Faculty of Education
University of Ontario Institute of Technology

Major Program Modification Proposal Brief
New Two Year BEd Program

February 2014

Version 12

Proposal Brief Table of Contents

1. Introduction

1.1. Background of the UOIT Bachelor of Education Programs (B.Ed.) and Rationale for Major Program Modifications.

UOIT BEd Program Background

The **University of Ontario Institute of Technology** was established as Canada's newest university on May 9, 2001. Its mission is reflected in Bill 109, Schedule O, *University of Ontario Institute of Technology Act, 2002*, which received third reading in the legislature on June 27, 2002.

Ministerial consent to offer the Intermediate/Senior (IS) B.Ed. Program was received on February 27, 2003; this was conditional upon receipt of interim accreditation of this program by the Ontario College of Teachers. The latter was granted to UOIT by the Ontario College of Teachers on April 24, 2003. Ninety-six teacher candidates were accepted into the first cohort of the Consecutive IS Bachelor of Education Program, which commenced in September 2003. The Ontario College of Teachers (OCT) granted the IS Bachelor of Education Program accreditation on June 8, 2005. The accreditation was for a period of five years.

Ministerial consent to offer the Concurrent Science/Education Program was received on December 19, 2003; this was conditional upon receipt of interim accreditation of this program by the Ontario College of Teachers. The latter was granted to UOIT by the Ontario College of Teachers on July 30, 2004. The interim accreditation was for a period of four years or the period of time ending on the graduation of the second class of students, whichever is the longer period of time, not to exceed six years.

OCT granted accreditation to the Primary/Junior (PJ) Bachelor of Education Program on May 25, 2006. Ministerial Consent to offer the Primary/Junior (PJ) B.Ed. Program was received on June 23, 2006. 141 teacher candidates were accepted into the first cohort of the PJ Bachelor of Education Program, which commenced in August 2006.

Through the new Quality Assurance Program, the Bachelor of Education PJ and IS Programs, as well as the concurrent Science/Education program underwent the Undergraduate Program review (UPR) in January 2011. OCT certification was renewed in 2013.

Rationale for Major Program Modifications

The UOIT Quality Assurance Handbook (March, 2011) sets in policy the established criteria for major program modifications within the university, based on the Quality Assurance Framework established by the Ontario Universities Council on Quality Assurance in 2010. As a general guideline, the policy requires that a major program modification proposal brief should be prepared to describe program changes when more than one-third of the courses in a program undergo significant changes. In the case of the Bachelor of Education (BEd) program for the Faculty of Education, UOIT, the change from a 10-month consecutive Education program to the required 2-year BEd program constitutes a major change to more than 50% of the courses which are currently offered in the program.

In June, 2013, the Ministry of Education, Ontario announced that effective September, 2015, universities offering teacher certification would be required to double the length of their programs. Effective September, 2015, the length of consecutive teacher education programs will increase from two semesters to four semesters, and the length of the practicum will change to a minimum of 80 days of practice teaching. In addition, the number of teacher education spaces funded by the province will be reduced by half.

1.2 The New Two-Year BEd Program

Summary of Major Program Changes to the Consecutive BEd Program at UOIT

The Ministry of Education has provided guidelines for the development of new programs, requiring new areas of focus for programs. These new directions will be addressed in policies from the Ontario College of Teachers (OCT), the governing body that accredits teacher education programs. Because these regulations are not expected until late in 2013, new program directions need to be established prior to the publication of the legislation because the recruitment cycle for September 2015 admission begins in the Spring of 2014. The redesign of the program and academic approvals will need to be completed by early 2014 in order to begin production of calendar copy and recruitment materials. As a result, some minor modifications may be anticipated following the publication of the OCT regulations.

The changes to the consecutive BEd program include the following four types of changes:

1. **An increased range of delivery methods for courses:** this is designed to introduce future teachers to learning in the online setting with some blended courses, and with electives and Semester 3 courses offered fully online.

2. **A shift in focus** for some courses which were previously offered, such as:
    a. Additions to present courses to include new literacies and new technologies;
    b. A movement toward individualized, personal education for all students;

3. **Extension** of some courses into the 3rd and 4th semester, such as:
    a. Extension of the practicum from 60 to 80 days
    b. Extension of the core methods course into the 2nd year

4. **Consolidation** of present courses to integrated* courses, such as:
    a. Integrated core teaching methods with classroom management and practicum courses,
    b. Integrated Science, Technology and Mathematics courses
    c. Integrated Language Arts and Digital Technology
    d. Integrated Arts and Health and Physical Education
    *These were formerly distinct courses.

5. **Introduction of additional new courses**, such as: Mental Health, Pedagogy of the Land, Long Range Planning/Assessment, and a self-directed inquiry course

Implications for Present Concurrent Students

This change for the consecutive year of education has implications for students who are presently enrolled in concurrent education programs. One of the goals of this major program modification proposal is to mitigate these implications. UOIT's present concurrent education undergraduate students are enrolled in the Faculty of Science; and present program maps include three education courses as part of their BSc program. These students take their 5th year in consecutive education (BEd).

Under the proposed policy direction for the province, universities will be required to run two BEd programs until the concurrent students who entered in 2013 have completed their program in May, 2018. This requires UOIT's Faculty of Education to offer grandparented concurrent students a 2-semester certification, while offering new consecutive education students the enhanced 4-semester program. Concurrent students who wish to take the enhanced program will be eligible to do this providing they pay the required fees.

The Faculty of Education is working toward a gradual transition from the present *concurrent* program to a *connected* program that includes two faculties, and will for the first time, include both primary/junior and intermediate/senior students. In the revised program design, students enrolled in the Bachelor of Science and the Bachelor of Health Science programs, commencing in 2014, who meet GPA and subject specialization requirements, may apply for the *Connected* program. They will be able to choose electives from all undergraduate courses offered at UOIT, including education courses. *Connected* students may have advanced acceptance into the BEd program.

Effective in 2014, the concurrent program will no longer be offered for Year 1 undergraduate students. Effective in 2015, the present concurrent courses will no longer be offered to existing concurrent students as they will be offered the elective courses in the new program instead.

Overview of the new two year BEd Programs.

The following table outlines the major changes that will take place for the BEd degree effective for the 2015 Fall semester (September 2015), and showing the changes as the present concurrent students transition through to graduation.

Present Program 2013	**Proposed Program Changes Fall 2014**	**Proposed Program Changes Fall 2015**	**Proposed Program Changes Fall 2016**	**Proposed Program Changes Fall 2017**
2 Semesters New cohort commences every Fall	Reduction of one teachable subject: Visual Arts for consecutive students. Final year of 2-semester BEd for consecutive students.	2-year BEd program begins. All previous EDUC and CURS courses are discontinued.	New intake for 1-year BEd. 2015 BEd students are in 2nd year.	New intakes of BEd consecutive students.
		The year 3 concurrents (2013 entry) will be offered one Education elective.		This is the last year for concurrent Education students.
60 days practicum	60 days practicum	50 days practicum for consecutive; 60 for concurrents who started in 2011 if they elect to stay with 10-month program.	50 days practicum for Yr-1 consecutive, 30 days for yr-2. 60 days practicum for concurrents who started in 2012 if they elect to stay with 10-month program.	50 days practicum for Yr-1 consecutive, 30 days for yr-2. 60 days practicum for concurrents who started in 2013 if they elect to stay with 10-month program.
Concurrent students take 3 education electives.	Effective 2014, the *connected* option: will be offered to new undergraduate BSc and Health Science students.	Concurrents who started in 2011 are now in 5th year and are eligible to complete a 2-semester BEd (1st two semesters of the new program). These students will be invited to take the extended program.	Concurrents who started in 2012 are now in 5th year and are eligible to complete a 2-semester BEd (1st two semesters of the new program). These students will be invited to take the extended program	Concurrent students who started in 2013 are in 5th year and are eligible to complete a 2-semester BEd (1st two semesters of new program). These students will be invited to take the extended program.

Changes to Concurrent Students' Electives

2013	2014	2015	2016	2017
2010 cohort is in Year 4	Year 5 – no change in program			
2011 cohort is in Year 3	Year 4	Year 5 BEd (see above)		
2012 cohort is in Year 2	Year 3	Year 4 (no Ed elective for year 4's)	Year 5 BEd	
2013 cohort is in Year 1	Year 2	Year 3: 3rd year Education course will change to new program and students will be offered one new Education elective	Year 4 (no education elective is offered in Year 4)	Year 5 BEd

1.3 New Program Components fit with broader university

The UOIT mission statement includes an expressed commitment to the provision of undergraduate programs which are enriched with technology and are responsive to both the needs of students and the workplace. The 2-year BEd program revision outlined in this proposal represents a fresh look at teacher education in the 21st century. The program is still designed to help teacher candidates become familiar with basic skills of teaching while at the same time, encouraging them to focus on how students learn in a digital age and in the present Ontario context. The program has been designed to help teacher candidates work toward a broader range of potential jobs in education – preparing them for teacher certification, but also preparing them for further studies in education through the introduction of action research.

The new program models key elements of education at the edge of innovation, such as a blend of face to face and online curriculum offerings, and encouraging the use of digital technologies and multiple forms of literacy so that teacher candidates will be able to be leaders of technology in their schools and in their school boards, and in other workplace options, such as professional development, adult education, and training.

2. Degree requirements

2.1. Program Learning Outcomes

Outcomes of the 2-Year BEd Program

On completion of the UOIT 2-year BEd program, teacher candidates meet, at a minimum, the learning outcomes listed under Curriculum, Pedagogy, and Professionalism

Curriculum: Teacher candidates will demonstrate the following outcomes in coursework and practicum experiences:

1. Demonstrate mastery of current Ontario curriculum policies, specific to division(s) and teachable subject area(s) in order to plan and deliver lessons in Ontario schools;
2. Create positive learning environments in the Ontario context that include considerations of diversity and equity;
3. Apply knowledge of and appreciation for First Nations, Metis and Inuit traditions, cultures and perspectives to teaching and learning experiences;
4. Apply knowledge of education law (i.e. regulations/ethics/occupational health and safety/professional misconduct) to practical and theoretical contexts in the Ontario context;
5. Conduct self-directed inquiries, action research, and reflective activities in order to gain further understanding of learners, learning, content, pedagogy, policy and research;
6. Develop instructional practice which supports student learning, especially with reference to religious literacy and faith formation (for graduates who intend to teach in the Ontario Catholic School system).

Pedagogy: Teacher candidates will demonstrate the following outcomes in coursework and practicum experiences:

1. Integrate Ontario curricula and policies with models of planning, instruction, and assessment to design learning experiences that are relevant and appropriate to learners' needs;
2. Demonstrate an understanding of and apply various theories of learning to lesson design and assessment;
3. Apply understandings of theory and research on human development to practice;
4. Demonstrate an understanding of the interconnectedness of planning, instruction, and assessment to create and assess meaningful learning experiences for pupils;
5. Support student learning by integrating appropriate technologies and tools across subject areas, courses and divisions such as: digital literacies; mathematical literacies, differentiated instruction, and personalization of learning;
6. Demonstrate skills of metacognition, analysis, critical thinking and synthesis in the design of an curriculum plan that is used to assess knowledge, skills and values.

Professionalism: Teacher candidates will demonstrate the following outcomes in coursework and practicum experiences:

1. Articulate and uphold the OCT standards of practice and ethical standards;
2. Demonstrate openness to new and diverse perspectives of teaching and learning;
3. Explore and develop a vision to guide teaching and learning informed by research and reflective practice, and model continuous reflective practice to foster professional growth;
4. Design and teach effective strategies and engage in respectful and professional relationships and interactions with students, colleagues, parents, and other community members;
5. Respond with sensitivity to the diverse and individual needs of students, parents and colleagues within the Ontario context;
6. Model respect for diverse spiritual and cultural values, social justice, confidentiality, freedom, democracy, and the environment and exercise positive influence, professional judgement and empathy in practice.

2.2. Admission Requirements

Primary/Junior (PJ) program

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 percent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed. Preference will be given to students with four-year honours degrees. Because Primary/Junior teachers deal with a wide range of subject areas, it is desirable that applicants have a broad academic background. In assessing the academic breadth of Primary/Junior applicants, the Faculty of Education gives preference to candidates who have one or more 3 credit hour undergraduate or graduate courses in the subject groupings listed below:

- English/Linguistics/Languages;
- Mathematics/Statistics;
- Physical Sciences/Life Sciences;
- Social Sciences/Humanities; and
- Visual Arts/Music/Drama.

While few applicants will have completed courses in all of the above areas, the more areas an applicant has covered, the stronger the application.

Each candidate must have received the required undergraduate degree by July 1 of the year in which they begin their Bachelor of Education program.

A complete application includes:

1. Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.

2. A supplementary application, consisting of:
- A personal profile outlining skills and related work experience; and
- Two Letters of reference.
- Evidence of oral and written proficiency in English.

3. A clear criminal record check and a Tuberculin (TB) test are post-admission requirements for all successful applicants

Intermediate/Senior (IS) program

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 per cent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed.

Preference will be given to students with four-year honours degrees. Each candidate must have received the required undergraduate degree by July 1 of the year in which they begin their Bachelor of Education program.

• Applicants must have completed a minimum of 30 credit hours in university courses (equivalent to five full courses, or 10 one-semester courses) in a first teachable subject and 18 credit hours (equivalent to three full courses, or six one-semester courses) in a second teachable subject; and
• A minimum of 70 per cent (B- or 2.7 GPA) is required with a minimum 70 per cent (B- or 2.7 GPA) average in courses applicable to each teachable subject.

A complete application includes:
1. Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.
2. A supplementary application, consisting of:
- A personal profile outlining skills and related work experience,
- Letters of reference, and
- Evidence of oral and written proficiency in English.
3. A clear criminal record check and a Tuberculin (TB) test are post-admission requirements for all successful applicants.

2.3. Program Structure

Proposed Enhanced 2-Year Program Map

Semester One (15 credits)

- Foundations I (3 credits)
- Learning and Development (3 credits)

And either:

PJ stream

- PJ Digital Literacies I (3 Credits)
- PJ STM I (3 credits)
- PJ Arts/Health and Physical Education (3 Credits)

IS Stream

- IS Digital Literacies/ICT (3 credits)
- Teachable 1 (3 credits)
- Teachable 2 (3 credits)

Semester Two (15 credits)

- Education Law, Policy and Ethics (3 credits)
- Foundations II (3 credits)
- Mathematics for Educators* (3 credits)

And either:

PJ stream

- PJ Digital Literacies/Social Studies II (3 credits)
- PJ STM II (3 credits)

IS stream

- Teachable 1 (3 credits)
- Teachable 2 (3 credits)

Electives: **Teacher candidates* with established math credentials may apply for PLAR and choose an elective from the following list: E.g., Teaching the Catholic Religion in Schools, Teacher as Coach, Outdoor Education **, Visual Arts: An Introduction to Indigenous Art **Environmental Education**

Semester 3 (15 credits) - Online

- Equity and Diversity** (3 credits)
- Learning in Digital Contexts** (3 credits)
- Special Education/Individualized Learning (3 credits)
- Independent Inquiry/Internship (3 credits)
- Long Range Planning/Assessment (3 credits)

Semester 4 (15 credits)

- Curriculum Design and Development (3 credits)
- Reflective Practice/Action Research (3 credits)
- Foundations III (3 credits)
- Mental Health Issues in Schools** (3 credits)
- One Elective (3 credits) from the list below.

Electives: E. g., Teaching the Catholic Religion in Schools, Teaching French in Schools, Teaching Kindergarten, Issues in Education, Outdoor Education**, Pedagogy of the Land**.

Ontario Curriculum Teachables IS: Biology, Chemistry, General Science, Health and Physical Education, Mathematics, and Physics. English, History and General Science will be accepted, contingent upon sufficient enrolment numbers only.

**these courses are open to all UOIT students.

10.3 Program information – Bachelor of Education

10.3.1 General information

The Faculty of Education offers a two-year consecutive program in the preparation of Primary-Junior (P/J) and Intermediate-Senior (I/S) teachers. The emphasis on technology in learning and teaching is a defining element of UOIT's Bachelor of Education program. Teacher candidates use technology in their own learning experiences so that they will understand how to integrate technology into classroom practice. Courses use inquiry and problem-solving approaches with a focus on the importance of subject matter as the catalyst for teacher-learner interaction, as well as individual learning and teaching in shaping learning conditions. The faculty's Bachelor of Education programs are based on key educational principles including technology, diversity, reflection and praxis.

10.3.2 Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.
Selection of candidates is based on a combination of academic criteria, experience and references. See Section 10.3.2.1 and Section 10.3.2.2 for more information.

10.3.2.1 Primary/Junior (PJ) program

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 per cent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed. Preference will be given to students with four-year honours degrees. Because Primary/Junior teachers deal with a wide range of subject areas, it is desirable that applicants have a broad academic background. In assessing the academic breadth of Primary/Junior applicants, the Faculty of Education gives preference to candidates who have one or more 3 credit hour undergraduate or graduate courses in the subject groupings listed below:

- English/Linguistics/Languages;
- Mathematics/Statistics;
- Physical Sciences/Life Sciences;
- Social Sciences/Humanities; and
- Visual Arts/Music/Drama.

Clearly, very few applicants will have coursework in all of the above areas; however, we consider that the more areas an applicant has covered, the stronger the application. Each candidate must

have received the required undergraduate degree by July 1 of the year in which they begin their Bachelor of Education program.

The application service (through Ontario Universities' Application Centre – OUAC) opens mid-September each year for Professional Program Applications to the Teacher Education Application Service (TEAS) and closes in late November/early December of each year. A complete application includes:

1. Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.

2. A supplementary application, consisting of:
- A personal profile outlining skills and related work experience; and
- Letters of reference.
- Evidence of oral and written proficiency in English.

A clear criminal record check and a Tuberculin (TB) test are post-admission requirements for all successful applicants.

10.3.2.2 Intermediate/Senior (IS) program

Applicants will hold an undergraduate degree from a recognized university, with a minimum required average of 70 per cent (B- or 2.7 GPA) in their best 10 full-year or best 20 half-year courses completed.

Preference will be given to students with four-year honours degrees. Each candidate must have received the required undergraduate degree by July 1 of the year in which they begin their Bachelor of Education program.

- Applicants must have completed a minimum of 30 credit hours in university courses (equivalent to five full courses, or 10 one-semester courses) in a first teachable subject and
- 18 credit hours (equivalent to three full courses, or six one-semester courses) in a second teachable subject; and
- A minimum of 70 per cent (B- or 2.7 GPA) is required with a minimum 70 per cent (B- or 2.7 GPA) average in courses applicable to each teachable subject.

The application service (through Ontario Universities' Application Centre – OUAC) opens mid-September of each year for Professional Program Applications to the Teacher Education Application Service (TEAS) and closes in late November/early December of each year. A complete application includes:

1. Transcripts – Applicants must ensure that any courses in progress are listed on the OUAC/TEAS application form, especially when appropriate prerequisites do not appear on the official transcripts being forwarded.

2. A supplementary application, consisting of:

- A personal profile outlining skills and related work experience; and
- Letters of reference.
- Evidence of oral and written proficiency in English.

A clear criminal record check and a Tuberculin (TB) test are post-admission requirements for all successful applicants.

10.3.3 Field experience

Students will be required to complete a minimum of 80 days of practice teaching in local elementary and secondary schools

10.3.4 Careers

Graduates are prepared to teach provincially, nationally and internationally. The emphasis on technology enhanced teaching and learning also provides some graduates with career opportunities in college-level teaching or in training and professional development in corporate settings.

10.3.5 Teacher certification

The university's Bachelor of Education consecutive programs are designed to meet all the Ontario legislated requirements and incorporate the standards of practice and ethical standards for the teaching profession of the Ontario College of Teachers.
Graduates will be recommended by the university to the Ontario College of Teachers for certification to practice in the Ontario education system.

10.3.6 Degree requirements

To be eligible for the Bachelor of Education degree, students must successfully complete the courses outlined below. Students must achieve a minimum overall average of 70 per cent (B- or 2.7 GPA) to be eligible for promotion in and graduation from the Bachelor of Education (Consecutive) degree program. For course descriptions, see Section 16.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings please visit the faculty website at **www.education.uoit.ca**.

Primary/Junior program
The degree requirements for the Bachelor of Education Primary/Junior program are comprised of 60 credits, including 54 credits of required courses and 6 credits of elective courses.

