

Faculty / Affiliated University College	Education	
Degrees Offered	Master of Teaching and Learning (MTL)	
Date of Introduction	September 1, 2024	
Approved Fields	Primary-Junior Junior-Intermediate Intermediate-Senior	Primary-Junior French Junior-Intermediate French Intermediate-Senior French
External Reviewers	Dr. Douglas McDougall, Department of Curriculum Teaching and Learning, University of Toronto	Dr. Kirk Anderson, Faculty of Education, Memorial University
Internal Reviewer	Dr. Dianne Bryant, Assistant Dean of Graduate Programs, Faculty of Health Sciences	Julia Brott, PhD Candidate Anatomy and Cell Biology
Date of Site Visit	July 4 & 5, 2023	
Date Review Report Received	August 22, 2023	
Date Program/Faculty Response Received	Program: September 1, 2023 Faculty: September 20, 2023	
Evaluation	Approved to Commence	
Approval Dates	SUPR-G: January 22, 2024 ACA: February 7, 2024 Senate: February 15, 2024	
Year of First Review	2031-2032	
Progress Report	June 2027	

Overview of Western's Program Proposal and Approval Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Master of Teaching and Learning Program to be delivered by the Faculty of Education, Western University.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Dean, Faculty of Education

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summary

The Master of Teaching and Learning (MTL) is a cohort graduate-level teacher education program that aligns with Western's status as a research-intensive university, and the profession's need to prepare teacher candidates for a research-based, research-led practice.

A version of a Master in Teaching degree was offered at Western until 1975, at which time, the degree was changed to a Bachelor of Education to align with other teacher education programs in Ontario at the time. The proposed MTL will replace the existing Bachelor of Education (B.Ed.) degree at Western University.

The MTL is a four-term (16 month), blended, graduate-level program. Terms one and two to be completed on-site at Western's Faculty of Education. Terms three and four will be completed virtually, drawing on the faculty's decades of expertise in designing and offering high quality full-distance Continuing Education programs and graduate degrees.

Upon successful completion of the program, teacher candidates will be recommended to the Ontario College of Teachers for a Certificate of Qualification and Registration, which will certify them to teach in Ontario schools. Consistent with current enrolment in the B.Ed. program, the projected intake for the MTL would be 350 Teacher Candidates, with total enrolment at 700.

Strengths and Innovative Features Identified by the Program

- As a new research-based teacher education program working toward the development of reflective and inquiry-oriented teachers, the program aims to:
 - Engage teacher candidates more directly in the ongoing research of its faculty to enable Teacher Candidates to learn through research experience in situ.
 - Equip Teacher Candidates with a solid understanding of the advanced field of educational research, of the need for interdisciplinary and cross-disciplinary practice and with experience engaged in designing, conducting and presenting research that will enable them to engage in their professional practice from a scholarly stance.
- The program's 16-month duration will ensure that graduates enter the field more quickly thereby supporting the need for schools struggling to find qualified teachers to fill their required teaching complements.
- The fully online component in the second half of the program, provides flexibility for teacher candidates who are trying to complete their education while working in this high demand context.
- Expansive practicum agreements with approximately 44 school boards across Ontario, including private and fully virtual schools.
- Faculty researchers, many of whom with international reputation, are well equipped to bridge the frequently cited gaps between theory and practice; which also aligns the department with the University's strategic vision.
- A Teacher Research Capstone Project (TRCP) allows teacher candidates to address a problem of practice identified from a year one practica or an area of interest they would like to pursue through their Alternative Field Experience and informed by their area of Specialization.
- Admission pathways have been created to ensure the recruitment of diverse candidates.

