



Accreditation Committee Decision

Queen's University Faculty of Education

Application for Review of a Program Change

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

Concurrent program of professional education with areas of study in the Primary/Junior and 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, Queen's
University**

Introduction

The Faculty of Education at Queen's University submitted an application on December 14, 2018 to add a focus on the teaching of French as a second language to the Primary and Junior divisions to the following accredited programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior 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 programs continue 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
- 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 December 14, 2018
- the decisions of the Accreditation Committee for general accreditation dated June 14, 2013 and the Enhanced Teacher Education Program Verification Report dated June 21, 2016

- supplementary materials in the form of emails and documents provided by the Faculty of Education at Queen's University
- interviews conducted with the Associate Dean and the Professor of Applied Linguistics/Language and Communication, responsible for course development in French as a Second Language studies
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs

Review Process

The Faculty of Education indicated in its submission that the addition of a focus on the teaching of French as a second language to the Primary and Junior divisions to existing, accredited programs poses no substantive changes to the structure, duration, delivery or quality assurance practices of the BEd programs. The impact of the program change, which was viewed by the Faculty as minimal, is limited to only certain specific requirements.

The accreditation panel focused their review on the requirements that the changes were likely to impact.

As part of the regular cycle of accreditation, the scheduled review of all programs at the Faculty of Education will occur by June 2020. Since the review will occur next year and the documents and interviews explain the addition in detail, the panel did not conduct a site visit at Queen's University.

The College notified the public of the opportunity to make a submission to the panel regarding the proposed addition to the programs by notices on the College's website and through social media notices. There were no responses.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education, Queen's University. The final panel report submitted to the Accreditation Committee considered the comments provided by the Associate 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 additions to the programs of professional education qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated April 24, 2019, 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 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 Dean of the Faculty of Education, Queen’s University that, with the exception of the proposed additions, there are no other significant program changes since the 2013 accreditation review and the 2016 verification report for requirements 1, 1.1, 2, 3, 3.1, 4, 5, 7, 9, 11, 13, 14 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 and 12 as they read on September 1, 2015.

Requirement 6

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

Teacher candidates in the Primary/Junior French as a Second Language (FSL) focus cohort will complete all of the same courses as their Primary/Junior counterparts, with the exception of two courses delivered as a program concentration. Every Primary/Junior teacher candidate at Queen’s has a program concentration comprised of two complementary courses: an Educational Studies (EDST) course and a Program Focus (FOCI) course.

For Primary/Junior candidates in the FSL program concentration, the EDST course is *Understanding French as a Second Language in Elementary Schools* and the FOCI course is *Teaching French Immersion*. Each FSL concentration course is divided into two 18-hour method courses (Part A and B) each worth 1.5 credits, offered in the second and third semesters of the professional years of both the concurrent and the consecutive programs.

Candidates will have at least one practicum placement in either Core French, Extended French or French Immersion. All of the practicums available for FSL placements occur in the same semester as the first section of each of the two courses, or the second section, or in a final practicum placement in the semester following the courses. As a result, candidates experience their FSL practicum after they have taken at least the initial section of the two courses that provide them with knowledge of curriculum and pedagogy appropriate to FSL.

Teacher candidates currently enrolled in the concurrent program will have a pathway into the Primary/Junior FSL concentration if they meet the undergraduate coursework criteria, and fulfil the language proficiency requirement. These are the same criteria required for entry into this concentration for candidates in the consecutive program.

Requirement 8

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

Primary/Junior French as a Second Language (FSL) candidates, will get a placement in each division – in either English or French – and at least one practicum placement in either Core French, Extended French or French Immersion. All of the practicums that will be available for FSL placements occur in the same semester as the first section of each of the two FSL courses, or the second section, or in a final practicum placement in the semester following the courses.

