

Accreditation Committee Decision

Nipissing University Faculty of Education

Application for Review of a Program Change

Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL)

**Accreditation Committee
Ontario College of Teachers
June 13, 2018**

**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, Nipissing University

Introduction

The Faculty of Education at Nipissing University, the “Faculty”, submitted a program change application on May 8, 2018 to add several Native Languages and program partners for community-based programs for the following accredited program of professional education:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL)

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 review 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 May 8, 2018
- the Accreditation Committee decision dated May 31, 2017 for the above program,
- the decision of the accreditation review panel dated May 8, 2018
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of June 13, 2018

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 could be a change to a component given that the provider will be offering the following Native languages: Lunaape, Mohawk, Cayuga and Cree, in addition to Anishnaabemwin - the language for which the program was accredited. Moreover the addition of new program partners for community-based programs (Munsee-Delaware, Attawapiskat, Six Nations) may be considered a change in character.

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 programs continue 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 programs for all of the accreditation requirements with the exception of requirements 6, 8, 10 and 12 with respect to the addition of the Native languages and program partners.

Accreditation requirements 1 to 5, 7, 9, 11, 13 to 15 remain fully satisfied.

Requirement 6

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

The only change to the program’s structure and format is that while the core courses offered during the summer sessions will continue to be taught on site at Nipissing University, the additional language courses being added, (one in each summer session), and the team-teaching course (one in each summer session) will be taught on

site in the individual communities by qualified language instructors hired by Nipissing University.

The program was accredited to offer Anishnaabemwin as an Indigenous (native) language. As part of the format and structure of the program, the courses Anishnaabemwin Language 1 and Anishnaabemwin Language 2 in the TASL program were delivered face-to-face on campus at the Faculty of Education at North Bay Ontario. These courses continue to be taught in this way.

Semester 1, in each year, runs over two-months between the third week of June through to the third week of August in any given year. That means there are six courses in Semester 1, Part 1. For the new language courses, four will be offered at Nipissing followed by two courses in the candidate's home community. In Semester 1, Part 2, there are six courses. Four courses are offered at Nipissing followed by two courses in the home community. This is a change to the structure of the previous program where the semester 1 part 2 team teaching course was actually taught in semester 2, not semester 1, and it was taught online.

The Language courses in semester 1 part 1 are Anishnaabemwin Language, Part 1, Cree Language 1, Lunaape 1, Mohawk 1 or Cayuga 1. The language courses in semester 1 part 2 are Anishnaabemwin Language 2, Cree Language 2, Lunaape Language 2, Mohawk Language 2 and Cayuga Language 2.

The community partners are Munsee-Delaware – Lunaape, Attawapiskat – Cree, Six Nations – Mohawk and Cayuga.

Requirement 8

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

Language teacher candidates will complete the mandatory placements in schools located on First Nation communities. These schools offer second language courses in the traditional language of their community in either the community's elementary and middle schools as well as their secondary schools. For communities that do not administer their secondary education, the neighbouring municipalities offer Indigenous languages as second language courses in support and partnership. The additional languages are currently being offered in their communities and are being taught by College accredited teachers.

Requirement 10

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

With the inclusion of additional Indigenous languages into the program, the provider will be adding two new courses for each additional language. Currently, the program offers Anishnaabemwin Language 1 and Anishnaabemwin Language 2 in the TASL program. Under the proposed changes, the provider will add Lunaape Language 1 and Lunaape Language 2, Cree Language 1 and Cree Language 2, Mohawk Language 1 and Mohawk Language 2, and Cayuga Language 1 and Cayuga Language 2.

The Accreditation Committee reviewed the course outlines for Cree Language 1, Cree Language 2, Mohawk Language 1, Mohawk Language 2, Lunaape Language 1, Lunaape Language 2, Cayuga Language 1 and Cayuga Language 2 and compared them to the previously accredited course outlines for Anishnaabemwin Language 1 and Anishnaabemwin Language 2. The teaching method courses are appropriate for the divisions to which they relate. A comparison of the course outlines show that they differ in elements in the course overview, learning outcomes, content about linguistic elements that seem to be particular to the language and resources. Assignments are comparable in description, but open-ended enough to provide candidates with opportunities to work meaningfully with the target language. There are several language-specific resources for Anishnaabemwin; there are fewer, but some, for the other languages.

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 provider will hire qualified instructors in the same way they do for the current language being offered, Anishnaabemwin. The program continues to provide for an appropriate combination of persons with appropriate academic qualifications, experience in the field of education and expertise in the divisions and components of the program. The addition of language instructors, although additions to faculty, does not require a change in qualifications or hiring process.

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 May 31, 2024 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL)

In light of the modified nature of the program and in order to maintain an accurate description of the program as a result of this substantial change and the addition of a program outcome, the Accreditation Committee agreed to record the name of the program as follows:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma (known as Teacher of Indigenous Languages as a Second Language program” or TILSL)

**Accreditation Committee
Ontario College of Teachers
June 13, 2018**