



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Accreditation Committee Decision

Trent University School of Education and Professional Learning

Application for Initial Accreditation

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

Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a five-year Bachelor of Education degree - Indigenous

**Accreditation Committee
Ontario College of Teachers**

March 2, 2016

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by Trent University, School of Education and Professional Learning

Introduction

The School of Education and Professional Learning at Trent University submitted an application received on October 21, 2015 and with further amendments provided on October 22, 2015 for initial accreditation of the following programs of professional education:

- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous
- Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a five-year Bachelor of Education degree – Indigenous

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, the Accreditation Committee established an accreditation panel to:

1. conduct a review of the aforementioned programs of professional education on the direction of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations to the Committee with respect to the programs reviewed.

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 as an educator in a faculty of education and expertise in Aboriginal teacher education
- a person with expertise in Aboriginal teacher education programs who was nominated by the School of Education and Professional Learning at Trent University

The panel member appointed with expertise in teaching Native Languages withdrew from the panel prior to the writing of the report for personal reasons.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the School of Education and Professional Learning at Trent University. After an initial review of the documentation submitted by Trent University and in light of the recent renewal of accreditation (2014) of the full-time consecutive program of professional education with areas of study in the

Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree, the accreditation panel concluded that a site visit would provide no further information than was already available. The Interim Dean responded to questions generated by the panel during their review and provided supporting documentation as an alternative to on-site interviews.

The College notified the public of the opportunity to make a submission to the panel about the quality of the programs under review by posters distributed on campus, notices on the College's website and through social media. In addition to the College's public notifications of the opportunity to make a submission to the panel, Trent University's School of Education and Professional Education, conducted an email distribution of the OCT public input advertisement to its partner school boards, university community and local Indigenous community. Nine public submissions received through the College website were considered by the panel.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the School of Education and Professional Learning at Trent University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Interim Dean in response to the draft report.

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, set out to determine if the programs of professional education in the application submitted by the School of Education and Professional Learning at Trent University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated February 11, 2016, a response from the Interim Dean to the panel's draft report dated February 4, 2016, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of March 2, 2016

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the School of Education and Professional Learning at Trent University is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs.

According to Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a college, faculty or school of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly.

The School of Education and Professional Learning is part of Trent University. Trent University is a university that has the power to confer university degrees under subsection 4(12)(f) of the *Trent University Act*. The Senate approved the School of Education and Professional Learning on September 24, 2002.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied for all programs reviewed.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the programs reviewed are four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

The programs are offered over two fall/winter academic terms with a break over the summer term for a total of four academic semesters, with a practicum that exceeds the minimum 80 days required in Accreditation Regulation.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1.1 is fully satisfied for all programs reviewed.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs reviewed have a clearly delineated conceptual framework.

The conceptual framework for both programs is a version of the School of Education and Professional Learning's eight Conceptual Framework principles inclusive of and informed by Indigenous Knowledge and Teachings:

1. Effective Indigenous teachers ensure a holistic pedagogical approach that increases our understanding of ourselves, each other, the world around us, and the environment; seeking peace while forwarding social and ecological justice.
2. Effective teaching is based on sound Indigenous educational theory and research that is rigorous, respectful, and follows Indigenous protocol.
3. Effective Indigenous education is a partnership activity, connecting inter-generational learning and community involvement.
4. Indigenous teaching and learning are interactive processes that involve meaningful and respectful engagement of learners, teachers, Elders, and other knowledge keepers.
5. Communities of learners support identity formation, a sense of belonging, and sense of community, while engaged in lifelong learning.
6. Effective Indigenous teaching fosters creative thinking, critical reflection, in-depth subject knowledge, and critical engagement.
7. Effective Indigenous learning and teaching are guided by on-going meaningful feedback based on circular visioning that encourages teachers to think creatively and critically about their professional practice.
8. Effective Indigenous teachers engage in critically reflective practice, guided by Elders and educationists, and the Teachings of the Seven Grandfathers.