Semester 1 (15 credits)
PJ Digital Literacies I (Language Arts and Digital technology) (3 Credits)
Learning and Development (3 credits)
PJ Science-Technology and Mathematics I (3 credits)
PJ Arts/Health and Physical Education (3 Credits)
Foundations I (3 credits)

Semester 2 (15 credits)
Education Law, Policy and Ethics (3 credits)
PJ Digital Literacies/Social Studies II (Language Arts and Social Studies) (3 credits)
PJ Science-Technology and Mathematics II (3 credits)
Foundations II (3 credits)
Mathematics for Educators* (3 credits)

Semester 3 (15 credits
Equity and Diversity** (3 credits)
Learning in Digital Contexts** (3 credits)
Special Education/Individualized Learning (3 credits)
Independent Inquiry/Internship (3 credits)
Long Range Planning/Assessment (3 credits)

Semester 4 (15 credits)
Curriculum Design and Development (3 credits)
Reflective Practice/Action Research (3 credits)
Foundations III (Integration and Application and 30 days field experience) (3 credits)
Mental Health Issues in Schools** (3 credits)
One Elective (3 credits)

Education electives
Elective requirements: 6 credits selected from the following list:

Note that not all listed electives will be available every year, and all electives will be contingent on sufficient enrolment numbers.

EDUC 3441U Teaching French in Schools
EDUC 3450U Teaching Kindergarten
EDUC 3452U Teacher as Coach
EDUC XXXXU Outdoor Education Leadership: Backpacking: **
EDUC XXXXU Outdoor Education: Winter **
EDUC XXXX U Visual Arts: An Introduction to Indigenous Art
EDUC 3560U Teaching the Catholic Religion in Schools
EDUC XXXXU Issues in Education – Teaching in the Ontario Context
EDUC XXXXU Mathematics for Educators*

EDUC XXXXU Pedagogy of the Land**
EDUC XXXXU Environmental Education**

* Students who feel they have sufficient math knowledge may apply for a PLAR. Those who are successful may choose an alternate elective for that term.
**courses are also available to non-BEd students as an elective

Intermediate/Senior program
The degree requirements for the Bachelor of Education Intermediate/Senior program are comprised of 60 credits, including 54 credits of required courses and 6 credits of elective courses.

Semester 1 (15 credits)
IS Digital Literacies and Information Technology (3 credits)
Learning and Development (3 credits)
Foundations I (3 credits)
Teachable 1 (3 credits)
Teachable 2 (3 credits)

Semester 2 (15 credit)
Education Law Policy and Ethics (3 credits)
Foundations II (3 credits)
Teachable 1 (3 credits)
Teachable 2 (3 credits)
Mathematics for Educators* (3 credits)

Semester 3 (15 credits)
Equity and Diversity (3 credits) **
Learning in Digital Contexts** (3 credits)
Special Education/Individualized Learning (3 credits)
Reflective Practice/Action Research (3 credits)
Long Range Planning/Assessment (3 credits)

Semester 4 (15 credits)
Curriculum Design and Development (3 credits)
Independent Inquiry/Internship (3 credits)
Foundations III (3 credits)
Mental Health Issues in Schools** (3 credits)
One Elective (3 credits)

Ontario Curriculum Studies IS
Students will complete two Ontario curriculum studies IS courses in each of semesters one and two. Students must take one course per term in each of the teachable subject areas under which they were admitted:

EDUC XXXXU and EDUC XXXXU IS Biology I and II
EDUC XXXXU and EDUC XXXXU IS Chemistry I and II

EDUC XXXXU and EDUC XXXXU IS English I and II***
EDUC XXXXU and EDUC XXXXU IS General Science I and II***
EDUC XXXXU and EDUC XXXXU IS Health and Physical Education I and II
EDUC XXXXU and EDUC XXXXU IS History I and II***
EDUC XXXXU and EDUC XXXXU IS Mathematics I and II
EDUC XXXXU and EDUC XXXXU IS Physics I and II
***Offered contingent on enrolment numbers only

Education electives
Elective requirements: 6 credits selected from the following list:

Note: Not all listed electives will be available every year, and all electives will be contingent on sufficient enrolment numbers.

EDUC 3441U Teaching French in Schools
EDUC 3450U Teaching Kindergarten
EDUC 3452U Teacher as Coach
EDUC XXXXU Outdoor Education Leadership: Backpacking: **
EDUC XXXXU Outdoor Education: Winter **
EDUC XXXX U Visual Arts: An Introduction to Indigenous Art
EDUC 3560U Teaching the Catholic Religion in Schools
EDUC XXXXU Issues in Education – Teaching in the Ontario Context
EDUC XXXXU Mathematics for Educators*
EDUC XXXXU Pedagogy of the Land**
EDUC XXXXU Environmental Education**

* Students who feel they have sufficient math knowledge may apply for a PLAR. Those who are successful may choose an alternate elective for that term.
**courses are also available to non-BEd students as an elective

Section 16 Undergraduate Course Descriptions**.**

EDUC XXXXU PJ Digital Literacies I (Language Arts and Digital Technology). This course supports teacher candidates to understand multiple literacies both as producers and consumers. In addition, teacher candidates become more familiar with aspects of the Ontario Curriculum: Language, including the expectation organizers: listening, speaking, writing, reading, media, and drama. This course examines how technology enables JK to grade 6 language learners to participate in formal and informal learning settings. Through this course teacher candidates also study how they, as learners, and the learners they teach can become self-directed, autonomous, co-creators of communications. This course employs a critical theory approach to examine children's literature for social justice and other forms of inclusive curriculum. 3 cr, 4 lec. Note: Restricted to PJ Consecutive BEd students

EDUC XXXXU PJ Digital Literacies/Social Studies II (Language Arts and Social Studies) Teacher candidates will apply their learning from P/J Digital Literacies I into practice in realistic contexts during this course. The overall approach to this course continues to examine how technology

enables JK to grade 6 learners to participate in formal and informal learning settings. Through micro-teaching experiences, teacher candidates will have opportunities to apply their knowledge and teaching strategies. Teacher candidates will continue to utilize the Ontario Curriculum: Language with an emphasis on curriculum planning, particularly through integrating subjects, such as Language Arts and Social Studies. Through an inquiry process, teacher candidates will explore citizenship, spatial literacy, and critical thinking across current and historical contexts. Teacher candidates will become familiar with the Ontario Curriculum: Social Studies, including the strands of Heritage and Identity, and People and Environments. Related digital resources will provide gateways into communicating ideas and exploring significant events and issues in our diverse communities. This course has a focus on creating inclusive classroom environments through considerations of differentiated learning and experience, as well as attention to equity and social justice. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Digital Literacies I. Note: Restricted to PJ Consecutive BEd students

EDUC XXXXU Learning and Development This course provides teacher candidates the opportunity to explore key theories and issues in human development and learning specific to primary and junior teaching. Teacher Candidates will be introduced to the major psychological theories and latest research related to human development, in the areas of physical, cognitive, social, emotional, and personality development, as well learning methods and styles. This knowledge is then applied to the classroom setting in order for teacher candidates to understand and guide student behavior, learning, and achievement. An objective of this course is promoting healthy development in all areas of life such as academic, personal, and social. 3 cr, 4 lec. Note: Restricted to BEd students.

EDUC XXXXU PJ Science-Technology and Mathematics I. This course provides prospective elementary teachers with an opportunity to explore key issues in math, science, and technology teaching and learning. Emphasizing the interconnected relationships between math, science, and technology, this course will explore major themes such as: how technology and concrete materials can be used to develop and foster interdisciplinary learning environments; how mathematical, scientific, and technological literacies can be connected amongst themselves and other subjects in the Ontario curriculum via interdisciplinary activities; how aesthetic and affective experiences can be used to enrich learning and to teach for equity, diversity, collaboration, and community. Course participants will explore concrete examples of inquiry-style learning with an emphasis on scientific and mathematical reasoning. Through readings, classroom activities, and discussions, students will develop knowledge and skills in math and science, while exploring their personal values and beliefs about education in these disciplines, with an eye toward creating positive learning environments for their future students. 3 cr, 4 lec. Note: Restricted to PJ Consecutive BEd students.

EDUC XXXXU PJ Science-Technology and Mathematics II Designed as a follow up to PJ Science/Technology and Mathematics I, this course addresses, builds on, and extends the major themes introduced in the fall. This course will provide prospective elementary teachers with a more in-depth look at the intricate connections between science, technology, and mathematics

thinking and learning, and how these connections can be used to design and develop interdisciplinary classroom activities that meet the needs of diverse learning communities. A focus of this course will be on the design, development, and critique of assessment methods for, of, and as learning in an inquiry-based classroom environment. Course participants will explore, debate, discuss, analyse, and reflect on a variety of traditional and innovative instructional and assessment approaches, with special attention toward the use of technology for interdisciplinary learning. Students will also be required to show proficiency in the subject matter they will teach, as per the course co-requisites. 3 cr, 4 lec. Prerequisite: EDUC XXXXUScience-Technology and Mathematics I. Note: Restricted to PJ Consecutive BEd students.

EDUC XXXXU PJ Arts/ Health and Physical Education This course has two streams, 1. The Arts, and 2. Health and Physical Education. Stream 1: The Arts: This stream is a brief introduction to the four Elementary Education Level disciplines of The Arts; Dance, Drama, Music, and Visual Arts. The common background material to these disciplines, emphasizing The Creative Process and Critical Analysis, will be conducted through the discipline of Visual Arts. A restricted coverage of some of the theoretical and practical classroom aspects as well as the fundamental concepts for each of four disciplines will be conducted in the limited remaining time for this course. Stream 2: Health and Physical Education: This stream provides teacher candidates with an overview of teaching Fundamental Movement Skills, Active Living and Healthy Living, the three strands in the Health and Physical Education curriculum. The curriculum content will involve activities and strategies for promoting healthy active living, as well as health-related content. Students will focus on the development of physical literacy and health literacy. 3 cr, 4 lec. Note: Restricted to PJ Consecutive BEd students

EDUC XXXXU Foundations I + 20 days Field Experience. This course provides teacher candidates with an overview of approaches to teaching and learning, with an emphasis on the interconnected nature of planning, instruction, assessment, and managing student behaviours within a classroom. The course will include an examination of Ontario curriculum documents, supporting resources, as well as a review of current research and theory related to instruction and classroom practices within the Ontario context. The emphasis will be on classroom methods and approaches that have broad applicability across curriculum areas and across a wide range of behavourial, emotional, and academic issues. 3 cr, 4 lec. Note: Restricted to BEd students.

EDUC XXXXU Foundations II + 30 days Field Experience. This course builds on concepts established in Foundations I, exploring more deeply approaches to teaching and learning and how such approaches align with visions of teaching/learning for the 21st century. Although the interconnectedness of planning, instruction, and management of students and class behaviours remain key foci of the course, the emphasis shifts to a deeper analysis of assessment within the Ontario context. The course provides students with opportunities to analyze Ontario curriculum documents, supporting resources, and current research and theory related to instruction, assessment, and classroom practices within the Ontario context. Continued reflective practice is emphasized, as well as increased problem-solving and creative solutions to the complexities of

planning, instruction, assessment, and managing classrooms to optimize student learning. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Foundations I. Note: Restricted to BEd students.

EDUC XXXXU Foundations III + 30 days field experience. This course is a culmination and integration of the foundational skills, aptitudes and abilities required to be an effective teacher in the digital era and builds on previous foundations courses. The overarching theme of the course is "Making Connections" between theoretical concepts and professional practice. The following topics will be taught in an integrated manner: Differentiated learning, teaching in integrated classrooms, team teaching and planning, proactive class management and restorative justice, student engagement, assessment, evaluation, interactions with colleagues, developing skills to work with parents, communication and relationships, conflict resolution, and many other real world teaching skills. Students will use their final field placement as an experiential learning environment within which to unpack and analyze advanced teaching skills. Students will also work closely with their Associate Teacher and the course instructor to self-assess and make changes to their teaching practice. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Foundations II. Note: Restricted to BEd students.

EDUC XXXXU Education Law, Policy and Ethics Education Law, Policy and Ethics introduces teacher candidates to the basic legal issues related to teaching in the publicly-funded school systems in Ontario. Teachers must be aware of their rights and obligations as defined in legislation. They must also understand how education is delivered to pupils in in Ontario and the basic structure supporting that delivery. Teacher Candidates will develop an understanding of their role as a teacher and their responsibilities through the study of Ontario education law, policy, and related legislation including the Constitution Act 1867 and 1982, the Child and Family Services Act, the Education Act, the Ontario College of Teachers Act, and the Teaching Profession Act. 3 cr, 4 lec. Note: Restricted BEd students.

EDUC XXXXU IS Digital Literacies and Information Technology. The purpose of this course is to discuss and review digital and the impact of embedding these technologies in learning environments. A series of modules have been designed to allow learners to increase their comfort and competence with digital technologies within educational settings. The tools and resources available to students will be introduced on a thematic basis, encompassing key areas pertaining to 21st century learning and skills development. This includes, but is not limited to: digital presentations, game-based learning, digital storytelling, website design, adaptive and assistive technologies, and teacher productivity applications. In-class activities will be dedicated to acquiring and practicing essential skills for integrating ICT into the classroom. This includes practical or technical knowledge (e.g. troubleshooting, converting files), understanding the theoretical and pedagogical underpinnings of technology-enhanced learning practices, and how to apply these skills in their classrooms. 3 cr, 4 lec. Note: Restricted to IS Consecutive BEd students.

EDUC XXXXU Equity and Diversity This course aims to demonstrate that diversity within a learning community is a rich resource, and one which requires clear commitment to policies and

practices that ensure equitable opportunities for academic success. We will explore how the intersectionalities of gender, socio-economic status, race, language, faith, culture, sexual orientation and ability position students differently with respect to power and privilege. These diverse positions will result in varying levels of academic achievement. Students will examine Ministry publications and explore culturally responsive teaching strategies for using students' prior linguistic and cultural knowledge, as well as other aspects of their identities to scaffold the learning of new concepts and skills. This course is framed from the standpoint that both theory and 'lived experience' can powerfully inform our pedagogy, and therefore strikes a balance between drawing on theoretical concepts (critical multiculturalism, language acquisition, and aboriginal traditional knowledge) and the 'real life' experiences of students from diverse backgrounds. 3 cr, 4 lec.

EDUC XXXXU Learning in Digital Contexts The purpose of this course is to discuss strategies for integrating digital technologies in the classroom based on current research and practice and to examine the impact of embedding these technologies in learning environments. The course will address practical and technical knowledge, the pedagogical and theoretical practices associated with technology enhanced learning and the intersections of race, gender, ethnicity, class, ability and culture as they relate to the consumption, production and utilization technology. The tools and resources available to students will be introduced on a thematic basis, encompassing key areas pertaining to 21st century learning and skills development. This includes, but is not limited to: digital presentations, game-based learning, digital storytelling, website design, adaptive and assistive technologies, and teacher productivity applications. In-class activities will include group discussion as well as practice acquiring and utilizing essential skills for integrating digital tools into the classroom. 3 cr, 4 lec.

EDUC XXXXU Special Education/Individualized Learning. This course focuses on the theory and practice to address the diverse needs of all students in the classroom, including those students who have special needs. The course provides rationale and understanding into the principles of inclusion and equity for all learners, with emphasis on the role of the teacher in differentiating instruction and applying culturally responsive teaching strategies, and strategies that support diverse family needs. Instructional and assessment strategies most likely to succeed with diverse learners are explored, with an emphasis on assistive technology and other digital technologies that support special needs and diverse learners. The course includes a review of legislation and relevant documents including required procedures such as Individual Education Plans (IEPs) and Identification, Placement and Review Committee processes (IPRC). Students are encouraged to see effective partnerships with parents and other professionals as essential to effective learning and integration. 3 cr, 4 lec. Note: Restricted to BEd students.

EDUC XXXXU Independent Inquiry/Internship A key aspect of learning in the 21st century is that learning is becoming more individualized, and self-directed. The purpose of this course is to enable teacher candidates to work in depth on an area they identify as the one in which they most need to build new or deeper skills and understandings about subject knowledge or professional knowledge. In consultation with faculty, teacher candidates will: a) identify the area

in which they most need to build greater competence; and b) devise a learning plan that includes study components, observation components, and a supervised internship in a field setting. 3 cr, 4 lec. Note: Restricted to IS and PJ BEd students

EDUC XXXXU Long Range Planning/Assessment This fully online course builds on the foundational teaching and learning concepts introduced in the Foundations courses. Beginning with the end in mind, requires that teachers consider what evidence will determine whether or not students have learned new concepts, skills, and values. It also requires teachers to consider the important understandings for learners such as using technology for learning. This course encourages teacher candidates to become familiar with the theory behind assessment in the Ontario context as: assessment for learning, assessment of learning, and assessment as learning. Teacher candidates in this course will design short-term and long-range plans for grades and subjects which demonstrate individualized learning and integrated approaches to teaching key concepts. Major aspects of this course are self-directed; teacher candidates are encouraged to design plans for specific contexts related to career goals. 3 cr, 4 lec. Note: Restricted to IS and PJ Consecutive BEd students.

EDUC XXXXU Curriculum Design and Development: In this course teacher candidates will deepen, extend and apply their knowledge of theories and models of curriculum design and development by designing a grade and subject-specific unit, module, resource and/ or learning object for implementation in diverse educational contexts. Teacher candidates will be expected to demonstrate consolidation of their understandings of appropriate technologies, both traditional and digital, in the design and development of innovative, inclusive curricula, and the judicious assessment of student learning. 3 cr, 4 lec. Note: Restricted to IS and PJ Consecutive BEd students.

EDUC XXXXU Reflective Practice/Action Research In this course, students will explore reflection in the context of professional practice. The course will focus on ways in which reflection informs professional actions and facilitates learning, growth, and development. Students will examine theoretical perspectives and research approaches that inform reflective practice. The theories and perspectives of John Dewey, Donald Shön, John Heron, Kurt Lewin, and relevant others will be examined in the context of reflective practice and research. Research traditions, including action research, collaborative inquiry, and Japanese Lesson Study will be addressed. Topics include: the role of reflection in professional practice and professional development; the relationships among reflection, learning, professional practice, and research; the roles introspection and metacognition play in the process of reflection; the role of reflection in constructivist teaching and learning; reflection in case study research, self-research, and action research. 3 cr, 4 lec.Note: Restricted to IS and PJ Consecutive BEd students.

EDUC XXXXU Mental Health Issues in Schools. This course focuses on the growing concern of mental health issues for students in the education system. Students in the course will learn of the various mental health problems facing children and youth in primary and secondary grades such as depression, anxiety, eating disorders, and self-injurious behaviors. Future teachers will

learn the proper steps of addressing mental health issues within the school context; including the roles and responsibilities of various individuals and agencies, teaching strategies, accommodations, and current intervention strategies that assist students with mental health problems. In addition, this course will review parental mental health issues and the impact on children, learning, and the teaching profession. Canadian practices, legal issues, diagnostic procedures, IEP's, ethical issues, and prevention methods related to the school environment will be underlying concepts throughout the course. A highlighted focus will be addressing the stigma of mental health in schools. The course will be delivered in a module/hybrid style format that allows students to become immersed in the content and address current beliefs and views related to mental health in a safe and reflective manner. 3 cr, 4 lec.

EDUC 3441U Teaching French in Schools. This course is designed for teacher candidates who are aspiring to teach French as a Second Language at a future point in their careers. The course is designed to approach the learning of a second language through an integrated approach for the key skills of listening, speaking, reading, writing and appreciation of French culture. The focus will be on how students acquire second language proficiency in both Core French and French Immersion settings in the Ontario school system. A significant portion of class content will be in French. 3 cr, 4 lec. Prerequisite: Working facility in the French language. A French language proficiency test may be required. Restricted to PJ and IS BED Students.

EDUC 3450U Teaching Kindergarten. This course provides teacher candidates with an overview of teaching and learning at the kindergarten level. The content will include a review of related curriculum documents and supporting resources, as well as a review of current theory, teaching strategies and classroom practices at the kindergarten level. 3 cr, 4 lec. Restricted to PJ or IS BEd students.

EDUC 3452U Teacher as Coach. This course is intended to encourage teacher candidates to become involved in the life of the school outside of the classroom, whether through sports or other leadership opportunities. As a requirement of this elective, teacher candidates must complete a minimum of six hours as a volunteer/coach in one of their field placement schools. During the classroom component, teacher candidates will develop an understanding of the variety of co-curricular activities and the responsibilities associated with coaching/ leadership. To develop a better appreciation of the complexities of organizing student activities, candidates will also have the opportunity to tour and survey the facilities within a secondary school. 3 cr, 4 lec. Restricted to PJ and IS BEd Students.

