

Accreditation Committee Decision

Queen's University Faculty of Education

Application for Review of a Program Change

Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)

**Accreditation Committee
Ontario College of Teachers
October 25, 2017**

**Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario**

Accreditation Committee Decision Regarding the Program

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 July 4, 2017 to modify the allocation of credits per semester, the order of delivery of method and foundation courses, and the length of the practicum for the following accredited program of professional education:

- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)

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 Faculty's application for review of a program change submitted July 4, 2017,
- the Accreditation Committee decision dated June 14, 2013 for the program above
- the Decision Regarding the Enhanced Teacher Education Program Verification Report dated June 21, 2016
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of October 25, 2017

Findings and Reasons

Substantial Change

The Accreditation Committee finds 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 change affects the practicum and this could change a component of the program.

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

Based on the information reviewed by the committee, the Accreditation Committee accepts the attestation made by the Dean of the Faculty that there are no changes to the program for all of the accreditation requirements with the exception of requirement 6 with respect to the reallocation of credits per semester and the order of delivery of method and foundation courses, and requirement 8 with respect to the lengthening of the practicum. Accreditation requirements 1 to 5, 7, and 9 to 15 remain fully satisfied.

Changed Requirements

Based on the information reviewed by the committee, the Accreditation Committee finds that the program, as modified with respect to the reallocation of credits per semester, the order of delivery of method and foundation courses, and the length of the practicum fully satisfies accreditation requirements 6 and 8.

Requirement 6

Renewal of the accreditation of teacher education programs at the Faculty of Education at Queen’s University including the ATCB (Aboriginal Teacher Community-Based) program occurred in 2013. In June 2016, subsequent to the Faculty’s submission of a Verification Report, the accreditation committee accredited

the 6-semester ATCB program reflecting changes in regulation for enhanced teacher education programs. The ATCB was and continued to be a part-time program community-based program.

The Faculty will change the ATCB program from part-time to full-time with a minimum of nine credits/units offered per semester. This change will permit teacher candidates to apply for funding available to full-time students only, increasing students' opportunities to access funding support.

The distribution of courses in each semester will change. The program will offer six course credits in foundational studies and six course credits in methodology in the first semester of the first session of this multi-session program of professional education. These changes, with a change in the first practicum and assessment (see Requirement 8) will allow teacher candidates to qualify and apply for a transitional certificate.

Practicum weighting has been changed to reflect the increasing level of mastery required of teacher candidates as they advance through the practicum placements.

Course descriptions will remain the same, but added emphasis on two areas of study are proposed for the courses FOCI 201, EDST 201, PROF 502 and CURR 355. These courses will provide the opportunity for teacher candidates to select a path and build their knowledge and expertise (bundles) in one of two study areas: Aboriginal Language Teacher, or Northern Teacher.

There will be new opportunities for blended learning in some courses including synchronous and some asynchronous delivery.

Requirement 8

The ATCB program approved by the Accreditation Committee on June 21, 2016 included an 80-day practicum component as reported in the verification report required for the continued accreditation of enhanced teacher education programs.

The proposed ATCB includes an 85-day practicum component as opposed to the 80-day practicum component previously accredited. These additional days allow for school closures due to weather and other events in northern and remote schools. For this reason, the length of each of the six practicum placements varies slightly from the accredited scheduling.

The first practicum will be 15 days rather than 14 days in length. For eligible teacher candidates, formative and summative assessments will be conducted. Teacher candidates having successfully completed the first semester courses and passed the summative assessment will have met the requirements to apply for the Transitional Certificate of Qualification and Registration.

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 Programs:

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In light of the modified nature of the program and in order to maintain discrete reference to the program name as a result of this addition to program, the Accreditation Committee agreed to record the name of the program separately as follows:

- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Aboriginal Teacher Education Community-Based or ATCB)

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