



Ontario's Teaching Regulator
L'organisme de réglementation
de l'enseignement en Ontario

April 16, 2024

The Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto ON M7A 0B8

Dear Minister Lecce,

Re: Request for Regulatory Amendments (Historical)

We are writing to share Council's existing proposed amendments to:

- *Ontario College Teachers Act, 1996* (the "Act");
- O. Regulation 563/21 (General) (the "General Regulation");
- O. Regulation 176/10 (Teachers' Qualification Regulation) (the "Qualification Regulation");
- O. Regulation 347/02 (Accreditation of Teacher Education Programs) (the "Accreditation Regulation"); and
- R.R.O. 1990, Reg. 298: OPERATION OF SCHOOLS – GENERAL

The proposed amendments were previously approved by Council or by the Transition Supervisory Officer (the "TSO") in his capacity as Council.

The changes made to the Act in 2023 strengthen public protection, improve the well-being of students in Ontario, and enhance the efficiency of several regulatory processes. We wish to build on the enhancements made possible by the passage of Bill 98 last year.

The list of legislative changes previously approved by Council (or the TSO) is appended to this letter at Appendices "A", "B", "C", and "D". These amendments focus on four main areas that strengthen our ability to serve and protect the public interest, while also responding to emerging sectoral trends. These critical areas are: Public Protection, Operations, Licensure, and Accreditation.

The College is committed to working with staff in the Ministry and your office to prioritize the introduction of these legislative amendments.

Thank you in advance for your consideration of these amendments and your shared commitment to enacting these changes in the best interest of Ontario's students.

Sincerely,



Diana Miles
Chair of Council



Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Encl. Appendices "A", "B", "C", and "D"

DM/LL/SR/nw-pgt

APPENDIX “A”

Historical Proposed Legislative Amendments to the *Ontario College of Teachers Act* (the “Act”) and the General Regulation

PUBLIC PROTECTION

1. Evidence –Protected/ Privileged Information

The proposed amendment provides an override provision in the College's legislation that ensures the Act prevails in the event of a conflict with another Act or regulation preventing the disclosure of such information by the addition of relevant public organizations to s. 41 of the General Regulation, which outlines the list of bodies compellable by the College through s. 47 and s. 47.1 to provide information, including personal information within the meaning of the provincial privacy legislation as well as personal health care information, within the meaning of the *Personal Health Information Protection Act, 2004*. These additional entities could include the following: **Police, School boards**, Health care professionals, **Children's Aid Societies**, MAG, other professional regulators (emphasis added according to need, despite other suggested entities included in the brief to the TSO). (Please see Appendix “B” for further details on rationale for this proposed amendment).

2. Operations - Registrar’s Discretion Not to Investigate

The proposed amendment provides the Registrar with authority not to open an investigation file in certain, limited circumstances. It mirrors the powers granted to the Ontario Ombudsman (section 17 of the Ombudsman Act) and the Law Society of Ontario (section 49.3 of the Law Society Act). There is a growing volume of public complaints where the allegations are outside the College’s jurisdiction, or do not relate to professional misconduct, incompetence or incapacity or are frivolous, vexatious, an abuse of process, manifestly without substance or made for an improper purpose. There are also several public complaints against numerous members arising out of one alleged incident. In some cases, the College must open complaint files and seek direction from the Investigation Committee regarding 5 to 15 members alleged to have had a role in the matter when there is no regulatory issue to be considered.

This amendment would allow the Registrar to exercise limited discretion to screen out complaints that are unrelated to professional conduct, incompetence or incapacity or are frivolous, vexatious, trivial, an abuse of process, or unnecessary to protect the public interest (having regard to all the circumstances of the case). (Please see Appendix “C” for further details on rationale for this proposed amendment).

3. Operations - Notations for Withdrawn/Not Guilty

The proposed amendment would not require the College to post to the register notations made by the Discipline Committee or the Fitness to Practice Committee when a member is found not guilty of professional misconduct or has been found not to be incompetent or incapacitated or the Notice of Hearing has been withdrawn:

s. 23 (b.5) a notation of every decision of the Discipline Committee following a proceeding, together with a link to the decision as published on the College's website, except where a member has been found not guilty of professional misconduct or has been found not to be incompetent or incapacitated, or the Notice of Hearing has been withdrawn, unless upon request of the member:

4. Public Protection - Correction to Recent Remedial Training Amendment

The proposed amendment will correct a recent regulatory amendment allowing the Investigation Committee to direct remedial training but not being able to make any other dispositions. Sections 26(5)(d)(i and ii) provide:

s. take such action as it considers appropriate in the circumstances and that is not inconsistent with this Act, the regulations or the by-laws, including,

- (i) issuing a caution, reminder, advice or admonishment to the person complained against, ~~or~~ and/or
- (ii) requiring the member to complete remedial training or education.

5. Public Protection - Transition: *Safe and Supportive Classrooms Act, 2019* - Sexual Abuse

The proposed amendment would update the section of the Act to align with expanded definition of sexual misconduct against students.

Current: s. 63.2 Section 30.2, [of the Act], as amended by section 14 of Schedule 3 to the *Safe and Supportive Classrooms Act, 2019*, applies to an act of professional misconduct that consists of or includes sexual abuse of a student that occurred before the day section 22 of that Schedule came into force if no order has been made in respect of the matter under subsection 30 (4) of this Act before that day.

Proposed: s. 63.2 Section 30.2, [of the Act], as amended by section 14 of Schedule 3 to the *Safe and Supportive Classrooms Act, 2019*, applies to an act of professional misconduct that consists of or includes sexual abuse of a student, a prohibited act involving child pornography or a prescribed sexual act that occurred before the day

section 23 of that Schedule came into force if no order has been made in respect of the matter under subsection 30(4) of this Act before that day.

Historical - Proposed Amendment to the General Regulation

GOVERNANCE

1. Governance – Term Limits for Committee Members

The proposed amendments to the General Regulation would vary term appointments for Committee members to afford more flexibility in allowing members to take up posts:

1. Amend section 9(1) to permit appointments of “up to” 2 years.
2. Amend section 11(1) to add that the seat on the Selection and Nominating Subcommittee becomes vacant if the member is no longer a Council member.
3. Amend section 35(1) to add that Council can disqualify a person from continuing to serve because they exceed the six-year limit described in s. 3(2)(f).

