



Accreditation Committee Decision

School of Education Redeemer University

Pertaining to the General Accreditation of:

Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions, leading to a degree

Accreditation Committee
Ontario College of Teachers
April 28, 2026

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted to the Ontario College of Teachers (the "College") by the School of Education, Redeemer University

Introduction

The School of Education at Redeemer University submitted an application on November 5, 2025 for renewal of accreditation of the following program of professional education:

- Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions, leading to a degree

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

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

The four-person accreditation panel was comprised as follows:

- a member of the College who is a member of the roster established for the Accreditation Committee and who has expertise in teacher education program evaluation
- a member of the College who is a member of the roster established for the Accreditation Committee
- a person who is not a member of the College who is a member of the roster established for the Accreditation Committee
- a person nominated by the School of Education, Redeemer University

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the School of Education at Redeemer University. The accreditation panel conducted a virtual site visit on February 10 and February 11, 2026. During the site visit, the accreditation panel conducted interviews with the faculty, alumni, teacher candidates, associate teachers, practicum supervisors, information and library staff.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by e-mails distributed by the School of Education to various interest holders and notices on the College's website. The panel considered the 49 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the School of Education at Redeemer University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean in response to the draft report.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated April 10, 2026, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the School of Education at Redeemer University is a permitted institution. In Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a college, faculty or school of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly. Redeemer University has the power to confer university degrees under subsection 1(2)(c) of the *Redeemer University College Act*, 2003 – Bill Pr14.

In 2020, Redeemer's Charter was modified through Bill 213 *Better for People, Smarter for Business Act*. This bill changed Redeemer's institution name to Redeemer University with provision to grant degrees including a Bachelor of Education.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1 is fully satisfied.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the program offered by the School of Education at Redeemer University is four academic semesters, including the 80 days practical experience required.

The School of Education offers a two-year consecutive program in the primary/junior (P/J) and junior/intermediate (J/I) divisions structured over four semesters in a fall, winter, fall, winter format (F/W/F/W). Both divisional cohorts complete a 60-credit program that includes the completion of at least 80 practicum days organized into three scheduled blocks.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

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

The School of Education's conceptual framework is rooted in four interdependent pillars: faithful, effective, reflective, and professional practice. These pillars are grounded in a distinct Christian worldview that recognizes the inherent dignity of all individuals as being made in the image of God. The framework integrates the pillars with the Ontario College of Teachers' *Ethical Standards* and *Standards of Practice for the Teaching Profession*.

The program adopts a dual posture of teacher-as-reformer and teacher-as-steward. While the reformer posture drives candidates toward innovation and research-informed improvement, the steward orientation emphasizes professionalism. These values are introduced at the outset of the program through the creation of Mission Statement Student Cards on which candidates develop statements regarding their understanding of what each pillar means in practice. The cards are used as part of the orientation of first-year teacher candidates into the program, serving as a starting point for discussion around the conceptual framework and pillars of the program.

Faithful practice is understood as a commitment to professionalism as outlined in the *Education Act* and an informed understanding of Ontario curriculum and policy documents. Candidates explore faithful practice through foundational coursework and culminate their learning by articulating a personal philosophy of education aligned with the College's Professional Standards.

Effective practice emphasizes the integration of theory and practice, with a specific focus on the Universal Design for Learning framework and differentiated instruction. The program treats effective practice as a moral obligation rooted in the belief that all students can learn. This pillar is assessed through practicum evaluations that measure candidates' professional knowledge, professional practice, and commitment to student learning.

Reflective practice is formally integrated into the daily cycle of instruction through the use of the lesson plan template. Candidates are required to critically analyze

their practice, evaluate classroom management, and identify student needs. Structured reflective opportunities that are provided in coursework, including video reflections on specific classroom incidents and peer-feedback loops in mathematics instruction, support candidate growth as developing teachers.

Professional practice supports candidates in developing an understanding of the moral, legal, and professional obligations associated with the teaching profession. Through the study of education law and the completion of a Virtual Identity Project, candidates synthesize their practicum experiences and personal worldviews to form a cohesive professional identity. This development of professionalism is further supported by candidate-led mentorship and professional development workshops.

The program provides candidates with opportunities to reflect on and articulate their understanding of each of the program's pillars by integrating the conceptual framework into coursework and practicum experiences. By requiring candidates to connect their personal educational philosophies with established ethical and professional standards, the program supports the synthesis of these core pillars into their developing professional identities. This iterative process of reflection and articulation confirms that the interplay of faithful, effective, reflective, and professional practice is demonstrated and consistently applied across all parts of the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 2 is fully satisfied.

Requirement 3

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

Standards of Practice and Ethical Standards for the Teaching Profession

The evidence indicates that the design of the program is consistent with and reflects the *Standards of Practice* and the *Ethical Standards for the Teaching Profession*.

The School of Education aligns its admissions and conduct policies with the Ontario College of Teachers' Ethical Standards. The program adheres to an open-enrolment policy with no faith-based admission requirements with the aim of admitting a diverse cohort of teacher candidates. Candidates are not required to sign a faith-based Code of Conduct, rather, the College's professional standards replace traditional campus conduct codes. For example, while on practicum, candidates are not only evaluated for their instructional effectiveness, but also for how their conduct demonstrates and fosters learning environments that embody the Ethical Standards.

This alignment is articulated through program policies that embed the standards of Care, Trust, Integrity and Respect as the primary professional benchmarks governing all program participants. For example, the Ethical Standard of Respect is woven into the program's open-enrollment policy, which aims at fostering a diverse cohort through a commitment to the inherent dignity of all students. This commitment is further evidenced in practicum placements, where the Ethical Standard of Care informs how candidates are evaluated. Candidates are assessed on instructional effectiveness, as well as on their ability to cultivate inclusive and safe learning environments.

