

TEACHER EDUCATION PROGRAM APPROVAL & REVIEW FRAMEWORK





Table of Contents

Regulation of Teacher Education Programs in British Columbia: An Overview	...	2
Guiding Principles and Implementation Framework	...	3
Implementation Framework Roles and Responsibilities Guide	...	6
Implementation Framework Standards Indicators and Evidence	...	7
Process A – New Institution Teacher Education Program Approval	...	13
Process B – Changes to an Existing Teacher Education Program Approval	...	18
Process C – Ongoing Structured Dialogue	...	23
Process D – Maintenance Review	...	25
Process E – Exceptional Concerns Protocol	...	28
Process F – Extraordinary Circumstances Pathway	...	31
Appendix A: British Columbia Teacher Education Program Approval and Review Guiding Principles and Implementation Framework – Glossary	...	32



Regulation of Teacher Education Programs in British Columbia: An Overview

The *Teachers Act* provides the legislative mandate for regulating the teaching profession in British Columbia (BC) and is based on the principles of public interest and transparency – ensuring that K-12 educators meet and maintain the standards of competence and conduct required to meet students’ learning needs, ensure students well-being and safety, and foster public trust in our education system.

The Guiding Principles and Implementation Framework for the regulation of British Columbia teacher education programs is the result of collaborative efforts between the Association of British Columbia Deans of Education and the British Columbia Teachers’ Council to establish a foundation from which the British Columbia Teachers’ Council will exercise its regulatory duties under the *Teachers Act*. The approval and review processes that embody the Implementation Framework, supported by Guiding Principles, acknowledge the mutual expectations and interests of the parties to sustain and enhance quality teacher preparation in British Columbia.

British Columbia is recognized for having one of the best education systems in the world and outstanding teachers are at the heart of its success. The Implementation Framework for regulating teacher education program approval and review has been designed to support continuous improvement, helping programs produce outstanding Teacher Candidates.

British Columbia’s teacher education programs recommend graduating Teacher Candidates for certification each year. These new teachers help shape the future of our education system. Therefore, it is critical that the Implementation Framework effectively achieves its primary purpose, which is to ensure that programs support the development of creative new teachers who practice successfully and continue to develop their professional competence throughout their careers.

Guiding Principles and Implementation Framework

Preamble

The **British Columbia Teachers' Council** (BCTC) is mandated, with the following powers and duties under section 13 of the Teachers Act in relation to teacher education program approval and review, to:

- a. establish Teacher Education Program Approval Standards for determining if the teacher education program of any faculty of teacher education or school of teacher education satisfies the academic standards for a graduate of that program to be issued a certificate of qualification;
- b. determine if a teacher education program meets the Teacher Education Program Approval Standards;
- c. cooperate with a faculty of teacher education or school of teacher education in the design and evaluation of teacher education programs.

The **Association of British Columbia Deans of Education** (ABCDE) represents BC institutions with approved post-secondary teacher education programs. The ABCDE acknowledges its member institutions' obligation to:

- a. engage in ongoing teacher education program review and refinement to ensure BC teacher education programs meet Regulatory Standards;
- b. ensure educators are well prepared for the profession and to understand and demonstrate the Professional Standards and meet the Certification Standards;
- c. promote educational research and ensure the knowledge generated is shared with educators.

The Guiding Principles and Implementation Framework outline BC teacher education program review and approval processes jointly developed by the BCTC and the ABCDE to permit the BCTC to fulfill its statutory mandate under the *Teachers Act* while respecting the mandate of BC post-secondary institutions under the *University Act*.

The goal of the framework is to support ongoing teacher education program refinement and to build public trust in regulatory processes.

Guiding Principles

- a. BC teacher education programs are assessed and approved on the extent to which their program has prepared or will prepare graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.
- b. BC teacher education programs shall be reviewed on the basis of the Regulatory Standards in existence when the review is initiated.
- c. The approval and review processes recognize and are responsive to the individuality, distinctiveness, and culture of BC teacher education programs in terms of their structure and design.
- d. The approval and review processes will be applied in a manner that encourages mutually respectful dialogue and permits decision-making that is efficient, timely, transparent, and consistent as appropriate for regulatory processes.

- e. All BC teacher education programs approved when this Framework is initiated should retain approval until they are reviewed.
- f. All approval and review processes will be applied in accordance with any applicable legislation and the principles of administrative law. This includes providing all parties with appropriate notice and the opportunity to be heard on issues.
- g. Timelines will be followed to the best extent possible and may be extended at the request of the program and at the discretion of the BCTC.

Implementation Framework

A. The approval and review processes are differentiated by stage of teacher education program operation and/or to address different issues with teacher education program quality. Each approval and review process has articulated procedures that reflect the Guiding Principles. The BCTC has six teacher education program approval and review processes:

1. Institution Initiated Reviews

- a. Intended to assess how a proposed new teacher education program or change to an existing teacher education program can demonstrate the ability to meet the Teacher Education Program Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.
- b. *New Institution Teacher Education Program Approval (Process A):*
 - i. This protocol reviews proposals from institutions not currently offering a teacher education program in BC.
- c. *Change to an Existing Teacher Education Program Approval (Process B):*
 - i. This protocol reviews proposed internal, minor, and major changes initiated by existing teacher education programs.

2. Cyclical Reviews

- a. Intended to assess how an existing teacher education program continues to meet the Teacher Education Program Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.
- b. Consists of two functional parts:
 - i. *Ongoing Structured Dialogue (Process C):*
 - occurs every two years to facilitate a reciprocal exchange of information between the BCTC and the teacher education program,
 - includes a written report that will be provided to the teacher education program for factual revisions and subsequently submitted to the BCTC for information purposes, and
 - informs the Maintenance Review.

ii. *Maintenance Review (Process D)*:

- occurs at regular intervals (every five to seven years), and culminates in a written report tabled for consideration and decision with the BCTC regarding ongoing approval of the teacher education program,
- at the request of the teacher education program and where possible, the Maintenance Review will be coordinated with a teacher education program's external review to maximize efficiency and effectiveness.

3. Exceptional Concerns Protocol (Process E):

- a. Intended to assess an existing teacher education program where serious concerns arise within or outside the Maintenance Review cycle that may compromise the program's ability to meet the Teacher Education Program Approval Standards including preparing graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.
- b. The protocol will involve substantive exploration of the nature of the perceived problems and a thorough, detailed exploration of potential solutions.

4. Extraordinary Circumstances Pathway (Process F):

- a. Intended to be used when a teacher education program is faced with external challenges beyond its control. Under this process, the BCTC will work collaboratively with the faculty or school of education to establish possible exemptions for the program or cohorts when warranted.
- b. The pathway leads to a formal agreement that confirms that an extraordinary circumstance will not impact a teacher education program's approval status provided that the program continues to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.

- B. The BCTC and the ABCDE will review the guiding principles and all processes, every two years or as requested, to ensure that the framework continues to meet the intended objectives effectively.



Implementation Framework Roles and Responsibilities Guide

Association of BC Deans of Education (ABCDE): The association representing BC’s teacher education programs, supports teacher education programs during the BC Teachers’ Council teacher education program approval and review processes outlined herein.

BC Teachers’ Council (BCTC): The independent decision-making body established under the *Teachers Act* that is responsible for approving and reviewing BC teacher education programs based on Regulatory Standards established by the BCTC, as outlined in the processes herein.

BC Teacher Education Program (TEP): The post-secondary institution engaging with the BCTC to facilitate the approval and review of new and existing BC teacher education programs against the Regulatory Standards.

Professional Excellence Unit: Part of the Teacher Regulation Branch of the Ministry of Education and Child Care that acts as the secretariat for the BC Teachers’ Council throughout the teacher education program approval and review processes. Facilitates the exchange of information to BC teacher education programs regarding the approval and review processes herein.

Program Assessment Team (PAT): A team selected by the Teacher Education Program Approval and Review Committee (TEPARC) from members of the BCTC and a pre-approved pool of non-BCTC members. The purpose of a PAT is to conduct site visits to determine if a TEP prepares Teacher Candidates to meet the Professional Standards and Certification Standards.

Site Visit Team: The team may be selected by the Teacher Education Program Approval and Review Committee (TEPARC) from members of the BCTC to confirm that conditions of approval for changes to an existing TEP are being met. May include experts as needed.

