



Faculty of Education

2011-12

Concurrent Education Handbook

Welcome to Brock University

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1. Introduction

Welcome from the Dean



It is my great pleasure to welcome you to the concurrent education program at Brock University. I hope you value and enjoy every aspect of the program this year and as you continue on in the program. Having chosen the teaching profession, you obviously love learning, and you value and care about children and youth. As you move forward through your coursework, field placements in schools, and into the teaching profession, always be mindful of the incredible impact you will have on the young lives you touch and shape as a teacher. You will have the ability to influence positively not just the way your students think about learning through the subjects you teach, but also who your students become as human beings. No other profession provides the same opportunity to positively influence youth, and thereby create a more just, educated, and peaceful world. The responsibilities and challenges that lie ahead for you are great indeed, as great as the joy and sense of achievement you will experience as you find yourself changing as a person during your student years, and in the future, as a teacher.

The Faculty of Education at Brock University has a well earned reputation. We are highly respected locally, nationally, and internationally because of our excellent and seminal scholarship, dedicated teaching, and commitment to service. You will find our faculty members and administrative staff to be approachable, helpful, caring, and very skilled. Not only will your Brock BEd degree be well regarded worldwide, you will also be viewed as a highly competent and well trained teacher. We aim to inspire you to always be the best you can be, to do the best you can do, and for the rest of your life to live life learning.

Fiona Blaikie. PhD
Professor and Dean
Faculty of Education

Welcome from the Faculty of Education Department Chairs

On behalf of the Department of Teacher Education and the Department of Graduate and Undergraduate Studies in Education, we are pleased to welcome you to the concurrent education program.

It is our hope that the education courses you complete as part of the concurrent program will provide you with a foundational understanding of education and schooling, and that the knowledge and theoretical understandings you acquire will provide a solid basis upon which to build your professional expertise.

Teaching is a complex and important profession. We wish you all the best as you make your way through the concurrent program.

David Hutchison, PhD
Professor and Chair
Teacher Education

Renee Kuchapski, PhD
Associate Professor and Chair
Graduate and Undergraduate Studies in Education

Welcome from the Administrative Director, Concurrent Education

The Concurrent Education programs at Brock have an established reputation for educating well-prepared, enthusiastic, and dedicated teachers and we look forward to continuing this tradition with you.

While rewarding, studying for two degrees simultaneously can present certain challenges and complexities. The Concurrent Education Office team is committed to working with you, our colleagues across the university, and the wider education community to facilitate a rewarding experience for you, the teacher candidate.

Sandra Regier
Administrative Director
Concurrent Education Programs

Welcome from the Undergraduate Coordinator

Undergraduate education, housed within the Department of Graduate and Undergraduate Studies, is committed to providing students with educational experiences that are grounded in theory and oriented to practice. The Faculty of Education's undergraduate courses provide a blend of theoretical, empirical, and pragmatic content and application.

Students may select courses from the following content areas: foundations of education; cognition and learning; diversity issues in schooling; curriculum theory and design; the process of teaching; reading and literacy; early childhood education; gender issues in teaching and learning; schooling, education, and society; sciences and mathematics; classroom assessment, observation, and evaluation; critical literacies; literacy across the curriculum; and global education.

Our undergraduate courses seek to enhance each student's preparation for teacher certification, develop the skills which will help students to become critical consumers of research and media, and facilitate educational decision making.

I invite you to contact me throughout your undergraduate journey. I would be pleased to provide you with guidance as you navigate the concurrent program.

Ann-Marie DiBiase, PhD
Undergraduate Coordinator
Department of Graduate and Undergraduate Studies in Education

About the Concurrent Education Handbook

This handbook introduces concurrent education students (hereafter referred to as concurrent students) to the concurrent education program (concurrent program) at Brock University. Along with the *Brock University Undergraduate Calendar* (published for the academic year a concurrent student began their program), this handbook also outlines the policies and procedures that Brock University follows in relation to the concurrent program.

The handbook is posted to the concurrent website which is introduced below. Concurrent students are advised to familiarize themselves with the handbook early on in the concurrent program.

