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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, ensuring 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 meet the Professional Standards and 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 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 the individuality and distinctiveness 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 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 three 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 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 changes from 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 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 and submitted to the BCTC for review, 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 with the BCTC,
- 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, and
- if serious concerns arise during the Maintenance Review, the review will be suspended until the Exceptional Concerns Protocol (Process E) is completed. The teacher education program will participate in the Exceptional Concerns Protocol (Process E). The Maintenance Review may recommence following the completion of the Exceptional Concerns Protocol.

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 which 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 the Certification Standards.

b. The protocol will involve substantive exploration of the nature of the problems and thorough, detailed exploration of potential solutions.

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 (ABCD):** 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 academic program engages with the BCTC to facilitate the approval and review of new and existing BC teacher education programs against the Regulatory Standards.

**Professional Excellence and Outreach Unit:** Part of the Governance & Analytics Division of the Ministry of Education 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 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 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 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 and the Ministry of Education. 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.
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.

<table>
<thead>
<tr>
<th>Teacher Education Program Approval Standards</th>
<th>Proposed Indicators</th>
<th>Guiding Questions and Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Quality Assurance and Institutional Commitment</strong></td>
<td>a. The TEP has been approved by the institution’s internal and external quality assurance structures and processes.</td>
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<td></td>
<td>b. The TEP uses processes to ensure currency and ongoing development by applying formative and summative TEP evaluation. The TEP consistently collects data with regard to the effectiveness of its graduates.</td>
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<tr>
<td></td>
<td><strong>How has the TEP participated in ongoing internal and external review processes?</strong></td>
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<td></td>
<td><strong>Sample evidence might include:</strong></td>
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<td></td>
<td>• Applicable sections of the most recent internal/external reviews including recommendations and TEP response,</td>
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<td></td>
<td>• BCTC Structured Dialogue reports,</td>
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<td></td>
<td>• BCTC Regulatory Review (when these are available),</td>
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<td></td>
<td>• Record of BCTC approved changes arising from TEP Initiated Reviews or Exceptional Concerns Protocol,</td>
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<td>• TEP response to any BCTC required conditions.</td>
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<td></td>
<td><strong>How does the TEP review and refine its content and structure to ensure continued success for its graduates?</strong></td>
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<td></td>
<td><strong>What data does the TEP collect to inform its review processes?</strong></td>
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<tr>
<td></td>
<td><strong>Sample evidence might include:</strong></td>
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<td></td>
<td>• Mentor teacher exit surveys or interviews,</td>
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<td></td>
<td>• Teacher candidate exit surveys or interviews,</td>
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<tr>
<td></td>
<td>• Employer satisfaction surveys or interviews (e.g. principal observations),</td>
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<td>• BCTC-initiated surveys,</td>
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<td></td>
<td>• TEP-initiated surveys.</td>
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</table>
### 2. Required Content

**a.** The TEP identifies how it addresses the Regulatory Standards with regard to required content and integration of theory and practice.

**b.** The TEP’s philosophy and rationale is clearly described and congruent with Regulatory Standards and Ministry of Education policy and legislation.

**c.** The TEP identifies how it embeds the Regulatory Standards, allowing for a diversity of ways to address these Standards and distinctive interpretations from TEP to TEP.

**d.** TEP graduates demonstrate they have met the Professional Standards.

<table>
<thead>
<tr>
<th>Proposed Indicators</th>
<th>Guiding Questions and Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the TEP integrate the required content?</td>
<td></td>
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<tr>
<td>How does the TEP ensure that the required content prepares teacher candidates to be competent early career educators?</td>
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<tr>
<td>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?</td>
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<tr>
<td>How does the TEP ensure that candidates are prepared to include First Nations, Inuit and Métis perspectives?</td>
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<tr>
<td>How does the TEP ensure that candidates are prepared to support First Nations, Inuit and Métis learners?</td>
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<tr>
<td>How do teacher candidates demonstrate an understanding of critical concepts and principles of educational theory and practice?</td>
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</tbody>
</table>

**Sample evidence might include:**
- Conceptual Framework and TEP Design,
- Teacher candidate-developed learning plans,
- Course- and field-based assessments of teacher candidate performance,
- Teacher candidate portfolios.

