

University of Windsor
Program Development Committee

*5.11: **Education – Two-Year Program (Calendar Description)**

Item for: **Information**

Significant changes were approved last year for the new two-year BEd program, to be launched in Fall 2015. This document is being filed with PDC for information so that there is an official record of how the 209 pages of PDC forms translated into calendar regulations and requirements. The document has been reviewed by Education.

Consecutive Bachelor of Education Degree (As of Fall 2015)

APPLICATION

Candidates wishing to enter the two-year, pre-service program of study must apply through the Ontario Universities' Application Centre using the on-line application form (www.ouac.on.ca/teas/).

Applications must be received by the Centre by the announced date.

Applicants select one of three possible levels of teaching specialization: Primary-Junior (Junior Kindergarten to Grade 6), Junior-Intermediate (Grades 4 to 10), and Intermediate-Senior (Grades 7 to 12). Pertinent theory and exemplary teaching practices are supplemented by directed observation and field experience.

SELECTION OF CANDIDATES

Candidates will be selected for admission to the Pre-Service program on the basis of superior academic qualifications and experience profiles.

The Faculty of Education and Academic Development also offers an Equity Admissions Program.

ADMISSION REQUIREMENTS

1) A candidate for admission to the two-year, pre-service program of study leading to the Bachelor of Education (General) Degree and the Ontario Certificate of Qualification must submit proof of graduation with an approved degree from an accredited university. The candidate's university degree program must include at least ninety academic credits or equivalent beyond the Ontario Secondary Diploma (or equivalent.)

2) A candidate who wishes to qualify for the Ontario Certificate of Qualification, Intermediate-Senior concentration, will be required to select two teachable subjects from the following: Business Studies - General, Biology, Chemistry, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music-Instrumental, Music-Vocal, Physical and Health Education, Physics, Science (General), Social Sciences General, and Visual Arts.

Junior-Intermediate candidates will be required to select one teachable subject from the same list, excluding Biology, Chemistry, Physics and Social Sciences-General.

A candidate for the Intermediate-Senior level must have as prerequisites for the major teachable subject at least ten semester courses or equivalent (thirty credits) and for the minor teachable subject at least six semester courses or equivalent (eighteen credits). Prerequisites for the Social Sciences General include courses in Anthropology, Psychology, Women's Studies and/or Sociology. Candidates for the Junior-Intermediate area should have as prerequisites for their teachable subject at least six semester courses or equivalent (eighteen credits). Additional requirements apply for Music and French as a Second Language teachable subjects. Please see the Faculty of

Education and Academic Development website.

3) The following are required of all applicants:

- (a) completed application form with the documents noted on form;
- (b) birth certificate and Social Insurance Number (S.I.N.);
- (c) proof of Canadian Citizenship or permanent residency as defined by the Immigration Act (Canada), or of eligibility for employment in Canada (if the Ontario Certificate of Qualification or a Temporary Letter of Standing is to be awarded);
- (d) legal proof of change of name must be submitted where the name being used differs from that shown on the birth certificate.

4) Additional requirements:

- (a) Prior to September 15, the candidate must present proof of a tuberculin test as required by the Ontario Ministry of Health. The test must have been administered during the previous twelve months.
- (b) An official police criminal record check. The check must have been obtained within the previous six months.
- (c) After acceptance, students are required to submit to the Faculty a recent photograph (passport-size) for identification purposes within the Faculty of Education and Academic Development.
- (d) Candidates are advised that they are responsible for their own transportation to and from field placements.

STANDING REQUIRED FOR CONTINUATION

Faculty Courses:

Teacher Candidates, who obtain three or more final grades below a 60-62.9% in any course in the program, or one or more final grades of 0-49.9% in any course in the program, over the duration of the program, will have failed the Bachelor of Education (BEd) Degree and will not be eligible for recommendation to the Ontario College of Teachers for certification. In all such cases, upon a cumulative academic record as defined above, Teacher Candidates will be required to meet with the Associate Dean Pre-Service immediately to review their academic standing, which may lead to the requirement to withdraw from the program. Teacher Candidates may be provided with an opportunity to return to the Faculty of Education to fulfill outstanding requirements for the completion of the BEd Degree. Conditions of reinstatement are the sole prerogative of the Dean or her/his designate.

