

2016/17 ONCAT RFP Submission Form

Submission deadline: January 9, 2017

RFP Submissions should include the following components:

1. *This form* – ONCAT RFP Submission form (as an MSWord document)
2. ONCAT RFP Budget form (as an MSExcel document)
3. ONCAT RFP Signature form (as a pdf or scanned image)

Please type your information directly into this document.

Proposal Overview

1.0 RFP Reference

Please bold one of the following:

- ONCAT 16/17 RFP – Innovative Curriculum Delivery
- **ONCAT 16/17 RFP – Pathway Development**
- ONCAT 16/17 RFP – Research

1.1 Title of Proposed Project

This project was originally approved by ONCAT in March 2015 [Project Number 2015-19; Project Title: Technological Education Pathway Development Project: A multilateral Articulation Agreement between Brock University and Colleges Ontario (TEPD)].

Due to project scope changes, we are submitting a new application for the project under the proposed title: Technological Education Pathway Development Project (TEPD).

We are seeking ONCAT's approval of our new project focus, and for permission to reallocate the remaining funding from Project Number 2015-19 towards the revised project.

1.2 Lead Institution

Fanshawe College

1.3 Participating Institutions

Ontario Council on Articulation and Transfer (ONCAT)

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Participants

1. Fanshawe College (lead)
2. Niagara College
3. Conestoga College
4. Fleming College
5. Canadore College
6. Brock University
7. Ontario Council for Technology Education (OCTE)

Additional Partners

8. Thompson Rivers University
9. Institute of Technology Sligo
10. Ministry of Education
11. Ontario College of Teachers (OCT)

1.4 Date Submitted

January 16, 2017

1.5 Summary of Proposed Project. (50 words)

This project intends to develop degree completion opportunities for Technological Education teachers and College professors who have a diploma or apprenticeship background. Specifically, Technological Education teachers have been underserved with limited access to professional development and/or advancement opportunities within the K-12 education system. We also intend to explore Colleges offering professional development courses for Technological Education teachers. Although our original project's scope and goals have shifted as outlined in our October 26, 2016 report, the spirit of recognizing learning outcomes, encouraging lifelong learning, and promoting equity within the education system remain constant.

Contact Information

2.0 Project Lead

All correspondence will be directed to the Project Lead unless otherwise indicated.

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Title: Dean, Centre for Research and Innovation
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Project Proposal