Teacher Education Program Approval and Review Committee (TEPARC): A committee of the BCTC. The TEPARC is responsible for TEP review processes established by the BCTC. This includes reviewing TEP proposals for new and existing programs, conducting cyclical reviews and exceptional concerns protocols, and making recommendations to the BCTC.

Teacher Education Program Working Group (TEPWG): A working group consisting of members of the BCTC and representatives from the ABCDE and the Ministry of Education and Child Care. The TEPWG is responsible for developing and implementing the teacher education program approval and review framework, principles and processes, and providing a platform for sharing ideas to highlight issues relevant to both the ABCDE and the BCTC.

Implementation Framework Standards Indicators and Evidence

The indicators found herein have been developed to support the **Teacher Education Program Approval and Review Implementation Framework**. It is intended that BC teacher education programs (TEPs) will use these indicators to guide their collection of sample evidence for the purpose of meeting the Regulatory Standards established by the BCTC.

Standard 1 | Design, Development and Delivery

The teacher education program provides a combination of coursework and Practicum that prepares graduates to meet the Professional Standards for BC Educators and the Certification Standards established under the Teachers Act.

Required Indicators	Guiding Questions and Sample Evidence
<p>1.1 Programs ensure that all matters related to design, development and delivery are consistent and comply with applicable BC legislation.</p> <p>1.2 Programs have a coherent philosophy and rationale founded on research and evidence-based understandings of how the program will develop effective teachers who meet the Professional Standards for BC Educators and the Certification Standards.</p> <p>1.3 Programs have a sequenced delivery of program content, including Practicum, that facilitates attainment of the Professional Standards for BC Educators and the Certification Standards.</p> <p>1.4 Programs design methods of delivery, including online, to maximize access and preserve the interactional and relational integrity of teaching.</p> <p>1.5 Prior to recommending their graduates for certification, programs provide a minimum 60 credit/semester hours of professional preparation, combining coursework and Practicum that must include the following content:</p> <ol style="list-style-type: none"> studies of human development and learning. foundational studies of the theories and practices of teaching and learning. effective teaching methods through the modelling of planning, appropriate instructional and assessment strategies, engaging relationships, and clear expectations for intellectual rigor, performance, and behaviour. studies or dialogue addressing and reflecting the diverse cultural, spiritual, ethical, and philosophical nature of society. studies in anti-racist education and anti-oppression education. at least 3 credit/semester hours of study related to Indigenous Pedagogies and Unappropriated Indigenous Knowledge and perspectives, and integration of these teachings throughout the program. at least 3 credit/semester hours of study related to supporting students with disabilities or diverse abilities, and integration of these teachings throughout the program. studies, inquiry, and dialogue regarding the ethics, standards, and practices of the teaching profession. 	<p><i>How does the TEP review and refine its content and structure to ensure continued success for its graduates?</i></p> <p><i>What data does the TEP collect to inform its review processes?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Applicable sections of the most recent internal/ external reviews including recommendations and TEP response • BCTC Structured Dialogue reports • BCTC Maintenance Review • Record of BCTC approved changes arising from TEP Initiated Reviews or Exceptional Concerns Protocol • TEP response to any BCTC required conditions • Mentor Teacher exit surveys or interviews • Teacher Candidate exit surveys or interviews • Employer satisfaction surveys or interviews (e.g., principal observations) • BCTC-initiated surveys • TEP-initiated surveys

Standard 2 | Selection, Retention and Completion

The teacher education program uses transparent, culturally sensitive, and fair methods for admission into, retention, and completion of the program.

Required Indicators	Guiding Questions and Sample Evidence
<p>2.1 Programs have multi-faceted selection criteria to promote diversity of potential Teacher Candidates and have policies to ensure equitable access for all Teacher Candidates in compliance with the BC Human Rights Code and the <i>BC Declaration on the Rights of Indigenous Peoples Act</i>.</p> <p>2.2 Programs ensure that Teacher Candidates are aware of the program's assessment system, including its Practicum expectations and policies and criteria for entrance to the program, continuing in the program, accommodation within the program pursuant to the BC Human Rights Code, and withdrawing from and re-entering the program.</p> <p>2.3 Programs have a transparent policy around pausing and rejoining a program to ensure completion within a reasonable duration for Teacher Candidates to complete requirements necessary to meet the Professional Standards for BC Educators and the Certification Standards.</p> <p>2.4 Programs ensure that all Teacher Candidates have completed a criminal record check prior to beginning a Practicum.</p>	<p><i>What criteria and processes are used to select Teacher Candidates for entry to the TEP?</i></p> <p><i>What is the rationale for any exemptions to these entry criteria and processes?</i></p> <p><i>How does the TEP ensure that its selection, advancement, withdrawal, and re-entry processes are justifiable and transparent?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none">• Admission guidelines/criteria• Link to TEP policy regarding exemptions• Advancement criteria• Re-entry criteria



Standard 3 | Content Knowledge, Pedagogy and Professional Dispositions

The teacher education program makes certain that Teacher Candidates have the necessary skills and qualifications, including content knowledge, pedagogical knowledge, and professional dispositions to meet the Professional Standards for BC Educators and the Certification Standards.

Required Indicators	Guiding Questions and Sample Evidence
3.1 Programs ensure that Teacher Candidates understand the BC curriculum and utilize pedagogically appropriate methodologies.	<i>How does the TEP integrate the required content?</i>
3.2 Programs ensure that Teacher Candidates have the pedagogical knowledge in their curricular area to design and implement learning experiences that are research and evidence-based to promote the success of all students.	<i>How does the TEP ensure that the required content prepares Teacher Candidates to be competent early career educators?</i>
3.3 Programs ensure that Teacher Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet student needs.	<i>How does the TEP ensure that required content prepares Teacher Candidates to create inclusive classrooms and respectful learning environments that include approaches to learning for all learners?</i>
3.4 Programs ensure that Teacher Candidates are knowledgeable about how children and youth develop as learners and social beings; recognize and respect their differences in cognitive, linguistic, social, cultural, emotional, and physical areas; and design and implement developmentally, age appropriate, and relevant learning experiences.	<i>How does the TEP ensure that Teacher Candidates are prepared to include First Nations, Inuit and Métis perspectives?</i>
3.5 Programs ensure that Teacher Candidates use technologies within their curricula, apply them appropriately, and guide students to use technology in a safe, responsible, and effective way.	<i>How does the TEP ensure that Teacher Candidates are prepared to support First Nations, Inuit and Métis learners?</i>
3.6 Programs ensure that Teacher Candidates recognize and value the importance of individual differences and positive personal identity to create safe and inclusive learning environments.	<i>How do Teacher Candidates demonstrate an understanding of critical concepts and principles of educational theory and practice?</i>
3.7 Programs ensure that Teacher Candidates recognize and respect the diversity of students in schools to create safe, anti-racist, and socially just learning spaces that invite critical reflection on contemporary issues in society.	<i>How is the TEP's philosophical framework evident in its design?</i>
3.8 Programs ensure that Teacher Candidates recognize the importance of cultural identity, value Indigenous Pedagogies and Unappropriated Indigenous Knowledge, can integrate these perspectives into their teaching, and understand their roles in addressing the Truth and Reconciliation Commission Calls to Action.	<i>How does the TEP ensure congruency with Ministry of Education and Child Care policy and legislation?</i>
3.9 Programs ensure that Teacher Candidates understand and demonstrate professional responsibility that is guided by research, legal statutes, regulations, and ethical principles within the BC context.	<i>How are the TEP learning outcomes congruent with Regulatory Standards?</i>
3.10 Programs ensure that Teacher Candidates demonstrate a reflective approach to teaching and identify themselves as lifelong learners.	Sample evidence might include:
3.11 Programs ensure that Teacher Candidates demonstrate a reflective approach to their own mental and physical well-being and that of others.	<ul style="list-style-type: none"> • Conceptual Framework and TEP Design • Teacher Candidate-developed learning plans • Course- and field-based assessments of Teacher Candidate performance • Teacher Candidate portfolios • TEP Vision and Mission Statement • TEP Learning Outcomes • Current abbreviated course syllabi – Course description and course learning outcomes • Curriculum Mapping – TEP and Regulatory Standards

Standard 4 | Practicum

The teacher education program and its Practicum Partners collaborate to ensure high-quality Practicum in which Teacher Candidates demonstrate effective teaching, take responsibility for student learning, and value the success of all students.

