

Developing a Multilateral Articulation Agreement for an Accredited Program: Lessons Learned

#ONCAT5

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Image source: Fanshawe Marketing Department

The Opportunity

Qualification in
the Trades

Diploma
or
Advanced Diploma

Degree

TECHNOLOGICAL TEACHER EDUCATION PROGRAM

Dip. Ed. in
Technological
Education

**B.Ed.
Technological
Education**

Purpose and Framework

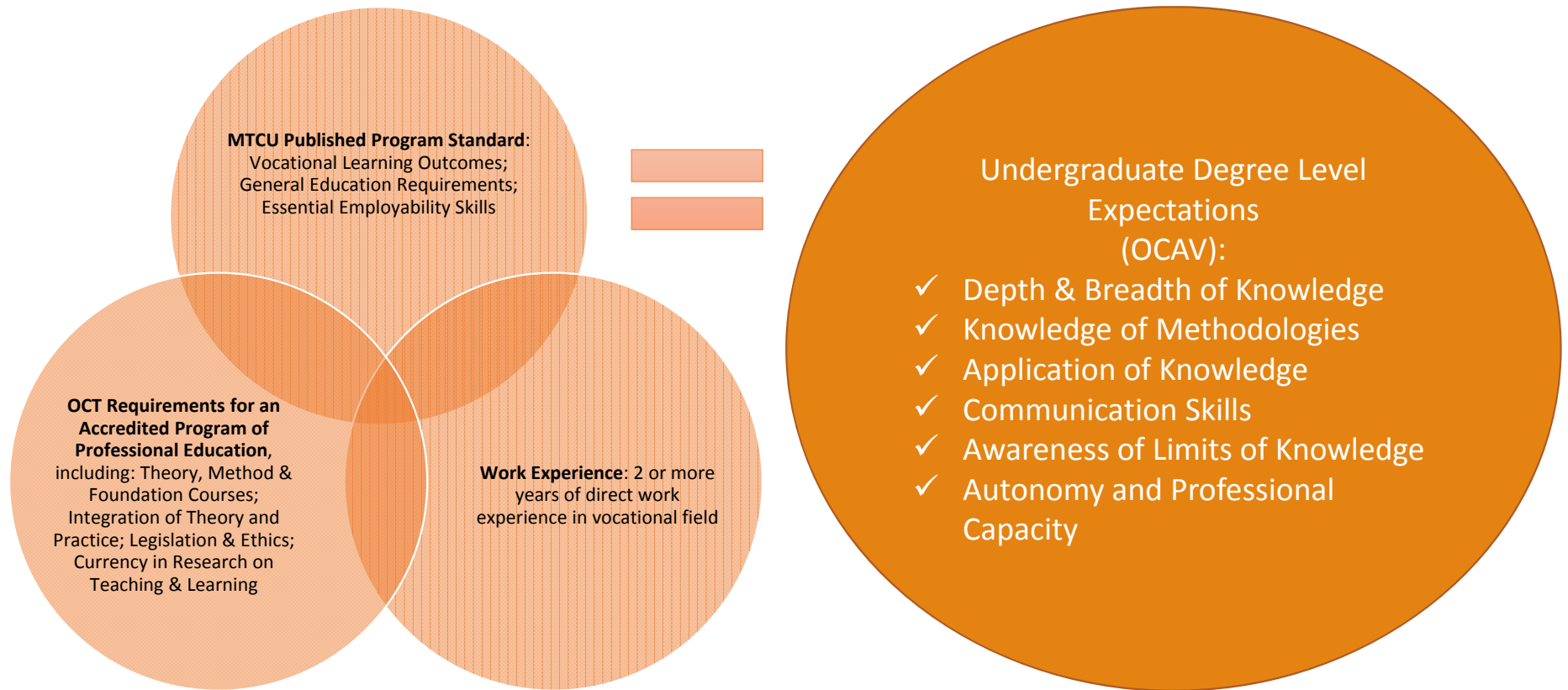
- Explores a multilateral articulation agreement between Ontario's Colleges and Brock University
- Provides Advanced/Diploma-holding Technological Education candidates who gain admission to Brock's modified 2-year program the opportunity to earn a Bachelor of Education upon completing their teacher education

