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## **Faculty of Education - Keele Campus**

**General Information**

**Evaluation Policy and Procedures**

**Concurrent BEd Program**

**Consecutive BEd Program**

**Student Services**

**Education of Deaf and Hard of Hearing**

## Faculty of Education

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## General Information

Within the broad mandate of the University, York's Faculty of Education offers innovative pre-service, professional development and graduate programs. The Faculty is distinguished by its commitment to exploring ways to address equity, social justice and environmental issues in all of its programs. The Faculty values collaboration and an interdisciplinary orientation to education within an academic framework of inquiry into the interrelatedness of language and culture, teaching and learning. These values are evidenced in our staffing model and in our programs. York's pre-service, professional development and graduate programs are staffed by full-time tenure stream faculty, faculty seconded full-time from local school boards, and faculty cross-appointed from other programs within the University.

The Faculty of Education at York offers concurrent undergraduate programs for students simultaneously enrolled in other undergraduate Faculties and a full- and part-time consecutive undergraduate program for prospective teachers who have already graduated in another discipline. The Faculty's Deaf and Hard of Hearing Education post-baccalaureate program is the only one of its kind in Ontario. Our unique graduate program focus in language, culture and teaching has resulted in interdisciplinary faculty and student collaboration across several departments within the University. Our research and field development program, offered conjointly with school boards, is based on a teacher-as-researcher model.

Teacher education at York is understood as an intellectual as well as a practical endeavour. Students in the program are exposed to current theory and research in education and education-related fields. As well, students have the opportunity to work extensively in schools and their communities. This balance between theory and practice is made possible, in part, by York's unique, complementary staffing model which brings together faculty working on on-going research and writing projects with faculty who have extensive and current professional expertise across all aspects of compulsory schooling. Together they are able to provide students with a program which is based on current theory, research and classroom practice. Boards of education inside and outside the province highly value York's bachelor of education graduates because of their awareness of social justice issues, their knowledge of current theory and research, and their strong classroom experience.

Teacher candidates entering the Faculty of Education's Concurrent program at York generally do so in the second year of their academic program. They are carefully selected on the basis of academic achievement, oral communication abilities, experience and personal characteristics relevant to the teaching profession. One year is added to their undergraduate studies and in the remaining years they work concurrently to complete the requirements of their normal academic program as well as a professional program. In at least three of those years, they spend one day a week in school or community placements along with a block practice teaching period at the end of years two and three. The academic work and professional work do not just continue side by side, but are articulated in two ways. First, candidates are advised on the selection of an academic sequence which will honour the usual requirements of the University and which will also help them recognize the necessary courses for specialization. Advisors are aware of the University offerings, both in a

candidate's area of specialization and in those areas of University teaching which have a bearing on the nature of education in a general way. Concurrent candidates may also pursue the Jewish Teacher Education option, a course of study designed to prepare teachers with qualifications not only for an Ontario Teaching Certificate (OTC) but also for Hebrew language and Jewish studies in the Jewish Boards of Education. As well, concurrent candidates may opt to be involved in the Westview Partnership Initiative.

Teacher candidates entering the Faculty of Education's full or part-time Consecutive program at York must have completed a three- or four-year undergraduate degree. They are carefully selected on the basis of education-related experience, academic achievement, oral communication abilities and personal characteristics relevant to the teaching profession. The full-time Consecutive program runs over an extended academic year. Candidates receive an introduction to the teaching profession and are oriented to campus facilities and to their host schools in the last week of August. The practice teaching and course work of the program continue through to the following June. Candidates normally spend two days a week in schools from early September to early June. As well, nine weeks of block teaching practice are embedded within this time frame. This strong emphasis on practicum is a vital connection in linking theory and practice. The part-time consecutive program is taken over a two- to three-year period. Teacher candidates take their courses and practicum in two full week days, and complete a one to four week teaching block in September in years 2 and 3 (if applicable), and a two to four week teaching block in May of each academic year.

A series of seminars are related to candidates' experiences in the school. Academics, specialists and teachers participate in the seminars. The purpose of the seminars is to relate theoretical ideas to the candidates' experiences in the school. The course director is responsible to the University for the development of these seminars and works with a team of individuals which includes teachers released to the Faculty by the schools. Seminar sections have about six candidates who are working in a particular school. The seminar leader, who is called the adjunct professor (AP) or site coordinator (SC), is usually a teacher in the same school as the candidates. This person is the link between the knowledge of the specialist and the experience of the profession. To do the job well, the adjunct professor or site coordinator must have a clear understanding of the situations in which candidates are working in the host school, and also have good relations with colleagues who will be host teachers (HT) to the candidates.

A host school which is most suitable for York's program is defined, in part, by the presence of a pool of committed host teachers, a supportive principal and, in addition, a teacher articulate about the process of education who will fill the role of adjunct professor or site coordinator. Our program operates in the schools with the continuing consent of the Board and the staff of the school.

The Faculty of Education takes seriously the eradication of discriminatory practices based on race, gender, ethnicity, social class, sexual orientation, and disability. As such, the Faculty has established structures, procedures and practices that are designed to eliminate those barriers.

The Faculty is committed to educating students to work in a pluralistic society. To this end we recommend that students select academic and educational courses that offer a wide range of experience and knowledge, as well as diverse theoretical and ideological perspectives.

## BEd Degree Programs

In the Concurrent and the Consecutive part-time programs, three basic programs are offered to give certification at the primary/junior, junior/intermediate and intermediate/senior levels. The full-time Consecutive Program offers primary/junior, primary/junior articulated for graduates in early childhood education, junior/intermediate, junior/intermediate in fine arts, and intermediate/senior. Successful completion of any one of these programs leads to recommendation for the basic Ontario Certificate of Qualification with qualifications to teach within the two divisions included in the particular program title.

The divisions of the school system of the province of Ontario are defined as:

- Primary - junior kindergarten to Grade 3
- Junior - Grade 4 to Grade 6

- Intermediate - Grade 7 to Grade 10
- Senior - Grade 11 to Grade 12

### Practicum/Seminar Approach

Much of the curriculum for all pre-service programs of the Faculty of Education is linked to practicum experiences. The teacher candidate spends extensive time in field settings or practica that are supported by coursework and school/community partnerships.

In addition to providing direct experience and an opportunity to apply newly acquired skills and knowledge, the practica are a major source of curriculum in the sense that they bring candidates face to face with concrete situations. These situations are related to seminars held at the University. The underlying assumptions of this approach are that teaching can be considered as a form of problem solving and that teacher candidates learn best that which allows them to understand and to master their environment.

### Duration of the Academic Year

Students seeking admission to the Faculty of Education should note that the academic year in the Faculty is somewhat longer than is usual in other Faculties. This longer year is owing to the practicum requirements. Consult the Concurrent and Consecutive Program sections below with respect to the specific practicum requirements.

### Criminal Background Checks

All teacher candidates in the Faculty of Education Consecutive (full- and part-time) and Concurrent programs are required to have completed a satisfactory criminal background check. Further information on criminal background checks can be obtained from the Ontario Education Services Corporation.

### Medical Tests

The University may, at any time, require a teacher candidate to undergo a medical examination and may appoint a duly qualified medical practitioner to conduct the examination.

### Access Initiative – Concurrent and Consecutive Programs

The Faculty of Education Access Initiative is designed to recruit and admit individuals who are from groups which confront or who have themselves confronted identifiable barriers to education. Applicants from the following target groups may choose to apply to the Faculty of Education through this initiative:

- First Nations/Aboriginal Peoples
- people with disabilities
- racial minorities/people of colour
- people whose personal education or career have been affected by the refugee experience.

Applicants to the Concurrent Access Initiative are required to have a minimum of 24 credits and be coregistered in another Faculty at York University. Applicants to the Consecutive Access Initiative are required to have completed an acceptable undergraduate degree at an accredited university (as determined by York University). All applicants must meet York Faculty of Education admission requirements.

Information on the Access Initiative may be obtained from the Office of Student Programs, S835 Ross Building, or by calling 416-736-5001.

### Expectations of Catholic School Boards

Many of the Catholic school boards in Ontario require that applicants for teaching positions have completed successfully a course in religious education methods. To help candidates meet this requirement, the Faculty of Education, in cooperation with the Catholic Office of Religious Education (CORE) offers an optional (ED/EDUC 3000 3.00\*) credit course in Religious Education Methodology. Please consult the timetable and register for this course during the registration period. Priority enrolment in this course is given to education III candidates (Concurrent Program only).