Required Indicators	Guiding Questions and Sample Evidence
<p>4.1 Programs collaborate with their Practicum Partners to design, implement, and evaluate Practicum to ensure that Teacher Candidates receive the mentorship they require to demonstrate effective teaching.</p> <p>4.2 Programs collaborate with their Practicum Partners to ensure that Teacher Candidates understand the expectations of the profession and the employment relationships within schools and districts.</p> <p>4.3 Programs collaborate with their Practicum Partners to ensure that Teacher Candidates know when and how to access school district, local community, provincial, and federal resources to address students' needs.</p> <p>4.4 Programs provide a minimum of 16 weeks of high-quality Practicum that represent the range of grade levels and curricular areas that Teacher Candidates are expecting to teach.</p> <p>4.5 Programs must include, within the 16 weeks of practicum required in section 4.4, a Summative Practicum of at least 10 consecutive weeks, including in-person supervision by the teacher education program, prior to recommending a Teacher Candidate for certification. A Summative Practicum must be taken in a school which:</p> <p>a) is physically located in British Columbia and is one of the following:</p> <ol style="list-style-type: none"> i. a school, francophone school, or provincial school within the meaning of the <i>School Act</i>; ii. a Group 1, 2, or 4 independent school under the <i>Independent School Act</i>; iii. a First Nations school on reserve certified by the First Nations Schools Association; or iv. a school operated by or on behalf of a Participating First Nation certified by the First Nations Education Authority; <p>or</p> <p>b) is physically located in the Yukon Territory and is one of the following, operated in accordance with the <i>Education Act</i>, RSY 2002, ch. 61:</p> <ol style="list-style-type: none"> i. operated by a school board within the meaning of the <i>Education Act</i>; ii. operated by the Yukon Minister of Education in accordance with the <i>Education Act</i>; iii. a French language school within the meaning of section 56 of the <i>Education Act</i>; or iv. a separate school within the meaning of section 57 of the <i>Education Act</i>; 	<p><i>What are the TEPs practicum and field experience requirements and placement processes?</i></p> <p><i>How does the TEP support high quality practicum/field experiences?</i></p> <p><i>How do TEPs provide opportunities for multiple contexts for learning and practising?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Field experience/Teacher Candidate/Mentor Teacher guidelines • Mentor Teacher/faculty and Teacher Candidate feedback • Practicum placement partnerships information • A description of Mentor Teacher role and support • A description of faculty supervisor role and support • Teacher Candidate exit survey

and:

- c) teaches the BC curriculum,
- d) provides supervision by sponsoring teachers and principals who hold a BC Certificate of Qualification as defined in the *Teachers Act*,
- e) is free from any apparent conflict of interest between the Teacher Candidate and the supervising teacher or the school administration,
- f) does not employ the Teacher Candidate in any capacity within the school, and
- g) does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.

4.6 Programs demonstrate an overall effort to provide Teacher Candidates with a variety of Practicum that include diverse populations of students and educators.

4.7 Programs have flexibility to provide select Teacher Candidates with additional opportunities to demonstrate sustained effective teaching and complete the Summative Practicum, where necessary.



Standard 5 | Quality Assurance

The teacher education program demonstrates how it meets the Teacher Education Program Approval Standards, including by establishing transparent ongoing review processes (a) to assess the progress of Teacher Candidates in their ability to meet the Professional Standards for BC Educators and the Certification Standards and (b) to identify and implement program changes in response to changing curriculum, research, societal concerns, and government policy directions.

Required Indicators	Guiding Questions and Sample Evidence
5.1 Programs align with their institution's internal and external Quality Assurance structures and processes.	<i>What criteria does the TEP use for hiring faculty?</i>
5.2 Program Design and assessment processes identify where each of the Professional Standards for BC Educators is taught, practised, and assessed. Programs have processes to determine how Teacher Candidates have demonstrated successful performance against all Professional Standards for BC Educators prior to graduation.	<i>How has the TEP participated in ongoing internal and external review processes?</i> <i>How does the TEP engage in and apply research to inform practice (where applicable)?</i>
5.3 Programs have processes to demonstrate how the teacher education program will ensure that graduates meet the Certification Standards.	Sample evidence may include:
5.4 Programs have processes for the ongoing collection, analysis, and evaluation of data from assessment measures including Self-Study and external reviews to inform program improvements and periodic BCTC reviews.	<ul style="list-style-type: none">• Applicable sections of the most recent internal/external reviews
5.5 Programs have processes to support instructors and Teacher Candidates in collaborating with colleagues across teacher education programs and in the field.	<ul style="list-style-type: none">• Faculty qualifications, teaching assignments, and research (where applicable)
5.6 Programs have the leadership, authority, budget, resources, personnel, facilities, and technology necessary to meet the Teacher Education Program Approval Standards.	<ul style="list-style-type: none">• Current research projects/ grants
5.7 Programs have processes to demonstrate how they recruit and retain faculty and Mentor Teachers from diverse backgrounds.	
5.8 Programs have processes to demonstrate how they address the needs of local, regional, rural, remote, and First Nations communities.	



Process A – New Institution Teacher Education Program Approval

Application of process – this process applies to a post-secondary institution that does not currently offer a teacher education program (TEP) in BC, but proposes to establish a TEP in BC.

1. Submit Expression of Interest for New Program	<ol style="list-style-type: none">a. The institution submits an Expression of Interest (EOI) letter to the BCTC.b. The BCTC Chair sends a letter of acknowledgement to the institution.c. The BCTC Chair refers the EOI to the Professional Excellence Unit for liaison with the institution.d. The Professional Excellence Unit provides the institution with a New Program Application template.e. The Professional Excellence Unit reports to the BCTC Chair in writing regarding the status of the EOI.
2. Submit New Program Application	<ol style="list-style-type: none">a. The institution submits a completed New Program Application to the BCTC at BCTC@gov.bc.ca.b. The application will:<ol style="list-style-type: none">i. provide a detailed description of the proposed TEP,ii. identify how the proposed TEP will meet the Teacher Education Program Approval Standards,iii. include the prescribed application fee.c. The BCTC Chair sends a letter of acknowledgement to the institution.d. The BCTC Chair refers the application to the Teacher Education Program Approval and Review Committee (TEPARC).e. The Professional Excellence Unit reviews the application and supporting documentation in preparation for the next TEPARC meeting.f. The BCTC may invite the institution to make a formal presentation within six months of submission of the application.g. The TEPARC may consult with the BCTC as needed throughout the process. <p><i>Note: The Ministry of Post-Secondary Education and Future Skills also has requirements regarding the establishment of a new program at a post-secondary institution. Institutions are advised to ensure they are following those requirements in the development of program proposals.</i></p>

3. Review and Feedback

- a. The Professional Excellence Unit gives TEPARC the full application and a memo that summarizes the application.
- b. The Professional Excellence Unit will keep the institution informed regarding the projected timeline for review.
- c. The TEPARC reviews the application to assess if the proposal addresses the current Regulatory Standards.
- d. Within 15 business days of the TEPARC meeting, the institution is notified in writing of any concerns to be addressed.
- e. Within 15 business days of notification, the institution may submit a written response and/or amendments to TEPARC. The institution may request that the TEPARC grant an extension if necessary.
- f. The TEPARC refers the file, inclusive of all documentation, to a Program Assessment Team (PAT) or recommends to the BCTC that the review be suspended.
- g. If the review is suspended the institution will be informed in writing within 15 business days of the reasons and steps that are required to resume the process.

4. Establish Program Assessment Team

- a. The TEPARC establishes a PAT that includes the following:
 - i. two BCTC members (one appointed and one elected; Chair and Vice-Chair may not be on the same PAT),
 - ii. one external expert with experience in teacher education,
 - iii. one educator (teacher practitioner) from the field.