TEPD: ORIGINAL Guiding Principles

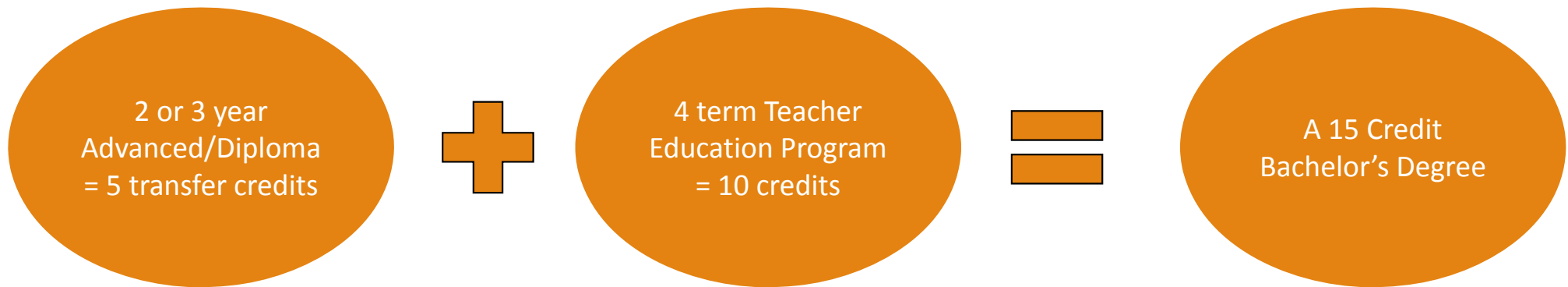
- Recognizes the value of the skilled trades & proposes a collaborative approach to sustain Technological Education at all levels in Ontario
- Applies to Teacher Candidates who hold an Advanced/Diploma; Candidates without prior post-secondary education are beyond the scope of the present project
- Is committed to continued compliance with OCT admission requirements, including the work experience requirement
- Does work within the parameters of a Bachelor of Education Degree, does not propose a new credential
- Visualizes an exciting opportunity for University-College collaboration & student mobility