Historical - Proposed Amendments to the Teachers' Qualification Regulation (the “Qualification Regulation”)

LICENSURE

1. Licensure – Accreditation of Teacher Education Programs

The proposed amendment would require that a program completed outside Canada be accredited and/or recognized by the teacher regulatory authority where the program was completed should be embedded in legislation to ensure consistent application of the Qualification Regulation parallel to the treatment of Ontario programs:

s.1 “program of professional education” means,

- (a) a program described in subsection 1 (2), (3) or (4) of the accreditation regulation that is accredited by the College, or
- (b) a teacher education program provided outside Ontario that is, ~~acceptable to the College and not substantially different from a program described in clause (a); (“programme de formation professionnelle”)~~

(i) acceptable to the College, and
(ii) not substantially different from a program described in clause (a) (“programme de formation professionnelle”), and
(iii) accredited, approved or recognized, as the case may be, by the teacher regulatory authority in the jurisdiction where it was completed and at the time it was completed, as a program leading to certification, licensure, registration or another form of official recognition granted by a teacher regulatory authority and that attests or attested to the person being qualified to practise the teaching occupation in an elementary or secondary school.

Similar references to this interpretation are found in Section 11 in the following subsections: 2(b)(ii), 3(c)(ii), 4(c)(ii), 5(b)(ii), and 5.1(b)(ii). As a result, the subsections will need to be amended accordingly.

Historical - Proposed Amendments to the Qualification Regulation and to the Accreditation of Teacher Education Programs Regulation

ACCREDITATION/ TEACHERS’ QUALIFICATIONS

1. Accreditation – Accreditation Committee Revocation Authority

The proposed amendment would provide the Accreditation Committee with the authority to revoke the accreditation of a program, or grant an extension to satisfy conditions, when conditions have not been satisfied within the time specified in the accreditation decision:

Accreditation with condition

16. (1) If accreditation is granted to a program with one or more conditions, the dean, director or other head of the program shall,

- (a) submit a plan to the Accreditation Committee within six months after receiving the decision, outlining the proposed methods and estimated time for satisfying the conditions; and
- (b) report annually to the Accreditation Committee on the progress in satisfying the conditions.

(2) If conditions imposed on a grant of initial accreditation or general accreditation are satisfied, the Accreditation Committee may issue an order to modify or remove such conditions as the Committee considers appropriate at the time the order is issued.

(3) If the Accreditation Committee has reason to believe that the conditions imposed

on a grant of initial accreditation or general accreditation have not been satisfied within the time specified in the decision, the Accreditation Committee shall notify the provider and request the provider to make written submissions as to whether the condition or conditions have been satisfied or as to why additional time is required to satisfy the conditions.

(4) The Accreditation Committee shall consider any written submissions provided to it under subsection (3) and may issue a decision,

(a) to revoke accreditation of the program;

(b) to extend the time period to satisfy conditions as set out in the accreditation decision; or

(c) to modify any condition imposed in the accreditation decision.

(5) The Accreditation Committee shall issue its decision in writing and shall include its reasons for the decision and the facts on which the decision is based.

(6) The Accreditation Committee shall provide a copy of its decision and reasons to the Registrar and the provider.

2. Ministry Request – Employment of Transitional Certificate Licensees and Recommendation to Restrict Transitional Certificate Holders from Practising Outside their Subject/ Divisions

Like Multi-session Transitional Certificate of Qualification and Registration (TCQR) licensees, TCQR licensees are only partway through their initial teacher education program and are, presumably, less qualified or able to perform work outside of their respective subject/division of qualification. As such, the same teacher assignment restriction on teaching outside of subject/division should apply for TCQR holders as it does for multi-session TCQR holders in order to reduce risks to student learning or safety.

The following amendment to s. 19(4)(a) of Revised Regulation of Ontario 298 is recommended to read:

19(4)(a) An agreement under subsection (3) respecting the assignment or appointment of a teacher to teach in a division or to teach a subject for which he or she does not hold a qualification,

(a) shall not be made in respect of a teacher who holds, or is deemed to hold, a multi-session transitional certificate of qualification and registration or a transitional certificate of qualification and registration under the teachers' qualifications regulation (O. Reg. 298/19/4);

3. The Qualification Regulation – Teaching Students with Communication Needs (Autism Spectrum Disorders)

The proposed amendment would recategorize this Additional Qualification, which is currently listed as a Schedule C Additional Qualification under the Qualification Regulation to three-class specialist course listed under Schedule D of the Qualification Regulation.

4. Accreditation and General Regulation – Additional Qualification Review Authority

The proposed amendment to the Accreditation Regulation and the General Regulation are required to transfer the authority to determine whether Additional Qualifications continue to qualify for accreditation from the Accreditation Committee to the Standards of Practice and Education Committee. This transfer of authority would accurately reflect the work and distinct roles of each committee. The authority to grant initial accreditation to Additional Qualifications would remain with the Registrar.

5. Teachers' Qualification Regulation – Additional Qualification Name Change

The proposed amendment to the Qualification Regulation would change the name of the “Anti-Black Racism” Additional Qualification to “Addressing Anti-Black Racism to Change Pedagogy and Practice.”

6. Transfer Authority for AQ Name and Schedule Changes from the Regulations to the Bylaws

The proposed Act amendment would transfer authority for AQ name and Schedule changes from the regulations to the bylaws – it is a red tape reduction amendment that would permit the College to make these changes without necessitating going through the regulatory amendment process. The proposed Act amendment was contained in a May 10, 2021 letter from the TSO to the Minister:

Current:

Regulations made by Council

40 (1) Subject to the approval of the Lieutenant Governor in Council and with prior review by the Minister, the Council may make regulations:

22. respecting the development, provision and accreditation of educational programs leading to qualifications of members additional to those required for a certificate of qualification and registration, including but not limited to additional qualifications as a supervisory officer;

Proposed:

By-laws made by Council

41 (1). *The Council may make by-laws relating to the administrative and domestic affairs of the College including but not limited to by-laws,*

36. *respecting the development, provision and accreditation of educational programs leading to qualifications of members additional to those required for a certificate of qualification and registration, including but not limited to additional qualifications as a supervisory officer;*

7. The Qualification Regulation and the Accreditation Regulation – Historical Housekeeping Amendments

The proposed amendments would, among other things, minimize duplication, ensure compliance placed upon the accreditation of teacher education programs, and remove outdated sections of the Accreditation Regulation. (Please see Appendix “D” for further details on the proposed historical amendments).

