

YORK UNIVERSITY - FACULTY OF EDUCATION
Teacher Education (B.Ed.) Program
Fall/Winter 2017-18, Semester 3 and 4 (Year 2)

F/W 2017 Enrolment window: mid-June 2017

F/W 2017 Academic session begins: September 5, 2017

Primary/Junior Catholic Education Centre Course Schedule

FALL COURSES		WINTER COURSES	
Monday	EDPR 3000C 3.00 Practicum <u>Section U or V</u>	a.m. EDFE 4200 3.00 <u>Section U</u> <i>6 weeks face to face and 6 weeks online</i>	
Tuesday	EDPR 3000C 3.00 Practicum <u>Section U or V</u>	EDPR 4000C 3.00 Practicum <u>Section U or V</u>	
Wednesday	a.m. Math or Literacy Elective Two 3.00 Keele Campus	EDIN 4000 3.00 <u>Section U</u> (6 weeks)	
Thursday	a.m. EDPJ 3100 1.50 <u>Sec. U</u> & EDPJ 3000 1.50 <u>Sec. U</u> p.m. EDFE 3100 3.00 <u>Section U</u>	a.m. Elective Three (6 weeks) Keele Campus p.m. Elective Three (6 weeks) Keele Campus	
Friday	a.m. EDFE 3200 3.00 <u>Section U</u>	No Classes	

Please note:

- Winter session courses will begin first week of January and continue through to second week of February. The winter session courses end early as all TC's will begin their 6-week teaching block through to first week of April 2018.

ED/EDPR 3000C 3.00 Section U or V and 4000C 3.00 Section U or V Practicum: This course provides the experience of working collaboratively with a mentor in school-based practicum placements. Students will develop strategies and skills for articulating and demonstrating their development as beginning teachers through the integration of theory and practice. In year TWO (Semester 3 and 4), all TCs will be placed in a fall placement for 2 days per week for the first 10 weeks of the term, followed by a 2-week teaching block. In the winter term, all TCs will be placed in a winter placement 1 day per week for 6 weeks, followed by a 6-week teaching block.

ED/EDFE 3100 3.00 Teaching for Diverse Classrooms: This course examines issues of curriculum, learning and teaching in relation to culturally and linguistically diverse learners, including issues relating to First Nations, Métis, Inuit perspectives and cultures, ELL, identity, socio-economic class, social justice, and immigration in the Ontario context.

ED/EDFE 3200 3.00 Content Into Practice: Students will examine the nature of curricular content as outlined by the Ontario Ministry of Education. Focusing on the engagement of diverse students in meaningful, educational experiences, topics include policy expectations, lesson planning, curriculum development and delivery, and classroom management.

ED/EDFE 4200 3.00 Research Into Practice: Students will connect evidence-based and innovative teacher research to their practice. To cultivate a life-long curiosity and critical inquiry into their professional practice, students will consider, explore, and implement a range of approaches for the study of teaching and learning.

ED/EDIN 4000 3.00 Integration Through Arts: This course examines basic understandings of, and appreciation for, the components of the fine arts within an integrated curriculum. There is a special emphasis on the role of arts as a resource for integrating and teaching a range of subject matter.

ED/EDPJ 3000 1.50 Social Studies & Culture in the Primary-Junior Divisions: This course examines the concept of cross-curricular learning in Social Studies in the Primary and Junior divisions. Students will explore themes central to teaching and learning history, geography, social life and culture.

ED/EDPJ 3100 1.50 Physical Education in the Primary-Junior Divisions: This course examines the design, delivery and fundamental principles of teaching health and physical education in the Primary/Junior divisions. Students will explore the development of physical and health literacy and the facilitation of authentic learning engagements through a comprehensive community/school health model.

Primary/Junior Elective Choices

Teacher Candidates second elective in semester 3 must be the opposite of the elective taken in semester 2.
 Example: If you took a Literacy elective in winter 2017, you must enroll in a Math elective for the fall 2017 session (semester 3). The third elective is open. (Literacy courses in pink and Math courses in blue).

