



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Accreditation Committee Decision

Niagara University College of Education

Application for Renewal of Accreditation

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

**Accreditation Committee
Ontario College of Teachers
June 21, 2016**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by Niagara University, College of Education

Introduction

The College of Education at Niagara University submitted an application on January 25, 2016 for renewal of accreditation of the following programs of professional education:

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

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

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

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with expertise in teacher education program evaluation
- a person who was nominated by the College of Education at Niagara University

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the College of Education at Niagara University. The accreditation panel conducted a site visit at Niagara University's campus located in Toronto, Ontario on April 18, 2016, during the review week from April 17 to 22, 2016. During the site visit, the panel examined the work of teacher candidates and conducted interviews with faculty and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the faculty to various stakeholders, and notices on the College's website and through social media. The panel considered the eleven public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the College of Education at Niagara University. Since there were no comments, the final panel report submitted to the Accreditation Committee did not need to consider any comments provided by the faculty dean in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the ***Ontario College of Teachers Act, 1996***, and Regulation 347/02, Accreditation of Teacher Education Programs, set out to determine if the program of professional education in the application submitted by the College of Education at Niagara University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated June 2, 2016, a response from the faculty dean to the panel's draft report dated June 1, 2016, the Panel's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of June 21, 2016

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

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

According to Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a college, faculty or school of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly, or an entity authorized under the ***Post-secondary Education Choice and Excellence Act, 2000***, to offer a program of professional education leading to a degree, or to operate or maintain a university.

Niagara University is an entity authorized under the ***Post-secondary Education Choice and Excellence Act, 2000***, to offer a program of professional education leading to a degree, or to operate or maintain a university.

In a letter dated June 7, 2006, following initial accreditation of the proposed program by the Ontario College of Teachers, the Ontario Minister of Training, Colleges and Universities (MTCU), pursuant to subsection 4(1) of the ***Post-secondary Education Choice and Excellence Act, 2000***, confirmed approval to Niagara University to offer a Bachelor of Professional Studies degree (B.P.S.) in Education for a period of five years (2006-2011). In a letter dated September 6, 2011, to the Vice President of Academic Affairs, Niagara University, the MTCU confirmed its intent to extend consent for another period of five years (2011-2016). This consent related to the delivery of this program to specific original sites and, on May 21, 2015, to an additional site. The additional site is located at De La Salle "Oaklands" College School, Toronto, Ontario. In a subsequent letter dated April 2, 2014, the MTCU extended the period of consent to offer a Bachelor of Professional Studies in Education Program until June 30, 2017.

Conclusion

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

Requirement 1.1

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

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the program of professional education reviewed has a clearly delineated conceptual framework. The conceptual framework for the College of Education at Niagara University is grounded in Vincentian philosophy and incorporates three dimensions: constructivist practice, evidence-based practice and reflective practice. Ten program goals are integrated within these three dimensions and they provide the framework for coursework, field placements, practicum experiences and on-going assessment that are required by the teacher candidates. All course syllabi, practicum and seminar courses, include an introductory description of this framework.

Conclusion

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

Requirement 3

The design of the program is consistent with and reflects

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

Findings

The evidence indicates that the program of professional education reviewed is consistent with and reflects the Ontario College of Teachers' Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession, current research in teacher education, and the integration of theory and practice in teacher education.

The College's Standards

The program provides opportunities to enable teacher candidates to learn and enhance skills and knowledge consistent with each of the College's ***Standards of Practice for the Teaching Profession***. The College of Education directly links and aligns courses with the College's Standards of Practice. Candidates learn and use the standards throughout all of the education courses and they are modeled by the faculty.

One of the College's Standards of Practice is assigned to each compulsory course for each of the four semesters of study, and two in the Professional Seminars. The program portfolio is a collection of artifacts collected and then submitted by the candidates (in conjunction with course work and practicum) attesting to their growth as prospective teachers over the duration of their program.

The Practicum Handbook makes specific reference to the Standards and explicitly indicates that teacher candidates are expected to adhere to the Standards of Practice.

The College of Education has developed professional dispositions for teacher candidates. Each candidate is evaluated on these dispositions at the end of each course. These dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. The College of Education has made a link between the ***Ethical Standards of the Teaching Profession*** and its dispositions. Interviews confirm that the Ethical Standards are prevalent throughout the program.

Current Research in teacher education

The design of the teacher education program at the College of Education is consistent with and reflects current research in teacher education. The College of Education reviewed and changed a component of its conceptual framework to reflect current pedagogical research into effective teaching and learning.

Faculty members engage in research projects that inform the development and continuous improvement of the program. Topics include research on virtual mentorship, and affective and cognitive strategies to support children with special needs.