For information about the fifth and final year of the concurrent program, also known as the certification year, please refer to the *Teacher Candidate Handbook* which is posted to the Department of Teacher Education website: <http://brocku.ca/education/teaching/>

About the Concurrent Education Website

The concurrent education website (concurrent website) is a central online portal where concurrent students can access a variety of online tools and resources that will assist them throughout the first four years of the concurrent program. Concurrent students are encouraged to visit the website on a regular basis as it is frequently updated with important information about the program, including upcoming professional development events.

To access the concurrent website, navigate to the following Web address and click on the “Concurrent Teacher Education” link on the left-hand side:

<http://www.brocku.ca/education/currentstudents>

2. Program Conceptual Model

Introduction

This chapter introduces the seven concurrent programs offered by Brock University and provides an overview of the philosophy of the concurrent program and the mission statements of the Faculty of Education, the Department of Teacher Education, and the Department of Graduate and Undergraduate Studies in Education. The Ontario College of Teachers' Standards of Practice is next introduced, as are the key roles played by our partners in education, including the Ontario College of Teachers, the Ontario Ministry of Education, the Ontario Teachers' Federation, and Ontario's school boards. The chapter concludes with a review of the responsibilities of key academic and administrative units and personnel at Brock, as well as a discussion of those personal qualities which can help students experience success in the concurrent program.

The Concurrent Programs

The concurrent program is a partnership between the Department of Teacher Education, the Department of Graduate and Undergraduate Studies in Education, and the following academic departments at Brock University:

- Biological Sciences
- Chemistry
- Child and Youth Studies
- Dramatic Arts
- English
- French (Modern Languages, Literatures, and Cultures)
- Geography
- History
- Mathematics
- Physical Education (Physical Education and Kinesiology)
- Physics
- Visual Arts

The concurrent program is designed to enable a Brock student who is pursuing teaching as a career to work over five years on two degrees simultaneously - an honours-level undergraduate degree in a specific discipline (i.e., a BA, BPhEd, or BSc degree) and a teacher education degree (i.e., the BEd degree) leading to a recommendation to the Ontario College of Teachers for certification to teach in the Primary/Junior (Grades K-6), Junior/Intermediate (Grades 4-10), or Intermediate/Senior (Grades 7-12) divisions in Ontario's public school system.

The following seven concurrent programs are offered at Brock University:

- BA Child and Youth Studies (Honours) / BEd (Primary/Junior)

- BA Integrated Studies (Honours) / BEd (Junior/Intermediate)
- BSc Integrated Studies (Honours) / BEd (Junior/Intermediate)
- BPhEd (Honours) / BEd (Junior/Intermediate)
- BA (Honours) / BEd (Intermediate/Senior)
- BSc (Honours) / BEd (Intermediate/Senior)
- BPhEd (Honours) / BEd (Intermediate/Senior)

Detailed overviews for each of the above programs can be found toward the end of this handbook.



The Concurrent Program Philosophy

The concurrent program is based on a spiral philosophy in which educational concepts, issues, and skills are introduced in a foundational way early on in the program and elaborated upon at deeper levels in upper year courses. The progressive elaboration of course content in the concurrent program builds upon concurrent students' prior knowledge and experience in order to help them make strong connections between subject content and the professional values that shape the culture of teaching in Ontario.

Each year of the education courses in the concurrent program focuses on a specific organizing theme. In the Primary/Junior (P/J) and Junior/Intermediate (J/I) programs, the themes are:

- Year 1: The Foundations of Education

- Year 2: The Student
- Year 3: The Teacher's Role
- Year 4: The Classroom Climate
- Year 5: Curriculum & Practice (Certification Year)

In the Intermediate/Senior (I/S) program, education courses begin in Year 2 and focus on the following organizing themes:

- Year 2: The Foundations of Education
- Year 3: Methodology
- Year 4: The Classroom Climate
- Year 5: Curriculum & Practice (Certification Year)

Along with coursework, field experiences in schools also serve as important components of the concurrent program. Concurrent students complete community service learning experiences (Year 2), observation-based field experiences (Years 3 and 4), and teaching practica (Year 5) in schools or similar education-related organizations which are directly linked to concurrent education courses in the program. Course instructors regularly reference students' school-based field experiences and, as discussed later in this handbook, concurrent students are continually encouraged to reflect critically on and draw from their school-based field experiences as they develop their skills as a teacher.

