

TO: Queen' University Senate

FROM: Stephen Elliott, Dean

DATE: November 12, 2013

FACULTY OF EDUCATION OFFICE OF THE DEAN

ITEM: REDUCING CONCURRENT EDUCATION INTAKE INTO THE
BACHELOR OF EDUCATION PROGRAM AT QUEEN'S

SUBJECT: New admissions be reduced in 2014 and temporarily suspended in 2015 (for two years) from all external (to Queen's) pathways into the Queen's Faculty of Education Concurrent Education program.

As a result of recent government imposed changes to education program enrollment and funding models, I am considering temporarily suspending new admissions to the Queen's Faculty of Education Concurrent Education programs from all external (to Queen's) pathways into the Queen's Faculty of Education Concurrent Education program.

Context:

In the Spring of 2013 the Ontario government announced their intention to lengthen Provincial Bachelor of Education programs from two semesters to four semesters beginning in the fall of 2015. At the same time, along with this program extension they have reduced the number of funded student spaces by 50%. An important government goal of these initiatives is to cut the current graduation rates in half in response to an oversupply of teachers in the Province. These government changes will drive a change in program and student enrollment at the Faculty of Education.

At Queen's:

- The program is changing from two semesters to four semesters and our funded spaces are being cut in half to accommodate the government's move to reduce graduation targets by 50%.
- We currently sponsor an education program that consists of both consecutive (1 year program) and concurrent (5 year program) students in approximately equal proportions and we admit concurrent students through pathways at Queen's, Trent, and Waterloo.
- The existing concurrent student intake into our programs will more than fill our enrollment entitlement established by the Ministry of Training, Colleges and Universities.
- We rely on an annual consecutive intake to completely fill some necessary course offerings and to balance class sizes in those partially filled by concurrent program intake.

Considering the new enrollment targets, and with a need to continue to balance our concurrent and consecutive student compliment, there is a pressing need to reduce our concurrent student intake to create space for the necessary consecutive student enrollment to keep our program viable. With concurrent intake only, our program would become programmatically imbalanced and fiscally non-viable. Given this necessity, we also understand that our concurrent program is a significant draw for high achieving students into our Arts and Science undergraduate programs.

As an initial step to balance concurrent and consecutive student numbers under the new extended program, Queen's Faculty of Education is considering significantly reducing its concurrent student intake while at the same time attempting to minimize the impact on Queen's Arts and Science programs.

1. In 2014 we will reduce concurrent intake by 75 students (25 students from Queen's pathway and 50 students from Trent pathway).
2. In 2015 we will reduce concurrent intake by an additional 100 students from our external (to Queen's) pathways. Note: these reductions will result in the suspension of admissions through our external pathways at Trent and Waterloo. The Trent pathway will continue to operate for the next five years as students currently in the program work their way through to graduation.

This recommendation comes after thoughtful review of the emerging reality in provincial teacher education, extensive conversations with Associate Dean's at the faculty and initial conversations with appropriate faculty board committees. This consideration initiates the [Recommended Procedures Concerning the Temporary Suspension of Admissions to Academic Programs](#) and I will make my final decision on this after further consultation and consideration. No faculty members or staff with continuing appointments will lose their position as a result of a temporary suspension of admissions.

Stephen Elliott, Dean

Faculty of Education