The Catholic school boards prefer that all applicants for positions have had some experience in Catholic schools. Candidates wishing some practicum

experience in Catholic schools should make their wishes known on the practicum request form. Every effort will be made to provide interested candidates with a Catholic school placement during at least one of their practica. Some Catholic school boards also prefer applicants to have had some university-level course work in the area of religious studies.

*\* Please note that ED/EDUC 3000 3.00 is a requirement for employment with the Toronto Catholic District School Board. Please check whether this is a requirement for other Catholic boards where employment is being sought.*

### Ontario Certificate Of Qualification

The Ontario Certificate of Registration certifies that the holder is qualified to teach in Ontario elementary and secondary schools. The basic and additional qualifications of the teacher are recorded on a second form, the Certificate of Qualification. The Certificate of Qualification will be updated as the teacher acquires additional qualifications.

The regulations require a candidate to earn basic qualifications in two consecutive divisions during the pre-service teacher education program. To teach in the intermediate division one must have completed courses in one teaching subject, and in the senior division two teaching subjects, selected from an approved list.

Certificates to teach in Ontario schools are issued by the Ontario College of Teachers on the recommendation of the dean of the Faculty of Education. All information in this calendar about regulations with respect to certification is governed by the Ontario College of Teachers.

*Please note: Upon successful completion of the Bachelor of Education program (and an undergraduate degree) the candidates' names, addresses and social insurance numbers are forwarded to the Ontario College of Teachers for the purpose of certification. Collection of this information is authorized by Regulation 184.*

The Ontario College of Teachers requires that candidates provide an official transcript indicating eligibility to graduate. Transcripts must be requested by the candidate from the Registrar's Office. As well the Ontario College of Teachers requires that candidates provide an original police report of a criminal record check from every country in which they have lived or worked for more than six months after the age of 18.

Any inquiries regarding the collection of this information should be directed to the Ontario College of Teachers' Membership Services Department at 416-961-8800 or toll free in Ontario at 1-888-534-2222.

New graduates from Ontario Faculties of Education must apply for membership in the Ontario College of Teachers in order to obtain a license to teach in publicly funded schools in Ontario.

### The Teaching Profession Act

The Teaching Profession Act (1970) includes teacher candidates as associate members. As such, they are bound to certain responsibilities with regards to professional behaviour. This includes the maintenance of an ethical and professional attitude towards all members of the school community.

As members, teacher candidates,

- shall strive at all times to achieve and maintain the highest degree of professional competence
- shall uphold the honour, dignity, and ethical standards of the teaching profession
- avoid interfering in an unwarranted manner between other teachers and pupils
- when making an adverse report on another member, furnish him/her with a written statement of the report at the earliest possible time and no later than three days after making the report.

### Citizenship

Applicants to the Faculty of Education should note that, while there are no citizenship, permanent residency or other requirements for entrance to York University or to the Faculty of Education, the Ontario College of Teachers will grant the Certificate of Registration and the Certificate of Qualification only to individuals who are Canadian citizens, permanent

residents or otherwise entitled under Canadian regulations to obtain work as a teacher in Canada.

## Evaluation Policy and Procedures

### Course Weight

A minimum of 30 credits (five full university courses) is required to complete the BEd pre-service degree. A course which is allocated 6.00 credits (ED/xxxx 6.00) is the equivalent of a standard full-year course. Any course which is allocated 3.00 credits (ED/xxxx 3.00) is the equivalent of a half course. Any course which is allocated 1.50 credits (ED/xxxx 1.50) is the equivalent of a quarter course. Candidates are not allowed to enrol in more than the equivalent of 12 credits (two full university courses) in the Education Concurrent Program in any one year.

### Grade Requirements

#### a. Concurrent Candidates

In order to remain coregistered in the Faculty of Education or to graduate, candidates must maintain a superior standard of performance in both their academic Faculty and in the Faculty of Education. Teacher candidates will be ineligible to continue or to graduate if they fall into any one of the categories listed below:

- Candidates who fail to maintain a C+ overall average or a 5.0 grade point average in the Faculty of coregistration will not be considered eligible to proceed in education.
- Candidates will be ineligible to continue in the BEd degree program if they receive less than a grade of C+ in any course taken for education credit.
- Candidates are expected to achieve a minimum of C+ in each course fulfilling the requirements for a teaching subject for junior/intermediate and intermediate/senior. Failure to do so may result in a suspension or involuntary withdrawal from the program or other appropriate recommendation at the discretion of the Faculty adviser and the associate dean (pre-service).
- Candidates are required to complete one practicum seminar during each of the three years of the program. These seminars, which consist of both seminars and placements in a school/community (year one) or in a school/classroom (years two and three) are evaluated on a Pass/Fail basis. Candidates who fail to achieve a Pass in a practicum seminar are ineligible to continue in the program.
- Practicum seminars are corequisite with appropriate courses.

#### b. Consecutive Candidates

In order to remain registered in the Consecutive Program and to graduate, candidates must maintain a superior standard of performance in their course work. Teacher candidates will be ineligible to maintain their registration status or to graduate if they receive less than a grade of C+ in any half or full education course.

- Candidates who fail to achieve a Pass in a practicum seminar are ineligible to continue in the program.
- Practicum seminars are corequisite with appropriate courses.
- Candidates in the part-time program are required to complete one practicum seminar during each of the three years of the program. These seminars, which consist of both seminars and placements in a school/community (year one) or in a school/classroom (years two and three) are evaluated on a Pass/Fail basis.

### Evaluation Policies and Procedures

- All evaluation procedures and criteria will be clearly specified in the course outline and made known to the candidate.
- Information in a candidate's permanent file other than confidential letters of reference and other confidential admissions-assessment documents will be freely available to that candidate.
- Information in a candidate's file will be released outside the University only upon the written request of that candidate.
- Candidates will have the opportunity to assess their progress in each practicum/seminar course in consultation with instructors at least once in each term.

It is an important goal of the Faculty of Education that graduates be able to operate as independent problem solvers who have the capacity to evaluate their own performance and to muster evidence of achievements and progress. Thus, while the professional staff of the Faculty bear the ultimate and final responsibility for evaluation, each teacher candidate is also expected to play an important role in self-evaluation.

### Grading Scheme

#### Grade Scales

All undergraduate courses in the Faculty of Education are graded with the common grading scheme approved by Senate.

Grade		Point Value
A+	9	Exceptional
A	8	Excellent
B+	7	Very Good
B	6	Good
C+	5	Competent
C	4	
D+	3	
D	2	
E	1	
F	0	

#### Practicum Seminar

Procedures for assessing Practicum Seminar are done on a pass/fail system.

#### Plagiarism

Plagiarism is defined as the presentation of work as one's own which originates from some other, unacknowledged source. In examinations, term papers and other graded assignments, verbatim or almost verbatim presentation of someone else's work without attribution constitutes plagiarism. This is deemed to include the presentation, without acknowledgement, of someone else's argument in the candidate's own work as if it were one's own.

#### Cheating

Cheating is defined as the giving or receiving or utilizing, or attempt at giving or receiving or utilizing, unauthorized information or assistance during or before an examination; or the presentation of a single work to more than one course without the permission of the instructors involved.

In all cases of suspected breaches of academic honesty, the course director must consult with the candidate. Minor or major penalties may be applied should the instructor believe that grounds exist for official action. The candidate has the right to appeal any allegation of plagiarism or cheating.

If candidates are uncertain whether a course of action might constitute cheating or plagiarism, they should consult the instructor concerned in advance.

#### Withdrawals

**Course Withdrawals:** Candidates may withdraw from any education course without receiving a grade, if they do so by the published withdrawal dates. Candidates who withdraw from an education practicum seminar, or from any course in the Consecutive Program, however, should note that they will be required to re-apply for admission to the Faculty of Education if they wish to resume their education program. To withdraw from an education course, candidates must report their intent to the Faculty of Education, Office of Student Programs in accordance with the published withdrawal dates. Those who withdraw from a course after these dates are normally deemed to have failed it and receive a grade of F.

**Program Withdrawals:** Candidates who withdraw from the Faculty of Education, and who are registered in the Concurrent Program, may transfer their accumulated education credits to their academic Faculty subject to the rules and procedures of that Faculty. Any grades so transferred are then subject to the regulations governing maintenance of standing in their academic Faculty. Candidates must report their intention to withdraw both to the Faculty of Education, Office of Student Programs and their academic Faculty.