FW2017 ELECTIVES	TERM	Term Starts	Term Ends	DAYS	TIME
EDUC 2200 3.00 section A Issues in Indigenous Education Catalogue #: H42T01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 2300 3.00 section A Pedagogy of the Land Catalogue #: G92U01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 2400 3.00 section A Education as Communication Catalogue #: X81B01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 2591 3.00 section A Thinking Mathematically Catalogue #: Y70Q01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 3300 3.00 section A Urban Education Catalogue #: M51T01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 3592 3.00 section A Teaching for Understanding in Math Catalogue #: A60X01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 3600 3.0 section A Literacy and Culture Catalogue #: B99S01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 3730 3.0 section A Education and Human Rights Catalogue #: J10Q01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 3750 3.00 section A Educational Assessment Catalogue #: C93K01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 3760 3.00 section A Early and Family Literacy Catalogue #: M87E01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 3770 3.00 section A Teaching and Learning with Digital Technology Catalogue #: H37U01	1	Sept.6	Dec. 8	W	8:30-11:30
EDUC 3820B 3.00 section A Teaching English Language Learners Catalogue #: Q28H01	1	Sept.6	Dec. 8	W	11:30-2:30

EDUC 3820B 3.00 section B Teaching English Language Learners Catalogue #: J75Q01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 3900 3.00 section A Studies in Popular Culture Catalogue #: M22E01	1	Sept.6	Dec. 8	W	11:30-2:30
EDUC 3910 3.0 Reflection on an Interpreting the International Experience Catalogue #: V43X01	1	Sept.6	Dec. 8	W	2:30-5:30
EDUC 2400 3.00 section M Education as Communication Catalogue #: X89K01	4	Jan. 3	Feb. 13	WF	2:30-5:30
EDUC 2400 3.00 section N Education as Communication Catalogue #: C36T01	4	Jan. 3	Feb.13	R	2:30-8:30
EDUC 2700 3.00 section M Teaching Internationally & Interculturally Catalogue #: Q00X01	4	Jan. 3	Feb.13	R	2:30-8:30
EDUC 3300 3.00 section V Urban Education Catalogue #: J18C01	4	Jan. 3	Feb.13	R	8:30-2:30
EDUC 3592 3.00 section M Teaching for Understanding in Math Catalogue #: B85C01	4	Jan. 3	Feb. 13	WF	2:30-5:30
EDUC 3600 3.0 section M Literacy and Culture Catalogue #: F48H01	4	Jan. 3	Feb. 13	WF	2:30-5:30
EDUC 3600 3.0 section O Literacy and Culture Catalogue #: V95P01	4	Jan. 3	Feb. 13	WF	2:30-5:30
EDUC 3610 3.00 section M New Media Literacies & Culture Catalogue #: C65Y01	4	Jan. 3	Feb. 13	R	8:30-2:30
EDUC 3730 3.0 section M Education and Human Rights Catalogue #: W24H01	4	Jan. 3	Feb. 13	R	8:30-2:30
EDUC 3750 3.00 section M Educational Assessment Catalogue #: M59F01	4	Jan. 3	Feb. 13	R	8:30-2:30

EDUC 3770 3.00 section M Teaching and Learning with Digital Technology Catalogue #: W53W01	4	Jan. 3	Feb. 13	R	11:30-5:30
EDUC 3820B 3.00 section O Teaching English Language Learners Catalogue #: G06Z01	4	Jan. 3	Feb. 13	R	8:30-2:30
EDUC 3900 3.00 section M Studies in Popular Culture Catalogue #: S83E01	4	Jan. 3	Feb. 13	R	8:30-2:30
EDUC 3900 3.00 section N Studies in Popular Culture Catalogue #: M30N01	4	Jan. 3	Feb. 13	R	8:30-2:30
<p>NOTE: * Elective offerings, times and locations subject to change Please visit the York Courses page for the most recent information.</p>					

Faculty of Education Elective Courses

ED/EDUC 2200 3.0 Issues in Indigenous Education

This course explores wide-ranging issues in Indigenous education. It is grounded in Indigenous understandings and practices of education. It explores the ongoing impact of colonization, promotes decolonizing approaches by challenging deficit thinking and presents successful educational models with the possibility of practitioners integrating aspects of these methods into personal practice.

