



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# **Accreditation Committee Decision**

## **Faculty of Education Brock University**

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

Concurrent program of professional education that combines studies in Aboriginal Education with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal), identified in the application as the "Aboriginal Bachelor of Education Program"

**Accreditation Committee  
Ontario College of Teachers  
October 29, 2015**

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

## **Introduction**

The Faculty of Education at Brock University, the “Faculty”, submitted a program change application on October 6, 2015 to modify the program site and delivery partner for the following accredited program of professional education:

- Concurrent program of professional education that combines studies in Aboriginal Education with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal), identified in the application as the “Aboriginal Bachelor of Education Program”

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, conducted a review of the program change to determine if there is a reason to believe that the provider substantially changed the character, duration or components of the program of professional education, and reviewed the program to determine if it continues to qualify for accreditation.

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

- the Faculty’s application for review of a program change submitted October 6, 2015,
- the Accreditation Committee decision dated May 23, 2012 for the program above ,
- supplementary emails provided by the Faculty dated October 23 and 27, 2015 with attachments that included a Memorandum of Understanding between the Faculty of Education and Oshki-Pimache-O-Win Education and Training Institute “Oshki” dated October 19, 2015, a letter to Oshki from Northern Nishnawbe Education Council dated October 19, 2015, and a letter from Nishnawbe Aski Nation dated October 27, 2015, and
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs as they read prior to September 1, 2015.

## **Decision of the Accreditation Committee at its Meeting of October 29, 2015**

### **Findings and Reasons**

#### **Substantial Change**

The Accreditation Committee finds that there is a reason to believe that the program change constitutes a substantial change to the character, duration or components of the program pursuant to section 21 of Regulation 347/02, Accreditation of Teacher Education Programs, (the “Accreditation Regulation” of the *Ontario College of Teachers Act*), since the program will be offered at a different site and with a different partner, and this could change the character of the program. Distance education is an essential component of the program. By changing the site and delivery partner, the distance education component could also change substantially.

Although the Faculty provided some information to show how the modified program will meet the enhanced accreditation requirements of the Accreditation Regulation as they were amended on September 1, 2015, it also stated it would provide a verification report for the program by March 1, 2016, as required by Regulation. Under subsection 15.2 (2) of the Regulation, a program of professional education that is accredited immediately before September 1, 2015 is deemed to remain accredited until the Accreditation Committee reviews the verification report and the Accreditation Committee has issued a decision on the continued accreditation of the program. Consequently, the Accreditation Committee considered whether the modified program would satisfy the accreditation requirements as they read on the date the original decision was issued (May 23, 2012).

### **Review Process**

The Accreditation Committee conducted a modified review of the program rather than directing 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, continued 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**

Based on the information reviewed by the committee, the Accreditation Committee accepts the attestation made by the Interim Dean of the Faculty that there are no changes to the combined concurrent BEd (Aboriginal) program for the following accreditation requirements: #1 – 5, #7, #9 – #11, and #13 - 14. These requirements remain fully satisfied.

#### **Changed Requirements**

Based on the information reviewed by the committee, the Accreditation Committee finds that the combined concurrent BEd (Aboriginal) program, as modified, fully satisfies the remaining accreditation requirements: #6, #8, #12 and #15.

In making its findings, the Accreditation Committee acknowledges that the modified program will begin in September 2016, and that the existing program and the modified program will co-exist until the last cohort of the existing program graduates in 2018.

## **Requirement 6**

With respect to Requirement 6, the combined concurrent BEd (Aboriginal) program is accredited as a community-based program delivered in a partial distance education format in partnership with the Northern Nishnawbe Education Council (NNEC).

### Partnership

The combined concurrent BEd (Aboriginal) program has a Tecumseh Centre-NNEC Program Executive Committee composed of Brock faculty and NNEC staff. The Program Executive Committee ensures that all courses, content, and instructional approaches meet Brock University requirements, include Aboriginal knowledge wherever appropriate, and are responsive to Nishnawbek cultural values.

The Faculty proposes to change the partner from the NNEC to the Oshki-Pimache-O-Win Education and Training Institute (Oshki). NNEC is primarily a tuition funding body for almost half of the Nishnawbe Aski Nation (NAN) while Oshki is a NAN institute that provides educational programming for all First Nations in NAN. The Faculty states that NNEC would like to terminate this partnership as support for education program delivery is outside of its main mandate.

In the self-appraisal section of the program change application, the Faculty states that the Interim Dean of the Faculty has approved the changes in partner, and no further Senate approval is required. The committee accepts that the Tecumseh Centre-Oshki Institute Program Executive Committee composed of Brock faculty and Oshki staff will provide academic leadership and ensure culture is integrated into quality programming.