The structure of the program allows concurrent students to develop their teacher knowledge over a longer period of time than students who first complete an undergraduate degree and then apply to Brock University's eight-month consecutive teacher education program. Concurrent students are in the unique position of experiencing university as adult learners whilst also developing their teacher identity.

Mission Statements

Faculty of Education

The Faculty of Education advances learning through education, scholarship, and service. Through initial teacher education, continuing professional development, and undergraduate and graduate programs, we support our students in realizing their potential as creative, critical, and ethical life-long learners. Through our scholarship, we improve education and the human condition by contributing to academic and professional discourse, influencing policy, and affecting educational practice. Through our service, we further social justice and contribute to our profession, university, and local, provincial, national, and international communities.

Department of Teacher Education

Teacher candidates at Brock University participate in a field-based program grounded in research, responsive to the professional needs of beginning teachers, and based on the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

Department of Graduate and Undergraduate Studies in Education

The Department of Graduate and Undergraduate Studies in Education is committed to the advancement of knowledge through research and teaching. We strive to provide a student-centred environment at both the graduate and undergraduate levels. Faculty perceive themselves as autonomous pursuers of knowledge, operating within a system of collegial review, conducting both fundamental and applied research. We are dedicated to maintaining connections with the broader educational community and contributing to its development.

The Ontario College of Teachers' Standards of Practice and Ethical Standards

The Ontario College of Teachers' *Standards of Practice for the Teaching Profession*, the *Ethical Standards for the Teaching Profession*, and the *Professional Learning Framework for the Teaching Profession* form the Foundations of Professional Practice. They outline the principles of professional practice, ethical behaviour, and ongoing learning for the teaching profession in Ontario.

The concurrent program at Brock adheres to the principles that are outlined in the above Standards and these principles are referenced frequently throughout the program.

The Standards of Practice for the Teaching Profession

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

The Ethical Standards for the Teaching Profession

Care

The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of Respect are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Our Partners in Education

The Faculty of Education is privileged to work in partnership with key stakeholders who are committed to excellence in Ontario public education.

The Ontario College of Teachers

Teachers who desire to work in publicly funded schools in Ontario are required to be certified to teach in the province and also be members of the Ontario College of Teachers (OCT). The Ontario College of Teachers is accountable to the public for how it carries out its responsibilities.

The Ontario College of Teachers:

- ensures Ontario students are taught by skilled teachers who adhere to clear standards of practice and conduct;
- establishes standards of practice and conduct;
- issues teaching certificates and may suspend or revoke them;
- accredits teacher education programs and courses;
- provides for ongoing professional learning opportunities for members.

The Ontario Ministry of Education

The Ontario Ministry of Education administers the system of publicly funded elementary and secondary school education in Ontario.

The Ministry commitment to promoting a strong, vibrant, publicly funded education system is focused on three goals:

- high levels of student achievement;
- reduced gaps in student achievement;
- high levels of public confidence in public education.

The Ontario Ministry of Education regularly liaises with both teacher candidates and instructors in Brock's teacher education program, highlighting new Ministry resources and initiatives throughout the province. A number of Brock professors in the Faculty of Education work closely with the Ministry on research and curriculum development projects.

The Ontario Teachers' Federation

The Ontario Teachers' Federation (OTF) represents all teachers in Ontario's publicly funded schools. It is the unifying voice safeguarding their profession, pensions, and public education.

The Ontario Teachers' Federation represents approximately 155,000 teachers in Ontario's publicly-funded schools. There are four affiliate organizations:

- Elementary Teachers' Federation of Ontario (ETFO);
- Ontario English Catholic Teachers' Association (OECTA);
- Ontario Secondary School Teachers' Federation (OSSTF);
- l'Association des Enseignantes et des Enseignants Franco-Ontariens (AEFO).

Ontario School Boards

The Faculty of Education is pleased to work with in partnership with the District School Board of Niagara (dsbn.edu.on.ca) and the Niagara Catholic District School Board (niagararc.com), as well as other school boards in the province.