### Faculty Legislation on Involuntary Withdrawal

A candidate may be required to withdraw from a course if:

- a) the candidate fails to meet the requirements of a course, either through unsatisfactory seminar and/or practicum attendance/participation, or through unprofessional behaviour in fulfilling course requirements; or
- b) the candidate's performance is judged to disrupt seriously the functioning of the host classroom and/or the well-being of the students in that classroom.

The decision to require the candidate to withdraw will be taken by the associate dean on the recommendation of the course director following a meeting with the candidate.

Candidates will have access to the usual appeal procedures in such instances.

### Education Program and/or Subject Changes

Candidates are advised that a change in education program (movement among primary/junior, junior/intermediate and intermediate/senior programs) or in teaching subjects at the junior/intermediate and intermediate/senior levels may only be made with the approval of the associate dean. Considerations which may affect the approval of such a change include the year level completed in the education program, standing of the candidate and the adequacy of academic background for the proposed change, and matters having to do with enrolment limits and availability of the education courses which would be required for the candidate to complete the altered program.

### Deferred Standing

Deferred standing may be granted with the support of the relevant course director, in cases where final grades cannot be assigned because all course requirements have not been completed. The grounds for granting deferred standing are illness or misfortune.

When granted, deferred standing is an interim measure pending completion of regular or alternative assignments.

The granting of a deferral may result in candidates missing June convocation for degree conferral. Deferred Standing Agreement forms may be obtained at Student Client Services or the Office of Student Programs, Faculty of Education or online at <http://www.registrar.yorku.ca>. Requests must be accompanied by a medical certificate and other written documentation. Deferred Standing Agreement forms should be completed in consultation with the course director prior to the submission of final grades.

### Reappraisal

While all grades and evaluation decisions are carefully assessed, a candidate may request a reappraisal of a grade by making a formal request to the associate dean (pre-service) within three weeks of the release of final grade reports. The request must be in writing and should state clearly why the applicant believes that the grade should be re-evaluated. A reappraisal may result in a lower, higher or unchanged grade. Please note that before submitting a formal

request for re-evaluation, candidates must first discuss the assigned grade with the course director. If the candidate is unable to reach the course director before the three-week deadline, a letter of intent to appeal the grade can be submitted to the associate dean's office pending contact with the course director.

### Academic Dishonesty

For further information please consult the Senate Policy on Academic Honesty in the University Policies and Regulations section of this calendar.

### Petitions Procedure

Students may petition on reasonable grounds and in writing any of the regulations of the Faculty of Education. Enquiries about procedures should be made to the Office of Student Programs.

### University Policies and Procedures

#### Disruptive and/or Harassing Behaviour By Students In Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class.

#### Religious Practices and the Pre-Service Practicum

The Faculty of Education at York University is enhanced by serving a diverse population. In accordance with the laws of Ontario and Ministry regulations that recognize and support religious differences, it is essential for our teacher candidates to be able to observe their own religious traditions and practices, both within the Faculty and during school placements. Course directors, administrators, adjunct professors/site coordinator and host teachers should be sensitive to individual needs and discuss with their teacher candidates how these needs can best be accommodated within the practicum. Teacher candidates are encouraged to initiate discussion about their religious traditions, obligations and practices early in the school year so that necessary arrangements can be made. Course directors will support candidates by making this policy known to host schools and teacher candidates early in the school year.

#### Sexual Harassment, York University

York is both an institution of learning and a workplace. As such, this University does not condone sexual harassment or any other exploitation of power. In fact, the University views sexual harassment to be a serious offense and it will impose disciplinary measures in the case of such an offense. This is in keeping with the Ontario Human Rights Code (1981) which affirms the right of individuals to study and work in environments free from sexual harassment. York University seeks to prevent its students and employees from being sexually harassed.

In consultation with principals or relevant school board administrators, school board policies may be invoked if sexual harassment occurs in field placements.

### Concurrent BEd Program

The Faculty of Education offers a concurrent, coregistered BEd degree. This means that teacher candidates pursuing BEd studies are also working towards the completion of a BA, BES, BSc or BFA degree. The academic bachelor program, normally requiring three years for completion, will require four years when taken concurrently with the education degree. Similarly, a program normally requiring four years for completion could require five years.

Students must have a minimum C+ overall average or a 5.0 grade point average in their academic Faculty to be eligible for admission to and to maintain coregistration in any one of the three basic programs. Students wishing to graduate with a three-year bachelor program degree from their academic Faculty are eligible to enrol in the primary/junior or junior/intermediate programs only.

In order to coregister, students must be admitted to each Faculty separately. Only those students who are admitted to an undergraduate degree program at York are eligible to be admitted to the Faculty of Education. While coregistered, the combined study program of each candidate is subject to the approval of the two Faculties. The BEd degree is awarded only in conjunction with an academic degree as described above.

Successful graduates receive both a BA degree (or BSc, BES or BFA degree) and a BEd degree, as well as a recommendation for the Ontario Certificate of Qualification.

*Note: The Concurrent Program is a three-year program with a practicum to be completed in each year.*

### Standards and Procedures for Admission to the Concurrent Program

To apply to the Faculty of Education, a student must:

- have completed by April 30th a minimum of 24 credits (four full university courses) of a first year of undergraduate studies or the equivalent,
- or
- have a minimum of 36 credits (six full university courses) left to complete their academic degree.

Applicants must have a minimum 5.0 (C+) overall average and be admitted to and continuing in an undergraduate program in one of the Faculties of Arts, Atkinson, Environmental Studies, Fine Arts, Science and Engineering or Glendon.

Applicants normally complete both degrees (e.g. BA and BEd) within four years of coregistering, and both degrees must be conferred at the same convocation.

Applicants must attend both education classes and fulfill practicum requirements during the daytime throughout the academic year. A limited number of sections of some courses are offered in the evening.

Applicants must complete at least 12 credits (two full university courses) towards their academic degree in each calendar year (i.e. September to August) to comply with the concurrency requirements of the Faculty of Education.

Successful candidates are normally selected on the basis of education-related experience, references, university grade point averages and individual interviews.

*Note: An application will not be regarded as complete until all documents and materials have been received by the Faculty of Education. It is the responsibility of applicants to ensure that their file is complete.*

Application forms for the Concurrent Program are available in mid-December for admission to the Faculty of Education for the following academic year. Application forms can be downloaded from the Faculty of Education Web site at <http://www.edu.yorku.ca>. For information contact the Office of Student Programs, Faculty of Education, S835 Ross Building, York University, 416-736-5001.

*Please note that Glendon students take their education courses at the Keele campus.*

### Concurrent Program Practicum

The first year field placement explores schools and their communities. Candidates spend 50 hours in this field placement during their first year in the program. The second and third year practica occur in schools and classrooms. This long-term association with a school's program allows the candidate to observe the development of the curriculum and pupils over the course of the school year and to acquire an understanding of the school and its community. Over the three-year period of the program, every attempt is made to familiarize candidates with different boards in the area, pupils of different age levels, a range of school offerings, and a variety of social groups of pupils. (For further details on the Concurrent Program practicum, please see the Faculty of Education Web site at <http://www.edu.yorku.ca>.)

### Concurrency

While coregistered in the Faculty of Education, a candidate's combined academic and professional program must meet the following requirements:

1. Candidates may not enrol in courses having a combined weight of more than the equivalent of 12 credits (two full university courses) in the Faculty of Education in any one academic session.
2. Candidates should consult with their adviser or designate about any academic courses which they propose to add or drop, as changes in academic courses may make one ineligible to remain in a program or to qualify for certification. Normally both degrees must be completed within four years of coregistering.
3. Concurrent with their education course work, candidates shall normally be enrolled in the equivalent of at least 12 credits (two full university courses) in their academic degree program during the calendar year.
4. Candidates must complete a practicum seminar in their final year of undergraduate study.

Coregistration in the Faculty of Education makes heavy demands on one's time and energy. Candidates are, therefore, advised to register in no more than a total of 30 credits (five full university courses) in the Faculty of Education and their coregistered Faculty during any one academic session. In unusual circumstances, and with the full advance knowledge of one's adviser, a candidate may register in a maximum of 36 credits (six full university courses), combined academic and education course load in any one academic session.

### Primary/Junior Program

The primary/junior program is open to prospective teachers who wish to teach Grades JK to 6.

Teacher candidates should ensure that they complete at least 30 credits (five full university courses) with a 6.0 (B) average in their major for salary categorization.

