

Bachelor of Education
2015 Annual Implementation Report

Submitted by: Colleen Willard-Holt, Dean

Date: March 24, 2015

Recommendation(s): Extend the perspective of inquiry; align PDS with action research (3a); refocus EU 404 (3c); and reconsider publication of inquiry projects (3d).	
Responsibility: Full-time faculty	Implementation Date: September 2013
Additional Notes: These recommendations are interrelated and will be addressed simultaneously. Discussions are currently underway and revisions will be implemented in Fall, 2013.	
Recommendation completed (2014).	

Recommendation: Consider changing the weighting of the admission criteria.	
Responsibility: Admissions Committee	Implementation Date: Summer 2013
Recommendation completed (2014).	

Recommendation: Solicit input on inquiry project.	
Responsibility: Full-time faculty	Implementation Date: September 2013
Additional Notes: Data will be gathered in May and analyzed in Summer, 2013, to inform possible changes in September.	
Recommendation completed (2014).	

Recommendation: Coordinate due dates.	
Responsibility: Associate Dean; full- and part-time faculty	Implementation Date: August and December 2013
Additional Notes: This has been tried before; another attempt will be made.	
<p>2013-2014 Actions:</p> <p>Unit Response: The recommendation to coordinate due dates is an ongoing suggestion from students as well. The faculty has addressed the concern of concentrated assignment deadlines in faculty meetings and in CAS faculty orientation. Attempts to address the issue have included in-class assignments in EU401, combined assignments in our Integrated courses (EU414/415 and EU415/EU411), and flexible deadlines in several courses. The condensed course time line (5 weeks in between practica) in the first term results in less flexibility in scheduling than in the second term and students have noticed a difference. We will continue to address this concern and inform students of the more condensed requirements of course assignments in the first term.</p> <p>Decanal Response: I agree with the above comments. It should also be noted that 2014-15 is the last year of the one-year BEd program – beginning in 2015-16, we will be implementing the government-mandated two-year program. We will be coordinating the development and revision of courses for the new program so that content and workload are linked across courses that are offered during the same semester. However, the coordination of assignment due dates is always challenging and will require monitoring and likely some revision over the first few years in which the new program is implemented.</p> <p>PRS Comments: The committee looks forward to an update on this recommendation in next year's report.</p>	

<p>2014-2015 Progress (check one):</p> <p><input checked="" type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain):</p>
<p>Unit Comments: We are now in the process of developing courses for the two-year program. Regular meetings are being held with faculty members who are developing courses in related areas (e.g., curriculum methods, diversity series, foundations courses, Semester-1 courses, etc.). As courses and key assignments are planned, they are discussed within these groups to ensure that we are meeting all content and skill requirements set out by OCT, and that we avoid duplication as much as possible. For instance, in a recent meeting of the group planning the 6 courses in the Diversity Series, we considered the scheduling of the courses and the assignments so that they do not all come due at the same time. To accomplish this, there will be several small, weekly or bi-weekly assignments in some courses and fewer, larger ones in other courses.</p>
<p>Decanal Comments: While students will always find fault with the number and timing of assignments, we have consistently worked to streamline the workload and to be sensitive to the requirements of the practicum. We have provided work time in lieu of routinely scheduled seminars prior to the final week of classes before each practicum, and we have always prohibited course assignments being due during practica (except where students have requested extensions on assignments due prior to practica). As the program evolves, we commit to continuing these practices, and to listening to and responding to student requests and suggestions. Finally, we have consciously limited the number of courses students take during the two-year program (by awarding credit for the practica) to redistribute workload and reduce the stress of students' experience.</p>
<p>PRS Comments: The committee considers this recommendation to be completed; there is no need to provide further updates.</p>