**How is the TEP’s philosophical framework evident in its design?**

**How does the TEP ensure congruency with Ministry of Education policy and legislation?**

**How are the TEP learning outcomes congruent with Regulatory Standards?**

**Sample evidence might include:**
- TEP Vision and Mission Statement,
- TEP Learning Outcomes,
- Current abbreviated course syllabi – Course description and course learning outcomes,
- Curriculum Mapping – TEP and Regulatory Standards.
<table>
<thead>
<tr>
<th>Teacher Education Program Approval Standards</th>
<th>Proposed Indicators</th>
<th>Guiding Questions and Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does the TEP formally assess teacher candidates against the Professional Standards?</td>
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<tr>
<td></td>
<td>Sample evidence might include:</td>
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</tr>
<tr>
<td></td>
<td>• Conceptual Framework and TEP Design,</td>
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<tr>
<td></td>
<td>• Assessments related to the Regulatory Standards,</td>
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<td></td>
<td>• Teacher candidate final practicum/field experience reports,</td>
<td></td>
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<tr>
<td></td>
<td>• Teacher candidate exit portfolios/interviews.</td>
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</table>

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<thead>
<tr>
<th>3. Practicum and Field Experience</th>
<th>a. The TEP requires teacher candidates to develop and apply their understanding of the Professional Standards while learning and practising in multiple contexts.</th>
<th>What are the TEPs practicum and field experience requirements and placement processes?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does the TEP support high quality practicum/field experiences?</td>
<td></td>
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<tr>
<td></td>
<td>How do TEPs provide opportunities for multiple contexts for learning and practising?</td>
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<td></td>
<td>Sample evidence might include:</td>
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<tr>
<td></td>
<td>• Field experience/teacher candidate/mentor teacher guidelines,</td>
<td></td>
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<td></td>
<td>• Mentor teacher/faculty and teacher candidate feedback,</td>
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<td></td>
<td>• Practicum placement partnerships information,</td>
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<td></td>
<td>• A description of mentor teacher role and support,</td>
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<td></td>
<td>• A description of faculty supervisor role and support,</td>
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<td></td>
<td>• Teacher candidate exit survey.</td>
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<tr>
<td>Teacher Education Program Approval Standards</td>
<td>Proposed Indicators</td>
<td>Guiding Questions and Sample Evidence</td>
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</tbody>
</table>
| **4. Selection, Admission, Withdrawal and Re-entry** | a. The TEP has defined selection and admissions policies recognizing academic standing, language proficiency and academic background suitable for the Certification Standards. | What criteria and processes are used to select teacher candidates for entry to the TEP? What is the rationale for any exemptions to these entry criteria and processes? How does the TEP ensure that its selection, advancement, withdrawal and re-entry processes are justifiable and transparent? *Sample evidence might include:*  
• Admission guidelines/criteria,  
• Link to TEP policy regarding exemptions,  
• Advancement criteria,  
• Re-entry criteria. |
| **5. Resources and Personnel** | a. The TEP ensures appropriate and sufficient resources and personnel through its institutional quality assurance processes. | What criteria does the TEP use for hiring faculty? How does the TEP engage in and apply research to inform practice (where applicable)? *Sample evidence may include:*  
• Applicable sections of the most recent internal/external reviews,  
• Faculty qualifications, teaching assignments, and research (where applicable),  
• Current research projects/grants. |
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.

<table>
<thead>
<tr>
<th>1. Submit Expression of Interest for New Program</th>
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<tbody>
<tr>
<td>a. The institution submits an Expression of Interest (EOI) letter to the BCTC.</td>
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<tr>
<td>b. The BCTC Chair sends a letter of acknowledgement to the institution.</td>
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<tr>
<td>c. The BCTC Chair refers the EOI to the Professional Excellence and Outreach Unit for liaison with the institution.</td>
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<tr>
<td>d. The Professional Excellence and Outreach Unit provides the institution with a New Program Application template.</td>
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<td>e. The Professional Excellence and Outreach Unit reports to the BCTC Chair in writing regarding the status of the EOI.</td>
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<tr>
<th>2. Submit New Program Application</th>
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<tbody>
<tr>
<td>a. The institution submits a completed New Program Application to the BCTC at <a href="mailto:BCTC@gov.bc.ca">BCTC@gov.bc.ca</a>.</td>
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<tr>
<td>b. The application will:</td>
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<tr>
<td>i. provide a detailed description of the proposed TEP,</td>
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<td>ii. identify how the proposed TEP will meet the Teacher Education Program Approval Standards,</td>
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<td>iii. include the prescribed application fee.</td>
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<tr>
<td>c. The BCTC Chair sends a letter of acknowledgement to the institution.</td>
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<tr>
<td>d. The BCTC Chair refers the application to the Teacher Education Program Approval and Review Committee (TEPARC).</td>
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<tr>
<td>e. The Professional Excellence and Outreach Unit reviews the application and supporting documentation in preparation for the next TEPARC meeting.</td>
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<td>f. The BCTC may invite the institution to make a formal presentation within six months of submission of the application.</td>
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<td>g. The TEPARC may consult with the BCTC as needed throughout the process.</td>
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**Note:** The Ministry of Advanced Education, Skills and Training also have requirements regarding the establishment of a new program at a post-secondary institution. Applicants would be encouraged to ensure they are following those requirements in the development of program proposals.
3. Review and Feedback