### Site

Classes for the face-to-face component of the program take place at a location near Sioux Lookout. In issuing its original decision, the committee considered that the study and living space in Sioux Lookout provide a culturally appropriate environment for activity-based learning and the inclusion of traditional ceremonies and practices. The program includes one summer at Brock University's St. Catharine's campus where the facilities were also found to provide a culturally appropriate environment for the program.

In the self-appraisal section of the program change application, the site for the face-to-face sessions in the program will be moved from Sioux Lookout to the Thunder Bay area. The Faculty states that the Interim Dean of the Faculty has approved the change of location and no further Senate approval is required. The committee accepts that the classes will continue to take place in a culturally appropriate environment with activity-based learning, and the inclusion of traditional ceremonies and practices.

### Distance Format

Distance education is a unique and essential component of the program. The program uses multiple sources of technology to ensure the distance education component is appropriate, including using the Kuhkenah Network (K-Net), email, and text messaging. The partnership with K-Net, in particular, provides significant information and communication technology to support the appropriate participation of teacher candidates enrolled in the program.

In the self-appraisal section of the program change application, the Faculty affirms that distance education is an essential part of the combined concurrent BEd (Aboriginal) program. Multiple sources of technology, such as Moodles, social media and learning management systems will be used to communicate with teacher candidates, as well as the continued use of K-Net. The committee accepts that the distance education component in the modified program will be supported by Oshki Institute which has extensive experience using on-line learning in Nishnawbe Aski communities.

### **Requirement 8**

With respect to Requirement 8, the practicum component for the combined concurrent BEd (Aboriginal) program takes place in schools within the Northern Nishnawbe Education Council (NNEC) territory. In the self-appraisal section of the program change application, the Faculty states that the teaching placements for the practicum will expand to schools that include all First Nations within the NAN territory.

The committee accepts the Faculty's attestation that there are no changes that will impact the program's ability to continue to fulfill the following requirements for the practicum: it will include the minimum number of days in schools or other situations approved by the College for observation and practice teaching; it will take place in an instructional setting in schools or other situations that use the Ontario curriculum; teacher candidates will complete a practicum in the Primary and Junior division in subject areas they will be certified to teach; an experienced member of the Ontario College of Teachers will supervise and assess the practicum, and; a faculty member will be appointed as an advisor for each teacher candidate.

### **Requirement 12**

With respect to Requirement 12, the faculty members who will teach in the combined concurrent BEd (Aboriginal) program were found to be an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

In the self-appraisal section of the program change application, the Faculty states that the current faculty who teach in the program will likely teach at the new site, as many courses are on-line, and several faculty are from Thunder Bay or southern Ontario. The Faculty suggests that the Thunder Bay location will allow the program to access more qualified faculty (particularly indigenous faculty). The Faculty affirms that in the new partnership agreement with Oshki, all teaching faculty will continue to be employees of Brock University with appropriate academic and professional credentials.

The committee accepts the Faculty's attestation that there are no changes to the teaching faculty that will impact the program's ability to continue to fulfill the regulatory requirements for an appropriate combination of faculty teaching in the program.

### **Requirement 15**

With respect to Requirement 15, the program has a Faculty Education Advisory Committee (FEAC) which fulfills the functions of a Teacher Education Advisory Committee (TEAC) for the program. In addition, the Tecumseh Centre-NNEC Program Executive Committee ensures that all courses, content and instructional approaches meet Brock University requirements, as well as

being responsive to Nishnawbek cultural values. Membership includes the Director, Tecumseh Centre, a Faculty of Education Associate Professor, Coordinator, Bachelor of Education (Aboriginal) P/J for Brock University, Director, Life Long Learning for NNEC, Coordinator, Bachelor of Education P/J for NNEC, and a Student Counselor, NNEC.

In the self-appraisal section of the program change application, the Faculty states that the TEAC will be informed of the plan to offer the program at a new site and with a new partner and that its support for the model will be sought at its next meeting. The committee accepts that the Tecumseh Centre-Oshki Program Executive Committee will continue to ensure that all courses, content and instructional approaches meet Brock University requirements, as well as being responsive to Nishnawbek cultural values. Membership will include the Director, Tecumseh Centre, a Faculty of Education Associate Professor, Coordinator, Bachelor of Education (Aboriginal) P/J for Brock University, the Executive Director of Oshki Institute, and two NAN/Oshki appointees.

### **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 May 23, 2019 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs:

- Concurrent program of professional education that combines studies in Aboriginal Education with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Aboriginal), identified in the application as the “Aboriginal Bachelor of Education Program”

**Accreditation Committee**  
**Ontario College of Teachers**  
**October 29, 2015**