Recommendation: Design a better-quality space for teaching and learning.	
Responsibility: N/A	Implementation Date: N/A
Additional Notes: Depends on space availability within the University	
<p>2013-2014 Actions:</p> <p>Unit Response: Alteration to teaching and learning space was not available in the 2014 year other than booking of appropriate rooms for combined classes and special events. The Dean and Associate Dean met with athletic staff to ensure that an appropriate space was available for physical education courses. The Active Learning Classroom and the library were both utilized in foundation courses (EU401) to ensure that alternative learning spaces were utilized to support innovative practices.</p> <p>This Spring, updates to current technology are being made within our classrooms as part of university-wide renewal. Dr. Mueller is working to develop a proposal for a technology-enhanced alternative learning classroom and will actively pursue development funds to renovate existing classrooms to support flexible arrangements.</p> <p>Decanal Response: With current university budget restrictions and reduced funding for teacher education programs across the province, it is not realistic for our faculty to request additional space for teaching and learning at this time. However, as indicated above, we are making efforts to maximize the space we currently use, by enhancing the technologies</p>	

available for teaching, learning, and demonstration purposes. As we continue to build connections with the external community, we will be seeking funding for expansion of our programs and spaces to accommodate those.

PRS Comments: The committee recognizes the limited control that the Faculty has over space issues. Please note any updates in next year's report.

2014-2015 Progress (check one):

Completed

In Progress

Other (please explain):

Unit Comments: Teaching facilities that directly support specific curriculum courses were utilized within the university (e.g. space for Physical Education classes was secured in the University Stadium Gymnasium) and external to the university (e.g., science methods course were taught in a science classroom in one of our Partnering School Boards).

Upon confirmation from university-wide space review that the Faculty of Education would remain where it is when the university shuffles rooms and space following the opening of the new Global Innovation Exchange, we moved ahead with plans to update the existing classrooms to support the integration of digital technology and collaborative pedagogy. Dr. Julie Mueller, in collaboration with Sara O'Donnell (Development Officer), under the direction of Dean Willard-Holt, submitted a grant proposal to Steelcase Furniture to update a classroom with furniture that enables more active learning.

Thereafter, a plan was developed and shared with Bill Januszkiewicz, Physical Plant and Planning, to obtain a quote for updating and creating Flexible Learning Spaces in all four rooms of the 3rd Floor of the Bricker Academic building. Consultative meetings were conducted with the Dean and Associate Dean of the Faculty of Arts to build on their experience and expertise in building two existing Active Learning Classrooms on campus. It is anticipated that at least one room may be complete for September 2015 and funding will be sought for the other three rooms from a variety of sources.

Decanal Comments: Some additional funding has been realized and it is likely that, even without the Steelcase grant, we will be able to reconfigure two of our classrooms for Fall, 2015. We are also approaching Steelcase separately with a proposal for them to create a model classroom in our Faculty for their promotional use (with appropriate qualifiers). We will still need to utilize other University resources for our Health and Physical Education courses, but the reconceptualization of the curriculum for the two-year program will eliminate the need to acquire a specialized classroom for teaching science.

PRS Comments: The committee acknowledged the efforts that had been put into implementing this recommendation and considers it completed. There is no need to report on it further.

