



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

April 17, 2025

The Honourable Paul Calandra  
Minister of Education  
438 University Avenue, 5th Floor  
Toronto ON M7A 2A5

Dear Minister Calandra,

At its March 20, 2025 meeting, the Council of the Ontario College of Teachers approved a request for two regulatory amendments. The first proposed amendment is to remove the Divisional Prerequisites for First Nations, Métis and Inuit-related Schedule D Specialist Qualifications of Ontario Regulation 176/10, Teachers' Qualifications.

The second proposed amendment is to update titles of United States' Regional Post-Secondary Education Accrediting Entities, pursuant to subsection 1(1) of Ontario Regulation 176/10, Teachers' Qualifications to avoid confusion over recent name changes undertaken by five of the six US regional accrediting bodies.

Two briefing notes that provide the background for these requests and the proposed regulatory amendments are enclosed.

The motions approved by Council are as follows:

1. **That Council request that the Minister of Education amend O. Reg. 176/10, Teachers' Qualifications to remove the divisional prerequisites for the following Schedule D Additional Qualifications:**
  - a) **First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures,**
  - b) **First Nations, Métis and Inuit Students: Counselling and Support, and**
  - c) **First Nations, Métis and Inuit Studies.**
  
2. **That Council request that the Minister of Education amend subsection 1(1) of O. Reg. 176/10, Teachers' Qualifications as follows:**
  - (A) the Middle States ~~Association of Colleges and Schools~~ Commission on Higher Education,**
  - (B) the New England ~~Association of Schools and Colleges~~ Commission of Higher Education,**

**(C) the ~~North Central Association of Colleges and Schools~~ Higher Learning Commission,**  
**(D) the Northwest Commission on Colleges and Universities,**  
**(E) the Southern Association of Colleges and Schools Commission on Colleges, or**  
**(F) the ~~Western Association of Schools and Colleges~~ WASC Senior College and University Commission, or**

...

The College looks forward to working with the Ministry of Education to make the necessary regulatory amendments to the Teachers' Qualifications regulation.

Sincerely,



Maria Vasanelli, OCT  
Chair of Council



Linda Lacroix, OCT  
Registrar and Chief Executive Officer

Encl.:

- Removal of Divisional Prerequisites for First Nations, Métis and Inuit-related Schedule D Specialist Qualifications, and
- Update titles of United States' Regional Post-Secondary Education Accrediting Entities, pursuant to subsection 1(1) of O. Reg. 176/10.

MV/LL/SR/nw -pol

## Council Briefing Note

Item:	Removal of Divisional Prerequisites for First Nations, Métis and Inuit-related Schedule D Specialist Qualifications
Public Interest Rationale:	<p>Expanding pathways to Specialist qualifications will permit more qualified members without a division to earn the following Schedule D qualifications:</p> <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures</li> <li>• First Nations, Métis and Inuit Students: Counselling and Support</li> <li>• First Nations, Métis and Inuit Studies</li> </ul> <p>This change would also complement Council's March 2024 decision to request that College and Ministerial staff draft regulations to remove the degree requirement as a condition for entry into the Principals' Qualification Program (PQP) Part 1 by removing a divisional barrier for Technological Education and Indigenous Languages teachers to obtain a specialist qualification.</p>
Strategic Alignment:	A regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.
Submitted By:	Saran Rangunathan Director, Policy, Governance and Tribunals

### Issue

A longstanding inequity exists among technological education teachers and Indigenous language teachers who enter the profession without an undergraduate degree and who as a result, have not been granted a division requiring an undergraduate degree - these teachers lack the necessary divisional pre-requisite for being granted specialist First Nations, Métis and Inuit-related Schedule D Additional Qualifications (AQs). As a result, the College is recommending the removal of this divisional barrier for these courses.

The proposed change also supports Council's March 2024 direction to the College to work with the Ministry to develop new leadership pathways for teachers and supports the College's truth and reconciliation initiatives.

### Risks and Mitigating Factors

There are few identifiable risks in expanding the number of First Nations, Métis and Inuit-related AQs given the breadth of experience these teachers have obtained during their careers. It is also noteworthy that providers of these courses recommended that specialized pathway holders should be allowed to take Schedule D First Nations, Métis and Inuit-related AQs.

## Background

A historical challenge posed by the post-secondary degree requirement noted above is that teachers licensed under specialized pathways are not required to hold a post-secondary degree, and therefore, do not possess the divisional requirements that would permit them to gain qualifications in certain First Nations, Métis and Inuit-related AQs. At present, and despite possessing unique experiences and skills that are valued in the current education system, and having successfully completed an accredited initial teacher education program, these teachers face a barrier to certain courses leading to additional qualifications.

Most teachers are initially certified with basic teaching qualifications in two of three consecutive divisions: Primary/Junior, Junior/Intermediate or Intermediate/Senior. Teachers holding basic qualifications to teach in the Primary and Junior divisions are qualified to teach Kindergarten to Grade 6. Teachers qualified to teach in the Junior and Intermediate divisions are qualified to teach in the Junior division, Grades 4 to 6. They are also qualified to teach in the Intermediate division, Grades 7 to 10, and are certified in a single subject taught in these grades. Teachers qualified to teach in the Intermediate and Senior divisions require two subject specialties and are certified to teach Grades 7 to 10 and Grades 11 to 12. To obtain qualifications in these teaching divisions, a teacher must have an undergraduate degree to access teaching methodology courses.

Teachers with qualifications in Technological Education have teaching specialties in one or more of the broad-based technologies. Teachers with qualifications in Native Language as a Second Language can teach a Native language in kindergarten to Grade 12. Because these specialized teachers do not necessarily have an undergraduate degree, they are ineligible for division-specific teaching methodology courses (other than for specialized subjects such as technological education or Indigenous languages) and therefore, are “division-barred” from certifying in certain AQs such as First Nations, Métis and Inuit-related AQs.