a. The TEPARC receives the full application and a memo from the Professional Excellence and Outreach Unit summarizing the application.

b. The Professional Excellence and Outreach 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 and Outreach 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. pool of teacher education experts: will be established by the ABCDE,
   ii. pool of educators (with meaningful TEP experience) from the field: will be established by the BCTC,

      pools can be replenished as required by the recommending parties. The Professional Excellence and Outreach Unit will confirm amendments to the list on a yearly basis.

   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 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. Through 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 the draft PAT report, it will be sent to the institution for review.

c. The institution has 15 business days to respond in writing correcting any factual errors, or supplementing 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 and Outreach Unit will facilitate all document exchanges.
7. BCTC Decision

a. The finalized PAT report and any institutional response to it will be provided to BCTC members to review at the earliest practical opportunity.

b. BCTC members may address clarification questions to the Professional Excellence and Outreach 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.

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:

<table>
<thead>
<tr>
<th>i. Meets Teacher Education Program Approval Standards</th>
<th>ii. Conditionally meets Teacher Education Program Approval Standards</th>
<th>iii. More information required</th>
<th>iv. Does not meet Teacher Education Program Approval Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The BCTC informs the institution in writing. Reasons for the decision are provided. Note: There will be a Structured Dialogue after the first year and a Maintenance Review after the third year.</td>
<td>• 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.</td>
<td>• 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 BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.</td>
<td>• The BCTC informs the institution in writing. Reasons for the decision are provided. • The BCTC takes no further action.</td>
</tr>
</tbody>
</table>

f. The BCTC communicates its decision publicly.

g. The Director of Certification is notified of all TEP approvals.

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 meet the Professional Standards and the Certification Standards.

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

<table>
<thead>
<tr>
<th>Internal Program Changes</th>
<th>Minor Program Changes</th>
<th>Major Program Changes</th>
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<tbody>
<tr>
<td>Do not have the potential to affect the ability of graduates to meet the Professional Standards and the Certification Standards.</td>
<td>Have 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 TEP structure and do not substantially alter the character, duration or components of the TEP.</td>
<td>Have 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 TEP.</td>
</tr>
</tbody>
</table>

1. **Program Liaison**
   a. Upon request from a TEP, the Professional Excellence and Outreach Unit will offer advice on the appropriate TEP approval process:
      i. proposed program change categorized as internal: the Professional Excellence and Outreach Unit takes no further action,
      ii. proposed program change categorized as minor/major: the Professional Excellence and Outreach Unit communicates with TEP regarding the intended change.
   b. The Professional Excellence and Outreach Unit documents the nature of the liaison with the TEP for BCTC records.
   c. The Professional Excellence and Outreach Unit provides information to the TEP on matters such as:
      i. the applicable Regulatory Standards legislated under section 13 of the *Teachers Act*,
      ii. the approval process for changes to existing TEPs,
      iii. the submission of a Notice of Intent (NOI) with the appropriate rationale/documentation.
### 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 and Outreach Unit reviews the NOI and supporting documentation in preparation for the TEPARC meeting.
- **f.** The TEPARC considers the advice of the Professional Excellence and Outreach Unit and determines the level of the proposed change. Major Program Changes proceed to step 3 (Submit Official Program Proposal). Minor Program Changes proceed directly to step 4 (Review and Feedback).