Since the primary/junior teacher must be a generalist, it is strongly recommended that candidates in the primary/junior program take as part of their coregistered program:

- six credits in science (SC/NATS 2700 9.00 is recommended)
- six credits in fine arts
- six credits in history or geography
- six credits in English or humanities
- six credits in mathematics
- six credits in kinesiology and health science

### Junior/Intermediate Program

The junior/intermediate program qualifies candidates to teach in Grades 4 to 10. By current College of Teachers' regulations, all candidates must prepare themselves to teach one subject at the intermediate level as well as to teach at the generalist level all subjects in the junior/intermediate divisions. Candidates may choose their intermediate division subject from the following list:

dance	mathematics
drama	music
English	physical and health education
French as a second language	religious studies
geography	science (general)
history	visual arts

When selecting their teaching subject, candidates should note the academic requirements for each subject and the prerequisites for particular curriculum and instruction courses.

For the junior/intermediate program a minimum of 18 credits (three full university courses) in a subject must be taken in order to register in the teaching subject curriculum and instruction course. A candidate requires a

minimum of 24 credits (four full university courses) in the teaching subject in order to graduate.

### Intermediate/Senior Program

The intermediate/senior program qualifies candidates to teach in Grades 7 to 12. It may be taken only in conjunction with a four year degree program with a minimum C+ overall average or a 5.0 grade point average and over a period of three or four years of coregistration. By Ontario College of Teachers' regulations, all candidates in the intermediate/senior program must prepare themselves to teach two subjects at the intermediate/senior levels. Candidates may choose their intermediate/senior division subjects from the following list:

accounting	information management
biology	Italian
chemistry	law
computer science	marketing and merchandising
dance	mathematics
drama	music
economics	physical and health education
English	physics
family studies	political science
French as a second language	religious studies
geography	science (general)
history	Spanish
Individual and society	visual arts

Some of the above subjects (e.g. business studies, family studies) depending on numbers may only be available through independent study courses. Teacher candidates should discuss the possibility and appropriateness of such courses with their advisers by February first of the education year one.

When selecting their two teaching subjects, candidates should note the academic requirements for each subject and the prerequisites for curriculum and instruction courses.

For the intermediate/senior program a minimum of 24 credits (four full university courses) in the subject area must be taken in order to register in the teaching subject curriculum and instruction course. A candidate requires a minimum of 36 credits (six full university courses) in one teaching subject area and 24 credits (four full university courses) in the other area to graduate.

It is highly recommended by the Qualifications Evaluation Council of Ontario (QECO) and the Ontario Secondary School Teachers Federation (OSSTF) that teacher candidates complete 54 credits (nine full university courses) in a teaching subject to qualify for the highest pay rate as a teacher.

### Pattern of Study for Concurrent Education Candidates

#### Primary/Junior

##### ED I

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/CMYR 2500 3.00

##### ED II

ED/PJLM 3100 0.00  
ED/PRJL 3031 3.00  
ED/PRJM 3031 3.00  
Plus electives\*

##### ED III

ED/PJIC 3200 0.00  
ED/PRIJ 3031 1.50  
ED/PRIJ 3032 1.50  
ED/PRIJ 3033 3.00  
Plus electives\*

P/J students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

#### Junior/Intermediate

##### ED I

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00

##### ED II

ED/JILM 3100 0.00  
ED/JILA 3021 3.00  
ED/JIMA 3021 3.00  
Plus electives\*

##### ED III

ED/JIIC 3200 0.00  
ED/JICO 3021 1.50  
ED/JICO 3022 1.50  
ED/JICO 3023 3.00  
ED/XXX 3041 3.00  
Plus electives\*

J/I students will take six credits of electives after the satisfactory completion of ED I and before graduation.

#### Intermediate/Senior

##### ED I

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/EDUC 3310 3.00

##### ED II

ED/ ISIP 3100 0.00  
ED/XXXX 3051 6.00 or ED/INSD 3901 6.00  
Plus electives\*

##### ED III

ED/ISAP 3200 0.00  
ED/XXXX 3051 6.00 or ED/INSD 3901 6.00  
Plus electives\*

I/S students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

##### \* Elective courses:

ED/EDUC 2400 3.00  
ED/EDUC 3300 6.00  
ED/EDUC 3500 3.00  
ED/EDUC 3600 3.00  
ED/EDUC 3700 3.00  
ED/EDUC 3710 3.00  
ED/EDUC 3720 3.00  
ED/EDUC 3730 3.00  
ED/EDUC 3800 3.00  
ED/EDUC 3900 3.00  
ED/MATH 2590 3.00

*Note: For patterns of study prior to September 2006, Concurrent and part-time Consecutive program teacher candidates should refer to the handbook for the year in which they were admitted.*



## Concurrent Program Academic Requirements for Junior/Intermediate and Intermediate/Senior Teaching Subjects

Academic courses should be taken according to the following patterns. (Note that Glendon, Atkinson or other equivalents may be designated by one's adviser.)

### Business Studies

A minimum of six full course equivalents from accounting, information management, and/or marketing and merchandising are required for a first teaching subject. A minimum of three full course equivalents must be taken in one of the subject areas listed above and the remaining full course equivalents can be chosen from a related business field. For a second intermediate/senior teaching subject, four full course equivalents are required from accounting, information management, and/or marketing and merchandising. Two full course equivalents must be taken in one of the subject areas listed above and two full course equivalents can be chosen from a related business field. Courses must be chosen in consultation with an education business studies adviser. Teacher candidates may not select two business studies options.

### Dance

Courses to be chosen in conjunction with the education dance adviser.

Candidates for junior/intermediate must complete a total of 24 credits:

- FA/DANC 1205 2.25, FA/DANC 1206 2.25, FA/DANC 1215 2.25, FA/DANC 1216 2.25;
- plus 15 credits selected from the following: FA/DANC 2225 3.00, FA/DANC 2226 3.00, FA/DANC 2320 3.00, FA/DANC 2340 3.00, FA/DANC 2355 3.00, FA/DANC 2510 3.00, FA/DANC 2511 3.00, FA/DANC 3321 3.00, FA/DANC 3330 3.00, FA/DANC 3510 3.00, FA/DANC 3511 3.00, FA/DANC 3531 3.00, FA/DANC 3370 3.00, FA/DANC 4375 3.00, FA/DANC 4376 3.00, FA/DANC 4530 3.00, FA/DANC 4531 3.00.

Candidates for intermediate/senior must complete a total of 36 credits (only 24 if dance is selected as the second teaching subject):

- FA/DANC 2205 2.25, FA/DANC 2206 2.25, FA/DANC 2215 2.25, FA/DANC 2216 2.25;
- plus 27 credits (first teaching subject) or 15 credits (second teaching subject) selected from the following: FA/DANC 2225 3.00, FA/DANC 2226 3.00, FA/DANC 2320 3.00, FA/DANC 2340 3.00, FA/DANC 2355 3.00, FA/DANC 2510 3.00, FA/DANC 2511 3.00, FA/DANC 2540 3.00, FA/DANC 3220 3.00, FA/DANC 3280 3.00, FA/DANC 3321 3.00, FA/DANC 3330 3.00, FA/DANC 3510 3.00, FA/DANC 3511 3.00, FA/DANC 3531 3.00, FA/DANC 4345 3.00, FA/DANC 4375 3.00, FA/DANC 4376 3.00.

### Drama

Courses must be chosen in consultation with an education drama adviser.

### English

The requirements noted here are for admission to the practicum seminar and separate from the requirement in the English Department in the Faculty of Arts.

Candidates seeking admission to the curriculum and instruction course and practicum seminar for their first teachable must have completed 24 credits in the subject area in advance of taking the courses. Candidates seeking admission to the curriculum and instruction course and practicum seminar for their second teachable must have completed 18 credits in

advance of taking the courses. Candidates should select courses from categories a) to f), below.

Courses from a) and b) will familiarize students with some of the existing junior/intermediate/senior curricular expectations for teaching literary studies. Courses marked with an asterisk offer candidates theoretical approaches and content that will enable them meet the needs of a diverse student body. In support of this commitment, the Faculty requires teacher candidates obtaining a junior/intermediate or intermediate/ senior English qualification to graduate with one of the following courses marked with an asterisk or an equivalent.

