



QUALITY ASSURANCE; CYCLICAL UNDERGRADUATE PROGRAM REVIEW – FACULTY OF EDUCATION

October 2014

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP) the Faculty of Education submitted a self-study (January 2013). Volume 1 presented the program descriptions and outcomes, an analytical assessment of their programs and a summary of program descriptors including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CVs for each full-time member in the Faculty.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a two-day site visit in April 2013. The visit included interviews with the Provost and Vice-President (Academic), Deputy Provost, Dean of the Faculty of Education, Chairs of the undergraduate programs on both the Thunder Bay and Orillia campuses, full-time faculty and contract lecturers, professional Program Onsite Delivery representatives, students in Thunder Bay, the head librarian and the Educational Technologies Coordinator.

In their report, submitted May 2013, the Review Team provided feedback that describes how the programs (listed below) meet the Quality Assurance Framework evaluation criteria and are consistent with the University's mission and academic priorities. They reported that the admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the current state of the discipline, and are effective in preparing graduates to meet defined outcomes and the University's undergraduate Degree Level Expectations (DLE's). The Native Teacher Education Program (NTEP) and the HBEd (Aboriginal) programs represent innovative programs in the area of Aboriginal education. The Review Team noted that the Faculty makes effective use of available resources stated, most of the full-time faculty are actively engaged in research and many have had success in obtaining external research funding. The Reviewer Team stated that they believe that Lakehead University's Faculty of Education is well positioned to adapt to the impending MTCU changes in requirements and enrolment numbers.

The Review Team provided feedback and recommendations for the Faculty. The Review Team noted: i. Differences in requirements between Honours and non-Honours concurrent Education programs make transferability extremely difficult beyond first year. ii. Coordination between sections of the same course could be improved, iii. Grading practices need to be re-assessed based on recent experience with specified means, iv. Library borrowing periods could be lengthened to enable students to take out materials for use in placements, v. Some technology and space challenges need attention and vi. Staffing concerns, especially at Orillia, need to be addressed.

The Chairs of the Education undergraduate programs, in consultation with the Acting Dean of the Faculty of Education, submitted a response to the Reviewers' Report (September 2013). Clarifications and corrections were presented followed by a response to each of the recommendations made by the Review Team.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the program(s), the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Programs covered by this Cyclical Review:

Bachelor of Education (One year)
Bachelor of Education (Concurrent)
Honours Bachelor of Education (Concurrent)
Honours Bachelor of Education (Aboriginal)
Native Teacher Education Program
Native Language Teacher Certification Program
Native Language instructors Program
Bachelor of Education (Extension)