

# York University

## Faculty of Education - Consecutive Education

### Applications are due December 1, 2019

The deadline includes submission of the online Teacher Education Application Services (TEAS) application through the Ontario Universities' Application Centre [www.ouac.on.ca](http://www.ouac.on.ca).

### December 18, 2019

Deadline includes transcripts, course descriptions for courses that do not have clear indication of the teaching subject equivalencies, and test results for oral and written English proficiency (if applicable). As well, as the Faculty of Education online Supplementary Information Form (which includes the Experience Summary and Profile, Personal Statement) and two references (submitted online).

### Technological Education BEd applicants will also include:

- Broad-Based Technology area of specialty
- Related degree/diploma/Certificate of Qualification
- Hours of work related to experience subject area

Candidates interested in becoming a [Teacher of Technological Education in Ontario](#) are encouraged to visit the Ontario College of Teachers requirements and contact the Faculty of Education Office of Student Services, 416-736-5001 for more information and meeting the minimum requirements.

### **GENERAL INFORMATION**

York's Faculty of Education draws on the best in academia and the teaching profession, to provide theoretical and practical programs that are socially relevant. We are committed to finding new ways to address equity, social justice and environmental issues in our programs. As a York student, you will study the social and philosophical foundations of education, professional rights and responsibilities, theories of communication and human development, planning, pedagogy, and curriculum development. York University's Faculty of Education carefully selects host schools that will offer teacher candidates exposure to different teaching settings. For this reason, applicants cannot find their own practicum placements.

Admission to York University's Faculty of Education is a competitive process for very limited spaces. Typically, 2,400 applicants compete for approximately 300 spaces in the Consecutive program. Fulfillment of minimum requirements will not guarantee admission. Selection is based on grade point average, related age-specific experience, a personal statement, and two online letters of reference. The strength of one applicant's file is relative to the rest of the applicant pool for that given year.

A non-refundable university supplementary fee must be submitted to the Ontario Universities' Application Centre (OUAC) along with the TEAS application and appropriate OUAC application fee. The OUAC fee, any transcript request fees or other choice fees will not be refunded. When applicants drop a choice, the supplementary fees they paid for that faculty of education will not be refunded, nor can they be applied to another school choice.

It is the applicant's responsibility to ensure that the application, fees and all supporting documentation are received at the correct offices by the published deadlines. Applicants must read all instructions carefully.

Failure to comply with the admission requirements and deadlines may result in the cancellation of the application.

**The Supplementary Information Form will be available to applicants on MyFile the second week of October 2019 online and will not be mailed to applicants. Instructions to access this online supplementary application will be emailed to all applicants.**

Applicants will receive an email after October 7, 2019 with a York student number and instructions on how to access the Supplementary Information Form through [www.yorku.ca/myfile](http://www.yorku.ca/myfile). Please do not call the Faculty of Education to request the Supplemental Form. Faxed or electronic submissions will not be accepted under any circumstances. Late and incomplete applications will not be considered. It is the responsibility of the applicant to ensure that the form is complete by the application deadline date. The Faculty of Education will not accept additional documentation (i.e. course descriptions, English Language Test, transcripts, etc.) submitted after the deadline date. Applicants will not be notified if their application is incomplete.

Documentation in support of applications filed in a specific year will not be returned or copied for applicants, nor forwarded to third parties prior to being destroyed after one additional application cycle. York University complies with the Freedom of Information and Protection of Privacy Act (FIPPA) which applies to all Ontario universities. Details related to an applicant's transcripts will not be discussed with individuals other than the applicant. Parents, spouses, other family members, and friends cannot discuss admission on behalf of the applicant unless explicit permission is provided in writing. Photo identification for the applicant and the designate person must be provided in person at the Faculty of Education.

Personal information submitted by an applicant for admission purposes is collected under the authority of *Freedom of Information and Protection of Privacy Act* and *The York University Act, 1965*. The information will be used to process applications and will form part of the student record at the Faculty of Education. If a student is unsuccessful with his/her application for entry into one of our Education programs, the applicant's record will be kept for one year. If a student is admitted, registered and enrolled at our Faculty of Education, the admission documents will be kept until one year after completing or leaving the program. Reference letters, and any information related to the rank order of an applicant, in order to determine admission decisions, are not shared with applicants.