Recommendation: Strengthen strategic planning.	
Responsibility: Dean, with full-time faculty	Implementation Date: Continuous, beginning September 2013
<p>2013-2014 Actions:</p> <p>Unit Response: The faculty has undergone several formal and comprehensive reviews and plans for future programming, including the internal IPRM process; a detailed design for an extended program mandated by the Ministry of Education that included extensive consultation with our education partners, university departments, full-time and part-time faculty, and students; and, plans to re-instate our Master of Education or create new programs if it is not re-instated.</p> <p>Decanal Response: The above describes accurately some of the major planning efforts that have been implemented this year. We also have put further effort into building connections with key community stakeholders in education through the Dean’s Development Advisory Board (DDAB). This year we have added several new members to the DDAB and just recently the Board agreed to identify several additional high-profile community members for next year’s DDAB. We also agreed to meet more often next year, in order to maintain momentum in the initiatives being explored and pursued.</p> <p>PRS Comments: Please provide an update in next year’s report. The committee wishes the Faculty well in their strategic planning efforts.</p>	
<p>2014-2015 Progress (check one):</p> <p><input type="checkbox"/> Completed</p> <p><input checked="" type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Other (please explain):</p>	
<p>Unit Comments: We are now immersed in detailed program development efforts for the 2-year program, including course development as described above and working with internal and external partners on field experience components. We have established a Laurier Extended Program Advisory Committee (LEPAC), consisting of two Principals from each of our four partnering school boards. This group allows for rich discussion of policies and processes for maximizing the quality of teacher candidates’ classroom experience. We are developing and will deliver an AQ course in mentoring which we will offer to associate teachers at no cost, with funding from the Ministry of Education. Mentor teachers will be assigned to TECs for their second year in the program; they will ensure optimal professional learning opportunities for the TECs during their 10-week Laurier Professional Placement.</p> <p>We also are working with ITS to develop an online practicum evaluation system within the CoursEval platform that is being proposed for implementation campus-wide course evaluations. The practicum evaluation component is being pilot tested during the final practicum this spring.</p> <p>Significant effort has been made to establish and deepen partnerships with school leaders internationally, in order to secure opportunities for Alternative Placements for our TECs within the 2-year program. We now have schools and agencies offering teaching contracts to our graduates in the England, China, Egypt, and Colombia. All of these partnerships will also provide Alternative Placement options for our students next year.</p> <p>DDAB has scheduled more frequent meetings this year. We moved forward to seek funding for flexible learning spaces (as described in another section of this report).</p>	

The Master of Education program has been revised and approved through the University as a cost-recovery program. We will begin accepting applications again in Spring, 2016.

We have had discussions with Laurier Brantford and University Senior Administration regarding the Concurrent Bachelor of Education seats in Brantford which have been left open by the Nipissing withdrawal. In collaboration with Brantford, budget projections were provided and the program will be offered through our Faculty of Education if MTCU approves the seats to be allocated to Laurier.

Decanal Comments:

While all of the initiatives described above have occurred and are placing us on a positive trajectory for the future, it is important for us to take a step back and create a more holistic and strategic view of where we wish the Faculty to be in five years. Once the two-year program is up and running, I plan a retreat of the Faculty for just that purpose. I hope to convene this retreat during the Fall term of 2015.

PRS Comments:

Faculty goal: Analyze the experimental integrated courses that will occur during the fall term for possible revisions for repeating the courses in Winter, 2014.

Responsibility: Dean, with full-time faculty and course instructors

Implementation Date: January 2014, with analysis in the fall

Recommendation completed.

Additional Recommendation from the Program Review Sub-Committee: At its November 11th, 2013 meeting, Senate Academic Planning approved the following motion: “that the Senate Academic Planning Committee, on the recommendation of the Program Review Sub-Committee, approve the inclusion of a university-wide recommendation on each Annual Implementation Report that, prior to the next cyclical review, the program develop a means for assessing program learning outcomes.” A full explanation of the rationale behind the motion can be found here:

http://legacy.wlu.ca/documents/56385/PRS_Recommendation_for_Annual_Implementation_Reports_SAPC_Nov_11_2013.pdf

The committee recommends that if it has not already been done, that the Faculty begin having conversations about program learning outcomes assessment and put together a strategy for collecting and presenting evidence of this assessment in its next cyclical review.

Additional Comments (PRS): The committee has been impressed by the Faculty of Education’s commitment to implementing the recommendations that came out of the 2012-2013 Final Assessment Report. For the purposes of reporting, the recommendations are all considered to be completed and no further implementation reports will be required. The next scheduled cyclical review for the program is in the 2019-2020 review cycle.

The committee also wanted to express congratulations on the recent approval of the Master of Education program and wishes the Faculty the best of luck with this program!