The principles summarize that an effective Indigenous teacher education program is a partnership activity that involves an entire community of learners committed to a holistic pedagogical approach that increases both a sense of self and a sense of belonging while engaged in lifelong learning. The activities of the community are grounded in current theory, research and the Teachings of the Seven Grandfathers. The community continually renews itself and its interactive practices through creativity, critical reflection and respectful engagement of learners, teachers, Elders and other knowledge keepers.

Program goals and these eight conceptual framework principles are emphasized through course work and practica. Teacher candidates learn how to incorporate Indigenous knowledge, theory and research into their teaching practice, build and sustain community

partnerships, and engage in critically reflective practice, guided by Elders and the Teachings of both the Medicine Circle and the Seven Grandfathers.

The School of Education's degree level expectations – that is, the eight principles of the conceptual framework, align with both the Undergraduate Degree Level Expectations (UDLEs) and the College's Standards of Practice.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 2 is fully satisfied for all programs reviewed.

Requirement 3

The design of the program is consistent with and reflects

- i) the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession",*
- ii) current research in teacher education, and*
- iii) the integration of theory and practice in teacher education.*

Findings

The evidence indicates that the design of the programs reviewed are consistent with and reflect the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

The College's Standards

The programs are designed to enable teacher candidates to learn and enhance skills and knowledge consistent with each of the College's *Standards of Practice for the Teaching Profession*. The School of Education's degree level expectations, encompassed in the eight principles of the conceptual framework align with both the Undergraduate Degree Level Expectations (UDLEs) and the College's Standards of Practice. For example, the standard of Professional Knowledge is aligned with the University's second principle, Knowledge of Methodologies, supporting faculty to be current in their understanding of educational research, and bringing Indigenous research findings into their teaching.

Coursework is connected to the College's Standards of Practice. Teacher candidates work together to develop lessons, tasks and presentations in a collaborative professional learning community. This establishes structures that encourage teacher candidates to take on leadership roles within the learning community. These peer groups are supported by Indigenous scholars who encourage cyclical reflection. Opportunities to reflect on theory and practice ensure that the Ethical Standards are upheld and integrated into the programs. Practicum courses incorporate traditional Indigenous Teachings that are congruent with the Ethical Standards. The Seven Grandfather Teachings provide a parallel model to guide ethical conduct.

Candidates are required to apply the Standards of Practice and Ethical Standards in their planning and in their Professional Teaching Portfolio assignments. The framework for the Professional Teaching Portfolio is designed to support critical reflection on practice, with sections organized according to the Standards of Practice as follows: Commitment to Students and Student Learning, Professional Knowledge and Teaching Practice, Leadership and Learning Communities and Ongoing Professional Learning.

Current research in teacher education

The design of the programs is consistent with and reflects current research in teacher education. Current research includes, but is not limited to, theories of learning, curriculum and instruction, language and literacies, leadership and policy, social and philosophical foundations, issues of social and ecological justice, technology-infused learning, experiential learning and environmental education. These research areas, along with Indigenous knowledge and perspectives, are embedded in individual courses and in the programs as a whole.

Ongoing research by tenure-track and Indigenous Studies faculty focuses on a wide range of research topics to support currency in Indigenous teacher education. Topic areas with specific relevance to Indigenous education and Indigenous teacher education include: Anishinaabemowin revitalization; Indigenous language revitalization and culture; Indigenous knowledge, inquiry and research in teacher education; and Indigenous and environmental education.

The integration of theory and practice

Program design emphasizing theory and practice is reflected in course work that employs hands-on and applied learning activities and assignments. Pedagogical approaches are supported by traditional Indigenous knowledge, with multiple references to Medicine Wheel Teachings that model an experiential learning cycle to incorporate theory and practice.

The programs are designed to include a practicum course offered in conjunction with practicum each year, with teacher candidates attending classes two hours per week throughout the year. Course activities and assignments provide teacher candidates with the opportunity to prepare for and reflect on practice teaching experience.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is fully satisfied for all programs reviewed.

Requirement 3.1

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Findings

The evidence indicates that the programs enable students of these programs of professional education to acquire knowledge and skills in the eighteen elements set out in Schedule 1.