### 3. Submit Official Program Proposal (for Major Changes)

- **a.** The TEP submits an Official Program Proposal to the BCTC at BCTC@gov.bc.ca.
- **b.** The Official Program Proposal will:
  - 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.
- **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 and Outreach 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 and Outreach 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.
4. Review and Feedback

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>The Professional Excellence and Outreach Unit will keep the TEP informed regarding the projected timeline for review.</td>
</tr>
<tr>
<td>b.</td>
<td>The TEPARC reviews the NOI/Official Program Proposal to assess whether it addresses the current Regulatory Standards.</td>
</tr>
<tr>
<td>c.</td>
<td>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.</td>
</tr>
<tr>
<td>d.</td>
<td>The TEP may submit a written response and/or amendments to the TEPARC within 15 business days of receipt of the request. The institution may request that the TEPARC grant an extension if necessary.</td>
</tr>
</tbody>
</table>

5. Draft Report for BCTC

<p>| | |</p>
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Through consensus the TEPARC writes a report with a recommendation for the BCTC regarding the approval status of the proposal. The report shall include:</td>
</tr>
<tr>
<td>i.</td>
<td>reasons for the recommended decision in relation to the Teacher Education Program Approval Standards,</td>
</tr>
<tr>
<td>ii.</td>
<td>dissenting views, if any.</td>
</tr>
<tr>
<td>b.</td>
<td>Within 15 business days of completion of the draft TEPARC report, it will be sent to the TEP for review.</td>
</tr>
<tr>
<td>c.</td>
<td>The TEP has 15 business days to respond in writing, correcting any factual errors or supplementing the information. The institution may request that the TEPARC grant an extension if necessary.</td>
</tr>
<tr>
<td>d.</td>
<td>The TEPARC finalizes the report and sends it to the TEP within 15 business days of receiving a TEP’s response.</td>
</tr>
<tr>
<td>e.</td>
<td>The TEP may respond in writing to the final TEPARC report within 15 business days following receipt. The institution may request that the TEPARC grant an extension if necessary. The Professional Excellence and Outreach Unit will facilitate all document exchanges.</td>
</tr>
</tbody>
</table>
### 6. BCTC Decision

a. The final TEPARC report and any TEP response to it will be provided to the BCTC at the earliest practical opportunity.

b. BCTC members may address clarification questions to the Professional Excellence and Outreach 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. the TEPARC Chair or designate presents the final TEPARC report to the BCTC,
   ii. the TEP is provided the opportunity to address the BCTC.

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:

<table>
<thead>
<tr>
<th>i. Continues to meet Teacher Education Program Approval Standards</th>
<th>ii. Conditionally meets Teacher Education Program Approval Standards</th>
<th>iii. More information required</th>
<th>iv. Does not meet Teacher Education Program Approval Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The BCTC informs the TEP in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reasons for the decision are provided.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• The BCTC informs the TEP in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reasons for the decision are provided, with conditions and associated timelines specified.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The BCTC monitors implementation of conditions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conditions may include one or more visits from a Site Visit Team assigned by BCTC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The BCTC refers the matter back to the TEPARC with reasons for referral.</td>
<td></td>
<td></td>
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<tr>
<td>• The TEPARC requests that the TEP provides additional information as required.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The TEPARC may revise report to the BCTC to include any new information from the TEP.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The BCTC informs the TEP in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reasons for the decision are provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The BCTC takes no further action.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

f. The TEP will confirm, in writing, the implementation of the proposed change, including the anticipated date of implementation.

g. The BCTC communicates its decision publicly.

h. The Director of Certification is notified of all changes to existing TEPs.
7. 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). This process will take place every two years for each TEP.

