of a wide knowledge base.

Conclusion

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

Technological Studies Program

While examples cited above for the concurrent and consecutive programs are also present in the Enhanced Technological Studies program, method courses specific to the Enhanced Technological Studies program do not reference current Ontario curriculum.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

In the absence of current course syllabi for the Enhanced Technological Studies program, the course outlines submitted do not reference the current Ontario Curriculum for the following method courses: *Curriculum Development for Technological Studies, Part 1; Curriculum Development for Technological Studies, Part 2; Principles and Methods of Teaching Technological Studies, Part 1; Principles and Methods of Teaching Technological Studies, Part 2*, and thus the Accreditation Committee is unable to recommend that Requirement 4 is fully satisfied.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program references the current Ontario curriculum in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying Requirement 3.1 for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor, submitting evidence acceptable to the Accreditation Committee that Ontario Curriculum referenced is current.

For example, the Dean could provide:

- **course outlines appropriate in relation to the divisions, which reference the current Ontario Curriculum and that will be used in the Enhanced Technological Studies program.**

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

Concurrent and Consecutive Programs

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

Theory, Method and Foundation Courses

Theory is embedded in course outlines. Teacher candidates analyze the work of such theorists as Piaget, Maslow, and Bloom. Examples of relevant theory are constructivism, multiple intelligences and the zone of proximal development. Course outlines incorporate theories about diversity, differentiation, cooperative learning theory and teaching for cultural understanding.

All programs include method and foundation courses. The general method courses are focused on specific subject areas such as Science, Mathematics and Language. Foundation courses in Human Development, Assessment and Evaluation, Educational Law and Special Education are part of each program in all divisions.

Application of Theory in Practice

During the practicum, candidates prepare a professional portfolio, which includes detailed lesson plans and reflective summaries that highlight links between theory and practice. Teacher candidates reflect on their artifacts and directly link theory learned in their courses to their practical experiences in the field, based on the Faculty of Education's four themes, and the College's Standards. Teacher candidates following the LEAD Service Learning program conduct a needs-assessment at the start of each practicum placement in order to identify appropriate instructional strategies.

Conclusion

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

Technological Studies Program

Documentation indicates that teacher candidates in the Enhanced Technological Studies program will take the same foundation courses as concurrent and consecutive teacher candidates with some exceptions. Common foundation courses are as follows: *Educational Psychology, Differentiated Instruction for Students with Special Needs, Assessment & Evaluation, Aboriginal Ways of Knowing*. Method courses common to the Intermediate/Senior divisions programs and Enhanced Technological Studies program are: *Digital Technology, Career and Guidance and Language Across the Curriculum*.

Evidence indicates that some distinctions exist between the Enhanced Technological Studies program and that offered in the Intermediate/Senior divisions programs. For example, in the Enhanced Technological Studies program, the 3-credit course *Educational Foundations, Law &*

Ethics is offered to replace three 1.5 credit courses which are: *Philosophical Orientation to Education, Classroom Practice* and *Law & Ethics School Governance*. Two foundation courses, *Service Learning* and *Critical Analysis of Social, Global & Cultural Issues in Education* are not offered in the Enhanced Technological Studies program. Broad-based technological subject method courses are offered in the Enhanced Technological Studies program. These are: *Curriculum Development for Technological Studies, Part 1*; *Curriculum Development for Technological Studies, Part 2*; *Principles and Methods of Teaching Technological Studies, Part 1*; *Principles and Methods of Teaching Technological Studies, Part 2*.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 5 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

In the absence of evidence that course content of the program makes appropriate provision for the application of theory in practice in the Enhanced Technological Studies program, the Accreditation Committee is unable to recommend that Requirement 5 is fully satisfied.

Theory on teaching and learning methods is evidenced in course outlines for the compulsory foundation courses for all Intermediate/Senior teacher candidates in the enhanced concurrent and consecutive programs. These are: *Philosophical Orientation to Education, Classroom Practice, Service Learning, Critical Analysis of Social, Global & Cultural Issues in Education*.

