



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Accreditation Committee Decision

Université d'Ottawa Faculté d'éducation

Application for Initial Accreditation

Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French language program offered entirely by distance education)

**Accreditation Committee
Ontario College of Teachers
November 19, 2013**

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Decision of the Accreditation Committee Regarding the Application for Initial Accreditation Submitted by the Faculté d'éducation at Université d'Ottawa

Introduction

The Faculté d'éducation at the Université d'Ottawa (the "Provider") submitted an application on November 2, 2010 for initial accreditation of the following program of professional education:

- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French-language program offered entirely by distance education) (the "Program")

In accordance with Accreditation Regulation 347/02, Accreditation of Teacher Education Programs, the Accreditation Committee, in a decision dated October 24, 2011 denied accreditation on the basis that the Provider's proposal was missing certain essential elements and as such, the Program did not substantially satisfy the accreditation requirements. Specifically, the Accreditation Committee found that Requirements 2, 3, and 6 were not satisfied and Requirements 4, 5, 7, 8, 10, and 11 were substantially satisfied. The preceding requirements deal with the framework of the program and were found to be critical to the integrity of the program. The committee found that the remaining requirements, which are more related to institutional policies and governance, were fully satisfied: 1, 9, 12, 13, 14, and 15. The Accreditation Committee's October 24, 2011 decision can be found in Appendix 3.

On February 14, 2012, the Provider requested a review of the Decision of the Accreditation Committee before the Accreditation Appeal Committee. The Provider's appeal submission addressed Requirements 2, 3 and 6 only, the requirements that were deemed not satisfied by the Accreditation Committee in its October 24, 2011 decision. Therefore, the Accreditation Appeal Committee's report and decision considered the three requirements for accreditation referred to in the Provider's appeal.

For the reasons set out in its decision dated April 30, 2013, the Accreditation Appeal Committee found Requirements 2 and 3 were fully satisfied, but that Requirement 6 was substantially satisfied. Therefore, the Accreditation Appeal Committee directed the Accreditation Committee, in accordance with subsection 44 (3)(c) of the Accreditation Regulation and specifically with regard to its review of Requirements 2, 3 and 6, to grant accreditation to the program. The Accreditation Appeal Committee referred back to the committee the determination of appropriate conditions to meet Requirement 6.

In particular, the Accreditation Appeal Committee noted the following shortcomings related to Requirement 6 which necessitated granting accreditation with conditions:

- The new course outlines submitted by the Provider for the Program identify the Standards of Practice and Ethical Standards for the teaching profession, but do not demonstrate explicit integration of the conceptual framework; and
- There was insufficient evidence that the Health and Physical Education Ontario curriculum is included in the Program curriculum for the Primary/Junior and Junior/Intermediate divisions.

The Accreditation Appeal Committee held that determining the appropriate conditions was a matter that falls under the jurisdiction of the Accreditation Committee, pursuant to subsection 14(1) (b)/(d) of the Accreditation Regulation 347/02, Accreditation of Teacher Education Programs. Therefore, the Accreditation Appeal Committee referred back to the Accreditation Committee the determination of appropriate conditions to meet Requirement 6. Furthermore, the Accreditation Appeal Committee affirmed that any conditions deemed appropriate for the substantially satisfied Requirements 4, 5, 7, 8, 10, and 11 would fall under the jurisdiction of the Accreditation Committee, as they were not the subject of the appeal. The report and decision of the Accreditation Appeal Committee dated April 30, 2013 can be found in Appendix 2.

Decision of the Accreditation Committee at its Meeting of November 19, 2013

Requirements and Findings

Before rendering its decision, the Accreditation Committee considered the decision of the Accreditation Committee dated October 24, 2011, the recommendations of the appeal panel as contained in the Accreditation Appeal Committee decision, the decision and order of the Accreditation Appeal Committee dated April 30, 2013, and all documents it considered relevant. Appendix 1, attached to this decision, contains a detailed list of the documents considered by the Accreditation Committee in making its decision.

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

New evidence indicates that the proposed 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.

In its original decision dated October 24, 2011, the Accreditation Committee identified the following concerns:

1. The committee had not received all of the course outlines for the proposed program adapted for an online mode of delivery, and therefore the committee could not see how the most current pedagogical design methods specific to the online format would be employed by the faculty.
2. The committee lacked a clear description as to how the candidates enrolled in the fully online program would have the opportunity to access and develop a wide knowledge base in the divisions and components of the program.
3. References to the Ontario Curriculum for The Kindergarten Program and Health and Physical Education were not evident due to the absence of compulsory courses in teaching these areas.
4. The Provider's application referenced very little research linking online distance education with initial teacher education.

The Accreditation Committee reviewed these concerns in light of new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee.

Regarding the first concern, the committee received all course outlines for the proposed program and found that they are adapted for an online mode of delivery and reflect current pedagogical design methods specific to the online format; for example, course outlines reflect a hybrid delivery mode appropriately blending synchronous and asynchronous learning for both foundations and methods courses, and reflect and apply current research provided by the faculty concerning online teacher education.

With regard to the second concern, the committee found that the adapted course outlines provided demonstrate a wide range knowledge base in relevant education topics such as pedagogy of inclusion, children's human rights, differentiated lesson planning, classroom management models, communicating with students' homes, assessment and pedagogical strategy options, reporting student achievement, and use of technology in instruction. The methods course outlines for the Junior/Intermediate divisions generally utilize The Ontario Curriculum documents for Grades 1 – 8, while references to Grades 9 – 10 are inconsistent.

Regarding the third concern, the Provider has addressed referencing the Ontario Curriculum for Kindergarten in the Primary/Junior program by creating a compulsory course, Preschool Education and Health (PED 3759). There is a continuing lack of evidence of compulsory methods for teaching Primary/Junior Health and Physical Education in the Primary/Junior program and Junior Health and Physical Education in the Junior/Intermediate program. However, the committee concluded that the course outlines provided generally reference the Ontario curriculum. The absence of specific compulsory methods courses and concerns about divisional content will be addressed in the findings related to Requirement 10.

In regard to the fourth concern, the committee found that the Provider has submitted new information about how research on distance education in initial teacher education has been applied in the curriculum. For example, The Provider cites research from the United States, China and Europe about the use of e-learning for specific courses or portions of courses in initial teacher education. Research on the effective use of online tools in teacher education informed the Provider's decision to adopt a hybrid delivery mode blending synchronous and asynchronous learning for both foundations and methods courses. The curriculum also employs a flipped learning approach. Based on the premise that theoretical knowledge is less suited to the synchronous mode, unlike practical skills and discussion, flipped learning is a form of hybrid learning that is designed to cover theoretical content individually and asynchronously, and to cover questions and practical exercises synchronously in groups. The adapted course outlines provided apply this understanding.

Conclusion

Based on the new information provided, the Accreditation Committee finds that requirement 4 is now fully satisfied for the proposed program.

Requirement 5

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

Findings

In its original decision dated October 24, 2011 the Accreditation Committee found evidence that the course content for the proposed program includes theory, method and foundation courses. New evidence indicates that the course content for the proposed program includes appropriate provision for the application of theory in practice.

In making its original decision, the Accreditation Committee identified the following concerns:

1. The committee had received and reviewed three course outlines for the proposed program that were designed specifically for an online mode of delivery, only one of which was for a mandatory first year course. This made it difficult for the committee to confirm whether the course content included clear and consistent provisions for the application of theory in practice.
2. There was a lack of evidence of a clear and comprehensive procedure for facilitating the practicum integration seminars in the proposed fully online program, and the committee noted that these seminars were a way of ensuring that teacher candidates will have an opportunity to establish connections between theory and their practice.

The Accreditation Committee reviewed these concerns in light of new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee.

Regarding the first concern, the committee received all course outlines for the proposed program and found that the theory, teaching method and foundation courses are adapted for online learning, and the course outlines provide details showing appropriate provision for the application of theory in practice; for example, the course Teaching Elementary School Mathematics (PED 3757) identifies appropriate resources for teaching math and provides for how to use them effectively. Other course content from Teaching Elementary Language (PED 3754) provides for critical analysis of learning activities in language textbooks, case studies and analysis of student work samples, and the application of classroom management theory to organizing the classroom environment.

With regard to the second concern, the committee found that the adapted course outlines for the Practicum in the School Setting and Integration Seminar courses (PED 1500 and 2500) describe a comprehensive online delivery model for the practicum integration seminar; for example, there is evidence that the courses use mandatory video conference sessions that provide for synchronous interaction and reflection before, during and after the practicum, and for teacher candidates in remote locations, podcasting is used as an alternate means for the faculty advisor to observe practice teaching and provide feedback.

Conclusion

Based on the new information provided, the Accreditation Committee finds that Requirement 5 is now fully satisfied for the proposed program.

Requirement 6

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

Findings

In its decision dated April 30, 2013, the Accreditation Appeal Committee found that Requirement 6 was substantially satisfied. Additional evidence is required to confirm that the program's format and structure are appropriate for the course content.

The Accreditation Appeal Committee highlighted two shortcomings related to Requirement 6:

1. There is a lack of evidence about the explicit integration of the conceptual framework into the new online course outlines. In the initial application, the submitted course outlines included a section on the integration of the program's conceptual framework. However, the new course outlines refer to the Professional Standards but do not mention the conceptual framework.
2. There is a lack of evidence that the Health and Physical Education curriculum for the Primary/Junior divisions in the Primary/Junior program and the Junior division in the Junior/Intermediate program is covered in a mandatory method course or through appropriate integration into other method courses.

As a result, the Accreditation Appeal Committee directed the Accreditation Committee to determine appropriate conditions to satisfy Requirement 6.

Conclusion

Based on the information for the Accreditation Committee to consider, it finds that Requirement 6 is substantially satisfied for the proposed concurrent program.

Reasons for Conclusion

The Accreditation Appeal Committee directs that all course outlines should include a section on the integration of the program's conceptual framework, as found in course outlines for the Faculté's other accredited programs that accompanied its original program submission.

Fully satisfying this requirement for the proposed concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French-language program offered entirely by distance education) is contingent upon the Dean of the Faculté d'éducation at the Université d'Ottawa submitting evidence acceptable to the Accreditation Committee that all course outlines for the program include a section detailing an explicit integration of the conceptual framework.

The committee believes that the Faculté intends to ensure that all courses in the program explicitly integrate the conceptual framework.

To fully satisfy this condition for the proposed concurrent program of professional education, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- a universal template for course outlines for the program that includes a section identifying how the course relates to one or more components of the program's conceptual framework, and
- affirmation from the Dean of a policy requiring the use of the template.

The Dean must submit evidence to the College within three years of receipt of the Accreditation Committee's decision.

The Accreditation Appeal Committee directs that, related to the program's appropriate format and structure, there is a lack of evidence that the Health and Physical Education curriculum for the Primary/Junior divisions in the Primary/Junior program and the Junior division in the Junior/Intermediate program is covered in a mandatory method course or through appropriate integration into other method courses.