The integration of theory and practice

The College of Education completed an analysis of the Core Elements in Schedule 1 as reflected in the College's **Accreditation Resource Guide** and integrated them into existing and new courses. The analysis allowed the College of Education to create a wide variety of assignments that permit candidates to demonstrate they can apply theory to practice. Assignments include article reviews, case studies, observations, reflections, action research reports, literature reviews, research analysis and papers, presentations and videos, lesson and unit plans and portfolios.

The field experiences and the practicum are designed to provide the teacher candidates with opportunities to practise and gain pedagogical skills in classrooms and school environments with the guidance and supervision of College certified teachers. Under the supervision of associate teachers, teacher candidates will implement the theories of learning, assessment and classroom management in authentic teaching and learning environments. Practical experience is undertaken through a three stage developmental process: Learn and Serve (Semester One), Teaching Assistantship (Semester Two) and practicum placements (Semesters Three and Four). These three components of field experience are integrated with, and related to, the corresponding theory and methods courses of the program.

Conclusion

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

Requirement 3.1

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

Findings

The evidence indicates that the program enables students to acquire all the knowledge and skills in all of the elements set out in Schedule 1

The accreditation panel conducted a review of the program, consistent with accreditation resource guidelines. The provider's course outlines, core content alignment chart (aligning the Schedule 1 elements to the program content) and the program handbooks (covering the two practicums and the two field experiences) confirm that the program enables teacher candidates to acquire knowledge and skills in all of the core content areas set out in Schedule 1 of the Accreditation Regulation as outlined in the ***Accreditation Resource Guide***.

Conclusion

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

Requirement 4

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Findings

The evidence indicates that the program reviewed 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 programs.

The program curriculum is current

Currency is confirmed by the College of Education's alignment of its program with elements of the enhanced teacher education program as reflected in the College's **Accreditation Resource Guide** and Ministry of Education policy documents germane to these elements integrated into the courses. As well, course syllabi for various method courses incorporate teaching and learning strategies that are current in those fields.

References the Ontario curriculum

The Ontario Ministry of Education curriculum is used in all courses that comprise the core subject areas in the Primary/Junior divisions. All areas of study offered in the Intermediate/Senior divisions use appropriate Ontario curriculum. Teacher candidates from all divisions confirmed that the Ontario Curriculum appropriate to their divisions is fundamental to their courses and field placements.

The application of current research in teacher education

Current research in teacher education is evidenced in the course syllabi. Course outlines refer to new research in areas such as 21st century learning, reflective practices, inclusive education, constructivism, differentiated instruction, and metacognition. College of Education faculty indicate that their research is integrated into the design of the program and modelled in the classroom, so that students can then infuse that into their own learning and teaching.

A wide knowledge base

The program curriculum represents a wide knowledge base in the divisions and components of the program. The teacher education program is designed to encourage the development of division-specific teaching skills by covering the theoretical foundations for each subject area in the curriculum, and mastering competencies in planning, assessment and evaluation. Associate teachers stated that candidates are well prepared for the demands of the classroom, with their knowledge of pedagogical and instructional strategies (for example flipped classrooms, planning lessons, accommodating students with Individual Education Plans and the appropriate use of technology).

Conclusion

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

Requirement 5

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

Findings

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

The general methods courses in the Primary/Junior division component and the Intermediate/Senior division component of the program provide instruction on teaching the Ontario curriculum and pedagogy for teaching particular subjects (planning, teaching and assessment) for various grade and developmental levels.

Theory and foundation courses provide candidates with essential knowledge of the theoretical concepts of Ontario educational law and policy, human development, learning and motivation, foundations of literacy, and teaching students with special needs. In addition the program includes a course that integrates general teaching methods with the philosophy of education and Standards of Practice.

Courses make appropriate provision for the application of theory into practice. The program coursework reflects a constructivist approach to learning that gives preference to evidence-based and reflective practices.

By the end of the program, candidates have prepared a professional portfolio that includes a collection of assignments attesting to their growth as prospective teachers. Examples of candidate work are lesson plans, unit plans, brochures, presentations, podcasts and videos.

Candidates learn how to apply theory to practice through course instructors' modeling theory-based instructional strategies which they in turn demonstrate for their classmates.

Conclusion

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

Requirement 6

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

Findings

The evidence indicates that the format and structure are appropriate for the course content for the program of professional education.

The program is divided into four semesters. Semesters 1 and 3 begin in late August and end in mid-December. Semesters 2 and 4 begin in mid-January and end in mid-May. The program offers foundation and method courses integrated with field experiences and practicum placements.

The sequence, combination, and scheduling of courses and field experience, demonstrates a progression of course based and practical learning during the four semesters, and is consistent with the conceptual framework and appropriate for the program.