The accreditation panel conducted a review of the programs, consistent with accreditation resource guidelines. This review confirms that both programs enable teacher candidates to acquire knowledge and skills in the core content areas of Curriculum Knowledge, Pedagogical and Instructional Strategies Knowledge, and the Teaching Context Knowledge consistent with the *Accreditation Resource Guide*.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is fully satisfied for all programs reviewed.

Requirement 4

The program curriculum 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.

Findings

The evidence indicates that the programs reviewed are current, reference the Ontario curriculum, include the application of current research in teacher education, and represent a wide knowledge base in the divisions and components of the programs.

The program curriculum is current

Resources, strategies and references to current Ministry of Education policies and guidelines are found throughout the courses. Candidates are also introduced to current knowledge of Indigenous ceremonies and traditional Teachings with guest speakers in Indigenous education, including Elders. Furthermore, there are more than 75 recommended Indigenous scholarship resources referenced that are current and accepted as relevant in the field, such as *Beyond Shadows: First Nations, Metis and Inuit Student Success* (Toulouse, 2013).

References the Ontario curriculum

Ministry of Education curriculum is used in all of the courses that comprise the core subject areas in the Primary/Junior divisions, including references to curriculum for The Arts, The Kindergarten Program, Language, and Mathematics. All teachable subjects offered in the Intermediate/Senior divisions use appropriate Ontario curriculum.

The application of current research in teacher education

The School of Education provides a chart synthesizing how current research is incorporated into each course. For instance, the Human Development and Learning course refers to Piaget, Vygotsky, Gilligan, Freire, and Delpit. The summative practicum form shows how candidates are evaluated on their skills linked to research-based practices, such as developing units using backwards design (McTighe) as well as incorporating a variety of appropriate assessment activities (Earle, Suurtamm).

A wide knowledge base

The programs represent a wide-knowledge base which includes: experiential learning, special education, literacy and numeracy, equity and inclusive education, classroom management, full day Kindergarten, early childhood education, financial literacy, professionalism, safe and accepting schools/bullying, healthy schools, environmental education, and technology. Required courses in the five years of the programs will be infused with the language, culture and knowledge of the Indigenous “ways and how” of learning and teaching.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is fully satisfied for all programs reviewed.

Requirement 5

The course content of the program includes theory, method and foundation courses and appropriate provision for the application of theory in practice.

Findings

The evidence indicates that the course content for the programs reviewed include theory, method and foundation courses and appropriate provision for the application of theory in practice.

Theory is embedded in courses throughout the programs. Research-theory in both Indigenous and Western pedagogy is connected to teaching practice in each course. For example, teacher candidates analyze the work in education and Indigenous education by theorists who are current and relevant in their respective fields. The programs include method courses which are referred to as “curriculum courses.” Method courses provide instruction on teaching the Ontario curriculum and the theoretical underpinnings and pedagogy for teaching particular subjects for various grade and developmental levels. The programs include foundation courses that are developmentally the same and are delivered separately so the focus of course content is appropriate to the two divisions. Foundation courses introduce candidates to the theoretical frameworks of education and provide them with an understanding of the influence of theories on educational practice and research. In courses, the ways of knowing, teaching and learning through Indigenous language, culture and knowledge is referred to as ‘Indigenous Perspective.’ Class activities and assignments include this Indigenous Perspective as well as opportunities for applying theory in practice.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 5 is fully satisfied for all programs reviewed.

Requirement 6

The program's format and structure are appropriate for the course content.

Findings

The evidence indicates that the format and structure are appropriate for the course content for both programs of professional education. Students from both concurrent programs will complete the same mandatory courses. The two programs are distinguished by the candidates' choice to qualify for a Bachelor of Education degree, or an undergraduate degree as well as a Bachelor of Education degree.

Candidates choose an area of study either in the Primary/Junior division (Junior Kindergarten to Grade 6) or the Intermediate/Senior division (grades 7 to 12). Teaching subjects for the Intermediate/Senior division include: Native Studies, Native Languages – Ojibwe, Biology, Chemistry, Physics, Environmental Science, Computer Studies, Dramatic Arts, Visual Arts, English, French as a Second Language, Geography, History, Mathematics, and Health and Physical Education.