<table>
<thead>
<tr>
<th>1. Program Liaison</th>
<th>Application of process – this process applies to existing teacher education programs (TEPs). This process will take place every two years for each TEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The Professional Excellence and Outreach 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.</td>
<td>a. The Professional Excellence and Outreach 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.</td>
</tr>
<tr>
<td>b. The TEP follows up with the Professional Excellence and Outreach Unit to confirm or suggest an alternative date(s).</td>
<td>b. The TEP follows up with the Professional Excellence and Outreach Unit to confirm or suggest an alternative date(s).</td>
</tr>
<tr>
<td>c. Six weeks prior to the Structured Dialogue, the Professional Excellence and Outreach Unit furnishes the TEP with the names of two selected BCTC participants, provides a draft agenda and requests:</td>
<td>c. Six weeks prior to the Structured Dialogue, the Professional Excellence and Outreach Unit furnishes the TEP with the names of two selected BCTC participants, provides a draft agenda and requests:</td>
</tr>
<tr>
<td>i. additional topics/discussion items that the TEP may wish to include in the agenda,</td>
<td>i. additional topics/discussion items that the TEP may wish to include in the agenda,</td>
</tr>
<tr>
<td>ii. the names of any TEP Structured Dialogue participants to include in the agenda,</td>
<td>ii. the names of any TEP Structured Dialogue participants to include in the agenda,</td>
</tr>
<tr>
<td>iii. a high-level program overview (two to three pages),</td>
<td>iii. a high-level program overview (two to three pages),</td>
</tr>
<tr>
<td>iv. campus maps and parking passes (if required).</td>
<td>iv. campus maps and parking passes (if required).</td>
</tr>
<tr>
<td><strong>Note:</strong> A TEP may request a Structured Dialogue outside the regular cycle if desired.</td>
<td><strong>Note:</strong> A TEP may request a Structured Dialogue outside the regular cycle if desired.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Notification to BCTC and Request for Participation</th>
<th>Application of process – this process applies to existing teacher education programs (TEPs). This process will take place every two years for each TEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Six weeks prior to the meeting, the Professional Excellence and Outreach Unit puts out a “Call for BCTC Members” for participation.</td>
<td>a. Six weeks prior to the meeting, the Professional Excellence and Outreach Unit puts out a “Call for BCTC Members” for participation.</td>
</tr>
<tr>
<td>b. BCTC members are given approximately two weeks to respond with an expression of interest.</td>
<td>b. BCTC members are given approximately two weeks to respond with an expression of interest.</td>
</tr>
<tr>
<td>c. The Professional Excellence and Outreach 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:</td>
<td>c. The Professional Excellence and Outreach 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:</td>
</tr>
<tr>
<td>i. BCTC term expiry,</td>
<td>i. BCTC term expiry,</td>
</tr>
<tr>
<td>ii. geographical location,</td>
<td>ii. geographical location,</td>
</tr>
<tr>
<td>iii. recent participation in a Structured Dialogue.</td>
<td>iii. recent participation in a Structured Dialogue.</td>
</tr>
<tr>
<td>d. The Professional Excellence and Outreach Unit informs the BCTC of the two selected members.</td>
<td>d. The Professional Excellence and Outreach Unit informs the BCTC of the two selected members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Structured Dialogue Meeting</th>
<th>Application of process – this process applies to existing teacher education programs (TEPs). This process will take place every two years for each TEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The BCTC participants will be provided a one-hour orientation session in advance of the Structured Dialogue:</td>
<td>a. The BCTC participants will be provided a one-hour orientation session in advance of the Structured Dialogue:</td>
</tr>
<tr>
<td>i. related to the process,</td>
<td>i. related to the process,</td>
</tr>
<tr>
<td>ii. related to the TEP being reviewed.</td>
<td>ii. related to the TEP being reviewed.</td>
</tr>
<tr>
<td>b. During the Structured Dialogue, a Ministry of Education staff member will provide administrative support.</td>
<td>b. During the Structured Dialogue, a Ministry of Education staff member will provide administrative support.</td>
</tr>
<tr>
<td>c. Following the meeting the BCTC participants provide notes to the Professional Excellence and Outreach Unit.</td>
<td>c. Following the meeting the BCTC participants provide notes to the Professional Excellence and Outreach Unit.</td>
</tr>
</tbody>
</table>
4. **Report Out to the BCTC**

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

1. Complete Self-Study
   a. Twelve months prior to the scheduled date of a Maintenance Review, the BCTC Chair will send a TEP a written request to complete a Self-Study based on the British Columbia Teacher Education Program Approval and Review: Implementation Framework Standards Indicators and Evidence.
   b. Within eight weeks of a scheduled Maintenance Review site visit, a TEP must submit the completed Self-Study to the BCTC Chair at BCTC@gov.bc.ca.
   c. The BCTC Chair refers the Self-Study to the Teacher Education Program Approval and Review Committee (TEPARC).
   d. The Professional Excellence and Outreach Unit reviews the Self-Study and supporting documentation in preparation for the TEPARC meeting.
   e. The TEPARC refers the file, inclusive of all documentation, to a Program Assessment Team (PAT).