Fully satisfying this requirement for the proposed concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French-language program offered entirely by distance education) is contingent upon the Dean of the Faculté d'éducation at the Université d'Ottawa submitting evidence acceptable to the Accreditation Committee that the program curriculum content includes teaching methods in Health and Physical Education appropriate for the Primary/Junior division and for the Junior component of the Junior/Intermediate program.

The committee believes that the Faculté intends to ensure that the program's format and structure are appropriate.

To fully satisfy this condition for the proposed concurrent program of professional education, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- an explanation of how the Faculté will ensure that all candidates in the Primary/Junior divisions will be prepared to teach Health and Physical Education, such as by means of a revised table of courses, according to teaching divisions, and
- an explanation of how the Faculté will ensure that all candidates in the Junior/Intermediate divisions will be prepared to teach Health and Physical Education in the Junior division, such as by means of a revised table of courses, according to teaching divisions, and
- course outlines for one or more method courses for the Primary/Junior and Junior/Intermediate areas of study in this program that explicitly reference division-appropriate Ontario program and curriculum content in Health and Physical Education, as well as subject-appropriate pedagogy, resources and delivery format, and
- artifacts verifying that the content has been addressed, such as teacher candidate assignments reflecting the application of Health and Physical Education teaching methods or relevant summaries of outcomes of student course evaluations and/or faculty program reviews.

The Dean must submit evidence to the College within three years of receipt of the Accreditation Committee's decision.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for this program.

Requirement 7

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

Findings

In its original decision dated October 24, 2011, the Accreditation Committee found evidence of an institutional policy and faculty procedures that provide for teacher candidates to be assessed and informed of their progress. New evidence indicates how teacher candidates in the proposed program are assessed throughout the program course work.

In making its original decision, the committee noted that it could not fully assess how teacher candidates would be assessed in the online mode as outlines for all courses specifically designed for online learning were not presented to the committee.

The Accreditation Committee reviewed this concern in light of the new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee. The committee received all course outlines for the proposed program and found that:

- the course outlines are specifically adapted for online learning, and
- they provide details of how teacher candidates are assessed and informed of their progress in a distance education mode of delivery; for example, the course outline for Class Management and Differentiated Instruction (PED 3518) provides details of how candidates will make an oral presentation of a classroom management resource by filming themselves and submitting the presentations through Blackboard Learn. As well, the course outlines for the adapted Practicum in the School Setting and Integration Seminar courses (PED 1500 and 2500) include mandatory video conferencing sessions that facilitate synchronous interaction and reflection among candidates and with the faculty advisor before, during and after the practicum placement. The course outlines also include details of asynchronous reflection in the practicum seminar courses as candidates submit practicum related assignments to the faculty advisor.

Conclusion

Based on the new information provided, the Accreditation Committee finds that requirement 7 is now fully satisfied for the proposed program.

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 “...a program of professional education... includes ... a minimum of 40 days of practical experience 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 programs 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

In its original decision dated October 24, 2011, the Accreditation Committee found appropriate evidence of all required components for the practicum with the exception of the appointment of a faculty member as an advisor for each teacher candidate. New evidence indicates that a faculty member will be appointed as an advisor for each teacher candidate in the proposed program.

In making its original decision, the committee identified evidence to suggest that when a teacher candidate is in a remote location or in a large school, the role of faculty advisor for the teacher candidate might be taken by the principal of the host school, which could pose a conflict of interest. The committee noted their opinion that based on the intent of the requirement there is a need for a neutral third party to assume the role of faculty advisor.

The Accreditation Committee reviewed this concern in light of the new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee. The committee found that:

- course outlines for the adapted Practicum in the School Setting and Integration Seminar courses (PED 1500 and 2500) state that each teacher candidate will be assigned a member of the faculty to act as a practicum advisor and the advisor will complete one classroom visit during each practicum, and
- for candidates in a remote location, the faculty advisor visit may be virtual.

Conclusion

Based on the new information provided, the Accreditation Committee finds that requirement 8 is now fully satisfied for the proposed program. In making this decision, the committee understands that a member of the Faculté d'éducation of the Université d'Ottawa will be appointed as an advisor for each candidate and the host school principal will not serve as a faculty advisor under any circumstance.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

Additional evidence is required to confirm that the teaching method courses in the proposed program are appropriate in relation to the divisions to which they relate.

In its original decision dated October 24, 2011, the Accreditation Committee identified the following concerns:

1. The Provider had submitted only one method course (Teaching the Arts) adapted for an online mode of delivery. Consequently, it was not possible to verify that the teaching method courses in the proposed program format were appropriate in content and pedagogy for the divisions (and in the case of Intermediate, the subject area) in which teacher candidates would be certified to teach.
2. There was no evidence of a compulsory method course in the teaching of Kindergarten and Health and Physical Education.

The Accreditation Committee reviewed these concerns in light of the new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee.

Regarding the first concern, the committee received all method course outlines for the proposed program and found that:

- the teaching method courses as adapted for online learning are generally appropriate for the relevant divisions of study; for example –the course Teaching the Arts at the Elementary Level (PED 3755) is differentiated for Primary/Junior and Junior/Intermediate candidates. The course covers the four strands of the Arts curriculum, and the course outline references the Ministry curriculum for Grades 1-8 and Grades 9-10 in the Arts. The outline for the course Teaching Elementary Social Studies and Humanities (PED 3756) references Ministry Social Studies curriculum for Grades 1–6 and the History and Geography curriculum for Grades 7-8.
- in combined courses for Primary/Junior and Junior/Intermediate, the committee observed inconsistent exposure to subject curriculum and pedagogy for teaching in the Intermediate division, particularly Grades 9-10.

In regard to the second concern, the committee understands that:

- the Université d'Ottawa Senate approved the addition on November 12, 2012 of a compulsory course in Pre-school Education and Health (PED 3759) for the Primary/Junior program that satisfies the concern for teaching methods related to Kindergarten in the Primary/Junior program, and
- there continues to be a lack of evidence regarding compulsory methods courses for teaching the Health and Physical Education curriculum in both the Primary and Junior divisions, and for the Junior component of the Junior/Intermediate areas of study.

Conclusion

Based on the new information provided, the Accreditation Committee finds that Requirement 10 remains substantially satisfied for the proposed program.

Reasons for Conclusion

The committee is satisfied that the Provider will add Kindergarten teaching methods to the Primary/Junior program.

There is an absence of compulsory teaching method courses for Health and Physical Education in the Primary and Junior divisions, and for the Junior component of the Junior/Intermediate areas of study. While the Provider may cover some aspects of teaching the Primary/Junior Health curriculum in the compulsory course Pre-school Education and Health (PED 3759), there is a lack of evidence that teaching the mandatory Ministry Physical Education curriculum in the Primary/Junior divisions or the Health and Physical Education curriculum in the Junior division for candidates in the Junior/Intermediate areas of study, is being covered.

The committee is satisfied that the Provider intends to update the course outlines for combined division courses to demonstrate more clearly that the teaching method courses in the program are divisionally appropriate, including consistently addressing the appropriate Ontario Curriculum content for all Intermediate grades.

To fully satisfy this requirement for the proposed program of professional education, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- an explanation of how the Provider will ensure that all candidates in the Primary/Junior divisions will be prepared to teach the Ontario Curriculum for Health and Physical Education, such as by means of a revised table of courses, according to teaching divisions, and

- an explanation of how the Provider will ensure that all candidates in the Junior/ Intermediate divisions will be prepared to teach Health and Physical Education in the Junior division, such as by means of a revised table of courses, according to teaching divisions, and
- course outlines for one or more method courses for the Primary/Junior and Junior/Intermediate areas of study in this program that explicitly reference division-appropriate Ontario program and curriculum content in Health and Physical Education, as well as subject-appropriate pedagogy, resources and delivery format, and
- artifacts verifying that the content has been addressed, such as teacher candidate assignments reflecting the application of Health and Physical Education teaching methods or relevant summaries of outcomes of student course evaluations and/or faculty program reviews.

The Dean must submit evidence to the College within three years of receipt of the Accreditation Committee's decision as this timeline ensures that all graduates will have some exposure to the compulsory methods content before completion of the program.

Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 10 will be fully satisfied for this 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

In its original decision dated October 24, 2011, the Accreditation Committee identified evidence in an adapted course outline provided for The Franco-Ontarian School System (PED 3519) that the program included course content on legislation and government policies relating to education. New evidence indicates that the program also includes the required course content on human development and learning.

In making its original decision, the Accreditation Committee noted that it could not fully assess the requirement as the committee did not receive a course outline related to teaching human development and learning that was adapted for an online delivery mode.

The Accreditation Committee reviewed this concern in light of new information submitted by the Provider on March 27, 2013 for consideration by the Accreditation Appeal Committee. The committee received all course outlines for the proposed program and found that:

- the theory, teaching method and foundation courses are adapted specifically for online learning, and
- the adapted course outlines for Learning and Evaluation (PED 3517) and Classroom Management and Differentiated Instruction (PED 3518) include content related to human development and learning; for example, the courses deal with division-specific strategic and individualized learning, the pedagogy of inclusion, and age-appropriate classroom behavior and approaches to discipline.

Conclusion

Based on the new information provided, the Accreditation Committee finds that requirement 11 is now fully satisfied for the proposed program.

Decision

Initial Accreditation with Conditions

For the reasons set out above, the Accreditation Committee finds that the following French-language program of professional education offered by the Faculté d'éducation at Université d'Ottawa substantially satisfies Requirements 6 and 10 and fully satisfies all other requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French-language program offered entirely by distance education)

The Accreditation Committee grants initial accreditation with conditions as noted below to this program for a period of four years (November 19, 2017) or for the period of time ending on the graduation of the second class of candidates enrolled in the program whichever is the longer period of time, but not to exceed six years (November 19, 2019), or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirement 6

Fully satisfying this requirement is contingent upon the Dean of the Faculté d'éducation at the Université d'Ottawa submitting evidence acceptable to the Accreditation Committee that the proposed program's format and structure is appropriate for the course content.

1. To satisfy the condition that all course outlines for the proposed program include a section detailing an explicit integration of the conceptual framework, the Dean could provide detailed evidence of the following, for example, for the committee to consider:
 - a universal template for course outlines for the program that includes a section identifying how the course relates to one or more components of the program's conceptual framework, and
 - affirmation from the Dean of a policy requiring the use of the template.