Practicum:

Each teacher candidate receives a final Pass/Fail grade for Practice Teaching (80-499). A pass is an essential prerequisite for both the BEd degree and recommendation for certification to the Ontario College of Teachers. The Pass/Fail determination is based on the Faculty Advisor's Final Summative Practicum Report/Portfolio Assessment, which documents the overall field experience using a range of criteria. Satisfactory performance in practice teaching is essential for success.

Generally, in order to pass, a teacher candidate will have received "Satisfactory" Summative assessments from the Associate/Mentor Teacher at the end of each placement. However, in cases where a teacher candidate receives a "Borderline" Summative assessment in the first placement, but receives "Satisfactory" Summative evaluations in all subsequent placements, the teacher candidate's status will be reviewed by the Associate Dean, Pre-Service. A teacher candidate who receives a "Borderline" assessment in either of the final two placements will be required to complete an additional placement and obtain a "Satisfactory" Summative assessment.

A teacher candidate who receives a Summative "Borderline" assessment will be notified in writing that he/she is in danger of not meeting the standard required in order to obtain a Pass. Teacher candidates who receive either two Summative "Borderline" assessments or one Summative "Unsatisfactory" assessment have not met the standard required to obtain a Pass in 80-499. All such cases will be reviewed by the Associate Dean, Pre-Service, who will determine the next steps in the process. Placements which are terminated by the school will be considered "Unsatisfactory."

Practicum Failure

It should be noted that failure may result from any serious contravention of the Ontario College of Teachers Standards of Practice and Ethical Standards for the Teaching Profession, including, but not limited to:

- Professional misconduct during the practicum component of the Faculty of Education program;
- Academic misconduct during the practicum component of the Faculty of Education program; and/or
- Neglect of teaching responsibilities and/or poor teaching performance during the practicum.

Failure due to issues related to performance in teaching practice, include, but are not limited to:

- Unsatisfactory performance in teaching practice (2 borderline or 1 unsatisfactory summative assessment); and/or
- An unsatisfactory portfolio assessment by the Faculty Advisor.

Failure for Cause

In certain circumstances a candidate may be deemed to have failed the Practice Teaching course, 80-499, for cause. Failure for cause may result from professional misconduct during the practicum and/or gross neglect of teaching duties. All cases of this kind are referred for investigation and decision to the Associate Dean, Pre-Service Education, who may refer the matter to the Professional Standards Committee.

Sessional records

Sessional records include term assignments, oral and written tests, and practical work. The general attitude of the candidate to his or her work, adaptability to teaching, and the probability of future success as a teacher may be taken into consideration in determining sessional standing.

Final grades

Final grades awarded are based upon the accumulated evaluation of the candidate. Formal final examinations may be held; however, no formal supplemental examinations will be allowed.

STANDING REQUIRED FOR GRADUATION

To complete the Bachelor of Education (BEd) Degree and be recommended to the Ontario College of Teachers for certification, teacher candidates must meet the expectations in all areas of the pre-service education program. This means that candidates must successfully complete their course work, field experience (Each teacher candidate must receive a pass in 80-499 as a prerequisite for both the BEd degree and recommendation for certification to the Ontario College of Teachers), professional learning series activities and the Professional Growth Portfolio.

TEACHER CERTIFICATION

The Faculty of Education and Academic Development provides programs and courses in teacher education but does not issue a teaching certificate. The responsibility for teacher certification lies with the Ontario College of Teachers. Upon successful completion of the requirements for teacher certification in Ontario, a recommendation will be made by the Dean of the Faculty to the Ontario College of Teachers indicating eligibility for the Ontario Certificate of Qualification. Candidates who successfully complete either the Consecutive or the Concurrent Programs of Study including Practice Teaching will be awarded the BEd degree of the University of Windsor, and will be recommended to the Ontario College of Teachers indicating eligibility for an Ontario Certificate of Qualification.