Proposal Preparation and Review Process

Consultations have been ongoing from 2020 to 2023, which includes inquiries with the University's policy governance bodies, a Faculty retreat held in April 2022, and information gathered through surveys. An overview of the groups consulted is presented below:

- All faculty through Academic Research Clusters (Fall, 2021; Spring 2022; monthly in 2023)
- Teacher Education Design Group (representation of Faculty; 2021-2023)
- Ministry of Education, Ministry of Colleges and Universities, April 12, 2021 and in February 2023
- Ministry of Education, May 5, 2021
- Ontario College of Teachers, November 22, 2021 and in January 2023
- Federations (TELC October 26, 2021) monthly from Jan 2022 to Feb 2023
- Education Graduate Student Association in 2022
- Education Students Council: 2022 (survey) 2023 (meetings)
- School Board Partner Advisory Teams (Jan-Feb 2022; Sept-Feb 2023)
- Survey (all teacher candidates and instructors in December 2022)
- Local Board of Education Directors (February 2023)
- Ministry Mandated Teacher Education Advisory Committee, January 31, 2023
- Ongoing programmatic research in Teacher Education (includes Associate Teachers, Advisors, Instructors, Faculty and Teacher Candidates) (from 2020 – present)
- Open Townhall on January 20, 2023

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, School of Graduate and Postdoctoral studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Dean, Faculty of Education
- Associate Dean, Teacher Education
- Director of Academic Quality and Enhancement
- Director, Thames Valley District School Board
- Teacher Education Design Group
- Teaching Education Liaison Committee
- Faculty Members (Full and Part-time)
- Program Coordinator
- Community Relations and Space Coordinator, Office of Indigenous Initiatives
- Program Staff
- Graduate Student Instructors
- Teacher Candidates
- Head, Collections & Content Strategies, Western Libraries

Following the virtual site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean, Faculty of Education for review and response. These formative documents, including

the new program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Master of Teaching and Learning Program.

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“The transition from an undergraduate teacher education program to a master-level graduate teacher education program requires great insight and planning. It is clear that the administration, faculty, staff and students have been engaged in a two-year process to get to this stage. We commend the leadership and faculty for their insights and innovation in the development of the new MTL program.”* And that, *“There seems little doubt that this faculty can achieve this transition”*.

Strengths and/or Unique Aspects of the Program

- Positioning of in-person and online sections balances both program strengths, student learning experiences and reduces economic impact on students and enhance program’s accessibility for persons in rural and Indigenous communities.
 - Core faculty, administration, staff, and specialization chairs were well in tune with this transition and were quite supportive. They are leading practitioners and scholars in this type of learning medium.
- Knowledgeable faculty, staff, adequate technology, and a strong history of distance education aid to ensure the program’s success.
- The upgraded research focus of the program is aligned with the future of teacher education which is likely to be at the graduate level.
- Proposed program components are a creative pedagogical response to emerging modes of delivery – 1) the unique Teacher Research Capstone Project which foregrounds research; 2) impressive variety of courses covering major areas in the field of education.
- The Faculty has a history of gathering data on their program, with regular surveys about the quality of the program. The program also has a strong Teacher Education Advisory Committee that would continue to be a sounding board and a feedback partner through the implementation phase of the new program.
- Competent program administrators, who are effectively managing this transition and are capable of addressing gaps in the implementation process.
- Western University leads in teacher education in many areas and already offers a variety of innovative masters programs as well as doctoral level studies.