2. To satisfy the condition that the program curriculum content includes teaching methods in Health and Physical Education appropriate for the Primary/Junior division and for the Junior component of the Junior/Intermediate program, the Dean could provide detailed evidence of the following, for example, for the committee to consider:
 - an explanation of how the Faculté will ensure that all candidates in the Primary/Junior divisions will be prepared to teach Health and Physical Education, such as by means of a revised table of courses, according to teaching divisions, and
 - an explanation of how the Faculté will ensure that all candidates in the Junior/ Intermediate divisions will be prepared to teach Health and Physical Education in the Junior division, such as by means of a revised table of courses, according to teaching divisions, and
 - course outlines for one or more method courses for the Primary/Junior and Junior/Intermediate areas of study in this program that explicitly reference division-appropriate Ontario program and curriculum content in Health and Physical Education, as well as subject-appropriate pedagogy, resources and delivery format, and
 - artifacts verifying that the content has been addressed, such as teacher candidate assignments reflecting the application of Health and Physical Education teaching methods or relevant summaries of outcomes of student course evaluations and/or faculty program reviews.

The Dean must submit evidence to the College within three years of receipt of the Accreditation Committee's decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence for both conditions, Requirement 6 will be fully satisfied for this program.

Requirement 10

Fully satisfying this requirement is contingent upon the Dean of the Faculté d'éducation at the Université d'Ottawa submitting evidence acceptable to the Accreditation Committee that the teaching method courses in the program are appropriate in relation to the divisions to which they relate.

3. To satisfy the condition that the program curriculum content includes teaching methods in Health and Physical Education appropriate for the Primary/Junior division and for the Junior component of the Junior/Intermediate program, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- an explanation of how the Faculté will ensure that all candidates in the Primary/Junior divisions will be prepared to teach Health and Physical Education, such as by means of a revised table of courses, according to teaching divisions, and
- an explanation of how the Faculté will ensure that all candidates in the Junior/ Intermediate divisions will be prepared to teach Health and Physical Education in the Junior division, such as by means of a revised table of courses, according to teaching divisions, and
- course outlines for one or more method courses for the Primary/Junior and Junior/Intermediate areas of study in this program that explicitly reference division-appropriate Ontario program and curriculum content in Health and Physical Education, as well as subject-appropriate pedagogy, resources and delivery format, and
- artifacts verifying that the content has been addressed, such as teacher candidate assignments reflecting the application of Health and Physical Education teaching methods or relevant summaries of outcomes of student course evaluations and/or faculty program reviews.

The Dean must submit evidence to the College within three years of receipt of the Accreditation Committee's decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 10 will be fully satisfied for this program.

As required in subsection 16(1) of Accreditation Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Faculté d'éducation shall submit to the Accreditation Committee, within six months of the Accreditation Committee issuing this decision, a plan outlining the proposed methods and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the Accreditation Committee on the progress in satisfying the conditions.

**Accreditation Committee
Ontario College of Teachers
November 19, 2013**

APPENDIX 1

Documents used to inform the Accreditation Committee's decision of November 19, 2013

- Decision of the Accreditation Appeal Committee dated April 30, 2013
- Decision of the Accreditation Committee, dated October 24, 2011

Additional Documentation submitted by the Université d'Ottawa to the Accreditation Appeal Committee (April 29, 2013)

- Letter to the College from the Program Director of the Faculté d'éducation, dated March 27, 2013
- New Faculty Evidence (with documents listed below)
 - Conceptual Framework and Research Synthesis
 - Student Guide 2012-2013
 - Provision of Professional Development/Teaching and Learning Support Service (TLSS)
 - Adapted PED Course Outlines
 - PED 3519 Franco-Ontarian School System
 - PED 3518 Classroom Management and Differentiated Instruction
 - PED 3517 Learning and Evaluation in the Primary, Junior and Intermediate Divisions
 - PED 3758 Teaching Elementary Science and Technology
 - PED 3757 Teaching Elementary Mathematics
 - PED 3756 Teaching Elementary Human and Social Studies
 - PED 3755 Teaching Elementary Arts
 - PED 3754 Teaching Elementary Language Arts
 - PED 3759 Preschool Education and Health
 - PED 3720 Teaching Intermediate Français
 - PED 4760 Optional-The Learning Environment and Computer and Information Technology
 - PED 3702 Optional-Teaching Elementary Religion
 - PED 2508 Elective-Pedagogical Relationship
 - PED 3705 Elective-School, Family and Community

PED 1599 Remedial Language Proficiency Course

PED 1500 Practicum 1 in the School Setting and Integration Seminar

PED 2500 Practicum 2 in the School Setting and Integration Seminar

- Letter to the College from the Dean of the Faculté d'éducation, dated January 13, 2012
- Université d'Ottawa – Notice of Appeal (with documents listed below)
 - Letter to Registrar of the College from Dean of the Faculté d'éducation, dated February 14, 2012
 - Right to use documents from the Centre for Research on French-Canadian Culture (CRCCF) archives
 - Notice of Appeal (Form 2A)
 - Recommendation to the Accreditation Committee
 - Response from the Faculté d'éducation to questions from the College, dated July 28, 2011
 - Email to the Dean of the Faculté d'éducation and Program Director from College program officer, dated August 26, 2011
 - Response from the Faculté d'éducation to questions from the College, dated September 23, 2011
 - Email to the Dean of the Faculté d'éducation and Program Director from the College program officer, dated October 13, 2011
 - Teacher Education Advisory Committee (Minutes of October 26, 2011)
 - Letter to the Dean of the Faculté d'éducation from the Chair of the Accreditation Committee, dated December 21, 2011
 - Article “Quels outils de communication pour améliorer les formations en ligne” (Communication tools for improving online education)
 - Article “Connectivisme et formation en ligne” (Connectivism and online education)
 - Outline for online course PED 3519-Franco-Ontarian School System
 - Outline for online course PED 3755-Teaching Elementary Art

Additional Documentation related to the Accreditation Appeal Committee Decision (April 29, 2013)

- Letter to the Dean of the Faculté d'éducation from the College, dated August 20, 2012
- Letter to the Dean of the Faculté d'éducation from the College, dated September 17, 2012
- Letter to the College from the Dean of the Faculté d'éducation, dated November 2, 2012
- Letter to the Dean of the Faculté d'éducation from the College, dated November 7, 2012
- Letter to the Dean of the Faculté d'éducation from the College, dated December 18, 2012
- Letter to the Dean of the Faculté d'éducation from the College, dated March 5, 2013, with enclosure
- Letter to the Dean of the Faculté d'éducation from the College, dated March 13, 2013, with enclosures (workbooks)
- Letter to the College from the Dean of the Faculté d'éducation, dated March 14, 2013
- Email to the Dean of the Faculté d'éducation from College policy analyst, dated March 25, 2013
- Outline for course PED 3518 - Classroom Management and Differentiated Instruction (2009-10) showing section identifying how the course relates to the conceptual framework



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

APPENDIX 2

Report of the Accreditation Appeal Committee

Appeal of the October 24, 2011 decision of the Accreditation Committee concerning the Concurrent Program of Professional Education leading to a Bachelor of Education degree for Primary/Junior and Junior/Intermediate division teaching qualifications, offered in French and entirely online

April 30, 2013

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REPORT OF THE ACCREDITATION APPEAL COMMITTEE

PART A: Introduction

Application for accreditation

On November 2, 2010, the University of Ottawa's Faculty of Education (hereinafter the "University of Ottawa") submitted an initial application for accreditation of the following program:

- Concurrent program of professional education leading to a Bachelor of Education degree for Primary/Junior and Junior/Intermediate division teaching qualifications (offered in French and entirely online)

On October 24, 2011, the College's Accreditation Committee decided to deny the application, concluding that the program did not meet the substantial requirements for accreditation.

On February 14, 2012, the University of Ottawa appealed the Accreditation Committee's decision to deny accreditation and requested a hearing.

Legislative framework

The duties and mandate of the College's Accreditation Appeal Committee (hereinafter the "Appeal Committee") are set out in Ontario Regulation 347/02 *Accreditation of Teacher Education Programs* (hereinafter the "*Regulation*") and more specifically in the following sections:

Duties of Accreditation Appeal Committee

38. *The duties of the Accreditation Appeal Committee are to:*

- a) decide appeals of decisions issued by the Accreditation Committee in respect of programs of professional education; and*
- b) decide appeals of decisions issued by the Registrar or the Accreditation Committee in respect of programs of additional qualification.*

In accordance with the section 39 (1) of the *Regulation*, the Appeal Committee may establish appeal panels whose duties are set out in section 40 of the *Regulation*, and include:

- a) examine the facts and grounds for appeals relating to the accreditation of programs of professional education;*
- b) make recommendations to the Accreditation Appeal Committee in respect of the disposition of appeals relating to the accreditation of programs of professional education.*

Referral to appeal panel, program of professional education

42. (1) Upon receipt of a notice of appeal relating to a program of professional education, the Accreditation Appeal Committee shall direct an appeal panel to review the facts and grounds for the appeal.

[...]

(3) Upon completion of its review, the appeal panel shall provide a report to the Accreditation Appeal Committee that includes,

- a) the panel's findings on the review, including descriptions or copies of the documentary and other evidence relied on by the panel in making its findings;*
- b) the panel's recommendations of whether the appeal should be allowed; and*
- c) the facts and reasons on which the panel's findings and recommendations are based, in sufficient detail to enable the Accreditation Appeal Committee to make its decision in respect of the appeal.*

Disposition of appeal

44. (1) Before making its decision on the appeal, the Accreditation Appeal Committee shall ensure that the provider is given an opportunity to examine and make written submissions on any documents that the Committee intends to consider in making its decision.

(2) Except as required in subsection (1) and section 43, the Accreditation Appeal Committee need not hold a hearing or afford to any person an opportunity for a hearing or an opportunity to make oral or written submissions before making a decision or giving a direction under this section.

(3) After considering the notice of appeal, the submissions, any document that the Committee considers relevant and, if an appeal panel considered the appeal at the direction of the Committee, the report of the panel, the Accreditation Appeal Committee shall issue its decision and make an order,

- a) directing the Accreditation Committee or the Registrar, as applicable, to grant or confirm accreditation of the program;*
- b) directing the Accreditation Committee or the Registrar, as applicable, to impose, modify or remove one or more conditions on the accreditation of the program;*

- c) directing the Accreditation Committee or the Registrar, as applicable, to grant or confirm accreditation of the program and referring the matter back to the Committee or Registrar to determine the conditions, if any, to be imposed on the accreditation of the program; or*
- d) confirming the decision that is the subject of the appeal.*

Appeal decision

45. (1) The Accreditation Appeal Committee shall,

- (a) issue its decision in writing;*
- (b) include in its decision the facts on which it relied in making the decision and the reasons for the decision; and*
- (c) provide a copy of its decision to the Registrar and to the provider of the program under appeal.*

Decision of Accreditation Committee and appeal of the University of Ottawa

An Accreditation Committee was established, and, in accordance with the *Regulation*, the Committee formed an accreditation panel to,

1. evaluate the teacher education program mentioned above, under the direction of the Accreditation Committee; and
2. advise the Accreditation Committee by reporting its conclusions and making recommendations regarding the accreditation of the evaluated program.