DEGREE REQUIREMENTS

Total courses: 154 credits

Major requirements:

For all Divisions (P/J, J/I, I/S):

80-201. Foundations of Practice Pt. I (1.5)

80-202. Foundations of Practice Pt. II (1.5)

80-203. Educational Psychology (3)

80-204. Differentiated Instruction (3)

80-205. Foundations of Practice Pt III (1.5)

80-206. Aboriginal Ways of Knowing: Cultural, Political & Linguistic Contexts (1.5)

80-207. Service Learning Specialization (3)

- 80-208. Assessment and Evaluation (1.5)
- 80-209. Critical Analysis of Social, Global & Cultural Issues in Education (1.5)
- 80-499. Practicum (16)

Professional Development: Professional Learning Series (approximately 10 days during the Fall/Winter) (non-credit)

Primary/Junior Stream

General Methodology Courses:

- 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (12)
- 80-215. Mathematics Foundations (3)
- 80-312. Digital Technology and Social Media Applications (3)
- 80-313. Health and Physical Education (3)
- 80-314. Language Arts (3)
- 80-315. Mathematics Methodology (3)
- 80-317. Science (3)
- 80-318. Social Studies (3)
- 80-414. Language and Media Literacy (3)

Optional Course:

- 80-200. Religious Education in Roman Catholic Schools (1.5)*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

Junior/Intermediate Stream

General Methodology Courses:

- 80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (12)
- 80-225. Mathematics Foundations (1.5)
- 80-322. Digital Technology and Social Media Applications (3)
- 80-323. Health and Physical Education (3)
- 80-324. Language Arts (1.5)
- 80-325. Mathematics Methodology (1.5)
- 80-327. Science (3)
- 80-328. Social Studies (3)
- 80-424. Language and Media Literacy (1.5)

Specialised Methodology Courses:

One Teachable (6) to be selected from the following:

- 80-352. Art (6)
- 80-356. English (6)
- 80-358. French (6)
- 80-362. History (6)
- 80-366. Mathematics (6)
- 80-367. Music (Instruments) (6)
- 80-368. Music (Vocals) (6)
- 80-369. Health and Physical Education (6)
- 80-379. Drama (6)
- 80-380. General Science (6)

Optional Course:

- 80-200. Religious Education in Roman Catholic Schools (1.5)*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

Intermediate/Senior Stream

General Methodology Courses:

- 80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (4.5)

- 80-332. Digital Technology and Social Media Applications (3)
- 80-333. Health and Physical Education (1.5)
- 80-334. Language across the Curriculum (1.5)
- 80-335. Mathematics (1.5)
- 80-337. Science (1.5)
- 80-338. Social Studies (1.5)
- 80-339. Career and Guidance Education (3)

Specialised Methodology Courses:

Two Teachables (6 each) to be selected from the following:

- 80-352. Art (6)
- 80-356. English (6)
- 80-358. French (6)
- 80-362. History (6)
- 80-366. Mathematics (6)
- 80-367. Music (Instruments) (6)
- 80-368. Music (Vocals) (6)
- 80-369. Health and Physical Education (6)
- 80-373. Biology (6)
- 80-374. Chemistry (6)
- 80-376. Physics (6)
- 80-377. Social Sciences (6)
- 80-379. Drama (6)
- 80-380. General Science (6)

Optional Course:

- 80-200. Religious Education in Roman Catholic Schools (1.5)*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

RECOMMENDED COURSE SEQUENCING

Generally, teacher candidates are expected to follow the four semester schedule in sequence, as noted below:

Primary/Junior Stream – Course Sequence

SEMESTER I (9 weeks courses, 5 practicum)

- 80-201. Foundations of Practice Pt. I
- 80-202. Foundations of Practice Pt. II
- 80-203. Educational Psychology
- 80-204. Differentiated Instruction
- 80-211 Pedagogy of the Arts: Music, Visual Art, Dance/Drama
- 80-215. Mathematics Foundations
- 80-312. Digital Technology and Social Media Applications
- 80-314. Language Arts
- 80-499. Practicum

SEMESTER II (9 weeks courses, 6 practicum)