The programs offer a focus on Indigenous culture, knowledge and storytelling as well as environment and ecology in the first three years. This provides foundational knowledge for teaching from an Indigenous knowledge perspective through the professional years. Teacher candidates of the Concurrent Bachelor of Education – Indigenous programs will take courses as an 'Indigenous cohort' but will also, at times be integrated into courses from the consecutive Bachelor of Education program.

Both Indigenous, and pedagogical theory and practice, are integrated throughout the programs. The scheduling of practica provides candidates with the opportunity to apply the theory and practical assignments of course work into their classroom placements. Teacher candidates are expected to demonstrate the integration of theory and practice during their classroom practica with particular attention to Indigenous ways of learning and knowing, the Seven Grandfather Teachings and the balance of the Medicine Circle.

As specialized programs, courses are infused with Indigenous culture and knowledge that candidates will be expected to reflect in their practicum placements. Teacher candidates will experience ceremonies of cultural significance (e.g., Sunrise Ceremony and Smudging) as well as traditional Teachings held in the Gathering Space and informal discussions in the tipi. Exposure to Indigenous Knowledge through personal contact with Elders and traditional knowledge keepers will inform and enrich classroom placement practice.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is fully satisfied for all programs reviewed.

Requirement 7

Students are assessed and informed of their progress on an ongoing basis throughout the program.

Findings

The teacher candidates are assessed and informed of their progress on an ongoing basis throughout all programs of professional education.

Teacher candidates are assessed and evaluated on course work during and at the end of each term. Teacher candidates are informed in writing in each course outline how their achievement in the course will be assessed. During classroom practicum and field experience placement each candidate receives at least one written formative assessment and one summative evaluation. For example, teacher candidates receive comprehensive feedback on observation, planning, assessment and evaluation of their professional practice from their associate teachers.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 7 is fully satisfied for all programs reviewed.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the programs are as follows:

- 1. The practicum must include 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.*
- 2. Revoked - see subparagraph 2v of subsection 1(2)*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that all required components for the practicum are addressed in the programs reviewed.

A minimum of eighty days appropriate to the format and structure of the program

Teacher candidates in the Concurrent Bachelor of Education – Indigenous programs have four practicum placements totaling a minimum of 91 days. Their practica placements are scheduled and tracked to ensure an accurate record of completion. The course work and practica are scheduled throughout the programs to allow teacher candidates to integrate theory and practice. For example, in the first professional year the first practicum occurs after a period of course work and field experience. As part of the process, candidates are required to reflect daily on their professional learning to determine what went well, what didn't and what steps will be taken next.

Observation and practice teaching in settings that use the Ontario curriculum

Practicum placements include both observation and practice teaching in Ontario classrooms where the Ontario curriculum is being used. Teacher candidates are placed within five Ontario partner school boards and the Curve Lake First Nation School.

Each division and one subject

All teacher candidates complete placements for both divisions in which they will be qualified. Every Primary/Junior teacher candidate completes practica in both the primary and junior divisions and every Intermediate/Senior teacher candidate completes practica in both the intermediate and senior divisions and in at least one of their teachable subjects.

An experienced teacher supervises and assesses

The School of Education and Professional Learning recruits experienced teachers to host teacher candidates. Associate teachers must be certified by the Ontario College of Teachers and recommended by their school's administration. The number of years a teacher is in service plays a role in the selection of associate teachers. An associate teacher is an experienced teacher who is responsible for supervision, assessment and evaluation of teacher candidates on practicum. Formative and summative assessment forms are completed by associate teachers to document success or failure in candidate performance for each practicum.

Faculty advisor

A faculty member is appointed as a faculty advisor for each teacher candidate. Faculty advisors will observe teacher candidates teaching at least once during each classroom practicum and more often in the case of difficulty. Faculty advisors will provide anecdotal and constructive feedback outlining strengths, areas for growth and next steps. The faculty advisor visits the schools at least once during every practicum, and serves as an additional mechanism to ensure that associate teachers are familiar with and following practicum guidelines and expectations.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is fully satisfied for all programs reviewed.