2. 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 will be given to diversity and inclusion in the formation of the PAT.
   b. The Professional Excellence and Outreach 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 for teacher education experts will be established by the ABCDE,
      ii. the pool for educators (with meaningful TEP experience) from the field will be established by the BCTC,
      iii. the pools can be replenished as required by the recommending parties. The Professional Excellence and Outreach Unit will confirm amendments to the list on a yearly basis.
   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. Conduct Review

a. The PAT will select a Chair by consensus.

b. The PAT will review the Self-Study and the *BC Teacher Education Program Approval and Review: Implementation Framework Standards Indicators and Evidence*.

c. The PAT members will be provided one day of orientation prior to a site visit:
   i. related to the process,
   ii. related to the TEP being reviewed.

d. The PAT completes a program assessment, which will include a site visit (normally one to two days). A site visit shall include interviews with internal and external stakeholders.

*Note: if serious concerns arise during the Maintenance Review, the TEP will participate in the Exceptional Concerns Protocol and the Maintenance Review will be suspended during this process.*

### 4. Drafting of Report for the BCTC

a. Through consensus the PAT drafts a report of findings with a recommendation regarding approval. The report shall include:
   i. reasons for the recommended decision, in relation to the Regulatory Standards,
   ii. dissenting views, if any.

b. Within 15 business days of completion of the draft PAT report, it will be sent to the TEP for review.

c. The TEP has 15 business days to respond in writing correcting any factual errors, or supplementing 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 TEP within 15 business days of receiving a TEP’s response.

e. The TEP may respond in writing to the final PAT report within 15 business days following receipt. The TEP may request that the PAT grant an extension if necessary.

f. The Professional Excellence and Outreach Unit will facilitate all document exchange.
5. BCTC Decision

a. The final PAT report and any TEP response will be provided to BCTC members to review.

b. BCTC members may address clarification questions to the Professional Excellence and Outreach 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 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 TEP is provided the opportunity to address the BCTC.

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:

<table>
<thead>
<tr>
<th>i. Continues to meet Teacher Education Program Approval Standards</th>
<th>ii. Conditionally meets Teacher Education Program Approval Standards</th>
<th>iii. More information required</th>
<th>iv. Does not meet Teacher Education Program Approval Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided.</td>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided, with conditions and associated timelines specified.</td>
<td>• The BCTC refers the matter back to the TEPARC with reasons for referral.</td>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided.</td>
</tr>
<tr>
<td>• The BCTC monitors the implementation of conditions.</td>
<td>• The BCTC monitors the implementation of conditions.</td>
<td>• The TEPARC requests that the TEP provide additional information as required.</td>
<td>• The TEP is provided 15 business days to respond.</td>
</tr>
<tr>
<td>• Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol.</td>
<td></td>
<td>• The TEPARC may revise report to the BCTC to include any new information from the TEP.</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.</td>
<td>• BCTC communicates decision to the TEP.</td>
</tr>
</tbody>
</table>

f. The BCTC communicates its decision publicly.

6. Request for Reconsideration

a. An institution may request that the BCTC reconsider its decision to 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 next practical opportunity and respond in a timely manner.

Note: BCTC’s decision may be subject to judicial review.
# Process E – Exceptional Concerns Protocol

**Application of process** – this protocol applies to existing teacher education programs (TEPs) where serious concerns arise within or outside the Cyclical Review processes implying that the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards may be compromised. 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 the Certification Standards.

## 1. Initiation of Protocol

<table>
<thead>
<tr>
<th>No Further Action Required</th>
<th>Further Action Required</th>
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</thead>
<tbody>
<tr>
<td>• TEP will be informed in writing and a record of the written communication will be retained in the BCTC files.</td>
<td>• Report to appropriate agencies/authorities as required by law.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• TEP will be informed in writing and a record of the written communication will be retained in the BCTC files.</td>
</tr>
</tbody>
</table>

## 2. Conduct Review

a. If the matter is referred to the Teacher Education Program Approval and Review Committee (TEPARC), the TEPARC will conduct a review.