- 80-203. Educational Psychology (cont'd)
- 80-204. Differentiated Instruction (cont'd)
- 80-208. Assessment and Evaluation
- 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama cont'd
- 80-215. Mathematics Foundations (cont'd)
- 80-312. Digital Technology and Social Media Applications (cont'd)
- 80-314. Language Arts (cont'd)
- 80-499. Practicum (cont'd)

SEMESTER III (9 weeks courses, 5 practicum)

- 80-205. Foundations of Practice Pt III
- 80-207. Service Learning Specialization
- 80-209. Critical Analysis of Social, Global & Cultural Issues in Education (1.5)
- 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
- 80-313. Health and Physical Education
- 80-315. Mathematics Methodology
- 80-317. Science
- 80-318. Social Studies
- 80-414. Language and Media Literacy
- 80-499. Practicum (cont'd)

SEMESTER IV (9 weeks courses, 6 practicum)

- 80-206. Aboriginal Ways of Knowing: Cultural, Political & Linguistic Contexts
- 80-207. Service Learning Specialization (cont'd)
- 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
- 80-313. Health and Physical Education (cont'd)
- 80-315. Mathematics Methodology (cont'd)
- 80-317. Science (cont'd)
- 80-318. Social Studies (cont'd)
- 80-414. Language and Media Literacy (cont'd)
- 80-499. Practicum (cont'd)

Optional Course:

- 80-200. Religious Education in Roman Catholic Schools*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

Professional Development: Professional Learning Series (approximately 10 days during the Fall/Winter) (non-credit)

Junior/Intermediate Stream – Course Sequence

SEMESTER I (9 weeks courses, 5 practicum)

- 80-201. Foundations of Practice Pt. I
- 80-202. Foundations of Practice Pt. II
- 80-203. Educational Psychology
- 80-204. Differentiated Instruction
- 80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama
- 80-324. Language Arts
- 80-327. Science
- 80-328. Social Studies
- 80-499. Practicum
- Teachable Pt I

SEMESTER II (9 weeks courses, 6 practicum)

- 80-203. Educational Psychology (cont'd)
- 80-204. Differentiated Instruction (cont'd)
- 80-208. Assessment and Evaluation
- 80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
- 80-327. Science (cont'd)
- 80-328. Social Studies (cont'd)
- 80-424. Language and Media Literacy
- 80-499. Practicum (cont'd)
- Teachable Pt I (cont'd)

SEMESTER III (9 weeks courses, 5 practicum)

80-205. Foundations of Practice Pt III
80-207. Service Learning Specialization
80-209. Critical Analysis of Social, Global & Cultural Issues in Education
80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
80-225. Mathematics Foundations
80-322. Digital Technology and Social Media Applications
80-323. Health and Physical Education
80-499. Practicum (cont'd)
Teachable Pt II

SEMESTER IV (9 weeks courses, 6 practicum)

80-206. Aboriginal Ways of Knowing: Cultural, Political & Linguistic Contexts
80-207. Service Learning Specialization (cont'd)
80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
80-322. Digital Technology and Social Media Applications (cont'd)
80-323. Health and Physical Education (cont'd)
80-325. Mathematics Methodology
80-499. Practicum (cont'd)
Teachable Pt II (cont'd)

Optional Course:

80-200. Religious Education in Roman Catholic Schools*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

Professional Development: Professional Learning Series (approximately 10 days during the Fall/Winter) (non-credit)

Intermediate/Senior Stream – Course Sequence

SEMESTER I (9 weeks courses, 5 practicum)

80-201. Foundations of Practice Pt. I
80-202. Foundations of Practice Pt. II
80-203. Educational Psychology
80-204. Differentiated Instruction
80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama
80-332. Digital Technology and Social Media Applications
80-334. Language across the Curriculum
80-499. Practicum
Teachable I Pt I
Teachable II Pt I

SEMESTER II (9 weeks courses, 6 practicum)

80-203. Educational Psychology (cont'd)
80-204. Differentiated Instruction (cont'd)
80-208. Assessment and Evaluation
80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
80-332. Digital Technology and Social Media Applications (cont'd)
80-333. Health and Physical Education
80-499. Practicum (cont'd)
Teachable I Pt I (cont'd)
Teachable II Pt I (cont'd)

