



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# **Accreditation Committee Decision**

## **Nipissing University Schulich School of Education**

### **Accreditation of Addition to Program**

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

**Accreditation Committee  
Ontario College of Teachers  
June 1, 2016**

# Accreditation Committee Decision Regarding the Addition to Program Change Application Submitted by the Schulich School of Education, Nipissing University

## Introduction

The Schulich School of Education, Nipissing University submitted a program change application on April 21, 2016 for the addition of an Intermediate and Senior program stream to the following program:

- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate 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 addition to program submitted April 21, 2016
- the Accreditation Committee decision dated June 23, 2009 related to the program
- components of the verification report dated March 1, 2016 related to the program
- supplementary materials in the form of emails and documents provided by the Schulich School of Education at Nipissing 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

The Faculty indicated in their submission that no other changes were proposed for the recently accredited concurrent program and that many of the facts related to meeting the requirements had not changed since the 2009 accreditation review. The accreditation panel therefore conducted a modified review of the addition to program application. The panel focused much of their review on the requirements that represented potential change as a result of the proposed addition. An initial review of the documentation revealed that the proposed program stream is a replication of the

recently accredited (2016) enhanced consecutive teacher education program and that teacher candidates in the professional years of the proposed concurrent program will attend the same classes taught by the same Faculty members as the teacher candidates in the consecutive program.

In light of the submitted documentation, the anticipated review of all programs at the Schulich School of Education in 2017 and that no teacher candidates are currently completing their professional years in the proposed program stream, the accreditation panel concluded that a site visit would not provide further information. Instead, the panel interviewed the Dean via teleconference who provided responses and supporting documentation.

The College notified the public of the opportunity to make submissions about the quality of the program by notices on the College's website and social media notices through Your College and You and emails sent by the faculty to stakeholders.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Schulich School of Education, Nipissing University. The final panel report submitted to the Accreditation Committee was found to contain no errors of facts as confirmed by the Dean in her 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 concurrent program of professional education qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated May 16, 2016, a response from the Dean to the panel's draft report dated May 12, 2016, 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.

### **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 Dean of the Schulich School of Education that there are no changes to the concurrent program for the following accreditation requirements 1, 1.1, 2, 3, 3.1, 7, 9, 13, 14 and 15 as they read on September 1, 2015. These requirements remain fully satisfied.

#### **Requirements Representing Possible Change by Proposed Addition**

Based on the information reviewed by the committee, the Accreditation Committee finds that the proposed Intermediate/Senior program stream in the concurrent program, which is identical to the accredited consecutive program stream, fully satisfies the remaining accreditation requirements as they read on September 1, 2015 for 4, 5, 6, 8, 10, 11 and 12 and that the 2009 accreditation decision attests that these requirements are fully satisfied in the Intermediate/Senior divisions of the Consecutive program.

## **Decision of the Accreditation Committee at its Meeting of June 1, 2016**

### **Findings and Reasons**

The reasons for the committee's decision and the facts upon which it is based follow herein:

#### **Addition to Program**

The Accreditation Committee finds that there is a reason to believe 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*), since the program is currently accredited with areas of study in the Primary/Junior and Junior/Intermediate divisions. 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 Schulich School of Education, Nipissing University that there are no other significant program changes since the 2009 accreditation review with the exception of the proposed added program stream divisions to the concurrent program for requirements 1, 1.1, 2, 3, 3.1, 7, 9, 13, 14 and 15 as they read on September 1, 2015.

#### **Requirements Representing Possible Change by Proposed Addition**

Based on the information reviewed by the committee, the Accreditation Committee finds that the Intermediate/Senior program stream in the concurrent program, as proposed, fully satisfies the remaining accreditation requirements: 4, 5, 6, 8, 10, 11 and 12 as they read on September 1, 2015.

#### **Requirement 4**

With respect to Requirement 4, the accreditation committee found in its accreditation decision dated June 23, 2009 that the consecutive program is current, references the Ontario Curriculum, includes the application of current research in teacher education and represents a wide knowledge base in the divisions and components of the program. This has been attested to by the Faculty in their application submission for Review of a Program change – addition to program dated April 21, 2016, and the verification report submitted to the accreditation committee regarding the Consecutive Intermediate/Senior program.

The program curriculum for the existing Intermediate/Senior divisions in the Consecutive program includes the application of current research in teacher education. Faculty members make connections between theory and practical applications of current research. Teacher candidates are encouraged to use methods that include current theory. The program curriculum represents a wide knowledge base in the divisions and components of this program. The proposed concurrent Intermediate/Senior divisions' program curriculum mirrors that of the Consecutive program in that it is reflective of current research and faculty members update their course outlines every year. Course outlines refer to the relevant Ontario Ministry of Education Curriculum documents.

Given that the proposed Concurrent program is identical to the currently accredited Consecutive program, there is no change to the factual findings for Requirement 4, and therefore Requirement 4 is fully satisfied.

