



Committee Report

Item: Accreditation Committee Report

Public Interest Rationale: Object 3: To accredit professional teacher education programs offered by post-secondary educational institutions.

Strategic Alignment: Goal 1: Accountable and agile processes to certify educators to teach in Ontario classrooms. Program accreditation and member certification are foundational to the Ontario College of Teachers' dual mandate. Accreditation is a catalyst to certification given that the majority of College members certified in any given year are graduates from Ontario accredited programs of initial teacher education. The Accreditation Committee contributes to this pipeline by rendering each accreditation decision efficiently within the 180-day timeline that is articulated in Ontario Regulation 347/02 Accreditation of Teacher Education Programs (Section 46).

Submitted By: Catherine Foy, OCT, Chair and Robert Kyle, Vice-Chair Accreditation Committee

Committee Meeting Dates

The Accreditation Committee has convened for five decision-rendering meetings since the last report to Council made in October 2024:

- November 21, 2024
- February 27, 2025
- April 23, 2025
- July 21, 2025
- September 10, 2025

Training

Specialized knowledge and skills are required of accreditation roster members to make evidence-based recommendations and of Accreditation Committee members to render informed decisions. In January 2025, committee and roster members participated in a training/refresher session that provided a contextual overview of accreditation, including regulatory requirements and panel responsibilities.

Staff also provides ongoing, 'just-in-time' training that is highly valued in supporting the professional growth and preparedness of the Accreditation Committee. This just-in-time approach to professional development has had a meaningful impact, enhancing both the competency and confidence of committee members. Particular focus has been brought to:



- Building the committee's capacity to understand the characteristics of programs of professional education (e.g., multi-session consecutive and concurrent programs).
- Supporting the committee in gaining insight into the pathways that lead to teacher education programs (e.g., for persons of First Nation, Métis or Inuit ancestry, for Indigenous language speakers and for those with expertise in technological education).
- Deepening understanding of the ways that the regulation allows for institutions to be permitted to offer accredited programs (Requirement 1)

In addition, the Committee has continued its discussions to identify sources of probative evidence that meet specific regulatory requirements. Originally modeled by the Chair and Vice-Chair, this member-led approach has fostered greater engagement and participation in the committee's deliberations. Since the introduction of this practice, other members have volunteered to carry forward these in-depth analyses, deepening their collective understanding of the regulatory requirements.

Another example of shared responsibility is the members' willingness to lead the land acknowledgment at the beginning of each meeting.

In September 2025, the Accreditation Committee and the Standards of Practice Committee convened a portion of their fall meeting together for a joint professional learning session. Members of the two committees collaborated to contribute insights to the professional standards refresh initiative. The session served to deepen the Accreditation Committee's understanding of the scope and complexity of this review and to bring enhanced appreciation of the relevance of the professional standards in program accreditation.

The Accreditation Committee is keenly aware of the College's public interest duty to help "ensure an adequate supply of qualified, skilled, and competent regulated professionals" as articulated by Ontario's Fairness Commissioner. Throughout the year, there have been numerous opportunities to deepen understanding about the shift in regulatory focus to bring attention to undersupply issues and how this evolving perspective may inform its approach to program accreditation.

Initial Teacher Education Program Reviews and Program Change Decisions

Since the last report to Council on October 1, 2024, the Accreditation Committee has rendered 9 decisions pertaining to the accreditation of 10 programs of professional education offered by 9 different providers in the province.



Accreditation Decisions			Decision Dates
General Accreditation	4 providers 5 programs	<p>Faculty of Education, Queen's University</p> <p>General accreditation granted to:</p> <ul style="list-style-type: none"> Multi-session consecutive program with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language 	Feb 27, 2025
		<p>Department of Education, Tyndale University</p> <p>General accreditation granted to:</p> <ul style="list-style-type: none"> Consecutive program with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language 	Apr 23, 2025
		<p>School of Education, Laurentian University</p> <p>General accreditation granted to:</p> <ul style="list-style-type: none"> Concurrent and consecutive programs with areas of study in the Junior/Intermediate division 	Jul 21, 2025
		<p>Pôle d'études et de recherche en enseignement et apprentissage, Université de l'Ontario français</p> <p>General accreditation granted to:</p> <ul style="list-style-type: none"> Multi-session consecutive program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions [French-language program] 	Jul 21, 2025
Initial Accreditation	1 provider 1 program	<p>Pôle d'études et de recherche en enseignement et apprentissage, Université de l'Ontario français</p> <p>Initial accreditation granted to:</p>	July 21, 2025



		<ul style="list-style-type: none"> Concurrent program with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions [French-language program] 	
<p>Addition to Program</p>	<p>1 provider 1 program</p>	<p>Faculty of Education, Lakehead University General accreditation granted to:</p> <ul style="list-style-type: none"> Multi-session consecutive program for persons of First Nation, Métis or Inuit ancestry and multi-session consecutive program, with areas of study in the Primary/Junior divisions [referred to as Keewatinase Indigenous Teacher Education Program (KITEP – P/J)] 	<p>Jul 21, 2025</p>
<p>Substantial Change in Program</p>	<p>2 providers 2 programs</p>	<p>Faculty of Education, Lakehead University Continued accreditation confirmed for the multi-session consecutive program with an area of study in teaching Indigenous Languages with the following changes:</p> <ul style="list-style-type: none"> Increased attention to Indigenous ways of knowing and perspectives throughout the program Adjusted format and structure of course and practicum sequence Addition of a part-time cohort. <p>Department of Education, Tyndale University Continued accreditation confirmed for the consecutive program with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language with the following change:</p> <ul style="list-style-type: none"> The offering of French as a Second Language as a general education subject in the Junior/Intermediate divisions 	<p>Nov. 21, 2024</p> <p>Sep 10, 2025</p>

Removal of Conditions	1 provider 1 program	Faculty of Education, Brock University <ul style="list-style-type: none"> • Concurrent Aboriginal Education program • Conditions removed from Requirements 5, 8, 10, 14 and 15. • Conditions remain on Requirements 3.1 and 4 	Nov 21, 2024 Sep 10, 2025
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Program Revocation and Changes to the Accreditation Period

The Accreditation Committee also rendered the following decisions regarding the revocation of a program that had ceased to be offered by one provider and the alignment of the accreditation period for all programs offered by a second provider.