SEMESTER III (9 weeks courses, 5 practicum)

80-205. Foundations of Practice Pt III

80-207. Service Learning Specialization
80-209. Critical Analysis of Social, Global & Cultural Issues in Education
80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
80-335. Mathematics
80-339. Career and Guidance Education
80-499. Practicum (cont'd)
Teachable I Pt II (cont'd)
Teachable II Pt II (cont'd)

SEMESTER IV (9 weeks courses, 6 practicum)

80-206. Aboriginal Ways of Knowing: Cultural, Political & Linguistic Contexts
80-207. Service Learning Specialization (cont'd)
80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (cont'd)
80-337. Science
80-338. Social Studies
80-339. Career and Guidance Education (cont'd)
80-499. Practicum (cont'd)
Teachable I Pt II (cont'd)
Teachable II Pt II (cont'd)

Optional Course:

80-200. Religious Education in Roman Catholic Schools*

**80-200 is a requirement for students who wish to teach in the Catholic school system in Ontario.*

Professional Development: Professional Learning Series (approximately 10 days during the Fall/Winter) (non-credit)

EDUCATION AND ACADEMIC DEVELOPMENT: PRE-SERVICE COURSES (as of Fall 2015)

Pre-Service courses may extend over one, two or four terms.

80-199. Teaching and Learning Part I

The course provides students with directed experience in a community service organization such as a service club, a youth club or group, a national park or conservation area, or a science museum. The Faculty of Education Field Experience Office will arrange the Community Service Field Placements, where applicable. Workshops and seminars will prepare students for the Community Service Field Placements and introduce students to the Professional Year Applicant Portfolio as a means of documenting and reflecting on professional learning and practice in the teaching profession. (Open only to second-year students in the French, Science and Mathematics Concurrent Education programs).

80-200. Religious Education in Roman Catholic Schools

This course is provided for those preparing themselves for the ministry of teaching in the Roman Catholic Schools of Ontario. This course is open to all Education students. This course offers prospective teachers the opportunity: 1) to reflect, in an adult context, upon the significance of their faith and faith growth for themselves and their students; 2) to gain a theological background for an introduction to Religious Education. (1.5 Credit Weight).

80-201. Foundations of Practice (Part I): Philosophical Orientation to Education

Theories of learning and the nature of learning will be explored so that teacher candidates begin an inquiry process toward their teaching philosophy. (1.5 Credit Weight)

80-202. Foundations of Practice (Part II): Classroom Practice

Theories from Part 1 will be linked to instructional aspects of teaching, discovering strategies that are related to teacher candidates' perspective/philosophy of teaching. (1.5 Credit Weight)

80-203. Educational Psychology

Psychology applied to teaching: child growth and development, the learning process, mental health, learning and adjustment problems in the environment. (3.0 Credit Weight)

80-204. Differentiated Instruction for Students with Special Needs

This course provides an introduction to the field of special education in the Canadian context, focusing on background knowledge needed by teachers to address diverse learning needs in inclusive classrooms. This course provides an introduction to the field of special education in the Canadian context, focusing on background knowledge needed by teachers to address diverse learning needs in inclusive classrooms. It will examine the various methodologies used for differentiating instruction, accommodating and modifying instruction for IEP's, tiered instruction, and using technology to assist learning. (3.0 Credit Weight)

80-205. Educational Foundations, Law and Ethics

This course focuses on provincial legislation and policies and explores the significance of professional learning and ethical conduct that involves understanding a range of educational philosophies and pedagogical approaches. (Open only to Concurrent Education students.) (3.0 Credit Weight)

80-206. Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts

Emphasis will be on critical thinking around the politics of education, explore resources so educators can better support Aboriginal learners and increase awareness about First Nations, Métis and Inuit culture as well as the multicultural and inclusive classrooms. (1.5 Credit Weight)

80-207. Service Learning Specialization

Students select one of the following options according to their division PJ/JI/IS (3.0 Credit Weight):