Key Roles

Specific contact information for the following administrative and leadership roles can be found at the concurrent website, under the "Contacts" link.

Department of Teacher Education

The Faculty of Education's Department of Teacher Education offers BEd certification courses in Years 3 and 4 of the concurrent programs. In Year 5 of the program (i.e., the certification year), concurrent students complete a number of foundation, curriculum, and field-based experience courses offered by the Department.

The Department of Teacher Education provides academic oversight over the BEd degree portion of the concurrent program.

Department of Graduate and Undergraduate Studies in Education

The Faculty of Education's Department of Graduate and Undergraduate Studies in Education offers a number of core and elective education-related undergraduate courses in Years 1 to 4 of the concurrent program (and Year 5 of the Intermediate/Senior concurrent program) which concurrent students complete as part of their undergraduate degree.

Concurrent Office

The Concurrent Office, Faculty of Education, with offices located in the lower level of Welch Hall (WH8), provides administrative leadership to the concurrent programs by fulfilling the following functions:

- provides academic advising to concurrent students;
- arranges and monitors, in consultation with instructors and students in the program, Year 2, 3, and 4 field experiences for concurrent students;
- regularly communicates with concurrent students (normally via email and the concurrent website);
- tracks concurrent students' progress through the program;
- provides administrative support to the Concurrent Council;
- delivers presentations to concurrent students and potential applicants to the program;
- liaises with academic and administrative units throughout the university;
- maintains the concurrent website.

The Concurrent Office also regularly liaises with the Chairs of the Department of Teacher Education and the Department of Graduate and Undergraduate Studies in Education, regarding academic and policy matters.

Personnel in the Concurrent Office include the:

- Administrative Director;
- Associate Administrative Director;
- Academic Advisors and Field Experience Assistants (2);
- Administrative Assistant.

Due to the complex nature of the concurrent program, it is recommended that students schedule regular academic advising appointments with the Concurrent Education Office. When preparing for course registration, students should seek advising between March and May of the preceding academic year. Advising appointments are booked through the concurrent website.

Concurrent Program Committee

The Concurrent Program Committee is a Faculty of Education cross-departmental committee that considers and makes programmatic recommendations to the Department of Teacher Education and the Department of Graduate and Undergraduate Studies in Education. This committee also consults with the Inter-faculty Concurrent Program Committee on matters related to the concurrent program.

Inter-faculty Concurrent Program Committee

The Inter-faculty Concurrent Program Committee is an information sharing and consultative committee with representation from the Faculty of Education and academic departments throughout the university which offer concurrent programs in partnership with the Faculty of Education.

Concurrent Council

The Concurrent Council represents the interests of concurrent students and organizes professional development and social events for concurrent students, including the annual Concurrent Conference. The Concurrent Council is normally led by a student president (or two co-presidents) who are elected by concurrent students each year. The Concurrent Council comprises the following roles:

- President or Co-Presidents;
- Senior Events Coordinator;
- Junior Events Coordinator;
- Conference Coordinator;
- Conference Assistant Coordinator;
- Community Representative;
- First Year Representative (2);
- Merchandising Representative.

The Undergraduate Coordinator also serves as an advisor.

Ombudsperson

In addition to a university-level Ombudsperson, who functions independently of Brock University and the Brock University Students' Union (www.busu.net), the Faculty of Education's Ombudsperson serves as a resource and advocate for concurrent students in the Faculty of Education. Students are welcome to consult with the Ombudsperson should they have a concern about the program. The Ombudsperson works in a confidential manner with concurrent students in representing their interests in the program.