Opportunities for Program Improvement and Enhancement

- There appeared to be some mixed messaging around the use of a statement of intent as part of the admission process – ensure that the approach is clear. (*In relation to Recommendation # 1*)
- Clarify varied understandings across the program community about the role of the Teacher Research Capstone Project (TRCP) and how it might be completed. (*In relation to Recommendation # 2*)
- The faculty may need to review the use of alternative field placements in the MTL to increase students' ability to access these experiences – particularly given the added commitment of the TRCP. (*Tangentially connected to Recommendation # 2*)
- Clarify any concerns or misunderstandings among Faculty in relation to the parts of the program that will be instructed online. (*In relation to Recommendation # 3*)
- If feasible, consider having students back on campus towards the end of Year 2 in relation to the capstone project and to enhance and/or supplement the online learning experience. (*In relation to Recommendation # 4*)
- The change to the MTL may cause some confusion in the use of the word 'master' when referring to "Master teacher Mentors". (*In relation to Recommendation # 5*)
- Ensure a clearly articulated approach to how assessment practices for the field experiences, courses, and the capstone project are changing as part of the transition to a graduate program. (*In relation to Recommendation # 6*)
- Review the use of PASS/FAIL as this could impose limitations on students' access to future advanced academic pursuits which require a numerical grade. (*In relation to Recommendation # 7*)
- Consider ways to mitigate the effects of any potential increases in tuition – the possible result of a transition to a graduate degree. (*In relation to Recommendation # 8*)
- To alleviate the significant workload in association with the capstone courses, consider reducing class sizes or implementing a team-teaching approach (*In relation to Recommendation # 9*)
- Consider ensuring that the capstone project is equivalent to a "Quality Research Paper/Project" which would afford graduates a pathway to future doctoral studies. (*In relation to Recommendation # 10*)
- Review the balance between limited duties instructors and core tenure track faculty, who reflect both strong scholarship and a field experience connected to teacher education. (*In relation to Recommendation # 11*)
- Consider the need for having an in-house educational library, particularly, in the first year of the program. (*In relation to Recommendation # 12*)
- Explore ways to address the loss of any social and educational benefits that exist in face-to-face terms of the program, for the latter two terms of the program when the students will be participating online.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation #1 Consider clarifying the use of a statement of intent.</p>	<p>Program: This was an error. The program removed what was used previously (The Experience Profile) in favour of the "Letter of Intent", which is terminology used by the SGPS and aligns with their need to propose a specialization area. It is an error of copy/paste and will be corrected.</p> <p>Faculty: The faculty agrees with the program's clarification that a letter of intent will apply to the MTL. The use of a statement of intent is in line with all graduate programs in Education.</p>
<p>Recommendation #2* Consider developing a consistent definition and expectation for the Teacher Research Capstone Project.</p>	<p>Program: During extensive consultation, faculty specialty coordinators indicated that there was a uniqueness to each of their areas that required distinction. Expectations re: Number of courses and Expectations for Capstone Projects are consistent. They are all two parts, the same length, and include a milestone for completion.</p> <p>The program will continue to work across specialty areas, and look to other similar kinds of pre-defined projects to clarify expectations for Teacher Candidates to reduce any opportunity for confusion.</p> <p>Faculty: Capstone projects and other culminating milestones in a graduate program in Education differ by field within a program. Field academic coordinators and ARC chairs articulate the field specific aspects of capstones and provide respective guidelines for in-course capstone instruction and advice.</p>
<p>Recommendation #3* Seek feedback from faculty and other instructors as to courses needing to be face-to-face and, where possible, alleviate concerns related to the transition to online.</p>	<p>Program: Surveys and lengthy conversations took place over two years. Discussion about the format took place within every Academic Research Cluster, and the implications of changing the format were clear when a vote was taken to decide what the format would be.</p> <p>The program recognizes that some may need additional time and support to move to a new model. To ensure everyone is ready for the changes, the program planned for the 2023/24 year, working with its Teacher Education Design Team, the in-house Instructional Design Staff, e-Learning Manager, faculty members and the CTL as a year of preparation. A consistent and clear online environment will be created along with faculty/instructor PD in preparation for the launch of the new program in fall of 2024, with the online component ready for Spring 2025.</p> <p>Faculty: The focus is on ensuring instructors and coordinators are well-supported as they make the transition from onsite to online teaching. A list of courses to be taught online will be confirmed once the courses are approved and the schedule is set. Part-time and full-time members teaching or coordinating specialty area courses were consulted and have seen the list of the courses to be delivered online.</p>