The School of Education's Personal Respect Policy bridges its institution's Reformed Christian ethos with the College's professional standards as they pertain to non-discrimination and anti-harassment by enforcing the *Ontario Human Rights Code*. This policy provides a legal and administrative framework for candidate conduct both on campus and during practicum and field experience placements.

The *Standards of Practice* and *Ethical Standards* are addressed throughout the program. In courses such as *Education Law and Professional Practice* and the *Professional Learning Seminar*, teacher candidates are introduced to the legislative basis of the profession, professional boundaries, and ethical decision-making through case studies and professional advisory presentations. The program utilizes Gibb's Reflective Framework and seminars to help candidates analyze the standards before and after their practicum placements.

The lesson plan template further integrates the professional standards into daily practice. It requires candidates to address diverse learner needs through a differentiated instruction section, directly reflecting the *Commitment to Students and Student Learning*. Additionally, the "Teacher Reflection" section at the conclusion of the Lesson Plan template serves as a vehicle for Ongoing Professional Learning, as candidates must critically evaluate their classroom management and assessment efficacy. Practicum valuation forms for candidates are aligned with the College's Standards to support formative and summative assessments in evaluating professional growth in areas such as empathy, fairness, and the creation of safe, restorative learning environments.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education, organized around four evidence-based themes: cohorts, coherence and integration, reflective practice, and self-knowledge.

The program of professional education utilizes a cohort model (Beck & Kosnik, 2012; Darling-Hammond & Oakes, 2019) to challenge professional isolation and foster communal development. Research on program coherence (Darling-Hammond, 2006) informs the strategic sequencing of courses, where instruction in classroom management and division-specific method courses occurs immediately prior to placements to integrate links between theory and application.

The commitment to reflective practice is grounded in thinking and doing dialogue (Schön, 1983) and supported through structures such as guided prompts, video analysis, and peer discussions (Gelfuso & Dennis, 2014). The program integrates faculty research on the communication of care, perceptual theory, and social emotional learning to ground its approach to learning environment and organization. Psychometric assessments are used to enhance candidate self-awareness and rapport building, such that their teaching is supported by data informed self-knowledge.

Integration of Theory and Practice in Teacher Education

The design of the program is consistent with and reflects the integration of theory and practice in education.

The program is structured as a "theory to practice-practice to theory" cycle where theoretical learning informs classroom practice which then feeds back into further theoretical understanding. This is evidenced by the Teacher Assisting Practicum occurring concurrently with the *Development and Learning* course in the first semester. Subsequent six-week placement blocks are intentionally sequenced to follow method courses in literacy and mathematics, allowing for immediate classroom application of pedagogical strategies.

The integration of theory and practice is further demonstrated through the supervision of practicum by faculty advisors who are either full- or part-time faculty members. This model draws on research regarding the role of faculty involvement in strengthening theory-to-practice links for candidates during placements (Hirschhorn, Sears, & Rich, 2009). The approach links academic study with classroom practice, allowing instructors to stay informed on Ontario teaching methods such that program content matches current realities. This supervision structure is designed to support candidates as they bridge the gap between foundational concepts and professional application.

Conclusion

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

Requirement 3.1

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

Findings

The evidence gathered from documentation and interviews indicates that the program enables teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

Curriculum Knowledge

Element 1 - Current Ontario Curriculum and Policy Documents

The program provides teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Information related to Assessment and Evaluation is included in Pedagogical Instructional Strategies Knowledge – Element 7; Special Education is addressed in Pedagogical Instructional Strategies Knowledge – Element 10; and Equity and Diversity is covered in Teaching Context Knowledge – Element 4.

Through a combination of mandatory foundation and method courses, as well as experiences in practicum placements, all teacher candidates acquire curriculum knowledge as it relates to their teaching divisions and subject areas. Method courses in the primary, junior, and intermediate divisions provide curriculum knowledge through the review of the current provincial curriculum and policies informing the development and implementation of the curriculum.

Throughout the program, candidates analyze how the curriculum is developed and delivered. In the mandatory *Curriculum Foundations* course, all candidates learn about curriculum as a concept, a process, and a product. Topics in the course include the development of a three-part lesson plan, backwards design, and Universal Design for Learning (UDL).

Specific attention is brought to curriculum knowledge in literacy and numeracy. In literacy courses, all candidates learn to apply current Ontario curriculum principles to design and plan inclusive, cross-curricular learning experiences to enhance language development and broaden their understanding of the complexities of literacy learners. In math courses, all candidates learn about mathematical processes and financial literacy in alignment with the Ontario curriculum.

All candidates are expected to demonstrate knowledge of the Ontario curriculum during practicum. Teacher candidates use lesson plan and unit plan templates that provide a framework for the application of backwards design and alignment with curriculum expectations. The template requires candidates to identify specific curriculum expectations as well as enduring understandings as the basis for the lesson. Candidates identify student learning goals, determine evidence of student learning, design purposeful learning experiences, and conclude lessons with a reflection to refine future instruction. Candidates are assessed on their lesson plans in the professional knowledge section of the practicum evaluation

Element 2 - Current Research in Teaching and Learning

The program of professional education prepares teacher candidates to acquire knowledge, skills, perspectives and practice in using current research in teaching and learning.

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 1.

Pedagogical and Instructional Strategies Knowledge

Element 1 - Educational Research and Data Analysis

The program enables teacher candidates to acquire knowledge, skills, perspectives and practice in using educational research and data analysis.