EDUC XXXXU Outdoor Education Leadership: Backpacking. In this course students will have opportunities to develop critical skills for implementing leadership in the curriculum, the outdoors, and the broader context of education. The course will provide learning opportunities through a project-based approach combined with direct, personal experience on a multi-day, backpacking field trip. The course will enable students to develop resources for incorporating leadership into the areas of their academic, personal, professional and community lives. Students will be required to complete readings, reflections and research tasks; participate in

individual and group learning activities; complete projects; and demonstrate knowledge and understanding of leadership content and issues. Activities will include digital technology-based learning, oral presentations and experiential field studies. 3 cr, 4 lec. Note: A supplemental course fee will apply.

EDUC 3482U Outdoor Education: Winter. In this course students will have opportunities to develop critical skills for implementing outdoor education in the curriculum and the broader context. The course will provide learning opportunities through a project-based approach combined with direct, personal experience on a winter field trip in the outdoors at a residential camp. The course will enable students to develop resources for incorporating the natural world into the areas of their academic, personal, professional and community lives. Students will be required to complete readings, reflections and research tasks, participate in individual and group learning activities and complete projects and demonstrate knowledge and understanding of outdoor education content and issues. Activities will include digital technology-based learning, oral presentations and experiential, field studies. 3cr, 4 lec. Note: A supplemental course fee will apply.

EDUC 3560U Teaching Catholic Religion in Schools. This course, which is compulsory for teacher candidates who want to teach in Ontario Catholic Schools, is designed to enhance the professional knowledge, understanding and skills of those teacher candidates. They will study ways in which curriculum can be designed to reflect the philosophy and values of the Catholic system and examine the relation between educational principles and everyday classroom practices. 3 cr, 4 lec. Restricted to PJ and IS BEd Students

EDUC XXXXU Pedagogy of the Land This course explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storying and decolonizing methodologies guide and inform. Students will learn about historical and contemporary politics of territory and treaty, and how documentary technologies such as maps, treaty documents, and federal legislation frame political concepts and practices of indigeneity, colonization, post-coloniality, and de-colonization. 3 cr, 4 lec.

EDUC XXXU Visual Arts: An Introduction to Indigenous Art This is an introductory course using Visual Arts to develop a personal understanding and appreciation of diverse indigenous cultures through past and present artwork/artifacts. A sampling of art- work/artifacts from indigenous cultures from various parts of the globe will be studied, with a portion of this course considering the artwork/artifacts from various Canadian indigenous cultures. Also, a brief examination of contemporary Canadian indigenous art and artists will be included. As well as applying Critical Analysis, Art History, and art-making elements associated with Visual Arts, an interdisciplinary approach using inquiry based learning will be used to achieve the course goals. A culturally responsive pedagogical approach will affirm the students own cultural heritage and develop an appreciation of indigenous cultures. This course is designed for education students as well as those in other undergraduate programs. 3 cr, 4 lec.

EDUC XXXXU Issues in Education: Teaching in the Ontario Context The course explores current issues in educational practice and policy in the context of their social foundations, in particular in the province of Ontario. The course will also explore how educational models vary between provinces and internationally, and will enlighten students to the opportunities that exist in alternative educational settings (Aboriginal schools, international schools, independent schools). By examining research literature and current data, teacher candidates will analyze contemporary and, at times, controversial topics and their impact on education. While the course will stress Ontario issues, one purpose will be to help the students understand these issues in the context of broader social questions such as economic, political and cultural concerns. 3 cr, 4 lec. Restricted to PJ or IS BEd Students.

EDUC XXXXU Mathematics for Educators. This course is designed to support BEd teacher candidates in developing confidence, skills, and conceptual understanding in mathematics. Students will reconstruct their own current mathematical understanding and explore mathematics from multiple perspectives. The course will have an emphasis on problem solving, mathematical communication, and contextualized explorations (such as with hands-on materials, historical development of ideas, or real-world connections). The focus of the course is on reinforcing, supporting, extending and improving teacher candidates' own conceptual understanding and procedural skills to better prepare them to teach the foundational mathematics set out in the Ontario school curriculum. The course will also assist teacher candidates to build a repertoire of approaches to address problems of student motivation and math anxiety.3 cr, 4 lec. Restricted to PJ and IS BEd Students.

EDUC XXXXU Environmental Education. In this course, students will have opportunities to develop critical skills for implementing environmental education in the Ontario context. The course will employ a project-based approach, enabling participants to develop resources for infusing Environmental Education in academic, professional, and everyday lives. Students are expected to complete readings, reflections and research tasks; participate in individual and group learning activities; and complete projects and demonstrate knowledge, understanding, and application of environmental content and issues. Activities will include digital technology-based learning (blogs, discussion boards), field studies (outdoor/experiential learning), and traditional (Aboriginal) environmental knowledge. 3 cr, 4 lec.

EDUC XXXXU Ontario Curriculum Teachables IS: Biology I. This course is a study of the general principles of lesson design and development to be used in the teaching of biology in the Intermediate and Senior divisions of the Ontario school system. Topics include the content in science and biology courses taught in these divisions, relevant Ontario Ministry of Education curriculum policy and resource documents, teaching philosophies, as well as relevant instruction and assessment strategies and techniques. 3 cr, 4 lec. Restricted to IS BED students

EDUC XXXXU Ontario Curriculum Teachables IS: Biology II. This course will expand upon the foundation provided in the Biology Curriculum Studies I course by continuing the examination of Biology content and teaching methods and materials appropriate for teaching senior level (Grades 11 and 12) Biology and Life Science components of Grades 11 and 12 Science courses. Students will develop print and digital resources including strategies for addressing relevant biology content, scientific inquiry, socio-scientific issues, and assessment and evaluation of student progress. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: Biology I. Restricted to IS BED students

EDUC XXXXU Ontario Curriculum Teachables IS: Chemistry I. This course is a study of the general principles of curriculum design and development. Students will learn about the forces that shape the curriculum and the ways in which teachers seek to address the needs of learners and other educational stakeholders. Particular attention will be given to the curriculum and teaching strategies for general science in the intermediate division and chemistry in the senior divisions. Topics include: analysis of curriculum documents and other Ministry of Education policy, lesson planning and an introduction to assessment and evaluation. 3 cr, 4 lec. Restricted to IS BEd Students

EDUC XXXXU Ontario Curriculum Teachables IS: Chemistry II. This course will expand upon the foundation provided in the Chemistry Curriculum Studies I course by extending the examination of teaching methods and materials that are appropriate for the teaching of chemistry in Grades 11 and 12. Students will explore the development of lessons and units of instruction for particular topics in the Ontario chemistry curriculum and will learn a variety of assessment techniques for use in evaluating student progress and for curriculum development. Lab safety, lab -based teaching and the use of technology in teaching lab skills will be foci of the course. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: Chemistry I. restricted to IS BED Students

EDUC XXXXU Ontario Curriculum Teachables IS: English I. This course introduces teacher candidates to the theory and practice of teaching English/Language Arts (ELA) in the Intermediate/Senior divisions, with a focus on teaching reading, writing, speaking, listening, viewing and representing in the digital age. The curriculum content includes a review of related curriculum documents and supporting resources as well as a review of current subject-related theory, teaching strategies, and classroom practices. The course uses a critical digital literacies approach and consists of a detailed study of English/Language Arts curriculum guidelines and requirements (7-12), Adolescent development related to the development of digital literacies, Development of programs for student diversity, Print and non-print material related to traditional and digital literacies (7-12), A review of the role of digital technologies and media in the English/Language Arts classroom, and a review of a range of teaching strategies and assessment tools related to the English/Language Arts classroom (7-12). 3 cr, 4 lec. Restricted to IS Bed Students

EDUC XXXXU Ontario Curriculum Teachables IS: English II. This course continues to introduce teacher candidates to the theory and practice of teaching English/Language Arts (ELA) in the Intermediate/Senior divisions, with a focus on teaching reading, writing, speaking, listening, viewing and representing in the digital age. The curriculum content includes a review of related curriculum documents and supporting resources as well as a review of current subject-related theory, teaching strategies, and classroom practices. The course continues to use the critical digital literacies approach from semester one. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: English I. Restricted to IS Bed Students

EDUC XXXXU Ontario Curriculum Teachables IS: General Science I. This course is intended to provide teacher candidates with experience in becoming teachers of science and technology in the *Intermediate* (Grades 7, 8, 9 & 10) and *Senior* (Grades 11 & 12) *Divisions* in Ontario schools. In this course, teacher candidates will examine the curriculum and teaching methods in General Science. The emphasis in the course will be on determining the contexts in which learning will occur and then developing expertise in devising appropriate environments to support student learning. The Ontario Curriculum documents for the Intermediate and Senior divisions will be used as guidelines to the strands, topics and concepts that will be covered. The learning and understanding of the processes of science (inquiry) and technology (design) will be integrated into the teaching practices which will be studied. 3 cr, 4 lec. Restricted to IS BEd students.

EDUC XXXXU Ontario Curriculum Teachables IS: General Science II. This course is intended to continue to provide teacher candidates with experience in becoming teachers of science and technology in the *Intermediate* (Grades 7, 8, 9 & 10) and *Senior* (Grades 11 & 12) *Divisions* in Ontario schools. In this course, teacher candidates will continue to examine the curriculum and teaching methods in General Science. The emphasis in the course will be on determining the contexts in which learning will occur and then developing expertise in devising appropriate environments to support student learning. The Ontario Curriculum documents for the Intermediate and Senior divisions will be used as guidelines to the strands, topics and concepts that will be covered. The learning and understanding of the processes of science (inquiry) and technology (design) will continue to be integrated into the teaching practices which will be studied. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: General Science I. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Health and Physical Education I. This course will explore health and physical education content, philosophies and teaching methodologies from Grade 7 to 12 in the Ontario context. Students will be shown how to infuse multimedia technologies into the delivery of the curriculum. They will be encouraged to explore Physical Education and Health topics by taking part in projects, presentations and practical labs. Many of the health topics in the Ontario Health Curriculum such as the compulsory CPR unit will be presented and discussed. In addition, many of the current issues that are related to health and wellness will be studied in the course. The physical education portion of the course includes activity sessions in dance, outdoor recreation; leisure time sports activities and many individual and team sports. This course will include methods of assessment and evaluation of students and

programs, curriculum development and the practice of maintaining a balanced program of curricular, interschool and intramural activities. 3 cr, 4 lec. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Health and Physical Education II. This course will continue to explore health and physical education content, philosophies and teaching methodologies focusing on Grades 11 to 12. Students will continue to be shown how to infuse multimedia technologies into the delivery of the curriculum. They will be encouraged to explore Physical Education and Health topics by taking part in projects, presentations and practical labs. Many of the current issues that are related to health and wellness will be studied in the course, including personal wellness, mental, physical, social and emotional health. Students will continue to be encouraged to explore physical and health literacy. The physical education portion of the course includes activity sessions in dance, outdoor recreation; leisure time sports activities and many individual and team sports. This course will continue to include methods of assessment and evaluation of students and programs, curriculum development and the practice of maintaining a balanced program of curricular, interschool and intramural activities. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: Health and Physical Education I. Restricted to IS BEd students.

EDUC XXXXU Ontario Curriculum Teachables IS: History I. This course familiarizes students with the content, theories, and practices that are currently advocated by the Ontario Ministry of Education for the teaching of history in intermediate and secondary schools. Students will explore assessment, active learning, curriculum planning and problem based learning. Emphasis will also be placed on student learning styles and accommodating diversity within the classroom. They will engage deeply with the mandated curriculum through exploration of the documents in class and through the creation of lesson plans. Students will explore the above topics while engaging in various digital and online technologies both in the classroom and as a means of assessment. Throughout the course students will develop the interpersonal and professional skills necessary to succeed in an educational setting. 3 cr, 4 lec. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: History II. This course continues the work begun in History I, by familiarizing students with more of the content, theories, and practices that are currently advocated by the Ontario Ministry of Education for the teaching of history in intermediate and secondary schools. Students will further explore assessment and the Growing Success document. They will continue to develop their understanding of the mandated curriculum through the creation of a detailed unit plan. Students will explore Aboriginal issues in education, as well as continue to discuss how to accommodate diversity within the classroom. Students will examine in detail, the use of reflection as part of effective pedagogy. Students will explore the above topics while engaging in various digital and online technologies both in the classroom and as a means of assessment. Throughout the course students will continue to develop the interpersonal and professional skills necessary to succeed in an educational setting. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: History I. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Mathematics I. This course offers prospective teachers an introduction to key issues in mathematics teaching and learning at the intermediate and senior divisions. Emphasizing the "unpacked" mathematical knowledge required for teaching, course participants will explore both theoretical and pragmatic aspects of teaching and learning, including topics such as: constructivist-based teaching approaches; uses of technology for enriched learning; communication, assessment and evaluation; multiple representations and the interconnectedness of curricular expectations; how aesthetic and affective experiences can be used to benefit learning and to teach for equity, diversity, and academic success. Participants will explore, analyse and develop concrete examples of learning activities with special attention toward using technology, and an emphasis on mathematical reasoning of and for diverse learners. Through readings, activities and discussions, participants will develop knowledge of relevant Ontario Ministry of Education guidelines, policies and documents for creating positive learning environments, while also exploring their personal values and beliefs about mathematics education. 3cr, 4 lec. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Mathematics II. This course will expand upon the foundation provided in Mathematics Curriculum Studies I by extending the critical examination of teaching methods, materials, and assessments that are appropriate for the teaching and learning of mathematics in the intermediate and senior divisions. Course participants will explore, develop, and critique activities, lessons, and units of instruction for specific subject matter in the Ontario curriculum. A focus of this course will be on the critique and development of a variety of assessment techniques for use in evaluating learning of diverse student populations. Course participants will explore, debate, discuss, analyse, and reflect on a variety of traditional and innovative instructional and assessment approaches, with special attention toward the use of technology for interdisciplinary learning. Students will also be required to show proficiency in the subject matter they will teach, as per the course co-requisites. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: Mathematics I. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Physics I. This course is a study of the general principles of curriculum design and development. Students will learn about the forces that shape the curriculum and the ways in which teachers seek to address the needs of learners. Particular attention will be given to the curriculum and teaching strategies for general science at the intermediate division and physics in the senior divisions. Topics include: Ministry of Education policy, lesson planning and an introduction to assessment and evaluation. 3 cr, 4 lec. Restricted to IS BEd Students.

EDUC XXXXU Ontario Curriculum Teachables IS: Physics II. This course will expand upon the foundation provided in the Physics Curriculum Studies I course by extending the examination of teaching methods and materials that are appropriate for the teaching of physics in Grades 11 and 12. Students will explore the development of lessons and units of instruction for particular topics in the Ontario physics curriculum and will learn a variety of assessment techniques for use in evaluating student progress and for curriculum development. Lab safety, lab -based teaching

and the use of technology in teaching lab skills will be foci of the course. 3 cr, 4 lec. Prerequisite: EDUC XXXXU Ontario Curriculum Teachables IS: Physics I. Restricted to IS BEd Students.

2.4. Program Content

Please see the following pages for the course outlines.

NEW COURSE

Faculty: Education		
Course title: PJ Digital Literacies I		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course supports teacher candidates to understand multiple literacies both as producers and consumers. In addition, teacher candidates become more familiar with aspects of the Ontario Curriculum: Language, including the expectation organizers: listening, speaking, writing, reading, media, and drama. This course examines how technology enables JK to grade 6 language learners to participate in formal and informal learning settings. Through this course teacher candidates also study how they, as learners, and the learners they teach can become self-directed, autonomous, co-creators of communications. This course employs a critical theory approach to examine children's literature for social justice and other forms of inclusive curriculum.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ BEd students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

1. Conduct self-directed inquiry to gain an understanding of learners, learning, and the content of the curriculum in literacies and language, JK-6.

2. Begin to develop differentiated instructional practice that supports an inclusive, enabling classroom environment for all language learners.

3. Engage in modes of professional practice such as: reflection, metacognition, and communities of practice.

4. Begin to understand how to negotiate deep diversity to support learners.

5. Support learning by integrating digital technologies and tools throughout the course curriculum and the Ontario Curriculum: Language (1-8).

DELIVERY MODE

(check all that may apply)	**face-to-face**	**X hybrid**	**□ online**

TEACHING AND ASSESSMENT METHODS

Teaching: The majority of classes will focus on group investigations and collaborations; media construction; and communities of practice discussions surrounding learner development of multiple literacies in the 21st century.

Assessment: Teacher candidates will be engaged in critical, reflective practice enriching their understanding of language acquisition and the teacher's role in building supportive language-rich environments. Assessments strategies may include, but are not limited to media production, such as digital stories and book talks, and lesson design.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

TEMPLATE 8-A

NEW COURSE

Faculty: Education		
Course title: PJ Digital Literacies/Social Studies II		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Teacher candidates will apply their learning from P/J Digital Literacies I into practice in realistic contexts during this course. The overall approach to this course continues to examine how technology enables JK to grade 6 learners to participate in formal and informal learning settings. Through micro-teaching experiences, teacher candidates will have opportunities to apply their knowledge and teaching strategies. Teacher candidates will continue to utilize the Ontario Curriculum: Language with an emphasis on curriculum planning, particularly through integrating subjects, such as Language Arts and Social Studies.

Through an inquiry process, teacher candidates will explore citizenship, spatial literacy, and critical thinking across current and historical contexts. Teacher candidates will become familiar with the Ontario Curriculum: Social Studies, including the strands of Heritage and Identity, and People and Environments. Related digital resources will provide gateways into communicating ideas and exploring significant events and issues in our diverse communities. This course has a focus on creating inclusive classroom environments through considerations of differentiated learning and experience, as well as attention to equity and social justice.

Prerequisites	**PJ Digital Literacies I**
Co-requisites	
Credit restrictions	**Restricted to PJ BEd students**
Credit exemptions	
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

1. Conduct self-directed inquiry to gain an understanding of learners, learning, and the content and design of the curriculum in literacy, language, and social studies, JK-6.

2. Continue to develop differentiated instructional practice that supports an inclusive, enabling classroom environment for learners.

3. Engage in modes of professional practice: reflection, metacognition, and communities of practice.

4. Understand how to negotiate deep diversity to support all learners.

5. Support learning by integrating digital technologies and tools throughout curricula.

6. Develop plans for classroom instruction that integrates literacies and social studies in the Ontario context.

DELIVERY MODE

(check all that may apply)	**face-to-face**	**X hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching: The majority of classes will consist of group collaborations, digital technology exploration, and communities of practice participation through an inquiry process approach. Mirroring P/J classroom learning, teaching opportunities focus on learner development of multiple literacies in the 21st century.

Assessment: Teacher candidates will be engaged in critical, reflective practice enriching their understanding of language acquisition and the teacher's role in building supportive language-rich environments. Assessment strategies may include, but are not limited to, micro teaching opportunities and curriculum designing.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

TEMPLATE 8-A

NEW COURSE

Faculty: Faculty of Education		
Course title: Learning and Development		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course provides teacher candidates the opportunity to explore key theories and issues in human development and learning specific to primary and junior teaching. Teacher Candidates will be introduced to the major psychological theories and latest research related to human development, in the areas of physical, cognitive, social, emotional, and personality development, as well learning methods and styles. This knowledge is then applied to the classroom setting in order for teacher candidates to understand and guide student behavior, learning, and achievement. An objective of this course is promoting healthy development in all areas of life such as academic, personal, and social.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to BEd Students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Describe major theoretical concepts in human development and learning theory within an ecological framework.
2. Understand and apply in practice the concept of 'teaching the whole child'.
3. Recognize various stages of human development and learning based on age and grade level.
4. Extend applications of these concepts to teaching practice (e.g.; lesson planning, developing concepts relating to teaching subject, instructional strategies, promoting learning and healthy development).
5. Develop a personal perspective on teaching methods based on the theories discussed and evaluated in class.
6. Understand how human development research influences educational practice.
7. Confidently follow the standards of practice for the teaching profession.
8. Think creatively, critically and practically.

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**hybrid**	**online**

TEACHING AND ASSESSMENT METHODS

On the successful completion of the course, students will be able to:

- Describe major theoretical concepts in human development and learning theory within an ecological framework.
- Demonstrate an understanding of the pre-adolescent learner with respect to developmental change, learning differences, and socio-cultural diversity.
- Understand and apply in practice the concept of 'educating the whole child'.
- Extend applications of these concepts to teaching practice (e.g.; lesson planning, instructional strategies, student profiles, IEP, assessment).
- Understand how human development research influences educational practice.
- Demonstrate a thorough knowledge of the policies and guidelines of the Ministry of Education as they apply to teaching in the Intermediate/Senior divisions.
- Demonstrate an awareness of the supporting materials for the Ontario curricula, including Profiles, Exemplars, and resources for "at risk" students.
- Demonstrate the ability to critique curriculum resources and materials in light of research in the areas of development and learning.
- Demonstrate an awareness of the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers.