The structure of the program allows teacher candidates, in semesters 3 and 4, to take two mandatory courses prior to the practicum placement. At the mid-point of the placement, teacher candidates resume the same courses for an additional 6 hours and, in addition, meet with their faculty advisor for a practicum seminar. Teacher candidates then continue their practicum. This format supports constructivist, evidence-based and reflective practices which help teacher candidates use research to inform their practice in the field.

In semesters 3 and 4 of the program, teacher candidates are involved in an extensive practicum of a minimum of 10 weeks or 50 days, in one of their areas of qualification and/or teachable subject, interspersed with a mandatory professional seminar course that emphasizes reflective practice.

Conclusion

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

Requirement 7

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

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program of professional education.

Teacher candidates receive formative and summative assessment and are regularly informed of their progress in course work, field experiences and practicum placements. Feedback is both timely and descriptive. Rubrics and individual consultation sessions are used for formative and summative assessment.

During the practicum placements, the associate teacher conducts two formative assessments of the teacher candidate's performance. The associate teacher also provides a summative assessment to the teacher candidate within the last week of placement. In addition, the associate teacher provides ongoing feedback on performance, communicating with the field supervisor on the candidate's progress especially when they are experiencing difficulty.

The role of field supervisors requires that they track the progress of their students throughout the entire program. Field supervisors visit the teacher candidates at least twice during the practicum for the purpose of evaluation.

Conclusion

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

Requirement 8

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

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

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

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked - see subparagraph 2v of subsection 1(2)*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

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

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

Candidates have two practicum placements, each of 10 weeks duration, one in each of semesters 3 and 4, for a minimum of 100 days. In the event of a candidate's illness or other unforeseen event, a procedure is in place to describe how any missed practicum placement days are made up.

The practical experience is appropriate to the format and structure of the program. The express purpose of the practicums is to allow candidates to acquire knowledge and skills set out in the College's **Accreditation Resource Guide**; the practicum evaluation forms measure whether candidates demonstrate satisfaction of ten standards that measure that knowledge and those skills.

Observation and practice teaching in settings that use the Ontario curriculum

Teacher candidates are placed in Ontario classrooms where the Ontario curriculum is being used. A broad range of school boards in the Greater Toronto Area host teacher candidates from Niagara University.

The practicum placements allow for observation and practice teaching. During the first week, teacher candidates assist the associate teacher with students and classroom routines and write observation notes about students, the seating plan, classroom management and routines. During the second week, the teacher candidates discuss, with the associate teacher, the timeline for submitting lesson plans for approval prior to teaching and review

the student teaching observation form. During week three, the teacher candidates assume more teaching responsibilities and during weeks four and five, additional teaching responsibilities. In the first practicum, the expectation is that candidates will assume two-thirds of the associate teacher's teaching schedule after two weeks, and during the second practicum, the full teaching schedule by the end of the second week.

Each division and one subject

Practicum placements are arranged to comply with the regulation. Each practicum takes place in instructional settings which are related to the areas of study in the candidate's program of professional education. This enables candidates to participate in settings related to each division and, where applicable, at least one of the relevant subject areas of the candidate's program.

An experienced teacher supervises and assesses

An experienced teacher (the "associate teacher") supervises the teacher candidates and assesses their in-school practicum in accordance with policies and practices established by Niagara University. The College of Education at Niagara University recruits experienced teachers to host teacher candidates. Associate teachers must be certified by the Ontario College of Teachers and recommended by their school's administration.

Associate teachers are responsible for supervision, assessment and evaluation of teacher candidates on practicum.

Faculty advisor

A faculty member is appointed as a field supervisor for each teacher candidate in the program. They support teacher candidates throughout the practicum and program, providing ongoing feedback and resources.

Conclusion

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

Requirement 9

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

Findings

The evidence indicates that successful completion of the practicum is required for successful completion of the program reviewed.

Only teacher candidates who are successful in completing the field experience placements and the 100 day practicum receive the Bachelor of Professional Studies in Teacher Education degree and are reported for certification to the Ontario College of Teachers.

Conclusion

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

Requirement 10

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

Findings

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

Candidates in the Consecutive Bachelor of Professional Studies (BPS) Primary/Junior areas of study take the following method courses: Methods of Teaching in the Primary/Junior Division, Math/Science, Health/P.E. and the Arts (including all four strands), Social Studies and Language Arts, Assessment of Learning and Methods and Materials in Early Learning.

Candidates in the Consecutive Bachelor of Professional Studies (BPS) Intermediate/Senior areas of study may take the following teachable subjects: Visual Arts, Dramatic Arts, English, French as a Second Language, International Languages –Spanish, International Languages – Italian, Mathematics, Computer Studies, Science – Biology, Science – Chemistry, Science-General, History, Social Sciences-General, Religious Education in Catholic Schools, Politics, Geography, Business Studies – Accounting, Economics, Business – Entrepreneurship, Business Studies – General and Business Studies – Information & Communications Technology.