On August 23, 2011, the Accreditation Committee reviewed the final report of the accreditation panel dated August 15, 2011, the accreditation panel's supplementary report dated August 10, 2011, the dean's response to the panel's interim report dated 12 August 2011, the chair of the accreditation panel's presentation to the Accreditation Committee and the requirements for accreditation under the *Regulation*. Following the receipt of the panel's report, the Accreditation Committee asked for additional clarifications from the University of Ottawa. This information was received on September 30, 2011.

On October 24, 2011, the Accreditation Committee decided to deny the application for accreditation, concluding that the program did not sufficiently meet the requirements for accreditation. Specifically, the Accreditation Committee found that:

- Requirements 1, 9, 12, 13, 14 and 15 were fully satisfied;
- Requirements 4, 5, 7, 8, 10, 11 were substantially satisfied;
- Requirements 2, 3 and 6 were not satisfied.

Excerpts of this decision are included in part B herein. In addition, the complete list of requirements for accreditation pursuant to section 9 of the *Regulation* can be found in Appendix B.

The University of Ottawa submitted a notice of appeal on February 14, 2012 contesting the decision of the Accreditation Committee and basing its appeal solely on Requirements 2, 3 and 6, which were deemed not satisfied by the Accreditation Committee. The University of Ottawa requested a hearing pursuant to article 43 of the *Regulation*.

Appeal Committee and decision of appeal panel

The Appeal Committee was formed in accordance with the criteria set out in section 35 of the *Regulation* and established an appeal panel on March 30, 2012:

The appeal panel examined the decision of the Accreditation Committee concerning three requirements for accreditation (2, 3, and 6) deemed not satisfied by the Accreditation Committee and referred to in the University of Ottawa's notice of appeal, and made recommendations regarding each of these requirements.

The appeal panel recommended the initial accreditation of the program with conditions. It determined that:

- Requirements 3 and 6 were substantially satisfied;
- Requirement 2 was fully satisfied.

Excerpts from this report are included in part B herein.

The Appeal Committee met on August 22, 2012 to consider the recommendations of the appeal panel dated July 12, 2012. Although the *Regulation* does not require it, the Appeal Committee ordered that a copy of the appeal panel's report be forwarded to the University of Ottawa for consideration. In a letter dated November 7, 2012, the College's Registrar, Mr. Michael Salvatori (hereinafter the "Registrar"), proposed that the University of Ottawa could proceed with either a *desk review* or a *hearing*. On November 2, 2012, the University of Ottawa advised the College of its desire to abandon the hearing, as it believed "there is an excellent chance the program will receive accreditation without needing to proceed with the hearing..." **[Translation]** The University of Ottawa undertook to produce the following documents:

- a conceptual framework of approximately five pages to clarify the principles of the online education program;
- all course outlines; and
- a description of the support to be provided to faculty members.

In a letter dated March 5, 2013, the Registrar informed the University of Ottawa that the Appeal Committee would meet on April 29 and 30, 2013, to consider their request for appeal. On March 27, 2013, the University of Ottawa forwarded several additional documents to the College. The complete list of these additional documents can be found in Appendix A-section *Cahier F-1^e partie* and *F2^e partie*.

The Appeal Committee was composed of the following individuals:

- Myreille Loubert, OCT, member of the Appeal Committee and elected member of the College's board of directors. Ms. Loubert was appointed to the board in July, 2012;
- Monika Ferenczy, OCT, member of the Appeal Committee and elected member of the College's board of directors. Ms. Ferenczy was appointed to the board in December, 2011; and
- Robert Gagné, member of the Appeal Committee and member appointed to the College's board of directors by the lieutenant governor in council. Mr. Gagné was appointed to the board in November, 2010.

PART B: Accreditation Appeal Committee Conclusions and Grounds for Decision

Appeal Committee process

Before rendering its decision, the Appeal Committee was informed of the notice of appeal, the observations, the report of the Accreditation Committee, the report of the appeal panel and all documents it considered relevant. Appendix A, attached hereto, contains a detailed list of documents examined by the Appeal Committee.

The Appeal Committee's report focuses on the three requirements for accreditation deemed problematic by the Accreditation Committee in its October 24, 2011 decision and referred to in the University of Ottawa's notice of appeal; these were ultimately examined by the appeal panel. Consequently, Requirements 2, 3 and 6 of section 9 of the *Regulation* were reviewed.

The decisions rendered by the Accreditation Committee and appeal panel relative to each requirement are listed below, followed by the grounds for the University of Ottawa's appeal to these decisions. The decision of the Appeal Committee relative to each requirement is presented in the last part of each section.

Decision of Appeal Committee

REQUIREMENT 2

Requirements for accreditation under section 9 of *Regulation 347/02*

2. The program has a clearly delineated conceptual framework.

DECISION OF ACCREDITATION COMMITTEE

"According to the appeal panel, it is necessary to satisfy the second requirement in order to satisfy several other requirements. A conceptual framework should define the rationale and the organizational principles that govern the development of a professional training program. This framework must be based on clear, relevant research, and paint a cohesive picture of the teaching and learning experience. The conceptual framework must therefore answer the following question: "What is the teaching and learning experience within the context of the program?"

For the proposed program, the Faculty submitted a mission statement and a visual graph that were identical to those of programs already offered by the Faculty of Education. The mission statement clarifies the institution's intention to serve the Franco-Ontarian community and the application for accreditation lists the benefits of online education for remote communities, but the mission statement does not contain any rationale for, or organizational principals governing the proposed program. No research was included in the documentation submitted and in the program's design on the impact that online delivery might have on the program's design and delivery. In an interview, the associate dean revealed that faculty members review and revise the conceptual framework each time a new program is developed. There is no evidence that such a review took place, and the manner in which the existing framework will be modified to address the key issues mentioned above was not explained. In addition, interviews with other program administrators contradicted the associate dean's statements. The members of the Teacher Education Advisory Committee, who met during the on-site visit in February 2011, were not aware of the existence of a conceptual framework created specifically for the new program.

Without the solid foundations of a clearly delineated conceptual framework, specifically created for this program, adopted by the faculty and used in designing the program,

- the integration and the implementation of theory and practice in teacher education
- access to extensive knowledge resources
- the design of a suitable organizational structure and
- the creation of courses suitable for the given delivery method

will be carried out in the absence of a clear and coherent teaching and learning model, which a conceptual framework provides." **[Translation]**

(Decision of the Accreditation Committee dated October 24, 2011, p. 14)

GROUNDINGS OF THE APPEAL- UNIVERSITY OF OTTAWA

The Appellant relies on the following facts:

"Requirement 2: The decision report states that "no research on the potential impact of online delivery" was included in the documentation submitted. Aside from the fact that the Faculty's research in this area was mentioned in the initial application, the supplementary report provided some of the latest research on online training in various Francophone Canadian universities, including several publications of Faculty professors on designing online activities and educating teachers online, drawn from our past 3 years' experience offering bachelor and master of education courses entirely online. Our professors have continued to publish, and we have attached the most recent work accepted for publication since our last correspondence. There was no mention of any major problem with the conceptual framework during the evaluators' visit or in the supplementary reports. In our opinion, this framework should remain unaltered, because the content of the program is identical to that of our regular program. Only the method of delivery will change. It is not an education program for "online teachers" (which would, in effect, change the conceptual framework) but an online education program for classroom teachers." **[Translation]**

(Notice of appeal of the University of Ottawa-p. 2)

CONCLUSION OF APPEAL PANEL

"The accreditation panel mentioned that the "program focuses on a systemic model comprised of four components: the environment, the individual, knowledge and management. The panel concluded that the program is designed and operates in accordance with the four components of the conceptual framework." [Translation] The appeal panel noted that the University of Ottawa reflects its conceptual framework in the course outlines provided, and the panel believes this practice will be maintained. In addition, the appeal panel reviewed documentation that supports this position, including the submission to the University Senate, various articles and other documentation.

In reviewing the accreditation panel's report, the appeal panel noted that the interviews with faculty members and the dean confirmed that faculty members develop and regularly review the conceptual framework.

The appeal panel agrees with the accreditation panel, which concluded that this requirement has been fully satisfied. The appeal panel does not believe that the arguments of the Accreditation Committee, whose final decision contradicted the panel, were adequately explained.

Although the appeal panel noted some differences of perspective between the conceptual framework and its impact on the proposed new program (during its visit to the University of Ottawa in February of 2011), and although it believes there is a lack of sufficiently detailed course plans to assess the online delivery mode's implementation (see further comment on this below), the appeal panel is of the opinion that the program's conceptual framework is clear, appropriate and reflects current research and trends in initial training and in the development and revitalization of Francophone minority communities. In addition, the appeal panel agrees with the University of Ottawa that it is not an education program for "online teachers" (which would change the conceptual framework), but an online education program for classroom teachers. The appeal panel therefore accepts the University of Ottawa's argument, which contests that the contents of the regular program's conceptual framework, approved by the College on November 14, 2008, applies to this proposed new program, although the appeal panel encourages the Faculty to continue to reflect on this framework and amend it as appropriate." [Translation]

(Decision of appeal panel dated July 12, 2012-p. 6)

The appeal panel finds that Requirement 2 for accreditation is fully satisfied.

DECISION OF APPEAL COMMITTEE

After consulting all the documents and more particularly the supplemental documents sent by the University of Ottawa in March 2013 and the report of the appeal panel, the Appeal Committee determined that Requirement 2 is fully satisfied for the following reasons.

The Appeal Committee took into account the report of the University of Ottawa received in March 2013, entitled *Agrément* (accreditation), and it considers the online program to be a hybrid (on the basis of the Adobe Connect videoconferencing component), allowing implementation of the conceptual framework and principles common to all programs.

"This type of educational approach combines previously discussed modalities (synchronous and asynchronous, private and public) and offers students a number of benefits: the program can be adapted to different learning types, the quality of interactions is improved, it provides students with easy access to resources and expertise on the Internet, it provides flexibility while allowing room for formal one-on-one or group discussions, it avoids the isolation of completely asynchronous online training, it provides a more dynamic learning environment than a classroom and ensures greater student engagement. [Translation]

(Agrément – supplemental documents, page 6)

The Appeal Committee agrees with the appeal panel which affirms that this program's conceptual framework is clear, appropriate and reflects current research and trends in initial training and in the development and revitalization of Francophone minority communities.

For these reasons, the Appeal Committee is of the opinion that Requirement 2 is fully satisfied.

REQUIREMENT 3

Accreditation requirements of Regulation 347/02, Section 9

3. *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 the field of teacher education,*
 - iii. *the integration of theory and practice in teacher education.*

DECISION OF ACCREDITATION COMMITTEE

"As with the Requirement 2, it is necessary to satisfy Requirement 3 in order to satisfy many other requirements, including Requirements 4, 5, 6, 7, 10 and 11, since review and synthesis of the most current research informs decisions about the program's design, content, structure and delivery.

The Committee finds that the teaching practicum guide and policy documents demonstrate that the Standards of Practice and Ethics for the Teaching Profession are well integrated into the proposed program's course outlines.