### **Requirement 5**

With respect to Requirement 5, the accreditation committee found in its decision dated June 23, 2009 that the Consecutive program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice. This has been attested to by the Faculty in their application submission for Review of a Program change – addition to program dated April 21, 2016, and the verification report submitted to the accreditation committee regarding the Consecutive Intermediate/Senior program divisions.

Documentation indicates that in the professional years of the proposed Concurrent education program, the Concurrent Intermediate/Senior teacher candidates will study the same curriculum and take the same courses in the same classes with Consecutive Intermediate/Senior teacher candidates in the Enhanced Teacher Education Program. The Consecutive Intermediate/Senior program is accredited and the faculty has submitted an interim verification report attesting to the compliance of the program with the Enhanced Teacher Education Program.

Theory is integrated throughout the Consecutive Intermediate/Senior Enhanced Teacher Education Program and applies to the proposed additional Concurrent Intermediate/Senior program. At the Intermediate/Senior level, teacher candidates select two teachable subject areas from schedule A. Curriculum studies courses address theory and methods and require teacher candidates to consistently apply and connect theory in practice.

Documents indicate that the following Method courses are offered at the intermediate level: English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Music – Instrumental, Religious Education, Science – General and Visual Arts. Method courses offered at the Senior Level are the same as the disciplines listed above with the addition of: Business Studies, Science – Biology, Science – Chemistry and Science – Physics. The evidence indicates that teacher candidates in the proposed Concurrent Intermediate/Senior program will receive foundational instruction in Legal and Social Foundations, Diversity and Inclusion, Introduction to Curriculum Design and Teaching, Curriculum Design and Inquiry, Special Needs of Students, Assessment, Evaluation and Communication of Student Learning and Technology Enriched Teaching and Learning.

The accreditation committee found in its Accreditation decision dated 2009 that teacher candidates consistently apply theory in practice through assignments such as lesson plans, management plans, development of websites, and multimedia presentations that require teacher candidates to connect theory and practice in their coursework. The application of theoretical knowledge in the observation and practice teaching sessions is evident.

Given that the proposed Concurrent program is identical to the currently accredited Consecutive program, there is no change to the factual findings for Requirement 5, and therefore Requirement 5 is fully satisfied.

### **Requirement 6**

With respect to Requirement 6, the evidence indicates that the format and structure are appropriate for the course content in the proposed Intermediate/Senior Concurrent program of

teacher education. In the professional years of the proposed Concurrent teacher education program, the Intermediate/Senior teacher candidates will take the same courses in the same classes with Consecutive Intermediate/Senior teacher candidates in the enhanced teacher education program. The Consecutive Intermediate/Senior divisions are accredited and the faculty has submitted an interim verification report attesting to the compliance of the program with the Enhanced Teacher Education requirements.

Every teacher candidate is required to enroll in the following core foundation courses, regardless of their discipline or teachable subjects: Legal and Social Foundations; Diversity and Inclusion; Introduction to Curriculum Design and Teaching; Assessment, Evaluation and Communication of Student Learning; Technology Enriched Teaching and Learning; Curriculum Design and Inquiry; and Special Needs of Students. Intermediate/Senior teacher candidates also enroll in curriculum courses that focus on their teachable subjects at each division.

Practicum experiences occur after teacher candidates engage in some foundational studies, and they increase in length and breadth. The total practicum is 85 days over four semesters in four blocks. Teacher candidates also experience an alternative placement titled the Community Leadership Experience which is 10 days in duration, in the final semester of their second year.

In the proposed program there are two curriculum courses focusing on Language and Math in the second term of the first year for Intermediate/Senior teacher candidates. They also take a Social Studies course in conjunction with Junior/Intermediate Teacher Candidates. This course is not a requirement, but is offered as enrichment to allow Intermediate/Senior candidates opportunities to engage in the Intermediate (gr. 7/8) curriculum and schooling experience. The Intermediate/Senior teacher candidates enroll in three electives in their final term.

The proposed areas of study of the Intermediate/Senior divisions in the Concurrent program have the same format and structure. The accreditation committee finds that they are appropriate for course content in the professional years as found in the recently accredited enhanced Consecutive program.

Given the identical nature of the proposed Concurrent program to the currently accredited Consecutive program, including the modifications made to comply with the September 1, 2015 required enhancements, there is no change to the factual findings for Requirement 6, and therefore Requirement 6 is fully satisfied.

### **Requirement 8**

With respect to Requirement 8, the evidence indicates that in the proposed Intermediate/Senior divisions of the Concurrent Program of Teacher Education, the practicum meets the requirements as outlined in the Enhanced Teacher Education Program. The Consecutive Intermediate/Senior divisions in that program are accredited and the faculty has submitted an interim verification report attesting to the compliance of the program with the Enhanced Teacher Education Program. In addition to the written verification report, an interview with the Dean of the Schulich School of Education confirmed that the proposed Concurrent program of professional education with areas of study in the Intermediate/Senior divisions meets the required 80-days of practice teaching.