ED/EDUC 2300 3.0 Pedagogy of the Land

This course explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storytelling and decolonizing methodologies guide and inform the work. NOTE: This course is mandatory for the Indigenous Teacher Education program option.

ED/EDUC 2400 3.00 Education as Communication

This course focuses on the nature of communication in pluralistic societies, that is, in societal contexts characterized by linguistic and cultural diversity. Emphasis is on the social uses of speaking and writing and interpreting what is being communicated in school and classroom settings. Course content and organization are premised on a developmental and sociolinguistic viewpoint toward communication that recognizes the interdependence of language with cultural and social structures. Issues of bilingual and multilingual learners will be addressed.

ED/EDUC 2591 3.00 Thinking Mathematically

This course will provide opportunities for teacher candidates to achieve success in thinking mathematically, reflect on the learning and practice of mathematics, and develop a positive attitude towards mathematics through an examination of topics relevant to the study of mathematics at the elementary and middle school levels. This course will focus on engaging in mathematics in ways that encourage discussion, communication and reflection on learning and teaching mathematics through problem posing and problem solving.

NOTE: Not open to students who have completed EDUC 2590 or MATH 2590. Not open to students who have taken another university-level mathematics class.

ED/EDUC 2700 3.00 Teaching Internationally and Interculturally

This course engages students in a comparative and international exploration of cultural traditions and beliefs, as well as their reflection on schooling and teaching practices. Throughout the course, students will examine diverse cultural and educational contexts in Canada and around the world in relation to imperialism, globalization, and internationalization, and raise questions about critical issues such as social class, race, ethnicity and gender. Students will be encouraged to develop an understanding of education in political, social, economic, linguistic, and cultural contexts around the world and search for effective pedagogical practices for teaching students of diverse cultural, class, racial, ethnic, and language backgrounds both locally and internationally.

ED/EDUC 3300 3.00 Urban Education

This course focuses on the theory and practice of schooling in settings characterized by diversity related to socio-economic status, ethnicity, race, culture and citizenship. It examines historical and socio-political contexts of education and explores their impact on conceptions of learning, curriculum and pedagogy with specific application for working in urban school environments.

ED/EDUC 3592 3.00 Teaching for Understanding in the Mathematics Classroom

This course focuses on exploring research into, and theoretical perspectives on, mathematical understanding with a particular emphasis on relevancy to topics in the Ontario curriculum. Students will consider how research can inform their pedagogical practice in the teaching of mathematics.

ED/EDUC 3600 3.00 Literacy and Culture

This course investigates how children become literate and addresses issues of second language learning and culture in literacy development. It will pursue successful practices for literacy development while exploring issues of diversity.

ED/EDUC 3610 3.0 New Media Literacies & Culture

This course will explore new media technologies and literacies prevalent in contemporary popular culture and of increasing importance in education. An array of new media technologies and emergent literacies will be explored theoretically, critically, and through hands-on applications in order to consider their pedagogical, curricular, and socio-cultural implications.

ED/EDUC 3730 3.00 Education and Human Rights

This interdisciplinary course examines the social, historical and political context of education as it intersects with human rights law in Canada and specifically Ontario. The course provides an overview of the historical foundations and development of systems of compulsory schooling in Canada referencing human rights and equity issues and abuses that are woven into our education history. Factors that have shaped contemporary schooling such as race, religion, gender, language, disability, culture and socio-economic status, among others will be identified and explored from a human rights and equity perspective.

ED/EDUC 3750 3.00 Education Assessment

This course considers the conceptual and ethical issues in educational assessment; the process of developing, evaluating and using assessment procedures; the interpretation, communication and use of assessment results; and the role of gender, ethnic, cultural and linguistic diversity in educational assessment.

ED/EDUC 3760 3.00 Early and Family Literacy

This course will examine young children's literacy development both before and during the first years of schooling. The role of families in this development will also be examined. Issues related to diversity will be incorporated.

ED/EDUC 3770 3.0 Teaching and Learning with Digital Technology

This course provides an introduction to the theory and practice of teaching and learning with digital technologies. Topics include applied learning theories and the use of Web-based tools, productivity and document sharing tools, graphics software, educational games, and mobile devices.

