



Ontario
College of
Teachers

Ordre des
enseignantes et
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de l'Ontario

Accreditation Committee Decision

**Faculty of Education
York University**

Accreditation of Addition to Program

and

Substantial Change in Program

**Full-time consecutive program of professional education
with areas of study in the Primary/Junior,
Junior/Intermediate and Intermediate/Senior divisions,
leading to a Bachelor of Education degree**

**Accreditation Committee
Ontario College of Teachers**

November 28, 2017

Accreditation Committee Decision Regarding the Program Change Application Submitted by the Faculty of Education, York University

Introduction

The Faculty of Education at York University, submitted a program change application on April 15, 2017 to:

- (1) add a new component to prepare persons to be teachers described in Reg. 176-10 (4), in that the applicant,
 - (a) is of First Nation, Métis or Inuit ancestry;
 - (b) holds a secondary school graduation diploma or has qualifications that the College considers to be equivalent to holding such a diploma; and
 - (c) has successfully completed,
 - (i) a program of professional education described in subsection 1 (4) of the accreditation regulation for persons of First Nation, Métis or Inuit ancestry, which prepares them to teach the primary and junior divisions, and,
- (2) modify the character and duration of the following accredited program of professional education:
 - Full-time consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, *Accreditation of Teacher Education Programs* established an accreditation panel to review the program change application to determine if the program continues to qualify for accreditation and to act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations.

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, both of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with experience in teacher education program evaluation and expertise in teaching the Intermediate/Senior divisions
- a person nominated by the permitted institution

In making its recommendations, the panel considered the following:

- the application for the review of the program change submitted April 15, 2017

- the Accreditation Committee decision dated April 21, 2011 related to the program
- supplementary materials in the form of emails and documents provided by the Faculty of Education at York University
- the regulatory requirements of section 9 of the Accreditation Regulation, as they read on September 1, 2015 following their modification in accordance with the new requirements for Ontario programs of professional education

Review Process

York University's documentation for the Review of the Program Change indicated that this application included both an addition to program and substantial change in program. Specifically, the intent to allow admission of students of First Nations, Métis, or Inuit ancestry who have completed the secondary school diploma, but not a post-secondary degree, to the Bachelor of Education program in the P/J division constituted an addition of a new specialized component to prepare persons to be teachers while modifications to the character and duration of the program amounted to substantial change in program. Given that the proposed changes correspond to sections 19 and 21 of Regulation 347/02, *Accreditation of Teacher Education Programs*, a single panel was convened to review the program change application, report to the Committee on its findings and make recommendations regarding both the addition to, and substantial change in the program.

In light of the numerous parallels between the existing, accredited, consecutive program and the proposed Indigenous teacher education program, the panel engaged in a modified review to analyse requirements only for which changes were reported. Of particular note is that, as part of the regular cycle of accreditation, the scheduled review of all programs at the Faculty of Education will occur in 2018. As such, the panel worked with the knowledge that if the proposed addition to the consecutive program of professional education qualified for accreditation, the consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions would be included in the full review of all consecutive programs in winter/spring 2018.

The College notified the public of the opportunity to make a submission to the panel regarding the proposed, consecutive Indigenous teacher education program by notices on the College's website and through social media via Twitter and Facebook.

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

By virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and the Accreditation Regulation 347/02, *Accreditation of Teacher Education Programs*, the Accreditation Committee reviewed the accreditation panel report to determine if

the proposed addition to the consecutive program of professional education qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated November 10, 2017, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs as stated on September 1, 2015.

Decision of the Accreditation Committee at its Meeting of November 28, 2017

Addition to Program

The Accreditation Committee finds that the program change constitutes an addition of a new component to prepare persons to be teachers, i.e. First Nation, Métis or Inuit ancestry¹, to an accredited program pursuant to section 19 of Regulation 347/02, Accreditation of Teacher Education Programs, (the “Accreditation Regulation” of the *Ontario College of Teachers Act*), since this is a new category of admission for which the program is not currently accredited.

Substantial Change

The Accreditation Committee finds that the program change constitutes a substantial change to the character, duration or components of the existing, accredited program pursuant to section 21 of Regulation 347/02, Accreditation of Teacher Education Programs, (the “Accreditation Regulation” of the *Ontario College of Teachers Act*). Offering the proposed Indigenous program at a new regional site at the Toronto District School Board Aboriginal Education Centre constitutes a change to the character of the existing program. The proposed compressed delivery format constitutes a change to the duration of the existing program.

Accreditation Requirement Findings and Reasons

The findings and reasons for the committee’s decision on whether the program continues to qualify for accreditation and the facts on which it is based follow herein:

Unchanged Requirements

Based on the information reviewed by the committee, the Accreditation Committee accepts that Requirements 1, 2, 3, 3.1, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 remain fully satisfied for the full-time consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree. The Accreditation Committee accepts that there are no changes regarding the factual findings for the aforementioned requirements and that these equally apply to the new specialized component to prepare persons to be teachers described in Reg. 176-10 (4), i.e. applicants of First Nations, Metis, or Inuit Ancestry in the proposed consecutive program of professional

¹ described in Reg. 176-10 (4), in that the applicant,

- (a) is of First Nation, Métis or Inuit ancestry;
- (b) holds a secondary school graduation diploma or has qualifications that the College considers to be equivalent to holding such a diploma; and
- (c) has successfully completed,
 - (i) a program of professional education described in subsection 1 (4) of the accreditation regulation for persons of First Nation, Métis or Inuit ancestry, which prepares them to teach the primary and junior divisions,

education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions leading to a Bachelor of Education degree.

Requirements Representing Possible Change by Proposed Addition/Substantial Change

Based on the information reviewed by the committee, the Accreditation Committee finds that both:

- the full-time consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree, as modified to include the compressed delivery at the new site, and
- the proposed consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions leading to a Bachelor of Education degree,

fully satisfy requirements 1.1 and 6.

Requirement 1.1

The accredited, full-time consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions is a full-time, four-semester program offered in a traditional format over two fall/winter academic semesters with a break during the summer term. The proposed program of Indigenous teacher education will be offered in a modified (compressed) delivery format of four consecutive semesters, as an example, but not restricted to fall/winter/summer/fall. There will be three practicum blocks within four consecutive semesters of coursework. Each program includes the same number of practicum placement days which meet the regulatory minimum of 80 days of practical experience.

Requirement 6

The accreditation decision dated April 21, 2011 illustrates that the format and structure of the existing consecutive program is appropriate for the course content. The differences between the accredited program and the proposed Indigenous teacher education program are limited to: (1) a compressed format of delivery of the four semesters and (2) a new site at the Toronto District School Board Aboriginal Education Centre.

All candidates take the same complement of foundation, method and practicum courses regardless of the site of instruction.

Decision of the Accreditation Committee

For the reasons set out in the findings above, the Accreditation Committee confirms that the following program, as modified, continues to qualify for general accreditation without conditions until the existing expiry date of April 21, 2018 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

In light of the modified criteria for admission and in order to maintain discrete reference to program names as a result of this addition to program, the provider confirmed and the Accreditation Committee agreed to record the names of the programs separately as follows:

- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions leading to a Bachelor of Education degree
- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
November 28, 2017**