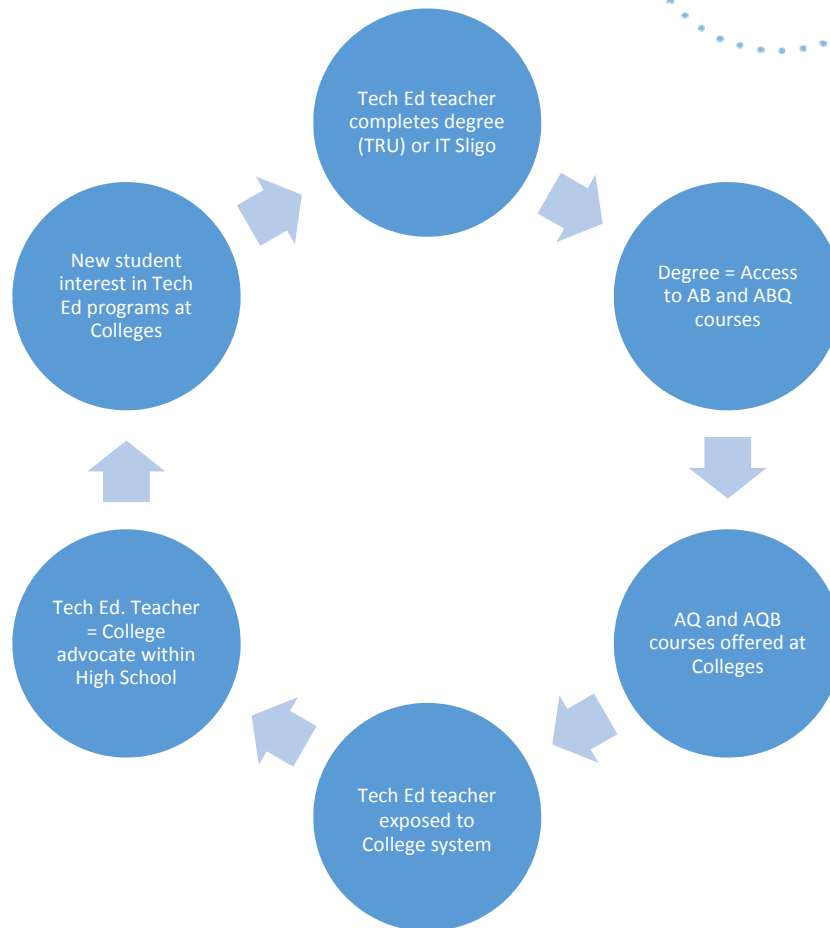
3.0 Project Goals

Describe the intended goals of the project. (300 – 500 words)

The TEPD team feels that having leaders in Ontario's secondary system who understand and have a background in technological education will strengthen ties between secondary and post-secondary technological and vocational programming options. During the initial project, the TEPD team discussed health and safety issues, the competency in and enthusiasm for technological fields, the connections to industry, and the development of significant networks

of Technological Education teachers across the sectors. Providing opportunities for Technological Education teachers to teach in General Studies and pursue leadership roles, will benefit teachers, the colleges, and the students who pursue technological vocational college studies. It would ultimately benefit the trades in Ontario and assist in enhancing equity and collegiality across all levels of education in Ontario (Refer to Figure 1).

Figure 1: The Life Cycle of Technological Education



Our revised project includes the following goals and deliverables:

Goal 1: Develop degree completion pathways for Ontario Technological Education teachers and College professors who have a diploma or apprenticeship background through strategic partnerships.

During the original project, we faced a number of obstacles; however, through this process we identified an opportunity to partner with the Institute of Technology Sligo (IT Sligo) and Thompson Rivers University (TRU) to deliver online degree completion pathways. TEPD

received confirmation from the Ontario College of Teachers (OCT) that our proposed partnerships meet their requirements for an ‘acceptable postsecondary degree’.

Deliverable 1A: Provide support to OCTE to establish the processes for the first cohort based pathway students to enroll in IT Sligo and/or TRU degree programs. Those eligible to enroll would include practicing Ontario Technological Education teachers, those currently enrolled in accredited Technological Education teacher preparation programs and College professors without a degree.

Goal 2: OCTE to become the pathways champion across their membership.

Building on our previous TEPD project, we learned the importance of collaboration and partnership, specifically, in regard to curriculum and pathway activity and technological education. In this project, the college representatives will continue to guide OCTE and their teacher membership as they navigate the newly developed degree pathways.

Deliverable 2: Enhance the OCTE website as a platform for Technological Education teachers to learn more about degree completion options through TRU and IT Sligo.

Goal 3: Develop professional development opportunities for Technological Education teachers within a College setting.

We intend to complete the application process for participating Colleges to offer Additional Qualification, and potentially offering Additional Basic Qualification courses, in a college setting to promote further professional development for Technological Education teachers.

Additional Qualification (AQ) Courses: TEPD has received information from OCT regarding the process to become accredited to offer AQs. The partnering colleges are discussing making arrangements to offer college credit as a component of taking an AQ at an Ontario college. We envision the following benefits through this collaboration:

- College enrollments would be positively affected, as would the promotion of the quality of the vocational programming available at our colleges.
- Benefits to Technological Education teachers, including:
 - Professional development;
 - Opportunity to receive credit toward an Ontario college credential; and
 - Opportunity to return to the college system where many candidates may have completed their apprenticeship and/or post-secondary training.
- Technological Education teachers will be in a better position to advise their students about the range of quality vocational education available in Ontario’s colleges.

- Regional availability of AQs will be enhanced; TEPD partners now include: Canadore, Conestoga, Fanshawe, Fleming, and Niagara.

Deliverable 3A: Each College will develop and deliver one AQ course. The intent is to revise an existing college credit course to meet the OCT 100 hour's requirement, and to allow for credit transfer within a PSE credential.

Additional Basic Qualification (ABQ) Courses: At this time, only Ontario University Faculties of Education can offer ABQs, so the college partners are interested in further discussions with Brock and others in order to potentially offer ABQs as "satellite" locations of the university.

In addition to the two main goals, TEPD is also exploring writing a book about this project, and planning a Technological Education Summit.

Deliverable 3B: Brock University will pilot an ABQ course with one of the College partners acting as a satellite location.