The same courses are not offered in the Enhanced Technological Studies program. It was stated that the content of these courses would be integrated into the existing foundation courses for this program. In the absence of course outlines, the Accreditation Committee is unable to verify that the content of these four foundation courses will be integrated into the following foundation courses that are offered across all other programs: *Educational Psychology, Differentiated Instruction for Students with Special Needs, Assessment and Evaluation, Aboriginal Ways of Knowing, and Educational Foundations, Law & Ethics*.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program makes appropriate provision for the application of theory in practice in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying Requirement 5 for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor, submitting evidence acceptable to the Accreditation Committee that the course content of the program makes appropriate provision for the application of theory in practice.

For example, the Dean could provide:

- Updated or new course outlines that clearly demonstrate that the content of these courses: *Philosophical Orientation to Education, Classroom Practice, Service Learning, Critical Analysis of Social, Global & Cultural Issues in Education* will be integrated into the existing foundation courses for this program and clearly demonstrating the connection between theory and practice.

- **Create other courses specifically for Enhanced Technological Studies program that address the content of *Philosophical Orientation to Education, Classroom Practice, Service Learning, Critical Analysis of Social, Global & Cultural Issues in Education.***

Requirement 6

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

Findings

Concurrent and Consecutive Programs

Evidence indicates that both programs' format and structure are appropriate for the course content.

The Faculty of Education at the University of Windsor offers a consecutive program in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions and a concurrent program in the Primary/Junior and Intermediate/Senior divisions. The 60-credit program is offered over four semesters across two years. In the consecutive program, teacher candidates complete four consecutive semesters in Year 1 and Year 2. Semesters 1 and 3 are offered from September to December and semesters 2 and 4 are offered from January to April. All courses are based on three credits equalling 36 instructional hours.

The first 2 semesters of the professional years are delivered differently for the Primary/Junior divisions and the Intermediate/Senior divisions cohorts in the concurrent program. Teacher candidates in the Primary/Junior divisions complete semester 1 of the BEd program in the fall of the third year of their program. During the winter semester of their fourth year, teacher candidates complete semester 2. Teacher candidates in the Intermediate/Senior divisions of the concurrent program complete Year 1 of the BEd during the third year of their program. Teacher candidates in both concurrent cohorts complete semesters 3 and 4 of Year 2 during the fifth year of their dual degree program.

The design of all programs is structured around four themes, which are : Semester 1: Pedagogy-Theories of Teaching and Learning; Semester 2: Theory in Practice; Semester 3: Social, Global and Cultural Context of Education and Semester 4: Independent and Reflective Practice. Service Learning courses are designed to implement themes 2, 3 and 4 across the semesters. In the first semester the students develop a theoretical perspective on Service Learning and on the particular course they have selected.

All elements of the concurrent and consecutive programs are the same excepting three courses: *Teaching and Learning Part I, Community Service Education, and Teaching and Learning Part II*. These courses are taken only by the Intermediate/Senior divisions cohort in the first, second and third years of the concurrent dual degree program.

The concurrent and consecutive programs have the same set of courses, which consist of method and foundation courses, and practica. The method courses are differentiated appropriately for the areas of study. In the Primary/Junior divisions, teacher candidates take method courses that reflect the Ontario Curriculum for those divisions, Junior/Intermediate divisional method courses include the Ontario Curriculum Grades 4-10 and one teachable subject from [Schedule A](#). Intermediate/Senior divisions cohorts take method courses for the Intermediate division and two teachable subjects for their divisions from [Schedule A](#).

Interviews indicate the practica in every program are connected to other course content through assignments, such as the development of lesson plans and instructional units. The development of an e-Portfolio occurs throughout all four semesters with particular emphasis of four distinct themes in each semester related to the conceptual framework.