All candidates take a dedicated course, *Teacher As Researcher*, where they learn the fundamentals of educational research and apply action research principles. Candidates learn to evaluate research questions, action plans, and data methods, while addressing ethical considerations such as bias, scope, trustworthiness, and methodology. Required readings include *K-12 Educator's Data Guidebook: Reimagining Practical Data Use in Schools* (Estrallado, 2022), recent EQAO assessment results, *The Essential Guide to Doing Your Research Project* (O'Leary, 2021) and *Engaging in action research: A practical guide to teacher-conducted*

research for educators and school leaders (Parsons, Hewson, Adrian and Day, 2013). This course addresses inquiry-based research and connections to classroom practice. In coursework, candidates apply action research principles to the design of a research proposal through the formulation and evaluation of research questions that guide teacher inquiry. During the completion of their project, candidates submit a research problem, an annotated bibliography and a method of data collection.

In the *Learning Environment & Organization* course, candidates undertake a collaborative inquiry project focused on classroom management. This assignment involves observing student behavior, engaging in peer dialogue regarding management strategies, and submitting a final inquiry report. Data for the project is gathered through classroom observations during practicum and guided by the criteria of the provincial achievement chart.

Element 2 - Technology as a Teaching Tool

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using technology as a teaching tool.

In the dedicated *Digital Technology* course, candidates learn how to use technology to enhance learning experiences for students. Candidates examine a variety of technological tools that support their understanding of how to teach in both in-person and virtual learning environments. In coursework, candidates investigate a variety of technology-related class topics and resources, such as Vlogs, Hour of Code, and makerspaces with tools such as Code & Go and LEGO Mindstorms. Candidates use generative Artificial Intelligence (Gen AI) throughout the course and to engage in discussions about best practices for leveraging Gen AI in the classroom. Instruction related to technology as a teaching tool is structured to facilitate candidates' understanding of when it is most appropriate in the classroom and how it can be leveraged to address diverse student needs.

In *Teaching Mathematics* courses, candidates participate in makerspace and coding sessions. These sessions incorporate tools such as *micro:bit*, *Makey Makey*, *Sphero*, and robotics to support programming activities. Candidates learn to use block coding and interactive technologies to create projects, while exploring emerging tech applications. In a course assignment, candidates integrate spatial reasoning concepts aligned with the spatial sense strand of the Ontario Mathematics Curriculum (Grades 1-8).

The practicum evaluation assesses teacher candidates on the appropriate use of various resources including technology. Practicum assessments highlight candidates' abilities to integrate technology into lessons utilizing resources such as Math Pad, TinkerCad and Knowledgehook.

Element 3 - Informed Selection and Use of Instructional Strategies to Address Student Learning

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using inquiry-based research, data and assessment, and current instructional strategies to address student learning.

All teacher candidates take the *Professional Teaching Seminar* course, which supports the practicum components of the program. Candidates make theory-to-practice connections and develop an understanding of the professional standards through ongoing reflection and collaborative inquiry. Candidates complete a reflective analysis of a practicum situation in which they evaluate their decision-making and classroom behaviour and to articulate implications for future practice

Candidates learn about subject-specific instructional strategies to address student learning in their method courses. In the *Literacy and Drama* (P/J & J/I) courses, candidates investigate instructional strategies such as shared reading and shared writing, and appropriateness to different grade levels. Candidates use shared reading to support comprehension, develop critical-literacy skills, and understanding text features and utilize shared writing to scaffold young writers.

During practicum, candidates utilize lesson and unit plan templates which outline curriculum expectations, learning goals, success criteria, instructional materials/resources, differentiated instruction and opportunities for teacher reflection. Candidates are evaluated on their understanding of instructional and assessment practices, as well as the extent to which they apply, adapt, and enhance these approaches through reflective practice.

Element 4 - Learning and Teaching Methods and Differentiated Instruction

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using learning and teaching theories and methods and differentiated instruction in mandatory coursework and practicum experiences.

In the *Inclusive Education* course, teacher candidates examine approaches to differentiated instruction (DI) and Universal Design for Learning (UDL). Coursework requires candidates to develop differentiated lesson plans featuring clear learning goals, procedural checklists, and material lists. These plans, along with the candidate's reflective practice, are evaluated based on the effectiveness of their assessment strategies and their ability to meet the needs of diverse learners.

In *Learning and Development*, candidates study major learning theories such as behaviourism and constructivism. This course links theory to practice by exploring how views on teaching and learning affect instructional decisions. Through course assignments candidates analyze their beliefs, observe instructional methods in practicum settings, identify areas for growth, and connect teacher actions with learning theories from the course.

In *Indigenous Education*, candidates read, *Truth and Reconciliation in Canadian Schools* (Toulouse, 2018) to learn about teaching and learning theories to inform their classroom discussions about truth and reconciliation. Coursework includes examining Ministry documents such as *Scope and Sequence of Expectations Relating to Land Claims* (2020) and *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007). These documents support candidate understandings of the Indian Act, Land Treaties, and Residential Schools. In coursework candidates create interdisciplinary lessons tied to Anishinaabe Ways of Knowing and the conservation of resources from the science curriculum.

Throughout the practicum, candidates demonstrate their instructional and assessment repertoire by developing and implementing lesson and unit plans, and by providing evidence of varied strategies that support student learning. Practicum assessments note how candidates clearly communicate lesson goals to students and offer differentiated tasks. Teaching and differentiation strategies utilized during practicum include individual conferences, descriptive feedback, explaining thinking in written or verbal methods, and implementing a range of assessment techniques.

Element 5 - Classroom Management and Organization Skills

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in the development of classroom management and organization skills through coursework and practicum experiences.