## **HOW TO APPLY**

The OUAC Teacher Education application must be received by the OUAC no later than December 1, 2018.

- **December 1, 2019** deadline includes submission of the online Teacher Education Application Services (TEAS) application through the Ontario Universities Application Centre [www.ouac.on.ca](http://www.ouac.on.ca)
- **December 18, 2019** deadline includes the Faculty of Education Online Supplemental Information Form (which includes the Experience Summary and Profile, Personal Statement) and two online references. As well, transcript(s), course descriptions for courses that do not have clear indication of the teaching subject equivalencies, and test results for oral and written English proficiency (if applicable).

Applications will not be processed unless all necessary documents and full payment are received. Cheque, money orders or electronic credit card (MasterCard or Visa) payments must be received by TEAS by the stated deadline date.

## **Transcripts**

Official transcripts for Ontario universities and Colleges **must** be ordered by completing the TEAS Transcript Request Form (TRF) and submitting it to the OUAC with the TEAS application by December 1, 2019. All other transcripts from postsecondary institutions can be submitted by uploading a copy of their transcript(s) through **MyFile – Supporting Documents**.

**Please note:** uploaded transcripts are considered unofficial and are used by the Faculty of Education, Student Services/Admissions to continue the processing of an applicant's file in a timely manner. All uploaded transcripts must include the applicants full name, the name of the institution attended and the grades awarded. With an offer of admission, a conditional decision will be given, and students will be required to submit official transcripts sent directly from the home university.

## **INTERNATIONAL TRANSCRIPTS**

Many Ontario Faculties of Education accept documents and assessments from WES. It may be easier for you to submit one set of documents to WES and have them forward them to your universities of choice (note: it is the applicant's responsibility to check with each university to find out if they accept WES documents). Notarized photocopies of documents in the possession of, or submitted directly by an applicant, will NOT be accepted under any circumstances.

Unofficial transcripts may be submitted using the Document Uploader through MyFile.

### **Admission offer based on unofficial transcripts**

With an offer of admission, a conditional decision will be offered and students will be required to submit official transcripts sent directly from the home university. York University will accept international documents from any one of the following ways listed below.

#### **Option 1:** WES – World Education Service ([www.wes.org/ca](http://www.wes.org/ca))

We will accept documents and assessments from WES. It may be easier to submit one set of documents to WES and have them forward them to the universities of choice (note: it is the applicant's responsibility to check with each university to find out if they accept WES documents). We require a WES Credential Evaluation Report, including a Course-by-Course Analysis and Transcripts. WES evaluations must be received by the transcript deadline at sent directly to:

BA/BEd Student Services Office,  
128 Winters College, 4700 Keele Street,  
Toronto, Ontario, M3J 1P3

#### **Option 2:** Directly from the educational institution

York University requires that university transcripts be official, meaning they must arrive directly from the institution from which the courses were taken. It is important that you begin the process of ordering your transcripts, marks sheets, etc. from your institution early. Many documents coming from foreign universities take weeks and sometimes months to arrive. Most universities will send official documents detailing your academic history, however there are some that will only provide copies. York University WILL accept attested copies, with appropriate institutional signatures (usually the University Registrar), which are issued and sent directly from the educational institution.

Transcripts submitted in a language other than English should be sent to WES (see option 1).

An acceptable level of proficiency in oral and written English is required by the deadline date and must be no more than two years old. You will not be contacted if this information is missing and the file will not be considered. You may contact BEd Student Services at (416) 736-5001 if you are uncertain you are eligible for an exemption to the English Language Proficiency Test requirements.

### **PROFICIENCY IN ENGLISH**

York University's Faculty of Education reserves the right to request a language proficiency test result. An English language proficiency test score is required for applicants who do not have English as their first language. The language proficiency test requirement will be waived only for applicants whose mother tongue or first language is English or who have studied full-time for at least two years (or equivalent in part-time studies) at an accredited university where the language of instruction and examination is English, and which is located in a country where the first language is officially English. In countries, such as India or Pakistan, where students may study in English at university, English is considered their working language, but not their official language and these applicants are required to submit English language proficiency test results.