Requirement 9

Successful completion of the practicum is a requirement for successful completion of the program.

Findings

The evidence indicates that successful completion of the practicum is required for successful completion of the programs reviewed. Only teacher candidates who are successful in their 91-day practicum receive their Bachelor of Education degree, and are reported for certification to the Ontario College of Teachers. Provisions exist for teacher candidates experiencing difficulty in the practicum.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 9 is fully satisfied for all programs reviewed.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

The evidence indicates that the teaching method courses in the programs reviewed are appropriate in the relation to the divisions to which they relate.

Teacher candidates in the Primary/Junior divisions take the following methods courses: Mathematics, Science and Technology, Social Studies, Language and Literacy, Integrated Arts, and Movement: Health, Physical Education and Dance. Intermediate/Senior teacher candidates will complete two separate methods courses in the subject areas that will be considered their teachable subjects. Teachable subject areas include Native Studies, Native Languages – Ojibwe, Biology, Chemistry, Physics, Environmental Science, Computer Studies, Dramatic Arts, Visual Arts, English, French as a Second Language, Geography, History, Mathematics, and Health and Physical Education. Current Ontario curriculum from grades K-12 is included in the material covered in teachable subjects.

Teacher candidates taking Primary/Junior division courses learn ‘best’ practices for teaching students in these grade levels. For example, they use manipulatives to assist young children in all five mathematics strands. Intermediate/Senior teacher candidates are exposed to a wide range of tools, skills and resources required for their teachable subjects informed by the Ontario curriculum. For example, in the Computer Studies course, candidates learn the contemporary theories and strategies for teaching programming, software applications and online learning.

An Indigenous perspective on teaching and learning is embedded into the programs. For example, teacher candidates take specific courses, with a concentrated focus on ways of knowing through an Indigenous lens, as well as other courses which incorporate Indigenous knowledge and culture in a manner applicable to the division and curriculum.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is fully satisfied for all programs reviewed.

Requirement 11

The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.

Findings

The evidence indicates that the teaching theory and foundation courses in the programs reviewed include human development and learning and legislation and government policies relating to education.

Human development and learning

All teacher candidates are required to successfully complete a mandatory foundation course called *Sociocultural Perspectives on Human Development and Learning*. This course is taught separately to each cohort in order to differentiate for the developmental level of the students in the Primary/Junior versus Intermediate/Senior divisions. In each division, teacher candidates examine sociocultural and human development theories, apply them in a range of educational contexts, and reflect on how they might apply them in their practice as teachers. This course is adapted to the unique needs of Indigenous teacher candidates through a combination of Western theoretical perspectives (e.g., Erikson, Piaget, and Vygotsky) and Indigenous scholarship (e.g., Battiste, Erskine, and Esquimaux). Indigenous knowledge is further reinforced through guest speakers, visiting Elders and traditional knowledge keepers. The study of life stages in human development is further reinforced in three additional courses. Multiple courses, including methods courses, provide candidates with opportunities to expand on their understanding of sociocultural and human development concepts that are introduced in these foundation courses.

Legislation and government policies

The *Educational Law, Ethics and Professional Conduct* course ensures that teacher candidates have a good understanding of legislation (e.g., *Canadian Charter of Rights and Freedoms* and *Education Act*) and government policies relating to education. Through legal and disciplinary case studies, they learn how to ethically apply policy, law and the *Foundations of Professional Practice* in their classrooms.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 11 is fully satisfied for all programs reviewed.

Requirement 12

The faculty members teaching the program are an appropriate combination of,

- i) persons with appropriate academic qualifications,*
- ii) practitioners with appropriate experience in the field of education, and*
- iii) persons with appropriate expertise in the divisions and components of the program.*

Findings

The evidence indicates that the faculty members teaching in the programs of professional education are 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.

Teacher candidates in both programs are integrated with existing consecutive program classes taught by current faculty. The faculty members that teach these courses are an appropriate combination of academics and practitioners with teaching experience in the Primary/Junior and Intermediate/Senior divisions.