Although the submitted course outlines included references on the general education of teachers, and the application for accreditation included references to the latest research on education and online teaching, the Committee was unable to determine how the research on online education was incorporated into the development of the proposed program's course outlines, nor how this research informs decisions regarding the format and general structure of the proposed program. This difficulty was compounded by the absence of course outlines developed specifically for the proposed program. All the online course outlines that were presented during the site visit were taken from existing programs. Outlines for three online courses developed specifically for the proposed program were submitted as evidence after the site visit. However, these three course outlines alone do not explain how the latest research on online learning informs the design and delivery of the program as a whole. Finally, although the Faculty of Education provided the Committee with a research article on the unique nature of online learning, no contextualization was provided to demonstrate how the data and research informs the design of the proposed program.

The Faculty of Education's application for accreditation states that the integration of theory and practice is essential to teacher education and that it is explored through courses, assignments, reflections on the practice of teaching, and the teaching practicum. Despite this, the Committee was unable to find clear, convincing and consistent proof that this integration has been adapted to a fully online program, as only three course outlines were submitted for the proposed program.” [Translation]

(Decision of the Accreditation Committee dated 24 October 2011, p. 15)

GROUND OF THE APPEAL - UNIVERSITY OF OTTAWA

The Appellant relies on the FOLLOWING FACTS:

"Requirement 3: The decision takes issue with the fact that only three course outlines were provided. However, we have provided exactly what was requested by the College in its many inquiries, in addition to all the course outlines submitted with the initial application. This includes all first-year online course outlines, an outline of the course methodology to illustrate the change in delivery format, and an electronic course template for the program. The art course was chosen with the College's permission to demonstrate the course methodology. As the program is not yet accredited, it is not possible for us to allocate the personnel necessary to develop all program content when there is no assurance that the program will be implemented, the decision for which rests with the College. The development work necessary to respond to the College's numerous requests has already required the efforts of many professors and administrative staff members, with no guarantee of success."

[Translation]

(University of Ottawa Notice of Appeal, p. 2)

CONCLUSION OF APPEAL PANEL

"Although the appeal panel acknowledges and understands the University of Ottawa's confusion and frustration, given that the University submitted a template and three course outlines for the program in September 2011 as requested by the Accreditation Committee (supplementary documentation), it also understands why the Committee determined that " these three course outlines alone do not explain how the latest research on online learning informs the design and delivery of the program as a whole."

The program in question is innovative. The appeal panel agrees that any institution, including the University of Ottawa with its well-established infrastructure and experience, would require time and a reasonable expectation of obtaining accreditation before allocating the human and financial resources needed to develop and adapt each and every course for all four years of the proposed online program. However, since the College deems that this proposed program, delivered entirely online, is substantively different from others offered by the University (and because this is a new four-year concurrent program), the evidence provided in the initial application and supplementary documentation is insufficient to demonstrate that the Faculty is currently able to provide a quality education to the target clientele.

In the final report, the accreditation panel concluded that Requirement 3 is substantially satisfied.

The appeal panel is of the opinion that this condition is substantially, but not fully, satisfied. The appeal panel considers it reasonable and necessary that the University of Ottawa provide the following documentation within a year in order to determine if this requirement is fully satisfied:

- a summary of the latest trends in research on online teacher education that explicitly describes how this research informs the template for the online course outlines (in other words, a rationale for the template).
- all education course outlines for all four years of the program, to demonstrate how this research is integrated into each course and therefore into the program's overall structure. These course outlines will also allow a better assessment of the integration of theory and practice (we reiterate and elaborate upon this recommendation under Requirement 6 below).” **[Translation]**

(Decision of the appeal panel dated July 12, 2012, p. 8)

DECISION OF APPEAL COMMITTEE

After reviewing all the documents, particularly the supplementary documents submitted by the University of Ottawa in March 2013 and the appeal panel report, the Appeal Committee determines for the following reasons that Requirement 3 is fully satisfied:

1. The College's “Standards of Practice for the Teaching Profession” and the “Ethical Standards for the Teaching Profession” (Paragraph 9 (3) (i) of the *Regulation*)

All online course outlines in the supplementary documents demonstrate integration with the standards under the specific sub-heading “Liens avec les normes de la profession” (integration of professional standards). In addition, as noted by the Accreditation Committee, the standards are also found in the University's practicum guide and policy documents.

2. Current research in teacher education (Paragraph 9 (3) (ii) of the *Regulation*)

The Appeal Committee considers that in its supplementary documents, entitled “Agrément” (accreditation), the University of Ottawa provided a summary of the research on online teacher education that clearly informed the development of course outlines for online courses. In an effort to incorporate the latest online course technology, the new course outlines include a section listing the necessary hardware, applications, basic technical skills and equipment, and another section on the course format and specific teaching methods. By way of example, we point to the PED 1599-EN LIGNE and PED 3757-EN LIGNE courses.

The Appeal Committee is of the opinion that the University of Ottawa has the tools and technological resources to support students and faculty in the online program. Technical support from the TLSS is available to faculty at all times, and tutorials are available to help students develop the basic technical skills discussed in the online course outlines. For example, migrating from Bridgit to Adobe Connect and from Blackboard to Blackboard Learn will allow the University to improve the interactive platform for participants in online courses.

3. The integration of theory and practice in teacher education. (Paragraph 9 (3) (iii) of *Regulation*)

In reviewing the online course outlines that were provided in the supplementary documentation, the Appeal Committee found sufficient evidence of the integration of theory and practice. For example, the course outlines include references to virtual tours of museums, scenarios, the creation of course materials, the use of technology (e-surveys) and dynamic interactions (discussions, debates, and presentations).

For these reasons, the Appeal Committee is of the opinion that Requirement 3 is fully satisfied.

REQUIREMENT 6

Accreditation requirements of *Regulation 347/02*, Section 9

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

DECISION OF ACCREDITATION COMMITTEE

“The Committee noted the existence of a clearly defined four-year program model, referred to by the Faculty of Education as the *diplôme intégré* (integrated degree). However, there is insufficient concrete evidence to satisfy this requirement, both in terms of the online delivery format and the proposed structure.

Recently, the Faculty of Education developed a process to adapt courses to online delivery, but with the exception of the three course outlines submitted as additional evidence, no course outline submitted in the application was designed for online delivery as envisaged in the proposed program. On the subject of the support offered by the Faculty to assist faculty members in transitioning to a fully online program, the Committee recognizes and endorses the creation of a faculty support position.

However, we found conflicting evidence regarding the access to support already offered by the Faculty of Education, particularly with respect to the Centre for e-Learning. To provide support for students, in its supplementary submission the Faculty proposes creating two optional teaching modules for students of the proposed program. The Committee approves the proposal, but received no documents supporting evidence of its creation.

The Committee is concerned by the absence of courses in Health and Physical Education and Kindergarten, which are mandatory in Ontario. The documents describing the structure and course sequence for the proposed program show that some students will be able to withdraw from the Kindergarten course and substitute an elective course. Despite the additional information provided by the institution describing options for delivering Health and Physical Education components, the Committee is concerned that the delivery of courses integrating the Ontario curriculum is not ensured, and the final structure of the program remains uncertain. In addition, there is conflicting documentation in the accreditation application. One source indicates that the practicum and orientation seminars are traditionally offered in the classroom, while another states that this component of the course could be delivered online. There is no explanation of how the orientation seminar will be adapted for the proposed program.” [Translation]

(Decision of the Accreditation Committee dated 24 October 2011, p. 16)

GROUND OF THE APPEAL - UNIVERSITY OF OTTAWA

The Appellant relies on the FOLLOWING FACTS:

"Requirement 6: Finally, the decision report takes issue with student support and with modifications made during this process, which are described as "conflicting". As we have proven, student support is provided by the Faculty, and all additional student support pilot projects have received funding and are under development. All modifications characterised as conflicting were made at the request of the College. Therefore, it is surprising that efforts to fully meet the College's requirements became one of the file's main shortcomings."

[Translation]

(University of

Ottawa Notice of Appeal, p. 2)

CONCLUSION OF APPEAL PANEL

"In the final report, the accreditation panel concluded that Requirement 6 is substantially satisfied.

The appeal panel considers that this requirement is the least well satisfied of those covered by this report. The course templates and the three course outlines provide insufficient information to properly determine whether the format and structure of the program suit the course content. In addition, the program's conceptual framework is not explicitly identified in this template and in the three course outlines (as in the course outlines submitted in the original application, such as PED 1500 and PED 3517).

The appeal panel agrees that the delivery of the practicum seminar will be modified for this program and the existing seminar outline is inadequate for the delivery format (the practicum is a key component, integrating theory and practice throughout the initial training program). There is evidence that faculty teaching this program will receive support in adapting and delivering their online courses. However, the support provided to students is not adequately explained. The appeal panel is satisfied that the proposal has been amended to offer students a course on Kindergarten, which is mandatory in Ontario. The appeal panel is not satisfied with the University of Ottawa's explanation regarding the manner in which the Health and Physical Education course content, also mandatory in Ontario, is to be integrated into other courses. The appeal panel agreed with the Accreditation Committee that it is very difficult to ensure and evaluate this integration, which is too dependent on the good will of faculty and the time they have at their disposal.

All the same, we find that this requirement is substantially, albeit not entirely, satisfied. We believe it is reasonable and necessary that the University of Ottawa provide the following supporting documents, within a year, to determine whether this requirement is fully satisfied:

- a Health and Physical Education course offering through the replacement of an elective;
- a modified course template for the course outlines of the new program to ensure explicit integration with the conceptual framework;
- all course outlines for the entire four-year program, including the outline for the practicum seminar, so that the Accreditation Committee may assess whether the format and structure of the program are appropriate to the course content and to show that the conceptual framework is integrated in the course outlines and well-defined by professors for students in each course;
- a detailed description of the support provided to faculty and students of this fully online program (*Decision of the Accreditation Committee*, p. 16).

The recommendations outlined in this report represent a compromise that would protect the public interest while allowing the University of Ottawa to continue to develop this important program, for which there is a pressing need in the Ontario Francophone community. According to the *Regulation*, the institution in question must be able to meet the requirements within the proposed timeframe. We believe that the University of Ottawa has the necessary resources to accomplish what we propose. Human and financial resources are already in place and the Faculty already has some experience and expertise in delivering full or partial online programs, which further convinces us that our recommendations are realistic and achievable.” **[Translation]**

(Decision of the appeal panel dated July 12, 2012, p. 11)

DECISION OF APPEAL COMMITTEE

The Appeal Committee agrees with the recommendations of the appeal panel asking the University of Ottawa to provide additional evidence to determine whether this requirement is fully satisfied. The Appeal Committee reviewed the documents, particularly the supplementary documents the University of Ottawa submitted in March 2013 and the report of the appeal panel. The Appeal Committee has made the following findings.

A detailed description of the support available to faculty and students who work and study in this fully online program.