<p>Recommendation #4* Subject to unit priorities and planning, consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.</p>	<p>Program: It is not feasible to have the students return to London for an in-person ‘wrap up’. Instead, the program plans to conduct a hybrid conference/symposium at the end of the last term to showcase the Capstone Projects and celebrate successes.</p> <p>The program also aims to create a virtual resource bank starting with the first cohort that can be shared with future students, Associate Teachers, used in future teaching and so on, depending upon what is created.</p> <p>Faculty: The faculty agrees with this recommendation and has planned a hybrid learning experience.</p> <p>The final structure and design of a return-to-campus culminating experience is suitable for supplementing the online learning experience and at the same time considers the current student housing climate in which returning to campus for a few weeks after months of being away in different school districts and communities may cause undue hardship.</p>
<p>Recommendation #5* Consider changing the title of Masters Teacher Mentors (MTM) and updating the role consistent with the MTL expectations.</p>	<p>Program: A great deal of consultation took place to come up with this name. Our board partners wanted it to signify that there was a status to it; that one had to have reached a level of ‘Master Teacher’ in order to be able to serve in this role.</p> <p>The program 1) is working towards shifting the role of the MTM in the onboarding this fall, in preparation for the MTL a year from now. Onboarding and support of mentors is coordinated and supported all year by design; 2) will consult with all stakeholders to ascertain whether there is confusion, and if a name change is necessary.</p> <p>Faculty: Multiple Faculty-based teams will work together to finalize relevant professional development ahead of the program launch. The proposed design will consider advice by the stakeholders who sit on the teacher education advisory groups.</p>
<p>Recommendation #6* Assess and correct any information gaps as the process is implemented and provide additional professional development where needed.</p>	<p>Program: The entire proposed program was developed by all full-time faculty. To help with information gaps, the newly hired communication officer will assist with the launching of a new series of internal informational podcasts over the coming year. Professional Development planning has been underway since last year and began in August of this year to prepare everyone more explicitly for the changes.</p> <p>Faculty: The Faculty 1) supports assessing and correcting any information gaps as the program is implemented and supplying more Professional development (PD), where needed; 2) will ensure that PD commitments align with the appointments as defined in the new collective agreement of the instructors, including limited duties and standing appointments.</p>
<p>Recommendation #7* Revisit and/or better support the PASS/FAIL position with respect to the MTL with a view to modifying it, or</p>	<p>Program: A robust defense of the move to Pass/Fail was required when progression requirements were changed. Western is the first in Ontario, and the third in Canada (behind UBC and UPEI) to move to the P/F. It aligns with the way educators are assessed in their professional practice. A numerical grade is not more robust than meaningful feedback. While research supporting the move is available in Higher Education literature, there is none</p>

<p>providing a more robust defence of the use of the PASS/FAIL grade.</p>	<p>in Teacher Education. The program is conducting programmatic research on the P/F progression requirements (since Jan 2023).</p> <p>A standard (Senate Approved) letter is issued to graduates who need it to apply to programs, secure funding etc., and to date, that letter has satisfied external institutions' needs.</p> <p>Faculty: While the Faculty supports revisiting and/or better supporting the PASS/FAIL position, it also trusts the consultation (including at Faculty Council) on this position, and the research planned to further understand this position. The program may review and further update the standard (Senate Approved) letter, which is issued, upon request, to graduates for purposes of awards and competitions in other programs and institutions' that heavily rely on grades in their adjudications and admissions.</p>
<p>Recommendation #8* Take steps to prevent, or at least minimize any tuition increases, as well as ameliorate cases of possible hardship related to such increases.</p>	<p>Program: Western's data indicates that 58/700 students received a bursary of \$4000. A further 64 applied and did not receive funding because they did not qualify. As graduate students, they will have increased access to support, and the program has 1) multiple sources of bursaries for those who qualify; 2) specific scholarships for students who are Indigenous or who are living with disabilities.</p> <p>Also, the Ministry of Education's change to the Transitional Teaching Certificate (issued August, 2023) was anticipated, and it means that Teacher Candidates will be able to be paid as Occasional Teachers during some part of their practicum (beyond the first 40 days).</p> <p>Faculty: The Program will work with the Faculty to explore models for tuition, funding, scholarships, awards, prizes and bursaries for teacher education graduate students. This will be done once MCU decides if a Masters can be offered, and the nature of the funding envelope. The intent will be to increase the existing funding opportunities and ameliorate possible undue hardship especially for teacher education students who self-identify as members of designated EDI groups.</p>
<p>Recommendation #9* Consider a reduction in the effective student-instructor ratio for the Capstone courses and process.</p>	<p>Program: Enrolment in the specialization courses (where the Capstone is introduced and completed) are already capped now, unlike other courses.</p> <p>The Capstone projects are not intended to be individual projects but will be done in groups by design, as part of the collaboration pillar explained in the proposal. These group projects will serve a need in the field, in their placement, community or alternative field experiences. We want the group projects to reflect the kind of divisional, cross divisional or interdisciplinary inquiry projects and initiatives that educators engage with collaboratively in their professional practice.</p> <p>Faculty: The program will discuss with the professional Graduate Education programs in which the capstone is implemented. The intent will be to finalize the design of the Capstone projects and the supports for instructors in ways that lead to capstone experiences and products which also serve a need in both the schools and communities where students are placed for practicum and alternative field experiences.</p>