APPENDIX "B"

The College's Current Practices for Obtaining Information on Criminal Proceedings

(1) Posting of Criminal Charges to the Public Register

In some circumstances, criminal charges against a member of the College are disclosed to the public through media reports but are not immediately posted to the College's public register. This discrepancy has been noted by the Ministry of Education on several occasions. The issue is one of access to appropriate substantiating documents. When the College receives information that one of its members has been charged, the College cannot rely on media reports to post charges to its public register. Media reports often lack sufficient detail and/or contain erroneous information, which if relied on and later proven to be inaccurate or incomplete, could cause reputational damage to the College and/or undue harm to the member who is the subject of the charge(s).

Instead, the College primarily relies on the Courts to provide it with charging documents which provide an accurate account of the timing and nature of the charge(s) a member is facing. Unfortunately, the Courts do not always respond to the College in a timely manner which leads to a delay in posting the charge(s) and/or restrictions on a member's eligibility to teach.

The College can also rely on police documents, such as a Recognizance or an undertaking given to a police officer, but not all police forces are willing to disclose this information under current Freedom of Information and Protection of Privacy Act/Municipal Freedom of Information and Protection of Privacy Act provisions; some do while others do not.

Finally, the College posts criminal charges and release conditions when they are self-reported by a member.

In summary, the College must rely on charging documents or a member's self-report prior to posting charges to the public register.

(2) Timely Completion of Thorough Investigations

Public awareness of the College's regulatory role and the number of matters being investigated by the College are at an all-time high. In an era where the College is investigating an ever-increasing number of cases, the College requires responsive legislative tools to carry out its mandate. The relevant regulations (s. 41 of the General Regulation, which outlines the list of bodies compellable by the College through s. 47 and s.

47.1 to provide information) require amendments to investigate and dispose of complaints that often require obtaining evidence from third parties.

Similar to obtaining police evidence for the purpose of posting criminal charges to the public register, the College follows the same section 36 process described above to obtain investigation files from the police and the CAS. This contributes to delays. There is no uniformity in the response by police forces or the CAS to a College Summons. Many police forces do not fully comply with the Summons and redact parts of the information that they provide. There have been occasions where CAS has refused to comply with the Summons, citing provisions in the *Child, Youth and Family Services Act, 2017* and arguing that the College lacked the necessary jurisdictional authority to require compliance with its Summons as grounds for their refusal. On other occasions, the CAS has provided very basic information (i.e., not their entire file) to the College.

More recently, the College has also noted that school boards have not provided complete unredacted files to the College, which is why the College is also requesting that they be added to s. 41 of the General Regulation to avoid any confusion of what their obligations are to the College.

The issues set out above could be resolved by clear language in s. 41 of the General Regulation that would require police, the CAS and school boards to provide the College with complete and unredacted investigation files. The provisions provided under s. 48 of the Act sufficiently protect the identities and personal information of the individuals named in these third-party investigation files. The College has a robust process for redacting personal information at the investigation and prosecution stages and in the decisions and reasons of the College's Discipline Committee. The College's legislation should be amended to allow it to continue to fulfill its public protection mandate.

APPENDIX “C”

Registrar’s Discretion Not to Investigation - Rationale

Background

In 2023, the College received 1,127 expressions of concern from members of the public. Where appropriate, the College’s Intake staff work diligently to reroute those concerns to other forums (e.g., local resolution at the school or board level), or to advise originators that their concerns fall outside the College’s jurisdiction (e.g., a concern about how a federation failed to represent a member in a labour-employment matter).

However, given how section 26 of the *Ontario College of Teachers Act* (the “Act”) is drafted, members of the public can insist that a complaint be initiated. When that occurs, the assigned investigator must review the file, interview the complainant and draft materials (i.e., an Investigation Plan and the allegations set out in a Request to Initiate Investigation form) that must be reviewed by the Manager or Senior Investigator. One aspect of this review process is that the Manager/Senior Investigator and the Investigator will agree that a file is suitable for Request for Direction, which is a process whereby, pursuant to section 26(2) of the Act, a file is brought to a panel of the Investigation Committee to determine if any of the allegations ought to be investigated. The test under section 26(2) of the Act is:

- (2) Despite subsections (1) and (1.2.2), the Investigation Committee shall refuse to consider and investigate a complaint if, in its opinion,
 - (a) the complaint does not relate to professional misconduct, incompetence or incapacity on the part of a member;
 - (b) the complaint is frivolous, vexatious, an abuse of process, manifestly without substance or made for an improper purpose;

Once the review of the Investigation Plan and Request to Initiate Investigation form is completed, the Request to Initiate Investigation form is sent to the originator for signature. The originator may engage in back-and-forth communications with the Investigator regarding the allegations in the Request to Initiate Investigation form before signing it.

Once the Request to Initiate an Investigation form is signed, the Investigator must collate the file and provide it to College staff who schedules it on a three-member Investigation Committee panel agenda as a Request for Direction matter. The three members of the panel are provided with the material approximately two weeks in advance. Each member of the panel must review the materials and, at the panel meeting, discuss the file and decide whether to investigate the allegations. In many files, there will be multiple allegations that the panel must consider. Under the Act, the Investigation Committee must release a written decision and reasons regarding the Request for Direction. The decision and reasons are

prepared by the Investigation Committee panel that considers the matter and staff who support the panel's decision-writing.

Request for Direction Statistics

In 2023, the Investigation Committee considered 53 Request for Direction files. When a matter is sent for a Request for Direction, the College is not always seeking direction on all the allegations but it is open to the Investigation Committee panel that considers the matter to direct that none, some or all allegations be investigated. The number of allegations considered totaled 224. The Investigation Committee directed that 166 allegations (74%) not be investigated and that 58 allegations (26%) be investigated.

Proposed Criteria that the Registrar will use in Determining Whether to Close a Concern

The criteria that the Registrar would use with respect to public concerns are taken from various other regulators that permit their Registrar or equivalent not to investigate a matter as well as criteria followed by the College's Investigation Committee include:

1. if another body (that could include the Human Rights Tribunal of Ontario, the Ombudsman and, in some cases, an employer) has investigated the same complaint and disposed appropriately addressed it;
2. the matter is old and not serious, such as a teacher being rude to a parent only to be reported by the parent several years later because the parent later had a disagreement with the teacher. (i.e., this would not include complaints of historic sexual abuse) and it may pose fairness issues for the member who is being complained about (e.g., loss of records due to the passage of time, lost potential witnesses, fading of memories);
3. the matter may relate to professional misconduct but is so minor as not to warrant the use of College resources to investigate, such as the teacher making a negative comment on a test about the student but where the school and school board had already taken remedial action against the teacher;
4. the matter is not related to the protection of students, such as the member having a disagreement with their neighbour about a barking dog and the neighbour making a complaint about the member's dog to the College; and
5. the matter is related to an employment concern between members, is unlikely to amount to professional misconduct, and would best be addressed through an originator's federation or affiliate and/or employer, such as the member being late for a meeting with their supervisor.