In the courses which are integrated, the Senior Indigenous Advisor supports instructors to ensure that the courses incorporate Indigenous Knowledge and ways of knowing. For example, in the Education Law, Ethics and Professional Conduct course, the instructor has planned for the incorporation of additional content related to on-reserve educational contexts, in consultation with the Senior Indigenous Advisor.

Finally, as part of the new programs, the School of Education will be assigning a Director role to one faculty member who is an Indigenous scholar. A Director will oversee Indigenous content and pedagogy for the Bachelor of Education – Indigenous programs.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 12 is fully satisfied for all programs reviewed.

Requirement 13

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

Findings

The evidence indicates that there are adequate internal controls to preserve the integrity of student records relating to both programs reviewed. There have been no changes to the internal controls in place to preserve the integrity of teacher candidate records since the accreditation of the consecutive programs of professional education in 2014. Student records will be managed and stored in the same way for the Bachelor of Education degree – Indigenous programs.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied for all programs reviewed.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence indicates that the School of Education and Professional Learning at Trent University is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The continuous improvement and quality assurance measures for both programs are the same as for the School's other accredited programs of professional education. Trent University has an institution-specific Institutional Quality Assurance Policy (IQAP) that incorporates internal program review processes which include approval by the Quality Council and the University Senate. The programs will also undergo cyclical review at least every eight years.

The Bachelor of Education Committee within the School of Education is responsible for on-going improvement of its Bachelor of Education programs. The committee consults with faculty and prepares a report for Program Committee approval that includes review and revision of the Academic Calendar.

Through a Program Advisory Committee, the School of Education has worked closely with its Indigenous and non-Indigenous educational partners to establish the Concurrent Bachelor of Education – Indigenous programs.

The School of Education's Personnel Committee ensures the ongoing quality assurance of faculty for its Bachelor of Education programs. This committee, amongst others, considers applications and makes recommendations to the Interim Dean concerning all appointments.

Each course and instructor is evaluated by teacher candidates. An exit survey of teacher candidates is conducted at the end of each academic year in order to help faculty make necessary refinements. The survey includes supplementary, open-ended questions specific to the Indigenous programs.

The Appointment of a Senior Indigenous Advisor will provide authentic quality assurance by supporting instructors in the incorporation of Indigenous Knowledge.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is fully satisfied for all programs reviewed.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates there will be a Teacher Education Advisory Council (TEAC) that functions in an advisory and liaison capacity to the programs reviewed.

A Program Advisory Committee met regularly with faculty to provide expertise and guidance in developing the programs. The School of Education will form a TEAC committee for the programs from members of the current Indigenous Program's Advisory Committee once the programs are approved and running.

The TEAC membership includes administration, faculty, Elders, Indigenous representation from district school boards, representatives from local First Nations Communities and Band Councils, federation affiliates, ministry staff and teacher candidates.

The Program Advisory Committee functioned in an advisory capacity. For example, this committee recommended the inclusion of the Teachings of the Seven Grandfathers and the Medicine Wheel or Circle; the incorporation of Indigenous research; and Native Languages - Ojibwe as a teachable.

In addition, the School of Education and Professional Education has a Teacher Education Liaison Committee (TELC), comprised of representatives from the School of Education, local teacher education affiliates and teacher candidates, which meets a minimum of four times a year. This committee works to establish co-operative relationships between the Ontario Teachers' Federation and the School of Education and Professional Learning.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 15 is fully satisfied for all programs reviewed.

Decision of the Accreditation Committee

Initial Accreditation

For the reasons set out above, the Accreditation Committee finds that the following programs of professional education offered by the School of Education and Professional Learning at Trent University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous
- Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a five-year Bachelor of Education degree – Indigenous

The Accreditation Committee grants initial accreditation to these programs for a period of four years until March 2, 2020 or the period of time ending on the graduation of the second class of candidates enrolled in the program, whichever is the longer period of time, but not to exceed six years (March 2, 2022), or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee
Ontario College of Teachers
March 2, 2016**