3.1 Methodology/Project Management

Provide a clear and comprehensive explanation of all steps that will be required to complete the project, including a timeline. As part of the timeline, clearly indicate the key milestones of the project as it moves from conception to completion/implementation. (1000 – 1500 words)

As part of our project management requirements, project teams must submit a minimum of one interim report mid-way through the project and a final report, including executive summary and detailed financial statement, at the project's completion. Please indicate your proposed submission dates in your timeline.

Since the original project, the TEPD Team has expanded to include: Tracy Gedies (Fanshawe), Mary Wilson (Niagara), Stephen Speers (Conestoga), Tony Dipetta, (Brock), Mark Lamontagne (Canadore), and Maxine Mann (Fleming).

The TEPD Team will continue to work closely with other partners to complete the project goals. Partners include: Aldo Cianfrini (Ministry of Education), David Lewis (Ontario Council for Technology Education), Donald Poirier (Thompson Rivers University), and Patrick Lynch (IT Sligo). In addition, TEPD will continue to consult with Technological Education Consortium of Ontario (TECO) members, including representatives from Ontario College of Teachers (OCT).

The chart below summarizes our project plan and timeline in detail:

Project Timeline		
Month/Year	Degree Completion (TRU and IT Sligo)	AQ and ABQ Courses
February 2017	Establish communication regarding pathway options; revise OCTE website content as communication platform	No activity
March 2017	Promote degree pathway options through OCTE to members; presentations; ONCAT conference; inform Queens and Brock graduates; support OCTE; inform college professors as well	No activity
April 2017	Support TRU and IT Sligo in launch of program (May 2016)	Complete AQ application to OCT to deliver courses (1 submission for all college partners) <ul style="list-style-type: none"> • Determine which AQ courses to be delivered for summer 2017 • Establish cost, methodology of delivery, promotion, etc. • Ensure credit transfer is established for diploma
May 2016	Degree completion program launch. Cohort model (target is 10 students at each institution)	Development of PAC for AQ application.
June/July 2017	Ongoing monitoring of cohort as needed	Run pilot AQ courses at Colleges across province
June 2017	Ongoing monitoring of cohort as needed	Initiate PLAR discussions with OCT
September 2017	Ongoing monitoring of cohort as needed.	AQ course delivery for fall 2017 and winter 2018
Spring 2018	Plan Technological Education Summit (coincide with OCTE Conference – May 2018)	

3.2 Topic Experience

Provide a complete list of project team members, and explain how the academic training, qualifications and past experience of the project team will contribute to achieving the goals of the project. (300 – 600 words)

Our team brings a wealth of knowledge in curriculum design, technological education, and of the Ontario College system. The partnership among the TEPD team has been generative; the team is interested in continuing to work together to foster an excellent system of technological

education within all levels of the Ontario education system. Specifically, our focus is on building and sustaining pathways in Technological Education across sectors and institutions. TEPD team has grown and learned so much from the complexities of this project, and are now in a unique position to apply the TEPD Best Practices and Lessons Learned (pp. 7-14, ONCAT Progress Report, October 26, 2016) during the new phase of this important system-wide project.

Participants

1. Tracy Gedies, Director, Centre for Academic Excellence, Fanshawe College
2. Mary Harrison, Faculty, Centre for Academic Excellence, Fanshawe College (*on leave*)
3. Gabriela Kongkham-Fernandez, Pathways Coordinator, Fanshawe College (*on leave*)
4. Colleen Kelsey, Pathways Coordinator, Fanshawe College
5. Mary Wilson, Director, Centre for Academic Excellence, Niagara College
6. Stephen Speers, Chair, Trades and Apprenticeship, Conestoga College
7. Tony DiPetta, Associate Professor Teacher Education, Faculty of Education, Brock University
8. Mark Lamontagne, Dean, Trades, Technology, Law and Justice and Part-Time Studies, Canadore College
9. Maxine Mann, Dean, School of Business, Trades and Technology, Fleming College

Additional Partners

1. Aldo Cianfrini, Ministry of Education
2. David Lewis, Ontario Council for Technology Education
3. Donald Poirier, Senior Director, Strategic Partnerships, Thompson Rivers University
4. Patrick Lynch, International Manager, Institute of Technology Sligo

NOTE: CVs of project team members may be requested as part of the proposal evaluation process.