

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

F/W Enrolment window: mid-June, 2017

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

Technological Education BEd Course Offering Schedule

	FALL	WINTER
Monday	EDPR 3000 3.00 Practicum	a.m. EDFE 4200 3.00 <i>6 weeks face to face and 6 weeks online</i>
Tuesday	EDPR 3000 3.00 Practicum	11:30am-2:30pm TECH 4051 3.0 (6 weeks)
Wednesday	a.m. Elective Two course 3.00 p.m. EDFE 3100 3.00	EDPR 4000 3.0 Practicum
Thursday	a.m. EDFE 3200 3.00	a.m. Elective three courses 3.0 (6 weeks) or p.m. Elective three course 3.0 (6 weeks)
Friday	a.m. TECH 4050 3.0	11:30am-2:30pm TECH 4051 3.0 (6 weeks)

Please note:

- **Course enrolment:** Do **not** enroll in courses with sections U and V as these are scheduled for the off campus location cohort (Catholic Education Centre)
- 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

ED/EDPR 3000 3.0 Section A and ED/EDPR 4000 3.0 Section A 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/TECH 4050 3.00 Curriculum Connections for Technological Education: This course examines cross-curricular connections for the teaching and learning of technological education in Ontario schools. It explores cross-curricular approaches to teaching technological education, and its curricular connections to literacy, numeracy, STEM, experiential education, environmental/sustainability education, and social justice

ED/TECH 4051 3.00 Teaching Design Thinking Within Technology Frameworks: This course examines a range of problem-solving methods and design processes integral to all broad-based technologies in the Ontario technological education curriculum. Students will be introduced to practical, process-focused frameworks for developing student projects in the intermediate/senior classroom.

Intermediate/Senior Electives

Course offerings, times and locations are subject to change.
Please visit the [York Courses page](#) for the most recent information.

FW2016 ELECTIVES	TERM	Term Starts	Term Ends	DAYS	TIME
EDUC 2200 3.00 section M Issues in Indigenous Education Catalogue #: T91J01	1	Sept. 5	Dec. 8	W	8:30-11:30
EDUC 2300 3.00 section A Pedagogy of the Land Catalogue #: G92U01	1	Sept. 5	Dec. 8	W	11:30-2:30
EDUC 2400 3.00 section A Education as Communication Catalogue #: X81B01	1	Sept. 5	Dec. 8	W	8:30-11:30
EDUC 3300 3.00 section A Urban Education Catalogue #: M51T01	1	Sept. 5	Dec. 8	W	11:30-2:30
EDUC 3750 3.00 section A Educational Assessment Catalogue #: C93K01	1	Sept. 5	Dec. 8	W	8:30-11:30
EDUC 3900 3.00 section A Studies in Popular Culture Catalogue #: M22E01	1	Sept. 5	Dec. 8	W	11:30-2:30
EDUC 3910 3.0 Reflection on and Interpreting the International Experience Catalogue #: V43X01	1	Sept. 5	Dec. 8	W	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. 8	Feb. 13	R	8:30-2:30
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	2:30-8:30
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 3900 3.00 section M Studies in Popular Culture Catalogue #: S83E01	4	Jan. 3	Feb. 13	R	8:30-2:30

Faculty of Education Elective Courses

ED/EDUC 2200 3.00 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. Not available to students who have taken EDST 2200.

ED/EDUC 2300 3.00 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, storying and decolonizing methodologies guide and inform the work.

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 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. Not available to students who have taken EDST 2700.

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 3610 3.00 New Media Literacies and 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 Educational 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 3770 3.00 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 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://peelpolice.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 or e-mail Teresa Boyle at tboyle@edu.yorku.ca. The faculty offers mandatory group advising sessions in February.

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, please go to <https://practicum.edu.yorku.ca> in **early August** and use your Passport York credentials to log in. 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.

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

Enrolling in Teaching Subject Courses (I/S)

When enrolling in teaching subjects, it is your responsibility to select the correct level of that teaching subject for your program. I/S candidates must enrol in two three credit courses (ED/XXXX 4000 3.00 and ED/XXXX 4001 3.00) for each teaching subject. **Failure to properly enrol in required courses will leave you ineligible to continue in Education, or to graduate.**

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, 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 edu.yorku.ca/program/bachelor-of-education/awards-bursaries/. 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/aqabq/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/>.