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.
### 3. Draft Report for the BCTC

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Through consensus the TEPARC writes a report of findings with a recommendation for the BCTC regarding regulatory approval. If this protocol is initiated through a Regulatory Review, members of the related PAT will not be involved in this process.</td>
</tr>
<tr>
<td>b.</td>
<td>Within 15 business days of completion of the draft TEPARC report, it will be sent to the TEP for review.</td>
</tr>
<tr>
<td>c.</td>
<td>The TEP has 15 business days to respond in writing, correcting any factual errors or supplementing the information. The TEP may request that the TEPARC grant an extension if necessary.</td>
</tr>
<tr>
<td>d.</td>
<td>Within 15 business days of receiving the TEP’s response the TEPARC finalizes the report and sends it to the TEP.</td>
</tr>
<tr>
<td>e.</td>
<td>The TEP may respond in writing to the finalized TEPARC report within 15 business days following receipt. The institution may request that the TEPARC grant an extension if necessary.</td>
</tr>
<tr>
<td>f.</td>
<td>The Professional Excellence and Outreach Unit will facilitate all document exchanges.</td>
</tr>
</tbody>
</table>
4. BCTC Decision

a. The final TEPARC report and any institutional response will be provided to BCTC members to review.

b. BCTC members may address clarification questions to the Professional Excellence and Outreach 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. the TEPARC Chair or designate presents the final TEPARC report to the BCTC,
   ii. the TEP is provided the opportunity to address the BCTC.

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:

<table>
<thead>
<tr>
<th>i. Continues to meet Teacher Education Program Approval Standards</th>
<th>ii. Conditionally meets Teacher Education Program Approval Standards</th>
<th>iii. More information required</th>
<th>iv. Does not meet Teacher Education Program Approval Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided.</td>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided, and conditions and associated timelines specified.</td>
<td>• The BCTC refers the matter back to the TEPARC with reasons for referral.</td>
<td>• The BCTC informs the TEP in writing. Reasons for the decision are provided.</td>
</tr>
<tr>
<td></td>
<td>• The BCTC monitors implementation of conditions.</td>
<td>• The TEPARC requests that the TEP provide additional information as required.</td>
<td>• The TEP is provided 15 business days to respond before the BCTC suspends or revokes program approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The TEPARC may revise report to the BCTC to include any new information from the TEP.</td>
<td>• The BCTC suspends or revokes program approval.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.</td>
<td></td>
</tr>
</tbody>
</table>

f. The BCTC will also report the decision publicly.

g. In the event of a suspension or revocation, the Ministry of Advanced Education, Skills and Training (AEST) and the Director of Certification are notified.
### 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 deny 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.*
Appendix A: British Columbia Teacher Education Program Approval and Review Guiding Principles and Implementation Framework – Glossary of Terms

**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.

**Approval Denied:** The BCTC denies approval when it finds that the program does not substantially satisfy the requirements for approval set in the Teacher Education Program Approval Standards.

**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 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. 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 Director of Professional Excellence and Outreach, 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.

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 during a Regulatory Review or if concerns with prima facie validity arise outside of the Regulatory Review cycle. 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 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.

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.

Formative Program Evaluation: A process that provides feedback to a TEP as it progresses through the review and approval process.
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.

In-private Meeting: A BCTC meeting where the access of the public is not allowed. An in-private meeting may be held on rare occasions when the BCTC believes it is in the public interest to deliberate privately, such as when the BCTC acts in an adjudicative role. A motion to move in private requires a majority vote to adopt. The BCTC determines what information from an in-private meeting will be reported to the public. Also referred to as an “In-camera” meeting.

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.

Institutional Commitment: The internal commitment of resources required to develop and sustain a quality teacher education program.

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 and Outreach 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 and Outreach 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 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**: The experience of practice teaching in K-12 schools or Director of Certification-approved alternative settings under the supervision of a BC certified teacher 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.

**Practising Teacher (or In-Service 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.

**Professional Excellence and Outreach Unit**: Part of the Governance & Analytics Division of the Ministry of Education 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 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

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.

**Site Visit Team:** The team may be selected by the Teacher Education Program 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.

**Summative Program Evaluation:** A process that provides feedback to a TEP at the end of a review and approval process.

**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 (or Pre-Service Teacher):** A person who is presently enrolled 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 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 the BC Ministry of Advanced Education, Skills and Training. 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

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