ED/EDUC 3820B 3.00 Teaching English Language to Learners in Mainstream Classrooms

This course addresses the needs of children from language backgrounds other than English. It covers theoretical and practical aspects of second language acquisition and explores ways in which teachers can support such learners within the mainstream classroom. Prerequisite: ED/EDPJ 1000 3.00 OR ED/EDJI 1000 3.0

ED/EDUC 3900 3.00 Studies in Popular Culture

This course considers recent debates on the uses of various forms of popular culture in educational research and pedagogical practice. The course will draw upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms of music, as well as research in cultural studies.

ED/EDUC 3910 3.00 Reflecting on and Interpreting the International Education Experience

(International Experience is Required Prior to Taking Course) This course is designed specifically for York University students whose undergraduate program has included an international education experience. A wide range of theories in international and intercultural education, cross cultural psychology, internationalization, globalization and post-colonial studies will provide a critical analytical framework to promote student reflection and interpretation of their international experiences. It will encourage students to integrate experiential learning into the theory and practice of their respective academic disciplines.

Criminal Record Check/Vulnerable Sector Screening (VSS)

All Teacher Candidates (TCs) enrolled in a BEd program must have a valid VSS for every year in the program. At the start of the program in September, all TCs must have a cleared VSS document with an issued date of no later than July 1. TCs must re-apply for a new VSS prior to the expiry date of the existing one every year. Processing time will take between 2-4 weeks but can be much longer in cases where fingerprinting may be required. For this reason, TCs must begin the process **early to ensure their VSS is never expired**. Please call your local Police Services Office to find out how long their processing time is and begin your application accordingly in order to always have a valid document dated no earlier than April.

Without a clear VSS document, you will not be allowed to participate in practicum assignments.

School boards, practicum schools, community organizations, course directors and practicum facilitators will demand that you show your original VSS document prior to attending your practicum. Please keep your original document with you at all times so that you can produce this document as requested. TCs placed in specific school boards and/or community organizations may be asked to forfeit their **original VSS** document. For this reason, you may request a second copy at the time of application. Most Police Services will provide a second copy at a nominal charge.

How and Where Do I Obtain a VSS?

TCs must obtain their VSS from the police services office based on where they reside. We have provided information below for some jurisdictions. If you live in a jurisdiction that does not appear below please check your local police website or go to your local police station to request a VSS. **Toronto Residents (your postal code will begin with "M"):** Toronto Police Services requires a signature from an authorized York University representative.

TCs must pick up the Toronto Police "Disclosure Form" from the Practicum Office, 108 Winters College, at the Keele Campus between the hours of 9:00 am - 3:30 pm weekdays. TCs will be required to present photo ID showing their current address.

Signed and verified completed consent forms must then be mailed to: Toronto Police Services, 40 College Street, Toronto, ON M5G 2J3 and must include a payment of **\$20.00**. Payment must be in the form of a Certified Cheque obtained from your bank, or a Money Order obtained from your bank or post office. Please make cheque/money order payable to the Toronto Police Services.

York Region Residents

Information can be accessed on the York Regional Police website <https://www.yrp.ca/en/index.asp>, where you can download the VSS form.

Peel Region Residents

Information can be accessed on the Peel Police website <http://peel.police.on.ca/en/index.asp>. The Peel Police Headquarters is located at 7750 Hurontario Street, Brampton. Telephone: 905-453-2121 (X-4391).

Residents of Barrie, Durham & Regions Outside of the GTA

Information can be accessed on the Regional Police Services Website.

ADDITIONAL SCHOOL BOARD PLACEMENT INFORMATION

VSS Instructions for TCs with a Placement in a TDSB or Peel District School Board

Please note that the Peel District School Board and the Toronto District School Board (both are public boards) have specific instructions for TCs with regard to providing a VSS prior to attending a practicum in any of their schools. If your practicum placement will be in either of these Boards, please see specific Board instructions below. Once you have received your VSS please proceed with the requests below.