Classroom management and organization skills are developed through coursework and topics that focus on effective strategies for creating safe, equitable, and responsive learning environments. The first-year course *Learning Environment & Organization I* addresses theories and practices of classroom management informed by current educational research and professional standards for teaching in Ontario. Teacher candidates study different methods of addressing student behaviour, progressive discipline and classroom management theories, including *Principles of classroom management* (Levin, Nolan, Kerr, Elliot, & Bajovic, 2016). Candidates conduct a collaborative inquiry project examining how student behaviour affects classroom learning and how teacher actions can improve student behaviour to enhance learning.

In the second year of the program, all candidates take *Learning and Environment & Organization II* in which they develop their knowledge around classroom management and the roles of teachers and students in creating a healthy, positive classroom culture. Candidates reflect on learning environments and organizational strategies and study how these intersect with student behavior and learning.

In practicum, candidates are assessed on their ability to employ various classroom management strategies as well as verbal and non-verbal interventions to redirect students during tasks.

Element 6 - Student Transitions

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in child and adolescent development and student transitions to age 21 and through kindergarten to Grade 12. Information pertaining to child and adolescent development is addressed in Requirement 11.

Content and assignments pertaining to student transitions are present in a number of mandatory courses including the *Development & Learning* course. Candidates learn about large transitions (big T) such as moving grades or moving from elementary school to secondary school and smaller transitions (little T) including classroom transitions from one activity to another or from home to school. Candidates study emotional, physical, social, moral and cognitive development from early childhood to adolescence informed by the works of Piaget, Kohlberg, Erikson, Vygotsky and Gardner.

Student transitions are also covered in the *Learning Environment & Organization* courses. Candidates view transitions from a classroom management perspective, which encompasses an understanding of each student, supporting them through significant life transitions, rather than focusing on specific technical or behavioural issues. Course readings include *Creating pathways to success: An education and career/life planning program for Ontario schools (2013)*, *All About Me (K-6)* portfolio and *Individual Pathways Plan* (grade 7 to graduation).

Candidates are provided with sample lesson plan templates with suggested times for activities to support their planning and pacing of lessons and classroom transitions. Candidates are evaluated on their professional practice including appropriate pacing of lessons and managing transitions effectively.

Element 7 - Student Observation, Assessment and Evaluation

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using current strategies relating to student observation, assessment and evaluation in both coursework and practicum.

In the mandatory *Curriculum Foundations* course, teacher candidates deepen their understanding of assessment strategies and tools aligned to Ministry and school board policies. Readings include *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1-12 (2010)* and *Learning for All- A guide to effective assessment and instruction for all students, kindergarten to Grade 12 (2013)*. Candidates design 3-part lessons and unit plans that include assessment for, as, and of learning, along with triangulation of evaluation data, to ensure curriculum design is coherent and equitable. They also identify appropriate assessment strategies to align with curriculum expectations and address the diverse needs of all learners from a Differentiated Instruction (DI) and Universal Design for Learning (UDL) perspective.

In *Inclusive Education*, candidates focus on assessment and evaluation by creating a differentiated lesson plan based on student profiles. The plan includes learning goals, a checklist of steps and materials, and an assessment strategy that demonstrates differentiated assessment and UDL.

In practicum assessments associate teachers note candidates' use of various strategies to assess students' understanding of concepts.

Element 8 - Supporting English Language Learners

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices to teach students whose first language is not the language of instruction in coursework and through practical experiences.

In *Multicultural Education*, teacher candidates deepen their understanding on how to respond to and interact with different multicultural groups and to support English Language Learners (ELL), English as a Second Language (ESL) and English Language Development (ELD) students. During coursework, candidates examine Ministry of Education publications such as *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (2005) and *ELL, ESL, ELD: Programs and Services* (2007). This course prepares them to build inclusive classrooms and support diverse learners and those from underrepresented groups.

All teacher candidates take the *Literacy and Multilingual Learners* method course and learn about planning and supporting multilingual learners (MLL). Candidates investigate strategies for scaffolding language and literacy through culturally and linguistically responsive practices.

Element 9 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Element 10 - Supporting Students with Special Education Needs

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.

In the *Inclusive Education* course, candidates use Ministry documents to examine effective approaches for developing Individual Education Plans (IEP), constructing student profiles, and understanding exceptionalities. Documents include *Special Education in Ontario: Kindergarten to Grade 12* (2017), *Learning for All* (2013), and *The Individual Education Plan (IEP): A Resource Guide* (2004). Core components of the course include Universal Design for Learning (UDL) and differentiation, as well as providing candidates with comprehensive knowledge of instructional methods for supporting diverse learners. Coursework includes an IEP assignment where candidates formulate an individualized plan that demonstrates both

curriculum modification and the development of accommodations for a particular exceptionality.

The program prepares candidates for supporting students with special education needs in coursework that integrates inclusive resources, addresses structural barriers, and utilizes simulations to foster an understanding of the needs of diverse learners. Teacher candidates conduct research on exceptionalities and review professional research for evidence-based strategies.

The Teaching Context Knowledge

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

Element 1 - Mental Health and Well-Being

The program enables teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

The mandatory *Development & Learning* and other foundations courses provide teacher candidates with knowledge and understanding of student mental health issues relevant to the primary/junior and junior/intermediate school environment in Ontario. Coursework includes content on student mental health and well-being, professional responsibilities for supporting students' mental health, cognitive development, bullying and examining case studies based on trauma-informed care.

The program emphasizes the critical impact of personal teacher-student relationships on learner wellness. Candidates complete required readings such as the Ontario Ministry of Education (2013) *Supporting Minds: An educator's guide to supporting students' mental health* and well-being. Instructors lead guided discussions and reflective activities concerning teacher positionality and the possibility of inadvertent harm, all aimed at promoting positive student mental health and well-being.

Teacher candidates are assessed on their commitment to student learning and well-being during practicum. In the kindergarten lesson plan template, candidates include strategies to address student belonging and student engagement as well as supporting their self-regulation and overall well-being.