Why This Amendment Is Needed

One example of a matter that required a Request for Direction involved a complaint against College staff, alleging his failure to amend the College's Standards of Practice. The Council is responsible for the Standards of Practice and despite College Intake staff advising the originator of that, she insisted on having the matter investigated. The panel that considered the matter had to review voluminous materials, including multiple links to other documents. The panel directed that the allegations not be investigated.

A second example that required a Request for Direction, was an originator who made complaints against 15 members of the profession. The complaint initially related to a principal allegedly fabricating the originator's son's blood sugar level test (the child was a diabetic) and then expanded to many other members because of their alleged involvement in the fabrication of the blood sugar level test. One panel meeting day had to be devoted to all 15 complaints. Although many of the documents were the same in each file, the panel had to review 966 documents from the originator. The panel directed that none of the allegations in the 15 complaints be investigated.

Pursuing these complaints is not in the public interest and takes valuable staff resources and time away from investigating complaints about conduct that puts student safety or learning at risk.

Other Regulatory Bodies

There is precedent for allowing a regulatory body or the body that governs complaints about public sector bodies to exercise discretion regarding the investigation of complaints.

Section 49.3(1) of the *Law Society Act* provides the Law Society with discretion not to investigate matters. Section 49.3(1) states:

49.3 (1) The Society may conduct an investigation into a licensee's conduct if the Society receives information suggesting that the licensee may have engaged in professional misconduct or conduct unbecoming a licensee.

Section 17(1) of the *Ombudsman Act* provides the Ombudsman with discretion not to investigate matters. Section 17(1) states:

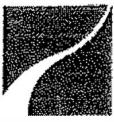
17(1) If, in the course of the investigation of any complaint within his or her jurisdiction, it appears to the Ombudsman,

(a) that under the law or existing administrative practice there is an adequate remedy for the complainant, whether or not the complainant has availed himself, herself or itself of it; or

(b) that, having regard to all the circumstances of the case, any further investigation is unnecessary, the Ombudsman may in his or her discretion refuse to investigate the matter further.

Conclusion

At a time when the number and complexity of concerns made to the College are increasing, this amendment would allow for a more robust approach in screening out complaints that are frivolous, vexatious, trivial, an abuse of process, or unnecessary to protect the public interest.



July 12, 2018

The Honourable Lisa Thompson
Minister of Education
22nd Floor, N\owat Block
900 Bay Street
Toronto ON Mi'A 1L2

Dear Minister Thompson,

Re: Amendments to Accreditation and Teachers' Qualifications Regulations

At its June 7-8, 2018 meeting, College Council recommended to the Minister of Education that changes be made to the Accreditation of Teacher Education Programs Regulation (Regulation 347/02) and the Teachers' Qualification Regulation (Regulation 176/10).

Accreditation Regulation Amendments

At the recommendation of the Accreditation Committee, Council approved amendments to the Accreditation Regulation in order to:

1. Make housekeeping changes to the regulation, including the minimizing of duplication (these amendments are contained in a document entitled "Regulation 347/02: Accreditation of Teacher Education Programs- Proposed Amendments" which is set out at Appendix "A"); and
2. Allow the Accreditation Committee to ensure compliance with conditions placed upon the accreditation of teacher education programs (these amendments are contained in a document entitled "Compliance - Program of Professional Education Accredited with Conditions" which is set out at Appendix "B").

At its June 7-8, 2018 meeting Council approved the following motions:

That Council approve the proposed amendments to the Accreditation Regulation outlined in the document titled "Regulation 347/02: Accreditation of Teacher Education Programs - Proposed Amendments" GC201607•40, Attachment 1.

That Council approve the proposed amendments to the Accreditation Regulation outlined in the document titled "Compliance - Program of Professional Education Accredited with Conditions" GC201607-40, Attachment 2.

Teachers' Qualifications Regulation

At the recommendation of the Standards of Practice and Education Committee, Council approved the following motion:

That Council recommend to the Minister of Education that:

- 1. the following Additional Qualifications be revoked in O. Reg. 176/10, Teachers' Qualifications Regulation:**
 - *Teaching Students Who Are Deaf or Hard of Hearing- American Sign Language (ASL)*
 - *Teaching Students Who Are Deaf or Hard of Hearing - Langue des signes quebecoise (LSQ)*
 - *Teaching Students Who Are Deaf or Hard of Hearing- Aural and Oral Communication*
- 2. an Additional Qualification entitled, *Teaching Students who are Deaf or Hard of Hearing Program* be enacted within O. Reg. 176/10, Teachers' Qualifications Regulation**

The College looks forward to working on the amendments with Ministry officials in the near future.

Sincerely,



Nicole van Woudenberg, OCT
Chair of Council



Michael Salvatori, OCT
Chief Executive Officer and Registrar

Regulation 347/02: Accreditation of Teacher Education Programs - Proposed Amendments

The College regularly reviews its processes, policies and regulations for currency, and to ensure they reflect best and contemporary practices in the organization and the field. Recently, the College undertook a review of Regulation 347/02, Accreditation of Teacher Education Programs, which deals with the accreditation of initial and continuing education programs in Ontario.

The scope of the review had two main elements: to ensure the provisions in the regulation were current and clear, and to remove duplicate, spent or confusing content. This exercise resulted in a series of proposed "housekeeping amendments" to the regulation, which are described in the pages that follow.

Outside of the scope of the review were substantive policy changes, including changes to initial teacher education program content. Although there are number of proposed amendments, the basic structure of the regulation, and the powers, functions and operations that it describes, are not proposed to be changed.

College staff conducted the review, and input was provided by staff in a variety of operational areas of the College with subject matter expertise. Staff were asked to consider the current regulation and identify opportunities for amendments that would accomplish the following outcomes:

- further streamlining of accreditation review administration and processes
- clarifying specific requirements for program accreditation, where ambiguity exists
- modernizing terminology to reflect sector practices.