Demonstrate an ability to manage various current technologies.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: PJ Science-Technology and Mathematics I		
Course number: EDUC XXXXU	**Cross-listings:**	**_X_ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial ___ Other	

CALENDAR DESCRIPTION

Provides prospective elementary teachers with an opportunity to explore key issues in math, science, and technology teaching and learning. Emphasizing the interconnected relationships between math, science, and technology, this course will explore major themes such as: how technology and concrete materials can be used to develop and foster interdisciplinary learning environments; how mathematical, scientific, and technological literacies can be connected amongst themselves and other subjects in the Ontario curriculum via interdisciplinary activities; how aesthetic and affective experiences can be used to enrich learning and to teach for equity, diversity, collaboration, and community. Course participants will explore concrete examples of inquiry-style learning with an emphasis on scientific and mathematical reasoning. Through readings, classroom activities, and discussions, students will develop knowledge and skills in math and science, while exploring their personal values and beliefs about education in these disciplines, with an eye toward creating positive learning environments for their future students.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ Bed Students**
Credit exemptions	
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

(i)	Critically reflect on the nature of mathematics and science, and how to engage learners in these areas with the use of technology and concrete materials
(ii)	Examine in depth the Ontario curriculum, drawing connections amongst science, technology and mathematics, with a focus on student development and assessment
(iii)	Develop, extend and strengthen knowledge of fundamental concepts in elementary mathematics and science, and develop "unpacked" mathematical and scientific knowledge for teaching (with attention toward interpreting and responding to student thinking and common errors, multiple representations and problem-solving approaches, making connections with and across the grain of the curriculum)
(iv)	Begin to develop a foundation for teaching elementary science, technology, and mathematics through inquiry, play, exploration, and active engagement to meet the needs of diverse learners
(v)	Use knowledge of how children learn mathematics and science to plan and critique appropriate tasks and resources for a positive learning experience, with an emphasis on using technology
(vi)	Develop skills in creating classrooms which promote and celebrate mathematical and

	scientific reasoning, understanding, and diversity through, e.g., creating problem/project-based learning tasks, investigating ways to develop community-based pedagogies, exploring various tools which support mathematics, science, and technology learning, and re-conceptualizing the role of the teacher in supporting student success in math, science and technology.

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Diverse teaching methods will take an activity-based approach to teaching and learning in math, science, and technology, and may include (but is not limited to):

- small and large group discussion and debate on readings and key issues
- exploration and critique of different pedagogies
- inquiry-style and problem-based activities
- online learning modules
- curriculum analysis and resource exploration

A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed, such as:

- Designing and critiquing lesson resources and assessment strategies
- Role playing
- Video analysis
- Critical reflections with a focus on oral and written communication
- In class participation and professionalism
- rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE TEMPLATE

TEMPLATE 8-A

Faculty: Education		
Course title: PJ Science-Technology and Mathematics II		
Course number: EDUC XXXXU	**Cross-listings:**	**_X_ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36__ Lecture _____ Lab _____ Tutorial ___ Other	

CALENDAR DESCRIPTION

Designed as a follow up to PJ Science/Technology and Mathematics I, this course addresses, builds on, and extends the major themes introduced in the Fall. This course will provide prospective elementary teachers with a more in-depth look at the intricate connections between science, technology, and mathematics thinking and learning, and how these connections can be used to design and develop interdisciplinary classroom activities that meet the needs of diverse learning communities. A focus of this course will be on the design, development, and critique of assessment methods for, of, and as learning in an inquiry-based classroom environment. Course participants will explore, debate, discuss, analyse, and reflect on a variety of traditional and innovative instructional and assessment approaches, with special attention toward the use of technology for interdisciplinary learning. Students will also be required to show proficiency in the subject matter they will teach, as per the course co-requisites.

Prerequisites	**PJ Science/Technology and Mathematics I**
Co-requisites	
Credit restrictions	**Restricted to PJ Bed Students**
Credit exemptions	
Grading scheme	**X letter grade ☐ pass/fail**

LEARNING OUTCOMES

(vii)	Deepen understanding of the nature of mathematics and science, and how to engage and assess learners in these areas with the use of technology and concrete materials
(viii)	Examine in depth the Ontario curriculum, drawing connections amongst science, technology and mathematics, with a focus on student development and assessment
(ix)	Continue to extend and strengthen knowledge of fundamental concepts in elementary mathematics and science, and "unpacked" mathematical and scientific knowledge for teaching (with attention toward lesson design and implementation, assessment techniques, and differentiated instruction)
(x)	Enhance the foundations for teaching and assessing elementary science, technology, and mathematics through inquiry, play, exploration, and active engagement for diverse learners
(xi)	Use knowledge of how children learn mathematics and science to plan and critique appropriate tasks and resources for meaningful learning experiences and equitable assessment for diverse learners
(xii)	Extend skills in creating classrooms which promote and celebrate mathematical and scientific reasoning, understanding, and diversity through, e.g., creating problem/project-based learning tasks and assessments, exploring various tools which support mathematics,

science, and technology learning and assessment, and extending understanding of the role of the teacher in supporting student success in math, science and technology.

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Diverse teaching methods will take an activity-based approach to teaching and learning in math, science, and technology, and may include (but is not limited to):

- small and large group discussion and debate on readings and key issues
- exploration and critique of different pedagogies
- inquiry-style and problem-based activities
- online learning modules
- curriculum analysis and resource exploration

A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed, such as:

- Designing and critiquing lesson resources and assessment strategies
- Role playing
- Video analysis
- Critical reflections with a focus on oral and written communication
- in class professionalism and participation
- rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

Faculty: Education		
Course title: PJ Arts/Health and Physical Education		
Course number: EDUC XXXXU	**Cross-listings:**	**_X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course has two streams, 1. the Arts, and 2. Health and Physical Education.

Stream 1: The Arts: This stream is a brief introduction to the four Elementary Education Level disciplines of The Arts; Dance, Drama, Music, and Visual Arts. The common background material to these disciplines, emphasizing The Creative Process and Critical Analysis, will be conducted through the discipline of Visual Arts. A restricted coverage of some of the theoretical and practical classroom aspects as well as the fundamental concepts for each of four disciplines will be conducted in the limited remaining time for this course.

Stream 2: Health and Physical Education: This stream provides teacher candidates with an overview of teaching Fundamental Movement Skills, Active Living and Healthy Living, the three strands in the Health and Physical Education curriculum. The curriculum content will involve activities and strategies for promoting healthy active living, as well as health-related content. Students will focus on the development of physical literacy and health literacy.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ Bed Students**
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

Stream 1: Arts:
Demonstrate a clear understanding of the creative and critical analysis elements on the Ontario curriculum
Develop skills in assessment and evaluation of arts-based curriculum.
Explain how the arts can be infused across the curriculum in all PJ subject areas.
Develop skills and strategies for teaching each of the 4 areas: Drama, Dance, Music and Visual Arts
Describe their personal teaching approach to the arts and how it will be articulated to parents and students.

Stream 2: HPE
1. Demonstrate a general knowledge of Ministry of Education documents related to teaching health and physical education in the primary and junior divisions.

2. Use the supporting materials created for the Ontario curricula (e.g., units, websites, profiles, exemplars) to develop teaching materials
3. Apply the principles of OPHEA safety guidelines to lesson planning
4. Use effective teaching methodologies appropriately based on the physical abilities of the learner
5. Demonstrate sensitivity and ethical principles in teaching health education
6. Develop approaches to implement Daily Physical Activity across the curriculum
7. Demonstrate an understanding of the importance of diversity and equity to lesson design
8. Connect curriculum expectations to curriculum resources and utilize available curriculum resources and technologies that enhance the learning environment for health and physical education
9. Discuss and evaluate different teaching practices that serve to establish safe and supportive environments
10. Develop and demonstrate appropriate communication skills necessary for a physical education setting
11. Demonstrate a commitment to personal fitness and the importance of being a role model for physical activity in the school community.
12. Apply principles of good assessment and evaluation to the course curriculum.

DELIVERY MODE

(check all that may apply) x face-to-face ☐ hybrid ☐ online

TEACHING AND ASSESSMENT METHODS

Teaching: The majority of classes will consist of small group activities, discussions, and presentation to illustrate theory. If time permits, some practice in the arts will be undertaken.

Assessment: Students will be assessed using hands-on assessment strategies that might include, but are not limited to; presentations and digital technologies, leading activities and games, and producing digitally based health games and teaching strategies.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Foundations I		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course provides teacher candidates with an overview of approaches to teaching and learning, with an emphasis on the interconnected nature of planning, instruction, assessment, and managing student behaviours within a classroom. The course will include an examination of Ontario curriculum documents, supporting resources, as well as a review of current research and theory related to instruction and classroom practices within the Ontario context. The emphasis will be on classroom methods and approaches that have broad applicability across curriculum areas and across a wide range of behavourial, emotional, and academic issues.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to B.Ed. Students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- Demonstrate a general knowledge of Ministry of Education documents related to teaching.
- Apply Ontario curricular goals to appropriate pedagogical contexts
- Demonstrate an understanding of the interconnectedness of planning, instruction, and assessment to create meaningful learning experiences for pupils
- Demonstrate an understanding of various theories of learning/teaching
- Demonstrate an understanding of the role of technology in the learning process
- Implement a variety of student-centred teaching methods into lesson and unit planning (including but not limited to experiential learning, differentiated instruction, inquiry based)
- Engage in self-reflective analysis on their own conceptions of teaching and learning
- Participate in collaborative, safe, and supportive learning communities
- Recognize and identify the diverse and individual needs of students within the Ontario context
- Communicate with students, colleagues, parents, and other community members in a respectful and professional manner Demonstrate understanding and respect for the context of teaching in Ontario schools that includes diversity, equity, sexual orientation, safe and accepting schools and the creation of a positive school climate.
- Identify proactive and preventive measures in developing and maintaining respectful classroom norms
- Explore and (re)develop a vision to guide teaching and learning informed by research and reflective practice
- Demonstrate openness to new and diverse perspectives of teaching and learning

- Apply theories of classroom management and student learning to the analysis of behaviour and the design of positive learning environments
- Articulate the connection between classroom routines and managing classroom behaviour
- Locate and use relevant information resources in analyzing cases and proposing
- solutions

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching – The course incorporates a variety of instructional strategies using a variety of groupings (individual, pair, small group, large group) and formats (problem solving, case study, discussion) to model the application of theory to practice, as well as initiatives put forth by the Ontario Ministry of Education.

Assessment – The course incorporates a variety of performance tasks to model diverse assessment purposes and strategies. This models principles of sound assessment as described by the research literature and by the Ontario curriculum documents.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Foundations II		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course builds on concepts established in Foundations I, exploring more deeply approaches to teaching and learning and how such approaches align with visions of teaching/learning for the 21st century. Although the interconnectedness of planning, instruction, and management of students and class behaviours remain key foci of the course, the emphasis shifts to a deeper analysis of assessment within the Ontario context. The course provides students with opportunities to analyze Ontario curriculum documents, supporting resources, and current research and theory related to instruction, assessment, and classroom practices within the Ontario context. Continued reflective practice is emphasized, as well as increased problem-solving and creative solutions to the complexities of planning, instruction, assessment, and managing classrooms to optimize student learning

Prerequisites	**Foundations I**
Co-requisites	
Credit restrictions	**Restricted to BEd. Students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- Demonstrate an understanding of the design, format, and rationale for curricula and polices within the Ontario context
- Recognize how the various components of the Ontario curricula fit together within the broader curricular goals of learning
- Integrate Ontario curricula and policies with models of planning, instruction, and assessment appropriate to learners' needs
- Interconnect planning, instruction, and assessment to create meaningful learning experiences for pupils
- Develop instructional practice that supports student learning by integrating appropriate technologies and tools across subject areas
- Make pedagogical and classroom management decisions to support learners' needs based on the interplay of theory and practice
- Integrate theories of learning/teaching/classroom management into instructional practice
- Plan learning experiences that foster learners' creativity, innovation, critical thinking, problem solving, and collaboration
- Engage in self-reflective analysis on their own practice
- Integrate proactive and preventive measures in developing and maintaining respectful

classroom norms
- Participate in collaborative, safe, and supportive learning communities
- Address classroom behaviours in an appropriate manner
- Identify strategies to communicate clearly, effectively, and professionally with students, colleagues, parents, and other community members, using a variety of media appropriate for the context
- Align vision of teaching and learning with professional practice.
- Appreciate the role of continuous reflective practice to foster professional growth
- Model respect for diverse spiritual and cultural values, social justice, confidentiality, freedom, democracy, and the environment
- Embody fairness, openness, and honesty in professional conduct and practice
- Commit to enhancing student learning through professional collaboration and learning
- Demonstrate self-awareness to ontological influences when working with students, colleagues, parents, and other community members
- Promote and participate in collaborative, safe, and supportive learning communities
- Identify strategies to differentiate instruction to address diverse student needs
- Innovate, create, problem solve

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching – The course continues to incorporate a variety of instructional strategies using a variety of groupings (individual, pair, small group, large group) and formats (problem solving, case study, discussion) to model the application of theory to practice, as well as initiatives put forth by the Ontario Ministry of Education.

Assessment – The course incorporates a variety of performance tasks to model diverse assessment purposes and strategies. This models principles of sound assessment as described by the research literature and by the Ontario curriculum documents.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE TEMPLATE

Faculty: Education		
Course title: Foundations of Teaching III		
Course number: EDUC XXXXU	**Cross-listings:**	**x Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course is a culmination and integration of the foundational skills, aptitudes and abilities required to be an effective teacher in the digital era and builds on previous foundations courses. The overarching theme of the course is "Making Connections" between theoretical concepts and professional practice. The following topics will be taught in an integrated manner:
– Differentiated learning, teaching in integrated classrooms, team teaching and planning, proactive class management and restorative justice, student engagement, assessment, evaluation, interactions with colleagues, developing skills to work with parents, communication and relationships, conflict resolution, and many other real world teaching skills.
Students will use their final field placement as an experiential learning environment within which to unpack and analyze advanced teaching skills. Students will also work closely with their Associate Teacher and the course instructor to self-assess and make changes to their teaching practice.

Prerequisites	**Foundations I and II**
Co-requisites	
Credit restrictions	**Restricted to PJ and IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will:

Describe the interactive web of good planning, student engagement and proactive classroom management.

Make connections between the Ontario curriculum documents and opportunities for differentiated teaching and learning.

Develop a stronger sense of self as learner and teacher

Demonstrate skills in a wide variety of assessment strategies that support student success

Describe and implement practical tools for effective communication with colleagues, parents and stakeholders in the school community

Explore the role of extracurricular involvement in developing relationships with students and good classroom management

Describe and implement practical tools for resolving conflicts and real world classroom management scenarios

Use digital technology effectively to engage students and assess multi-modal ways of knowing

Demonstrate the curiosity and aptitude of a life-long digital learner

DELIVERY MODE

(check all that may apply)	**x face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

1. Analysis of a student artifact for portfolio.
2. Field Experience journal or binder.
3. Professional assessment by Associate Teacher.
4. Participation, Engagement and Professionalism.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Education Law, Policy, and Ethics		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Education Law, Policy and Ethics introduces teacher candidates to the basic legal issues related to teaching in the publicly-funded school systems in Ontario. Teachers must be aware of their rights and obligations as defined in legislation. They must also understand how education is delivered to pupils in in Ontario and the basic structure supporting that delivery. Teacher Candidates will develop an understanding of their role as a teacher and their responsibilities through the study of Ontario education law, policy, and related legislation including the Constitution Act 1867 and 1982, the Child and Family Services Act, the Education Act, the Ontario College of Teachers Act, and the Teaching Profession Act.

LEARNING OUTCOMES

On the successful completion of the course, Teacher Candidates will be able to and have demonstrated that they:

- recognize the sources of Canadian rights and freedoms and their relationship to teaching;
- understand the legislative framework governing education in Ontario;
- can understand, analyze, and judge the merits of the main laws that are pertinent to classroom teachers;
- demonstrates an understanding of and apply legal principles and ethical standards related to teaching.

TEACHING AND ASSESSMENT METHODS

This is a one semester three credit course. The course will consist of two two-hour classes per week utilizing classroom presentations, guest lecturers, case study, course readings, discussion groups and online discussion groups. Assessment will be through assignments and class presentations.

DELIVERY MODE

(check all that may apply) X face-to-face ☐ hybrid ☐ online

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to BEd Students**
Credit exemptions	
Grading scheme	**X letter grade ☐ pass/fail**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Equity and Diversity		
Course number: EDUC XXXXU	**Cross-listings:**	**_X___ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** ___36__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course aims to demonstrate that diversity within a learning community is a rich resource, and one which requires clear commitment to policies and practices that ensure equitable opportunities for academic success. We will explore how the intersectionalities of gender, socio-economic status, race, language, faith, culture, sexual orientation and ability position students differently with respect to power and privilege. These diverse positions will result in varying levels of academic achievement. Students will examine Ministry Publications and explore culturally responsive teaching strategies for using students' prior linguistic and cultural knowledge, as well as other aspects of their identities to scaffold the learning of new concepts and skills. This course is framed from the standpoint that both theory and 'lived experience' can powerfully inform our pedagogy, and therefore strikes a balance between drawing on theoretical concepts (critical multiculturalism, language acquisition, and aboriginal traditional knowledge) and the 'real life' experiences of students from diverse backgrounds.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Explain the developmental theories that account for the establishment of group memberships and boundaries
- Articulate the ways in which *Critical Multiculturalism* differs from "Tolerance" and "The Golden Rule"
- Be able to make connections between theory and lived experience with respect to minority culture, language and race
- Be familiar with Ministry of Education curriculum and policy documents that address diversity and provide recommended classroom practice
- Understand the cognitive and social benefits of bilingualism and biculturalism for students, and the economic and civic engagement benefits at the Provincial and National level.
- Be familiar with a variety of instructional strategies to address learning, cultural, faith, language and other differences in a safe and collaborative environment as outlined in the Standards of Practice for the Teaching Profession
- Understand how technology can be a resource to both teachers and students for facilitating and enhancing successful participation in diverse classrooms

- Understand that individual and group differences are addressed most effectively when students, teachers and families demonstrate respect, integrity and trust
- Understand the concepts of equity, power and privilege and their relationship to one's experience of learning

DELIVERY MODE

(check all that may apply)	**face-to-face**	**hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Teaching:

Students are required to show initiative in generating and participating in discussions related to the readings and course content. They must demonstrate a willingness to critically examine their own experiences and assumptions in relation to being part of diverse settings, and a willingness to reflect upon how their own assumptions about acculturation, immigration, and Canadian identity might shape their pedagogy. Students will participate in discourse through Blackboard postings in response to specific questions. Most classes will consist of a presentation by the professor followed by student led-roundtable sessions in small groups. Resources (including films, books, articles, web sites and assignment exemplars) will be posted periodically online to help students achieve the learning outcomes. Students are invited and encouraged to share their own suggestions with respect to resources related to this topic.