Revocation	1 provider 1 program	Faculty of Education, Lakehead University <ul style="list-style-type: none"> • Consecutive program with an area of study in teaching Native Languages <p>The provider ceased to offer the consecutive program at their satellite campus. The multi-session consecutive program continues to be offered.</p>	Nov 21, 2024
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Accreditation Period Changes	1 provider 5 programs	Faculty of Education, Brock University <p>Extension Request: Extended expiry from May 23, 2026 to May 23, 2027 for its consecutive, concurrent P/J/I/S programs and its consecutive and multi-session consecutive Technological Education programs.</p> <p>Alignment Request: Shortened expiry from July 6, 2027 to May 23, 2027 for its concurrent Aboriginal Education program.</p> <p>The net effect of these two changes is that all programs offered by Brock University will have the same accreditation expiry date of May 23, 2027. (Refer to Responsive client service for all stakeholders below)</p>	Feb 27, 2025
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Forecast of Anticipated Reviews and Upcoming Decisions

Accreditation Committee Roster members are currently engaged in the initial accreditation review of a program of professional education by a new provider as well as the renewal of programs of professional education at:

	Anticipated Decision Date
• Windsor University	December 2025
• York University	December 2025
• Redeemer University	Spring 2026

Items in Alignment with the Strategic Plan Enablers

A regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion and access

In support of a regulatory model that is free from barriers to truth and reconciliation, and grounded in equity, diversity, inclusion, and access, the Accreditation Committee has engaged in purposeful learning and dialogue.

As part of this work, the Committee reviewed a briefing that was published in the Winter 2024/25 issue of the British Educational Research Association (BERA) publication entitled *Prioritising Equity, Sustainability & Reconciliation – An Ontario Example*. This offered insights into how principles of equity, sustainability, and reconciliation can be meaningfully integrated into the preparation of future educators.

The Committee also examined key action items from the Ontario Human Rights Commission's report *Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System*. These action items are expected to guide and shape the Committee's approach to accreditation within the context of its mandate.

Responsive client service for all stakeholders

The Accreditation Committee acknowledges that the College has a number of interested and affected educational partners, including the faculties of education that offer accredited programs of initial teacher education. Committee members exercise their responsiveness to program providers in a number of ways, including:

- Rendering accreditation decisions within reasonable timelines in accordance with the regulation
- Articulating conditions on accreditation requirements, if any, in a way that faculties understand what evidence is required in order to satisfy the requirement(s)



- Exercising a reasonable expectation for the accreditation period for a program of professional education in accordance with the regulation.

With respect to this third point, since the last report to Council, the Accreditation Committee received a request from a Faculty of Education to consider aligning the accreditation periods of their programs. In deliberating on this request, committee members drew on past decisions to assess potential risks and other relevant considerations. The request was approved, as it supported a more strategic and efficient use of resources across both the faculty and the College, exemplifying responsive client service.

Committee Mandate and Duties

The duties of the Accreditation Committee are outlined in Section 28 (5) of *Ontario Regulation 563/21 General* and are described in Appendix 1 of this document. Further, *Ontario Regulation 347/02, Accreditation of Teacher Education Programs*, describes the decision-rendering mandate of the committee.

This report to Council is organized within the [Objects of the College](#) and the current Strategic Plan (2024-2028). The report draws attention to:

- Decisions rendered pertaining to the accreditation of initial teacher education programs
- A forecast of upcoming decisions and anticipated accreditation reviews

Future Meeting Dates as of October 2025

- December 4, 2025
- December 5, 2025

Committee Members

- Catherine Foy (Chair from January 2024)
- Robert Kyle (Vice-Chair)
- Mitch Champagne, OCT (from January 2024)
- Brenda Brown
- Mitch Champagne, OCT
- Sam Eskenasi
- Yasir Khalid
- Cathy McCann-Kyte, OCT
- Jacques Pavesi, OCT

Roster Members (OCTs)

- Gayle Payette, OCT (from January 2025)
- Heather Watts, OCT (from January 2025)



- Maria Teresa Romero-Lopez, OCT (from January 2025)
- Shantal Clark, OCT (from January 2025)
- Carlana Lindeman, OCT (from January 2025)
- Diane Vetter, OCT (from May 2025)
- Todd Bright, OCT (from January 2024)
- Wendy Crocker, OCT
- Marilyn Dawson, OCT
- Dany Dias, OCT (from January 2024)
- Myke Healy, OCT
- Audrey Hensen, OCT
- Allison Holmes, OCT
- Douglas McDougall, OCT
- Thelma Sambrook, OCT (from January 2024)
- Jane Silva, OCT
- Simon Sutherland, OCT (until December 2024)
- Sébastien Villeneuve, OCT

Roster Members (non-OCTs)

- Diane Freeman
- Barbara Gough
- Larysa Grant
- Douglas Reynolds
- David Roy
- Suzanne Ruttan (until December 2025)
- Elina Chen (from January 2025)
- Janine Charland (from January 2025)
- Leisa Desmoulins (until December 2025)