Current Regulation 347/02		Explanation
<p>Interpretation</p> <p>1. (1) In this Regulation, "accredited program" means a program of professional education or a program of additional qualification,</p> <p>(a) that is accredited under this Regulation, or (b) that was approved by the College before this Regulation came into force; ("programme agree")</p>	<p><u>(1, j that was approved by the College before this Regulation came into force; ("programme agree")</u></p>	<p>The section refers to programs that had been approved by the College before the regulation was introduced in 2002. As these programs have all since been reaccredited, this section of the regulation should be deleted.</p>
<p>Requirements for Accreditation</p> <p>9. (1) A program of professional education may be granted accreditation under this Regulation if the following requirements are satisfied:</p> <p>1. The provider of the program is a permitted institution.</p> <p>1.1 The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).</p> <p>2. The program has a clearly delineated conceptual framework.</p> <p>3. The design of the program is consistent with and reflects,</p> <p>i. the College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession",</p> <p>ii. current research in teacher education, and</p>		<p>This section sets out requirements that an initial teacher education program must meet to be accredited by the College.</p>

Current Regulation 347/02	Amendment	Explanation
<p>iii. the integration of theory and practice in teacher education.</p> <p>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.</p> <p>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.</p> <p>5. The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.</p> <p>6. The program's format and structure are appropriate for the course content.</p> <p>7. Students are assessed and informed of their progress on an ongoing basis throughout the program.</p> <p>8. The program includes a practicum that satisfies the requirements set out in subparagraph 2 v of subsection 1 (2) and subsection (2).</p> <p>9. Successful completion of the practicum is a requirement for successful completion of the program.</p>	<p>4. <u>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.</u></p> <p>5. The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.</p>	<p>With the introduction of the enhanced teacher education program, this content is now contained in Schedule 1 and other areas in the regulation, making this section redundant.</p> <p>The amendment proposes deleting the word "theory" from the course content requirement.</p> <p>"Theory" is listed explicitly under Schedule 1 of the regulation. The Accreditation Resource Guide, which interprets Schedule 1, makes an explicit link that knowledge (theory) and skills (practice) will be connected to and reflected in both course work and practicum. Theory and practice are embedded in every course and practicum experience. Theory and practice are also linked in requirements 3, 3.1 and 5 requiring programs to provide candidates with the knowledge and skills in the elements set out in Schedule 1.</p>

Current Regulation 347/02	Proposed Amendment	Explanation
<p>10. The teaching method courses in the program are appropriate in relation to the divisions to which they relate.</p> <p>11. The teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education.</p> <p>12. The faculty members teaching the program are an appropriate combination of,</p> <ul style="list-style-type: none"> 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. <p>13. The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.</p> <p>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.</p> <p>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. 0. Reg. 347/02, s. 9 (l); 0. Reg; 182/10, s. 4 (1, 2); 0. Reg. 283/13, s. 2.</p>	<p>11. The teaching theory and foundation courses in the program includes courses content on human development and learning and on the legislation and government policies relating to education.</p>	

Current Regulation 347/02	Proposed Amendment	Explanation
<p>(2) The requirements for the practicum portion of the program are as follows:</p> <ol style="list-style-type: none"> 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: 0. Reg. 182/10, s. 4 (3). 3. The practicum enables every student to participate in settings related to, <ol style="list-style-type: none"> i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student. <ol style="list-style-type: none"> 4. An experienced teacher supervises the students and assesses their practicum. <p>A faculty member is appointed as an advisor for each student. 0. Reg. 347/02, s. 9 (2); 0. Reg. 182/10, s. 4 (3); 0. Reg. 240/14, s. 3.</p>		

Current Regulation S47702	Proposed Amendment	Explanation
<p>Accreditation Period, Harmonization</p> <p>15.1 (1) On May 1, 2009, the current general accreditation period of any program that, on or before that day, has been granted general accreditation is deemed to be extended to seven years or such shorter period of time as may be requested by the permitted institution that provides the program or agreed to by the Accreditation Committee and the permitted institution. O. Reg. 181/09, s. 2.</p> <p>(2) If, on May 1, 2009, a permitted institution provides more than one program that has been granted general accreditation, then,</p> <p>(a) despite subsection (1) and paragraph 5 of subsection 15 (1), the current general accreditation period of every such program shall expire on the next earliest expiry date of any such program's general accreditation period; and</p> <p>(b) subsequently, the programs shall have the same general accreditation period for every period or renewal. O. Reg. 181/09, s. 2.</p> <p>(3) If a permitted institution provides one or more programs that have been granted general accreditation and subsequently, another program of the institution is granted general accreditation, then,</p> <p>(a) despite paragraph 5 of subsection 15 (1), the first general accreditation period for that program shall expire on the same day that the general accreditation period for the permitted</p>	<p>Accreditation Period, Harmonization</p> <p>15.1(I) On May 1, 2009, the <u>am:em genel'al acG"editatioo</u> peried ef any pl'egFam that, en 91' befe1=e that day, has been gFanted <u>general aeeFeditatien</u> is <u>deemed</u> te be <u>euended</u> te seven yeMs 91' <u>meh</u> sher:tel' peried ef ame as may he <u>FeCfHsted</u> by the <u>pe'l'Rlitted institlm8n</u> that pl'EFJides the <u>pl'OgF&m</u> 91' <u>OgFeed</u> te by the <u>A'leFeditaueu Cemmittee</u> and the permitted iestitmiee. <u>O. Reg. 181/091 s. 2.</u></p> <p>U:, en May 1, 2009, a <u>peFmitted iestmmen</u> f)F8'Jides m9Fe than ene f)F8gFalli that has been <u>gnmtded geeel'al aeeFeditatieni</u> then,</p> <p>(a) <u>deSf)Ke subseeaeB (I)</u> aed <u>pu:agraph 5</u> of <u>subsee:ien 15 00.</u> the ail'T'enl ge&el'al aeeFeditatien f)efied ef .e.,et=y sYeh t)FegFam shall e*piFe ee the R@'lff @al'liest e*piey date of any saeh f'l'8gFam's geneFal aeeFeditatieR <u>period; and</u></p> <p>(b) <u>&Ye&elJ:lentiv:.</u> the pl'BgFams shall ha,,;e the same geReFal aeel'editatieR peFied feF e>i'elo/ <u>peFi.ed eF Feee•Nal. O. Reg. 181/09, s. 2.</u></p>	<p>This section was written to enable a one-time opportunity to "harmonize" the accreditation periods of programs as at May 1, 2009. At that time, the accreditation periods of all accredited programs were extended to a maximum of seven years. The provision also allowed institutions with more than one accredited program to harmonize the expiry dates of all programs to a single date. With accreditation periods harmonized at each permitted institution, this section is no longer required and should be deleted.</p>