The Concurrent Student

At times, the concurrent program can be a challenging and intense, albeit rewarding, experience for concurrent students who are completing two degrees at the same time. Below are a few qualities that students and instructors have identified as important in helping concurrent students to experience success in the program:

- **Awareness:** Beginning in Year 1, concurrent students should ideally see themselves as both adult learners in a rigorous academic university program as well as future teaching professionals. A concurrent student's success in the program in large measure relies on recognizing the responsibilities and opportunities entailed by both roles;
- **Time Management:** Successful concurrent students manage their time wisely. At times, the concurrent program will present unique challenges due to its complexity and intensity. (Students who believe they need assistance in this area are advised to consult the Student Development Centre at Brock University which offers workshops on time management);
- **Respect for Field Placement Administration:** Concurrent students should understand and demonstrate respect for the process involved in arranging field experiences. This includes proper attention to detail and commitment to completion of administrative requirements, such as police records checks;
- **Flexibility:** Concurrent students are ideally open to different ideas and circumstances. This is especially important when timetabling courses and field experiences in schools. Due to the complexity of the concurrent program, a student's timetable may not always consist of exactly what he or she planned or hoped for;
- **Eagerness to Learn:** The concurrent program offers students a myriad of different ways to learn - in lectures and seminars, through reflection on field experiences in schools and the wider community, and in formal and informal conversations with others. Throughout their five years in the program, concurrent students are encouraged to take full advantage of opportunities to grow as university students and future teachers;
- **Communication and Support:** Successful concurrent students stay in touch with the Concurrent Education Office - ideally by booking an appointment with an academic advisor at least once per year and definitely in the first year of the program. Concurrent students are urged to regularly check their Brock email accounts for important information and notices about upcoming deadlines related to the concurrent program.

With reference to the final point above, concurrent students should prepare for academic advising appointments by considering and recording questions they would like to address in their meeting with an academic advisor. Concurrent students should also come prepared to take notes during their appointments which will assist them in reflecting on the points raised in discussions with academic advisors.

Academic advisors provide information and assistance that help guide a concurrent student's academic studies. Ultimately, however, it is the concurrent student's responsibility to make informed decisions about their program of study at Brock University.

Instructional Resource Centre

Complementing the library holdings at the main Gibson Library, the Instructional Resource Centre (IRC) curriculum libraries at the St. Catharines and Hamilton campuses offer practical print and multimedia resources related to elementary and secondary level teaching and curriculum study. The IRC also provides concurrent students with media production facilities and instructional supply sales. For more information, please visit the IRC website:

<http://www.brocku.ca/education/currentstudents/instructional-resource-centre>



Additional Programs for Teachers

The concurrent program is one of several programs offered by the Faculty of Education. Once certified as teachers, concurrent students may wish to consider enrolling in the Masters-level graduate program offered by the Department of Graduate and Undergraduate Studies in Education and/or the additional qualification (AQ) course program offered by the Centre for Continuing Studies in Teacher Education. Visit the Faculty of Education website for further information:

<http://www.brocku.ca/education/>

3. Program Policies

Essential Competencies Required for Successful Completion of the BEd Program

In order to successfully complete the initial teacher education program, concurrent students are required, by the conclusion of the certification year of the concurrent program (Year 5), to demonstrate the following essential competencies, as observed and assessed by instructors and teachers in schools:

Professionalism

- a commitment to lifelong learning and professional growth;
- an understanding of and commitment to professionalism as exemplified by the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*;
- an understanding of Ontario educational law, policies, regulations, and legislation;
- the ability to deal with complex and sometimes stressful teaching situations that require stamina, adaptability, and the ability to meet multiple demands simultaneously.

Theory into Practice

- the ability to apply pedagogical theory to educational practice;
- the ability to reflect on the relationship between personal beliefs and professional practice;
- the ability to utilize critical thinking skills (e.g., questioning, gathering, organizing, analyzing, and decision-making) to enhance one's teaching practice;
- an understanding of the foundations of education (e.g., the philosophy of education);
- a sound knowledge of teaching methodologies (e.g., differentiated instruction);
- a sound knowledge of subject matter.

Teaching Practice

- the ability to create a safe and supportive learning environment for students;
- the ability to implement effective classroom management strategies;
- the ability to effectively integrate expectations from the Ontario curriculum into teaching;
- demonstrated organizational skills through daybooks, lesson plans, and unit design;
- the ability to employ a wide variety of student and teacher-directed learning strategies;
- the ability to employ imagination and creativity in teaching;

- the ability to facilitate students' development of critical thinking and research skills;
- the ability to integrate instructional technologies into teaching;
- the ability to model the proper usage of oral and written language;
- the ability to incorporate assistive devices where necessary;
- the ability to develop clear and assessable learning goals for students;
- the ability to design and adapt a wide variety of assessment, evaluation, and reporting strategies in teaching to meet individual learning needs.