Assessment:

Content Curation (using a site such as ScoopIt, Pinterest, Evernote or Educlipper)	20%
Asynchronous Discussion Board postings (Reading Reports)	30%
Seminar Presentation	30%
Professionalism	20%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	**September 2013**
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Learning in Digital Contexts		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

The purpose of this course is to discuss strategies for integrating digital technologies in the classroom based on current research and practice and to examine the impact of embedding these technologies in learning environments. The course will address practical and technical knowledge, the pedagogical and theoretical practices associated with technology enhanced learning and the intersections of race, gender, ethnicity, class, ability and culture as they relate to the consumption, production and utilization technology. The tools and resources available to students will be introduced on a thematic basis, encompassing key areas pertaining to 21st century learning and skills development. This includes, but is not limited to: digital presentations, game-based learning, digital storytelling, website design, adaptive and assistive technologies, and teacher productivity applications. In-class activities will include group discussion as well as practice acquiring and utilizing essential skills for integrating digital tools into the classroom.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

Students will:

Demonstrate skills using a variety of digital learning tools
Create websites related to 21C learning and multi-disciplinary curriculum connections
Design lessons that involve digital games in a variety of curricular areas
Describe how to use assessment and evaluation in digital contexts
Discuss and evaluate theories of learning in digital contexts and understand how these apply to 21C learning
Demonstrate connections between theoretical and practical knowledge in digital contexts
Explain how multi-modal ways of knowing can be used to develop lessons for a variety of digital learners
Articulate how intersections of race, gender, ethnicity, class, ability and culture impact the digital learning environment
Model collaborative knowledge construction by engaging in the learning environment in f2f and online environments
Demonstrate problem-solving skills related to the use of digital resources and the theoretical issues surrounding something

DELIVERY MODE

(check all that may apply)	**face-to-face**	**□ hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Digital presentation/culminating activity– 30%

Seminar Leading discussion – 10%

Game-based learning analysis – 25%

Website design – 15%

Participation – In class and discussion groups – 20%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Special Education/Individualized Learning		
Course number: EDUC XXXXU	**Cross-listings:**	**_x__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __x___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course focuses on the theory and practice to address the diverse needs of all students in the classroom, including those students who have special needs. The course provides rationale and understanding into the principles of inclusion and equity for all learners, with emphasis on the role of the teacher in differentiating instruction and applying culturally responsive teaching strategies, and strategies that support diverse family needs. Instructional and assessment strategies most likely to succeed with diverse learners are explored, with an emphasis on assistive technology and other digital technologies that support special needs and diverse learners.
The course includes a review of legislation and relevant documents including required procedures such as Individual Education Plans (IEPs) and Identification, Placement and Review Committee processes (IPRC). Students are encouraged to see effective partnerships with parents and other professionals as essential to effective learning and integration.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to B.Ed. students only**
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

At the end of this course, students will:

- understand key theoretical and foundational principles such as the Universal Design for Learning, UDL, individualized instruction and differentiated learning

- understand the principles of inclusion and equity and consider the implications for the regular classroom of students with complex teaching and learning needs in terms of their diverse experiences and perspectives, such as learning abilities and disabilities, socioeconomic status, sexual orientation, ethnocultural and religious diversities, immigrant and refugee issues

- demonstrate knowledge of accommodations and modifications that are appropriate for individualized learning including the use of technology for assistance, replacement or augmentation

- - be familiar with both in-school and school board personnel that support students with specific learning needs and community agencies and support groups and the process of in-school team meetings and IPRC processes as outlined in Ministry legislation and policy documents

- develop an understanding of the needs of English Language Learners, ELLs, in the regular classroom: the theory behind second language acquisition, the benefits of multilingualism, the stages of English acquisition and the acculturation process

- develop knowledge and understanding of First Nations, Metis and Inuit traditions, cultures and perspectives as they pertain to specific learning needs of students in the regular classroom

- develop understanding of the needs of students from diverse family structures, ie. foster care, crown wards, adoption, blended families and same-sex parents and awareness of family issues that impact student achievement, i.e. loss, illness and mental health issues, etc.

- develop culturally responsive teaching strategies that involve strong parent partnerships, including communication strategies, understanding of exceptionalities and diversities, and support for parents managing crisis situations

DELIVERY MODE

(check all that may apply)	**face-to-face**	**□ hybrid**	**x**	**online**

TEACHING AND ASSESSMENT METHODS

This course is fully online synchronous and asynchronous, delivered through the use of case studies, simulations, small group interaction. Instructional technology is integrated consistently. Assessment is undertaken in a holistic manner utilizing assignments and practical applications of the course content**.**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

TEMPLATE 8-A

NEW COURSE

Faculty: Education		
Course title: Independent Inquiry/Internship		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** ____ Lecture _____ Lab ____Tutorial __x_ Other	

CALENDAR DESCRIPTION

A key aspect of learning in the 21st century is that learning is becoming more individualized, and self-directed. The purpose of this course is to enable teacher candidates to work in depth on an area they identify as the one in which they most need to build new or deeper skills and understandings about subject knowledge or professional knowledge. In consultation with faculty, teacher candidates will: a) identify the area in which they most need to build greater competence; and b) devise a learning plan that includes study components, observation components, and a supervised internship in a field setting. The purpose of the supervised internship component is connected to the identified learning need for the teacher candidate.

Prerequisites	**Foundations I and II**
Co-requisites	
Credit restrictions	**Restricted to PJ and IS Bed Students**
Credit exemptions	
Grading scheme	**letter grade X pass/fail**

LEARNING OUTCOMES

- Identify an area of personal professional growth based on progress to date in the teacher education program;
- develop new skills and/or refine developing skills through a rigorous program of independent inquiry, and a supervised internship in a self-selected setting;
- Design an assessment component to the independent inquiry that will demonstrate increased knowledge and skills;
- Demonstrate consolidation of new learning in this self-directed area in an e-report.

DELIVERY MODE

(check all that may apply) ☐ **face-to-face** ☐ **hybrid** **X online**

TEACHING AND ASSESSMENT METHODS

Teacher candidates will be assessed on each aspect of this course:

- the design of a learning plan that meets the need for growth,

- Demonstration of learning through Independent Inquiry, - Design of a supervised internship, - Demonstrated consolidation of learning in an e-report.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

none

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Long Range Planning/Assessment		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This fully online course builds on the foundational teaching and learning concepts introduced in the Foundations courses. Beginning with the end in mind, requires that teachers consider what evidence will determine whether or not students have learned new concepts, skills, and values. It also requires teachers to consider the important understandings for learners such as using technology for learning. This course encourages teacher candidates to become familiar with the theory behind assessment in the Ontario context as: assessment for learning, assessment of learning, and assessment as learning. Teacher candidates in this course will design short-term and long-range plans for grades and subjects which demonstrate individualized learning and integrated approaches to teaching key concepts. Major aspects of this course are self-directed; teacher candidates are encouraged to design plans for specific contexts related to career goals.

Prerequisites	**Foundations I and II**
Co-requisites	
Credit restrictions	**Restricted to BEd students**
Credit exemptions	
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

1. Conduct self-directed inquiry to build learning plans that demonstrate an understanding of learners, learning, and the content of the curriculum in the Ontario context, JK-6.

2. Demonstrate understanding of differentiated instructional practice that supports an inclusive, enabling classroom environment for all language learners.

3. Engage in modes of professional practice such as: reflection, metacognition, and communities of practice.

4. Begin to understand how to negotiate deep diversity to support learners.

5. Support learning for teacher candidates and their students through the integration of technologies and tools.

DELIVERY MODE

(check all that may apply)	☐ **face-to-face**	**hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Teaching: The majority of classes will focus on group investigations and collaborations; long and short-range plan construction; and communities of practice discussions surrounding planning and assessing student learning.

Assessment: Teacher candidates will be engaged in critical, reflective practice enriching their understanding of planning and assessing learning through deliberate design of the learning environment.

Assessment will focus on practices of knowledge-sharing, reflection, and authentic tasks in the teacher environment such as the development of long and short-range plans.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013; amendment to title in February 2013***
Faculty Council approval	***October 2013; amendment to title in March 2013***

NEW COURSE

Faculty: Education		
Course title: Curriculum Design and Development		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core____ Elective**
Credit weight: 3.0	**Contact hours:** ____ Lecture ____ Lab ____ Tutorial __x_ Other	

CALENDAR DESCRIPTION

In this course teacher candidates will deepen, extend and apply their knowledge of theories and models of curriculum design and development by designing a grade and subject-specific unit, module, resource and/ or learning object for implementation in diverse educational contexts. Teacher candidates will be expected to demonstrate consolidation of their understandings of appropriate technologies, both traditional and digital, in the design and development of innovative, inclusive curricula, and the judicious assessment of student learning.

Prerequisites	**Foundations I and II**
Co-requisites	
Credit restrictions	**Restricted to BEd students**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

- Synthesize, evaluate and incorporate diverse models of curriculum, evaluating the advantages of different curriculum models in different contexts, including models of technology integration for learner enablement,
- Articulate and apply an understanding of inquiry-based learning and other curriculum models, in order to select the most appropriate models for particular contexts
- Apply curriculum theory and technology models to design curriculum, demonstrating a consolidation of learning in the BEd program with an emphasis on technology-enabled learning.
-

DELIVERY MODE

(check all that may apply) **□ face-to-face** **□ hybrid** **X online**

TEACHING AND ASSESSMENT METHODS

Teacher candidates will be provided with specific criteria for the curriculum design and development and will be assessed on the extent to which their curriculum design has incorporated subject matter content, technology and core areas of assessment for diverse contexts.

Forms of assessment of the learning outcomes will include: reflective papers; presentations; and

assignments related to teaching specific areas of the Ontario curriculum using technology.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

none

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013; revisions in February 2014***
Faculty Council approval	***October 2013; revisions in March 2014***

TEMPLATE 8-A

NEW COURSE

Faculty: Education		
Course title: Reflective Practice/Action Research		
Course number: EDUC XXXXU	**Cross-listings:**	**_X___ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

In this online course, students will explore reflection in the context of professional practice in Ontario. The course will focus on ways in which reflection informs professional actions and facilitates learning, growth, and development. Students will examine theoretical perspectives and research approaches that inform reflective practice. The theories and perspectives of John Dewey, Donald Schön, John Heron, Kurt Lewin, and relevant others will be examined in the context of reflective practice and research. Research traditions, including action research, collaborative inquiry, and Japanese Lesson Study will be addressed. Topics include: the role of reflection in professional practice and professional development; the relationships among reflection, learning, professional practice, and research; the roles introspection and metacognition play in the process of reflection; the role of reflection in constructivist teaching and learning; reflection in case study research, self-research, and action research.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to BEd students**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

Students in this course will:

- Explore theories, views, and perspectives regarding reflective professional practice and action research in education.
- Connect relevant theories, views, and perspectives to their professional practices to develop a deeper and more personalized understanding of their work as educators.
- Engage in personal and collaborative reflective processes through readings, inquiry activities, multimedia presentations, dialogue, discussions, and debates.

DELIVERY MODE

(check all that may apply) **□ face-to-face** **□ hybrid** **X online**

TEACHING AND ASSESSMENT METHODS

Final grades for this course will be assessed on the basis of 3 evaluated activities: 1. Three personal reflective responses based on relevant journal/magazine articles or multimedia presentations. (30%) 2. Weekly contributions to the "Reflective Forum" – an asynchronous, online discussion board in which members of the class critically reflect on relevant, current or past personal, academic, or professional activities. (20%) 3. A report based on an Action Research or Lesson Study project conducted during the course. (30%) 4. Professionalism (20%)

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Faculty of Education		
Course title: Mental Health Issues in School		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** _36_Lecture ____ Lab ____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course focuses on the growing concern of mental health issues for students in the education system. Various mental health problems facing children and youth in primary and secondary grades such as depression, anxiety, eating disorders, and self-injurious behaviors will be explored. Future teachers will learn the proper steps of addressing mental health issues within the school context; including the roles of various individuals or agencies, teaching strategies, accommodations, and current intervention strategies that assist students with mental health problems. In addition, this course will review parental mental health issues and the impact on children, Canadian practices, legal issues, diagnostic procedures, IEP's, ethical issues, and prevention methods related to the school environment. A highlighted focus will be addressing the stigma of mental health in schools. The course will be delivered in a module/hybrid style format that allows students to become immersed in the content in a safe and reflective manner.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Describe various categories of mental health problems and disorders such as anxiety, mood, and substance abuse disorders.
- Recognize various stages of human development and risk factors for mental health problems.
- Extend applications of these concepts to teaching practice (e.g.; lesson planning, developing concepts relating to teaching subject, instructional strategies, promoting learning and healthy development).
- Develop a personal perspective and philosophy for teaching with these concepts in mind.
- Understand how human development and mental health research influences educational practice.
- Become familiar with Canadian practices of diagnosing, testing and interventions for child and adolescent mental health issues.
- Demonstrate an awareness of the supporting materials for the Ontario curricula, including profiles, exemplars, and resources for "at risk" students.
- Demonstrate the ability to critique curriculum resources and materials in light of research in the areas of development and mental health.

DELIVERY MODE

(check all that may apply)	**face-to-face**	**X hybrid**	**online**

TEACHING AND ASSESSMENT METHODS

The class will include face to face classes and online learning modules. Course content will be divided into learning modules with modules alternating between face to face classes and on-line learning.

Assessment methods will include:

1. Online participation- discussion groups and postings 20%
2. Class participation - group discussions, break out teams, selection of intensive discussion days 20%
3. Tests (M/C and short answer) 30%

Choice of culminating assignment (test vs. teacher selected project vs. student selected project) 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

ELECTIVES

NEW COURSE

Faculty: Education		
Course title: Teaching the Catholic Religion in Schools		
Course number: EDUC 3560U	**Cross-listings:**	**____ Core __X Elective**
Credit weight: 3.0	**Contact hours:** _36_ Lecture _____ Lab ___ Tutorial _____Other	

CALENDAR DESCRIPTION

Preparation for Teaching in Catholic Schools is intended to introduce teacher candidates to professional practice, and extend knowledge and skills in the delivery of Ontario Catholic curriculum. This course answers the question, "What do I need to know to begin teaching in Ontario Catholic Schools?" Consequently, this course:

- Promotes an understanding of teaching as a vocation rooted in the call to Christian ministry
- Creates an awareness of the context of Ontario Catholic education
- Develops skills that enhance the integration of Catholic Graduate Expectations in the classroom and throughout the school
- Fosters professional knowledge of Religious and Family Life Education
- Assists teachers in the acquisition of the theological background and skills necessary for the implementation of the Religious Education and Family Life curriculum

Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and on-going learning.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS BEd Students**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Explore the dimensions of the vocation to teach in a Catholic school
- Situate themselves within the context of Ontario Catholic education
- Understand the Catholic worldview
- Explore religious education and family life programs
- Deepen their understanding of Catholic teaching

The design, course content and implementation of *Teaching in Ontario Catholic Schools* support effective teacher education practices. The course components of this guideline outlined above support and inform effective professional knowledge and practice within this course.

DELIVERY MODE

(check all that may apply)	**☐ face-to-face**	**☐ hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Assessment and Evaluation of Candidates
Teacher candidate assessment will be composed of:

- **Theological Reflection Paper**
- **Integrated Lesson Plan (Catholic Graduate Expectations)**
- **Personal Learning Journals**
- **Participation and Attendance**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Teaching French in Schools		
Course number: EDUC XXXXU	**Cross-listings:**	**____ Core X Elective**
Credit weight: 3.0	**Contact hours:** __36_ Lecture _____ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

This course on methodology, will give each candidate an overview of how to teach French as a Second Language (FSL). The primary language of communication will be French and candidates will be encouraged to use the language regularly throughout the course.

The focus will be on how students learn, develop and acquire fundamental knowledge, skills and proficiency in the French language while keeping in mind the different types of learners present in each diverse classroom. A variety of motivational and pedagogical strategies and techniques, using experiential learning with a communicative and interactive approach will be presented and modeled.

Candidates will examine the difference between the French Immersion, Extended French & and Core French Programs. Emphasis will be placed on the integration of the four language skills: speaking, reading, writing and listening comprehension. The study and appreciation of French culture will also be featured in this course while observing how to incorporate inclusion and equitable practices in to the FSL classroom.

Candidates will be given the opportunity to grow within the French language in an area of their choice through an independent study. Finally, a portion of this course will concentrate on grammar and preparing for board testing.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS BEd students.**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will have gained knowledge in:

- The incorporation of culture in the FSL classroom
- Lesson planning for FSL
- Various FSL Programs (French Immersion, Extended French & Core French)
- Motivational strategies used in FSL

- The challenges of FSL
- The 4 Key Language Skills: Oral, Listening, Reading & Writing
- Teaching strategies & student success in FSL
- Current French Programs
- Creating inclusion in the FSL classroom
- Using French for instruction
- French grammar

DELIVERY MODE

(check all that may apply)	**☐ face-to-face**	**☐ hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Students will complete three assignments, two of which may be done collaboratively, in groups of two. The due dates below are non-negotiable. In the event of a missed class due to illness students will be expected to email assignments to the instructor.

Assignment #1 – Brise-glace – Due week 2

-may be completed in pairs

-to be presented to class

-to be shared online

Assignment #2 – Short Lesson Plan – Due week 3

-topic of their choice: grammar, culture or literature

-to be shared online

Assignment #3 – Journals (Independent Study)

-individual

-to be handed in via email to instructor

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Issues in Education: Teaching in the Ontario Context		
Course number: EDUC XXXX	**Cross-listings:**	**____ Core X Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

The course explores current issues in educational practice and policy in the context of their social foundations, in particular in the province of Ontario. The course will also explore how educational models vary between provinces and internationally, and will enlighten students to the opportunities that exist in alternative educational settings (Aboriginal schools, international schools, independent schools). By examining research literature and current data, teacher candidates will analyze contemporary and, at times, controversial topics and their impact on education. While the course will stress Ontario issues, one purpose will be to help the students understand these issues in the context of broader social questions such as economic, political and cultural concerns.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS BEd Students.**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

On successful completion of the course the students will:

Demonstrate an understanding of the complex nature of current issues in education

Articulate reasoned positions on current and controversial issues in education

Investigate and present a seminar on an issue of their choice

Lead and manage a discussion in an open-minded and democratic format

Describe alternative models of education that are present in the Ontario and Canadian context

Demonstrate insight and an ability to articulate the complex issues facing teachers in Ontario schools

Explain the various factors that impact on educational policy (economic, political, social,

cultural)

DELIVERY MODE

(check all that may apply) ☐ **face-to-face** ☐ **hybrid** **X online**

TEACHING AND ASSESSMENT METHODS

The class is delivered online including periods of direct instruction and opportunities for discussion of current issues in education. Students will research and present a seminar on a topic of their choice. Self and peer assessment will be used in this pass/fail course. Success will be based on: Meaningful and reasoned participation in seminar discussions. Preparation and facilitation of a seminar on a relevant issue. Professionalism – Teacher candidates will be evaluated on the basis of evidence of professionalism as described by the OCT standards of practice and the UOIT calendar professional conduct.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Teacher as Coach		
Course number:	**Cross-listings:**	**____ Core __X Elective**
Credit weight: 3.0	**Contact hours:** _36____ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course provides teacher candidates with an overview of teaching and coaching in co-curricular and intramural programming for grades 7-12. Teacher candidates will engage in activities to define their roles as leaders of co-curricular programs. The course is designed to build a teacher candidate's ability to design and plan co-curricular programs, and assess program effectiveness for students. In addition, the importance of designing programs that include diversity, gender and cultural considerations is analyzed. The role of the co-curricular program in developing students socially, emotionally and personally is discussed. Teacher candidates will develop awareness of safety and ethical issues in coaching. Topics in appropriate risk management, designing field trips and longer school trips are examined. This course will also include the study of motivation theory for students and faculty. Students will learn appropriate motivational strategies and inclusive coaching strategies for engaging students with a wide variety of physical abilities and challenges. Class management in the co-curricular setting, including gymnasium and field environments is demonstrated. Teacher candidates will develop a personal philosophy of coaching based on an appropriate balance of competition, participation, excellence and fair play. Teacher candidates will consistently develop awareness of and implement the Standards of Practices and the Ethical Standards of Practice.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS BEd students.**
Credit exemptions	
Grading scheme	**□ letter grade X pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Develop a personal philosophy of coaching based on fair play, a balance of competition, participation, achievement and inclusion.
2. Understand the principles of designing an inclusive, safe and effective co-curricular program.
3. Apply the principles of OPHEA safety guidelines to practice planning
4. Explain motivational strategies that are effective with student athletes.
5. Demonstrate sensitivity and ethical principles in coaching. Understand the OFSAA ethical guidelines.
6. Demonstrate an understanding of the importance of diversity and equity to practice planning
7. Plan a detailed field trip experience using principles of appropriate risk management and legal considerations.

8. Discuss and evaluate different coaching practices that serve to establish safe and supportive environments
9. Develop and demonstrate appropriate communication skills necessary for a coaching setting, including strategies for dealing with parents, referees, coaches and administrators.
10. Apply principles of good assessment and evaluation to the extracurricular program.
11. Encourage diversity and enable students to adapt drills and lessons for a wide variety of physical ability levels and learning styles.

DELIVERY MODE

(check all that may apply)	☐ **face-to-face**	☐ **hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Teacher candidates will be completing four assignments in this course. Each assignment will allow teacher candidates to develop their planning and communication skills. All assignments are individual. Teacher candidates will also be assigned a mark for professionalism.