The consecutive program in Year 1 during the fall semester is as follows: 4 weeks course work, 2 weeks practicum, 5 weeks course work and 5 weeks practicum. The Year 1 winter semester sequence is: 9 weeks course work and 5 weeks practicum. The sequence in Year 2 for the fall semester is as follows: 1 week practicum, 9 weeks course work and 5 weeks practicum. In the Year 2 winter semester, the sequence is identical to that of Year 1, that is: 9 weeks course work and 5 weeks practicum.

In the first semester of each year, a short observational practicum block precedes the longer block that occurs at the end of the semester following course work. Teacher candidates are encouraged to participate in the Service Learning locations to which they have been assigned, off campus, once a week throughout the entire teacher education program.

The Field Experience Handbook clearly delineates the requirements for each practicum placement, with an increasing responsibility for the teaching as the program progresses. Teacher candidates indicate that courses draw on their practicum experiences; for example, lessons that conducted on practicum are revisited during course work to focus on potential improvements.

The concurrent and consecutive programs are organized to provide candidates with essential knowledge necessary in order to teach diverse student bodies, recognizing the range of learning needs and abilities in various learning environments. Teacher candidates are expected to consider the differences that may arise from diverse cultures, family experiences, multiple intelligences, and learning styles. They are expected to learn how to work with students having a range of learning needs, including those with exceptionalities.

Conclusion

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

Technological Studies Program

The Enhanced Teacher Education multi-session program in Technological Studies will be re-introduced commencing summer 2017. This program has a unique format. Evidence indicates that method courses specific to Grades 7 and 8 are omitted from the program since teacher candidates will only be teaching Grades 9 to 12. This program will include the following common foundation courses offered across all programs. These are: *Educational Psychology*, *Differentiated Instruction for Students with Special Needs*, *Assessment & Evaluation* and *Aboriginal Ways of Knowing*. The core principles of *Service Learning* are described as addressed in the *Internship* through school/community service with professional development days and a special project. *Education Foundations*, *Law and Ethics* remains unchanged from the previous one-year consecutive program.

The program is offered over four semesters beginning with the summer sessions, and includes an *Internship* and Practicum placements during the school year. Semester 1 will be offered for 24 days in July into the beginning of August. Semester 2 will be offered for 12 days during the second to fourth weeks in August. Semester 2.2 runs from September to the end of May. Semester 3 will be

offered for 24 days in the following July into the beginning of August and Semester 4 will be offered for 12 days during the second to fourth weeks in August.

In Semester 1, teacher candidates take *Educational Psychology, Curriculum Development for Technological Studies, Part I, Principles, and Methods of Teaching Technological Studies, Part I*. In Semester 2, teacher candidates take *Differentiated Instruction for Students with Special Needs, Assessment & Evaluation* and *Digital Technology, Part I*. Over the course of Semesters 1 and 2, which comprise the first session of the multi-session program, teacher candidates take 3 foundation courses for 7.5 credits and 3 method courses for 10.5 credits. Teacher candidates who successfully complete the first session and a 10-day practicum between the two sessions are eligible to be reported for a transitional certificate of qualification.

During semester 2.2, the following two courses are offered: *Internship (Workshops)* and *Practicum*. Documentation confirms that dates for the practica occur between September and May of the following school year and are flexible to meet the needs of the teacher candidates who may or may not be employed in full-time positions.

The second summer of the program follows a similar schedule to that of Summer 1. In Semester 3 teacher candidates take the following four courses: *Aboriginal Ways of Knowing, Career and Guidance, Curriculum Development for Technological Studies, Part II, Principles and Methods of Teaching Technological Studies, Part II*. In semester 4, teacher candidates will take *Education Foundations, Law and Ethics, Digital Technology, Part II, Language Across the Curriculum*.