Current Regulation 347/02	Amendment	Explanation
<p>institution's other program or programs next expires; and</p> <p>(b) subsequently, the program shall have the same general accreditation period as the other program or programs provided by the permitted institution for every period or renewal. 0. Reg. 181/09, s. 2.</p> <p>(4) Despite anything in this section, if the accreditation period of a program provided by a permitted institution is deemed to continue under subsection 15 (2) until a day determined under that subsection, and the permitted institution provides more than one program that has been granted general accreditation,</p> <p>(a) the next accreditation period for that program shall begin on the day a decision is issued by the Accreditation Committee and expire on the same day that the general accreditation period fo_r the permitted institution's other program or programs next expires; and</p> <p>(b) subsequently, the program shall have the same general accreditation period as the other program or programs provided by the permitted institution for every period or renewal. 0. Reg. 181/09, s. 2.</p> <p>(5) If clause (2) (a), (3) (a) or (4) (a) would result in a program having a general accreditation period of less than one year, then for the next general accreditation period, no renewal application or review is required and the program's accreditation is deemed to be renewed. 0. Reg. 181/09, s. 2.</p>	<p>(5) If clause {2}-{a}.- (3) (a) or (4) (a) would result in a program having a general accreditation period of less than one year, then for the next general accreditation period, no renewal application or review is required and the program's accreditation is deemed to be renewed. 0. Reg. 181/09, s. 2.</p>	<p>The proposed deletion of Clause (2) (a) as explained above, would require the deletion of its reference in Clause 5.</p>

Current Regulation 347/02	Proposed Amendment	Explanation
<p>Transitional</p> <p>15.2 (1) Where a program of professional education is or was accredited or accredited with conditions, and the expiry date of the accreditation period is after August 31, 2013 but before September 1, 2015, the accreditation period may be extended to a date no more than three years after that expiry date, if the extension is agreed to in writing by the Accreditation Committee and the provider offering the program. O. Reg. 283/13, s. 4.</p> <p>(2) A program of professional education that is accredited or accredited with conditions immediately before September 1, 2015 is deemed to remain accredited or accredited with conditions, as the case may be, until the Accreditation Committee reviews the verification report submitted by the provider offering the program under subsection (3) and the Accreditation Committee has issued a decision on the continued accreditation of the program under subsection (5), subject to the Accreditation Committee's powers under section 16 and sections 18 to 21, and the Accreditation Appeal Committee's powers under section 44. O. Reg. 283/13, s. 4.</p> <p>(3) A provider offering a program of professional education that is accredited, or accredited with conditions, as of September 1, 2015 shall submit a verification report to the Accreditation Committee, in a form approved by the Accreditation Committee, on or before March 1, 2016, verifying that the program meets the accreditation requirements of</p>	<p>Transitional</p> <p><u>15.2 (1) Where a program of professional education is or was accredited or accredited with conditions, and the expiry date of the accreditation period is after August 31, 2013 but before September 1, 2016, the accreditation period may be extended to a date no more than three years after that expiry date, if the Accreditation Committee and the provider offering the program agree in writing by the Accreditation Committee and the provider offering the program.</u></p> <p><u>(2) A program of professional education that is accredited or accredited with conditions immediately before September 1, 2016 is deemed to remain accredited or accredited with conditions, as the case may be, until the Accreditation Committee reviews the verification report submitted by the provider offering the program under subsection (3) and the Accreditation Committee has issued a decision on the continued accreditation of the program under subsection (5), subject to the Accreditation Committee's powers under sections 16 and sections 18 to 21, and the Accreditation Appeal Committee's powers under section 44. O. Reg. 283/13, s. 4.</u></p> <p><u>(3) A provider offering a program of professional education that is accredited, or accredited with conditions, as of September 1, 2015 shall submit a verification report to the Accreditation Committee, in a form approved by the Accreditation Committee, on or before March 1, 2016, verifying that the program meets the accreditation requirements of</u></p>	<p>The section deals with a one-time activity in 2016 to support the system-wide transition from a one-year to a four-semester enhanced teacher education program.</p> <p>With that activity now complete, the provisions are no longer required and should be deleted.</p>

Current Regulation 347/02	Proposed Amendment	Explanation
<p>this Regulation as they will read on September 1, 2015. 0. Reg. 283/13, s. 4.</p> <p>(4) Modifications made to a program in order to meet the accreditation requirements of this Regulation as they will read on September 1, 2015 are deemed not to constitute a substantial change of the program under subsection 10 (2) or section 21. 0. Reg. 283/13, s. 4.</p> <p>(5) The Accreditation Committee shall review each verification report submitted under subsection (3) and shall issue a decision,</p> <p>(a) confirming that the program fully or substantially satisfies the requirements for accreditation and confirming the accredited status, or the accredited status with conditions, as the case may be, of the program;</p> <p>(b) confirming that the program substantially satisfies the requirements for accreditation and adding conditions for the continued accreditation of the program or changing conditions previously imposed on accreditation; or</p> <p>(c) revoking accreditation of the program if the Accreditation Committee finds that the program does not substantially satisfy the requirements for accreditation. 0. Reg. 283/13, s. 4.</p> <p>(6) The decision of the Accreditation Committee under subsection (5) must be in writing and must include the reasons for the Accreditation</p>	<p>this Regulation as they will read on September 1, 2015. 0. Reg. 283/13, s. 4.</p> <p><u>(4) Modifications made to a program in order to meet the accreditation requirements of this Regulation as they will read on September 1, 2015 are deemed not to constitute a substantial change of the program under subsection 10 (2) or section 21. 0. Reg. 283/13, s. 4.</u></p> <p><u>(5) The Accreditation Committee shall review each verification report submitted under subsection (3) and shall issue a decision,</u></p> <p><u>(a) confirming that the program fully or substantially satisfies the requirements for accreditation and confirming the accredited status, or the accredited status with conditions, as the case may be, of the program;</u></p> <p><u>(b) confirming that the program substantially satisfies the requirements for accreditation and adding conditions for the continued accreditation of the program or changing conditions previously imposed on accreditation; or</u></p> <p><u>(c) revoking accreditation of the program if the Accreditation Committee finds that the program does not substantially satisfy the requirements for accreditation. 0. Reg. 283/13, s. 4.</u></p> <p><u>(6) The decision of the Accreditation Committee under subsection (5) must be in writing and must include the reasons for the Accreditation</u></p>	