Toronto District School Board (TDSB – Public Board)

The TDSB requires all TCs placed in their schools to have a valid VSS. TCs must bring their original VSS document to the Police Reference Check Office to be verified prior to the start of any school practicum.

The TDSB Police Reference Check Office is located at 17 Fairmeadow Avenue located east of Yonge Street and south of the 401. Please note that the PRC office is open Monday to Friday from 8 am to 4:30 pm. Summer Friday closing will be 3:30 pm. The phone number is 416-393-0759.

TCs are required to go the PRC office located at 17 Fairmeadow Ave, Room 107 with the ORIGINAL VSS document for verification prior to starting your practicum.

Peel District School Board (Public Board)

All TCs placed in a Peel District School are required to provide a Criminal Record Check that is satisfactory to the board prior to the commencement of any duties. The Criminal Record Check must meet all of the conditions outlined below. It is the responsibility of the TC to ensure that the conditions below are met.

- **Must have been completed by a police service within the preceding 6 months**
- **Must include a Vulnerable Sector Screening (VSS) including a search of the pardoned sex offender database**
- **Must be an original**

The original Criminal Record Check, and any additional information requested, will become the property of the Peel District School Board, and will not be returned, copied or forwarded to any other institution or individual. **The original Criminal Record Check should be hand delivered, if possible, to Lisa Cruickshank, Employee Relations Officer, Criminal Record Checks/Professional Certification, Human Resources Support Services, 5650 Hurontario Street, Mississauga, ON L5R 1C6**, in a sealed envelope marked confidential, include the applicant's full name and nature of duties (employment, volunteer, placement, etc.), and the words "Criminal Record Check". This is an important document. You should make a copy of your Criminal Record Check for your own records prior to submitting.

Many police services will provide the applicant with multiple originals if requested at the time of application. TCs placed in a Peel District School should request an additional original for their own records. You will be required to produce another original VSS should a change in placement occur to a Board other than Peel within the academic year.

Academic Advising

Office Hours

BEd Admission and Registration	Pre-Service/Practicum
128 Winters College	108 Winters College
10:00 am to 4:00 pm Monday 9:00 am to 4:00 pm Tuesday to Friday	
Months of June, July and August offices close at 3:00 pm on Fridays	

Individual Advising

Teacher candidates (TCs) can drop in to the BEd Student Services office to ask questions. Candidates must book individual advising appointments for anything to do with satisfying their program requirements by logging into SharePoint (see below) and booking an appointment. During peak periods, you may not be able to book an advising appointment.

Practicum Information

In Year TWO, all TCs will be placed in a fall placement for 2 days per week for the first 10 weeks of the term, followed by a 2-week teaching block. In the winter term, all TCs will be placed in a winter placement 1 day per week for 6 weeks, followed by a 6-week teaching block. TCs are reminded that attendance is mandatory on all assigned days for the full school day and for a period of at least 20 minutes prior to and after the final bell.

Practicum Placement Preference Window

Teacher Candidates (TCs) entering Year TWO of the Bachelor of Education program were required to enter their selection of placement preference in March, to have equal opportunity to be placed in one of their three preferred zones. Every effort is made to place TCs in either their first or second choice. In rare cases, such as a teachable subject that is not commonly available, it may be necessary to place a TC in a third choice zone.

Please note that TCs are NOT permitted to select specific schools or to arrange their own placements. All placements are arranged in cohort schools that host a minimum of 4 York teacher candidates.

If you have not yet completed your practicum placement preference, please contact the Practicum Office at practicumoffice@edu.yorku.ca or (416) 736-5009.

To access and view your placement selection, **in late August** please go to <https://practicum.edu.yorku.ca> and use your Passport York credentials to log in. Click on TC Placement Profile to view your placement information

For any questions or issues with your practicum login, please contact the Practicum Office at practicumoffice@edu.yorku.ca or (416) 736-5009.

Communications

When corresponding with BEd Student Services via email (osp@edu.yorku.ca), please indicate your student ID, as well as your first and last name. It is also helpful if you indicate the course name, course code, section and term when making references to courses and/or enrolments. This will expedite the response process. Catalogue numbers are not necessary. You can also call the BEd Student Services office at (416) 736-5001.

