



Committee Report

Item: Accreditation Committee Report

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

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

Submitted By: Robert Kyle, Chair and Thelma Sambrook, OCT, Vice-Chair
Accreditation Committee

Committee Meeting Dates

The Accreditation Committee has convened for five decision-rendering meetings since the last report to Council made in October 2025:

- December 4, 5, 15, 2025 (e-vote January 14, 2026)
- February 26, 2026
- April 23, 2026 (e-vote April 26, 2026)

- May 22, 2026
- September 14, 2026

Committee Professional Learning and Development

Specialized knowledge and skills are required of accreditation roster members to make evidence-based recommendations and of Accreditation Committee members to render informed decisions. In January and February 2026, committee members participated in professional learning activities designed to deepen their understanding of the accreditation process and the safeguards that support public confidence in accreditation decisions.

Sessions focused on trust and rigour in the accreditation review process, as well as evidence-informed decision-making. The sessions reinforced the Committee's role in upholding the public interest by ensuring that accreditation decisions are grounded in the College's regulatory framework, the Professional Standards, and a transparent and accountable review process.

Committee members explored the extensive work undertaken by accreditation panels before recommendations reach them for decision. The sessions highlighted the multi-stage accreditation review process, with particular attention to the importance of triangulating evidence from multiple sources to ensure that findings and recommendations are well supported and defensible.

The learning sessions highlighted the role of objectivity, professional judgment, and bias-awareness in accreditation reviews, reinforcing the importance of transparent, evidence-based decision-making grounded in the 15 specific regulatory requirements.

The committee continued its practice of bringing intentional attention to individual accreditation requirements in order to deepen their collective understanding of what would and would not constitute satisfaction. In one collaborative activity, committee members examined the requirement pertaining to the qualifications and expertise of faculty members. , Committee members deliberated to strengthen their understanding of regulatory expectations, sources of probative evidence, and approaches to assessing compliance in a consistent and informed manner.

Collection, Analysis, and Responsible Sharing of Data to Improve Decision-making

The Committee received an update on the New Graduate Preparedness Inquiry (NGPI). As the inquiry focused on areas reflected in the accreditation requirements, aggregate findings may help inform the Committee's understanding of how graduates experience their preparation for professional practice and identify emerging issues relevant to accreditation reviews. Over time, these findings may support the Committee's consideration of guidance and evidence expectations, the refinement of areas of inquiry during accreditation reviews, and discussions regarding potential enhancements to accreditation requirements and processes.

To support evidence-informed decision-making, the Accreditation Committee considered information arising from a jurisdictional scan of fully online initial teacher education programs in Canada and selected international jurisdictions. The findings were shared with the Accreditation Committee to inform the Committee's consideration of applications involving fully online program delivery.

Together, these professional learning opportunities supported the Committee's capacity to exercise informed oversight of the accreditation process and to render decisions that serve the public interest.

Amendments to Accreditation Regulation Pursuant to Council's Decision June 2026

Following Council's approval of amendments to the Accreditation Regulation in June 2026, the Accreditation Committee assumed new responsibilities associated with implementing the amended regulatory framework. This included overseeing the development of a written attestation process, a verification reporting framework and associated evidence requirements, decision-making processes for determining whether accredited programs continue to satisfy the amended accreditation requirements, and a process for identifying program modifications that may constitute a substantial change requiring accreditation review.

Initial Teacher Education Program Reviews and Program Change Decisions

Since the last report to Council on October 7, 2025, the Accreditation Committee has rendered six decisions pertaining to the accreditation of 16 programs of professional education offered by six different providers in the province.

Accreditation Decisions			Decision Dates
General Accreditation	3 providers 11 programs	Faculty of Education, York University General accreditation granted to:	Dec 5, 2025

Accreditation Decisions			Decision Dates
		• Consecutive and concurrent programs of professional education with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions, including the Primary/Junior divisions with a focus on teaching French as a second language • Consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the primary/junior divisions • Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12) • Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), and one general education subject for the intermediate/senior divisions. Faculty of Education, University of Windsor General accreditation granted to:	Dec 5, 2025

Accreditation Decisions			Decision Dates
Application for Initial Accreditation		- Consecutive and concurrent programs of professional education with areas of study in the primary/junior and intermediate/senior divisions - Multi-session consecutive program of professional education with areas of study in technological education (grades 9/10 and grades 11/12). School of Education, Redeemer University General accreditation granted to: - Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions.	Apr 28, 2026
	1 provider 1 program	Covenant Canadian Reformed Teachers College Initial accreditation denied to: Consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions.	Jan 14, 2026