Anguilla	British Virgin Islands	Montserrat	South Africa
Antigua and Barbuda	Canada	Nigeria	Trinidad and Tobago
Australia	Cayman Islands	New Zealand	Turks and Caicos Islands
Bahamas	Cameroon	Republic of Ireland	United Kingdom
Barbados	Dominica	Saint Kitts-Nevis	United States
Belize	Ghana	St. Lucia	Uganda
Benin	Grenada	St. Vincent	US Virgin Islands
Bermuda	Guyana	Seychelles	Zambia
Botswana	Jamaica	Sierra Leone	Zimbabwe

If you are not from one of the countries above you are required to write an English language proficiency test.

When registering for an approved language test, be sure to register for all required components. Partial results from an approved language test cannot be combined with partial results from another approved language test. The results of an English language proficiency test must be no more than two years old as of December 1. The Faculty of Education accepts the following tests as proof of English language proficiency:

**TOEFL, iBT**, – A minimum overall score of 103, with scores of at least 23 in Listening, 24 in Reading, 28 in Writing and 28 in Speaking. Telephone: 1-800-468-6335; Email: [toefl@ets.org](mailto:toefl@ets.org); <http://www.ets.org/toefl>

**IELTS** – An overall score of at least 7 on the IELTS (academic test only), with scores of at least 6.5 in reading and listening and scores of at least 7 in writing and speaking. <https://www.ieltscanada.ca/>

**YUELI** – A score of 6 with Distinction is required. Telephone (416) 736-5353; <http://www.yueli.yorku.ca/>

## **CAMPUS LOCATIONS**

We offer our consecutive teacher education program at **York University's Keele Campus** for

**Primary/Junior**  
**Junior/Intermediate**  
**Intermediate/Senior**  
**Technological Education (Intermediate/Senior)**

Teacher candidates may also consider an Off Campus Location:

- **Catholic Education Centre – Primary/Junior and Junior/Intermediate**  
The CEC location is located at the Toronto Catholic District School Board office building and is available to teacher candidates for Primary/Junior and Junior/Intermediate certification level. The CEC location is for candidates who are Catholic and have discerned that they wish to teach in Catholic schools. The practicum placements are solely within the Toronto Catholic District School Board. Please note: Candidates at the Keele Campus location can request placement in a Catholic board in their region.
- **Glendon College campus, French as a Second Language BEd – Primary/Junior, Junior/Intermediate and Intermediate/Senior**  
The Glendon College FSL BEd program is only available to students who have been pursuing their degree at Glendon College or Brescia University College and will be completing their undergraduate degree requirements by August 2020 or have completed their degree. Spaces for the BEd French as a Second Language are limited.
  - Students interested in Junior/Intermediate or Intermediate/Senior are required to have French Studies as their Glendon major or French for Teaching as their Brescia major of studies to meet the French teachable requirement.
  - Students who have selected the BEd French as a Second Language on the MyFile Supplementary Form will be reviewed by the Faculty of Education Admissions Committee and consideration will also include courses within their undergraduate degree (French Language, Literature and Linguistics), courses with [French Culture Credit](#) content and/or relevant cultural experiences in a Francophone context and students may be asked to write a French proficiency test.
- **Jewish Teacher Education BEd program** <http://cjs.yorku.ca/students/jewish-teacher-education/>  
York University's Faculty of Education offers a unique opportunity for students to pursue a Bachelor of Education Degree (BEd) in Jewish Teacher Education in the consecutive program model. This option qualifies graduates to teach in both public schools and Jewish Day Schools in one of three divisions:
  - Primary-Junior
  - Junior-Intermediate
  - Intermediate-Senior

The Jewish Teacher Education option includes courses in pedagogy specific to the teaching of Hebrew and Jewish Studies as well as a practicum in Hebrew Day Schools. The option is jointly

offered with the Faculty of Liberal Arts & Professional Studies in collaboration with the Israel and Golda Koschitzky Centre for Jewish Education. Program is offered at the Keele York campus.

When students are admitted to the Faculty of Education at York University and offered an off-campus location, they are offered admission to a particular location and when an applicant accepts the offer of admission, he/she is accepting to study at that specified location. Selecting the Catholic Education Centre and Glendon College FSL campus location will be available on the online supplementary form.

Although applicants may identify their location, York's Faculty of Education will assign applicants to the location with no guarantee that requests to change can be accommodated.