Credits are to be chosen in consultation with a Faculty of Education English adviser:

- overview: AS/EN 1100 6.00, AS/EN 1200 6.00, AS/EN 1300 6.00 or AS/EN 3100 6.00\*;
- Shakespeare: AS/EN 3190 6.00 or equivalent, AS/EN 3210 6.00, AS/EN 4185 6.00;
- Canadian literature: e.g. AS/EN 2450 6.00, AS/EN 3330 6.00\*, AS/EN 3340 6.00, AS/EN 3350 6.00\*, AS/EN 3440 6.00, AS/EN 3436 6.00, AS/EN 4273 6.00, AS/EN 4274 6.00, AS/EN 4275 6.00;
- post-colonial and gender studies: e.g. AS/EN 2370 6.00\*, AS/EN 2371 6.00\*, AS/EN 2372 6.00\*, AS/EN 2850 6.00\*, AS/EN 3440 6.00, AS/EN 3442 6.00, AS/EN 3752 6.00, AS/EN 4102 6.00, AS/EN 4233 6.00, AS/EN 4234 6.00, AS/EN 4215 6.00, AS/EN 4230 6.00, AS/EN 4107 6.00, AS/EN 4217 6.00, AS/EN 2860 6.00, AS/EN 4265 6.00;
- language and writing: e.g. AS/EN 1250 6.00, AS/EN 1350 6.00, AS/EN 2060 6.00, AS/EN 2070 6.00, AS/EN 3010 6.00, AS/EN 4110 6.00, a linguistics course;
- for J/I candidates only AS/EN 2220 3.00, AS/EN 2250 3.00.

### Family Studies

For a first teaching subject, a minimum of six full course equivalents are required in family studies, or three full course equivalents in psychology or sociology or social science or a combination of these courses and three full course equivalents in any combination from early childhood education, business studies, health studies or fashion studies. For a second teaching subject four full course equivalents are required in family studies, or two full course equivalents in psychology, sociology or social science or a combination of these courses and two full course equivalents in any combination from early childhood education, business studies, health studies or fashion studies. Courses must be chosen in consultation with an education family studies adviser.

### French

Courses to be chosen in consultation with an education French adviser. All education candidates registered in French must take the following courses:

#### Keele Campus

##### Junior/Intermediate

###### Language:

- AS/FR 1080 6.00, AS/FR 2081 3.00 and AS/FR 2082 3.00 (or equivalent), AS/FR 3080 6.00 or AS/FR 3081 3.00 and AS/FR 3082 3.00

###### Linguistics:

- AS/FR 2100 6.00

##### Intermediate/Senior

###### Language:

- AS/FR 1080 6.00, AS/FR 2081 3.00 and AS/FR 2082 3.00, AS/FR 3080 6.00 (or equivalent)

**Literature:**

- AS/FR 2200 6.00

**Linguistics:**

- AS/FR 2100 6.00
- plus another course in French linguistics
- AS/FR 4120 6.00 is strongly recommended

**Glendon Campus**

**Language:**

- GL/Fran 2210 3.00/GL/Fran 2212 3.00 or equivalent or AS/FR 3081 3.00 and AS/FR 3082 3.00

or

- GL/FRLS 2240 6.00 or equivalent

**Literature:**

- GL/Fran 2335 6.00 or two third-year half courses

**Linguistics:**

- GL/Fran 2220 6.00
- plus one additional half course in linguistics, preferably applied to the teaching of French

**Geography**

Courses to be chosen in consultation with an education geography adviser.

**Bachelor Program:**

Two of:

- AS/GEOG 1000 6.00, AS/SC/GEOG 1400 6.00, AS/SC/GEOG 1410 6.00;
- AS/SC/GEOG 2350 3.00;
- at least three credits (one half course) "regional" above the 1000 level;
- at least three credits (one half course) "systematic" above the 1000 level;
- all other courses to be above the 1000 level.

*(Please note: AS/GEOG 3010 6.00 is recommended.)*

**Honours Program:**

- AS/SC/GEOG 1400 6.00, AS/SC/GEOG 1410 6.00, AS/SC/GEOG 2390G 3.00, AS/SC/GEOG 2420 3.00 and AS/SC/GEOG 3420 3.00;
- at least three credits (one half course) "regional" above the 1000 level;
- at least three credits (one half course) "systematic" above the 1000 level;
- all other courses to be above the 1000 level;
- some upper level environmental studies courses may satisfy geography requirements.

*(Please note: AS/GEOG 3010 6.00 is recommended.)*

**History**

A minimum of 24 history credits (four full university courses), including at least one Canadian history is required. In addition, students are encouraged to include courses reflecting the diverse nature of history and society. Thus, we would recommend social history courses (involving themes such as race, gender, ethnicity and class), and courses reflecting the histories of non-Western nations.

**Individual and Society**

A minimum of 24 credits from psychology, anthropology, sociology and/or philosophy is required. Students will include at least two of these four fields in their program. Normally this would include basic introductory courses of each of these fields including AK/AS/SC/PSYC 1010 6.00, AS/ANTH 1110 6.00, AS/SOCI 1010 6.00. Some upper-level environmental studies courses may satisfy individual and society requirements. Courses selected should be chosen in consultation with an individual and society adviser.

**Italian**

Courses to be chosen in consultation with the education Italian adviser. All education candidates registered in Italian as a first teaching subject must take the following 36 credits:

- AS/IT 2000 6.00
- AS/IT 3000 6.00
- AS/IT 4000 6.00
- AS/IT 2200 6.00 and
- AS/IT 4620 6.00 or AS/IT 3550 6.00

plus

- six credits in Italian linguistics.

Candidates registered in Italian as a second teaching subject must take the following 24 credits:

- AS/IT 2000 6.00
- AS/IT 3000 6.00
- AS/IT 4000 6.00
- AS/IT 2200 6.00

**Mathematics**

Courses are to be chosen in consultation with an education mathematics adviser. The following courses, or approved equivalents, must be included for a first or second teachable in mathematics:

- Six credits in calculus, usually: AS/SC/MATH 1000 3.00 and AS/SC/MATH 1010 3.00; or AS/SC/MATH 1013 3.00 and AS/SC/MATH 1014 3.00; or AS/SC/MATH 1300 3.00 and AS/SC/MATH 1310 3.00;
- Six credits in linear algebra - recommended combinations: AS/SC/MATH 1021 3.00 and AS/SC/MATH 2022 3.00; or AS/SC/MATH 2221 3.00 and AS/SC/MATH 2222 3.00;
- Six credits in probability and statistics – recommended combinations: AS/SC/MATH 1131 3.00 and AS/SC/MATH 2030 3.00; or AK/AS/SC/MATH 2030 3.00 and AK/AS/SC/MATH 2131 3.00; or AK/AS/SC/MATH 2560 3.00 AND AK/AS/SC/MATH 2570 3.00;
- Six credits in proof-based mathematics – often taken among: AS/SC/MATH 1190 3.00; AS/SC/MATH 3260 3.00; AS/SC/MATH 3020 6.00; AS/SC/MATH 3140 6.00 or AS/SC/MATH 3050 6.00.

These courses cover the requirements for a second teachable (24 credits). For a first teachable in mathematics (36 credits), and for additional breadth in a second teachable, students are encouraged to include a wider range of mathematics, and should consider courses such as The History of Mathematics, AS/SC/MATH 4400 6.00; Computational Mathematics, AK/AS/SC/MATH 3090 3.00; Operations Research I, AK/AS/SC/MATH 3170 6.00; Introduction to Geometries, AK/AS/SC/MATH 3050 6.00. When it is offered, Topics in Mathematics Education, AS/SC/MATH 4100A 3.00 is strongly recommended.

Students working towards an honours specialist in mathematics (54 credits plus additional Ministry of Education requirements), may major in any of the programs within mathematics and statistics, i.e., mathematics, applied mathematics, statistics, mathematics for commerce, computational mathematics. With appropriate course selection, each of these programs offers good opportunities for preparation in mathematics. A minor in any of these programs is also appropriate for a first teachable in mathematics.

## Music

Courses must be chosen in consultation with the education music adviser. The best preparation for teaching music, either in junior/intermediate or as a first or second teachable subject in intermediate/senior, is a BFA or equivalent Honours degree in music. Before taking the practicum-seminar(s), teacher candidates are generally required to have completed the core curriculum as set out by the Music Department, Faculty of Fine Arts (listed below as required).