The Appeal Committee is satisfied by the following evidence provided by the University of Ottawa. The University of Ottawa has the tools and technological resources to support students and faculty in the online program. Technical support from the TLSS is available for faculty at all times, and tutorials are available for students to develop the basic technical skills described in the online course outlines. For example, migrating from Bridgit to Adobe Connect and from Blackboard to Blackboard Learn will allow the University to improve the interactive platform for participants in online courses.

However, the Appeal Committee has not received sufficient evidence regarding explicit integration with the conceptual framework in the new online course outlines and the *Health and Physical Education* program.

Explicit integration with the conceptual framework

The new course outlines submitted by the University of Ottawa do not demonstrate explicit integration with the conceptual framework. In the initial application, the submitted course outlines included a section on the integration of the program's conceptual framework. However, the new course outlines refer to the Professional Standards but do not mention the conceptual framework.

Health and Physical Education

The Appeal Committee notes that the Physical Education and Health program is mandatory according to the Ontario Curriculum developed by the Ontario Ministry of Education. This is outlined in Paragraph 8 (1) of the Education Act, where the Minister and the Ministry of Education have the authority to establish *Health and Physical Education* framework programs for each division. In 2005, the Ministry also issued resource documents for the primary and intermediate divisions entitled *Daily Physical Activity in Schools* (DPA). In the opinion of the Appeal Committee, this subject matter's importance cannot be discounted. The Appeal Committee recognizes that the University indicated the material would be integrated into other courses in the program. However, there is still insufficient evidence to back up this assertion.

As requested in the notice of appeal submitted by the University, Requirements 2, 3 and 6 were referred to the Appeal Committee to be examined in this decision. The Appeal Committee found, however, that Requirements 4, 5, 7, 8, 10 and 11 were examined by the Accreditation Committee in its decision of October 24, 2011. The Accreditation Committee indicated that these requirements were substantially though not fully met. These have not been examined in the context of the appeal, but the satisfaction of some of these requirements, particularly Requirement 4, could have an impact on Requirement 6 and allow it to be fully satisfied. It is also possible that in satisfying Requirement 6, this would have a reciprocal effect on Requirement 4 so that the latter is fully satisfied.

For these reasons, the Appeal Committee is of the opinion that Requirement 6 is substantially though not fully satisfied.

Conclusion of Appeal Committee

DECISION

The Appeal Committee is of the opinion of Requirements 2 and 3 are fully satisfied.

However, the Appeal Committee highlighted two shortcomings related to Requirement 6, which could be addressed by the Accreditation Committee, namely:

1. The explicit integration of the conceptual framework into the new online course outlines; and
2. The Health and Physical Education curriculum for the primary-junior and junior-intermediate divisions.

These findings notwithstanding, the Appeal Committee is of the opinion that Requirements 4, 5, 7, 8, 10 and 11, as examined by the Accreditation Committee in its October 24, 2011 decision, still fall under the jurisdiction of the Accreditation Committee.

ORDER

After reviewing the notice of appeal, Requirements 2, 3 and 6, the observations, the report of the appeal panel and all documents it considers relevant, and for the foregoing reasons, the Appeal Committee directs the Accreditation Committee, in accordance with Article 44 (3) (c) of the *Regulation* and specifically with regard to its review of Requirements 2, 3 and 6, to grant accreditation to the program, and refers back to the Committee the determination of appropriate conditions to meet Requirement 6, and, if applicable, Requirements 4, 5, 7, 8, 10, 11, which are deemed substantially but not fully satisfied by the Accreditation Committee pursuant to its October 24, 2011 decision.

Original Signed by:

M. Loubert, OCT, Chair

Original Signed by:

R. Gagné, Committee Member

Original Signed by:

M. Ferenczy, OCT, Committee Member

APPENDIX A List of Documents Concerning the Appeal by the Université d'Ottawa

Review by the Accreditation Appeal Committee on April 29 and 30, 2013

Workbooks A & B – Decision of the Accreditation Committee and Documents Submitted in Support of the Appeal by the Université d'Ottawa

A: Decision of the Accreditation Committee, dated October 24, 2011

B.1: Letter from Marie Josée Berger, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated January 13, 2012

B.2 Université d'Ottawa – Notice of Appeal (with appendices)

- Table of Contents
- Letter to M. Salvatori, Registrar of the College, dated February 14, 2012
- Right to use documents from the Centre for Research on French-Canadian Culture (CRCCF) archives
- Notice of Appeal (Form 2A)
- A.** Recommendation to the Accreditation Committee
- B.** Response from the Faculté d'éducation – July 28, 2011
- C.** Email from Fred DuVal to Anne-Marie Dionne and Emmanuel Duplâa, dated August 26, 2011
- D.** Response from the Faculté d'éducation to questions from the Ontario College of Teachers, dated September 23, 2011
- E.** Email from Fred DuVal to Anne-Marie Dionne and Emmanuel Duplâa, dated October 13, 2011
- F.** Teacher Education Advisory Committee (minutes of October 26, 2011)
- G.** Letter from the Chair of the Accreditation Committee to Marie Josée Berger, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated December 21, 2011
- H.** Article "*Quels outils de communication pour améliorer les formations en ligne*" (Communication tools for improving online education)
- I.** Article "*Connectivisme et formation en ligne*" (Connectivism and online education)
- J.** Outline for ONLINE course PED 3519

Workbook C, Part I – Accreditation Committee Documents (meeting of August 23, 2011)

C-1: Letter to Fred Duval from Anne-Marie Dionne, dated November 11, 2010

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“*Quels outils de communication pour améliorer les formations en ligne*” (Communication tools for improving online education)

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- English translation of the Accreditation Panel Final Report

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- English translation of the Revised Accreditation Panel Recommendations

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- Accreditation Appeal Panel Report, dated July 12, 2012

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- Letter from the College to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated September 17, 2012
- Letter from Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, to the College, dated November 2, 2012
- Letter from the College to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated November 7, 2012
- Letter from the College to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated December 18, 2012
- Letter from the College to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated March 5, 2013, with enclosure
- Copy of Ontario Regulation 347/02, Accreditation of Teacher Education Programs
- Letter from the College to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated March 13, 2013, with enclosures (workbooks)
- Letter to the College from Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, dated March 14, 2013
- Email from policy analyst Céline Martineau to Michel Laurier, Dean of the Faculté d'éducation de l'Université d'Ottawa, to the College [sic], dated March 25, 2013

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APPENDIX B List of Conditions

PROGRAM OF PROFESSIONAL EDUCATION (Ontario Regulation 347/02 *Accreditation of Teacher Education Programs*)

Requirements for accreditation

9. (1) A program of professional education may be granted accreditation under this Regulation if the following requirements are satisfied:

1. The provider of the program is a permitted institution.
2. The program has a clearly delineated conceptual framework.
3. 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.
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.
5. The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.
6. The program's format and structure are appropriate for the course content.
7. Students are assessed and informed of their progress on an ongoing basis throughout the program.
8. The program includes a practicum that satisfies the requirements set out in subparagraph 2 v of subsection 1 (2) and subsection (2).
9. Successful completion of the practicum is a requirement for successful completion of the program.
10. The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

11. The teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education.
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.
13. The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.
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.
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.

(2) 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
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.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

APPENDIX 3

Accreditation Committee Decision

Université d'Ottawa Faculté d'éducation

Application for Initial Accreditation

Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French- language program offered entirely by distance education)

**Accreditation Committee
Ontario College of Teachers
October 24, 2011**

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Decision of the Accreditation Committee Regarding the Application for Accreditation Submitted by the Faculté d'éducation at Université d'Ottawa

Part A Introduction

The Faculté d'éducation at the Université d'Ottawa submitted the following application for initial accreditation on November 2, 2010:

- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French- language program offered entirely by distance education)

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 program 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 program reviewed.

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

- three members of Council, one of whom was a member of the Accreditation Committee, and one of whom was an appointed member of Council
- one College member who was not a Council member
- a roster member with experience as an educator in a faculty of education
- a person nominated by the Faculté d'éducation at Université d'Ottawa

In making its recommendations, the panel reviewed the application for accreditation and other documentation provided by the Faculté d'éducation at Université d'Ottawa. The on-site visit took place from February 6 - 11, 2011 and included an examination of artifacts and program resources associated with both the current programs offered by the Faculté and the proposed program, facility tours, and interviews with faculty and other persons associated with the current and proposed programs. The panel also interviewed teacher candidates selected by the faculty who had taken online courses in the alternative mode program of professional education which is delivered partially at a distance and partially in the traditional face-to-face format.

The panel also attended a presentation of Blackboard, an asynchronous online delivery platform, to demonstrate the pedagogical possibilities for delivering the program and Bridgit software, which could be used for synchronous learning.

The panel examined almost all course outlines from the regular consecutive program. The faculty declared that the content of the courses for the proposed program would be the same as the content for these courses. At the time of the site visit, the faculty did not provide course outlines for the proposed concurrent program. The panel saw three courses currently offered online in other current programs and several course outlines for courses offered in the face-to-face consecutive program. These course outlines, however, did not demonstrate the forms of interaction, synchronous and asynchronous activities, communication tools, teaching strategies and learning and evaluation activities designed to adapt content to the proposed program's format of 100% distance delivery.

The accreditation panel provided an opportunity for public submissions regarding the quality of the proposed program under review. The panel considered an e-mail received identifying general observations on the usefulness of an online program and examined an e-mail from an alumnus concerning a program that was not the subject of the application under review.

Following the review, the accreditation panel compiled a final report of its findings and recommendations for the Accreditation Committee's consideration. After receiving supplementary documents provided by the Dean of the Faculté d'éducation dated July 28, 2011, including the course outline for PED4765 *Pre-school Education*, the accreditation panel revised the findings and recommendations from its final 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 proposed program of professional education in the application submitted by the Faculté d'éducation at Université d'Ottawa qualified for accreditation.

On August 23, 2011, the Accreditation Committee considered the Accreditation Panel Final Report dated August 15, 2011, and the Accreditation Panel's Supplementary Report dated August 10, 2011, as well as a response from the Dean to the panel's draft report dated August 12, 2011, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs. Following the Panel Chair's presentation, the Accreditation Committee sought additional clarifying information from the Faculté d'éducation which was received on September 30, 2011.

The Accreditation Committee continued its deliberations and issued a preliminary decision by motion on October 24, 2011 with written reasons to follow. At that time, they considered supplementary information from the faculty on September 30, 2011 which was provided in response to clarifications requested by the committee on August 26, 2011.

Part B Findings and Reasons for Decision of the Accreditation Committee at its Meeting of October 24, 2011

Introduction and Commendation

The proposed program would set a precedent in our province for programs of professional education (pre-service), and the committee commends the Faculty for proposing such a program. This program is intended to meet the needs of the Franco-Ontarian community in an innovative way. The committee felt a special obligation to exercise due diligence in protecting the public interest considering the unique format of the proposed pre-service program. The committee acknowledges that the Faculty offers two other programs, a Baccalaureate degree offered “en mode alternatif”, or partially online, and a Master’s degree program delivered fully online. The proposed program shares many of their elements.