1. Developing a Personal Coaching Philosophy - Written Reflection:	*20%* Uploaded to Blackboard. Date TBD What is your philosophy of coaching? Do you value competition or participation, inclusion or excellence? Write a 1-2 page reflection on how you will act on and implement this philosophy when coaching students in elementary or secondary schools.
2. Field Trip Plan :	*30%* Uploaded to Blackboard. Date TBD Your assignment will be based on an overnight field trip. Choose a location of your choice based on the co-curricular programs you wish to run. Include cost, permission forms, safety concerns, goals of the trip, see guidelines for details.
3. Group Presentation:	*30%* In groups of 3-4, create a 30 minute presentation on a topic of your choice related to course material or coaching. Be specific as to the level of coaching (recreational, elite)
4. Professionalism:	*20%* Ongoing (includes participation, attendance, on-task behavior, etc.) Reflect on how you have grown and learned throughout the course. Self-evaluation due 2nd last week of course

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

TEMPLATE 8-A

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Education (and open to all UOIT students)		
Course title: Outdoor Education Leadership: Backpacking		
Course number:	**Cross-listings:**	**____ Core __X__ Elective**
Credit weight: 3.0	**Contact hours:** __Lecture __ Lab ___ Tutorial __36___ Other	

CALENDAR DESCRIPTION

In this course students will have opportunities to develop critical skills for implementing leadership in the curriculum, the outdoors, and the broader context of education. The course will provide learning opportunities through a project-based approach combined with direct, personal experience on a multi-day, backpacking field trip. The course will enable students to develop resources for incorporating leadership into the areas of their academic, personal, professional and community lives. Students will be required to complete readings, reflections and research tasks; participate in individual and group learning activities; complete projects; and demonstrate knowledge and understanding of leadership content and issues. Activities will include digital technology-based learning, oral presentations and experiential field studies.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On successful completion of this course, students will:

1. Gain knowledge and awareness of the importance and skills of leadership and outdoor education.
2. Increase the understanding of the central role of leadership in the outdoors, in their personal lives, in their professional lives, and in the community.
3. Gain knowledge regarding employment preparedness in the outdoor education field; for example, outdoor education centres, science centres and schools.
4. Become familiar with the research supporting the inclusion of leadership and outdoor education into the curriculum.

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**X hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching methods- classroom discussion, student research and direct-experience, field trips

Assessment: full and complete participation in all classes, assignments and activities. Due to the participatory nature of this course, 100% attendance is mandatory.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Course fee $50.00

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013; amendment in February 2014***
Faculty Council approval	***October 2013; amendment in March 2014***

NEW COURSE TEMPLATE

Faculty: Education (and open to all UOIT students)		
Course title: Outdoor Education: Winter		
Course number:	**Cross-listings:**	**____ Core ___X_ Elective**
Credit weight: 3.0	**Contact hours:** __ Lecture __ Lab ___ Tutorial __36___ Other	

CALENDAR DESCRIPTION

In this course students will have opportunities to develop critical skills for implementing outdoor education in the curriculum and the broader context. The course will provide learning opportunities through a project-based approach combined with direct, personal experience on a winter field trip in the outdoors at a residential camp. The course will enable students to develop resources for incorporating the natural world into the areas of their academic, personal, professional and community lives. Students will be required to complete readings, reflections and research tasks, participate in individual and group learning activities and complete projects and demonstrate knowledge and understanding of outdoor education content and issues. Activities will include digital technology-based learning, oral presentations and experiential, field studies.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

Upon successful completion of the course, students will:

1. Gain knowledge and awareness of the importance of the natural environment and outdoor education in the curriculum;
2. Increase understanding of the positive role that nature can play in their personal lives, in their professional lives and in the community;
3. Gain knowledge regarding employment preparedness in the outdoor education field; for example, outdoor education centres, science centres, school curriculum and student clubs;
4. Become familiar with the research supporting the inclusion of outdoor education into the curriculum.

DELIVERY MODE

(check all that may apply) **X face-to-face** **X hybrid** **□ online**

TEACHING AND ASSESSMENT METHODS

Teaching methods- classroom discussion, student research and direct, experiential, field trips Assessment: full and complete participation in all classes, assignments, and activities. Due to the participatory nature of this course, 100% attendance is mandatory.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Course fee: $130.00

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013; amendment in February 2014***
Faculty Council approval	***October 2013; amendment in March 2014***

TEMPLATE 8-A

NEW COURSE

Faculty: Education		
Course title: Teaching Kindergarten		
Course number: EDUCXXXX	**Cross-listings:**	**____ Core X Elective**
Credit weight: 3.0	**Contact hours:** __36_ Lecture ___ Lab _____ Tutorial ___ Other	

CALENDAR DESCRIPTION

This course provides teacher candidates with an overview of teaching and learning in the kindergarten classroom.
The course will include:

- a deeper look at the related curriculum documents and supporting resources
- creating an effective learning environment inside and out
- a variety of learning strategies that support inquiry/play based learning
- Importance of teaching oral language
- Comprehensive literacy in kindergarten
- Numeracy throughout the day
- Technology at the point of instruction and learning in Kindergarten
- Role of the teacher and the ECE
- Moderation/Assessment/Evaluation and Planning forward
- Parental Involvement

Inclusive/Equitable/Individualized Programming

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS Bed Students**
Credit exemptions	
Grading scheme	**letter grade X pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Demonstrate an understanding of the Kindergarten Program and the developmental stages of students between the ages of 3 – 6.
2. Relate knowledge of developmentally appropriate practice in the Kindergarten years.
3. Demonstrate an ability to create an effective learning environment and apply appropriate instructional strategies that support differentiated instruction.

DELIVERY MODE

(check all that may apply)	**face-to-face**	**☐ hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Teacher Candidates are required to complete two assignments that are due throughout the course.

The Resource Review and Highlights involves a short presentation on an approved resource; which Teacher Candidates will sign up for during the first week of the course.

The Audit Trail/Documentation of Learning Journey will be a personalized reflection indicating the teacher candidates' key learning and ideas throughout the course.

Teacher candidates are expected to attend and actively participate in each class. If a teacher candidate is unable to attend a class he/she will be expected to complete an alternative assignment. This assignment would count towards the Professionalism and Participation component of the course.

Assignments are graded as pass/fail. However, all work must be completed to pass the course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Pedagogy of the Land		
Course number: EDUC XXXX	**Cross-listings: TBA**	**____ Core __X__ Elective**
Credit weight: 3.0	**Contact hours:** __36_ Lecture ___ Lab ___ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storying and decolonizing methodologies guide and inform. Students will learn about historical and contemporary politics of territory and treaty, and how documentary technologies such as maps, treaty documents, and federal legislation frame political concepts and practices of indigeneity, colonization, post-coloniality, and de-colonization.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade ☐ pass/fail**

LEARNING OUTCOMES

Upon successful completion of this course students will:

- Define and document the concept of *the land,* with reference to both national and international contexts
- Clearly distinguish conceptions of land from concepts of place, space and territory
- Articulate key land-based theories, including economic, cultural, historical, and narrative theorizations of how and why the land matters to its human and non-human inhabitants.
- Describe the ways people have traditionally learned from the land and the ways knowledge of the land informs contemporary theory, policy and practices of inhabitation
- Demonstrate the ability to interact with the environment respectfully
- Explicate pedagogical implications of *land* as first teacher
- Demonstrate an awareness of the importance of specific protocol including the abilities, skills, and knowledge necessary to use Indigenous teachings appropriately.

DELIVERY MODE

(check all that may apply) ☐ **face-to-face** ☐ **hybrid** **X online**

TEACHING AND ASSESSMENT METHODS

1. Students will capture in photographic or other image-based representational terms the relationship with the land which they currently inhabit, and write a short account of coming to understand that place, and respond to others accounts.
2. For each weekly reading assignment, students will complete and submit a triple entry reading journal that (1) summarizes the text, (2) critically comments on one or two salient points from the reading, (3) write a substantial question that remains after careful reading and analysis of that text.
3. Students will develop an online autoethnographic account of their own relationship to land, using multimedia tools/resources to portray that relationship in "multisensorial" terms.
4. Using a social networking application (twitter), students will post each week an observation, recording, or other brief commentary and image that engages the weekly theme.
5. A culminating individual project will revisit students' pathways through the course, mapping out, representing and elucidating what have been the most significant points in each section of the course (physical, economic, historical, philosophical). Using a range of representational and expressive tools and digital technologies, this final project, which will be digitally archived and shared with fellow students, should communicate to others their culminating understandings and applications of a pedagogy of the land.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This course is designed as a university-wide undergraduate elective which supports the infusion of indigenous thought into UOIT's curricular offerings. Being a fully online course, it may also be offered extra-locally and to non-degree students taking courses for interest only.

APPROVAL DATES

Date of submission	***August 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Education		
Course title: Visual Arts: An Introduction to Indigenous Art		
Course number: EDUC 3205U	**Cross-listings:**	**____ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36_ Lecture ____ Lab ___ Tutorial _____Other	

CALENDAR DESCRIPTION

This is an introductory course using Visual Arts to develop a personal understanding and appreciation of diverse indigenous cultures through past and present artwork/artifacts. A sampling of art- work/artifacts from indigenous cultures from various parts of the globe will be studied, with a portion of this course considering the artwork/artifacts from various Canadian indigenous cultures. Also, a brief examination of contemporary Canadian indigenous art and artists will be included. As well as applying Critical Analysis, Art History, and art-making elements associated with Visual Arts, an interdisciplinary approach using inquiry based learning will be used to achieve the course goals. A culturally responsive pedagogical approach will affirm the students own cultural heritage and develop an appreciation of indigenous cultures. This course is designed for education students as well as those in other undergraduate programs.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X□ letter grade□ pass/fail**

LEARNING OUTCOMES

1) to understand the way that culture shapes art production in indigenous communities
2) to understand the effects of external forces on American Indian art
3) to understand the tensions faced by contemporary American Indian Artists
4) to understand the relationship between art making and the survival of cultures
5) to understand significant concepts about contemporary indigenous nations such as sovereignty and how that impacts the art making of certain artists.
6) To understand the political context in which indigenous art takes place and how education inside and outside the community impacts American Indian artists

DELIVERY MODE

(check all that may apply)	**☐ face-to-face**	**X☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching methods: This is a hybrid course requiring face-to-face classroom time, online time, as well as off-site time for excursions. Classroom sessions will include art-making, independent study, and small group cooperative and collaborative activities, and discussions. Excursions will be to Crawford Lake Wendat Village Site in Milton and to The Royal Ontario Museum or other appropriate museum/gallery.
Assessment methods: Full and complete participation in all classes, assignments and activities are necessary for the successful completion of this course. Alternative assignments will be arranged for those not able to participate in the off-site activities. Letter Grade assessment will be assigned at the end of the course.

. Important questions that arise out of this case are:

- How do people inside indigenous communities define their aesthetic practices.
- How have non-Indian anthropologists and art historians defined the art or aesthetic practices of indigenous Americans?
- How has contact with settlers affected the art practices of American Indians in specific indigenous nations?
- How has tradition affected the art practices of American Indians in specific indigenous nations?
- Who exhibits, buys, and collects American Indian Art and what affect does the art market have on art production in indigenous communities?
- Who writes about Indian Art and how does that writing shape perception of indigenous art inside and outside Native communities?
- How do various types of educational practices both inside and outside the community affect the artwork produced by indigenous people?
- How do social customs, spiritual traditions, and cultural practices effect aesthetic production in particular indigenous communities?
- How does economic need effect art making in particular Native Nations?

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***November 2013***
Curriculum Committee approval	***November 2013***
Faculty Council approval	***November 2013***

NEW COURSE

Faculty: Education		
Course title: Mathematics for Educators		
Course number: EDUC XXXXU	**Cross-listings:**	**____ Core X Elective**
Credit weight: 3.0	**Contact hours:** _____ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course is designed to support BEd teacher candidates in developing confidence, skills, and conceptual understanding in mathematics. Students will reconstruct their own current mathematical understanding and explore mathematics from multiple perspectives. The course will have an emphasis on problem solving, mathematical communication, and contextualized explorations (such as with hands-on materials, historical development of ideas, or real-world connections). The focus of the course is on reinforcing, supporting, extending and improving teacher candidates' own conceptual understanding and procedural skills to better prepare them to teach the foundational mathematics set out in the Ontario school curriculum. The course will also assist teacher candidates to build a repertoire of approaches to address problems of student motivation and math anxiety.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to PJ and IS BEd Students**
Credit exemptions	**Students may apply for PLAR.**
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will ;

1. Explicate the ways their own mathematical biography has impacted their approaches to mathematics education
2. Enrich, broaden and strengthen their understanding of fundamental mathematics concepts.
3. Increase their familiarity, flexibility, and confidence with fundamental mathematical operations.
4. Demonstrate an improvement in their conceptual understanding of mathematics and the flexibility of mind to recognize and work effectively with the variety of understandings students may bring to their learning.
5. Identify and explain areas where they, or their students, might make errors in math curriculum content, and the trajectory of those errors (what caused them, what they might lead to).
6. Develop and extend problem-solving skills.

DELIVERY MODE

(check all that may apply)	**face-to-face**	**□ hybrid**	**X online**

TEACHING AND ASSESSMENT METHODS

Teaching and Assessment Methods:
Throughout the term, teacher candidates will engage with major concepts related to the mathematics they are expected to teach, learning and practicing strategies they will use in their own practice. Through active participation, teacher candidates will re-learn mathematics in a range of new ways by exploring and connecting different representations of the subject matter, including concrete, visual, virtual, numeric, and symbolic. Transitioning between different representations is essential for mathematics learning and teaching, as is the transition from concrete or contextualized representations to abstract ones, so developing fluency in these transitions will be an important focus of activity. Topics explored may include, but are not limited to:

- Language and notation of mathematics
- Mathematical thinking and problem solving
- Patterning and Algebra
- Place Value – of whole numbers and decimals, including quantity relationships, representing or modeling quantities, comparing, ordering and equivalence
- Fractions – including quantity relationships, representing using models, comparing, ordering and equivalence
- Operational Sense (with whole numbers, integers, rational, and real numbers) including using models, developing alternative algorithms and connecting algorithms to concrete or virtual models.
- Measurement – including benchmark quantities, metric conversions, and area, perimeter, and volume
- Functions – numerical, algebraic, and graphical representations of linear and non-linear functions

Assessment Methods may include: Problem solving performance tasks, Journaling and math "scrap books", Quizzes/tests, Individual and group assignments, and Presentations (e.g., oral, poster)

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Environmental Education		
Course number: EDUC 3201U	**Cross-listings:**	**____ Core X Elective**
Credit weight: 3.0	**Contact hours: 36** Lecture ___ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

In this course, students will have opportunities to develop critical skills for implementing environmental education in the Ontario context. The course will employ a project-based approach, enabling participants to develop resources for infusing Environmental Education in academic, professional, and everyday lives. Students are expected to complete readings, reflections and research tasks; participate in individual and group learning activities; and complete projects and demonstrate knowledge, understanding, and application of environmental content and issues. Activities will include digital technology-based learning (blogs, discussion boards), field studies (outdoor/experiential learning), and traditional (Aboriginal) environmental knowledge.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade ☐ pass/fail**

LEARNING OUTCOMES

Students will:

- Gain knowledge and awareness of the importance of environmental education;
- Heighten their understanding of the centrality of attention to nature and the environment to learning and well-being;
- Become familiar with key policy and supporting documents geared at integrating environmental education in local, regional, provincial, national, and international contexts;
- Develop skills that will enable students to integrate environmental awareness and action activities in their academic and/or professional lives;
- Incorporate inquiry based learning, integrated learning, experiential learning, and stewardship in designing effective environmental education activities.
- Further develop 21st Century skills with technology; and
- Explore and practice appropriate Environmental Education activities, including the development of critical thinking decision-making skills, case study methods, and action projects.

DELIVERY MODE

(check all that may apply)	**□ face-to-face**	**X hybrid**	**online**

TEACHING AND ASSESSMENT METHODS

Final grades in this course will be assessed on the basis of the following 4 evaluated activities:

1. Informed, reflective participation in an on-going online discussion forum. Description: Students will post reflections, views and opinions in an online discussion forum based on readings and multimedia presentations on current issues in Environmental Education. Students will also be expected to respond regularly to each other's posts.
2. (a) Student WebQuest OR (b) Environmental Education Resources Package
    - To be completed in pairs
    - Content Style and Organization
    - Presentation / sharing with whole class
    - Peer assessment

Description: Students will collaborate in groups to conduct research on environmental inquiry. Resources may include, but are not limited to, books, magazines, websites, environmental organizations and their representatives, artifacts and information related to sites of exploration and inquiry.

3. Position paper on environmental issue/environmental values
    - To be completed individually
    - Cross-curricular integration
    - Staging/scaffolding of Environmental themes
    - Style and Organization

Description: Students will compose a research-informed position paper related to a current local, regional, national, or international issue of environmental concern.

2. Professionalism
    - To be completed individually
    - Attendance, punctuality, accountability
    - Contributions to the learning community
    - Self-assessment

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

Intermediate/Senior Teachables

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Biology I		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core____ Elective**
Credit weight: 3.0	**Contact hours:** ___36__ Lecture ___ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

In this course teacher candidates will learn strategies to effectively plan, provide, assess and evaluate instruction in Intermediate-Senior Biology through face-to-face classes, readings, classroom assignments, hands-on laboratory activities, seminar/workshop presentations, discussions, and experiential activities such as field studies and video case study analysis. The course focuses on interactions among learners, teachers, curriculum and the school system. The program is informed by contemporary theories of teaching and learning, conceptions of science and the nature of science, Ontario grades 1-8 Science and Technology and grades 9-12 Science curricula (life sciences strands) and biology teachers' professional/craft knowledge and understanding.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd Students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On successful completion of the course students will:

Provide conscientious and effective instruction in Intermediate-Senior Biology that upholds and models the ethical standards of the teaching profession (Care, Trust, Respect, Integrity).

Develop, use, and critically evaluate assessment and evaluation tools and strategies for use in Intermediate-Senior Biology programs.

Design, use and critically evaluate teaching, learning, assessment and evaluation resources for use in the Intermediate-Senior Biology classroom.

Utilize effective strategies for fostering a safe, positive and socially just and equitable learning environment in the context of teaching Intermediate-Senior Biology.

Effectively use relevant Ontario curricula and related policy documents in the context of teaching Intermediate-Senior Biology

Support students in the effective use of technology in the lab (e-probes and data analytic software) as well as classroom (iPad, laptop and interactive whiteboard, Apps for Biology)

Actively engage in the identification, retrieval, synthesis, use and evaluation of many web-based materials. (digital microscopes, data loggers and tools for recording, measuring, analyzing and displaying

scientific information.

Understand the role of Biology as a science and its place in society, including its philosophical and socio-cultural underpinnings, the limitations of science, and the connections among science, technology, society and the environment.

Understand essential aspects of the nature of science and technology and their place in science education

Uphold the Standards of Practice for the Teaching Profession in Ontario

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

This course will include 18 bi-weekly face-to-face classes in which students and the instructor engage in a large variety of teaching-learning activities, including instructor-led seminars, small group cooperative learning activities, inquiry-based laboratory activities, instructor- and student-led demonstrations, multimedia presentations, field work, off-site excursions, workshops and invited speaker seminars. Many seminars take place in a science classroom containing the basic equipment and materials required for teaching Intermediate-Senior Biology.

Assignments include:

Video Case Study Analysis of Biology Teaching

Scientific Inquiry Activity

Case Study Activity

Professionalism

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Biology II		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** _36__ Lecture ____ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

In this course teacher candidates will learn strategies to effectively plan, provide, assess and evaluate instruction in Intermediate-Senior Biology through face-to-face classes, readings, classroom assignments, hands-on laboratory activities, seminar/workshop presentations, discussions, and experiential teaching and learning. The course focuses on interactions among learners, teachers, curriculum and the school system. The program is informed by contemporary theories of teaching and learning, conceptions of science and the nature of science, Ontario grades 1-8 Science and Technology and grades 9-12 Science curricula.

Prerequisites	**Ontario Curriculum Teachables IS: Biology I**
Co-requisites	
Credit restrictions	**Restricted to IS Bed Students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On successful completion of the course students will:

Provide conscientious and effective instruction in Intermediate-Senior Biology that upholds and models the ethical standards of the teaching profession (Care, Trust, Respect, Integrity).

Develop, use, and critically evaluate assessment and evaluation tools and strategies for use in Intermediate-Senior Biology programs.

Design, use and critically evaluate teaching, learning, assessment and evaluation resources for use in the Intermediate-Senior Biology classroom.

Utilize effective strategies for fostering a safe, positive and socially just and equitable learning environment in the context of teaching Intermediate-Senior Biology.

Effectively use relevant Ontario curricula and related policy documents in the context of teaching Intermediate-Senior Biology

Support students in the effective use of technology in the lab (e-probes and data analytic software) as well as classroom (iPad, laptop and interactive whiteboard, Apps for Biology)

Understand the role of Biology as a science and its place in society, including its philosophical and socio-cultural underpinnings, the limitations of science, and the connections among science, technology, society and the environment.