Student Learning

- an understanding for how students learn and develop;
- an understanding of the role of self-efficacy in the learning process;
- a demonstrated rapport with students;
- the ability to promote a love of learning in students;
- the ability to model for students curiosity, enthusiasm, and a joy for teaching and learning;
- a respect for human diversity (e.g., cultural, spiritual, and gender);
- a respect for the diverse range of learning strengths and the needs of students;
- the ability to teach an inclusive and differentiated curriculum that responds to diverse student needs;
- the ability to promote in students a sense of self-worth and mutual respect for others and the world around them.

Professional Relationships

- the ability to relate effectively to and collaborate with colleagues;
- a demonstrated ability to communicate with students, colleagues, parents/guardians, and other educational partners;
- the ability to participate actively in the school culture during practice teaching placements;
- a demonstrated respect for and responsiveness to professional feedback.

Concurrent Student Awards

Concurrent students who demonstrate exemplary abilities in their undergraduate program or the teacher education program are invited to apply or be nominated for a number of awards that are presented at convocation. Visit the following web page for specific details about the awards concurrent students can apply or be nominated for:

<http://www.brocku.ca/safa/awards>

Police Record Checks

In the summers preceding Years 2 through 5 of the concurrent program, concurrent students must complete a satisfactory police background check with vulnerable sector screening that is dated no earlier than six months prior to the beginning of a field placement. For further details and instructions, please refer to the concurrent website.

Professionalism in Schools

A number of courses in the concurrent program feature field experiences in educational settings. The concurrent program closely follows the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* described in the previous chapter.

In advance of field placements, instructors will discuss with concurrent students their expectations for professionalism in schools, relating those expectations as appropriate to specific course goals. In general, concurrent students are expected to:

- conduct themselves as professionals according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*;
- arrive at schools in sufficient time and as pre-arranged with the school to begin each field placement visit;
- familiarize themselves with and follow the classroom and school routines, as well as the school's policies;
- follow the direction of the school principal, teacher, and school staff.

It is expected that:

- all instances of dress, grooming, and speech will conform to the expectations established by schools. A concurrent student's manner and appearance should show respect for the culture of the school and classroom;
- any required absences will be reported to teachers in a timely manner (i.e., prior to the beginning of the school day where feasible). Reliability and dependability should be evident in a concurrent student's approach to their field placement;
- professional behaviour will be displayed in all interactions with students, school personnel, parents, and others in the school. For example, a concurrent student's interactions in the school setting should be mature and thoughtful.

Concurrent students who have a concern about an assigned field placement are encouraged to discuss their concern with a Brock instructor or an academic advisor in the Concurrent Education Office.

Further Field Experience Opportunities

In addition to the field experiences that are attached to courses in the concurrent program, students may wish to pursue additional field experiences that will help prepare them for a teaching career. Navigate to the following web pages to learn more about such opportunities:

<http://www.brocku.ca/career-services>
<http://www.brocku.ca/student-community-outreach>
<http://www.brocku.ca/youth-university/brock-students>
<http://www.brocku.ca/student-life/experience-life/volunteer>
<http://www.brocku.ca/applied-health-sciences/in-the-community/snap>



University Academic Policies

Accommodations Policy

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor, Schmon Tower, x. 3240) and also discuss these accommodation(s) with the professor/instructor well in advance of due dates and scheduled assessments.

Respect Policy

Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock Community. Each individual has the responsibility for his/her own behavior and actions and for recognizing and supporting the right of all individuals to dignity at work and study and to maintain an environment in which this can flourish.

Academic Integrity Policy

Academic integrity is a core value of the academic mission of Brock University, and is defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken seriously; engaging in behaviours that are in breach of, or otherwise seek to abuse the University's academic policy will not be tolerated.