### **ACCESS INITIATIVE**

The Faculty of Education Access Initiative is designed to recruit individuals who will make excellent teachers and reflect the diversity of our society. It is this mix of people and perspectives that enriches our programs and creates a community of teachers who excel in professional practice and in other walks of life both in Canada as well as internationally. We do recognize that certain groups in our society are treated inequitably because of individual and systemic barriers related to several factors including race, social class, culture, and refugee experience. We also recognize that such biases exist within educational institutions. In keeping with York's commitment to equal access to teacher education, our admissions policies are designed to assess the potential of all candidates, in particular those who have faced systemic barriers in educational settings and in their lives. The Faculty of Education Access Initiative is designed to recruit, admit, and support such individuals. We invite students from the following underrepresented groups to apply through the Access Initiative:

- Aboriginal (First Nations, Métis, Inuit, Status, Non-Status, Aboriginal Ancestry)
- People with Disabilities (*as defined by the Ontario Human Rights Code*)
- Racialized Person (*A racialized group is a group of people who may experience social inequities based on their perceived common racial background, colour and/or ethnicity, faith and who may be subjected to differential treatment in the society and its institutions. Examples may include: people of African descent, people of Asian descent, Latinos*)
- Other Minoritized Person (*Please specify other identity categories that apply to you and have affected your educational experience. For example: people living in poverty; LGBTQ, English Language Learner, refugee or impacted by the refugee experiences*)

We encourage students who apply through the Access Initiative to also include in your personal statement reference to the individual and/or systemic barriers you have encountered. Explain how learning through these experiences might be valuable when building relationships and working with diverse groups of students. For more information, email [access@edu.yorku.ca](mailto:access@edu.yorku.ca).

### **CERTIFICATION LEVELS**

Choose from one of four program options:

**Primary/Junior: (JK to grade 6)**

**OUAC CODE: Y10**

No subject specialization required. Preference will be given if you have completed one full-year (6 credits at York or equivalent) undergraduate course in English, as well as one full-year (6 credits at York or

equivalent) undergraduate course in a curriculum subject area (e.g. Science, Fine Arts, History, Geography, Mathematics, Kinesiology).

### **Junior/Intermediate: (4-10)**

#### **OUAC CODE: Y20**

You must have completed four full-year (24 credits at York or equivalent) undergraduate courses in one of the Junior/Intermediate Teaching Subjects (see list on the next page). Preference will be given if you have completed one full-year (6 credits at York or equivalent) in English. Applicants will only be considered for admission if they have successfully completed a minimum of two full-year (12 credits at York or equivalent) undergraduate courses with at least a B average for the selected teaching subject by the December 1 deadline. If you are applying to the Junior/Intermediate (Fine Arts) consecutive program, you must have either a degree in Fine Arts or at least two full-year (12 credits at York or equivalent) undergraduate courses in the chosen teaching subject, as well as five or more years of extensive training and professional experience in the field. The Fine Arts option for Dance, Dramatic Arts, Music and Visual Arts is only offered at Keele campus on a full-time basis.

### **Intermediate/Senior: (7-12)**

#### **OUAC CODE: Y30**

You must have completed or be completing a four-year degree with at least six full-year (36 credits at York or equivalent) undergraduate courses in the first teaching subject and three full-year (18 credits at York or equivalent) undergraduate courses in the second teaching subject. Choose two Intermediate/Senior Teaching Subjects (see list on the next page). Applicants will only be considered for admission if they have successfully completed a minimum of two full-year (12 credits at York or equivalent) undergraduate courses for the first teaching subject and one full-year (6 credits at York or equivalent) undergraduate courses for the second teaching subject with at least a B average by the December 1, deadline.

Visit the [Ontario Universities Application Centre, Teacher Education Application Services \(TEAS\)](#) for the teaching subject(s) course requirements.

### **Technological Education Intermediate/Senior (9-12)**

#### **OUAC CODE: Y80**

1. Have a recognized **three-year Advanced Diploma\*** in a technology field that aligns with the **Technological Education curriculum from a recognized College program**. Candidates are required to have a minimum of a “B” average *and* a minimum of two years of related work experience prior to graduating from the York BEd Technological Education program OR
2. Have a recognized **degree in a technology field that aligns with the Technological Education curriculum from a recognized College or University program**. Candidates are required to have a minimum of a “B” average *and* a minimum of two years of related work experience in the area of their degree prior to graduating from the York BEd Technological Education program OR
3. Have a recognized **degree and five years of work experience in a technology field that aligns with the Technological Education curriculum**. Candidates are required to have a minimum of a “B” average OR
4. Have a **Certificate of Qualification in a technology field that aligns with the Technological Education curriculum\*\*** in good standing with the [Ontario College of Trades](#). Candidates are required to have a minimum of two years of related work experience prior to graduating from the York BEd Technological Education program.