The 1.5 credit required course *Critical Analysis of Social, Global and Cultural Issues in Education*, is not present in the Enhanced Technological Studies program structure. While the Accreditation Committee acknowledges that attention is being paid to the unique needs of teacher candidates in the Enhanced Technological Studies program, it is not clear how the 18 hours currently attributed to the 'Issues' course content can be sufficiently added to the courses cited. Supplemental information states that content from the 'Issues' course will be addressed in *Educational Psychology, Differentiated Instruction for Student with Special Needs, Practicum, Career and Guidance*, and *Aboriginal Ways of Knowing*. The Accreditation Committee notes that these courses carry the same credit weight in all three programs.

Submitted evidence related to the *Internship* is not current and does not mirror the categories identified in all other submitted course outlines. Namely, it does not outline the following sections: course topics, required and recommended readings related to course topics, instructional elements such as online protocols for delivery of course content, and course policies, details about documentation policies related to the development of enhancement of skills in the broad-based technological subject.

Evidence indicates that the Technological Studies Coordinator will complete the evaluation of the teacher candidates' Internship. However, no job posting was submitted for the position of Technological Studies Coordinator.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

In the absence of the full course outlines and a job posting for the Technological Studies Coordinator, the Accreditation Committee is unable to verify that the Enhanced Technological Studies program's format and structure are appropriate for the course content and therefore is unable to recommend that Requirement 6 is fully satisfied.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that the program's format and structure are appropriate for the course content in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying Requirement 6 for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor, submitting evidence acceptable to the Accreditation Committee that the 12-credit course *Internship (Workshops)* is a course similar to other courses in the regular program.

For example, the Dean could provide:

- **A course outline consistent with those submitted for all other courses offered by the Faculty of Education at the University of Windsor detailing: Course Name and Code, the Name of the Instructor including and availability (coordinates), a Course description, Specific Learning Outcomes, Course Required and Recommended Readings, Detailed Breakdown of Assessments (i.e. assignments), Course Schedule, Instructional Elements (online protocols and expectations), Guidelines for Written Assignments, Grading Policy, Grading Appeals, Attendance Policy, Conduct in Class, Student Disability Services, Plagiarism, Exam Make-Up/Late Submission/Aegrotat, Incomplete Policy, Faculty of Education Policy Regarding Missing or Cancelling a Lecture/Class/Lab.**
- **A job posting for the position of Technological Studies Coordinator.**

Requirement 7

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

Findings

Concurrent and Consecutive Programs

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

Teacher candidates receive ongoing formative and summative assessment throughout the programs from course instructors, faculty advisors, associate teachers, and peers. In addition teacher candidates are encouraged to complete self-reflection on a continual basis. Teacher candidates receive verbal and written feedback on assignments such as journals, lesson plans and presentations. Instructors use a variety of assessment and evaluation strategies. Marks are accessible to teacher candidates through the web program Blackboard and assignments are frequently reviewed one-on-one prior to the mark being posted.

Associate teachers conduct frequent and ongoing assessment of teacher candidates' teaching during the practicum block. Feedback from the associate teachers is both verbal and written. Written feedback is provided through a variety of program specific documents. All teacher candidates received a written formative and summative evaluation.

Technological Studies Program

Evidence indicates that teacher candidates in the Enhanced Technological Studies program will be assessed and informed of their progress on an ongoing basis throughout the program. A faculty advisor with a technological education background will supervise teacher candidates in the program. Communication between the faculty advisor and teacher candidates will occur by email and/or online using the Blackboard platform.

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

Concurrent and Consecutive Programs

Evidence indicates that the programs reviewed include a practicum requirement satisfies the requirements.

The practica in the concurrent and consecutive programs include observation and practice teaching in an instructional setting in schools, an experienced teacher supervises and a faculty member is appointed as an advisor for each student.