Refer to the website below for more information concerning expectations for academic integrity at Brock University:

<http://www.brocku.ca/academic-integrity/>

4. BA CHYS (Honours) / BEd (P/J) Program

Introduction

The BA CHYS (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Arts Child and Youth Studies Honours degree, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Primary/Junior (Grades K-6) divisions.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BA CHYS (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required by all of the concurrent programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p><u>Required:</u></p> <p>EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.</p> <p>CHYS 1F90 Introduction to Child and Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the</p>	<p><u>Required:</u></p> <p>CHYS 2P10 Child and Youth Development Basic concepts and contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within</p>	<p><u>Required:</u></p> <p>EDUC 3P40 Family, Schools and Literacy Research and issues in family literacy and parental involvement in education. Strategies for intervention and home-school collaboration in literacy development.</p> <p>EDUC 3P50 Early Childhood Education I (also offered as CHYS 3P50) Early childhood education programs for</p>	<p><u>Required:</u></p> <p>EDUC 4P04 Observation and Evaluation for the Early Years Assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p>	<p><u>Required Foundations:</u></p> <p>EDUC 8D09 Principles and Practices for Professional Certification</p> <p>EDUC 8P16 Foundational Methods of Curriculum</p> <p>EDUC 8Y40 Special Education</p> <p>EDUC 8Y41 Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p>

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>history of childhood, family life, peer relations and children and youth with special needs.</p>	<p>a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>children from birth to age eight. Topics include the historical and societal influences on early childhood education, program models derived from theories of learning and child development and research on the effectiveness of these programs.</p> <p>EDUC 8P15 Introduction to Teaching, Learning and Schooling - P/J/I Exploration of commonplaces of education, qualities of teaching and methods as related to the Ethical Standards and the Standards of Practice of the Ontario College of Teachers. Connections between theory, experience and reflective practices using narrative inquiry approaches. Progressive and constructivist theory and philosophy.</p> <p><u>One of:</u></p> <p>EDUC 2F01 Cognition and Learning Psychological</p>	<p>EDUC 4P05 Critical Literacies in the Humanities and Social Sciences Learning to engage the interpretative possibilities of texts. Critical strategies including semiotic, feminist and reader-response used in the analysis of picture books, poetry, traditional texts and contemporary fiction.</p> <p>EDUC 4P24 Literacy in the Early Years Acquisition of oral language, reading and writing skills across the curriculum. Focus on sociocultural, cognitive and linguistic influences on literacy development.</p> <p>EDUC 8P17 Classroom Dynamics for Concurrent Education Students - P/J Readings, discussions, role</p>	<p>EDUC 8P30 P/J Language</p> <p>EDUC 8P31 P/J Mathematics</p> <p>EDUC 8P33 P/J Arts</p> <p>EDUC 8Y34 P/J Teaching and Learning with Technology</p> <p>EDUC 8Y36 P/J Health and Physical Education</p> <p>EDUC 8Y37 P/J Science and Technology</p> <p>EDUC 8Y39 P/J Social Studies</p>

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
		<p>approaches to cognitive, behavioural and social development. Cognitive processes in learning and instruction (assisting students to use appropriate cognitive processes on specific academic tasks). Cognitive theories applied to school subject areas including reading, writing, mathematics, science.</p> <p>EDUC 3F00 Curriculum Theory and Design Theoretical conceptions of curriculum and how these connect with philosophies of education and practices of curriculum design and curriculum change.</p> <p>3F01 The Process of Teaching Introduction to the study of teacher behaviour through a systematic exploration of the assumptions, educational purposes, teaching strategies, curricular designs and materials and the social and</p>	<p>plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.</p>	

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
		psychological theory underlying selected models of teaching. The alternative patterns by which teachers may model their behaviour. Students will be required to familiarize themselves with current educational concepts and recent literature in the field.		

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To advance to the fourth year (Honours) of the program students must meet Major requirements. Students must complete program requirements for the first four years of the concurrent program by September, prior to commencing the final year.

5. BA Integrated Studies (Honours) / BEd (J/I) Program

Introduction

The BA Integrated Studies (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Arts Integrated Studies Honours degree, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Junior/Intermediate (Grades 4-10) divisions emphasizing elementary school (Grades 4-8).