Understand essential aspects of the nature of science and technology and their place in science

education

Uphold the Standards of Practice for the Teaching Profession in Ontario

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

This course will include 18 bi-weekly face-to-face classes in which students and the instructor engage in a large variety of teaching-learning activities, including instructor-led seminars, small group cooperative learning activities, inquiry-based laboratory activities, instructor- and student-led demonstrations, multimedia presentations, field work, off-site excursions, workshops and invited speaker seminars. Many seminars take place in a science classroom containing the basic equipment and materials required for teaching Intermediate-Senior Biology.

Assignments include:

Concept Teaching Workshop

Biology World Assignment

Biology Resource Website

Professionalism

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Chemistry I		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** _36_Lecture ___ Lab __ Tutorial __ Other	

CALENDAR DESCRIPTION

This course is a study of the general principles of curriculum design and development. Students will learn about the forces that shape the curriculum and the ways in which teachers seek to address the needs of learners and other educational stakeholders. Particular attention will be given to the curriculum and teaching strategies for general science in the intermediate division and chemistry in the senior divisions. Topics include: analysis of curriculum documents and other Ministry of Education policy, lesson planning and an introduction to assessment and evaluation.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd. students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

To complete the course successfully, teacher candidates will:

understand their responsibilities for implementation of Chemistry and Intermediate Science curricula as defined in Ministry of Education policy and resource documents.

understand the intermediate Science and Chemistry curriculum documents and course profiles related to their areas, focusing on general and specific expectations, standards and assessment.

apply theory of adolescent development and learning to program and lesson planning.

develop sound, practical plans for teaching topics for intermediate Science and senior Chemistry classes.

identify ways to foster a safe and positive learning environment in classrooms and labs.

know ways to support students in the use of technology-based material for learning in their area (e.g. probes).

DELIVERY MODE

(check all that may apply) X face-to-face ☐ hybrid ☐ online

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: group and lab activities, use of digital technologies, and presentations Assessment: Students will be assessed weekly relying on a variety of web-based tools and hands-on assessment strategies that might include, but not limited to, lab activities, micro-teaching and creating grade-appropriate resources.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Chemistry II		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core** ____ **Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture __ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

This course will expand upon the foundation provided in the Chemistry Curriculum Studies I course by extending the examination of teaching methods and materials that are appropriate for the teaching of chemistry in Grades
11 and 12. Students will explore the development of lessons and units of instruction for particular topics in the Ontario chemistry curriculum and will learn a variety of assessment techniques for use in evaluating student progress and for curriculum development. Lab safety, lab -based teaching and the use of technology in teaching lab skills will be foci of the course.

Prerequisites	**Ontario Curriculum Teachables IS: Chemistry I**
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade** □ **pass/fail**

LEARNING OUTCOMES

To complete the course successfully, teacher candidates will:

- **know the overall structure and terminology of the Ontario Curriculum for elementary and secondary.**
- **identify and reflect on the principles underlying the policies and Chemistry content in the curriculum.**
- **find and critique information sources regarding course content in intermediate Science and senior Chemistry.**
- **apply theory of adolescent development and learning to program and lesson planning.**
- **identify ways to foster a safe and positive learning environment in classrooms and labs.**
- **develop assessment tools and strategies.**

DELIVERY MODE

(check all that may apply) x face-to-face ☐ hybrid ☐ online

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: group and lab activities, use of digital technologies, and presentations.

Assessment: Students will be assessed weekly relying on a variety of web-based tools and hands-on assessment strategies that might include, but not limited to, lab activities, presentations and creating grade-appropriate resources and assessment tools.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE:

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: English I (Digital Literacies)		
Course number: EDUC XXXXU	**Cross-listings:**	**x Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course introduces teacher candidates to the theory and practice of teaching English/Language Arts (ELA) in the Intermediate/Senior divisions, with a focus on teaching reading, writing, speaking, listening, viewing and representing in the digital age. The curriculum content includes a review of related curriculum documents and supporting resources as well as a review of current subject-related theory, teaching strategies, and classroom practices. The course uses a critical digital literacies approach and consists of:

- A detailed study of English/Language Arts curriculum guidelines and requirements (7-12)
- Adolescent development related to the development of digital literacies
- Development of programs for student diversity
- Print and non-print material related to traditional and digital literacies (7-12)
- A review of the role of digital technologies and media in the English/Language Arts classroom
- A review of a range of teaching strategies and assessment tools related to the English/Language Arts classroom (7-12)

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd students**
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Demonstrate an understanding of the adolescent learner (cognitive, physical, social and emotional) with respect to developmental change, learning differences, and socio-cultural diversity and select texts and develop learning tasks accordingly;
- Demonstrate a thorough knowledge of the policies and guidelines of the Ministry of Education as they apply to teaching in the Intermediate/Senior English classroom;
- Demonstrate an awareness of the supporting materials for the Ontario curricula, including Profiles, Exemplars, and resources for “at risk” students, with particular attention to subject English and the development of digital literacies;
- Demonstrate an understanding of evaluation based on achievement charts outlined in current English curriculum guidelines and develop learning activities, lessons and units accordingly;
- Demonstrate an understanding of recent theoretical and critical trends in the study and pedagogy of Intermediate/Senior English/Language Arts, with a particular emphasis on a socio-cultural approach;
- Demonstrate the ability to critique curriculum resources and materials in light of recent research in current studies and select course content based on current theory and research;

- Demonstrate an awareness of the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers, particularly related to technological pedagogical content knowledge and teaching practice in subject English;
- Demonstrate the ability to provide practical methodologies for English/Language Arts (7-12), supported by a sound theoretical framework, supported by current research;
- Demonstrate an ability to proficiently use, critique and produce digital texts and tools of all kinds.

DELIVERY MODE

(check all that may apply) **x face-to-face** **☐ hybrid** **☐ online**

FACE-TO-FACE but with a built-in social media networking site to be used as a professional learning community to flip the classroom and extend student learning.

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: presentations, and group activities and discussions as well as the use of digital technologies.

Assessment: Students will be assessed weekly relying on a variety of web-based tools and hands-on assessment strategies that might include, but not limited to, web-based technologies, creating grade-appropriate resources.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE:

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: English II (Digital Literacies)		
Course number: EDUC XXXXU	**Cross-listings:**	**x Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course continues to introduce teacher candidates to the theory and practice of teaching English/Language Arts (ELA) in the Intermediate/Senior divisions, with a focus on teaching reading, writing, speaking, listening, viewing and representing in the digital age. The curriculum content includes a review of related curriculum documents and supporting resources as well as a review of current subject-related theory, teaching strategies, and classroom practices. The course continues to use the critical digital literacies approach from semester one.

Prerequisites	**Ontario Curriculum Teachables IS: English I**
Co-requisites	
Credit restrictions	**Restricted to IS BEd students**
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Demonstrate an understanding of the adolescent learner (cognitive, physical, social and emotional) with respect to developmental change, learning differences, and socio-cultural diversity and select texts and develop learning tasks accordingly;
- Demonstrate a thorough knowledge of the policies and guidelines of the Ministry of Education as they apply to teaching in the Intermediate/Senior English classroom;
- Demonstrate an awareness of the supporting materials for the Ontario curricula, including Profiles, Exemplars, and resources for "at risk" students, with particular attention to subject English and the development of digital literacies;
- Demonstrate an understanding of evaluation based on achievement charts outlined in current English curriculum guidelines and develop learning activities, lessons and units accordingly;
- Demonstrate an understanding of recent theoretical and critical trends in the study and pedagogy of Intermediate/Senior English/Language Arts, with a particular emphasis on a socio-cultural approach;
- Demonstrate the ability to critique curriculum resources and materials in light of recent research in current studies and select course content based on current theory and research;
- Demonstrate an awareness of the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers, particularly related to technological pedagogical content knowledge and teaching practice in subject English;
- Demonstrate the ability to provide practical methodologies for English/Language Arts (7-12), supported by a sound theoretical framework, supported by current research;
- Demonstrate an ability to proficiently use, critique and produce digital texts and tools of all kinds.

DELIVERY MODE

(check all that may apply)	**x face-to-face**	**☐ hybrid**	**☐ online**

FACE-TO-FACE but with a built-in social media networking site to be used as a professional learning community to flip the classroom and extend student learning.

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: presentations, and group activities and discussions as well as the use of digital technologies.

Assessment: Students will be assessed weekly relying on a variety of web-based tools and hands-on assessment strategies that might include, but not limited to, web-based technologies, creating grade-appropriate resources.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

TEMPLATE 8-A

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: General Science I		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36___ Lecture _____ Lab _____ Tutorial X Other	

CALENDAR DESCRIPTION

This course is intended to provide teacher candidates with experience in becoming teachers of science and technology in the *Intermediate* (Grades 7, 8, 9 & 10) and *Senior* (Grades 11 & 12) *Divisions* in Ontario schools. In this course, teacher candidates will examine the curriculum and teaching methods in General Science. The emphasis in the course will be on determining the contexts in which learning will occur and then developing expertise in devising appropriate environments to support student learning. The Ontario Curriculum documents for the Intermediate and Senior divisions will be used as guidelines to the strands, topics and concepts that will be covered. The learning and understanding of the processes of science (inquiry) and technology (design) will be integrated into the teaching practices which will be studied.

It is expected that teacher candidates will develop:

- *practical expertise* in planning and conducting independent scientific and technological investigation projects
- *broader understandings* of the nature of the products of inquiry and design projects in science and technology
- *teaching expertise* regarding the facilitation of active learning environments for students in science and technology

Teacher candidates will learn how to plan, deliver and evaluate instruction in General Science through a variety of instructional strategies

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd Stduents**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

Learning Outcomes

Teacher candidates who successfully complete the course will have demonstrated that they can:

- accurately describe the general bodies of knowledge that are associated with the General Science curricula at each grade level
- apply theory of adolescent development and learning to program and lesson planning
- discuss their own familiarity with these areas of knowledge and their plans for continuous learning and growth with respect to them
- critically evaluate the teaching and learning emphasis associated with a Science, Technology, Society and the Environment curriculum, instructional plan, or lesson
- find and critique information sources regarding course content in intermediate and senior General Science
- identify ways to foster a safe and positive learning environment in classrooms and labs
- identify instructional strategies appropriate for the adolescent learner and for both individual and group experiences
- develop sound, practical plans for teaching topics for intermediate and senior General Science classes
- develop assessment tools and strategies for intermediate and senior General Science lessons
- articulate a rational for project-based learning and discuss the importance of lab activities and investigational processes for learning science
- differentiate between processes for learning science (inquiry) from those appropriate to learning technology (design)

Specific Enabling Tasks

In order to achieve the learning outcomes, teacher candidates will:

- explain the role of investigations in science studies, design processes in technology studies and the role of science and technology in society and the environment, including both the philosophical under pinning's and the limitations of science and technology
- discuss the relationships between science and technology and the place of technology in both creating and solving social and environmental problems
- explain scientific processes (inquiry)and scientific reasoning
- explain technological processes (design) and technological reasoning
- plan and deliver specific science lessons that incorporate Ontario curriculum guidelines, strands and topics
- appropriately assess science and technology learning in both classroom and laboratory settings
- articulate the role of information technology in teaching and learning science and technology and demonstrate the capacity to use information technology effectively in their work

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**hybrid**	**□ online**

TEACHING AND ASSESSMENT METHODS

This course will be delivered using a variety of teaching techniques that models classroom instruction. The thrust of the teaching methods will be mainly activity-based and may include (but not limited to):

- small and large group discussions on theory and practice
- posting weekly discussions to the Blackboard Discussion Board
- inquiry-style and problem based activities
- curriculum analysis and resource exploration

A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed such as:

- posting to the discussion board on a weekly basis for face to face and online discussions
- in class professionalism and participation
- rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: General Science II		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36__Lecture _____ Lab _____ Tutorial Other	

CALENDAR DESCRIPTION

This course is intended to continue to provide teacher candidates with experience in becoming teachers of science and technology in the *Intermediate* (Grades 7, 8, 9 & 10) and *Senior* (Grades 11 & 12) *Divisions* in Ontario schools. In this course, teacher candidates will continue to examine the curriculum and teaching methods in General Science. The emphasis in the course will be on determining the contexts in which learning will occur and then developing expertise in devising appropriate environments to support student learning. The Ontario Curriculum documents for the Intermediate and Senior divisions will be used as guidelines to the strands, topics and concepts that will be covered. The learning and understanding of the processes of science (inquiry) and technology (design) will continue to be integrated into the teaching practices which will be studied.

Prerequisites	**Ontario Curriculum Teachables IS: General Science I**
Co-requisites	
Credit restrictions	**Restricted to IS BEd Students.**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

Learning Outcomes

Teacher candidates who successfully complete the course will have demonstrated that they can:

- accurately describe the general bodies of knowledge that are associated with the General Science curricula at each grade level
- apply theory of adolescent development and learning to program and lesson planning
- discuss their own familiarity with these areas of knowledge and their plans for continuous learning and growth with respect to them
- critically evaluate the teaching and learning emphasis associated with a Science, Technology, Society and the Environment curriculum, instructional plan, or lesson
- find and critique information sources regarding course content in intermediate and senior General Science
- identify ways to foster a safe and positive learning environment in classrooms and labs
- identify instructional strategies appropriate for the adolescent learner and for both individual

and group experiences
- develop sound, practical plans for teaching topics for intermediate and senior General Science classes
- develop assessment tools and strategies for intermediate and senior General Science lessons
- articulate a rational for project-based learning and discuss the importance of lab activities and investigational processes for learning science
- differentiate between processes for learning science (inquiry) from those appropriate to learning technology (design)

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**hybrid**	**□ online**

TEACHING AND ASSESSMENT METHODS

This course will be delivered using a variety of teaching techniques that models classroom instruction. The thrust of the teaching methods will be mainly activity-based and may include (but not limited to)
- small and large group discussions on theory and practice
- posting weekly discussions to the Blackboard Discussion Board
- inquiry-style and problem based activities
- curriculum analysis and resource exploration

A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed such as:
- posting to the discussion board on a weekly basis for face to face and online discussions
- in class professionalism and participation
- rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Studies IS: Health and Physical Education I		
Course number: EDUC XXXXU	**Cross-listings:**	**x Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will explore health and physical education content, philosophies and teaching methodologies from Grade 7 to 12 in the Ontario context. Students will be shown how to infuse multimedia technologies into the delivery of the curriculum. They will be encouraged to explore Physical Education and Health topics by taking part in projects, presentations and practical labs. Many of the health topics in the Ontario Health Curriculum such as the compulsory CPR unit will be presented and discussed. In addition, many of the current issues that are related to health and wellness will be studied in the course. The physical education portion of the course includes activity sessions in dance, outdoor recreation, leisure time sports activities and many individual and team sports. This course will include methods of assessment and evaluation of students and programs, curriculum development and the practice of maintaining a balanced program of curricular, interschool and intramural activities.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd students**
Credit exemptions	
Grading scheme	**x letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will:
1. Demonstrate knowledge of Ontario Ministry of Education documents related to teaching health and physical education in the intermediate and senior divisions
2. Use the supporting materials created for the Ontario curricula (e.g., units, websites, profiles, exemplars) to develop teaching materials
3. Apply the principles of OPHEA safety guidelines to lesson planning
4. Use effective teaching methodologies appropriately based on the physical abilities of the learner
5. Demonstrate sensitivity and ethical principles in teaching health education
6. Develop approaches to implement Daily Physical Activity across the curriculum
7. Demonstrate an understanding of the importance of diversity and equity to lesson design
8. Connect curriculum expectations to curriculum resources and utilize available curriculum resources and technologies that enhance the learning environment for health and physical education
9. Discuss and evaluate different teaching practices that serve to establish safe and supportive environments
10. Develop and demonstrate appropriate communication skills necessary for a physical education setting
11. Demonstrate a commitment to personal fitness and the importance of being a role model for physical activity in the school community.
12. Apply principles of good assessment and evaluation to the course curriculum.
13. Create a resource list of technology-related apps and tools to use in HPE activity and health classes.

DELIVERY MODE

(check all that may apply)	**x face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS Teacher candidates will complete four assignments in this course. Each assignment will allow teacher candidates to develop their planning and communication skills. All assignments are individual. Teacher candidates will also be assigned

1. Goal Summary:	Teacher candidates will outline their strengths, challenges and areas to work on through the course. They reflect on the strengths and areas where they need to grow and develop.
2. Health Lesson Plan:	Based on grade 7 or 8 curriculum..
3. Core Sport Lesson Presentation:	Lessons will be presented each class and evaluated by peers and the instructor.
4. Professionalism:	Ongoing (includes participation, attendance, on-task behavior, etc.) Review of goal, reflection on learning and growth throughout the course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Studies IS: Health and Physical Education II		
Course number: EDUC XXXXU	**Cross-listings:**	**x Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will continue to explore health and physical education content, philosophies and teaching methodologies focusing on Grades 11 to 12. Students will continue to be shown how to infuse multimedia technologies into the delivery of the curriculum. They will be encouraged to explore Physical Education and Health topics by taking part in projects, presentations and practical labs. Many of the current issues that are related to health and wellness will be studied in the course, including personal wellness, mental, physical, social and emotional health. Students will continue to be encouraged to explore physical and health literacy. The physical education portion of the course includes activity sessions in dance, outdoor recreation; leisure time sports activities and many individual and team sports. This course will continue to include methods of assessment and evaluation of students and programs, curriculum development and the practice of maintaining a balanced program of curricular, interschool and intramural activities.

Prerequisites	**Ontario Curriculum Studies IS: Health and Physical Education I**
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. Students**
Credit exemptions	
Grading scheme	**x letter grade ☐ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:
1. Demonstrate good knowledge of Ministry of Education documents related to teaching health and physical education in the intermediate and senior divisions, in particular focusing on lifestyle sports in senior grades 11-12.
2. Use the supporting materials created for the Ontario curricula (e.g., units, websites, profiles, exemplars) to develop teaching materials
3. Apply the principles of OPHEA safety guidelines to lesson planning
4. Use effective teaching methodologies appropriately based on the physical abilities of the learner
5. Demonstrate sensitivity and ethical principles in teaching health education
6. Develop approaches to implement Daily Physical Activity across the curriculum
7. Demonstrate an understanding of the importance of diversity and equity to lesson design
8. Connect curriculum expectations to curriculum resources and utilize available curriculum resources and technologies that enhance the learning environment for health and physical education
9. Discuss and evaluate different teaching practices that serve to establish safe and supportive environments
10. Develop and demonstrate appropriate communication skills necessary for a physical education setting
11. Demonstrate a commitment to personal fitness and the importance of being a role model for physical activity in the school community.
12. Apply principles of good assessment and evaluation to the course curriculum.
13. Encourage diversity and enable students to adapt drills and lessons for a wide variety of physical ability levels and learning styles.
14. Demonstrate a variety of ways to incorporate digital technology in activity and health curriculum delivery.
15. Describe how to use digital games as an effective tool in teaching health education.

DELIVERY MODE

(check all that may apply)	**x face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching methods include experiential and participatory strategies to explore alternative models of teaching in HPE. Students will be assigned a mentor teacher from a local secondary school and will be encouraged to visit the school on a regular basis in order to observe, participate, lead activities and be immersed in the small but distinct culture of HPE teachers.

1. Unit Plan :	This assignment will be based on grade 9-10 curriculum and includes a series of 8 lessons, quiz or assessment criteria, resources, weblinks.
2. Technology in PHE	Teacher candidates create an individual resource package of strategies, ideas, great weblinks and ways to use technology in the delivery of PHE.
3. Mentor Journal:	Includes participation, attendance, teacher candidates reflect on growth and learning in the course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: History I		
Course number: EDUC XXXXU	**Cross-listings:**	**__X_ Core ____ Elective**
Credit weight: 3.0	**Contact hours: 36** Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course familiarizes students with the content, theories, and practices that are currently advocated by the Ontario Ministry of Education for the teaching of history in intermediate and secondary schools. Students will explore assessment, active learning, curriculum planning and problem based learning. Emphasis will also be placed on student learning styles and accommodating diversity within the classroom. They will engage deeply with the mandated curriculum through exploration of the documents in class and through the creation of lesson plans. Students will explore the above topics while engaging in various digital and online technologies both in the classroom and as a means of assessment. Throughout the course students will develop the interpersonal and professional skills necessary to succeed in an educational setting.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS BEd Students**
Credit exemptions	
Grading scheme	**× letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

Use digital mediums to examine a variety of educational topics in the intermediate/senior history classroom.

Develop a lesson plan to meet the expectations from a Ministry Curriculum Document at the intermediate/senior level

Develop appropriate tools to assess learning at a variety of levels in the intermediate/senior history classroom.