### Required:

- FA/MUSI 1000 6.00
- FA/MUSI 1200 9.00
- FA/MUSI 2200 6.00
- FA/MUSI 2201 3.00
- FA/MUSI 2202 3.00

It is highly recommended that teacher candidates plan to include the following music courses in their course of study:

- FA/MUSI 3000 6.00 and
- FA/MUSI 3470 3.00 and
- FA/MUSI 3450 3.00 or
- FA/MUSI 3460 3.00

## Physical Education

If physical education is selected as a teaching subject, the following requirements must be met:

### Academic Requirements

- AS/SC/KINE 1000 4.00
- AS/SC/KINE 1020 4.00
- AS/SC/KINE 2020 3.00
- AS/SC/KINE 2031 3.00

12 credits chosen from:

- AS/SC/KINE 3011 3.00
- AS/SC/KINE 3012 3.00
- AS/SC/KINE 3020 3.00
- AS/SC/KINE 3030 3.00
- AS/SC/KINE 3340 3.00
- AS/SC/KINE 3450 3.00
- AS/SC/KINE 4020 3.00
- AS/SC/KINE 4560 3.00
- AS/SC/KINE 4640 3.00

### Activity Requirements

A minimum of 18 activity credits.

Two credits must be chosen from each of the following areas:

- dance or gymnastics
- track and field
- emergency care
- aquatics

At least four credits selected from:

- Basketball I, Volleyball I, Soccer I, Football, Field Hockey, Golf, Rugby

At least four credits selected from:

- Tennis, Badminton, outdoor education activities (Cross-country Skiing, Alpine Skiing, Mountain Biking, Outdoor Pursuits – Camping 1), Strength Training

## Religious Studies

Religious studies as a teachable subject in the Faculty of Education builds upon the existing strengths of the Religious Studies Program in the Faculty of Arts. Currently, this program offers courses clustered into four main areas: religion and culture, biblical studies, Jewish Studies and Christian studies. There are also courses which support students' inquiry into Islam,

the religious traditions of Asia and South Asia, and North American First Nations spirituality.

Students wishing to teach religious studies must take six full courses for a first teachable or four full courses for a second teachable from the extensive list of approved courses in the Religious Studies Program. In consultation with the education religious studies adviser, students will be able to design a program of studies that will enable them to teach world religions as a comparative religion course in public schools, Catholic schools or Jewish schools. They will also be able to design a program of studies that will enable them to teach religion classes in Catholic schools, Islamic private schools and a variety of courses related to classical and modern Judaism in Jewish schools.

### Academic Requirements:

1. AS/HUMA 2800 9.00 (cross-listed to: AS/SOSC 2600 9.00).
2. One of:
  - AS/HUMA 2830 9.00
  - AS/HUMA 2000C 6.00
  - AS/HUMA 2850 9.00
  - AS/HUMA 2810 6.00
  - AS/HUMA 3420 6.00

All courses will be counted as six credits towards the teachable subject.

3. For a second teachable, two more upper level full courses selected in consultation with a faculty adviser.
4. For a first teachable, four more upper level full courses selected in consultation with a faculty adviser.

All teacher candidates will also take ED/RELS 3040 3.00 Teaching Religious Studies in the Intermediate Division or ED/RELS 3050 6.00 Teaching Religious Studies in the Intermediate/Senior Division, a practicum course with appropriate practicum placement which allows students to teach religious studies in an intermediate and/or secondary school.

Teacher candidates preparing to teach in Jewish day schools should be enrolled in the Jewish Teacher Education Program and should be sure to include:

- AS/HEB 3210 3.00 or AS/HEB 3211 3.00
- AS/HEB 3220 3.00
- AS/HEB 3230 3.00

These courses are offered on a rotating basis over a three-year cycle. Ed I students are asked to make an appointment for an informal Hebrew language assessment to determine the section in which to enrol: Department of Languages, Literatures and Linguistics 416-736-2100 ext. 55016.

Teacher candidates preparing to teach in Catholic schools should also take ED/EDUC 3000 3.00.

For courses that are weighted nine credits, only six credits of the course weighting will be applied to meet the teachable subject requirement.

## Science\*

### Biology

The best preparation for teaching biology as a first teaching subject is a BSc Honours degree in biology. However, Faculty of Science and Engineering students who select biology as their first teaching subject and either chemistry, physics or mathematics as their second teaching subject, may wish to consider the Honours Science degree program which allows for a broader range of courses than in Specialized or Combined Honours. Those wishing to teach biology as a second teaching subject could count:

- SC/BIOL 1010 6.00 or SC/BIOL 1410 6.00; SC/BIOL 2010 4.00 or SC/BIOL 2030 4.00; or SC/KINE 2031 3.00; SC/BIOL 2021 4.00 and SC/BIOL 2031 3.00; SC/BIOL 2040 4.00; SC/BIOL 2050 4.00; SC/BIOL 3001 3.00 or SC/BIOL 3002 3.00 or SC/BIOL 3003 3.00 or any 3000- and 4000-level course.

## Chemistry

The best preparation for teaching chemistry as a first teaching subject is a BSc Honours degree in chemistry. However, Faculty of Science and Engineering students who select chemistry as their first teaching subject and either biology, physics or mathematics as their second teaching subject may wish to consider the Honours Science degree program which allows for a broader range of courses than in Specialized or Combined Honours. Those wishing to teach chemistry as a second teaching subject could complete:

- SC/CHEM 1000 3.00 or SC/CHEM 1500 4.00; SC/CHEM 1001 3.00; SC/CHEM 2010 3.00 or SC/CHEM 2011 3.00; SC/CHEM 2020 6.00; SC/CHEM 2030 4.00; SC/CHEM 2080 4.00; or any 3000- or 4000-level course.

## Physics

The best preparation for teaching physics as a first teaching subject is a BSc Honours degree in physics. However, Faculty of Science and Engineering students who select physics as their first teaching subject and either biology, chemistry or mathematics as their second teaching subject may wish to consider the Honours Science degree program which allows for a broader range of courses than in Specialized or Combined Honours. Those wishing to teach physics as a second teaching subject could count:

- SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00; SC/PHYS 1510 4.00; SC/PHYS 2010 3.00; SC/PHYS 2020 3.00 or SC/PHYS 2030 3.00; SC/PHYS 2040 3.00; SC/PHYS 2060 3.00; SC/PHYS 2211 1.00 and 2212 1.00; SC/PHYS 3040 6.00.

## Science

- SC/CHEM 1000 3.00 and SC/CHEM 1001 3.00;
- six credits (one full course equivalent) from: SC/BIOL 1010 6.00; SC/BIOL 2010 4.00; SC/BIOL 2021 4.00; SC/BIOL 2050 4.00; SC/NATS 1610 6.00; SC/NATS 1620 6.00; SC/NATS 1640 6.00; SC/NATS 1710 6.00; SC/NATS 2700 9.00; SC/KINE 2031 3.00;
- 12 credits from: SC/PHYS 1010 6.00 or SC/PHYS 1410 6.00; SC/EATS 1010 3.00 and SC/EATS 1011 3.00; SC/MATH 1013 3.00/SC/MATH 1014 3.00 or six credits of any first year mathematics course(s), SC/NATS 1850 6.00.

\* Concurrent teacher candidates may not select two science subjects as teachable options.

## Spanish

Courses to be chosen in consultation with the Education Spanish advisor. All Education candidates registered in Spanish as a first teaching subject must take the following 36 credits:

### Language:

- AS/SP 1000 6.00
- AS/SP 2000 6.00
- AS/SP 3000 6.00
- AS/SP 3050 6.00

### Literature:

- AS/SP 2200 6.00
- AS/SP 3210 6.00 or AS/SP 3360 3.00 and AS/SP 3370 3.00

All Education candidates registered in Spanish as a second teaching subject must take the following 24 credits:

### Language:

- AS/SP 1000 6.00
- AS/SP 2000 6.00
- AS/SP 3000 6.00

### Literature:

- AS/SP 2200 6.00

## Visual Arts

The best preparation for teaching visual arts as a first teaching subject is a BFA degree in visual arts. Those wishing to teach visual arts as a second teaching subject must complete:

- FA/VISA 1110 6.00, AK/VISA 2000 6.00, FA/VISA 1000 3.00 plus nine 2000-level studio credits.

## Other Subjects

Other teaching subjects, including Latin and modern languages such as German, Japanese, and Portuguese, may be arranged on an independent study basis. It should be noted that each independent study course requires the approval of the curriculum committee (with regard to academic aspects) and the associate dean (pre-service) with regard to financial and programmatic aspects. Such approval should not be assumed and should be sought during the spring advising period and prior to course enrolment.

## Program in Jewish Teacher Education - Concurrent

Candidates in the Faculty of Education's Concurrent Program may pursue the Jewish Teacher Education option, a course of study designed to prepare teachers of Hebrew language arts and Jewish studies under guidelines established by the Faculty in consultation with the Board of Jewish Education of Greater Toronto.