Consideration must be given to diversity and inclusion in the formation of the PAT.
- b. The Professional Excellence Unit will act as the secretariat for the PAT Review process.
- c. Non-BCTC members of the PAT are selected from pools that shall be subject to approval by the BCTC and the ABCDE:
 - i. the pool of teacher education experts: will be established by the ABCDE,
 - ii. the pool of educators (with meaningful TEP experience) from the field: will be established by the BCTC,
 - iii. the pools are established for a period of three years and can be replenished as required by the recommending parties. The Professional Excellence Unit will confirm amendments to the pools as required.
- d. The TEPARC will inform the institution in writing of the proposed membership of the PAT. Should the institution be dissatisfied with the proposed PAT, they will notify TEPARC and request the PAT composition be altered. The final composition of the PAT will be determined and confirmed by TEPARC.

5. Conduct Review

- a. The PAT will select a Chair by consensus.
- b. The PAT will review the *British Columbia Teacher Education Program Approval and Review: Implementation Framework Standards Indicators and Evidence*.
- c. The PAT completes a program assessment, which may include a site visit.
- d. If the PAT determines a site visit is required, the PAT members will be provided a minimum of one day of orientation prior to a site visit:
 - i. related to the process,
 - ii. related to the proposal being reviewed.

6. Draft Report for BCTC

- a. By consensus the PAT writes a draft report of findings with a recommendation for the BCTC regarding approval. The report shall include:
 - i. reasons for the recommended decision, in relation to the Teacher Education Program Approval Standards,
 - ii. dissenting views, if any.
- b. Within 15 business days of completion of any site visit, the draft PAT report will be sent to the institution for review.
- c. The institution has 15 business days to respond in writing to correct any factual errors or supplement the information. The institution may request that the PAT grant an extension if necessary.
- d. The PAT finalizes the report and sends it to the institution within 15 business days of receiving the institution's response.
- e. The institution may respond in writing to the final PAT report within 15 business days following receipt. The institution may request that the PAT grant an extension if necessary.
- f. The Professional Excellence Unit will facilitate all document exchanges.

7. BCTC Decision

- a. The final PAT report and any institutional response to the report will be provided to BCTC members to review at the earliest opportunity.
- b. BCTC members may address clarification questions to the Professional Excellence Unit, who will liaise with the institution in writing and report back to the BCTC in writing.
- c. The institution will be notified in writing when the finalized PAT report will be presented to the BCTC for decision.
- d. At the next BCTC meeting:
 - i. the PAT Chair or designate presents the final PAT report to the BCTC,
 - ii. the institution is provided the opportunity to address the BCTC about its proposal.
- e. The BCTC deliberates in private. Following these deliberations, the BCTC will make a determination regarding approval and will advise the institution of one of the following outcomes:

i. Meets Teacher Education Program Approval Standards	ii. Conditionally meets Teacher Education Program Approval Standards	iii. More information required	iv. Does not meet Teacher Education Program Approval Standards
<ul style="list-style-type: none"> • The BCTC informs the institution in writing. Reasons for the decision are provided. <p><i>Note: There will be a Structured Dialogue after the first year and a Maintenance Review after the third year.</i></p>	<ul style="list-style-type: none"> • The BCTC informs the institution in writing. Reasons for the decision are provided and conditions and associated timelines specified. • The BCTC monitors the implementation of conditions. • Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol. 	<ul style="list-style-type: none"> • The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provides additional information as required. • The TEPARC may supplement the report to the BCTC to include any new information from the TEP. • The BCTC reviews TEPARC report and decides on approval or the necessity of a site visit. 	<ul style="list-style-type: none"> • The BCTC informs the institution in writing. Reasons for the decision are provided. • The BCTC takes no further action.

- f. The BCTC communicates its decision publicly and a summary of the outcome is posted on the BCTC webpage.
- g. The Director of Certification is notified of all TEP approvals by the Professional Excellence Unit on behalf of the BCTC.

8. Request for Reconsideration

- a. An institution may request that the BCTC reconsider its decision to deny or place conditions on the approval of an application. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.
- b. The BCTC will review this request at the next practical opportunity and respond in a timely manner.

Note: the BCTC's decisions may be subject to judicial review.



Process B – Changes to an Existing Teacher Education Program Approval

Application of process – this process applies to any teacher education program (TEP) that would like to make potential changes to a currently approved TEP. The process assesses how the change/ amendment may affect the graduates’ ability to understand and demonstrate the Professional Standards and to meet the Certification Standards.

There are three levels of TEP change: **Internal Program Changes**, **Minor Program Changes**, and **Major Program Changes**.

It is expected that TEPs will provide the BCTC with adequate time to adhere to the review process.

Internal Program Changes	Minor Program Changes	Major Program Changes
<p>Will not affect the ability of graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.</p> <p>Examples include changes to course codes, course numbering, course descriptions, course titles.</p>	<p>May affect the ability of graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards. Changes are restricted to delivery format within the current TEP structure and do not substantially alter the character, duration or components of the TEP.</p> <p>Examples include changes to delivery format, course offerings, credit distribution, campus location.</p>	<p>May affect the ability of graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards. Changes substantially alter the character, duration, components, or overall structure of the TEP.</p> <p>Examples include curriculum revitalization and new TEP cohort streams.</p>

I. Program Liaison	<ol style="list-style-type: none"> a. Upon request from a TEP, the Professional Excellence Unit will offer advice on the appropriate TEP approval process: <ol style="list-style-type: none"> i. proposed program change considered as internal, ii. proposed program change considered as minor/major. b. The Professional Excellence Unit documents the nature of the liaison with the TEP for BCTC records. c. The Professional Excellence Unit provides information to the TEP on matters such as: <ol style="list-style-type: none"> i. the applicable Regulatory Standards legislated under section 13 of the <i>Teachers Act</i>, ii. the approval process for changes to existing TEPs, iii. the submission of a Notice of Intent (NOI) with the appropriate rationale/ documentation.
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2. Submit Notice of Intent

- a. The TEP submits a NOI to the BCTC at BCTC@gov.bc.ca.
- b. The NOI will:
 - i. provide an outline of the proposed change to the TEP,
 - ii. outline rationale for the proposed change to the TEP.
- c. The BCTC Chair sends a letter of acknowledgement to the TEP.
- d. The BCTC Chair refers the NOI to the Teacher Education Program Approval and Review Committee (TEPARC).
- e. The Professional Excellence Unit reviews the NOI and supporting documentation in preparation for the TEPARC meeting.
- f. The TEPARC considers the advice of the Professional Excellence Unit and determines the level of the proposed change. Internal change (no further action). Minor Program Changes proceed directly to step 3 (Submit Official Program Proposal for Minor Changes). Major Program Changes proceed to step 4 (Submit Official Program Proposal for Major Changes).

3. Submit Official Program Proposal (for Minor Changes)

- a. The TEP submits an Official Program Proposal for Minor Program Change to the BCTC at BCTC@gov.bc.ca. This may occur with the submission of the related NOI.
- b. The Official Program Proposal will:
 - i. provide a description of the proposed change to the TEP,
 - ii. identify how the proposed TEP will continue to meet the Teacher Education Program Approval Standards,
 - iii. include the TEP's anticipated timeline regarding implementation of the program change.
- c. The BCTC Chair sends a letter of acknowledgement to the TEP.
- d. The BCTC Chair refers the Official Program Proposal to the TEPARC for review.
- e. The Professional Excellence Unit reviews the Official Program Proposal and supporting documentation in preparation for the next TEPARC meeting. The TEPARC receives a memo from the Professional Excellence Unit summarizing the proposal.
- f. At the request of either the TEPARC or the TEP, a presentation by the TEP to the TEPARC may be made.
- g. The TEPARC may consult with the BCTC as needed throughout the process.