The proposed program, however, differs from the other two in both purpose and scope. Any pre-service program prepares candidates to enter the profession by developing basic competencies necessary for that profession. How the faculty plans to modify its current conceptual framework, the program design and delivery, adjust course content, manage teacher candidate assessment and evaluation, help candidates learn from their practica and sustain teacher candidate support throughout both the classroom and practical components of the proposed program, is a critical question given that the candidates must be fully ready to enter classroom teaching, in any setting for which they are certified, upon graduation. Those pursuing the faculty’s Master’s program are certified teachers who are interested in augmenting their professional skill and knowledge, building on the base of their baccalaureate level preparation. The Ontario College of Teachers does not accredit programs offered at the graduate level, unless these programs lead to initial certification to teach. Candidates enrolled in the partially online “mode alternatif” program, in addition to a majority of courses pursued at a distance in an online format, take several courses in the traditional face-to-face mode, together with professors on campus, where their work can be assessed and shared in real time. The proposed program, however, must ensure that all the elements essential for teacher certification are present in a program where students are never physically together, in the presence of their professors or instructors, or on campus where traditional supports and learning opportunities are close to hand rather than supplied technically. How teacher candidates will consolidate a professional identity and how the university ensures that the student who is enrolled in the program is the one actually carrying out the learning activities, especially the

assignments and the exams, are critical dimensions of a fully online format. Given these circumstances, the committee found that the institution's proposal was missing certain essential elements.

Decision

The Accreditation Committee's decision is to deny accreditation of the proposed program. The decision making process taken by the Accreditation Committee is summarised below.

For the reasons set out below, the Accreditation Committee finds that the following proposed program does not substantially satisfy the requirements for accreditation and denies the request for initial accreditation:

- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree (French- language program offered entirely by distance education)

Notification of Decision to Candidates

In accordance with Section 30.(1) of the Accreditation Regulation, the Faculté d'éducation at the Université d'Ottawa shall notify all persons who apply to enter the program that it is not accredited by the College. Candidates who begin studies in an unaccredited program shall not be reported to the Ontario College of Teachers for certification as an Ontario teacher.

Appeal Process

The Faculté d'éducation at the Université d'Ottawa may appeal the Accreditation Committee decision by delivering a notice of appeal to the Accreditation Appeal Committee setting out the grounds for the appeal and the facts on which it relies. The notice of appeal must be delivered to the Registrar of the Ontario College of Teachers within 60 days of receiving this decision.

Section 41.(1) of the Accreditation Regulation sets out the requirements for the notice of appeal. The fee for the appeal is prescribed in College by-law.

Reapplying for Accreditation of the Program

The Faculté d'éducation at the Université d'Ottawa may reapply for accreditation of the program 365 days after the day the final disposition is made on any appeal of the decision denying accreditation or the day the time limit for commencing an appeal expires, if no appeal is commenced, as is in accordance with Section 30.(2) of the Accreditation Regulation.

Process Undertaken by this Committee

Most accreditation decisions are based on the application for accreditation supplied by the provider, on the evidence supplied to the Committee by the accreditation panel in its report and on any comments or documents received from the provider after its review of the draft panel report.

In rendering this decision, the Accreditation Committee considered the following:

- the accreditation application,
- the final panel report, dated August 15, 2011,
- a response from the Dean to the panel's draft report, dated August 12, 2011
- the supplementary panel report based on information from the Dean received on July 28, 2011
- the Panel Chair's presentation to the Accreditation Committee, and
- additional clarifying information submitted by the Faculté d'éducation on September 30, 2011

Rationale for the Decision

Although the committee found that several requirements were fully satisfied and several substantially satisfied, an examination of all of the evidence revealed a number of core issues that caused the committee concern. These are detailed below.

i) Rationale and Organizing Principles

By these the committee means those elements of the program relating to philosophical and theoretical constructs that are integral to and direct the program. These relate to the program's conceptual framework, its research base, its link to course development and delivery, its application of theory to practice and to evidence of currency. After thorough examination, the committee identified weaknesses and omissions in the existing organizing principles of the proposed program. Weaknesses and omissions at this level cause a cascading effect that impact the other required elements of the proposed program.

ii) Clarity and Connections

By clarity the committee refers to its difficulty in consistently observing explicit evidence showing how the online delivery mode affects the faculty's decisions about course content, program format and structure, assessment and evaluation, the development of a wide knowledge base and the facilitation of the integration seminars of the practicum. Clearly described connections between the program's rationale and organizing principles and all its key elements are critical for this pioneering program.

iii) Omissions

By omissions the committee refers to crucial elements in the proposed program that were absent or not addressed. The committee observed that there is no provision for the teaching of Physical and Health Education, as mandated in the Ontario Curriculum, no confirmation of the inclusion of the Kindergarten curriculum and no comprehensive description of how the séminaire d'intégration, already offered in other programs, will be facilitated in a fully online format. Further, the committee experienced significant difficulty in understanding elements of the program's curriculum due to the absence of a comprehensive set of course outlines written specifically for this new mode of delivery.

iv) Access

By access, the committee is referring to provisions within the program to support all aspects of student learning in an online setting. Although the committee saw evidence illustrating some avenues for both faculty and student support, such as the technical support offered through the Centre du cyber-@pprentissage (The Centre for e-Learning) or Le Service d'appui à l'enseignement et à l'apprentissage (SAEA) (The Teaching and Learning Support Service (TLSS)) and protocols for e-mail communication, the committee could not find evidence of a faculty plan to ensure equitable access to library resources for teacher candidates at a distance or methods for ensuring equitable access to a wide knowledge base when teacher candidates are not on campus, near all its services and offerings, and are often alone. An additional concern of the committee is the possibility that teacher candidates may not have access to an impartial faculty advisor during their practica. The faculty advisor should not be one who is the principal of the host school, as a conflict of interest could result in cases where problems arise between the teacher candidate and the associate teacher.

Requirements

The committee has organized its analysis of the 15 Requirements by clustering them as follows:

The committee had no concerns about the following requirements, which relate to institutional policies and governance, and therefore found them to have been fully satisfied: 1, 9, 12, 13, 14, 15.

The committee saw some satisfactory evidence but had some concerns about the following requirements, and therefore found them to have been substantially satisfied: 4, 5, 7, 8, 10, 11.

The remaining requirements deal with the framework of a program of professional education, requirements that are critical to the integrity of the program. The committee had serious concerns about the following requirements, and therefore found them not to have been satisfied: 2, 3, and 6.

Findings Related to Requirements that are Fully Satisfied

The Accreditation Committee finds that the following requirements have been fully satisfied: 1, 9, 12, 13, 14 and 15.

These six requirements all pertain to internal organizational structures and governance policies of the institution. In all cases the committee was able to see multiple sources of evidence that were robust, concise and clearly supported these requirements.

Requirement 1: The provider of the program is a permitted institution.

L'Université d'Ottawa is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs. In accordance with the Accreditation Regulation, a "permitted institution" includes a faculty of education in Ontario that is part of a university authorised to offer degrees under an Act of the Assembly.

The Faculté d'éducation is part of the University of Ottawa, a university with the power to grant degrees in accordance with an Act of the Legislative Assembly, namely, An Act respecting Université d'Ottawa (1965). Subsection 17 (d) gives the Senate of the University power to confer the degrees of Bachelor, Master and Doctor, and all other degrees and diplomas in all branches of learning that may appropriately be conferred by a university.

In 1999, the Faculté d'éducation's teacher education program received accreditation, meaning that the faculté complied with the requirement and continues to do so. Furthermore, the Senate, in 2010, agreed to approve the creation of the integrated (meaning concurrent) online Baccalaureate program.

Requirement 9: Successful completion of the practicum is a requirement for successful completion of the program.

The accreditation application states that teacher candidates must successfully complete both of the practicums in the program to obtain their degree and be reported to the College. This requirement is also stipulated in the Student Guide 2010 – 2011 and the Practicum Handbook 2010 – 2011, the contents of which will apply to those enrolled in the proposed program, and according to the evidence presented by the faculté, including that of the Practicum Coordinator and the Program Director, successful completion of the practicum will be a requirement for successful completion of the proposed program.

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.***

Professors for the proposed program will be drawn from the faculty members who are teaching the Faculté d'éducation's current programs. After reviewing all curriculum vitae supplied by the Faculty's 23 professors who are currently teaching full time and have been awarded tenure or are on a tenure track, the panel finds that they have the appropriate academic qualifications and that 11 people have experience teaching elementary or secondary school. The professors for the proposed program have appropriate expertise in the divisions and components of the program. As well, the Faculté d'éducation provided two charts showing teaching assignments, one for full-time tenured or tenure track professors, another for part-time professors for all three campuses, indicating that the various divisions and components are well represented.

The Faculté d'éducation requires that the professors who teach the courses have the skills needed to use these modes of delivery and it will offer access to appropriate training for those who do not. Supplementary information, supplied to the committee after the panel's site visit indicates that a new position has been created, that of Directeur adjoint de la formation à l'enseignement, to ensure that professors needing assistance with course design in the online mode of delivery will be adequately supported. The effects of his support have yet to be seen in evidence.

Requirement 13: The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

The institution maintains adequate internal controls within the Faculty's Academic Secretariat to preserve the integrity of student records. The institution is fulfilling its commitment to protect the confidentiality and privacy of the personal information in student records from admission to graduation. Because communications between teacher candidates and the Academic Secretariat are making increasing use of technology, it appears that confidentiality practices will apply equally to distance education teacher candidates. Appropriate procedures concerning the creation of photo identification cards for use by students in the online program are being put into place.

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.

The permitted institution is committed to continuous improvement and quality assurance of the program, as demonstrated by evidence found in the institution's guidelines for program evaluation, interviews with members of the Faculty and supplementary evidence provided after the panel's site visit. An ongoing self-evaluation process is described in detail, including discussion of guidelines, objectives, the collection and nature of data and steps in the quality assurance process. Supplementary evidence submitted to the committee shows that the newly created Liaison Committee will broaden its mandate to encompass the proposed program and will have members on it with expertise in distance education, thus providing the institution with ongoing advice and feedback that can contribute to program improvement.

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.

Interviews and supplementary documentation submitted to the Committee indicate that the faculty will have an advisory committee, known as the Liaison Committee. The articles in the mandate include the Committee's responsibility to act as liaison for operational matters, take part in the evaluation process for the program and initiate discussion about possible restructuring of the program. Through the Liaison Committee, the Faculty will make decisions concerning improvement to program delivery.

The Liaison Committee's will include individuals who have expertise in the area of online education. The Faculty has also provided CVs for most of the individuals appointed to the Committee. The Faculty has further provided a template for the Committee's agendas and minutes showing that the Committee will function in an advisory or liaison capacity.

Findings Related to Requirements that are Substantially Satisfied

The committee found the following requirements to be substantially satisfied: 4, 5, 7, 8, 10 and 11. All requirements were partially met, but all had noteworthy omissions or areas where the committee was concerned about lack of clarity or lack of equitable access to institutional resources.