During the course of the candidate's professional training, appropriate practicum placements in Jewish day schools enable candidates to develop teaching skills in Jewish studies and general studies leading to certification by the Toronto Board of Jewish Education as well as the preparation necessary to be recommended for certification by the Ontario College of Teachers.

Teacher candidates in Jewish Teacher Education usually major in religious studies in the Faculty of Arts. Even those students who are not majoring in religious studies are expected to take a coherent program of Hebrew language and courses in Jewish studies. All students, regardless of major, are expected to qualify for the Advanced Certificate in Hebrew and Jewish Studies (six approved courses with a grade of C+ or higher in each; for details see the Jewish Studies Web site: [http://www.yorku.ca/cjs/certH\\_JS.htm](http://www.yorku.ca/cjs/certH_JS.htm)).

Teacher candidates enrolled in the Jewish Teacher Education program should carefully prepare their academic programs each year in consultation with the program's coordinator in order to be sure that they meet the academic requirements of their chosen programs in the Faculty of Education and the Faculty of Arts, including the Advanced Certificate in Hebrew and Jewish Studies.

## Stop-Out Year\*

Candidates in the Concurrent Program may be eligible to take a stop-out year; that is, a year in which the candidate enrolls in courses in the academic degree, but does not enrol in any education courses.

The stop-out year permits candidates to progress toward completion of the academic degree, while not progressing further toward the education degree. This may be appropriate to permit a candidate a period of concentrated study in the discipline, to extend one's teaching subject academic background prior to an intermediate or senior division practicum seminar, or simply to balance the progress in the two degrees to ensure that concurrency regulations will be fulfilled and both degrees will be completed in the same year.

Stop-out years are normally taken between the education I and education II years but may also be taken between the education II and education III years. Candidates are not eligible to do more than one stop-out year during the course of their BEd program. Regulations governing concurrency must be adhered to by candidates exercising the stop-out option. Stop-out forms are available from the Education Office of Student Programs and online at <http://www.registrar.yorku.ca>.

\* Please note that stop-out years are not mandatory and should only be used where necessary to ensure that concurrency is maintained and that both degrees are completed in the same year.

## Consecutive BEd Program

The full-time Consecutive BEd Program runs over an extended academic year. Candidates receive an introduction to the teaching profession and are oriented to campus facilities and to their host schools in the last week of August. The practice teaching and course work of the full-time program continue through to the following May. The part-time Consecutive BEd Program runs over a two or a three year period.

Successful graduates of the full- and part-time programs receive a BEd degree as well as a recommendation for the Ontario Certificate of Qualification.

### Standards and Procedures for Admission to the Consecutive Program

Applicants must hold an approved degree from an accredited degree granting institution and must present a grade point average of 6.0 (on a York scale or equivalent B or 70 per cent) based on the final 60 credits or equivalent (10 full courses, or final two years of full-time study) in an undergraduate degree program.

Applicants must be able to speak, write, and understand English well in order to be successful in the program. Applicants whose first language is other than English will be required to provide proof of proficiency of English by completing a language proficiency test.

**Primary/Junior:** Applicants do not choose teaching subjects. Applicants will be given preference if they have completed six credits (one full university course) or equivalent, in English, as well as six credits (one full university course or equivalent) in a curriculum subject area.

**Primary/Junior:** Articulated for graduates in early childhood education (available to full-time teacher candidates only): In addition to the requirements above, applicants must also hold an ECE Diploma from a College of Applied Arts and Technology. Applicants will be given preference if they have completed six credits (one full university course or equivalent) in English as well as six credits (one full university course or equivalent) in a curriculum subject area.

**Junior/Intermediate:** Applicants must choose one teaching subject and must have completed 24 credits (four full university courses) in the selected teaching subject. Applicants will be given preference if they have completed six credits (one full university course or equivalent) in English, as well as having a B average on the selected teaching subject courses. Teaching subjects available are:

dance	mathematics
drama	music
English	physical and health education
French as a second language	religious studies
geography	science (general)
history	visual arts

**Junior/Intermediate (Fine Arts) (available to full-time teacher candidates only):** Must have either a degree in fine arts or an undergraduate degree with at least 12 credits (two full university courses) in one of the teaching subjects, as well as training and/or professional experience in the field. Teaching subjects available are: dance, drama, music, visual arts.

**Mathematics/Science/Technology (available to full-time teacher candidates only):** Must choose one teaching subject and must have completed four full courses (24 credits) in the selected teaching subject. Applicants will be given preference if they have completed one full university course or equivalent (six credits) in English, as well as have a B

average on the selected teaching subject courses. Teaching subjects available are: mathematics, science general.

**Intermediate/Senior:** Must choose two teaching subjects and must have completed, or be completing, an Honours program with at least 36 credits (six full university courses) in the first teaching subject and 18 credits (three full university courses) in the second teaching subject. Preference will be given to applicants who have a minimum B average on the courses applicable to each teaching subject. Teaching subjects available are:

accounting	information management
biology	Italian
chemistry	law
computer science	marketing and merchandising
dance	mathematics
drama	music
economics	physical and health education
English	physics
family studies	political science
French as a second language	religious studies
geography	science (general)
history	Spanish
Individual and society	visual arts

**Mathematics/Science/Technology (available to full-time teacher candidates only):** Must choose two teaching subjects and must have completed, or be completing, an Honours degree with at least six full university courses (36 credits) in the first teaching subject and three full university courses (18 credits) in the second teaching subject. Preference will be given to applicants who have a minimum B average on the courses applicable to each teaching subject. Teaching subjects available are: mathematics, biology, chemistry, physics, science general.

*Note: an application will not be regarded as complete until all documents and materials have been received by the Faculty of Education.*

### Procedures

Application forms for the Consecutive Program are available from the middle of September to the beginning of December through the Ontario Universities' Application Centre (OUAC) at <http://www.ouac.on.ca/teas/>. Supplementary application forms can be downloaded from <http://www.ouac.on.ca/teas/> or <http://www.edu.yorku.ca>. Please see the Faculty of Education Web site for deadline dates.

### Pattern of Study for Consecutive Program Candidates – Full-time

#### Primary/Junior

ED/PRJL 3030 3.00  
 ED/PRJM 3030 3.00  
 ED/CMYR 2400 3.00  
 ED/CMYR 2500 3.00  
 ED/CMYR 2000 6.00  
 ED/EDUC 3400 3.00  
 ED/FNDS 3330 3.00  
 ED/PRIJ 3030 6.00

#### Early Childhood Education (available to full-time teacher candidates only)

ED/PRJL 3030 3.00  
 ED/PRJM 3030 3.00  
 ED/EDUC 3400 3.00  
 ED/FNDS 3330 3.00  
 ED/PJEP 3400 6.00  
 ED/PRIJ 3030 6.00

Plus two of:

ED/PJLC 3500 3.00  
ED/PJFA 3500 3.00  
ED/PJMS 3500 3.00  
ED/PJIE 3500 3.00

### Junior/Intermediate

ED/CMYR 2000 6.00  
ED/CMYR 2400 3.00  
ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00  
ED/EDUC 3400 3.00  
ED/FNDS 3330 3.00  
ED/JILA 3020 3.00  
ED/JIMA 3020 3.00  
ED/JICO 3020 3.00  
ED/XXXX 3040 3.00

### Fine Arts (available to full-time teacher candidates only)

ED/CMYR 2000 6.00  
ED/DEVO 2500 3.00  
ED/FINA 3330 6.00  
ED/FINA 2400 3.00  
ED/JILA 3020 3.00  
ED/JIMA 3020 3.00  
ED/INTG 3020 3.00

Plus one of:

ED/DANC 3040 3.00  
ED/DRAM 3040 3.00  
ED/MUSI 3040 3.00  
ED/VISA 3040 3.00

### Mathematics, Science and Technology (available to full-time teacher candidates only)

ED/CMYR 2000 6.00  
ED/CMYR 2400 3.00  
ED/EDUC 3310 3.00  
ED/EDUC 3400 3.00  
ED/FNDS 3330 3.00  
ED/IMST 3040 6.00  
ED/JMST 3020 3.00  
ED/JICO 3020 3.00

### Intermediate/Senior

ED/CMYR 2000 6.00  
ED/CMYR 2400 3.00  
ED/EDUC 3310 3.00  
ED/EDUC 3400 3.00  
ED/FNDS 3330 3.00  
ED/XXXX 3040 3.00  
ED/XXXX 3050 3.00  
ED/XXXX 3040 3.00  
ED/XXXX 3050 3.00

### Mathematics, Science and Technology (available to full-time teacher candidates only)

ED/CMYR 2000 6.00  
ED/CMYR 2400 3.00  
ED/EDUC 3310 3.00  
ED/EDUC 3400 3.00  
ED/FNDS 3330 3.00  
ED/IMST 3040 6.00

Plus two of:

ED/BIOL 3050 3.00  
ED/CHEM 3050 3.00  
ED/PHYS 3050 3.00  
ED/MATH 3050 3.00  
ED/SCIE 3050 3.00

## Pattern of Study for Consecutive Program Candidates – Part-time (2 or 3 Year Program)

\* Teacher candidates in the 2 year part-time program combine ED I and ED II courses in their first year. In their second year they take the courses listed under ED III.