Element 2 - Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3 - Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 - Ontario Context

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate and Environmental Learning, Ecojustice and Climate Action.

All teacher candidates acquire knowledge of the Ontario context in which elementary and secondary schools operate in their first-year foundation courses *Development and Learning*, *Foundations of Curriculum* and *Law and Professional Practice*. These courses serve as the introduction to key theories, teaching strategies, pedagogies, curriculum, policies and legislation regarding the Ontario educational context. All candidates are provided with multiple opportunities during coursework and practicum to learn about the importance of respecting and understanding the diverse backgrounds and needs of students. Course readings include topics such as racism, anti-black racism, stereotyping, anti-2SLGBTQI+ discrimination, ethnicity, and racial identity.

During practicum, candidates are evaluated on their ability to demonstrate concern for students' character growth and projecting empathy, fairness and respect for diversity among students.

In the mandatory Indigenous Education course, candidates learn about Indigenous perspectives, cultures, and ways of knowing. Topics include the Truth and Reconciliation Commission's Calls to Action, residential schools, learning about the land, effects of colonization, spirituality, and Indigenous contributions to education and pedagogy. Candidates engage with Indigenous guest speakers and participate in a local field trip to the Woodlands Cultural Centre – Mohawk Institute Residential School, Good Minds Bookstore and the Mohawk Chapel. As a culminating activity following the field trip, candidates must make professional, divisional and curricular connections to the locations they visited.

In Law & Professional Practice, candidates examine legislation such as the Accepting Schools Act and Safe Schools Act. In coursework, candidates read chapters on ensuring safe classrooms and schools in Professionalism, Law, and the Ontario Educator (Kitchen & Bellini, 2023). Candidates make connections between this theory and the practicum experience by designing lessons that focus on learning environment and classroom climate. During practicum associate teachers evaluate teacher candidates on their ability to demonstrate leadership in learning communities by providing a learning atmosphere where students feel safe.

All teacher candidates take the Environmental Education course, where they engage in outdoor education and learn to incorporate an experiential and inquiry-based approach focussing on stewardship, education for sustainability and integrating environmental education. In coursework, candidates complete a series of reflective journals demonstrating their understanding of environmental education based on course readings, lectures and class discussion. Candidates complete an integrated curriculum-based project focussed on areas of environmental education.

Element 5 - Education Law and Legislation

Information pertaining to this element is addressed in Requirement 11.

Element 6 - Professional Relationships

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions in coursework and practicum.

All teacher candidates learn about professional relationships in several foundation courses. The *Learning and Organization* courses explore parental communication, collaboration and teacher-student relationships, while the *Education Law and Professional Practice* course teaches candidates about the various regulatory rights and obligations of parents, students, colleagues, and supervisors.

In the *Professional Teaching Seminar*, teacher candidates read and watch webinars from the Ontario College of Teachers on Professional Advisories. These advisories include *Addressing Hate and Discrimination* (2025), *Professional Boundaries* (2020) and *Foundations of Professional Practice* (2016). Candidates complete readings on the rights and responsibilities of students and parents from the course text *Professionalism, Law and the Ontario Educator* (Kitchen & Bellini, 2023).

The Teacher-Assisting Practicum evaluation in the first semester is based on the ethical standards. Teacher candidates are assessed on trust, including their ability to demonstrate fairness, openness and honesty. Candidates also learn about the importance of professional relationships between teacher candidates and their associate teachers.

Conclusion

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

Requirement 4

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

Findings

The evidence indicates that the program reviewed 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 related to this requirement are reported in Requirement 3.1.

Conclusion

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

Requirement 5

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

Findings

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

The program includes method, foundation, and practicum courses, with theory integrated throughout the method and foundation components. The foundation curriculum is delivered via mixed-division (P/J/I) or division-specific (P/J and J/I) cohorts.

The foundation courses taken by all teacher candidates include: *Curriculum Foundations; Development & Learning; Digital Technology for Learning; Education Law & Professional Practice; Environmental Education; History & Philosophy of Education; Inclusive Practice; Indigenous Education; Learning Environment & Organization I & II; Multicultural Education; Professional Teaching Seminar; and Teacher-As-Researcher.*

Method courses for specific curriculum subjects are described in Requirement 10.

Application of Theory in Practice

The integration of theory and practice is a fundamental aspect of the program's structure, exemplified by a "theory-practice-theory" cycle. Coursework is intentionally sequenced so that theoretical instruction guides classroom application during practicum, which subsequently enriches ongoing learning during the return to coursework. Teacher candidates begin this process in the *Curriculum Foundations* course, exploring curriculum theory and orientations through the work of theorists such as Aoki, Wiggins, and McTighe. Candidates create lesson and unit plans for use in their practicum placements that incorporate Understanding by Design (UbD), Differentiated Instruction, and Universal Design for Learning (UDL).

The application of theory is further supported by the concurrent scheduling of practicum blocks and foundation courses throughout the program. In the first semester, candidates take the *Development & Learning* course while completing a

20-day Teacher-Assisting Practicum, which facilitates immediate observations of constructivist and behaviorist theories in classroom settings. This approach continues in subsequent semesters as courses such as *Inclusive Education* and *Learning Environment and Organization* provide the specific strategies necessary for implementation during the six-week placement blocks.

The application of diverse theoretical frameworks is evident in *Indigenous Education*, where candidates design learning experiences that integrate Indigenous Ways of Knowing with Ontario curriculum expectations. Candidates demonstrate this integrative approach by incorporating Indigenous voices and perspectives into subject areas like science and literacy, while reflecting on how these frameworks impact the physical and pedagogical environment of the classroom.