Accreditation Decisions			Decision Dates
Addition to Program	No reviews this year		
Substantial Change in Program	2 providers 3 programs	Faculty of Education, Brock University The Accreditation Committee determined that there was a substantial change to the character of the existing and accredited programs. A four-person accreditation panel was established to conduct a review with respect to the programs' satisfaction of the requirements for accreditation. Conditions were added for the continuing accreditation of the consecutive and multi-session programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12 • Conditions were imposed on the following requirements: 6 and 14.	September 2026

Accreditation Decisions			Decision Dates
		Faculté d'Éducation, Université d'Ottawa Continued accreditation confirmed for the consecutive program of professional education with areas of study in the junior/intermediate divisions (French-language program) with the following change: a temporary variance limited to two cohorts admitted in the French-language junior/intermediate area of study only, from the approved mode of delivery to permit synchronous distance delivery.	September 2026
Removal of Conditions	1 provider 1 program	Faculty of Education, Brock University Concurrent Aboriginal Education program Conditions removed from Requirements 3.1 and 4. All requirements are now fully satisfied.	Sept. 14, 2026
Revocation	No revocation		

Changes to the Accreditation Period

The Accreditation Committee also rendered the following decisions regarding extensions of accreditation periods. Some of these decisions were made in accordance with the transitional provisions established under the recent amendments to the Accreditation Regulation.

Extension of Accreditation Periods	1 provider 6 programs	Faculty of Education, Lakehead University Extension Request: From December 3, 2026 to December 3, 2027 for all programs.	Feb 26, 2026
Extension of Accreditation Periods Transitional Provisions Section 15.3 (1)	3 providers 8 programs	Faculty of Education, University of Ottawa Extension Request: From June 22, 2027 to November 1, 82028 for its consecutive P/J/I/S programs, including the P/J with a focus on teaching FSL.	Sep. 14, 2026
		Faculty of Education, Ontario Tech University Extension Request: From November 29, 2027 to May 1, 2028 for its	

		consecutive and concurrent P/J/I/S programs. Faculty of Education, Brock University Extension Request: From May 23, 2027 to November 1, 2027 for all programs.	
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Forecast of Anticipated Reviews and Upcoming Decisions

Accreditation staff are engaged in preliminary discussions and preparatory work with two Indigenous Institutes. Should applications be received, the Accreditation Committee is expected to render decisions pertaining to the initial accreditation of two programs, one in Indigenous teacher education and the other in Indigenous language teacher education.

Items in Alignment with the Strategic Plan Enablers

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

The Accreditation Committee continues to advance the College's commitment to truth and reconciliation and equity, diversity, inclusion and accessibility through its accreditation activities, professional learning, and participation in the College's EDIA as a Regulator initiative. Since committee members hail from across the province, each meeting begins with a land acknowledgement shared by one of the members with recognition of their location and perspective. Starting meetings

in this way helps to personalize awareness of responsibilities to truth and reconciliation. Cultivating a collective understanding that Indigenous perspectives, cultures, histories and ways of knowing are required elements in every accredited teacher education program is a foundational part of the committee's development.

The Chair and Vice-Chair had an opportunity to provide feedback as part of the Equity, Diversity, Inclusion and Accessibility (EDIA) as a Regulator initiative.

Consultation participants further underscored the value of ongoing professional learning, the integration of EDIA considerations into accreditation review, and the importance of maintaining attention on these priorities.

Responsive client service for all stakeholders

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

- Rendering accreditation decisions within reasonable timelines in accordance with the regulation
- Articulating conditions on accreditation requirements, if any, in a way that faculties understand what evidence is required in order to satisfy the requirement(s)
- Exercising a reasonable expectation for the accreditation period for a program of professional education in accordance with the regulation.

Future Meeting Dates as of September 2026

- September 14, 2026
- December 3, 2026

Committee Members

<u>Current</u>	<u>End of Term</u>
Robert Kyle (Chair)	Brenda Brown (until December 2026)
Thelma Sambrook, OCT (Vice-Chair)	Jacques Pavesi, OCT (until December 2026)
Audrey Hensen, OCT	Sam Eskenasi (until December 2026)
Glenn Ellis (from June 2026)	
Yasir Khalid	

Roster Members

<u>Members (OCTs)</u>	<u>Non-Members</u>
Allison Holmes	Barbara Gough
Carlana Lindeman	Bonnie Oakes-Charron (from January 2026)
Dany Dias	David Roy
Deborah Weston (from January 2026)	Janine Charland
Diane Vetter	Khalid Ansari (from January 2026)
Douglas McDougall	Larysa Grant
Gayle Payette	
Heather Watts	
Jane Silva	

Shannon Welbourn Shantal Clark Todd Bright Wendy Crocker	
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