### Primary/Junior

#### ED I \*

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/CMYR 2500 3.00

#### ED II \*

ED/PJLM 3100 0.00  
ED/PRJL 3031 3.00  
ED/PRJM 3031 3.00  
Plus electives\*\*

#### ED III

ED/PJIC 3200 0.00  
ED/PRIJ 3031 1.50  
ED/PRIJ 3032 1.50  
ED/PRIJ 3033 3.00  
Plus electives\*\*

P/J students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

### Junior/Intermediate

#### ED I \*

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/CMYR 2500 3.00 or ED/EDUC 3310 3.00

#### ED II \*

ED/JILM 3100 0.00  
ED/JILA 3021 3.00  
ED/JIMA 3021 3.00  
Plus electives\*\*

#### ED III

ED/JIIC 3200 0.00  
ED/JICO 3021 1.50  
ED/JICO 3022 1.50  
ED/JICO 3023 3.00  
ED/XXX 3041 3.00  
Plus electives\*\*

J/I students will take six credits of electives after the satisfactory completion of ED I and before graduation.

### Intermediate/Senior

#### ED I \*

ED/CMYR 2100 0.00  
ED/INLE 2200 3.00  
ED/INSC 2300 3.00  
ED/EDUC 3310 3.00

#### ED II \*

ED/ ISIP 3100 0.00  
ED/XXXX 3051 6.00 or ED/INDS 3901 6.00  
Plus electives\*\*

#### ED III

ED/ISAP 3200 0.00  
ED/XXXX 3051 6.00 or ED/INDS 3901 6.00  
Plus electives\*

I/S students will take nine credits of electives after the satisfactory completion of ED I and before graduation.

**\*\*Elective courses:**

ED/EDUC 2400 3.00  
 ED/EDUC 3300 6.00  
 ED/EDUC 3500 3.00  
 ED/EDUC 3600 3.00  
 ED/EDUC 3700 3.00  
 ED/EDUC 3710 3.00  
 ED/EDUC 3720 3.00  
 ED/EDUC 3800 3.00  
 ED/EDUC 3900 3.00  
 ED/MATH 2590 3.00

*Note: For patterns of study prior to September 2006, Concurrent and part-time Consecutive Program teacher candidates should refer to the handbook for the year in which they were admitted.*

**Consecutive Program Practicum – Full-time**

Teacher candidates in the Consecutive Program typically have two practicum placements in the primary/junior and junior/intermediate divisions and three at the intermediate/senior division. Candidates spend the opening week of school in their placement as a means of orientation to teaching and to the mentor classroom. Depending on the program, candidates spend one or two days a week in the classroom, or alternating weeks in and out of the classroom. The first placement extends from September through to mid-December and the second from January through to the end of May in the primary/junior and junior/intermediate divisions. In addition, all teacher candidates have two three to four week blocks of intensive practicum experience during the year culminating in a final four week block in May. Intermediate/senior candidates also have a two to three week observation block in an elementary school in the winter term. Every attempt is made to familiarize candidates with different boards in the area, pupils of different age levels, a range of school offerings, and a variety of social groups of pupils. (For further details on the Consecutive Program practicum, please see the Faculty of Education Web site at <http://www.edu.yorku.ca>.)

**Consecutive Program Practicum – Part-time (2 or 3 year Program)**

The first year field placement explores schools and their communities. Candidates spend 50 hours in this field placement during their first year in the program. Candidates in the two year program have a four week school placement at the end of the first year. The second and third year (if applicable) practica occur in schools and classrooms. This long-term association with a school's program allows the candidate to observe the development of the curriculum and pupils over the course of the school year and to acquire an understanding of the school and its community. Over the two- or three- year period of the program, every attempt is made to familiarize candidates with different boards in the area, pupils of different age levels, a range of school offerings, and a variety of social groups of pupils. (For further details on the Consecutive Program part-time practicum, please see the Faculty of Education Web site at <http://www.edu.yorku.ca>.)

**Basic Qualifications**

**Primary/Junior Program:** Qualified to teach classes in the primary and junior divisions (Grades JK to 6).

**Junior/Intermediate Program:** Qualified to teach classes in the junior division and academic and general subjects in all four years of the intermediate division (Grades 4 to 10).

**Intermediate/Senior Program:** Qualified to teach academic and general subjects in the senior division and all four years of the intermediate division (Grades 7 to 12).

*Note: The divisions of the school are defined as:*

Primary:	junior kindergarten to Grade 3
Junior:	Grade 4 to Grade 6
Intermediate:	Grade 7 to Grade 10
Senior:	Grade 11 to Grade 12

**Student Services**

**Faculty of Education Resource Centre and Computer Lab**

These facilities support students by providing a network of computers and a collection of books, activity files, manipulatives and other types of educational resources. Computer and circulation staff help students with their computing and resource needs. For further information, please see the Faculty of Education Pre-Service Teacher Education Handbook.

**Faculty of Education Students' Association**

All undergraduate students registered in the Faculty, including stop-out students, are members of the Faculty of Education Students' Association (FESA). The FESA Council is the official student government of the Faculty, and seeks to represent student opinion and interest within the Faculty and University as a whole. FESA representatives sit on several Faculty committees, on the York Federation of Students, and on the University Senate. Serving pre-service teacher candidates from concurrent and consecutive programs, FESA strives to cultivate a sense of community among over 1600 students, across two campuses and 11 off-campus sites. Among other initiatives, FESA sponsors professional development workshops, social activities, book fairs and an annual conference. FESA also produces a newspaper, a Get-A-Job handbook and Faculty of Education merchandise. The FESA Office is located in N833A Ross (416-736-2100 ext. 88779).

**Teacher Preparation Program in the Education of Deaf and Hard of Hearing Students**

The York University Faculty of Education teacher preparation Program in the Education of Deaf and Hard of Hearing Students prepares teachers to work in a variety of educational programs and across the full range of communication/modality options. The program provides the broadest possible base for candidates to learn about the field, and to make decisions about future areas of specialization.

The program requires full-time study for one academic year, as well as a two-week summer orientation session. In addition, a limited number of applicants are accepted each year to a three-year, part-time program.

Program course work deals with areas pertinent to deaf and hard of hearing education. These areas include: introduction to working with deaf and hard of hearing students; language and literacy development; curriculum and instructional methods; deaf and hard of hearing studies; bilingual/bicultural education; American Sign Language; audiology; speech; and principles of auditory/verbal learning. Candidates also participate in two practicum placements in two different settings over a two month period.

Candidates are considered for admission on the basis of education-related experience, academic achievement, communication abilities and personal characteristics relevant to teaching in the field. Requirements include:

- an undergraduate degree;
- membership in the Ontario College of Teachers or eligibility for membership in the case of out-of-province applicants (usually a Bachelor of Education (BE) degree or its equivalent);
- BEd with minimum 6.0 (B) average\*;
- two courses in American Sign Language\*.

\* Candidates with lesser qualifications may be considered.

When the program is successfully completed, candidates receive a York Diploma in the Education of Deaf and Hard of Hearing Students. Graduates of the program who hold membership in the Ontario College of Teachers are recommended to the college for Part I and II "Additional Qualification in Deaf Education". Part III (Specialist) is awarded by the college after successful completion of two years of teaching, including one year with deaf and hard of hearing students.

Currently, for eligible Ontario candidates, no tuition fees are charged for the program. Applications are normally due in mid-February for full-time applicants and mid-March for part-time applicants.

For further information, please call the Deaf and Hard of Hearing Program Office at 416-736-5971 or TTY 416-736-5972.

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