The College responded to inquiries from education providers, Indigenous education leaders, and school boards regarding the importance of accessibility of education and support for ongoing efforts to remove barriers from the teaching profession, particularly pathways to leadership. In February 2023, a College staff working group began developing a series of proposed regulatory amendments to O. Reg. 176/10. To inform this work, the working group administered a survey and received responses from more than 80 education partners.

While the survey did not specifically address the question of First Nations, Métis and Inuit-related AQs, the proposal to expand the number of eligible First Nations, Métis and Inuit-related AQs that do not require a division prerequisite supports the removal of barriers of specialized educators from pursuing leadership roles and expands the number of areas of study these educators may qualify to teach.

It is also noted that one of the four possible pathways to fulfilling prerequisites for entry into the PQP Part 1 program, is for the candidate to hold two specialist (Schedule D) AQs. By expanding the number of specialist courses that do not require a divisional prerequisite, more members will be able to access a greater number of specialist level qualifications.



### **Committee Meeting**

On November 7, 2024, the Standards of Practice and Education Committee approved a motion endorsing the proposed removal of divisional barriers to the First Nations, Métis and Inuit-related Schedule D Additional Qualifications.

### **Decision Sought**

It is recommended:

1. **That Council request that the Minister of Education amend O. Reg. 176/10, Teachers' Qualifications to remove the divisional prerequisites for the following Schedule D Additional Qualifications:**
  - a) **First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures,**
  - b) **First Nations, Métis and Inuit Students: Counselling and Support, and**
  - c) **First Nations, Métis and Inuit Studies.**

### **Next Steps**

Should Council approve the request for amendments to O. Reg. 176/10, Teachers' Qualifications, College staff will work with Ministry of Education staff to amend the regulation to remove divisional prerequisites for granting the above- noted Schedule D Additional Qualifications. These regulatory amendments will be brought to Council for consideration at a subsequent meeting.

## Council Briefing Note

<b>Item:</b>	<b>Update titles of United States' Regional Post-Secondary Education Accrediting Entities, pursuant to subsection 1(1) of O. Reg. 176/10.</b>
Public Interest Rationale:	Update titles of United States' Regional Post-Secondary Education Accrediting Entities, pursuant to subsection 1(1) of O. Reg. 176/10 to avoid confusion over recent name changes undertaken by five of the six US regional accrediting bodies.
Strategic Alignment:	Accountable and agile processes to certify educators to teach in Ontario classrooms.
Submitted By:	Saran Rangunathan Director, Policy, Governance and Tribunals

### Issue

Recently, five out of six regional US education program accrediting bodies listed under subsection 1(1) of O. Reg. 176/10 have changed their names and consequent updates in the regulation are required.

### Risks and Mitigating Factors

Failure to update the new names of the regional US accrediting bodies may lead to confusion for international applicants seeking licensure in Ontario.

### Background

Subsection 1(1) of O. Reg. 176/10 defines what an “acceptable post-secondary degree” means in respect to teacher certification requirements. Most teacher certification pathways require that an applicant complete an “acceptable post-secondary degree” (among other qualifications) to be licensed by the College.

In addition to degrees granted by post-secondary educational institutions authorized to grant a degree under an Act of the legislature, or a post-secondary educational institution in another Canadian province or territory, subsection 1(1) of O. Reg. 176/10 recognizes post-secondary educational institutions in the United States that are approved by six regional accrediting bodies namely:

1. the Middle States Association of Colleges and Schools,
2. the New England Association of Schools and Colleges,
3. the North Central Association of Colleges and Schools,
4. the Northwest Commission on Colleges and Universities,
5. the Southern Association of Colleges and Schools, or
6. the Western Association of Schools and Colleges.



In recent years, five out of the six US regional accrediting bodies have changed their names as follows:

1. Middle States Association of Colleges and Schools (MSA)
  - Now known as the **Middle States Commission on Higher Education (MSCHE)**
2. New England Association of Schools and Colleges (NEASC)
  - Now known as the **New England Commission of Higher Education (NECHE)**
3. North Central Association of Colleges and Schools (NCA)
  - Now known as the **Higher Learning Commission (HLC)**
4. Northwest Commission on Colleges and Universities (NWCCU)
5. Southern Association of Colleges and Schools (SACS)
  - Now known as the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**
6. Western Association of Schools and Colleges (WASC)
  - Now known as the **WASC Senior College and University Commission (WSCUC)**

Given the recent changes and to avoid confusion for internationally trained students seeking licensure in Ontario, changes to subsection 1(1) of O. Reg. 176/10 are now required.

### Decision Sought

As recent title changes affecting five out of six United States based regional accrediting bodies require updating, it is recommended:

1. That Council request that the Minister of Education amend subsection 1(1) of O. Reg. 176/10, Teachers' Qualifications as follows:

(A) ~~the Middle States Association of Colleges and Schools~~ Commission on Higher Education,

(B) ~~the New England Association of Schools and Colleges~~ Commission of Higher Education,

(C) ~~the North Central Association of Colleges and Schools~~ Higher Learning Commission,

(D) ~~the Northwest Commission on Colleges and Universities,~~

(E) ~~the Southern Association of Colleges and Schools~~ Commission on Colleges, or

(F) ~~the Western Association of Schools and Colleges~~ WASC Senior College and University Commission, or

...

### Next Steps

Should Council approve the request for amendments to O. Reg. 176/10, Teachers' Qualifications, a letter will be sent on behalf of Council requesting that Minister of Education staff work with College staff to draft corresponding regulatory amendments for Council review and approval.