<p>4. Submit Official Program Proposal (for Major Changes)</p>	<ul style="list-style-type: none"> a. The TEP submits an Official Program Proposal to the BCTC at BCTC@gov.bc.ca. This may occur with the submission of the related NOI. b. The Official Program Proposal will: <ul style="list-style-type: none"> i. provide a detailed description of the proposed change to the TEP, ii. identify how the proposed TEP will continue to meet the Teacher Education Program Approval Standards, ii. include the TEP's anticipated timeline regarding implementation of the program change. c. The BCTC Chair sends a letter of acknowledgement to the TEP. d. The BCTC Chair refers the Official Program Proposal to the TEPARC for review. e. The Professional Excellence Unit reviews the Official Program Proposal and supporting documentation in preparation for the next TEPARC meeting. The TEPARC receives a memo from the Professional Excellence Unit summarizing the proposal. f. The BCTC Chair invites the TEP to TEPARC to discuss and/or present the proposal. g. The TEPARC may consult with the BCTC as needed throughout the process.
<p>5. Review and Feedback</p>	<ul style="list-style-type: none"> a. The Professional Excellence Unit will keep the TEP informed regarding the projected timeline for review. b. The TEPARC reviews the NOI/Official Program Proposal to assess whether it addresses the current Regulatory Standards. c. The TEPARC sends a written request to the TEP if any additional information is required for the NOI/Official Program Proposal or if any questions or concerns are outstanding in relation to the current Regulatory Standards within 15 business days of meeting. d. The TEP may submit a written response and/or amendments to the TEPARC within 15 business days of receipt of the request. The TEP may request that the TEPARC grant an extension if necessary.
<p>6. Draft Report for BCTC</p>	<ul style="list-style-type: none"> a. Through consensus the TEPARC writes a report with a recommendation for the BCTC regarding the approval status of the proposal. The report shall include: <ul style="list-style-type: none"> i. reasons for the recommended decision in relation to the Teacher Education Program Approval Standards, ii. dissenting views, if any. b. Within 15 business days of the TEPARC meeting, the recommendation report will be sent to the TEP for review. c. The TEP has 15 business days to respond in writing to correct any factual errors or supplement the information. The TEP may request that the TEPARC grant an extension if necessary. d. The TEPARC finalizes the report and sends it to the TEP within 15 business days of receiving a TEP's response. e. The TEP may respond in writing to the final TEPARC report within 15 business days following receipt. The TEP may request that the TEPARC grant an extension if necessary. The Professional Excellence Unit will facilitate all document exchanges.

7. BCTC Decision

- a. The final TEPARC report and any TEP response to the report will be provided to BCTC members to review at the earliest opportunity.
- b. BCTC members may address clarification questions to the Professional Excellence Unit, who will liaise with the TEP in writing and report back to the BCTC in writing.
- c. The TEP will be notified in writing when the final TEPARC report will be presented to the BCTC for decision.
- d. At the next BCTC meeting:
 - i. a TEPARC designate presents the final TEPARC report to the BCTC,
 - ii. the TEP is provided the opportunity to address the BCTC about its proposal.
- e. The BCTC deliberates in private. Following these deliberations, the BCTC will make a determination regarding approval and will advise the TEP that should this proposal be implemented it will lead to one of the following outcomes:

i. Continues to meet Teacher Education Program Approval Standards	ii. Conditionally meets Teacher Education Program Approval Standards	iii. More information required	iv. Does not meet Teacher Education Program Approval Standards
<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. • Reasons for the decision are provided. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided, with conditions and associated timelines specified. • The BCTC monitors implementation of conditions. • Conditions may include one or more visits from a Site Visit Team assigned by BCTC. • Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol. 	<ul style="list-style-type: none"> • The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provides additional information as required. • The TEPARC may supplement the report to the BCTC. • The BCTC reviews TEPARC report and decides on approval or the necessity of a site visit. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided. • The BCTC takes no further action.

- f. The BCTC communicates its decision publicly and a summary of the outcome is posted on the BCTC webpage.
- g. The Director of Certification is notified of all changes to existing TEPs by the Professional Excellence Unit on behalf of the BCTC.
- h. The TEP will confirm, in writing to the BCTC and Director of Certification, the anticipated date of program implementation.

8. Request for Reconsideration

- a. A TEP may request that the BCTC reconsider its decision to deny or place conditions on the approval of a proposal. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.
- b. The BCTC will review this request at the next practical opportunity and respond in a timely manner.

Note: the BCTC's decision may be subject to judicial review.



Process C – Ongoing Structured Dialogue

Application of process – this process applies to existing teacher education programs (TEPs). Structured Dialogues will take place every two years for TEPs except in a year where a Maintenance Review occurs.

Structured Dialogues typically include participation by all cohorts and satellite campuses under the umbrella of the main institution. The BCTC reserves the right to request a Structured Dialogue with a specific satellite campus as required.

The schedule for upcoming Structured Dialogues is available on the BCTC website.

I. Program Liaison	<ul style="list-style-type: none">a. The Professional Excellence Unit initiates communication with a TEP and proposes a one- to two-week range for a half-day Structured Dialogue, at least eight weeks before the proposed date.b. The TEP follows up with the Professional Excellence Unit to confirm or suggest an alternative date(s).c. Four weeks prior to the Structured Dialogue, the Professional Excellence Unit provides the TEP with the names of two selected BCTC participants, provides a draft agenda and requests:<ul style="list-style-type: none">i. additional topics/discussion items that the TEP may wish to include in the agenda,ii. the names of any TEP Structured Dialogue participants to include in the agenda,iii. a high-level program overview (two to three pages),iv. campus maps and parking passes (if required).d. A TEP may request a change in time for the Structured Dialogue that is outside the regular cycle.
2. Notification to BCTC and Request for Participation	<ul style="list-style-type: none">a. Six weeks prior to the meeting, the Professional Excellence Unit, on behalf of the TEPARC, puts out a “Call for BCTC Members” to participate in the Structured Dialogue.b. BCTC members are given approximately two weeks to indicate if they want to take part.c. The Professional Excellence Unit selects two interested BCTC members to participate in the process. At least one BCTC participant must be a certificate holder. The following factors may be considered when selecting BCTC members:<ul style="list-style-type: none">i. BCTC term expiry,ii. geographical location,iii. recent participation in a Structured Dialogue.d. The Professional Excellence Unit, on behalf of the TEPARC, informs the BCTC of the two selected members.

3. Structured Dialogue Meeting

- a. The BCTC participants will be provided a minimum of one hour of orientation in advance of the Structured Dialogue:
 - i. related to the process,
 - ii. related to the TEP being reviewed.
- b. During the Structured Dialogue, a Ministry of Education and Child Care staff member will provide administrative support.
- c. Following the meeting the BCTC participants provide notes to the Professional Excellence Unit.

4. Report Out to the BCTC

- a. The Professional Excellence Unit collates the notes into a draft Summary Report for the BCTC participants.
- b. The draft Summary Report is forwarded to the BCTC participants for review and approval. The BCTC participants provide any suggested amendments and additional comments as required.
- c. The draft Summary Report is sent to the TEP for review. The TEP provides any suggested amendments and additional comments as required.
- d. The final copy of the Summary Report is presented to the BCTC by the BCTC participants at the next BCTC meeting.
- e. The TEP is provided the opportunity to address the BCTC, answer questions and comment on the process and Summary Report during the report out.
- f. Completion of the Structured Dialogue is recorded on the BCTC webpage.



Process D – Maintenance Review

Application of process – this process applies to existing teacher education programs (TEPs). This process will take place every five to seven years. At the request of the TEP and where possible, the review will be coordinated with a TEP’s external review to maximize efficiency and effectiveness.

The schedule for upcoming Maintenance Reviews is available on the BCTC website.

1. Complete Self-Study	<ol style="list-style-type: none">a. Twelve months prior to the scheduled date of a Maintenance Review, the BCTC Chair will send the TEP a written request to complete a Self-Study based on the Eight weeks before a scheduled Maintenance Review site visit, the TEP must submit the completed Self-Study to the BCTC Chair at BCTC@gov.bc.ca.b. The BCTC Chair refers the Self-Study to the Professional Excellence Unit.c. The Professional Excellence Unit reviews the Self-Study and supporting documentation in preparation for the formation of the Program Assessment Team (PAT).
2. Establish Program Assessment Team	<ol style="list-style-type: none">a. The Teacher Education Program Approval and Review Committee (TEPARC) establishes a PAT that includes the following:<ol style="list-style-type: none">i. two voting BCTC members (one of which must be a certificate holder; Chair and Vice-Chair may not be on the same PAT),ii. one external expert with experience in teacher education,iii. one teacher practitioner from the field with meaningful TEP experience.b. The Professional Excellence Unit will act as the secretariat for the PAT Review process.c. Non-BCTC members of the PAT are selected from pools that shall be subject to approval by the BCTC and the ABCDE:<ol style="list-style-type: none">i. the pool for teacher education experts will be established by the ABCDE,ii. the pool for teacher practitioners from the field with meaningful TEP experience will be established by the BCTC,iii. the pools are established for a period of three years and can be replenished as required by the recommending parties. The Professional Excellence Unit will confirm amendments to the list as required.d. The TEPARC will consult in writing with the TEP on the PAT it selects. Should the TEPARC and TEP be unable to reach agreement regarding the TEPARC’s selected PAT, the decision on PAT composition will be referred to the BCTC for final decision.