Placements occur in approved instructional setting in schools. Teacher candidates are placed in the appropriate division and/or teachable subject area. Peer Assisted Learning Strategies (PALS) is offered in elementary K-8 schools as one 40-minute period a day. Teacher candidates in the Service Learning Specialization course, Leadership Experience for Academic Direction (LEAD), work with the Learning Support Teacher (LST) to deliver PALS in the practicum school. Teacher candidates complete PALS related tasks in their practicum placement classroom.

Verbal and written feedback is discussed with teacher candidates after daily observations of class lessons and activities. The faculty advisor, appointed to each teacher candidate, works with the associate teacher and teacher candidate when at risk of failing a practicum. Faculty advisors maintain communication with teacher candidates through emails and visits to their practicum schools.

An experienced teacher supervises the teacher candidates in the concurrent and consecutive programs and assesses their practicum. Candidates in the Intermediate/Senior divisions who choose the LEAD specialization for the Service Learning are supervised and assessed by two experience teachers. The school's Student Success teacher (SST) supports this assignment and assesses the teacher candidate's practicum placement with a formative and summative evaluation.

Additional sources of evidence related to Requirement (Service learning locations, incremental responsibility for teaching observation and teaching) are listed in Requirement 6.

Conclusion

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

Technological Studies Program

All teacher candidates are required to complete 80 full days of practicum between September and June in the candidate's broad based area of Technological Studies before proceeding to Summer II. In order to be reported to the College for a transitional certificate, Technological Studies teacher candidates are required to successfully complete a minimum of ten (10) practicum days following Summer I, which occurs early in September each year.

Documentation indicates that teacher candidates in the Enhanced Technological Studies program will be tracked through the coordinated efforts between the principal and the Field Experience Office of the Faculty of Education. Placements will be tracked using a designated form that was not included in the submission.

It was stated that a faculty advisor will be hired who will be responsible for providing Practicum support. Teacher candidates will be monitored through online and email services during the placement and internship.

It was stated that the Field Experience office, the advisor and the school principal will monitor candidates' practicum placements to ensure practice teaching experiences in the required two divisions (9/10 and 11/12).

Evidence indicates that the policies and procedures outlined in the Field Experience Handbook for Technological Studies are similar to those detailed in the Field Experience Handbook for the consecutive program. Some exceptions are: responsibilities conferred on the advisor, the practicum placement dates, expectations for completing and submitting reports.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

In the absence of evidence from alumni, teacher candidates, faculty instructors, the Field Experience Coordinator for Technological Studies, a faculty advisor, associate teachers and a tracking form, the Accreditation Committee is unable to verify how data will be collected to demonstrate that the practicum will enable every student to participate in settings related to grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program.

Teacher candidates have not yet enrolled in the Enhanced Technological Studies program. The Accreditation Committee saw some evidence of a plan for a future practicum. The plans indicated that all components of Requirement 8 would be satisfied if implemented. In the absence of interview evidence to confirm appropriate practicum experiences in the practicum from alumni,

the Field Experience Coordinator for the Enhanced Technological Studies program and a faculty advisor, the Accreditation Committee is unable to verify that these components of Requirement 8 are fully satisfied.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that every student has 80 days of practicum and that 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 and that an experienced teacher supervises the students and assesses their practicum in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying this requirement for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor submitting evidence acceptable to the Accreditation Committee that the program includes a minimum of 80 days of practical experience, enables every student to participate in settings related to grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program and that an experienced teacher supervises the students and assesses their practicum.