1. Leadership Experience for Academic Direction (LEAD) (JI/IS)
In this course students will gain an understanding of youth in the 21st century who are identified as being in-risk. Social learning theories, theories of resilience and personal and social responsibility are integrated. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community.
2. Urban Education (PJ)
In this course, teacher candidates will gain an understanding of expressions of power in society and SES factors that affect the teaching/learning process in our urban city schools in relation to issues of racism, ethnocentrism and poverty. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or community at-large.
3. English Language Learners (PJ/JI/IS)
An understanding of the English Language Learner and how to engage the learner in learning is critical in the success of the Ontario urban classroom. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or community at-large.
4. Global Learning: Cultural Engagement (PJ/JI/IS)
Global and Cultural Education International Experience allows for intercultural dialogue and engagement and provides a challenge to advocate for a global cross-cultural future in harmony and peace. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the global community.
5. Beginning Time Aboriginal Teaching (PJ/JI)
In this course, teacher candidates participate in a series of learning experiences that will allow them to think through and learn from traditional teachings and learning modalities. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the aboriginal community.
6. Early Childhood Education (PJ)
An introduction to Early Childhood Education provides the candidate with the opportunity for discovery of the nature of child development and learning through a specific early childhood education program

preparing the candidate for full day kindergarten. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the Early Childhood Education community within schools or Early Childcare Centres.

7. Ecology and Wellness (PJ/JI/IS)

A course designed to study environment issues, concepts and pedagogy to advocate for sustainability, environmental justice and stewardship as well as becoming environmentally literate. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within school communities.

8. 'Going the Extra Mile' (MILE) Project (PJ)

Teacher candidates will go the extra "MILE" to combine academic study with service learning. In this course teacher candidates service students and communities in low SES neighbourhoods in the area. In addition to the benefits of engagement and service for both teacher candidates and the local community that they serve, teacher candidates gain valuable skills and experiences while establishing rapport, gaining insights to understand the lived reality of children beyond the classroom, and to make connections between inquiry and practice. Teacher candidates will be responsible for a minimum of a 20-hour experiential service-learning project within the school community or the low SES community at-large.

80-208. Assessment and Evaluation

This course will examine ways to incorporate "assessment as", "assessment for" and "assessment of" learning in all classes. Emphasis will be placed on incorporating frequent, continuous assessment techniques to foster an environment of intrinsic motivation for success. Strategies for tying feedback directly to curriculum expectations will also be explored. (1.5 Credit Weight)

80-209. Critical Analysis of Social, Global & Cultural Issues in Education

An introduction to critical reflection and analysis of educational issues. This course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status (lived and perceived). It engages participants in an examination of the purposes of education, education policy, and teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students. (1.5 Credit Weight)

80-210. Foundations of Practice (III) Law and Ethics – School Governance

This course focuses on provincial legislation and policies and explores the significance of professional learning and ethical conduct that involves understanding a range of educational philosophies and pedagogical approaches. (Open only to Consecutive Education students.) (1.5 Credit Weight)

80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (P/J)

This course situates the arts in Junior Kindergarten to Grade 6 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. (The course will be presented in both Lecture and Lab format.) (12.0 Credit Weight)

80-215. Mathematics Foundations (P/J)

This course is intended to give prospective teachers an in-depth preparation in the content, concepts, and principles of elementary mathematics education for students in Junior Kindergarten - Grade 6. Real-life problem solving approaches, usefulness, and power of mathematics in everyday life will be emphasized in the course. The use of manipulatives, investigations, discussions, and the application of modern technological tools in appropriate situations. (3.0 Credit Weight)

80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (J/I)

This course situates the arts in Grades 4 to 8 classes and communities and examines how they contribute to the

growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. (The course will be presented in both Lecture and Lab format.) (12.0 Credit Weight)

80-225. Mathematics Foundations (J/I)

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (1.5 Credit Weight)

80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (I/S)

This course situates the arts in Grades 7 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasises differentiated instructional practices, diversity, curriculum planning and assessment. (The course will be presented in both Lecture and Lab format.) (4.5 Credit Weight)

80-299. Community Service Education

This course provides students with directed field experiences in a grade 9 or 10 classroom (mathematics or science) during each of the Fall and Winter semesters. The Faculty of Education Field Experience Office will arrange the Field Placements. Workshops and seminars will provide an orientation to schools, with a focus on school culture and school community, and assist students in developing their Professional Year Applicant Portfolio as a means of documenting and reflecting on professional learning and practice in the teaching profession. (Open only to third-year students in the French, Science and Mathematics Concurrent Education programs (Prerequisite: 80-199).