Candidates utilize a structured lesson plan template that aligns curriculum expectations with theoretical understanding throughout the design of learning experiences. These lessons are integrated with academic inquiry in later courses, such as the *Professional Learning Seminar* and *Teacher-As-Researcher*, allowing candidates to refine their professional identities and instructional decision-making based on classroom evidence.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 5 is fully satisfied.

Requirement 6

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

Findings

The evidence indicates that the format and structure of the program are appropriate for the course content.

The School of Education offers a four-semester consecutive program for the primary/junior (P/J) and junior/intermediate (J/I) divisions. The program is structured in fall and winter semesters over a two-year period with a summer break in between.

Both divisional cohorts complete a 60-credit program that integrates method and foundation courses, as well as practicum. Coursework is designed to link educational theory and practice, with a focus on literacy and mathematics developed over the first three semesters. During the fourth semester, candidates complete foundation courses that transition them from instructional theory to an understanding of their professional identity within the broader education landscape. These courses require candidates to synthesize their personal educational philosophies with professional standards while equipping them to serve as data-informed practitioners committed to truth, reconciliation, and the ethical obligations of the Ontario teaching profession. Method courses for core curriculum areas include Health and Physical Education, Science, Social Studies/History/Geography, and the Arts (Visual Arts, Drama and Dance). In the second year, J/I candidates complete method courses in their chosen intermediate teaching subject area.

The program utilizes a hybrid delivery model informed by research into synchronous and asynchronous engagement. The first semester is delivered fully in-person, while subsequent semesters transition to a blended format that combines face-to-face, in-person instruction with virtual learning.

Practicum placements are sequenced so pedagogical instruction immediately precedes classroom application, including a minimum of 80 days of practicum experience. In the first semester, candidates complete a 20-day Teacher-Assisting placement concurrently with the *Development & Learning* course. In the second and third semesters, candidates complete 30-day placements in each of the divisions for which they will be certified, reaching the 80-day requirement by the end of the third semester. The final 30 experiential days in semester four are

dedicated to either a traditional practicum or a field experience placement. This feature allows candidates to complete 15 to 30 days in diverse settings, such as independent faith-based schools, that may not follow the Ontario curriculum. Field experience placements, which are not counted toward the total number of practicum days, are managed by experienced teachers and assessed by faculty advisors.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 is fully satisfied.

Requirement 7

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

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program reviewed.

The Redeemer University Academic Calendar indicates that to be eligible for graduation, teacher candidates must complete 60 credits with a minimum cumulative GPA of 6.0 (C+). This requirement includes a minimum grade of C+ in the foundational *Development and Learning* course and the initial practicum placement, followed by a minimum grade of B- in each subsequent practicum or field experience. These assessment policies are governed by the university's academic regulations, which establish procedures for grading, examinations, and student grievances.

Coursework evaluation is grounded in the School of Education's Undergraduate Degree Level Expectations and follows the Ministry of Education's *Growing Success* framework. This methodology incorporates assessment *for, as, and of* learning. Backward design principles are used to anchor assessment approaches and support the development of evaluations that are linked to specific learning goals. The program emphasizes formative, descriptive feedback, particularly in the *Development & Learning* and *Curriculum Foundations* courses, where candidates utilize reflective learning journals and digital learning logs to engage in self-assessment. To support this growth, instructors provide regular feedback to candidates while modeling various evaluative approaches that demonstrate how to provide constructive feedback to students. This strengthens the alignment between curriculum components and builds assessment literacy for the candidates. Summative evaluations in courses such as *History and Philosophy of Education* provide candidates with detailed instructor comments and quantitative grades according to established success criteria, allowing them to refine their assignments based on actionable next steps.

The practicum evaluation is a collaborative process involving the associate teacher and the faculty advisor. Associate teachers provide continuous constructive feedback through daily conferencing and written notes in the candidate's planning binder, which candidates are expected to incorporate into their lesson revisions to demonstrate professional growth. Evaluation is structured

around a formative assessment conducted at the midpoint of each placement to identify areas for growth and a summative evaluation completed at the conclusion to determine overall readiness to enter the profession.

Candidates are rated on a four-level scale ranging from Level 1, which indicates the achievement clearly does not meet the standard, to Level 4, which signifies that achievement exceeds the standard. Evaluations cover six specific domains: Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities, Ongoing Professional Learning, and Overall Readiness. Faculty advisors support this assessment process through scheduled observation visits, debriefing conferences, and regular email contact.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 7 is fully satisfied.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 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

The evidence indicates that all required components for the practicum are addressed in program reviewed.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

The program of professional education is designed to exceed the regulatory minimum for practical experience, with up to 110 days of school-based experience. All teacher candidates in the primary/junior (P/J) and junior/intermediate (J/I) cohorts complete 80 days of practicum organized into three mandatory blocks. The first placement is a 20-day Teacher-Assisting placement in the first semester, followed by two 30-day blocks in the second and third semesters. In the fourth semester, the program offers pathways including a 30-day practicum, a 15-day practicum combined with a 15-day field experience, or a 30-day field experience. This structure allows the fourth semester to allow for candidates to satisfy the mandatory 80-day requirement if they were absent during practicum days within the earlier blocks. The program maintains a clear

distinction between practicum and field experience by ensuring that only placements situated in Ontario curriculum settings—under the supervision and assessment of Ontario Certified Teachers—are credited toward the mandated practicum day total.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

Practicum placements occur in instructional settings that use the Ontario curriculum, primarily through partnerships with a wide range of public and Catholic district school boards across the province. Junior/intermediate candidates also have the opportunity to complete placements in independent Christian high schools that deliver the Ontario curriculum with supervision and assessment by Ontario Certified Teachers. The program's sequencing is structured so that candidates in both divisional cohorts complete placements in their lower division during the second semester and their higher division in the third semester.