Candidates applying to the BEd Technological Education program are required to submit a recent resume showing the related work experience in the technology field (BBT) and work hours. The resume can be submitted through MyFile.

Applicants are encouraged to contact the Faculty of Education, Office of Students Services at 416-736-5001 or [by email](#) to inquire about the minimum requirements prior to applying to the BEd Technological Education program.

## **TEACHING SUBJECTS**

### **Junior/Intermediate**

- Dance
- Dramatic Arts
- English
- First Nations, Métis and Inuit Studies
- French as a Second Language
- Geography
- Health and Physical Education
- History
- Mathematics
- Music – Instrumental
- Science – General
- Visual Arts

### **Intermediate/Senior**

- Business Studies (Accounting; Entrepreneurship; General; or Information & Communication Technology)
- Computer Studies
- Dance
- Dramatic Arts
- Economics
- English
- Environmental Science
- Family Studies
- First Nations, Métis and Inuit Studies
- French as a Second Language
- Geography
- Health and Physical Education
- History
- Law
- Mathematics
- Music – Instrumental
- Philosophy
- Politics
- Religious Education in the Catholic School
- Science (Biology; Chemistry; General; or Physics)
- Social Sciences – General
- Visual Arts



## Technological Education

- Communication Technology,
- Computer Technology,
- Construction Technology,
- Green Industries,
- Hairstyling and Aesthetics,
- Health Care,
- Hospitality and Tourism,
- Manufacturing Technology,
- Technological Design,
- Transportation Technology

## APPLICATION REQUIREMENTS

An approved undergraduate degree with an overall grade point average of at least a B, based on the final two years (60 credits at York or equivalent) of undergraduate studies is required. An acceptable degree program must include at least 15 full-year undergraduate courses beyond secondary school graduation. Grades from diploma programs are not calculated into cumulative averages. Only undergraduate degree coursework completed at an accredited university will be used in the calculation of the academic average. For those applicants who are now completing their final year of an undergraduate degree, assessment of academic qualifications will be calculated based on courses completed as of December 1 and will not be recalculated if final marks are received after that date. Fulfillment of minimum requirements does not guarantee admission. A 14-point scale for GPA calculations is used.

A+	14	90-100%
A	13	85-89%
A-	12	80-84%
B+	11	77-79%
B	10	73-76%
B-	9	70-72%
C+	8	67-69%
C	7	63-66%
C-	6	60-62%
D+	5	57-59%
D	4	53-56%
D-	3	50-52%

Central to the strength of our program is the quality of those who are admitted. Applicants to the program undergo an intensive screening process which includes academics, experience profiles, two letters of reference, and a personal statement.

### **Instructions for Personal Statement**

All applicants to the Faculty of Education are required to submit a personal statement, restricted to a maximum of 4000 characters with spaces, as part of the online supplementary form/application. We suggest that that you type your personal statement into a word document prior to starting your online application. This will allow you to keep your words under the limit and you will have the opportunity to spell check. Use the following guideline to write your personal statement. We suggest that you type this into a simple text editor, like **Microsoft Notepad**. **Please check the character count and copy/paste in the online application.**

*Tell how your experiences with children and adolescents have shaped your understanding of the teaching and learning process in schools and/or in a community setting. Tell us how your background and educational opportunities have shaped your decision to become a teacher, and the advantages and disadvantages you have experienced.*

### Instructions for Experience Summary

Applicants will need to fill out an online Experience Summary Chart with the total number of hours of experience in the following categories: Classroom Experience; Volunteer/Community Experience; Work Experience Related to Teaching; Work Experience Unrelated to Teaching. Some experience related to the age group the applicant wishes to teach is an asset, and it will strengthen an applicant's profile if the age-specific experience is in a classroom setting. Please note only experiences accumulated up to application deadline (December 1) will be considered (ie: please do not write about future work or volunteer experience plans). Instructions on how to complete the online component of your application will be sent via email once you apply online through OUAC.

