

The Technological Education Pathway Development (TEPD) Project is a collaborative initiative funded by the Ontario Council on Articulation and Transfer (ONCAT). The TEPD team presently includes representation from Brock University, Canadore College, Conestoga College, Fanshawe College, Mohawk College, and Niagara College, and recognizes that other institutional partners may join or become involved with TEPD in the future. The TEPD team builds relationships within and among partnering institutions and stakeholders through a spirit of cooperation, parity, and respect, while recognizing individual institutions' right to autonomy in their own decision-making processes.

TEPD proposes the development of a multilateral articulation agreement between Ontario's Public Colleges and Brock University to address concerns regarding a decreasing supply of qualified Technological Educators in Ontario. The proposed pathway would allow those candidates with a diploma and no degree to earn a Bachelor of Education (Technological Education) upon successful completion of the revised 4 semester Technological Teacher Education program at Brock University. TEPD is also exploring pathway options for those Technological Educators with an Apprenticeship background who complete Brock's program with a Certificate of Education to go on to earn a Bachelor's Degree. TEPD aims to provide an incentive to skilled tradespeople with college or apprenticeship backgrounds to pursue a credential in Technological Education, and to promote and facilitate professional pathway opportunities which will have meaningful effects on Technological Educators' career trajectories.

By proposing a multilateral, college to university pathway which honours students' prior learning and makes efficient use of individual and institutional resources, the TEPD project responds to, and is consistent with, the vision and guiding principles outlined in the Policy Statement for Ontario's Credit Transfer System released by the Ministry of Training, Colleges and Universities (2011, pp. 1; 4). The TEPD project aligns with the priorities for Ontario's Transfer System as outlined by the MTCU, and emphasizes academic integrity, student access and mobility, and fairness and equity within the system (p. 2).

In addition to this overarching vision for the TEPD project, the TEPD team will develop and implement the Technological Education Pathway(s) through the following set of Best Practices rooted in research on the principles which guide transfer and articulation in the sector, province, and country.

TEPD makes a commitment to:

1. Act in the best interest of students and the profession of Technological Education by ensuring that students have the appropriate knowledge and experience for success in Technological Education without being required to duplicate prior learning, and that they are awarded a credential reflective of their professional preparation.
 - a. Establish the proposed pathway(s) alongside the development of the traditional routes to accreditation as a Technological Educator so that students have options for pursuing the path most appropriate to their professional goals.
2. Communicate the opportunities, terms, and expectations of the pathway agreement(s) clearly, consistently, and transparently to students and other internal and external stakeholders.
 - a. Promote the pathway(s) to students and provide resources for advising and support as needed.
 - b. Ensure consistency in the application of the pathway so that students to whom the pathway does not apply will understand and recognize why.
3. Research, collect, and share data to ensure the demand for, and the viability and potential risks of, the proposed pathway(s) and to evaluate the pathway(s) following implementation.
 - a. Determine how the pathway will be evaluated, e.g.: the number of students who use the pathway; the academic and/or professional success of students; the number of colleges and universities included in the pathway; how or whether the pathway impacts provincial or regulatory decisions or policies; how or whether the pathway affects the supply of skilled and qualified Technological Educators in all regions of Ontario, etc.
 - b. Provide students with opportunities to give feedback about the pathway(s) both pre- and post-implementation.
 - c. Conduct due diligence to assess any potential risks associated with the pathway(s), and balance potential risks against anticipated gains/benefits.
4. Align the terms of the pathway agreement(s) to the policies, practices, and regulations of relevant governmental, institutional, and accrediting bodies including, but not limited to, the TEPD institutional partners, the MTCU, the MOE, ONCAT, OCT, and OCOT.
 - a. Ensure the terms of the pathway agreement(s) will result in a student's professional compliance with all relevant regulatory and accrediting bodies.
 - b. Report regularly to ONCAT on the progress of the pathway development and agree to the fair distribution of ONCAT related funds among the TEPD institutional partners.
 - c. Promote pathway agreement(s) through relevant institutions and governmental and accrediting bodies.

5. Agree upon the methods for developing the pathway(s), reviewing academic rigour, and terminating agreement(s), e.g.: include input from a variety of players, including subject matter experts, quality assurance and curriculum development professionals, and higher education administrators; identify the crucial factors for negotiation in the design and development of pathway(s) (e.g. learning outcomes; credential frameworks; institutional transfer practices); explore opportunities for the pathway(s) to be assessed and reviewed by peers who are subject matter, institutional, and/or procedural experts; generate factors for stakeholders to consider when rendering decisions about the pathway(s); provide a list of potential decisions and prompt a rationale regarding a given decision.
 - a. Protect student best interest and prioritize fairness by proactively determining a grandfathering procedure in the event that the partners or functions of the pathway(s) change.
 - b. Agree on a process to follow in the event that one or more institutional partners decides to terminate their role in the pathway(s), or to stipulate only certain partners within the multilateral agreement (e.g. if a sending or receiving institution declines to work with one institutional partner but agrees to continue working with other institutional partners).

6. Set and adhere to reasonable timeframe expectations for developing, reviewing, maintaining, and updating the pathway agreement(s).
 - a. Determine a mechanism for ensuring the pathway agreement(s) remain(s) up-to-date, and assign roles and responsibilities among the TEPD team for this maintenance procedure.
 - b. Provide a rationale when proposing changes to the pathway(s).
 - c. Develop an instrument for reporting major modifications to any element of the pathway(s) among all TEPD partners and relevant stakeholders.