

# **Accreditation Committee Decision**

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

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

Consecutive 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

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  
August 16, 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 Schulich School of Education, Nipissing University**

#### **Introduction**

The Schulich School of Education at Nipissing University, the “School”, submitted a program change application on June 21, 2018 to add a focus on the teaching of French as a second language to the primary and junior divisions and an area of study, Social Sciences – General for the Intermediate/Senior divisions, to the following accredited programs of professional education:

- Consecutive 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
- 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

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 programs continue 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
- a person nominated by the permitted institution

In making its recommendations, the panel considered the following:

- the application for the review of the program change submitted June 21, 2018
- the Accreditation Committee decision dated May 31, 2017 related to the programs
- 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 Schulich School of Education indicated in its submission that no other changes were proposed for the recently accredited programs and that many of the facts related to meeting the requirements had not changed since the 2017 accreditation review. The accreditation panel therefore conducted a modified review of the addition to program application.

The panel focused their review on the requirements that the changes were likely to affect.

In light of the submitted documentation, the accreditation panel concluded that a site visit would not provide further information. Instead, the panel used email to question the Dean, to which she provided responses and supporting documentation.

The College notified the public of the opportunity to make submissions about the quality of the programs by notices on the College's website and social media notices through Your College and You. There were no responses.

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 email 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 additions to the programs of professional education qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated July 24, 2018, a panel member'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.

## **Decision of the Accreditation Committee at its Meeting of August 16, 2018**

### **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*).

### **Accreditation Requirement Findings and Reasons**

The findings and reasons for the committee’s decision on whether the programs continue to qualify for accreditation and the facts on which this decision is based follow herein:

#### **Unchanged Requirements**

The committee accepts the attestation made by the Dean of the Schulich School of Education, Nipissing University that, with the exception of the proposed additions, there are no other significant program changes since the 2017 accreditation review for requirements 1, 1.1, 2, 3, 3.1, 4, 5, 7, 9, 11, 13, 14 and 15 as they read on September 1, 2015.

#### **Changed Requirements**

Based on the information reviewed by the committee, the Accreditation Committee finds that the program changes, as proposed, fully satisfy the remaining accreditation requirements: 6, 8, 10 and 12 as they read on September 1, 2015.

#### **Requirement 6**

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

The Primary/Junior division teacher candidates in French as a second language (FSL) as a focus will complete all of the same courses as their Primary/Junior counterparts without a focus. The addition of FSL as a focus will require an additional course in semester 1. The second FSL methodology course, focused on French immersion teaching, will be in semester 4.

The Social Studies-General area of study will be served by two courses, one in the Intermediate division in semester 1 and one in the Senior division in semester 3, as another area of study available to candidates in the programs.

#### **Requirement 8**

Based on the information reviewed by the committee, the Accreditation Committee finds that the programs, as modified, fully satisfy accreditation requirement 8. There are no changes regarding the factual findings for Requirement 8.

All candidates in the Primary/Junior divisions complete practicums in both English and French placements. Further, FSL teacher candidates with FSL as a focus will complete a minimum of one practicum (i.e., a minimum of 5 weeks) in a core French, extended French, or French immersion class. Teacher candidates in Social Sciences-General will have both an Intermediate division and Senior division practicum. Experienced associate teachers in FSL and the Social Sciences-General are readily available.

### **Requirement 10**

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

The Schulich School of Education provided a descriptive data form, which provides a description of the content that will be used to produce the course syllabi for Social Sciences-General when the Schulich School of Education has sufficient Intermediate/Senior division candidates to assign a course instructor. There is a clear course description of the objects of learning, which include the learning outcomes, pedagogical concepts, skills and understandings that are fundamental to Social Sciences education and critical thinking. The Dean has undertaken to provide copies of the Intermediate division and the Senior division course outlines when the courses are offered.

As to the FSL focus, teaching method courses are designed with the demands of the Primary/Junior divisions in mind. A review of course outlines confirms that current Ontario Ministry of Education curricula for grades 1-8 are included in the materials provided.

Documents reviewed in the course *Didactique du Français langue seconde au niveau élémentaire* include the Ontario Ministry of Education's Teaching and Learning in the Core French Classroom that forms part of the Capacity Building Series, and four of the six volumes (1,2,5,6) of the 2013 resource, *A Guide to Reflective Practice for Core French Teachers*. Assignments include the preparation of a lesson plan specific to the Subject. Teacher candidates will be evaluated using the four categories of the Achievement chart in *Growing Success*.

Current research is represented by peer reviewed articles, and articles drawn from the *Journal de l'immersion*, the monthly journal of the Association canadienne des professionnels de l'immersion (ACPI). Candidates review current research articles on the successor to the communicative approach – that is, the action-oriented approach. Candidates explore a variety of topics, for example, teachers using French in the classroom, encouraging students to speak French, improving students' reading, listening, speaking and writing French (using word walls and literature circles). Candidates explore culture through articles and contemporary music. Principles can be applied to the Core French, Extended French and French Immersion teaching context. Candidates learn to self-assess their strengths and weaknesses in French and determine how to improve their language proficiency. Candidates compile a resource guide of activities, strategies, tasks and readings, with an explanation as to how they hope to use them as teachers.

In the course *Teaching in French Immersion*, candidates learn about teaching in French immersion classrooms, curriculum, motivating the learner, literacy and oral communication as an enhancement for literacy, and how to prepare an integrated teaching unit. Candidates also explore modules from the Prologue series, which was a resource developed by Curriculum Services Canada to support educators in entry-level French immersion and extended French. Candidates learn how to integrate various subjects in French immersion, such as Math, Sciences and The Arts. Candidates explore French immersion and inclusion using the research of Arnott, Genesee and that of the course developer. Throughout the course, candidates are exposed to contemporary music, and then a research article about teaching music and the second language. Assignments include a series of five lessons combining two curriculum areas and the use of literature circles; evaluation is conducted in accordance with the criteria set out in the achievement chart for *Growing Success*.

### **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 Schulich School of Education does not anticipate having to make any changes to faculty. The Schulich School of Education was reaccredited in 2017 to offer French as a Second Language as an area of study in the Junior/Intermediate divisions and Intermediate/Senior divisions and has an adequate number of faculty members with appropriate academic qualifications, experience in the field of education and expertise in the divisions and components of the program. Similarly, the Schulich School of Education has faculty members qualified to teach the added Social Sciences – General area of study.

## Decision of the Accreditation Committee

For the reasons set out in the findings above, the Accreditation Committee confirms that the following programs, as modified, qualify 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:

- Consecutive 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
- 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

In light of the modified nature of the programs and in order to maintain an accurate description of the programs as a result of the addition of a program outcome, the Accreditation Committee agrees to record the name of the programs as follow:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree

**Accreditation Committee**  
**Ontario College of Teachers**  
**August 16, 2018**