### Instructions for Experience Profile

In this section, you will briefly list and describe the activities you feel are pertinent to your application to the Faculty of Education. Please include start and end dates, number of hours and days per week and locations. As well, for each activity succinctly, please describe what you learned from the experience as it relates to teaching and learning. This is restricted to 4000 characters with spaces per box, total max 8000 characters spaces included. We would suggest that you type this into a simple text editor, like **Microsoft Notepad**. **Please check the character count and copy/paste in the online application.**

### Examples:

<p><b>Education Assistant</b> from Sept 2013 to March 2015(30 hrs per week 22 weeks, total 660 hrs) Child Centred Public School, 1 Academic Road, Lessons, ON, Z1Z 1Z1, Mr. Ed Ucate, (123) I worked as an Education Assistant in Grades 3-4 classes and helped students with cerebral palsy develop gross and fine motor skills using wooden plinth tables and plastic rings. I also helped supervise children with and without disabilities during lunch. I learned how to work effectively in a multidisciplinary team (teacher, physiotherapist, speech pathologist) to reach specific academic goals as well as therapy objectives. I encouraged children to be as independent as possible when they were eating, putting on their coats, and transferring themselves from the floor to their wheelchairs or walkers. I ensured all the students in the classroom were given choices to promote self-esteem.</p>
<p><b>Camp Counsellor</b> from June 2008 to August 2008 (15 hours per week for 10 weeks, total 150 hours) Happy Day Camp, 1 Happy Day Avenue, Campground, ON, A9A 9A9, Mrs. Mary Child, (111) As a camp counsellor for approximately 10-12 children, ages 6 and 7 years old, I provided child care supervision and led in age-appropriate activities. I learned to motivate groups of children ages 6-7 and maintain a positive group environment. Camp activities were designed to promote the importance of respecting each other and working cooperatively together. Cooperative activities included craft projects, show and tell, painting a wall mural, and preparing for a presentation for the camp end-of-summer celebration. I learned to organize the children in group activities and lead discussions related to cultural diversity.</p>

### **ADMISSION DECISIONS**

Admission decisions will not be available on the OUAC website until March 1, 2020. Applicants are required to respond to offers of admission using the OUAC TEAS website.

Applicants who are offered a conditional offer of admission or submitted unofficial transcripts through MyFile - Document Uploader should meet the conditions of their offer by August 1. Conditions of admission are noted in the applicant's official offer of admission letter.

It is the applicant's responsibility to ensure that the application information submitted is truthful, complete and correct, and that autobiographic and personal submissions are authored solely and entirely by the applicant. If any information is determined to be false or misleading, concealed or withheld, or written by a third party, the application will be invalidated and this could result in its immediate rejection or in the revocation of an offer of admission or registration at the university.

The Faculty of Education does not endorse or support presentations or publications other than their own and what is provided online through the Teacher Education Application Service (TEAS) at the Ontario Universities Application Centre (OUAC). Changes to admission policies can occur from year to year. It is advisable that applicants read the information package related to the upcoming entry point and not refer to admission information from previous years. Admission information for the current year may be subject to change.

Students in our Consecutive Teacher Education program are required to attend Education classes and weekly practice teaching placements during the daytime. Attendance and participation are mandatory. It is essential that other responsibilities do not diminish commitment to the program. Additional aspects related to studying at York University will be addressed at these new student advising sessions.

Every admitted consecutive applicant is required to attend a new student advising session. Typically, these sessions are planned for late April and May. During these sessions, further details about the structure of the program, the delivery of courses and enrolment procedures will be discussed. Further information regarding dates, times and locations for these mandatory advising sessions will be made available once acceptances of offers have been received by the response deadline date.

For further information and updates on any of our programs, please visit the York University's Faculty of Education's web site <http://edu.yorku.ca> or contact our offices directly.

**Office of Student Services**

BA/BEd Student Services

128 Winters College

416 736-5001

[OSP@edu.yorku.ca](mailto:OSP@edu.yorku.ca)

**The next few pages are examples of the first-year courses and practicums days for the Consecutive BEd program - PJ, JI, IS and Technological Education.**

## PRIMARY/JUNIOR

	FALL COURSES	WINTER COURSES
Monday	a.m. EDFE 1100 3.00 p.m. EDFE 1300 3.00	a.m. EDFE 2100 3.00
Tuesday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Wednesday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Thursday	a.m. EDPJ 1000 3.00 p.m. EDPJ 1100 3.00	a.m. EDPJ 2000 3.00 p.m. Math or Literacy Elective
Friday	No classes	No classes