Current Regulation 347/02	Proposed Amendment	Explanation
<p>Committee's decision and the facts on which the decision is based. O. Reg. 283/13, s. 4.</p> <p>(7) The Accreditation Committee shall provide a copy of its decision under subsection (5) to the Registrar and the provider. O. Reg. 283/13, s. 4.</p> <p>(8) A decision of the Accreditation Committee under subsection (5) shall not extend the expiry date of a program's accreditation, but this does not prevent the provider from making a separate application to the Accreditation Committee for an extension. O. Reg. 283/13, s. 4.</p>	<p><u>Committee's decision and the facts on which the decision is based. O. Reg. 283/13, s. 4.</u></p> <p><u>(7) The Accreditation Committee shall provide a copy of its decision under subsection (5) to the Registrar and the provider. O. Reg. 283/13, s. 4.</u></p> <p><u>(8) A decision of the Accreditation Committee under subsection (5) shall not extend the expiry date of a program's accreditation, but this does not prevent the provider from making a separate application to the Accreditation Committee for an extension. O. Reg. 283/13, s. 4.</u></p>	
<p>Accreditation with condition</p> <p>16. (1) If accreditation is granted to a program with one or more conditions, the dean, director or other head of the program shall,</p> <p>(a) submit a plan to the Accreditation Committee within six months after receiving the decision, outlining the proposed methods and estimated time for satisfying the conditions; and</p> <p>(b) report annually to the Accreditation Committee on the progress in satisfying the conditions. O. Reg. 347/02, s.16(1).</p> <p>(2) If conditions imposed on a grant of initial accreditation or general accreditation are satisfied, the Accreditation Committee may issue an order to modify or remove such conditions as the Committee considers appropriate at the time the order is issued. O. Reg. 347/02, s. 16 (2).</p>		<p>A separate briefing note regarding a proposed amendment to this section has been prepared for the consideration of the Accreditation Committee.</p>

Current Regulation 347/02	Proposed Amendment	Explanation
<p>Requirements for Accreditation</p> <p>24. A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:</p> <ol style="list-style-type: none"> 1. The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College. 2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program. 3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study. 4. The course content of the program makes appropriate provision for the application of theory in practice. 5. The program's format and structure are appropriate for the course content of the program. <p>5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.</p>		<p>This section deals with the requirements for accreditation of an additional qualification program.</p>

curre	347/02	Proposed Amendment	Explanation
<p>6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.</p> <p>7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.</p> <p>8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.</p> <p>9. The provider 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. O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.</p>		<p>7. The majority of the educators teaching the program <u>are teachers</u> who have Ontario teaching experience relevant to the program.</p> <p>8. The provider maintains adequate internal controls to preserve the integrity of <u>candidate</u> records relating to the program.</p>	<p>This proposed revision is intended to clarify that the majority of the instructors of an additional qualification program are College members, and adds the term "teacher." The term "teacher" is defined in the <i>Education Act</i> as "a member of the Ontario College of Teachers." This addition is also intended to clarify that the teacher has teaching experience gained in Ontario that is relevant to the additional qualification program.</p> <p>This revision is proposed to use terminology that is used in the sector and in other College regulations. The change would consistently describe "candidates" instead of "students" when referring to additional qualification programs.</p>
<p>Programs for Prncipal's Qualflcatlons</p> <p>24.2 (1) A program leading to a part 1 principal's qualification may be granted accreditation under this Regulation if the program,</p> <p>(a) satisfies the requirements set out in section 24; and</p>			

Current Regulation 347/02	Proposed Regulation	Explanation
<p>(b) consists of at least 125 hours of work acceptable to the Registrar. O. Reg. 182/10, s. 9.</p> <p>(2) A program leading to a part 2 principal's qualification may be granted accreditation under this Regulation if the program,</p> <p>(a) satisfies the requirements set out in section 24;</p> <p>(b) consists of at least 125 hours of work acceptable to the Registrar; and</p> <p>(c) requires successful completion of a leadership practicum acceptable to the Registrar as a condition for successful completion of the program. O. Reg. 182/10, s. 9.</p> <p>(3) A leadership practicum referred to in clause (2) (c) or any part of such a practicum may be undertaken at the same time as a program leading to a part 1 or part 2 principal's qualification or in the period between the programs. O. Reg. 182/10, s. 9.</p>	<p>(3) Components of the leadership practicum referred to in clause (2) (c) or any part of such a practicum may be undertaken at the same time as a program leading to a part 1 or part 2 principal's qualification or in the period between the programs. O. Reg. 182/10, s. 9.</p>	<p>This proposed revision would clarify that components of the practicum, in addition to the practicum as a whole, may be taken at the same time as coursework in the Principal's Qualifications Program.</p>
<p>Program for the Supervisory Officer's Qualification</p> <p>24.3 A program leading to the supervisory officer's qualification may be granted accreditation under this Regulation if the following requirements are satisfied, in addition to the requirements set out in section 24:</p> <p>1. The program consists of,</p> <p>i. four instructional modules, each consisting of at least 50 hours of instruction, and</p>	<p>Program for the Supervisory Officer's Qualification</p> <p>24.3A program leading to the supervisory officer's qualification may be granted accreditation under this Regulation if the following requirements are satisfied, in addition to the requirements set out in section 24:</p> <p>1. The program consists of,</p> <p>iii. four instructional modules, each consisting of at least 50 hours of instruction, and</p>	