For example, the Dean could provide:

- Clear dates for the first 10 days of practicum placement and a corresponding practicum evaluation form demonstrating successful completion in the broad-based technological subject in which the candidate will be certified, including the division in which it was completed.
- A mapping tool that clearly tracks and calculates the number of days teacher candidates are placed in practicum, accounting for the number of appropriate days the teacher candidate is assigned to their technological education subject that is the subject of the program.
- The revised Technological Studies Handbook for Teacher Candidates that includes information, policies and procedures regarding the required and successfully completed minimum of ten (10) practicum days following Summer I, the obligation that the practicum will occur in settings related to grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program
- A description of the quality assurance processes in place for tracking future teacher candidate placements and verifying that the practica experience is completed as proposed

Requirement 9

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

Findings

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

All teacher candidates must successfully complete the minimum 80-day practicum in order to meet the requirements for a Bachelor of Education degree or a Diploma in Technological Studies. Provisions exist for teacher candidates experiencing difficulty in the practicum to receive support and a clear learning plan with the hope that they can successfully complete all practicum requirements. Those who do not meet the requirements must complete appropriate additional practicum.

All teacher candidates who are successful in their 80-day practicum, the professional learning series activities and course work, which includes the Professional Growth Portfolio or e-Portfolio, receive their Bachelor of Education degree and are reported for certification to the Ontario College of Teachers.

Teacher candidates in the Enhanced Technological Studies program will be expected to meet the same requirements as the teacher candidates in the concurrent and consecutive programs.

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

Concurrent and Consecutive Programs

Evidence indicates that the concurrent and consecutive programs have method courses that are appropriate in relation to the divisions to which they relate.

Primary/ Junior course outlines indicate that the appropriate content and pedagogy is addressed for the appropriate divisions. In the Primary/ Junior program all teacher candidates receive method instruction in Language Arts, Mathematics Foundations, Mathematics Methodology, Science, Social Studies, Health and Physical Education, Dance, Drama, Music and Visual Arts, and Digital Technology and Social Media Applications.

Junior/Intermediate candidates in both programs receive the same method courses as teacher candidates in the Primary/ Junior divisions. In addition to this, they take one course in their teachable subject and a course called Pedagogy of the Arts.

Intermediate/Senior candidates in both programs have method instruction in each of their designated teachable subjects. In addition, they receive method instruction in Language across the Curriculum, Mathematics, Science, Social Studies, Health and Physical Education, Drama, Music, Visual Arts, Pedagogy of the Arts, Digital Technology and Social Media Applications, and Career and Guidance.

Teachable subject areas include: Biology and General Science combined, Business, Chemistry and Physics combined, Dance, Dramatic Arts, English, French, Geography, Health and Physical Education, History, Mathematics, Instrumental and Vocal Music combined, Social Science and Visual Arts.

Teaching method courses have been designed to reflect all the curriculum components for a division. Candidates and associate teachers are prepared to plan and assess divisionally appropriate classes in the various classes in the various subject areas.

Method courses examine topics such as teaching strategies, instructional approaches, current curriculum issues, lesson and unit planning, curriculum development and delivery and assessment and evaluation, and provide for the exploration of resources appropriate to the subject matter and the division. Course outlines refer to current Ministry of Education initiatives, such as *Learning for All* and *Growing Success*, and apply them to the divisions in the respective programs. Candidates in the Primary/ Junior divisions take method courses that include all Ontario curriculum teaching subjects including Kindergarten. Candidates in the Junior/Intermediate programs take all Ontario curriculum teaching subjects for Grades 4 to 6, including one teaching option for Grades 7 to 10. Candidates in the Intermediate/Senior program study the curriculum for Grades 7 and 8 in their two certification subject areas.

Conclusion

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

Technological Studies Program

Evidence indicates that the Enhanced Technological Studies program has some method courses that are appropriate in relation to the divisions to which they relate. There were no current course outlines for the following method courses: *Curriculum Development for Technological Studies, Part 1*, *Curriculum Development for Technological Studies, Part 2*, *Principles and Methods of Teaching Technological Studies, Part 1*, *Principles and Methods of Teaching Technological Studies, Part 2*. The Accreditation Committee is unable to verify that the course outlines for the Enhanced Technological Studies program contain content that is appropriate in relation to the divisions to which they relate.

At the time of the site visit, specialized faculty had not yet been hired for the Enhanced Technological Studies program. Broad-based technological education subject areas to be taught will include: Communications Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design and Transportation Technology.