80-311. Visual Arts Methodology

An introduction to the growth, development, and learning of children from Junior Kindergarten to grade 6 with an emphasis on instructional practices and curriculum planning for teaching visual arts.

80-312. Digital Technology and Social Media Applications (P/J)

This course explores a range of digital technologies in educational settings. Focusing on teaching, learning and inquiry, students will evaluate digital educational resources, critically discuss and assess uses of new media in school-based contexts, gain hands-on experiences with various digital tools, and develop various multimedia instructional tools with the aim of building an intelligent and thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. (3.0 Credit Weight)

80-313. Health and Physical Education (P/J)

This course explores a constructivist approach to teaching health and physical education to children from Junior Kindergarten to Grade 6 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-314. Language Arts (P/J)

An introduction to the theories of learning and linguistics of children from Junior Kindergarten to grade 6 with an emphasis on curriculum content, expectations, ways of learning and implications of EQAO standardized testing. (3.0 Credit Weight)

80-315. Mathematics Methodology (P/J)

This course is designed to introduce methods for teaching mathematics to elementary students from Junior Kindergarten - Grade 6. This course focuses on children's thinking in mathematics and classroom practices that support and develop children's thinking. Teacher candidates will develop frameworks for assessing children's strategies for solving problems. They will explore the connection between arithmetical and algebraic thinking in the elementary grades. (3.0 Credit Weight)

80-316. Music Methodology

An introduction to the growth, development, and learning of children from Junior Kindergarten to grade 6 with an

emphasis on instructional practices and curriculum planning for teaching music.

80-317. Science (P/J)

This course explores an inquiry-based approach to teaching science to children from Junior Kindergarten to Grade 6 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-318. Social Studies (P/J)

This course explores a constructivist approach to teaching social studies to children from Junior Kindergarten to Grade 6 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-319. Issues in Education

An introduction to critical reflection and analysis of social, cultural and political issues in education.

80-321. Visual Arts Methodology

An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching visual art.

80-322. Digital Technology and Social Media Applications (J/I)

This course explores a range of digital technologies in educational settings. Focusing on teaching, learning and inquiry, students will evaluate digital educational resources, critically discuss and assess uses of new media in school-based contexts, gain hands-on experiences with various digital tools, and develop various multimedia instructional tools with the aim of building an intelligent and thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. (3.0 Credit Weight)

80-323. Health and Physical Education (J/I)

This course explores a constructivist approach to teaching health and physical education to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-324. Language Arts (J/I)

An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts. (3.0 Credit Weight)

80-325. Mathematics Methodology (J/I)

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (3.0 Credit Weight)

80-326. Music Methodology

An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching music.

80-327. Science (J/I)

This course explores an inquiry-based approach to teaching science to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-328. Social Studies (J/I)

This course explores a constructivist approach to teaching social studies to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)

80-330. Topics in IS Methodology

An examination of curriculum planning and integration, lesson planning, assessment and evaluation, and active

learning instructional practices appropriate to teaching grades 7 and 8.

80-331. Visual Arts Methodology

An introduction to the development and learning of students in grades 7 to 8 with an emphasis on instructional practices and curriculum planning for teaching visual art.

80-332. Digital Technology and Social Media Applications (I/S)

This course explores a range of digital technologies in educational settings. Focusing on teaching, learning and inquiry, students will evaluate digital educational resources, critically discuss and assess uses of new media in school-based contexts, gain hands-on experiences with various digital tools, and develop various multimedia instructional tools with the aim of building an intelligent and thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. (3.0 Credit Weight)

80-333. Health and Physical Education (I/S)

This course explores a constructivist approach to teaching health and physical education to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)

80-334. Language Across the Curriculum (I/S)

An exploration of the development and learning of students in Grades 7 to 8 with an emphasis on instructional practices and curriculum planning for teaching language arts across the curriculum. (1.5 Credit Weight)

80-335. Mathematics (I/S)

An introduction to the growth, development, and learning of children Grades 7 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (1.5 Credit Weight)

80-336. Music Methodology

An introduction to the development and learning of students in grades 7 to 8 with an emphasis on instructional practices and curriculum planning for teaching music.