Faculty of Education E-Mail Account (webmail.edu.yorku.ca)

Students are expected to read messages sent to the edu.yorku.ca email account. This is the address where you will receive correspondence from the faculty. Maintain your Faculty of Education e-mail account by checking for messages monthly over the summer break. Check your mailbox in late August to receive potential messages from your Course Directors. If you experience any difficulties accessing your Education email, please contact Information Technology Services in Room 031 Winters College for assistance. They can be contacted by telephone at (416) 736-5723 or email helpdesk@edu.yorku.ca.

SharePoint

SharePoint allows Faculty of Education students to access resources such as booking advising appointments, accessing the elective course waitlist, degree requirement checklist, as well as archived and current newsletters. You need to use your Faculty of Education email account credentials to access [SharePoint](#). If you experience any difficulties, please contact Information Technology Services in Room 031 Winters College for assistance. They can be contacted by telephone at (416) 736-5723 or email helpdesk@edu.yorku.ca.

Student Services Newsletter

The newsletter is a monthly blog with information on upcoming workshops, courses, and practicum issues. Candidates should visit edstudentservices.blog.yorku.ca/ to read the monthly newsletter.

Facebook

The Faculty of Education is now on Facebook! Become a Fan to get updates on the latest developments and program options. Here's the link:

facebook.com/pages/edit/?id=278718655357#!/pages/Toronto-ON/York-University-Faculty-of-Education/278718655357.

Enrolment

Enrollment Window

Your enrollment window for Fall/Winter 2017 will open **at some point during the week of June 10, 2017**. Please note that other students may have enrolled before you, so there is no guarantee of getting into the course section, or elective course that you would prefer. You are encouraged to consider alternate options for such courses.

Grades

GPA Requirements

Teacher candidates are required to achieve a minimum C+ grade in each Education course, including electives. This means that a grade less than a C+ in any education course would leave a teacher candidate ineligible to continue in the program.

All courses you are enrolled in will result in a grade submission at the completion of the course. **Be sure that you attend the section of the course that you enrolled in to avoid receiving an F grade.** Do not attend a course or section that you are not enrolled in, as you will not appear on that class list and ultimately will not receive a grade for that class. Please verify you are attending the correct class by checking the Registration and Enrolment Module (REM).

Pass/Fail Grades

For Practicum Seminar courses, teacher candidates are graded on a pass/fail basis for their combined performance in the seminar classes and practicum placements. Undergraduate courses that are awarded pass/fail grades can be counted towards your teaching subject, as long as the courses appear on the list in the undergraduate calendar for the teaching subject, or with the approval of the teaching subject advisor.

Grades Appeals

A teacher candidate may request a reappraisal of a grade by making a formal request to the Associate Dean, Pre-Service **within fourteen days of the release of the final grade report.** The request must be in writing and should state clearly why the candidate believes that the grade should be re-evaluated.

Where written course work is to be re-appraised, only original work submitted and marked by the instructor shall be accepted. It is the responsibility of each candidate to retain this work and make it available if needed. Candidates should be aware that, in this process of blind review, the grade could be raised or lowered by the course director, Associate Dean or Petitions Committee. For more information on grade reappraisals, visit <http://www.yfs.ca/faculty-of-education>

Deferred Standing Agreements

Deferred standing may be granted to candidates who are unable to submit their outstanding course work on the last day of classes. In order to apply for deferred standing, students must reach an agreement directly with the course director for an extension to the course work deadline.

Any incomplete assignments or unmet practicum placement requirements will affect your eligibility to continue in the BEd program, unless final grades are reported prior to the start of the next academic session. For example, a teacher candidate cannot complete practicum requirements or coursework for the previous year and start a new academic session at the same time. Go to <http://myacademicrecord.students.yorku.ca/deferred-standing> for more information on Deferred Standing Agreements.

Academic Honesty

Academic honesty is of the utmost importance in any learning endeavor. The university has designed an online tutorial related to academic integrity. Please visit yorku.ca/tutorial/academic_integrity/index.html for further details. Please visit yorku.ca/secretariat/policies/document.php?document=69 to familiarize yourself with the regulations on plagiarism.