3. Prepare for and Conduct the Review

- a. The PAT will select a Chair by consensus.
- b. The PAT will review the Self-Study and the PAT members will be provided a minimum of one full day or equivalent of orientation prior to a site visit:
 - i. related to the Maintenance Review and site visit process,
 - ii. related to the TEP being reviewed and their submitted Self-Study.
- c. The PAT members will also be given an additional one full day or equivalent of preparation and planning together prior to the site visit.
- d. The PAT Chair will consult with the TEP lead to finalize the itinerary for the site visit and throughout the process.
- e. The PAT completes a program assessment, which will include a site visit (up to three days). A site visit shall include interviews with internal and external stakeholders.
- f. Before the completion of the site visit the PAT Chair will liaise with the TEP lead and/or dean and provide informal feedback on the review.
- g. The PAT members will be given an additional half day debrief upon completion of the site visit.

4. Draft Report for the BCTC

- a. The PAT will be provided up to two full days or equivalent to draft the report.
- b. Through consensus, the PAT writes a draft report of findings and includes recommendations for the program. The PAT makes a recommendation to the BCTC regarding maintaining TEP program approval. The report shall include:
 - i. reasons for the program approval decision, in relation to the Regulatory Standards,
 - ii. dissenting views, if any.
- c. Within 15 business days of completion of the site visit, the draft PAT report will be sent to the TEP for review. The PAT may request that the TEP grant an extension if necessary.
- d. The TEP has 15 business days to respond in writing to correct any factual errors or supplement the information. The TEP may request that the PAT grant an extension if necessary.
- e. The PAT finalizes the report and sends it to the TEP within 10 business days of receiving the TEP's response. The PAT may request that the TEP grant an extension if necessary.
- f. The TEP may respond in writing to the final PAT report within 10 business days following receipt. The TEP may request that the PAT grant an extension if necessary.
- g. The Professional Excellence Unit will facilitate all document exchange.

5. BCTC Decision

- a. The final PAT report and any TEP response to the report will be provided to BCTC members to review as soon as possible prior to the next BCTC meeting.
- b. The TEP will be notified in writing when the final PAT report will be presented to the BCTC for decision.
- c. At the next BCTC meeting:
 - i. the PAT Chair or designate presents the final PAT report to the BCTC,
 - ii. the TEP is provided the opportunity to address the BCTC regarding the process and the final PAT report.
- d. The BCTC deliberates in private. Following these deliberations, the BCTC will make a determination regarding approval and will advise the TEP of one of the following outcomes in writing:

i. Continues to meet Teacher Education Program Approval Standards	ii. Conditionally meets Teacher Education Program Approval Standards	iii. More information required	iv. Does not meet Teacher Education Program Approval Standards
<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided, with conditions and associated timelines specified. • The BCTC monitors the implementation of conditions. • Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol. 	<ul style="list-style-type: none"> • The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provide additional information as required. • The TEPARC may supplement the report to the BCTC to include any new information from the TEP. • The BCTC reviews TEPARC report and decides on approval or the necessity of a site visit. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided. • The TEP is provided 15 business days to respond. • The BCTC convenes a special meeting if necessary to review the TEP response and determine next steps, which may include granting full or conditional approval or initiating an Exceptional Concerns Protocol.

- f. The BCTC communicates its decision publicly and a summary of the outcome is posted on the BCTC webpage.

6. Request for Reconsideration

- a. A TEP may request that the BCTC reconsider its decision to deny or place conditions on the approval of a program. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.
- b. The BCTC will review this request at the earliest opportunity and respond in a timely manner.

Process E – Exceptional Concerns Protocol

Application of process – this protocol applies to existing teacher education programs (TEPs) where serious concerns arise outside the Cyclical Review processes implying that these concerns have the potential to undermine the Teacher Education Program Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.

1. Initiation of Protocol	<p>a. The BCTC Chair conducts a preliminary assessment with the TEP; the ABCDE chair is informed. Confidentiality will be maintained unless disclosure is required by law. The BCTC Chair may consult with the ABCDE Chair.</p> <p>b. The BCTC Chair will determine if:</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0070C0; color: white; padding: 5px;">No Further Action Required</th> <th style="background-color: #0070C0; color: white; padding: 5px;">Further Action Required</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> TEP will be informed in writing and a record of the written communication will be retained in the BCTC files. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Report to appropriate agencies/authorities as required by law. Seek further information. This may include a review by the TEPARC if the TEP's ability to meet the Professional Standards and the Certification Standards may be compromised. TEP will be informed in writing and a record of the written communication will be retained in the BCTC files. </td> </tr> </tbody> </table>	No Further Action Required	Further Action Required	<ul style="list-style-type: none"> TEP will be informed in writing and a record of the written communication will be retained in the BCTC files.
No Further Action Required	Further Action Required			
<ul style="list-style-type: none"> TEP will be informed in writing and a record of the written communication will be retained in the BCTC files. 	<ul style="list-style-type: none"> Report to appropriate agencies/authorities as required by law. Seek further information. This may include a review by the TEPARC if the TEP's ability to meet the Professional Standards and the Certification Standards may be compromised. TEP will be informed in writing and a record of the written communication will be retained in the BCTC files. 			
2. Conduct Review	<p>a. If the matter is referred to the Teacher Education Program Approval and Review Committee (TEPARC), the TEPARC will conduct a review.</p> <p>b. The TEPARC will consult with the TEP on the matter, which may include consultation on potential solutions. The TEP may include the ABCDE Chair in the process.</p>			
3. Draft Report for the BCTC	<p>a. Through consensus the TEPARC writes a draft report of findings with a recommendation for the BCTC regarding regulatory approval.</p> <p>b. Within 15 business days of completion of the review, the draft TEPARC report will be sent to the TEP.</p> <p>c. The TEP has 15 business days to respond in writing to correct any factual errors or supplement the information. The TEP may request that the TEPARC grant an extension if necessary.</p> <p>d. Within 10 business days of receiving the TEP's response the TEPARC finalizes the report and sends it to the TEP. The TEPARC may request that the TEP grant an extension if necessary.</p> <p>e. The TEP may respond in writing to the finalized TEPARC report within 10 business days following receipt. The TEP may request that the TEPARC grant an extension if necessary.</p> <p>f. The Professional Excellence Unit will facilitate all document exchanges.</p>			

4. BCTC Decision

- a. The final TEPARC report and any institutional response to the report will be provided to BCTC members to review at the earliest opportunity.
- b. BCTC members may address clarification questions to the Professional Excellence Unit, who will liaise with the TEP and report back to the BCTC.
- c. The TEP will be notified in writing when the final TEPARC report will be presented to the BCTC for decision.
- d. At the next BCTC meeting:
 - i. the TEPARC presents the final report to the BCTC,
 - ii. the TEP is provided the opportunity to address the BCTC regarding the final TEPARC report.
- e. The BCTC deliberates in private. Following these deliberations, the BCTC will make a determination regarding approval and will advise the TEP of one of the following outcomes in writing:

i. Continues to meet Teacher Education Program Approval Standards	ii. Conditionally meets Teacher Education Program Approval Standards	iii. More information required	iv. Does not meet Teacher Education Program Approval Standards
<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided, and conditions and associated timelines specified. • The BCTC monitors implementation of conditions. 	<ul style="list-style-type: none"> • The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provide additional information as required. • The TEPARC may supplement the report to the BCTC to include any new information from the TEP. • The BCTC reviews TEPARC report and decides on approval or the necessity of a site visit. 	<ul style="list-style-type: none"> • The BCTC informs the TEP in writing. Reasons for the decision are provided. • The TEP is provided 15 business days to respond before the BCTC suspends or revokes program approval. • The BCTC suspends or revokes program approval.