<p>Recommendation #10* Consider the option of a Quality Research Paper/Project as part of the capstone process.</p>	<p>Program: This option would require more 1:1 supervision and supervisor capacity limits the implementation of this option. If the concern is the ability to move to a research degree (e.g., PhD), then applicants could conduct an individual project as a condition of their acceptance into a doctoral program. This has been the practice for many who apply from a professional graduate degree for decades. As each applicant is assessed individually, it is not always a requirement, but it has been the practice.</p> <p>However, the program will review this recommendation with the Teacher Education Design Group, and Academic Research Clusters in September, 2023 to explore the option of adding this as an alternative for students.</p> <p>Faculty: Faculty supports the programs response to engage the TED Group, and ARCs to explore teacher education options, such as: teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship. See also the response on Recommendation 2.</p>
<p>Recommendation #11* Consider increasing the balance of core faculty in support of practice of teaching in the MTL and as part of the faculty complement.</p>	<p>Program: There is an existing expectation that full-time faculty teach in both the Teacher Education program and the Graduate Program. Workload assignments are based on program needs collaboratively between the Associate Dean Grad and the Associate Dean Teacher Education.</p> <p>The program has increased full-time faculty (Music, French, Psychology, Indigenous Education) since the last IQAP report, and are currently interviewing for a teaching scholar in Health and Physical Education. Those positions primarily support the Teacher Education program.</p> <p>Faculty: The Dean’s office will continue to recommend to Central administration new Faculty hires annually, hoping that an increasing number will be approved to harmonize the ratio of core faculty to non-core faculty. The program will explore ways to improve the presence of core faculty in support of teaching in the MTL.</p> <p>Further, the Ontario College of Teachers, OCT, Accreditation recognizes the benefits of a combination of full-time Faculty members and practitioners in the teaching complement of teacher. The Faculty also recognizes the many benefits of having part-time appointments from the profession teaching in the program.</p>
<p>Recommendation #12* Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.</p>	<p>Program: This recommendation focuses on what Western Libraries offers; the program has an on-site library/resource centre and the reviewers note on page 1 of their review, that they visited the unit, and it is located just around the corner from the Teacher Education office.</p> <p>The reviewers may have heard that the in-house physical library space is small with reduced dedicated staff on site. That decision was made nearly five years ago, centrally, based on the reduced foot traffic data the library systems noticed across the university and an increase in the usage of online resources. This led to allocation of resources to support that virtual growth in the way that they support faculty and instructors. While the program</p>

	<p>retains curriculum instructional kits and heavy use items onsite, the rest has moved centrally. It can be ordered online, and gets delivered to a secure locker in the Faculty of Education. The online support provided to faculty and students is exceptional, and continues to grow.</p> <p>The program will share the reviewers' feedback with the central library administration, and continue to collect data with a focus on the new program to monitor ongoing need.</p> <p>Faculty: The faculty agrees with the program's response.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair (or equivalent), and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