Petitions

To view the website for petitions, visit <http://www.yfs.ca/faculty-of-education> Completed forms should be submitted to the BEd Admission and Registration Office, 128 Winters College.

Online Course Evaluations

Students enrolled in university courses in the 1, 2, 3, 4, F1, F2, FD, FE, WD, WE, F, W and Y term will be asked to submit their course evaluations via the web. Online evaluations are environmentally friendly and confidential. All students are encouraged to complete these important online evaluations.

Student Financial Services

Ontario Student Assistance Program

In order to be eligible for OSAP, a minimum of 9 credits per term is required. Teacher candidates who take more summer courses to lighten their loads in the fall/winter session may fall below the 9 credit minimum. Please refer to the OSAP website, osap.yorku.ca/ for more information. To speak directly with a representative from York's Office of Student Financial Services, please visit sfs.yorku.ca/.

Other Awards and Bursaries

Faculty of Education Awards and Bursaries are available to assist students in meeting the costs of their university education. Academic excellence and financial need are the primary criteria for an award. Bursaries are made on the basis of financial need. For more details on each award and the deadlines, visit <http://sfs.yorku.ca/scholarships/> . Please note that in order to be considered for any York University award or bursary, students must first complete a Student Financial Profile at sfs.yorku.ca/aid/sfp/. Please remember to complete the Faculty of Education additional information form for the specific award or bursary.

Status Confirmation Letter

Do you need a letter to confirm that you are registered at York? In most cases, these letters can be downloaded here: registrar.students.uit.yorku.ca/program/letters.

Convocation

Applying to Graduate

BEd teacher candidates should apply to graduate online. Please visit <http://www.yorku.ca/mygrad/preparing> for more information. It is the responsibility of the teacher candidate to request their transcripts be sent from the Registrar's Office to the Ontario College of Teachers (OCT) indicating Degree Conferred. The Faculty of Education will automatically send recommendations to the OCT after the convocation ceremonies. Please submit your OCT Registration Number to us online via [Passport York](#). The link for the OCT registration is also in [SharePoint](#).

Fall or Winter Convocation

Teacher candidates needing summer courses to complete their degree requirements, will not be eligible to graduate in June, but must apply to graduate at the October or February convocation. In this circumstance TC's cannot be hired as a teacher until the degree is conferred and registered with OCT. This means that for October convocation, teacher candidates will likely not be able to work until January following convocation.

Diploma

The name which appears on a teacher candidate's diploma is the official full legal name, as it is recorded in the York University Student Information System. Teacher candidates should visit my.yorku.ca Within the My Student Records section you will find a link titled "Verify my official name". The name which is shown on this system is the one which will appear on your diploma. If the name that appears is not the correct full legal name, instructions are given on how a formal name change request (including documentation) can be submitted directly to the Registrar's Office, no later than May 1st.

Additional Qualifications

Courses for New Graduates

The Professional Learning Office offers several AQ courses for new graduates, which begin in June prior to convocation. The Professional Learning Office forwards the recommendation to the OCT once you have been certified. For more details, visit <http://edu.yorku.ca/profdev/agabq/aqs-for-new-grads/>. York graduates receive a discount on every AQ course taken with the Professional Learning Office.

Teaching Subjects

Following completion of the BEd degree program, teacher candidates can contact the Professional Learning Office to inquire about Additional Basic Qualifications and adding teaching subjects to their BEd degree. Please note that ESL or Special Education are not teaching subjects but are Additional Qualification courses that can be taken after completing your BEd to qualify you to teach ESL or Special Education. For more information, visit edu.yorku.ca/profdev/.

Deaf and Hard-of-Hearing Post-Baccalaureate Diploma

Graduates of the Deaf and Hard-of-Hearing Education Program receive a post-baccalaureate diploma from York University. Courses are fully funded by the Ontario Ministry of Training, Colleges and Universities. Applicants to York University Faculty of Education's Deaf and Hard-of-Hearing Program need a BEd and need to be registered with the Ontario College of Teachers, and have completed 2 courses in American Sign Language (ASL). For more information, visit <http://edu.yorku.ca/academic-programs/deaf-hard-of-hearing-education/>.