Use reflection to improve upon their teaching practice in the intermediate/senior history classroom.

DELIVERY MODE

(check all that may apply)	**× face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

1. Professionalism (20%) A significant portion of the final mark is allocated to professionalism which includes attendance, class participation and engagement. If it is necessary for a Teacher candidates to be absent from a class, the respective faculty will be notified in advance with the reason for the absence. Where, in the opinion of the instructor, absence from class puts a student in contravention of UOIT Regulation 5.15.2 and/or indicates that a student might not be sufficiently prepared for practicum, the professor/instructor will report such concerns to the Academic Advisor and/or the Director of the B.Ed. program.

2. History and Me (20%) Teacher candidates will individually choose one digital medium through which to give an overview of their experiences with history in the classroom. Teacher candidates should explore their elementary, high school and post-secondary years. Included in this assignment will be a one page reflection on ideas to make history exciting and engaging in the teacher candidate's future classroom. Due Wednesday, September 25, 2013.

3. Problem Based Learning Assignment (25%) Teacher candidates will, in groups, explore and solve a problem based on teaching history at the intermediate/senior level. Through the process they will model the pedagogy necessary to use PBL in their own classrooms. They will conclude the assignment by creating their own PBL example for use in a future classroom. Due Friday, October 11, 2013.

4. Lesson Plan (35%) Teacher candidates will, in pairs, develop a lesson plan to meet expectations from an intermediate/senior level course (Grade 10 Civics or Grade 7-12 History) at the Open, College or University level. This lesson plan should fit within the course unit plan that students will develop later in the next semester. Due November 18 and 20, 2013.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: History II		
Course number: EDUC XXXXU	**Cross-listings:**	**__X_ Core ____ Elective**
Credit weight: 3.0	**Contact hours: 36** Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course continues the work begun in History I, by familiarizing students with more of the content, theories, and practices that are currently advocated by the Ontario Ministry of Education for the teaching of history in intermediate and secondary schools. Students will further explore assessment and the Growing Success document. They will continue to develop their understanding of the mandated curriculum through the creation of a detailed unit plan. Students will explore Aboriginal issues in education, as well as continue to discuss how to accommodate diversity within the classroom. Students will examine in detail, the use of reflection as part of effective pedagogy. Students will explore the above topics while engaging in various digital and online technologies both in the classroom and as a means of assessment. Throughout the course students will continue to develop the interpersonal and professional skills necessary to succeed in an educational setting

Prerequisites	**Ontario Curriculum Teachables IS: History I**
Co-requisites	
Credit restrictions	**Restricted to IS BEd Students**
Credit exemptions	
Grading scheme	**× letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:
Create a portfolio of online tools and digital mediums appropriate to the teaching and assessment of history at the intermediate/senior level.
Develop a unit plan to meet the expectations from a Ministry Curriculum Document at the intermediate/senior level
Develop appropriate tools to assess learning at a variety of levels in the intermediate/senior history classroom.
Use reflection to improve upon their teaching practice in the intermediate/senior history classroom.

DELIVERY MODE

(check all that may apply)	**× face-to-face**	**□ hybrid**	**□ online**

TEACHING AND ASSESSMENT METHODS

1. Professionalism (20%) A significant portion of the final mark is allocated to professionalism which includes attendance, class participation and engagement. If it is necessary for a Teacher candidates to be absent from a class, the respective faculty will be notified in advance with the reason for the absence. Where, in the opinion of the instructor, absence from class puts a student in contravention of UOIT Regulation 5.15.2 and/or indicates that a student might not be sufficiently prepared for practicum, the professor/instructor will report such concerns to the Academic Advisor and/or the Director of the B.Ed. program. Students are expected to be present and participate in all classes, as well as participate in any online activities. Teacher candidates are also expected to conduct themselves in a manner that is beneficial to the classroom and promotes learning. (See section on Professional Conduct below.)

2. History Technology Portfolio (25%)
Teacher candidates will, in pairs, create a portfolio of online tools and digital mediums appropriate to the teaching and assessment of history at the intermediate/senior level. Students will explore and critique a variety of technologies examined throughout both CURS4501 and 4502, as well as several additional options, and provide a rationale for their use in the intermediate/senior classroom. Their portfolio will be made available to their peers for future use in the classroom through Blackboard.

3. Unit Plan (35%) Teacher candidates will develop, in groups, a unit plan to meet expectations from a Senior level course (Grade 10 Civics or Grade 11/12 History) at the University/College level. The unit plan will follow a prescribed format and teacher candidates will present their unit plan highlights to their peers. Due: Tuesday, March 12, 2013.

4. Individual Lesson Presentation (20%)*Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Mathematics I		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** _36_ Lecture _____ Lab _____ Tutorial __36__ Other	

CALENDAR DESCRIPTION

This course offers prospective teachers an introduction to key issues in mathematics teaching and learning at the intermediate and senior divisions. Emphasizing the "unpacked" mathematical knowledge required for teaching, course participants will explore both theoretical and pragmatic aspects of teaching and learning, including topics such as: constructivist-based teaching approaches; uses of technology for enriched learning; communication, assessment and evaluation; multiple representations and the interconnectedness of curricular expectations; how aesthetic and affective experiences can be used to benefit learning and to teach for equity, diversity, and academic success. Participants will explore, analyse and develop concrete examples of learning activities with special attention toward using technology, and an emphasis on mathematical reasoning of and for diverse learners. Through readings, activities and discussions, participants will develop knowledge of relevant Ontario Ministry of Education guidelines, policies and documents for creating positive learning environments, while also exploring their personal values and beliefs about mathematics education.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

1. Critically reflect on the nature of mathematics, and how to engage learners with the use of technology, interdisciplinary activities, and concrete materials
2. Examine in depth the Ontario curriculum, drawing connections amongst different strands in mathematics, with a focus on student development and assessment, and use of technology
3. Develop, extend and strengthen knowledge of fundamental concepts in intermediate and senior mathematics, and develop "unpacked" mathematical knowledge for teaching (with attention toward interpreting and responding to student thinking and common errors, multiple representations and problem-solving approaches, making connections with and across the grain of the curriculum)
4. Begin to develop a foundation for teaching intermediate and senior mathematics through inquiry, exploration, and active engagement to meet the needs of diverse learners
5. Use knowledge of how students learn mathematics to plan and critique appropriate tasks and resources for a positive learning experience, with an emphasis on using technology

6. Develop skills in creating classrooms which promote and celebrate mathematical reasoning, skills, understanding, and diversity through, e.g., creating problem/project-based learning tasks, investigating ways to develop community-based pedagogies, exploring various (virtual or concrete) tools which support mathematics learning, and re-conceptualizing the role of the teacher in supporting student success in mathematics.

DELIVERY MODE

(check all that may apply)	**X**	**face-to-face**	**hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: discussions, group activities, use of digital technologies, exploration and critique of different pedagogies and resources, curriculum analysis and resource exploration, and presentations

Assessment: A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed, such as:

- Designing and critiquing lesson resources and assessment strategies, with a focus on technology
- Role playing
- Video analysis
- Critical reflections with a focus on oral and written communication
- In-class professionalism and participation
- Rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Mathematics II		
Course number: EDUC XXXXU	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3.0	**Contact hours:** __36_ Lecture ___ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

This course will expand upon the foundation provided in Mathematics Curriculum Studies I by extending the critical examination of teaching methods, materials, and assessments that are appropriate for the teaching and learning of mathematics in the intermediate and senior divisions. Course participants will explore, develop, and critique activities, lessons, and units of instruction for specific subject matter in the Ontario curriculum. A focus of this course will be on the critique and development of a variety of assessment techniques for use in evaluating learning of diverse student populations. Course participants will explore, debate, discuss, analyse, and reflect on a variety of traditional and innovative instructional and assessment approaches, with special attention toward the use of technology for interdisciplinary learning. Students will also be required to show proficiency in the subject matter they will teach, as per the course co-requisites.

Prerequisites	**Ontario Curriculum Teachables IS: Studies Mathematics I**
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade pass/fail**

LEARNING OUTCOMES

1. Deepen understanding of the nature of mathematics, and how to engage and assess learners in these areas with the use of technology, interdisciplinary activities, and concrete materials
2. Examine in depth the Ontario curriculum, drawing connections amongst different strands in mathematics, with a focus on student development and assessment, and use of technology
3. Continue to extend and strengthen knowledge of fundamental concepts in intermediate and senior mathematics, and "unpacked" mathematical knowledge for teaching (with attention toward lesson and unit design and implementation, assessment techniques, and differentiated instruction)
4. Enhance the foundations for teaching and assessing intermediate and senior mathematics through inquiry, exploration, and active engagement to meet the needs of diverse learners
5. Use knowledge of how students learn mathematics to plan and critique appropriate tasks and resources for meaningful learning experiences and equitable assessment for diverse learners, with an emphasis on using technology
6. Extend skills in creating classrooms which promote and celebrate mathematical reasoning, skills, understanding, and diversity through, e.g., creating problem/project-based learning tasks and assessments, investigating ways to develop community-based pedagogies, exploring various (virtual

or concrete) tools which support mathematics learning and assessment, and extending understanding of the role of the teacher in supporting student success in mathematics.

DELIVERY MODE

(check all that may apply)	**face-to-face**	**X hybrid**	**□ online**

TEACHING AND ASSESSMENT METHODS

Teaching: Teaching methods will be experiential in nature including: modeling teaching strategies, discussions, group activities, use of digital technologies, exploration and critique of different pedagogies and resources, curriculum analysis and resource exploration

Assessment: A variety of individual and collaborative assessment methods that reflect the course teaching methods will be employed, such as:

- Designing and critiquing lesson resources and assessment strategies, with a focus on technology
- Role playing
- Video analysis
- Critical reflections with a focus on oral and written communication
- In-class professionalism and participation
- Rubrics/checkbricks for evaluation of assignments that are designed by teacher candidates and used by them in practicum

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Physics I		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course is a study of the general principles of curriculum design and development in intermediate science and physics. Students will learn about the forces that shape the curriculum and the ways in which teachers seek to address the needs of learners. Particular attention will be given to the curriculum and teaching strategies for general science at the intermediate division and physics in the senior divisions. Topics include: Ministry of Education policy, lesson planning and an introduction to assessment and evaluation.

Prerequisites	
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will:

1. Know the overall structure and terminology of the Ontario curriculum policies, elementary science and secondary science and physics and articulate their responsibilities for implementation of science and physics curricula as defined in Ministry of education policy and resource documents.
2. Develop inquiry-based approaches to teaching physics that engage students fully.
3. Demonstrate familiarity with the intermediate science curriculum documents and course profiles and exemplars related to their areas of interest focusing on learner expectations, standards and assessment.
4. Find and critique information sources for course content in I/S science and physics.
5. Know and plan using policy elements common across the curriculum in the Ontario context and consider their importance (e.g. equity and diversity, digital literacy, numerical literacy, communication with parents).
6. Find and critique information regarding teaching resources for I/S science and physics.
7. Apply theory of adolescent development and learning to program and lesson planning for science.
8. Develop sound, practical plans for teaching topics in I/S science and physics based on .

9. Identify ways to foster a safe and positive learning environment in classrooms and labs.
10. Identify instructional strategies appropriate for the adolescent learner and for both individual and group experiences and develop assessment tools and strategies for I/S science and physics lessons.
11. Demonstrate ongoing learning in physics and science as essential for continuous growth and improvement as a teacher.
12. Use web searching and productivity software appropriately in organizing the body of knowledge in the Ontario curriculum.
13. Demonstrate ways to support students in the use of technology-based support for learning in the area of science (e.g. probes and data analytic software in science labs)

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching: Throughout the year teacher candidates will examine Ontario curriculum and will have effective science teaching methods modelled for them for the intermediate grades7-10. In this course, teacher candidates focus on science and physics in the intermediate grades and also begin to examine senior physics courses. Teacher candidates will assess their own areas of strength and areas for improvement with respect to knowledge of the content areas covered in the curriculum. This self-analysis is the basis for a personal development plan intended to remediate any deficiencies and build upon areas of strength.

Assessment: Students will produce a series of assignments as follows:
Analogy / model of a Science concept – Peer critiques
Strand analysis and resources – based on grades 7-8 curriculum
Micro teaching – partner lesson for 20 minutes on grade 7-8 curriculum
Lesson Plan - grade 9-10 academic or grade 11 University level
Professionalism – attendance, engagement, participation.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

NEW COURSE: IS Curriculum Studies Physics II

Faculty: Education		
Course title: Ontario Curriculum Teachables IS: Physics II		
Course number: EDUC XXXXU	**Cross-listings:**	**X Core ____ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will expand upon the foundation provided in the Physics Curriculum Studies I course by extending the examination of teaching methods and materials that are appropriate for the teaching of physics in Grades 11 and 12. Students will explore the development of lessons and units of instruction for particular topics in the Ontario physics and science curriculum documents and will learn a variety of assessment techniques for use in evaluating student progress and for curriculum development in the Ontario context. Lab safety, lab -based teaching and the use of technology in teaching lab skills will be foci of the course.

Prerequisites	**Ontario Curriculum Teachables IS: Physics I**
Co-requisites	
Credit restrictions	**Restricted to IS B.Ed. students**
Credit exemptions	
Grading scheme	**X letter grade □ pass/fail**

LEARNING OUTCOMES

On successful completion of this course the students will:

1. Use digital technology in a variety of ways to teach senior physics lessons.
2. Incorporate a variety of teaching and assessment methods including labs, demonstrations, digital labs, individual and group work as applied to senior level physics courses.
3. Demonstrate good knowledge of the Ontario curriculum documents in grades 9-12 science and senior physics grades 11-12.
4. Develop inquiry-based approaches to teaching physics that engage students fully.
5. Critically analyze web-based resources for teaching senior physics.
6. Develop sound practical plans for teaching topics in grades 9-12 science and senior physics grades 11-12.
7. Develop a wide range of tools to assess senior physics courses in line with the Growing Success policy document (assessment for, as and of learning) and curriculum examplars.
8. Demonstrate good knowledge of the course profiles and mastery of content in senior physics curricula in the Ontario context.
9. Explain the importance of lab safety and guidelines for the design and evaluation of lab-based lessons.

DELIVERY MODE

(check all that may apply)	**X face-to-face**	**☐ hybrid**	**☐ online**

TEACHING AND ASSESSMENT METHODS

Teaching: Teacher candidates will learn how to plan, deliver and evaluate lessons in senior physics courses in the Ontario context through a combination of lectures, discussion and observation, experiential learning, readings and curriculum documents. Teacher candidates will discover how to infuse technology through their lessons when teaching senior physics classes. A lesson plan portfolio will be developed as a culminating task to obtain critical feedback regarding their skills in planning, implementation and evaluation.

Assignments:

Effective Assessment Strategies in Physics – Students will develop a series of Learning goals and success criteria matched to the appropriate age, level, and curriculum strand. Peer evaluated for critical feedback.

Cross curricula integration assignment – using digital literacy and numeracy skills demonstrate how one lesson plan can be used to access other elements of the curriculum within science.

Technology Infusion – Create a resource list of 5 digital strategies that can be used to effectively teach physics in the Ontario context.

Lesson Plan Portfolio – students will develop a wide range of lesson plans including traditional, interactive, demos, labs and differentiated teaching and learning strategies in physics. This culminating task should include elements and strategies for academic, applied, essential, college or university bound students.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	***September 2013***
Curriculum Committee approval	***October 2013***
Faculty Council approval	***October 2013***

3. Resource Requirements

3.1. Faculty Members

Name*	Appointment Status	Teaching Areas and Research interests
Greenlaw, Jim	Professor	English (IS), English as a Second Language
Hunter, Bill	Professor	Teaching and Learning
Desjardins, Francois	Associate Professor	Learning and Technology
Hughes, Janette	Associate Professor	English (IS), Digital Literacies
Kay, Robin	Associate Professor	Mathematics (IS), Technology
LeSage, Ann	Associate Professor	Mathematics (PJ)
Robertson, Lorayne	Associate Professor	Digital Literacies (PJ), Equity, Inquiry
Van Nuland, Shirley	Associate Professor	Education and the Law
Van Oostveen, Roland	Associate Professor	Science (IS), Technology
Barber, Wendy	Assistant Professor	Physical Education (IS) Core Methods
Childs, Elizabeth	Assistant Professor	Learning in Digital Contexts
DiGiuseppe, Maurice	Assistant Professor	Biology (IS), Reflective Practice
Eamer, Allyson	Assistant Professor	English as a Second Language, Equity and Diversity
Li, Jia	Assistant Professor	Learning and Technology
Mamolo, Ami	Assistant Professor	Mathematics
Petrarca, Diana	Assistant Professor	Core Methods, Long-range Planning and Assessment
Pinto, Laura	Assistant Professor	Education Policy
Scarfo, Nick	Assistant Professor	Education and the Law
Laffier, Jennifer	FTTF	Learning and Development, Mental Health
Smith, Shirley	FTTF	Science (IS), Core Teaching Methods (IS)

*****The Faculty of Education is the home unit for all core faculty members listed above

3.2. Additional Human Resources

New Faculty Requirements:

The following courses/education elective courses will likely require additional (sessional) instructors: *Social Studies, Individualized Learning and Special Education, Teaching Catholic Religion in Schools, Teaching French in Schools, Issues in Education: Teaching in the Ontario Context, Teacher as Coach, Outdoor Education, Teaching Kindergarten, Pedagogy of the Land, Environmental Education.*

3.3. Physical Resources Requirements

No new physical resources are required.

4. Business Plan

4.1. Statement of Funding Requirements

Financial Resources and Services

Students in the Bachelor of Education Program will have access to financial support through provincial loan programs. UOIT's Financial Aid and Awards Office offer a range of financial services, including financial counseling, to students.

4.2. Statement of Resource Availability

PROJECTED BUDGET AND ENROLMENT – 126 Students over 2 Year Program

	2015-16	2016-17	2017-18	2018-19	2019-20
Year 5 Students - Consecutive	126	126	126	126	126
Year 6 Students - Consecutive		126	126	126	126
Concurrent Phase Out – tuition only	17	17	15		
Tuition Only – Connected Program	6	10	15	20	25
Total	149	279	282	272	277
Grant Revenue @ $5,363 x 1.5 BIU = $8,044*less Ministry standard fee of $2,386 per student = $5,658	712,908	1,425,816	1,425,816	1,425,816	1,425,816
One-time-only transition funding	712,908				
Tuition Revenue @ 5,737 (before 10% set aside)	854,813	1,600,623	1,617,834	1,560,464	1,589,149
10% Tuition Set-Aside	-85,481	-160,062	-161,783	-156,046	-158,915
Total Tuition & Grant Revenue (Used to calculate 50%)	**2,195,148**	**2,866,377**	**2,881,867**	**2,830,234**	**2,856,050**
Ancilliary Fees	14,900	27,900	28,200	27,200	27,700
Tribes	14,900	27,900	28,200	27,200	27,700
Total	**29,800**	**55,800**	**56,400**	**54,400**	**55,400**
Revenue	**2,224,948**	**2,922,177**	**2,938,267**	**2,884,634**	**2,911,450**
Expense					
Total Operating Expense					
Salaries & Ben. (core/sess/admin)	735,878	1,154,991	1,158,555	1,162,298	1,166,229
Practicum (incl coord/staff)	277,078	289,095	289,095	289,095	289,095
Operations (10% increase over 13/14)	114,479	114,479	114,479	114,479	114,479
Total	**1,127,435**	**1,558,565**	**1,562,129**	**1,565,872**	**1,569,803**
(Direct) Total Revenue Less Expense	1,097,513	1,363,612	1,376,138	1,318,762	1,341,647
Net Contribution	***50%***	***48%***	***48%***	***47%***	***47%***
Expected Contribution – 50%	1,097,574	1,433,188	1,440,933	1,415,117	1,428,025
(Indirect) Total Revenue Less Expense	-61	-69,577	-64,796	-96,355	-86,378

Notes:
Effective 2015-16, Ministry BIUs change from 2.0 to 1.5.
Total BIUs received capped at 252 (126 in year 1 and 126 in year 2).
Revenue rates held constant at 2013-14 rate, expenses increased to 16/17 then held constant.
Average core salary per course calculated at $25,000 per course, sessionals calculated at $7,500 - $8,000.
Based on 4 sections in 2015-16 (Fall, Winter – yr 1) and 8 sections in 2016-17 (4 Spring, Fall – Yr 2 + 4 Fall, Winter – Yr 1).
Must be balanced against BA and Grad.
Options: Increase tuition only intake by 24 students, move core faculty to BA or Grad.