Teacher candidates will take the same three method courses as teacher candidates in the concurrent and consecutive programs: *Digital Technology*, *Career and Guidance* and *Language Across the Curriculum*. Course outlines for these courses are current and equally apply to the Enhanced Technological Studies program.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is substantially but not fully satisfied for the Enhanced Technological Studies program.

Reasons for Conclusion

In the absence of course outlines for the Enhanced Technological Studies program, the Accreditation Committee is unable to confirm that the following method courses are appropriate in relation to the divisions to which they relate: *Curriculum Development for Technological Studies, Part 1*, *Curriculum Development for Technological Studies, Part 2*, *Principles and Methods of Teaching Technological Studies, Part 1*, *Principles and Methods of Teaching Technological Studies, Part 2*.

The Accreditation Committee accepts that the Faculty of Education intends to ensure that method courses in the Enhanced Technological Studies program are appropriate in relation to the divisions to which they relate in order for this requirement to be fully satisfied for all programs reviewed.

Fully satisfying Requirement 10 for the Enhanced Technological Studies program is contingent upon the Dean of the Faculty of Education, University of Windsor submitting evidence acceptable to the Accreditation Committee that specialized method courses are appropriate in relation to the divisions to which they relate for the following courses: *Curriculum Development for Technological Studies, Part 1*, *Curriculum Development for Technological Studies, Part 2*, *Principles and Methods of Teaching Technological Studies, Part 1*, and *Principles and Methods of Teaching Technological Studies, Part 2*.

For example, the Dean could provide:

- **course outlines appropriate in relation to the divisions that will be used in the Enhanced Teacher Education in Technological Studies program.**

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

All programs include a mandatory course, *Educational Psychology* that specifically addresses child growth and development, the learning process, and their implications for teaching. *Educational Psychology* involves understanding a range of educational philosophies and pedagogical approaches for children, adolescents and youths. The course explores mental health, learning itself and adjustment challenges within various context. Core principles of inclusion are applied to all pedagogical approaches.

Teacher candidates in the concurrent and consecutive programs are required to successfully complete the course *Law and Ethics, School Governance* while teacher candidates in the Enhanced Technological Studies program will be required to successfully complete the *Educational Foundations, Law & Ethics* course. These two courses are an introduction to the legal and ethical responsibilities of teachers, including legislation and government policies. These courses help teacher candidates develop a sound understanding of the legal and ethical principles in educational policies by examining key principles of educational law and ethics through critical analysis of scenarios and cases. The study of educational law and ethics provides opportunities for critical thinking and an exchange of opinions.

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 concurrent and consecutive 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.

The faculty includes tenured, tenure-streamed and sessional staff. All faculty members who teach pre-service courses have Ontario teaching experience and many possess current teaching certification or equivalent qualifications.

Evidence of academic and professional qualifications, including an Ontario Teaching Certificate or the equivalent, is present in the submitted job posting for positions to teach courses to be offered in the Enhanced Technological Studies program.

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 University of Windsor maintains adequate internal controls to preserve the integrity of teacher candidate records relating to all programs reviewed. Security protocols comply with the University of Windsor's policies and the requirements of the Freedom of Information and the Protection of Privacy Act (FIPPA) on the secure maintenance of student records.

Student IDs are issued centrally and, only once students are on the MyWindsor site do they have access to use Blackboard and email. All security protocols are respected and only registered users are permitted access to Blackboard. Students cannot view other student records. All grades are posted confidentially on Blackboard.

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 Windsor is committed to continuous improvement and quality assurance for the consecutive and concurrent programs reviewed and has implemented measures demonstrating that commitment.

Strategic planning retreats are held annually and faculty meet to discuss improvements to the enhanced programs and to complete curriculum mapping. Past retreats have led to expanded opportunities for service learning and alternative placements, international practices and reciprocal learning.

