



# **Accreditation Committee Decision**

## **York University Faculty of Education**

### **Application for Review of a Program Change**

Consecutive and concurrent programs of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree

Consecutive or concurrent program of professional education with areas of study in Technological Education subjects at the grades 9/10 and grades 11/12 levels, and one General Education subject for Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee  
Ontario College of Teachers  
April 30, 2019**



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

### **Introduction**

The Faculty of Education at York University, the “Faculty”, submitted a program change application on April 11, 2019 to add an area of study in the Junior/Intermediate and Intermediate/Senior divisions, in the subject First Nations, Métis & Inuit Studies, to the following accredited programs of professional education:

- Consecutive and concurrent programs of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Consecutive or concurrent program of professional education with areas of study in Technological Education subjects at the grades 9/10 and grades 11/12 levels, and one General Education subject for 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, and, being informed by an accreditation substantial change panel composed of one appointed and one elected member of the Accreditation Committee, that there was reason to believe that the provider substantially changed the character, duration or components of the programs of professional education, reviewed the programs to determine if they continue to qualify for accreditation. In accordance with the regulation, the two members of the review panel were excluded from the Committee’s deliberations.

In making its decision, the Accreditation Committee considered the following:

- the application for the review of the program change submitted April 4, 2019
- the Accreditation Committee decisions dated November 28, 2017 and June 13, 2018 related to the programs
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs

### **Review Process**

Pursuant to the substantial change provisions in section 21 of Regulation 347/02, the Accreditation Committee conducted a modified review of the program rather than direct an accreditation panel to conduct the review to determine if the programs continue to qualify for accreditation. The committee based its review on the materials submitted by the provider as there was sufficient information for the committee to determine whether the programs, as modified, continue to qualify for accreditation.

## **Decision of the Accreditation Committee at its Meeting of April 30, 2019**

### **Addition to Program**

The Accreditation Committee finds that the program change constitutes a new area of study 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*).

### **Accreditation Requirement Findings and Reasons**

The findings and reasons for the committee’s decision on whether the programs continue to qualify for accreditation and the facts on which this decision is based follow herein:

#### **Unchanged Requirements**

The committee accepts the attestation made by the Acting Dean of the Faculty of Education, York University that, with the exception of the proposed additions, there are no other significant program changes since the November 28, 2017 and June 13, 2018 accreditation reviews for requirements 1, 1.1, 2, 3, 3.1, 4, 5, 7, 9, 11, 13 and 15 as they read on September 1, 2015.

#### **Changed Requirements**

Based on the information reviewed by the committee, the Accreditation Committee finds that the program changes, as proposed, fully satisfy the remaining accreditation requirements 6, 8, 10, 12 and 14 as they read on September 1, 2015.

#### **Requirement 6**

Based on the information reviewed, the Accreditation Committee finds that the programs, as modified, fully satisfy accreditation requirement 6.

There are no changes to the format and structure of the programs. The proposed courses will be offered in a face-to-face format with possible supplementary work to be completed online. This is consistent with other method courses in the programs.

The *Teaching First Nations, Métis and Inuit Studies* method courses will be offered in the same semesters and in the same sequence as the other teaching subject area method courses.

#### **Requirement 8**

Based on the information reviewed, the Accreditation Committee finds that the programs, as modified, fully satisfy accreditation requirement 8.

There are no changes regarding the factual findings for the practicum requirements. The Faculty has strong existing partnerships with school boards where Native Studies are delivered. The practicum will enable eligible teacher candidates to participate in First Nations, Métis and Inuit Studies as the subject area of the program that is relevant to those with this as their area of study.

### **Requirement 10**

Based on the information reviewed, the Accreditation Committee finds that the programs, as modified, fully satisfy accreditation requirement 10.

The Faculty will include First Nations, Métis and Inuit Studies to the list of teachable subjects offered to teacher candidates in the Intermediate and Intermediate/Senior divisions of the accredited programs.

Teacher candidates in the Junior/Intermediate cohort who select First Nations, Métis and Inuit Studies as their area of study will be required to take NVST 3000 – *Teaching First Nations, Métis and Inuit Studies* as their Intermediate division method course.

Teacher candidates in the Intermediate/Senior cohort who select First Nations, Métis and Inuit Studies as one of their two areas of study will be required to take NVST 4000 (Part A) and NVST 4001 (Part B) *Teaching First Nations, Métis and Inuit Studies* as one of their two sets of method courses.

Both NVST 3000 and NVST 4000 will focus on teaching at the Intermediate level and these courses may be taught together to teacher candidates who are studying in the Junior/Intermediate and Intermediate/Senior divisions. NVST 4001 will be taught alone, and will focus on teaching at the Senior grade levels for teacher candidates in the Intermediate/Senior divisions only.

The Faculty provided sample syllabi for NVST 3000 – *Teaching First Nations, Métis and Inuit Studies for the Intermediate division*, NVST 4000 (Part A) and NVST 4001 (Part B) *Teaching First Nations, Métis and Inuit Studies in the Intermediate/Senior Divisions*. York University Senate requires provision of finalized course syllabi to candidates prior to the courses being offered in Fall 2019.

A general overview of what the sample syllabi confirms that what the courses will include for content, resources and types of assignments is appropriate to the divisions to which they relate. Resources listed for the three proposed courses include applicable curriculum documents for this area of study, namely the *Ontario Curriculum Grades 9 and 10: Native Studies* and the *Ontario Curriculum Grades 11 and 12: Native Studies*. While there is no specific curriculum for Indigenous Studies in the elementary grades, the *First Nations, Métis and Inuit Connections Scope and Sequence of Expectations* (2016), referenced in the three course outline forms, makes explicit cross-curricular connections in every subject area from Kindergarten to Grade 8.

### **Requirement 12**

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 12.

The faculty who will be assigned to finalize and instruct the courses, whether tenure-stream, seconded or contract faculty members, will have Indigenous Education as an area of expertise. The Faculty presently has two tenured professors with such expertise and it is currently conducting a search for a third. A secondee recruitment process is also underway for one position focused on Indigenous Education. Additionally, faculty from other graduate programs are eligible to teach this subject area as contract faculty, as required.

**Requirement 14**

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 14.

The method courses related to First Nations, Métis & Inuit studies have been added in order to address a need in both the teaching profession and in the Faculty's programs. Input from individuals with degrees in First Nations, Aboriginal and Inuit Studies requesting a corresponding teachable subject area in the BEd program informed decisions by the Academic Programs team and the Committee for Curriculum Teaching and Learning to add this subject as an area of study. This demonstrates the Faculty's commitment to continuous improvement and quality assurance.

## **Decision of the Accreditation Committee at its Meeting of April 30, 2019**

For the reasons set out in the Requirement Findings and Reasons above, the Accreditation Committee confirms that the following programs, as modified, qualify for general accreditation without conditions until the existing expiry date of June 13, 2025 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive and concurrent programs of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Consecutive or concurrent program of professional education with areas of study in Technological Education subjects at the grades 9/10 and grades 11/12 levels, and one General Education subject for Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee  
Ontario College of Teachers  
April 30, 2019**