- f. The BCTC communicates its decision publicly and a summary of the outcome is posted on the BCTC webpage.
- g. In the event of a suspension or revocation, the Ministry of Post Secondary Education and Future Skills and the Director of Certification are notified by the Professional Excellence Unit on behalf of the BCTC.

5. Re-Approval of TEP

- a. Following the BCTC's suspension of regulatory approval for a TEP as the result of an Exceptional Concerns Protocol, the TEP may be re-approved if the reasons for suspension are addressed in accordance with any written directions made by the BCTC.
- b. Following the BCTC's revocation of regulatory approval for a TEP as the result of an Exceptional Concerns Protocol, the TEP may be re-approved through Process A – the New Institution Teacher Education Program Approval Process when the reasons for revocation have been addressed in accordance with any written directions made by the BCTC.

6. Request for Reconsideration

- a. A TEP may request that the BCTC reconsider its decision to suspend, revoke, or place conditions on the approval of a TEP. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.
- b. The BCTC will review this request at the next practical opportunity and respond in a timely manner.

Note: the BCTC's decision may be subject to judicial review.



Process F – Extraordinary Circumstances Pathway

Application of process – this process applies to any currently approved teacher education program that would like to request an accommodation due to challenges affecting the program as a result of Extraordinary Circumstances.

The examples of Extraordinary Circumstances include but are not limited to the following: natural disasters, national and regional emergencies, government health mandates, safety and security concerns, and practicum placement challenges in rural and remote areas.

Under this process, the BCTC will collaboratively work with the TEP to resolve related concerns and establish possible exemptions for programs or cohorts when warranted. This process cannot be applied to individual Teacher Candidate cases and circumstances.

The Process F Accommodation will not impact a program's approval status provided that the program continues to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.

1. Initiate Protocol	<ol style="list-style-type: none">a. The TEP submits a request to the BCTC at BCTC@gov.bc.ca.b. The request will include:<ol style="list-style-type: none">i. an outline of the Extraordinary Circumstance by the TEP, andii. a rationale for the request with a proposed Process F Accommodation.c. The BCTC Chair sends a response acknowledging the request to the TEP.d. If the matter is not urgent, the BCTC Chair may refer the request to the Teacher Education Program Approval and Review Committee (TEPARC).<ol style="list-style-type: none">i. As necessary, the Professional Excellence Unit reviews the request and supporting documentation in preparation for the next TEPARC meetingii. As necessary, the TEPARC considers the proposed Process F Accommodation and may consult with the TEP.
2. Accommodation Pathway	<ol style="list-style-type: none">a. Depending on the context and urgency of the Extraordinary Circumstance, the Process F Accommodation may vary:<ol style="list-style-type: none">i. The BCTC Chair may move forward with a verbal agreement to the TEP followed by written confirmation and notification to the BCTC.ii. The TEPARC, on behalf of the BCTC, may draft a Memorandum of Understanding (MOU) for the Extraordinary Response Pathway. The TEP is given the opportunity to review and amend the MOU. The BCTC considers the MOU at their next practicable meeting.iii. The BCTC and ABCDE engage in a formal agreement if the matter affects all BC TEPs. The BCTC considers the formal agreement at their next practicable meeting.b. The Professional Excellence Unit, on behalf of the BCTC, notifies the Director of Certification regarding the approved Process F Accommodation.

Appendix A: British Columbia Teacher Education Program Approval and Review Guiding Principles and Implementation Framework – Glossary

Association of British Columbia Deans of Education (ABCDE): The ABCDE represents provincial teacher education programs. The ABCDE exists to enhance cooperation among British Columbia’s teacher education programs and other educational stakeholders in providing quality undergraduate and graduate teacher education programs as well as excellence in related scholarship and research.

Approval Decision: The decision of the BCTC, following the review of a TEPARC recommendation report regarding one of the regulatory processes.

Approval Decision without Conditions: The BCTC grants approval without conditions when it finds that the program fully satisfies the requirements set in the Teacher Education Program Approval Standards.

Approval Decision with Conditions: The BCTC grants approval with one or more conditions when it finds that:

- the program substantially satisfies the approval requirements set in the Teacher Education Program Approval Standards, but does not fully satisfy the requirements for approval, and
- it is reasonable for the BCTC to believe that the program will satisfy any conditions the BCTC may impose on the approval, within the period of time specified in the decision.

Approved Program: A teacher education program that has been approved by the BCTC.

British Columbia Teachers’ Council (BCTC): The BCTC, created under the *Teachers Act*, comprises 16 members either appointed by the Minister of Education and Child Care or elected by certified teachers. The BCTC is constituted to establish standards for the preparation, certification, competence and conduct of teachers who hold a certificate of qualification from the Ministry of Education and Child Care. Further, the BCTC develops and implements standards to approve teacher education programs.

BCTC Chair: A member of the BCTC, elected annually by the BCTC members, whose role includes presiding over BCTC meetings, acting as the BCTC’s liaison with the Ministry of Education and Child Care Director of Professional Excellence, and providing overall leadership to the BCTC.

Business Day: A day other than Saturday, Sunday or a holiday.

Certification Standards: BCTC Regulatory Standards, established under the *Teachers Act*, that outline the certification requirements for teachers in BC.

Conceptual Framework: The rationale and organizing principles that guide the development of a TEP. The conceptual framework is based upon relevant research and an informed, coherent image of teaching and learning. The conceptual framework may be evidenced by a mission statement and demonstrations of the integration of theory and practice. The conceptual framework should answer the question: What do teaching and learning mean within a TEP?

Course Syllabus: An academic document that communicates the course content, goals and elements and defines expectations and responsibilities.

Curriculum Mapping: A process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed and assessments used for each subject area and grade level.

Cyclical Review: A two-step review process intended to assess how an existing TEP continues to prepare graduates to meet the Professional Standards and the Certification Standards.

- **Structured Dialogue:** A maintenance review process scheduled to occur every two years for the purpose of facilitating a reciprocal exchange of information between a TEP and the BCTC.
- **Maintenance Review:** A maintenance review process that occurs at regular intervals (every 5-7 years) and determines if a TEP continues to maintain its approval.

Director of Certification (DOC): A statutory decision maker whose mandate is detailed in the *Teachers Act*. The DOC is responsible for the regulation of the BC teaching profession in the area of teacher certification.

Educator: A person who holds a certificate of qualification, independent school teaching certificate or letter of permission from the BC Ministry of Education and Child Care.

Educator from the Field: A practising teacher in the BC K-12 school system.

Exceptional Concerns Protocol: A TEP approval and review framework process that may be initiated if serious concerns arise with prima facie validity outside of the Cyclical Review processes. These concerns have the potential to undermine the TEP Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.

Expression of Interest (EOI) for New Program: A communication sent from an institution to the BCTC, seeking approval for a new TEP.

Extraordinary Circumstances Pathway: A TEP approval and review framework process that may be initiated when a TEP is faced with external challenges beyond its control. Under this process, the BCTC will work collaboratively with the TEP to establish possible exemptions for programs or cohorts when warranted. This process cannot be applied to individual teacher candidate cases and circumstances.

Faculty: For the purposes of the TEP approval process, faculty includes full-time, part-time or sessional employees of a TEP provider with assignments as instructors, professors at different ranks, administrators or other professional responsibilities.

Faculty Profiles: A summary of academic qualifications, range of specialist knowledge and expertise, teaching experience and research interests of educators teaching in the program.

Faculty Supervisor: An employee of a TEP who works with mentor teachers and teacher candidates to organize, supervise and support field experience.

Field Experience: Opportunities offered by a TEP for teacher candidates to develop one's knowledge, skills and dispositions in an educational (school or non-school) setting.

Guiding Principles and Implementation Framework: A foundation document developed between the BCTC and the ABCDE that defines the processes for all TEP reviews. It acknowledges the BCTC's powers and duties mandated by the *Teachers Act*, while respecting the mandate of BC post-secondary institutions under the *University Act*.

Institution: A BC post-secondary institution.

Institution Initiated Reviews: BCTC processes, commenced at an institution's request, by which a new program proposal or changes to an existing program are assessed and approved on the extent to which the program will prepare or continue to prepare graduates to meet the Professional Standards and the Certification Standards.