**ED/EDFE 2000 6.00 Foundations of Education & Theory Into Practice:** This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching. ***This is a blended course, consisting of a few in-class sessions, with the majority being delivered online throughout the academic year.***

**ED/EDPR 1000 3.00 Studies in Communities and Their Schools (Seminar and Community Placement):** This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts. ***Includes both a community placement and 8 seminars throughout the year that support the experience. The seminars are offered on the days you will be on campus.***

**ED/EDPR 2000 3.00 Practicum Placement – Observation:** 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.

**ED/EDFE 1100 3.00 Child Development and Health:** How may educators understand the developing child through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race.

**ED/EDFE 1300 3.00 Inclusive Education:** This course examines the inclusion of children with exceptionalities in the general education classroom. Topics will include inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies and equity issues related to identification, placement and achievement.

**ED/EDFE 2100 3.00 Inquiries into Learning:** This course examines a range of contemporary theories of learning and considers how these diverse theoretical approaches shape our understandings of ourselves and others, conditions for teaching and learning, and the imperatives of institutions and communities.

**ED/EDPJ 1000 3.00 Language and Literacy in the Primary/Junior Divisions:** This course will facilitate an understanding of reading, writing, oral communication and media literacy in the Primary and Junior divisions with a focus on exploring current thinking about language processes and the implications of these insights for instructional practice.

**ED/EDPJ 1100 3.00 Mathematics in the Primary/Junior Divisions:** This course examines teaching and learning mathematics in the Primary and Junior divisions. Emphasis is placed on mathematical processes, cross-curricular and integrated learning, and differentiation in mathematics teaching and learning.

**ED/EDPJ 2000 3.00 Science and Technology in the Primary/Junior Divisions:** This course examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Primary/Junior divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts.

## JUNIOR/INTERMEDIATE

	FALL COURSES	WINTER COURSES
Monday	a.m. EDJI 1000 3.00 p.m. EDJI 1100 3.00	a.m. EDFE 2100 3.00 p.m. EDFE 1300 3.00
Tuesday	a.m. EDFE 1101 3.00	a.m. EDJI 2000 3.00 p.m. Math or Literacy Elective 3.00 - 6 weeks
Wednesday	EDPR 1000 3.0 0 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Thursday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Friday	No Classes	p.m. Math or Literacy Elective 3.00 - 6 weeks

**ED/EDFE 2000 6.00 Foundations of Education & Theory into Practice:** This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching. *This is a blended course, consisting of a few in-class sessions, with the majority being delivered online throughout the academic year.*

**ED/EDPR 1000 3.00 Studies in Communities and Their Schools (Seminar and Community Placement):** This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts. *Includes both a community placement and 8 seminars throughout the year that support the experience. The seminars are offered on the days you will be on campus.*

**ED/EDPR 2000 3.0 Practicum (Observation):** 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.

**ED/EDFE 1101 3.0 Adolescent Development & Health:** How may educators understand the developing adolescent through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race for adolescents.

**ED/EDFE 1300 3.0 Inclusive Education:** This course examines the inclusion of children with exceptionalities in the general education classroom. Topics will include inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies and equity issues related to identification, placement and achievement.

**ED/EDFE 2100 3.0 Inquiries into Learning:** This course examines a range of contemporary theories of learning and considers how these diverse theoretical approaches shape our understandings of ourselves and others, conditions for teaching and learning, and the imperatives of institutions and communities.

**ED/EDJI 1000 3.0 Language and Literacy in the Junior/Intermediate Divisions:** This course will facilitate an understanding of reading, writing, oral communication and media literacy in the Junior and Intermediate divisions with a focus on exploring current thinking about language processes and the implications of these insights for instructional practice.

**ED/EDJI 1100 3.0 Mathematics in the Junior/Intermediate Divisions:** This course examines teaching and learning mathematics in the Junior and Intermediate divisions. Emphasis is placed on mathematical processes, cross-curricular and integrated learning, and differentiation in mathematics teaching and learning.

**ED/EDJI 2000 3.0 Science and Technology in the Junior/Intermediate Divisions:** This course examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Junior/Intermediate divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts.