Each Division and One Subject Area

Primary/junior candidates complete at least three distinct placements across both the primary and junior divisions, grades 1-6. For candidates interested in kindergarten settings, placements typically occur in the fourth semester and are paired with elective coursework in play-based learning. Junior/intermediate candidates complete placements in both of their qualifying divisions, with at least one placement in their designated teachable subject area for grades 7-10 during the third semester.

Experienced Teacher Supervises and Assesses

All practicum experiences are supervised and assessed by Ontario Certified Teachers (OCT) in good standing who possess a minimum of three years of teaching experience. Associate teachers serve as instructional mentors, offering a gradual introduction to classroom responsibilities through initial conferences on class organization and the routine approval of lesson plans. They are responsible for monitoring progress, holding daily planning conferences, and completing both a formative assessment at the midpoint of the practicum and a final summative evaluation. If a candidate is struggling during their placement, a formal practicum success meeting is convened to document challenges and outline a remediation plan. Unsuccessful interventions may lead to a failing grade and an institutional review to determine the candidate's future in the program.

Faculty Advisor

Each candidate is assigned a faculty advisor who provides supervision and evaluation during practicum placements. Faculty advisors conduct a minimum of three visits during each 6-week placement. The three visits consist of an introductory visit to establish relationships followed by two formal classroom observations. These visits are used to bridge the gap between theory and classroom practice. The faculty advisor is responsible for submitting the final practicum grade, which is informed by formal observation reports, a review of the candidate's planning binder, and consultation with the associate teacher. Final evaluations utilize a four-level competency scale aligned with the five Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and one additional domain - Overall Readiness.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 8 is fully satisfied.

Requirement 9

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

Findings

The evidence indicates that successful completion of the practicum is a mandatory requirement for successful completion of the program. Candidates must successfully complete at least 80 days of practicum in schools utilizing the Ontario curriculum to be eligible for graduation. Any missed days must be made up to satisfy the total requirement.

Successful completion of each practicum is a prerequisite for advancing to the next placement. Successful completion of the first and second semester practica requires a minimum grade of C+. This threshold increases in the second year, where successful completion of the semester three practicum and the semester four practicum or field placement requires a minimum grade of B-. This progressive grading structure requires candidates to demonstrate increasing levels of professional competence. Failure to meet these specific achievement levels results in a candidate being unable to continue in the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 9 is fully satisfied.

Requirement 10

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

Findings

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

Primary/junior (P/J) and junior/intermediate (J/I) teacher candidates undertake division-specific method courses reflecting the six core content areas of the Ontario Curriculum: the arts, health and physical education, language, mathematics, science and social studies. *The Ontario Curriculum, Kindergarten, 2026* is addressed in the P/J divisional coursework.

Teacher candidates in the P/J divisional cohort take the following method-related courses that address the Ontario curriculum, grades K-6: Literacy & Multilingual Learners; Mathematics in Primary Grades; Mathematics in the Junior Grades; Physical Education, Health & Dance; Social Studies; Science; and The Arts: Music & Visual Arts; Literacy and Drama.

All J/I teacher candidates take the Arts: Music and Visual Arts, which prepares them to teach grades 4 to 6. They take the following method-related courses that address the Ontario curriculum, grades 4-10: Literacy and Multilingual Learners; Mathematics in the Junior Grades; Mathematics in the Intermediate Grades; Physical Education, Health and Dance; Social Studies; History & Geography; Science; Literacy & Drama.

Teacher candidates select one of the following as their teachable subject area, Mathematics; English; Physical & Health Education; Geography; History; Music; Visual Arts; Drama; Science; Religious Education in Catholic Schools; and French as a Second Language, to explore and implement subject-specific curriculum for grades 7-10.

Candidates take method courses to examine the specific Ontario curriculum from grades 7-10 in their relevant teachable subject. These intermediate teachable courses are delivered through a guided, project-based learning model under the guidance of an instructor. Candidates review relevant research and literature for their subject area and create a practical unit of study for use in the classroom.

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The program enables teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses.

Candidates in both cohorts implement teaching methodologies and assessment practices as they relate to the specific subjects, through course assignments and practical experiences. In course assignments, candidates learn to design lessons and units by engaging with the relevant curriculum documents. Candidates use Ministry curriculum and policy documents such as *Growing Success – Assessment, Evaluation and Reporting in Ontario Schools* (2010) and the *Growing Success – Kindergarten Addendum* (2016) when designing differentiated assessments for P/J and J/I learners.

Candidates develop and apply pedagogical content knowledge, instructional planning, assessment, and reflective practices aligned with the curriculum through varied assessments, including three-part lesson planning, micro-teaching, environmental STEM activities, and collaborative lesson planning in science and mathematics courses.

Candidates complete reflective prompts in the lesson plan template to improve their knowledge of assessment practices. The lesson plan template focuses on assessment for, as and of learning. Additionally, the unit plan template supports assessment development and includes areas for specifying learning goals, success criteria, and teaching strategies.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 10 is fully satisfied.

Requirement 11

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

Findings

The evidence indicates that the teaching theory and foundation courses in program reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

The program addresses human development and learning in a mandatory course, *Development & Learning*. Teacher candidates study brain development as well as behaviourist, cognitivist, constructivist and socio-constructivist learning theories, and explore the applications of these theories in the classroom context during the 20-day Teacher Assisting Practicum. Candidates also complete weekly preparation and reflection tasks based on readings from the course text, *Educational Psychology*. Topics include theories of development from childhood to adolescence, behavioural and cognitive views of learning. These tasks require teacher candidates to observe students, identify key developmental concepts and analyze their practical implications for teaching.