Alumni's recommendation that a course be dedicated to assessment and evaluation was implemented to the benefit of the entire program.

Faculty maintains and analyses interviews with the Teacher Education Liaison Committee (TELC) and the Teacher Education Advisory Committee (TEAC). The TEAC maintains a continuous advisory relationship with the Faculty, which has led to proactive solutions in areas such as diversity, teacher candidate placements and local community issues.

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 all programs are informed by a Teacher Education Advisory Committee (TEAC) and Teacher Education Liaison Committee (TELC) that functions in an advisory and liaison capacity in relation to the programs.

The TEAC committee has 20 members with representation from the Faculty of Education, Ministry of Education and Ministry of Advanced Education and Skills Development, the Board of Governors for the University, OTF Teacher Education liaison, Directors of Education, Public and Roman Catholic Schools' parent representation, student representatives from the concurrent and consecutive programs and one member at large. The term for membership is typically three years and members meet approximately three times a year.

The TELC committee has representation from the Ontario Teacher Education affiliates and Faculty of Education committee liaisons. This committee meets approximately once a month between September and May to discuss and review upcoming workshops for the student body, seek suggestions for the upcoming year and to plan Federation Day at the Faculty of Education.

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 offered by the Faculty of Education, University of Windsor 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 and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree, including the ECE Concurrent program for Primary/Junior

The Accreditation Committee grants general accreditation to this program for a period of seven years until May 31, 2024 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

General Accreditation with Conditions

For the reasons set out above, the Accreditation Committee concludes that the Enhanced Technological Studies program offered at the University of Windsor fully satisfies Requirements 1, 1.1, 2, 3, 7, 9, 11, 12, 13, 14 and 15 and, substantially, but does not fully satisfy Requirements 3.1, 4, 5, 6, 8 and 10 of Regulation 347/02, Accreditation of Teacher Education Programs for accreditation of the following program:

- Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 level, leading to a Bachelor of Education degree or a Diploma in Technological Studies

The Accreditation Committee therefore grants general accreditation to the program with the following conditions as noted below:

Requirement 3.1

The Dean shall submit evidence acceptable to the Accreditation Committee that the program enables students of this program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Requirement 4

The Dean shall submit evidence acceptable to the Accreditation Committee that the Ontario Curriculum referenced is current.

Requirement 5

The Dean shall submit evidence acceptable to the Accreditation Committee that the course content of the program makes appropriate provision for the application of theory in practice.

Requirement 6

The Dean shall submit evidence acceptable to the Accreditation Committee that the format and structure of the program are appropriate.

Requirement 8

The Dean shall submit evidence acceptable to the Accreditation Committee of that the program includes a minimum of 80 days of practical experience, enables every student to participate in settings related to grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject areas of the program and that an experience teacher supervises the students and assesses their practicum.

Requirement 10

The Dean shall submit evidence acceptable to the Accreditation Committee that the method courses are appropriate in relation to the divisions to which they relate.

Summary

The Dean shall submit this evidence to the College within 12 months of receipt of the Accreditation Committee's decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirements 3.1, 4, 5, 6, 8 and 10 respectively will be fully satisfied for the Enhanced Technological Studies program.

The Accreditation Committee accepts that the Faculty of Education intends to fully satisfy the conditions within the specified time period of 12 months. The Dean has stated that there are plans underway, which include hiring faculty whose role will be to complete the necessary work to satisfy the conditions.

Initial Plan

Notwithstanding the 12-month timeline indicated above, as required in Section 16. (1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Faculty of Education, University of Windsor shall submit to the Accreditation Committee, within six months of the Accreditation Committee issuing its decision, a plan outlining the method and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the committee on the progress in satisfying the conditions.

The Accreditation Committee confirms general accreditation of these programs to continue until May 31, 2024.

**Accreditation Committee
Ontario College of Teachers
May 31, 2017**