## INTERMEDIATE/SENIOR

	FALL	WINTER
Monday	No Classes	a.m. EDFE 2100 3.00 p.m. EDFE 1300 3.00
Tuesday	a.m. EDFE 1101 3.00	a.m. ED/XXXX 4001 3.00 (Teaching XXXX in the I/S Divisions) p.m. Elective course 3.00 6 weeks
Wednesday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Thursday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Friday	a.m. ED/XXXX 4000 3.00 (Teaching XXXX in the I/S Divisions) p.m. EDIS 3610 3.00	a.m. ED/XXXX 4001 3.00 (Teaching XXXX in the I/S Divisions) p.m. Elective course 3.00 6 weeks

**ED/EDFE 2000 6.00 Foundations of Education & Theory into Practice:** This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching. *This is a blended course, consisting of a few in-class sessions, with the majority being delivered online throughout the academic year.*

**ED/EDPR 1000 3.00 Studies in Communities and Their Schools (Seminar and Community Placement):** This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts. *Includes both a community placement and 8 seminars throughout the year that support the experience. The seminars are offered on the days you will be on campus.*

**ED/EDPR 2000 3.00 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.

**ED/EDIS 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/XXXX 4000 3.00 Teaching XXXX in the Intermediate/Senior Divisions – A:** This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning XXXX in the intermediate and senior grades.

**ED/XXXX 4001 3.00 Teaching XXXX in the Intermediate/Senior Divisions – B:** This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning XXXX in the intermediate and senior grades. Part A is a prerequisite for this course.

**ED/EDFE 1101 3.00 Adolescent Development & Health:** How may educators understand the developing adolescent through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race for adolescents.

**ED/EDFE 1300 3.00 Inclusive Education:** This course examines the inclusion of children with exceptionalities in the general education classroom. Topics will include inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies and equity issues related to identification, placement and achievement.

**ED/EDFE 2100 3.00 Inquiries into Learning:** This course examines a range of contemporary theories of learning and considers how these diverse theoretical approaches shape our understandings of ourselves and others, conditions for teaching and learning, and the imperatives of institutions and communities.

## TECHNOLOGICAL EDUCATION

FALL		WINTER
Monday	No Classes	a.m. EDFE 2100 3.00 p.m. EDFE 1300 3.00
Tuesday	a.m. EDFE 1101 3.00	a.m. ED/TECH 4001 3.00 (Teaching in the Tech ED Divisions) p.m. Elective course 3.00 6 weeks
Wednesday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Thursday	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum	EDPR 1000 3.00 Community Placement <u>OR</u> EDPR 2000 3.00 Practicum
Friday	a.m. ED/TECH 4000 3.00 (Teaching in the Tech ED Divisions) p.m. EDIS 3610 3.00	a.m. ED/TECH 4001 3.00 (Teaching in the Tech ED Divisions) p.m. Elective course 3.00 6 weeks

**ED/EDFE 2000 6.00 Foundations of Education & Theory into Practice:** This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching. ***This is a blended course, consisting of a few in-class sessions, with the majority being delivered online throughout the academic year.***

**ED/EDPR 1000 3.00 Studies in Communities and Their Schools (Seminar and Community Placement):** This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts. ***Includes both a community placement and 8 seminars throughout the year that support the experience. The seminars are offered on the days you will be on campus.***

**ED/EDPR 2000 3.00 Practicum Placement – Observation:** 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.

**ED/EDIS 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/TECH 4000 3.00 Teaching Technological Education in the Intermediate/Senior Divisions – A:** This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning XXXX in the intermediate and senior grades.

**ED/TECH 4001 3.00 Teaching Technological Education in the Intermediate/Senior Divisions – B:** This course examines the theories, philosophies, knowledge, policies and practices specific to teaching and learning XXXX in the intermediate and senior grades. Part A is a prerequisite for this course.

**ED/EDFE 1101 3.00 Adolescent Development & Health:** How educators understand the developing adolescent through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race for adolescents.

**ED/EDFE 1300 3.00 Inclusive Education:** This course examines the inclusion of children with exceptionalities in the general education classroom. Topics will include inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies and equity issues related to identification, placement and achievement.

**ED/EDFE 2100 3.00 Inquiries into Learning:** This course examines a range of contemporary theories of learning and considers how these diverse theoretical approaches shape our understandings of ourselves and others, conditions for teaching and learning, and the imperatives of institutions and communities.