Foundation courses are completed prior to practica sessions. Over the course of the two professional years of the program, teacher candidates progress from observing their OCT associate teacher to assuming responsibility for portions of the learning day and finally to full days of

instruction. The verification report indicates that the practicum includes observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.

The information for the currently accredited Intermediate/Senior divisions in the Consecutive program applies to the proposed Concurrent program. The program information provided in the Verification Report details the practicum components as accredited for the Consecutive program. Teacher candidates in the proposed Concurrent Intermediate/Senior divisions will receive practicum placements in both Intermediate and Senior divisions (grades 7-12) and in at least one of their teachables.

An experienced teacher supervises and assesses the practicum in all programs. Teacher candidates in all programs are assigned a faculty advisor who meets with the teacher candidate on a regular basis to discuss various aspects of the practicum.

Given the identical nature of the proposed Concurrent program to the currently accredited Consecutive program, including the modifications made to comply with the September 1, 2015 required enhancements, there is no change to the factual findings for Requirement 8, and therefore Requirement 8 is fully satisfied.

#### **Requirement 10**

With respect to Requirement 10, the accreditation committee found in its accreditation decision dated June 23, 2009 that in the Consecutive program the teaching method courses are appropriate in relation to the divisions to which they relate. This has been attested to by the Faculty in their application submission for Review of a Program change – addition to program dated April 21, 2016, and the verification report submitted to the accreditation committee regarding the Consecutive Intermediate/Senior program.

In the professional years of the proposed Concurrent teacher education program, the Intermediate/Senior teacher candidates will take the same courses in the same classes with Consecutive Intermediate/Senior teacher candidates in the Enhanced Teacher Education Program. The Consecutive Intermediate/Senior program is accredited and the faculty has submitted an interim verification report attesting to the compliance of the program with the Enhanced Teacher Education Program.

Given the identical nature of the proposed Concurrent program to the currently accredited Consecutive program, there is no change to the factual findings for Requirement 10, and therefore Requirement 10 is fully satisfied.

#### **Requirement 11**

With respect to Requirement 11, the Accreditation Committee found in its accreditation decision dated June 2009, that the Concurrent program of professional education has teaching theory and foundation courses in the program which include courses on human development and learning and on the legislation and government policies relating to education.

All divisions and programs offer a core set of courses that include the teaching theory and foundations group of courses: Education and Schooling, Educational Psychology, and Special Education. While the core content of each of these courses is comparable, the instruction in each

division is tailored to the characteristics of the curriculum and the learners at each divisional level in all teacher education programs.

Courses in the enhanced program include EDUC 4716 Legal and Social Foundations, EDUC 4726 Diversity and Inclusion and EDUC 4776 Special Needs of Students. These courses address human development and learning and legislation and governmental policies as they apply to education. Courses provide an overview of psychological principles as they relate to human development, learning, motivation, instruction, and assessment. In EDUC 4776 Special Needs of Students candidates consider typical and exceptional human development and examine Ontario's Ministry of Education's policies on special education and exceptional learners.

Documentation and an interview with the Dean confirms there is no substantial change to Requirement 11 that was previously fully satisfied and that the foundations and methods courses meet the 2016 required Enhanced Teacher Education course content in the proposed Intermediate/Senior divisions.

Given the identical nature of the proposed Concurrent program to the currently accredited Consecutive program, including the modifications made to comply with the September 1, 2015 required enhancements, there is no change to the factual findings for Requirement 11, and therefore Requirement 11 is fully satisfied.

## **Requirement 12**

With respect to Requirement 12, the faculty members teaching the proposed Concurrent program at the Intermediate/Senior divisions mirror the faculty complement of the accredited Consecutive Intermediate/Senior program.

Faculty members teaching the programs represent 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.

The accreditation committee found in its accreditation decision dated June 23, 2009 that the faculty members teaching the program hold appropriate qualifications, experience and expertise, with over two-thirds of faculty holding or pursuing doctoral degrees and many others hold master's degrees.

The application submission for Review of a Program change – addition to program dated April 21, 2016, and an interview with the Dean indicate that there is little change to the faculty complement since 2009. Three members have retired and two new faculty members have been hired.

The Consecutive Intermediate/Senior program is accredited and the faculty has submitted an interim verification report attesting to the compliance of the program with the Enhanced Teacher Education Program.

Given the identical nature of the proposed Concurrent program to the currently accredited Consecutive program, there is no change to the factual findings for Requirement 12, and therefore Requirement 12 is fully satisfied.

Pursuant to its authority under subsection 15.2 (5) of the Accreditation Regulation, and based on the reasons set out above, the Accreditation Committee issues the following decision.

The Accreditation Committee confirms that the following program, as modified, continues to qualify for general accreditation without conditions until the existing expiry date of June 23, 2017 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 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  
June 1, 2016**