Early Pathway Models



Early Pathway Models



The Challenges

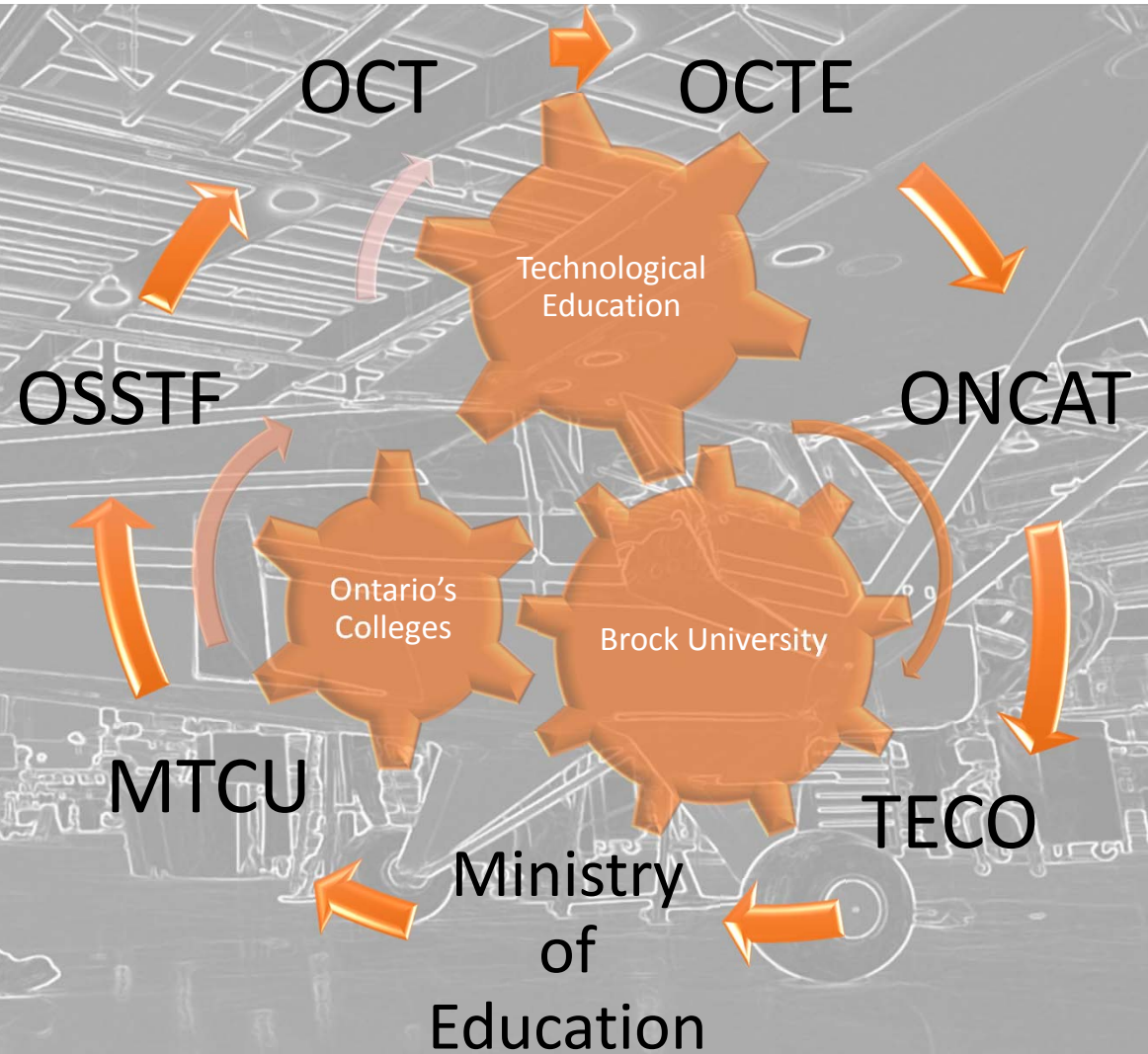


Image source: Fanshawe Marketing Department

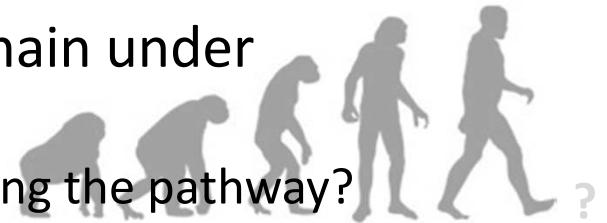
Working with a Regulatory Body

Skilled Island

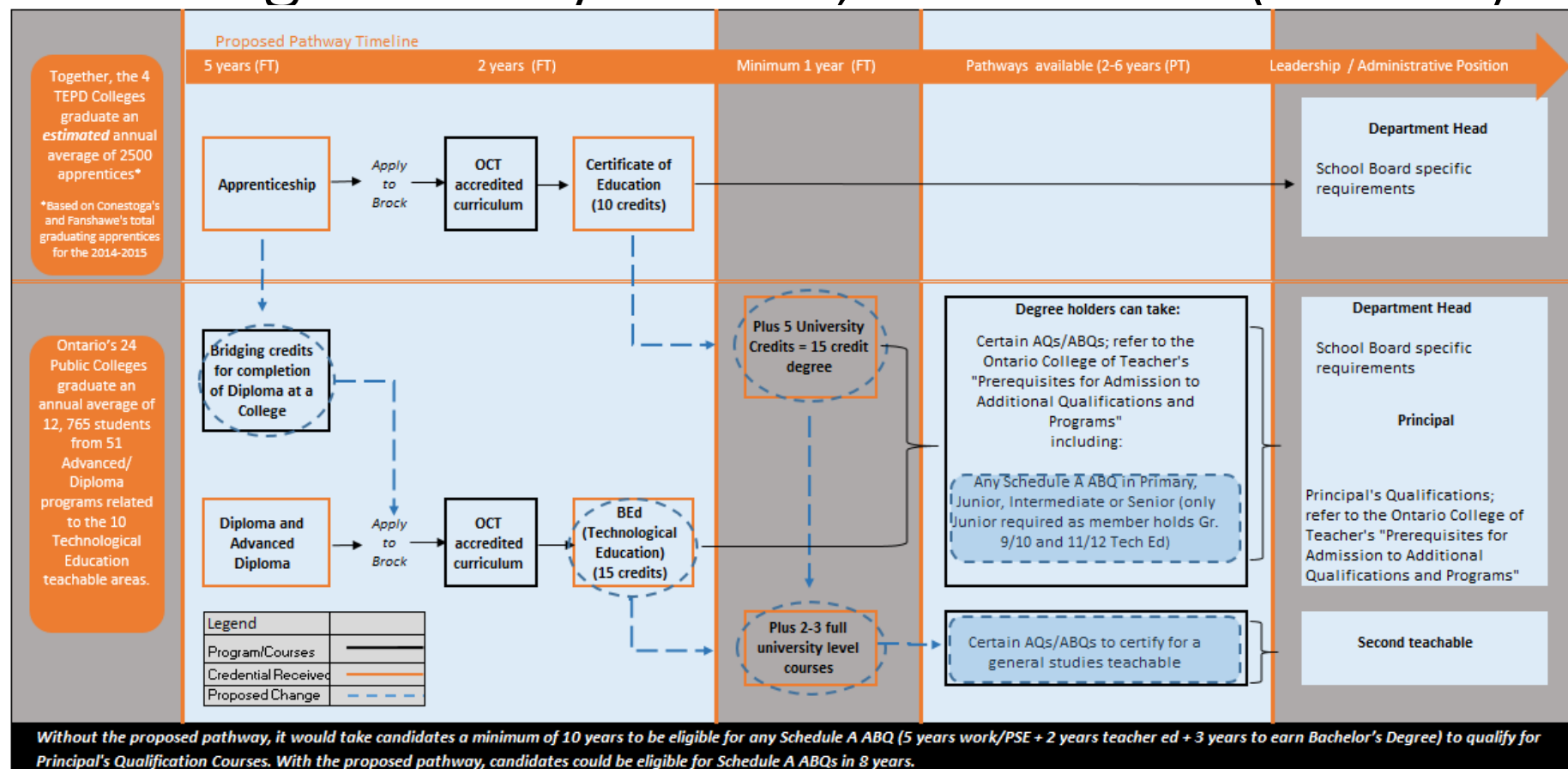
Image source: <http://www.pontosdeexperiencia.com.br/2013/10/aventuras-em-alto-mar.html>

The Evolution of the Project

- Stakeholder consultations took the project in new directions:
 - OCTE: a concern that the early pathway would further divide the profession
 - Current teachers' interest in degree completion opportunities expanded initial scope of the project
- Our understanding of the pathway's implications increased:
 - What will a B.Ed. mean as a first degree?
 - What would it take for Technological Education teachers to teach general studies?
- Some of the pathway's foundational assumptions remain under consideration:
 - How can we represent these uncertainties while constructing the pathway?
 - The development of Best Practices – touchstone as the project evolves



Working Pathway Model, Version 16 (DRAFT)



Lessons Learned

- Identify the project scope, team members and resources
- Review previous projects in the field and their lessons learned
- Maintain a collaborative approach
- Think outside the box
- Advocate for the project's core principles
- Identify stakeholders/manage stakeholder expectations
- Manage risks and constraints to ensure project flexibility





Thank you for your generous support



Thank You!

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