



Ontario
College of
Teachers

Ordre des enseignantes
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Accreditation Committee Draft Decision

**Faculty of Education
Queen's University**

Application for Review of a Program Change

Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education.

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

Accreditation Committee Draft Decision Regarding the Program Change Application Submitted by the Faculty of Education, Queen's University

Introduction

The Faculty of Education at Queen's University, the “Faculty”, submitted a program change application on March 25, 2019 to add a multi-session mode of delivery to the following accredited program of professional education:

- Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education.

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 of one appointed and one elected member of the Accreditation Committee there is reason to believe that the provider substantially changed the character, duration or components of the program of professional education, reviewed the program to determine if it continues 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 March 25, 2019
- 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
- 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 program continues 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 program, as modified, continues to qualify for accreditation.

Accreditation Requirement Findings

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

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, 2, 3, 3.1, 4, 5, 7, 9, 10, 11, 12, 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: 1.1, 6, 8, and 14 as they read on September 1, 2015.

Requirement 1.1

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 1.1.

When it is launched in May 2020, the Technological Education Multi-Session (TEMS) program will run consecutively for six semesters over two years (Spring/Summer, Fall, Winter, Summer, Fall, Winter). This model will be offered in addition to the delivery of the existing consecutive Technological Education program that runs over four semesters Summer/Fall/Winter/Summer.

Requirement 6

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

The first session of the multi-session delivery model is structured differently than that of the existing consecutive Technological Education program, which will provide an opportunity for eligible teacher candidates to meet OCT requirements for the Transitional Certificate of Qualification and Registration.

The first session includes 15 days of practicum, six (6) credits in methodology courses and 6.5 credits in foundation courses. Eligible candidates who successfully complete this first session of the TEMS program meet the College's requirements for Transitional Certificate of Qualification and Registration (CoQR), valid for six years.

In both delivery models, practicum placements account for 17.5% of the program. The remaining 82.5% of the coursework in TEMS may be offered in different combinations of face-to-face, online and blended delivery formats:

- **Face-to-Face:** the TEMS program includes 46% of the coursework delivered face-to-face on campus and/or at a satellite location off main campus. Included in the 12 courses that will be offered face-to-face, are the four technological education-specific method courses as well as the technological education Program Focus course.
- **Online and Blended:** The TEMS program includes 36.5% of the coursework in blended and online formats to offer mature and employed teacher candidates the opportunity to complete coursework while working and/or teaching under a Transitional CoQR.
 - **Online** - In addition to the law course that is already offered online in the accredited consecutive Technological Education program, the TEMS program model will offer a second foundation course online. Other courses or portions of courses may be offered asynchronously, utilizing an online Learning Management System.
 - **Blended (Partially Face-to-Face/Partially Online)** – Courses offered in a blended delivery allow for the introduction of core concepts face-to-face in 18-24 hour seminars (theory and implementation) with teacher candidates completing the online portion (engagement) before the next face-to-face seminar (reflection). The Faculty refers to this blended delivery format as TIER (Theory, Implementation, Engagement and Reflection). The TIERed pedagogical approach offers teacher candidates the opportunity to explore theoretical concepts and implement and engage with these concepts at their practicum and/or in their classrooms, and then return to debrief and reflect on their emerging teaching practice. The TIERed approach emphasizes a mentoring approach to instruction with opportunities for the application of theory in practice. The existing, consecutive Technological Education program does not currently offer the TIER blended delivery format.

Requirement 8

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

There are no changes regarding the factual findings for the practicum requirements. Teacher candidates in the TEMS program will complete a minimum of 80 days of practical experience, with the first 15 days of practicum occurring in the first session.

All assessed practicum placements will enable teacher candidates to observe and/or practice teach in settings related to each division (Intermediate: grades 9/10 and Senior: grades 11/12) and at least one of the subject areas of the program that are relevant to the candidate's qualifications (i.e. Communications Technology, Computer Technology,

Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design and Transportation Technology).

Provisions for practicum days for the teacher candidates who are issued a Transitional CoQR and who are employed as teachers are in keeping with the regulation. Specifically, the remaining number of practice teaching days will be designated for practicum purposes over the course of the school year(s) with a faculty member appointed as an advisor to each candidate. The requirement may be met in the classroom for which the candidate is responsible, if the teaching experience is supervised and assessed by an experienced teacher (who may be the principal). This setting will enable the candidate to meet the divisional requirements.

Not all candidates will be eligible to be reported to the College for a transitional certificate after the first session (15 days) of practicum. This distinction is made in terms of those who will have an observation versus an assessed practicum for their first session practicum. Teacher candidates who have an observation practicum for their first practicum will be able to apply for the Transitional CoQR upon successfully completing an assessed (graded) practicum in the second semester of this multi-session program.

Requirement 14

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

The implementation of the TEMS program demonstrates the Faculty's commitment to continuous improvement of program offerings in light of shortages of qualified teachers in Technological Education. Both the Professional Studies Committee and the Faculty Board of Queen's University have approved this program modification through internal quality assurance measures.

Decision of the Accreditation Committee

For the reasons set out in the findings above, the Accreditation Committee confirms that the following program, as modified, qualifies 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 Program:

- Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education

In light of the modified nature of the program and in order to maintain an accurate description of the programs of professional education in Technological Education, the Accreditation Committee agrees to record the name of the programs as follows:

- Consecutive and multi-session consecutive programs of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education.

Accreditation Committee
Ontario College of Teachers
April 30, 2019