- **New Institution Program Approval:** An approval process undertaken when a new TEP is proposed by an institution.
- **Changes to Existing Program Approval:** An approval process undertaken when potential changes are proposed for an approved TEP.

Internal Program Change: A change to a component of a TEP that does not have the potential to affect the ability of graduates to meet the Professional Standards and the Certification Standards. This change shall be communicated to the Professional Excellence Unit as a Notice of Information.

Judicial Review: A legal procedure that takes place in a supreme court. In a judicial review, a supreme court judge reviews a decision that has been made by an administrative tribunal or an administrative decision maker.

Learning Plan: The planning document used to identify, execute and assess the learning outcomes for students.

Letter of Acknowledgement: A communication sent from the BCTC to a TEP, acknowledging the receipt of a Notice of Intent or Official Program Proposal for major program change.

Major Program Change: A revision to an approved teacher education program that has the potential to affect the ability of graduates to meet the Professional Standards and the Certification Standards. Changes substantially alter the character, duration, components or overall structure of the program.

Mentor Teacher: A practising teacher whose role is to guide the growth and development of a teacher candidate during practica, in order to improve the candidate's learning.

Minor Program Change: A revision to an approved teacher education program that has the potential to affect the ability of graduates to meet the Professional Standards and the Certification Standards. Changes are restricted to delivery format within the current program structure and do not substantially alter the character, duration or components of the program.

Mission Statement: A statement of the purpose and goals of the post-secondary institution and teacher education program.

New Program Application: An application from an institution not currently offering a TEP, providing a detailed description of the proposed program and identifying how the program will meet the Teacher Education Program Approval Standards.

Notice of Information: A communication from a TEP to the Professional Excellence Unit, advising on an internal program change. This Notice of Information shall be shared with both the BCTC and the DOC.

Notice of Intent (NOI): A communication from a TEP to the BCTC, seeking approval for proposed internal, minor, and major changes to an existing TEP.

Official Program Proposal for Major Change: A program proposal sent from a TEP to the BCTC, providing the details of the proposal for major program change.

Pedagogical Studies: Courses and other learning experiences in which candidates study and apply concepts, theories and research about effective teaching and learning.

Practicum: Practical experience teaching in K-12 schools to progressively develop and demonstrate one's knowledge, skills and dispositions; includes an evaluative component, and successful completion leads to eligibility for BC teacher certification.

Practicum Partner: Schools and community groups that provide a setting for Teacher Candidates to develop content knowledge, pedagogical knowledge, and professional dispositions.

Practising Teacher: A certified teacher who has carried out one or more of the following duties in the preceding two years in the course of his or her employment:

- design, supervision and assessment of educational programs,
- instruction, assessment and evaluation of individual students and of groups of students.

Process F Accommodation: A formal agreement that confirms that an extraordinary circumstance will not impact a TEP's approval status provided that the program continues to prepare graduates to understand and demonstrate the Professional Standards and to meet the Certification Standards.

Professional Excellence Unit: Part of the Teacher Regulation Branch of the Ministry of Education and Child Care that provides operational support to the BCTC.

Professional Standards: The *Professional Standards for BC Educators*. The Standards outline the requirements of the profession and provide the foundation on which educators can grow, articulating both the values and characteristics that distinguish their work.

Program: A planned sequence of courses and experiences leading to a Bachelor of Education degree or a Diploma or Certificate in Education completed either concurrently with a first undergraduate degree, or consecutively following the completion of an undergraduate degree or graduate degree.

Program Admission: The process through which students can enter a teacher education program.

Program Assessment Team (PAT): A team selected by the Teacher Education Program Approval and Review Committee (TEPARC) from members of the BCTC and a pre-approved pool of non-BCTC members. The purpose of a PAT is to conduct site visits to determine if a TEP prepares teacher candidates to meet the Professional Standards and Certification Standards.

Program Assessment Team (PAT) Chair: A PAT member, selected by consensus of its members, to lead a program assessment site visit and be principal author of a report to the BCTC.

Program Design: The structure and content of a teacher education program. It includes course descriptions, learning outcomes, curriculum mapping and their congruence with the Regulatory Standards.

Program Re-entry: The process through which students who exited the program can be re-admitted into the program.

Program Review: One of the processes by which the BCTC assesses the quality of a TEP and the TEP's compliance with the BCTC Regulatory Standards.

Program Withdrawal: The process through which students can exit the program before completion.

Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that a teacher education program has established to promote, monitor, evaluate and enhance operational effectiveness and the quality of the TEP's candidates, educators, curriculum and other program requirements.

Recommendation Report to BCTC: A report submitted by the TEPARC to the BCTC, for one of the following processes:

- New Institution Program Approval Process
- Changes to Existing Program Approval Process
- Maintenance Review Process
- Exceptional Concerns Protocol

Reconsideration Request: A request from an institution that the BCTC reconsider its decision to deny or place conditions on the approval of an application, proposal or program. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision.

Regulatory Standards: An overarching term that refers to the Professional Standards, the Certification Standards and the Teacher Education Program Approval Standards for the teaching profession in British Columbia.

Required Content: The course content required for teacher candidates to be certified, as outlined in the Regulatory Standards.

Revocation of Program: The determination made by the BCTC to revoke a program approval status arising from an Exceptional Concerns Protocol. The TEP may apply for re-approval through the *New Institution Program Approval Process* when the reasons for revocation have been addressed.

The approval decision made by the BCTC to revoke a program approval status when the BCTC has determined that the TEP no longer meets two or more Teacher Education Program Approval Standards.

Satellite Campus: A branch campus of an institution that is physically at a distance from the original institution. This branch campus is often located in a different city and smaller than the main campus.

Self-Study: A preliminary report that addresses how a teacher education program is meeting the Teacher Education Program Approval Standards. This report must be completed by the teacher education program prior to the site visit of a BCTC program assessment team.

Site Visit Team: The team may be selected by the Teacher Education Program Approval and Review Committee (TEPARC) from members of the BCTC to confirm that conditions of approval for changes to an existing TEP are being met. May include experts as needed.

Student: A person enrolled in a K-12 educational program provided by a board of education, independent school authority, or First Nations School and for whom an educator has responsibility.

Suspension of Program: A BCTC decision that suspends the approval status of a TEP for a specific time period.

Teachers Act: *Teachers Act*, S.B.C. 2011, c. 19 regulates and guides the work of the regulatory structure for the teaching profession in the BC K-12 school system.

Teacher Candidate: A learner in a TEP.

Teacher Education Expert: An individual with extensive experience or expertise within BC TEPs.

Teacher Education Program (TEP): A program of professional education that prepares a person to teach in the Kindergarten to Grade 12 school system.

Teacher Education Program Approval Standards: BCTC standards that include a defined set of criteria for the approval of BC TEPs, to ensure that graduates meet the Professional Standards and the Certification Standards.

Teacher Education Program Review: BCTC processes by which BC TEPs are assessed and approved on the extent to which their TEP has prepared or will prepare graduates to meet the Professional Standards and the Certification Standards.

Teacher Education Program Approval and Review Committee (TEPARC): A committee of the BCTC. The TEPARC is responsible for conducting TEP review processes established by the BCTC. This includes reviewing TEP proposals for new or existing programs as well as completing maintenance reviews and making approval recommendations to the BCTC.

Teacher Education Program Working Group (TEPWG): A working group consisting of members of the BCTC and representatives from the ABCDE, the BC Ministry of Education and Child Care and the BC Ministry of Post Secondary Education and Future Skills. The TEPWG is responsible for developing and implementing the teacher education program approval and review framework, principles and processes, and provides a platform for sharing ideas to highlight issues relevant to the ABCDE and the BCTC.

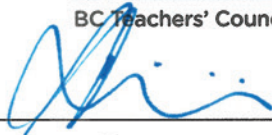
University Act: *University Act*, RSBC 1996, c. 468 regulates and guides the activity of the universities in BC.

Teacher Education Program

APPROVAL AND REVIEW FRAMEWORK: MAY 3, 2019



Rebecca Blair, BEd MA
Chair



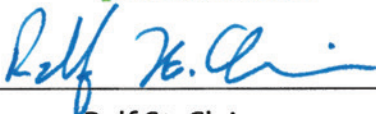
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For more information on the
Teacher Education Program Approval and Review Framework,
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