Requirements 4, 5, 10 and 11 focus on the program's curriculum and on specific methods and foundation courses to be offered. Requirement 7 deals with both assessment and evaluation policies and with assessment and evaluation methods used in the program as a whole and in each course. Requirement 8 deals with the practicum experience.

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.

With regard to Requirement 4, the proposal to offer a fully online program is evidence itself of currency and the mission of the program to support the Franco-Ontarian community exists in response to current needs among members of that community, so widely dispersed across the province. The committee has not received all the course outlines for the proposed program adapted for an online mode of delivery, however, and therefore could not see how the most current pedagogical design methods, specific to the online format, would be employed by faculty. Further, no clear description was supplied to the committee of the other methods that could be used to ensure that the candidates enrolled in the fully online program have the opportunity to access and develop a wide knowledge base in the divisions and components of the program. Moreover, provision has not yet been made for the inclusion of compulsory courses in the teaching of Health and Physical Education or Kindergarten. Finally, even though the Faculty's application refers to a number of education research projects, the committee noted very little research that links online distance education with initial teacher education.

Requirement 5: The course content of the program includes theory, method and foundation courses and appropriate provision for the application of theory in practice.

With regard to Requirement 5, the committee has received three courses outlines designed specifically for this program. Among these, only one outline was for a mandatory first year course. As a consequence, the committee had difficulty assessing clear and consistent provision for the application of theory in practice in the online program. The integration seminars, before, during and after the practicum, provide a way of ensuring that the teacher candidates will have an opportunity to establish connections between theory and their practice. No clear and comprehensive procedure for facilitating the integration seminars in a fully online program has been provided in evidence.

Requirement 7: Students are assessed and informed of their progress on an ongoing basis throughout the program.

The committee saw evidence at the level of institutional policy and faculty procedures with regard to student assessment and evaluation that satisfy the requirement, and since the policies for the faculty apply to all programs, the committee concluded that the proposed program would be directed by the same general policies. Further, the committee saw evidence of clear and appropriately timed formative and summative evaluation activities to be undertaken by both associate teachers and by faculty advisors during the practicum placements.

With regard to the methods of assessment and evaluation to be used in each online course, however, the committee could not assess how teacher candidates would be assessed in the online mode, since outlines for only three of the fully online courses were presented to the committee.

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 "...a program of professional education ... includes ... a minimum of 40 days of practical experience 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 programs 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.***

Almost all elements of this requirement were fully satisfied. Evidence from the practicum handbooks that will be used in the proposed program, from students in the current programs, from practitioners in the field and from faculty coordinators aligned and confirmed that the practicum is being carried out as prescribed in regulation.

Of concern to the committee, however, is evidence indicating that in some cases, often where the student is in a remote location or in a large school, the role of faculty advisor to the teacher candidate might be taken on by the Principal of the host school. The committee is of the opinion that a teacher candidate finding him or herself in difficulty in his relationship with his or her associate teacher would be unable to receive the objective and confidential support of the faculty advisor if that person also directly supervised the associate teacher. The need for a neutral third party to assume the role of faculty advisor is essential in the practicum and in the opinion of the committee is the intent of Requirement 8 (v).

Requirement 10: The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Requirement 10 deals with the appropriate placement of methods courses in the teaching divisions. While the evidence submitted included course outlines for methods courses in all three divisions delivered in the current programs, only one methods course, the course on the teaching of the Arts, was submitted for the proposed fully online program. Concerns regarding course design and instructor pedagogy in online courses have been articulated above. As well, the inclusion of courses on the teaching of Health and Physical Education and Kindergarten is necessary to satisfy this requirement.

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.

Finally, Requirement 11, which deals with the inclusion in the program of two foundational courses, is not fully satisfied. Course outlines for two courses, one on human development, the other on legislation and government policies, were submitted with the original accreditation application, but these were for courses offered in the two current programs. As supplementary evidence, an outline for the course PED 3519, *The Franco-Ontarian School System*, which examines texts on legislation and government policy, was submitted for the fully online program. The committee did not see a course outline on human development for the online program, therefore a full assessment of this requirement was not possible.

Findings Related to Requirements that are Not Substantially Satisfied

The Accreditation Committee has determined that the following requirements are not substantially satisfied: 2, 3 and 6. In the case of these requirements, the committee was unable to see clear, consistent or robust evidence to support the satisfaction or substantial satisfaction of these requirements.

Requirement 2: The program has a clearly delineated conceptual framework.

In the opinion of the committee, the satisfaction of Requirement 2 is fundamental to the satisfaction of many of the ensuing requirements. A conceptual framework is defined as the rationale and organising principles that guide the development of pre-service teacher education curriculum. A conceptual framework should be based on relevant research that is clear, by providing a consistent image of teaching and learning. Thus, a conceptual framework should answer the question: “What do teaching and learning mean in the context of the program?”

In the case of the proposed program, the faculty provides a mission statement and a graphic organizer for the proposed program, both of which are identical to those articulated for the other existing programs offered at the faculty. The mission statement clarifies the institution’s intent to serve the Franco-Ontarian community, and the accreditation application speaks to the power of online learning to reach out to remote communities, but this mission statement provides no rationale or organising principles to guide the proposed program. Research related to the effects of online delivery on program design and delivery and their application to the design of the proposed program could not be found anywhere in the evidence provided. An interview with the Associate Dean indicated that the faculty reviews and revises the conceptual framework every time a new program is prepared. There is no evidence that such a revision has taken place, nor any explanation as to how the existing framework will be changed to address the key question identified above. Moreover, evidence provided in interviews with other program administrators contradicted that of the Associate Dean. Members of the Teacher Education Advisory Committee, as constituted at the time of the site visit in February 2011, were not aware of the conceptual framework for the new program.

Without the firm foundation of a clearly delineated conceptual framework, crafted specifically for this program, embraced by faculty and used to guide program design,

- the integration and application of theory and practice in teacher education,
- access to a wide knowledge base,
- the design of an appropriate format and structure for the program and
- the creation of courses that are appropriate to the mode of delivery lack the clear and consistent image of teaching and learning that the conceptual framework should provide.

Requirement 3: 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.***

Like Requirement 2, Requirement 3 is fundamental to the satisfaction of many of the ensuing requirements, such as 4, 5, 6, 7, 10 and 11, since the consideration and synthesis of current research provides the basis upon which decisions about course design, course content, program structure and delivery are made.

The committee found evidence in the Practicum Handbook and in policy documents that the Standards of Practice and Ethical Standards of the Teaching Profession are well embedded in the plans for the proposed program.

While references to research in teacher education in general were noted in the course outlines provided and references to current research in online education or learning were seen in the accreditation application, the committee could not discern how the research in online education was used in the creation of course outlines for the proposed pre-service program or how such research underpinned decisions about the overall format and structure of the proposed fully online pre-service program. This difficulty was further exacerbated by the absence of course outlines for the proposed program; all course outlines submitted at the time of the site visit were course outlines for current programs. Supplementary evidence in the form of three course outlines for the proposed program were received after the site visit, but these three alone did not provide a comprehensive understanding of the effects of current research in online learning on the design and delivery of the program as a whole. Finally, although the committee received as supplementary submission one research article from the faculty written about the unique nature of online learning, there was no contextualization provided that would illustrate how these research data and findings might impact the design of the proposed program.

The faculty's accreditation application cites the linkage between theory and practice as central to teacher education programs and developed in courses, course work and assignments, reflection on teaching practice and in the practicum. Despite this, the committee was unable to view clear, cogent and consistent evidence indicating how the linkage is actualised in a fully online program, as course outlines, with the exception of three, were not submitted for the proposed online program.

Requirement 6: The program's format and structure are appropriate for the course content.

The committee found evidence of a clearly described four-year concurrent degree model, which the faculty refers to as an integrated degree. There was a lack of robust evidence, however, that would satisfy this requirement, both with regard to its online format and with regard to elements in the proposed structure.

A process to guide the adjustments that are anticipated for online delivery of courses has recently been set up within the faculty, but with the exception of the three course outlines submitted as supplementary evidence, none of the outlines presented in the application was designed for the virtual learning environment envisioned in the proposed program. With regard to the institutional supports to faculty members as they transition to a fully online program, the committee recognises and supports the establishment of a faculty support person.

Nonetheless, there was some contradictory evidence presented about how and when to access other avenues of institutional support already available, such as the Centre du cyber-@pprentissage. As for the teacher candidates, in a supplementary submission to the committee, the faculty has proposed the creation of two elective training modules to be offered to candidates entering a fully online program. The committee applauds this proposal, but has not seen evidence to support this attestation.

Of concern to the committee is the absence of courses in the teaching of Health and Physical Education and Kindergarten, courses that are mandatory in Ontario. The evidence supporting the proposed program structure and sequence of courses shows that some teacher candidates will be able to opt out of the Kindergarten course in favour of another elective. Despite supplementary information provided by the institution describing options for how elements of the Health and Physical Education course might be delivered, concerns about the complete delivery of course content comprising the Ontario curriculum remain unresolved, and the final structure of the program is still unclear. In addition, evidence submitted in the accreditation application is contradictory. One source indicates that the Practicum and Integration Seminars are traditionally delivered face-to-face, while another states that this part of the practicum experience may be handled in an online format. There is no definitive indication of how the integration seminar will be modified for the proposed program.

Part C Summary Remarks

The Accreditation Committee applauds and supports the ground breaking work at the Faculté d'Éducation at l'Université d'Ottawa to offer a fully online integrated Baccalaureate in education. Fully online delivery of baccalaureate level programs is being undertaken in other jurisdictions around the world and elsewhere in Canada, and a program such as the proposed program has the potential to benefit many members of the Franco-Ontarian community.

Because educators know that the format of a program directly affects teacher choices about content, course design, pedagogical decisions and assessment and evaluation protocols, and that online learning can affect the way that students and teachers interact, the committee is particularly concerned that the online format of this pioneering proposed program in the province be comprehensively conceived, anchored in current applicable research in the domain of distance education and executed with full attention to the impact of the online format on both faculty and teacher candidates, as candidates prepare to be certified to teach in a variety of settings.

Moreover, the Accreditation Committee reviews each program as a “stand alone” program, so that every decision made by the committee is based on current, directly relevant evidence, clearly presented and consistent when revealed in multiple sources. It is in the public interest to do so, rather than to make a determination that relies on past practice, assumptions or reputation.

Finally, any institution that develops the first program of its kind establishes a precedent template for the development of subsequent programs and sets an example to which other educational partners and the public will look. The Accreditation Committee therefore strongly encourages and supports the efforts of faculties of education to maximize their opportunities to satisfy the regulatory requirements for programs that are pioneering in the field.

The Accreditation Committee looks forward to seeing the results of future work in this area that the Université d'Ottawa might undertake.

**Accreditation Committee
Ontario College of Teachers
October 24, 2011**