Current Regulation 347/02	Proposed Amendment	Explanation
<p>ii. one module consisting of at least 50 hours of practical experience in the workplace.</p> <p>2. The instructional modules provide instruction that, in the opinion of the Registrar, is relevant to the position of supervisory officer in the following subjects:</p> <ul style="list-style-type: none"> i. Statutes, regulations and government policies affecting education in Ontario. ii. Curriculum guidelines and other reference material pertaining to elementary and secondary education in Ontario. <p>3. The program includes study of theories and practices of supervision, administration and business organization. O. Reg. 182/10. s. 9.</p>	<p>iv. one leadership practicum module consisting of at least 50 hours related to the role of the supervisory officer.</p> <p>2. <u>The instructional modules, in the opinion of the Registrar, allow for inquiry into the following essential components to the role of the supervisory officer:</u></p> <ul style="list-style-type: none"> i. <u>System level leadership, critical inquiry and organizational change</u> ii. <u>Legislation, regulation, policies, curriculum, frameworks strategies and resources affecting education in Ontario</u> <p>3. <u>The program includes study of theories and practices of leadership, supervision, administration and business organization.</u></p>	<p>This proposed revision is to provide more specific language to describe the 50 hour practicum as a "leadership practicum" and specifying that it is to be related to the role of the supervisory officer.</p> <p>The proposed amendments would provide clarity in the language to describe modules in the SOQP and reflect current policy.</p>
<p>Application for Accreditation</p> <p>25. (1) Before a provider offers a new program of additional qualification, it shall apply to the Registrar for accreditation of the program and pay the application fee prescribed by the College by-law. O. Reg. 347/02, s. 25 (1); S.O. 2009, c. 33. Sched. 13. s. 3 (1).</p> <p>(2) For the purposes of subsection (1), a provider shall be deemed to offer a new program of additional qualification if it substantially changes the character, duration or components of a program of additional qualification previously provided. O. Reg. 347/02. s. 25(2).</p> <p>(3) An application under subsection (1) shall include the following:</p>		

Current Regulation 347/02	nt	Explanation
<p>1. A written self-appraisal report of the program, prepared by the provider, that indicates the ways in which the program satisfies the requirements for accreditation.</p> <p>2. Information on the provider's governance and accountability structures relating to the program, including the terms of reference of its Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.</p> <p>2.1 Confirmation that the provider will inform the Registrar, in such manner as the Registrar directs, when a student has successfully completed the program.</p> <p>2.2 Confirmation that the provider will inform the Registrar, in such manner as the Registrar directs, of the particulars of the qualifications held by the student that led to the student's admission to the program.</p> <p>3. Such other information as the Registrar may require to determine if the program satisfies the requirements for accreditation. 0. Reg. 347/02, s. 25 (3); S.O. 2009, c. 33, Sched. 13, s. 3 (1); 0. Reg. 182/10, s. 10.</p>	<p>2.1 Confirmation that the provider will inform the Registrar, in such manner as the Registrar directs, when a <u>candidate</u> has successfully completed the program.</p> <p>2.2 Confirmation that the provider will inform the Registrar, in such manner as the Registrar directs, of the particulars of the qualifications held by the student that led to the <u>candidate's</u> admission to the program.</p>	<p>These proposed revisions would replace the term "student" with the term "candidate."</p>
<p>Review of Program</p> <p>26. (1) After receipt of the material required under section 25, the Registrar shall conduct a review of the program to determine if it satisfies the requirements for accreditation under section 24. 0. Reg. 347/02, s. 26 (1); S.O. 2009, c. 33, Sched. 13, s. 3 (1).</p>		

Current Regulation 347/02	Proposed Amendment	Explanation
<p>(2) The review of the program must include an (2) The review of the program must include an examination of the following areas:</p> <ol style="list-style-type: none"> 1. The course description of the program. 2. The course content of the program to determine if it makes appropriate provision for the application of theory in practice. 3. The methods for assessing student achievement in the program and the standards for successful completion of the program. 4. The learning materials for the program. 5. The qualifications and experience of the educators teaching the program. 0. Reg. 347/02, s. 26 (2). <p>(3) In conducting the review of a program, the Registrar may require the provider to provide all reasonably available material and information that the Registrar considers relevant in the determination of whether to grant accreditation to the program. 0. Reg. 347/02, s. 26 (3); S.O. 2009, c. 33, Sched.13, s. 3 (1).</p>	<ol style="list-style-type: none"> 3. <u>The strategies for assessing and evaluating candidate achievement in the programs and the standards for successful completion of the program.</u> 	<p>This proposed amendment replaces the term "student" with the term "candidate." The provision would also expand the assessment of candidate achievement to include an evaluation component.</p>
<p>Denial of Accreditation</p> <p>30. (1) If the Registrar, or the Accreditation Committee under section 32, issues a decision denying accreditation of a program of additional qualification, the provider of the program shall notify all persons who apply to enter the program that the program is not accredited by the College. 0. Reg. 347/02, s. 30 (1); S.O. 2009, c. 33, Sched.13, s. 3 (1).</p>		

Current Regulation 347/02	Proposed Amendment	Explanation
<p>(2) A provider may not reapply for accreditation of a program before the day that is 365 days after the day the final disposition is made on any appeal of the decision denying accreditation or the day the time limit for commencing an appeal expires, if no appeal is commenced. O. Reg. 347/02, s. 30 (2).</p>	<p>(2) A provider may not reapply for accreditation of a program before the day that is <u>60</u> days after the day the final disposition is made on any appeal of the decision denying accreditation or the day the time limit for commencing an appeal expires, if no appeal is commenced. O. Reg. 347/02, s. 30 (2).</p>	<p>The regulation currently indicates providers must wait 365 aays to reapply after an appeal. This proposed amendment reduces the period to o 60 days, to expedite reapplication.</p>
<p>Deemed accreditation</p> <p>34. (1) If no application is made for renewal of accreditation of a program, the program shall be deemed to be an accredited program for all students who are enrolled in the program on the last day of the accreditation period. O. Reg. 347/02, s. 34 (1).</p> <p>(2) Despite a decision denying or revoking accreditation of a program, the program shall be deemed to be an accredited program for all students who are enrolled in the program or who have completed the program at the time the decision is issued, if the program was an accredited program at the time the students began the program. O. Reg. 347/02, s. 34 (2).</p>	<p>Deemed accreditation</p> <p>34. (1) If no application is made for renewal of accreditation of a program, the program shall be deemed to be an accredited program for all <u>candidates</u> who are enrolled in the program on the last day of the accreditation period. O.Reg. 347/02, s. 34 (1).</p> <p>(2) Despite a decision denying or revoking accreditation of a program, the program shall be deemed to be an accredited program for all <u>candidates</u> who are enrolled in the program or who have completed the program at the time the decision is issued, if the program was an accredited program at the time the <u>candidates</u> began the program. O. Reg. 347/02, s. 34 (2).</p>	<p>This proposed amendment replaces the term "student" with the term "candidate."</p>