80-337. Science (I/S)

This course explores an inquiry-based approach to teaching science to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)

80-338. Social Science (I/S)

This course explores a constructivist approach to teaching social studies to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)

80-339. Career and Guidance Education (I/S)

An exploration of the development and learning of students in grades 7 to 8 with an emphasis on career and guidance education. (3.0 Credit Weight)

80-340. Integrated Theme Project

This course provides teacher candidates with experience collaborating on the development of a sequence of learning activities designed to meet Ministry expectations for grades 7 or 8 in at least three subject areas.

80-352 to 80-380. Junior - Intermediate, Intermediate - Senior Methods

These courses provide a more detailed study and application of the aims and teaching procedures of specific subjects in the Junior-Intermediate and Intermediate-Senior concentrations. Intermediate-Senior candidates must select two courses from the Table of Options. Junior-Intermediate candidates must select one.

80-386. Curriculum Development for Technological Studies Part I

An introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based

technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

80-387. Curriculum Development for Technological Studies Part II

An introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course. (Prerequisite: 80-386.)

80-388. Principles and Methods of Teaching Technological Studies Part I

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

80-389. Principles and Methods of Teaching Technological Studies Part II

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules. (Prerequisite: 80-388.)

80-399. Teaching and Learning Part II

This course provides students with directed field experiences in a grade 11 or 12 classroom (mathematics or science) during the Fall semester. The Faculty of Education Field Experience Office will arrange the Field Placements. Workshops and seminars will provide an orientation to the senior division, with a focus on school culture and school community, and assist students in completing their Professional Year Applicant Portfolio. (Open only to fourth-year students in the French, Science and Mathematics Concurrent Education programs.) (Pre-requisites: 80-199 and 80-299).

80-414. Language and Media Literacy (P/J)

Emphasis will be placed on instructional practices and curriculum planning for teaching language arts through differentiated and tiered instruction. The use of media in language arts will be explored through a critical lens. (3.0 Credit Weight)

80-424. Language and Media Literacy (J/I)

An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts. (1.5 Credit Weight)

80-491, 492, 493, and 494. Practice Teaching

Directed observation and practice teaching is provided through a series of field experiences. Primary-Junior candidates will normally be placed in Grades K to Six inclusive; Junior-Intermediate candidates will normally be placed in Grades Four to Ten inclusive; Intermediate-Senior candidates will be placed in Grades Seven to Twelve

inclusive.

80-497. Internship

The Internship consists of 100 hours of skills upgrading along with a number of assignments related to the selected discipline. It allows candidates to deepen and broaden their skills and knowledge in their selected area of technological education. A technology skills profile will be used to track the range and level of skills of each candidate. The Program Coordinator for the Technological Education program will work with Board-based Technological Program Consultants across the province to select teacher advisors who will support teacher candidates during their Internship period. The Technological Program Consultants will be responsible for evaluating teacher candidates during their Internship.

80-498. Practicum

The practicum consists of two main components: orientation to schools, with a focus on school culture and school community; and classroom practice related to the candidate's specific discipline. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of sixty days of combined observation and practice related to these components. As well, candidates will do 100 hours of pedagogical workshops, courses or seminars, offered by the Board. The Technological Program Consultant will sign off on this training. Candidates would be required to visit schools that offer their discipline. The Technological Program Coordinator will set up the school visits and the Board will pay for teacher coverage during their absence from regular teaching. (Open only to student in the BEd/Diploma in Technological Education program.)

80-499. Practicum

The practicum consists of two main components: orientation to schools, with a focus on school culture and school community; and classroom practice related to the candidates' specific discipline. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of 80 days of combined observation and practice related to these components. (16 Credit Weight)