All recommendations presented by the external reviewers have been prioritized for implementation, with the exception of recommendation #1. The catalyst for this recommendation was an error in the program proposal brief which has since been corrected, as indicated in the responses in the summary table above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #2 Consider developing a consistent definition and expectation for the Teacher Research Capstone Project.</p>	<ul style="list-style-type: none"> Articulate area-specific and field specific aspects of capstones and communicate respective guidelines for in-course capstone instruction and advice. 	<ul style="list-style-type: none"> Associate Dean Teacher Education Coordinators of specialty areas ARC Chairs TED Group 	By September 2024
<p>Recommendation #3 Seek feedback from faculty and other instructors as to courses needing to be face-to-face and, where possible, alleviate concerns related to the transition to online.</p>	<ul style="list-style-type: none"> Create online environment alongside faculty/instructor PD in preparation for the launch of the new program in fall of 2024, with the online component ready for Spring 2025. 	<ul style="list-style-type: none"> Associate Dean Teacher Education 	By September 2024

<p>Recommendation #4 Consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.</p>	<ul style="list-style-type: none"> • Host a hybrid conference/symposium at the end of the program to showcase the Capstone Projects. • Create a virtual resource bank 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • TED Group 	<p>By December 2025</p>
<p>Recommendation #5 Consider changing the title of Masters Teacher Mentors (MTM) and updating the role consistent with the MTL expectations.</p>	<ul style="list-style-type: none"> • Consult with stakeholders to ascertain if and where there may be confusion, and if a name change is necessary. • Continue 1) revising the role of the MTM and communicate changes during onboarding; 2) providing support for mentors. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • teacher education advisory groups 	<p>By June 2024</p>
<p>Recommendation #6 Assess and correct any information gaps as the process is implemented and provide additional professional development where needed.</p>	<ul style="list-style-type: none"> • Ensure that PD commitments align with the appointments as defined in the new collective agreement of the instructors, including limited duties and standing appointments. • Launch a new series of internal informational podcasts. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • Dean's Office 	<p>By June 2024</p>
<p>Recommendation #7 Revisit and/or better support the PASS/FAIL position with respect to the MTL with a view to modifying it, or providing a more robust defense of the use of the PASS/FAIL grade.</p>	<ul style="list-style-type: none"> • Continue programmatic research on the PASS/FAIL position to ensure clear understand of all implications. • Review the standard (Senate Approved) letter issued to graduates applying awards and competitions in other programs/institutions. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • Associate Dean, Graduate Education 	<p>By June 2024</p>
<p>Recommendation #8 Take steps to prevent, or at least minimize any tuition increases, as well as ameliorate cases of possible hardship related to such increases.</p>	<ul style="list-style-type: none"> • Explore models for student funding, scholarships, awards, prizes and bursaries for teacher education graduate students – in particular for students who self-identify as members of designated EDI groups. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • Dean's Office 	<p>June 2024</p>
<p>Recommendation #9 Consider a reduction the effective student-instructor ratio for the Capstone courses and process.</p>	<ul style="list-style-type: none"> • Finalize the design of the Capstone projects and the supports for instructors. • Monitor the cap of 35 as part of the ongoing programmatic research. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education 	<p>By June 2024 and Ongoing</p>

<p>Recommendation #10 Consider the option of a Quality Research Paper/Project as part of the capstone process.</p>	<ul style="list-style-type: none"> • Explore teacher education options, such as: teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship. 	<ul style="list-style-type: none"> • Associate Dean Teacher Education • ARC group • TED group 	<p>June 2024</p>
<p>Recommendation #11 Consider increasing the balance of core faculty in support of practice of teaching in the MTL and as part of the faculty complement.</p>	<ul style="list-style-type: none"> • Explore ways to improve the presence of core faculty in support of teaching in the MTL. • Continue to recommend to Central administration the need for new Faculty hires annually. 	<ul style="list-style-type: none"> • Dean • ARC group • Associate Dean Teacher Education 	<p>By September 2024 and Ongoing</p>
<p>Recommendation #12 Revisit the role of the Education Library with the view to having an in-unit education library/student learning commons concept.</p>	<ul style="list-style-type: none"> • Continue to collect data with a focus on the new program to monitor ongoing need. <ul style="list-style-type: none"> - Share data with Western Libraries 	<ul style="list-style-type: none"> • Associate Dean Teacher Education 	<p>Ongoing</p>