In *History and Philosophy of Education*, all teacher candidates learn to gather, interpret, and evaluate current research and data analysis to inform their understanding of educational theory and practice. This includes applying evidence-based insights to areas such as child and adolescent development, mental and physical health, curriculum design, differentiated instruction, classroom management, and assessment and evaluation, as emphasized in this course.

Legislation and Government Policies

The program includes a mandatory foundation course on education and related legislation. In *Education Law & Professional Practice* candidates learn about the professional role, duties, legal and ethical responsibilities, as well as the laws, regulations and policies that govern teachers' conduct, professional relationships and obligations. The course includes content on safety in learning environments, bullying, safe schools, and policies pertaining to student mental health and

wellbeing. It also covers the *Education Act*, Policy/Program Memorandums, and related legislation regarding the roles, responsibilities and duties of special education teachers. Candidates examine the College's professional advisories, including *Professional Advisory on Anti-Black Racism*, *Professional Boundaries*, *Responding to the Bullying of Students*, *Duty to Report*, *Supporting Students' Mental Health* and *Professional Misconduct*. Course assignments require candidates to apply their understanding of professional advisories and legal duties to the analysis of a professional misconduct case study.

The *Inclusive Education* course enables all teacher candidates to deepen their understanding of the regulations pertaining to supporting students with special education needs and the requirements pertaining to the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC). The course is designed to improve candidate knowledge and understanding of students' rights with regards to the responsibility to support their progress from an inclusive perspective and to work with the family and with other professionals.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 11 is fully satisfied.

Requirement 12

The faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

Findings

Faculty members teaching in the program are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

The School of Education is comprised of 15 instructors, five are full-time faculty, and ten are adjunct faculty members. Four hold doctoral degrees, (three PhDs and one EdD), with one currently in progress for completing a PhD. Eight hold master's degrees (MEd/MSc/MA) and two hold undergraduate degrees as their terminal degree. Of the 15 faculty members, 13 hold Bachelor of Education (BEd) degrees.

The majority of full-time and adjunct faculty members are Ontario Certified Teachers (OCTs) and have experience in elementary and/or secondary schools, ranging from 1 to over 50 years of teaching experience. Faculty members have professional experience in independent and public schools in Ontario and have held a variety of roles, including principal, vice-principal, classroom teacher, and instructors in other faculties of education.

The program's instructors hold qualifications in at least two teaching divisions (P/J, J/I, or I/S) and bring appropriate teaching expertise in the program's components and in a range of subject areas. Faculty members foster expertise in areas such as learning and assessment theory, social-emotional learning (SEL), play-based learning, French as a Second Language, Catholic Religious Education, music education, STEM and environmental education, curriculum design and education law.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 is fully satisfied.

Requirement 13

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

Findings

The evidence indicates that there are adequate internal controls to preserve the integrity of student records relating to the program reviewed.

Redeemer University maintains records in accordance with standards established by the Association of Registrars of Universities and Colleges of Canada (ARUCC) and the Organization of University Registrars of America (OURA). Electronic records are managed under ARUCC-referenced security protocols, while physical records are stored in locked, controlled-access facilities. Hard copy and electronic examinations are retained in secure locations, and course outlines are maintained exclusively in electronic format within a secure departmental database.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 13 is fully satisfied.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence indicates that the School of Education at Redeemer University is committed to continuous improvement and quality assurance for the program reviewed and has implemented formal measures to demonstrate that commitment.

All course and program modifications undergo a formal review process which includes approval by the faculty, the Academic Program Committee, and the University Senate. Programming changes follow the Institutional Quality Assurance Process (IQAP). Recommendations from this process resulted in the phasing out of the concurrent program, the augmentation of library resources, and the formal restructuring of the School of Education under the leadership of a dedicated Dean.

The School of Education engages with provincial educational policies and research to inform its curriculum which has resulted in the establishment of the Literacy Review Committee in response to the Ontario Human Rights Commission's Right to Read report. The committee conducted a review of literacy course design, assessment practices, and instructional resources. The resulting recommendations led to revisions in literacy and drama courses to assure candidate proficiency in evidence-based literacy practices before entering their practicum placements. These updates were further supported by targeted resource acquisitions for the Teacher Education Resource Centre.

Regular feedback on the program is obtained through the collection of course evaluations from teacher candidates. This feedback informs the annual review of faculty and the development of their professional goals. The program also solicits feedback from associate teachers and candidates regarding practicum placements to identify areas for operational improvement.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 14 is fully satisfied.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates that the program has Teacher Education Advisory Committee (TEAC) that functions in an advisory and liaison capacity in relation to the program.

The TEAC meets annually with the School of Education and provides ongoing guidance and collaboration on issues that impact the program. The TEAC is chaired by the Dean of the School of Education and includes full-time faculty, the practicum coordinator, program alumni, and current teacher candidates. External representation comprises representatives from the Hamilton-Wentworth Catholic District School Board, the Hamilton-Wentworth District School Board, and various independent school associations, including the Edvance Christian Schools Association, the Association of Christian Schools International, and the Vocate Christian School Employees Association. The committee also has representatives from the Ministry of Education, the Learning Disability Association of Ontario, the Institute for Catholic Education, and the Ontario Teachers' Federation.

TEAC meetings bring opportunities to review strategic program changes and internal quality assurance measures such as regular faculty meetings and spring retreats. Recent committee discussions have directly influenced the program's structure and pedagogical focus regarding support for students with special education needs and the integration of provincial literacy recommendations. Other meeting topics include literacy course design, mathematics proficiency requirements, and the implementation of transitional certificates.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 15 is fully satisfied.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the following program of professional offered by the School of Education, Redeemer University fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions, leading to a degree

The Accreditation Committee grants general accreditation to this program for a period of seven years until April 28, 2033 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee
Ontario College of Teachers
April 28, 2026**