In response to the expertise and availability of associate teachers in the local public district school board, the Faculty of Education expects to place teacher candidates in French Immersion placements from grade 1 to grade 6. Although the local Board offers Core French from Grade 1, the Faculty of Education will not place teacher candidates in Core French prior to grade 4, when the Core French curriculum begins.

The teacher candidate's practicum experiences are kept in a database that tracks division for each practicum and will track Primary/Junior FSL experience as required.

Requirement 10

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

The Faculty provided draft versions of the two method courses that will be mandatory for teacher candidates enrolled in the Primary/Junior French as a Second Language focus component of the program: EDST 205 *Understanding French as a Second Language in Elementary Schools* and FOCI 205 *Teaching French Immersion*. Final and complete course outlines will be submitted to the Accreditation Committee in Fall 2019 prior to the first section of either course being offered to candidates.

A review of the draft versions of the course outlines confirms that course content is appropriate in relation to the Ontario French as a Second Language curriculum and current second language instructional practices. Course objectives, suggested topics, assignments and resources such as class texts, current Ontario curriculum, Ministry policies and FSL-related websites were reviewed to confirm pedagogical currency in French second language teaching and learning.

In the Educational Studies (EDST) course, *Understanding French as a Second Language in Elementary Schools*, teacher candidates will analyze the Ontario curriculum for teaching Core French, Extended French and French Immersion. They will read and understand how to use the language proficiency levels of the Common European Framework Reference (CEFR). Candidates will understand the importance of errors in second language learning and they will learn the latest theory and research in approaches to language learning. Other topics will include lesson and module planning, integrating French second language teaching across the curriculum, inclusion and developing IEPs, and familiarization with Francophone culture. Proposed assignments link theory and practice including the development of an action-oriented scenario and its modification to accommodate different CEFR levels.

In the Program Focus (FOCI) course, *Teaching French Immersion*, candidates compare teaching approaches reflected in French Second Language acquisition textbooks and those on the Trillium List. Candidates critique past and current approaches to teaching second languages and develop lesson plans. Candidates explore the A1, A2 descriptor levels in the CEFR, analyse the expectations for each, and develop action-oriented activities and sample assessment activities.

The FSL focus teaching method courses are designed with the demands of the Primary/Junior divisions in mind. The A1 and A2 levels of the CEFR referential represent typical proficiency descriptors of what students in the Primary and Junior divisions are able to achieve in both the French Immersion and Core French programs in Ontario. This refers to teaching, learning and assessing language acquisition.

French will be the language of instruction in the Primary/Junior FSL method courses and all assignments will be completed in French.

Requirement 12

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

The faculty members who will teach the Primary/Junior French as a Second Language method courses will have an appropriate combination of academic qualifications and division-specific practitioner experience.

Initially, the Faculty of Education anticipates that the EDST 250 *Understanding French as a Second Language in Elementary Schools* course will be taught by the tenured full professor who also teaches the Intermediate/Senior French method course. It is the Faculty's intention to

hire instructors for the Primary/Junior FSL method courses in keeping with the University's collective bargaining agreement. Depending on availability and qualifications of the applicants, the Faculty may consider hiring one instructor for both the EDST and the FOCI course, or one instructor for each.

Hiring criteria for the adjunct instructor position include evidence of excellence in teaching in elementary French Immersion or Core French settings, membership in good standing with the Ontario College of Teachers and academic preference for a candidate with a doctorate or a nearly-completed doctorate. Previous successful experience teaching in pre-service teacher education programs will be considered an asset.

Decision of the Accreditation Committee

For the reasons set out in the findings above, the Accreditation Committee confirms that the following programs, as modified, qualify for general accreditation without conditions until the existing expiry date of June 14, 2020 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 and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree

In light of the modified nature of the programs and in order to maintain an accurate description of the programs as a result of the addition of a program focus, the Accreditation Committee agrees to record the names of the programs as follow:

- Consecutive program of professional education with areas of study in the Primary/Junior 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
- Concurrent program of professional education with areas of study in the Primary/Junior 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

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