Curriculum areas in the methods courses for the Primary/Junior program cover appropriate subject-specific theory and pedagogy from Junior Kindergarten to Grade 6, and reference current Ontario Ministry of Education curriculum documents. For example, in the methods of teaching the primary/junior divisions course, topics covered include curriculum, lesson planning, time management, integrated curriculum, being a reflective practitioner, unit planning, classroom management, the physical environment, assessment, diversity, using the literature and communicating with parents. Subtopics include curriculum expectations, cognition and learning, time management, integrating technology, arranging the classroom and exemplars.

Curriculum areas in the methods courses for the Intermediate/Senior program cover appropriate subject-specific theory and pedagogy from Grade 7- 12. For example, the Mathematics course covers a variety of topics in mathematics education such as: issues, curriculum, mathematical processes, lessons and units, manipulatives, technology in the mathematics classroom, and assessment and evaluation, including EQAO testing.

Conclusion

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

Requirement 11

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

Findings

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

Human Development and Learning

All teacher candidates are required to take ***Human Development, Learning and Motivation*** in Semester 1 of the program.

New courses have been added in Semester 3 of the program regarding human development. These courses are designed to familiarize the teacher candidates with the specific cognitive, behavioural and emotional characteristics of students and their social and moral development. In the Primary/Junior program, the new compulsory course is ***Methods in Early Learning***, focusing on young children in the Full-Day Early Learning Program. In the Intermediate/Senior program, the new compulsory course is ***Middle Childhood Philosophy and Practice*** where the focus is on the adolescent student.

Legislation and Government Policies

The mandatory course, ***Foundations and Legal Principles of Education in Ontario***, also offered in Semester 1 of the program, ensures that teacher candidates have knowledge of legislation and government policies relating to education. Topics covered in this course include: education law and Standards of Practice, the Ontario curriculum, special education, mental health and well-being, classroom management and organization the use of educational research and data analysis and safe and accepting schools and creation of a positive school climate.

Mandatory courses such as ***Teaching Students with Special Needs*** and ***Foundations of Literacy*** contain content related to Ontario educational policies and initiatives.

Conclusion

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

Requirement 12

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

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

Findings

The evidence indicates that the faculty members teaching in the program of professional education are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

The curricula vitae and qualifications provided for the faculty members that teach courses at the College of Education at Niagara University confirm that they are an appropriate combination of academics and practitioners with teaching experience in the Primary/Junior and Intermediate/Senior divisions.

Currently approximately 50% of the core classes, with the exception of electives and specific Intermediate/Senior division teachable subjects, are instructed by full time faculty and staff supervisors. In the Intermediate/Senior concentration, for the specific teachable subjects, the faculty are often selected from teachers in schools and school boards who are department heads and recognized for their particular area of study.

Conclusion

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

Requirement 13

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

Findings

The evidence indicates that there are adequate internal controls to preserve the integrity of student records relating to the program reviewed.

There have been no substantive changes to the findings from the June 12, 2009 decision and the accreditation panel report from 2009 that stated that the College of Education at Niagara University maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the program reviewed.

Conclusion

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

Requirement 14

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

Findings

The evidence indicates that the College of Education at Niagara University is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

Niagara University reports it has established a continuous cycle of self-examination and reflection that supports a culture in which continuous improvement occurs. In 2009, the Accreditation Committee found that Niagara University holds two annual faculty retreats. Faculty identify areas for improvement and establish goals for continuous improvement. Faculty members review and track progress on goals set in September. The Ontario faculty hold monthly staff meetings to further discuss identified goals.

There are also Ontario Leadership Team meetings that allow for the ongoing discussion of initiatives. Niagara University confirmed that these quality assurance measures are still in place. Finally, teacher candidates regularly have the opportunity to provide feedback regarding the strength of the program and areas for improvement.

Conclusion

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

Requirement 15

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

Findings

The evidence indicates there is a Teacher Education Advisory Council (TEAC) that functions in an advisory or liaison capacity to the program.

TEAC membership includes an associate director, a teacher, as well as alumni, professors from various faculties of education, superintendents and principals, among other categories of membership.

The TEAC has established a pattern of meeting twice annually, in the fall during the week following Canadian Thanksgiving and in the spring during the week following Easter.

The TEAC acts in both an advisory and liaison capacity with respect to the program. Topics covered include employment statistics for alumni, the development of the enhanced teacher education program, and the additional qualification program.

Conclusion

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

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the following program of professional offered by the College of Education at Niagara University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

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

The Accreditation Committee grants general accreditation to this program for a period of seven years until June 21, 2023 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee
Ontario College of Teachers
June 21, 2016**