Concurrent students declare one teachable subject from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Music (vocal), Science - General, or Visual Arts.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists education courses in the BA Integrated Studies (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required in concurrent BA and BSc J/I programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<u>Required:</u> EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context. CHYS 1F90 Introduction to Child and	<u>Required:</u> EDUC 2P65 Diversity Issues in Schooling Issues and directions in a diverse society and their impact in the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity. CHYS 2P10 Child and Youth Development	<u>Required:</u> EDUC 3F00 Curriculum Theory and Design Theoretical conceptions of curriculum and how these connect with philosophies of education and practices of curriculum design and curriculum change. EDUC 3P45 Reading and	<u>Required:</u> EDUC 4P02 Classroom Assessment - J/I Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning (formative and diagnostic) and	<u>Required Foundations:</u> EDUC 8D09 Principles and Practices for Professional Certification EDUC 8P16 Foundational Methods of Curriculum EDUC 8Y40 Special Education EDUC 8Y41

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the history of childhood, family life, peer relations and children and youth with special needs.</p>	<p>Basic concepts and contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>Literacy Development Overview of the reading process, acquisition of reading and writing skills and evidence-based instruction. Focus on cognitive, linguistic and sociocultural influences.</p> <p>EDUC 8P15 Introduction to Teaching, Learning and Schooling - P/J/I Exploration of commonplaces of education, qualities of teaching and methods as related to the Ethical Standards and the Standards of Practice of the Ontario College of Teachers. Connections between theory, experience and reflective practices using narrative inquiry approaches. Progressive and constructivist theory and philosophy.</p> <p>CHYS 3P74 Children and Youth in the Digital Age Multidisciplinary perspectives on</p>	<p>assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p> <p>EDUC 4P05 Critical Literacies in the Humanities and Social Sciences Learning to engage the interpretative possibilities of texts. Critical strategies including semiotic, feminist and reader-response used in the analysis of picture books, poetry, traditional texts and contemporary fiction.</p> <p>EDUC 4P25 Literacy Across the Junior/ Intermediate Curriculum Understanding of and appreciation for the foundations of each area of study in elementary schools. Interdisciplinary curriculum</p>	<p>Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p> <p>EDUC 8P20 J/I Language</p> <p>EDUC 8P21 J/I Mathematics</p> <p>EDUC 8P23 J/I Arts</p> <p>EDUC 8Y24 J/I Teaching and Learning with Technology</p> <p>EDUC 8Y26 J/I Health and Physical Education</p> <p>EDUC 8Y27 J/I Science and Technology</p> <p>EDUC 8Y29 J/I Social Studies</p>

Year 1 The Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
		the use and impact of digital media: immersive worlds, social networking, cyber-bullying, world wide web applications, communication patterns, boundaries and responsibilities within cyberspace.	design. EDUC 8P18 Classroom Dynamics for Concurrent Education Students - J/I Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.	

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to final year students must achieve a 75% overall average in a minimum of three credits in their teachable subject. Students must complete program requirements for the first four years of the concurrent program by September, prior to commencing the final year.

6. BSc Integrated Studies (Honours) / BEd (J/I) Program

Introduction

The BSc Integrated Studies (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Science Integrated Studies Honours degree, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Junior/Intermediate (Grades 4-10) divisions, emphasizing elementary school (Grades 4-8).

Concurrent students declare one teachable subject from: Physical Geography, Mathematics, or Science-General.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BSc Integrated Studies (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required in concurrent BA and BSc J/I programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree..

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<u>Required:</u> EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context. CHYS 1F90 Introduction to Child and Youth Studies	<u>Required:</u> EDUC 2P65 Diversity Issues in Schooling Issues and directions in a diverse society and their impact in the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity. CHYS 2P10 Child and Youth Development Basic concepts and	<u>Required:</u> EDUC 3F00 Curriculum Theory and Design Theoretical conceptions of curriculum and how these connect with philosophies of education and practices of curriculum design and curriculum change. EDUC 3P45 Reading and Literacy	<u>Required:</u> EDUC 4P01 Higher Level Thinking in the Sciences and Mathematics Perspectives on thinking that inform science and mathematics curriculum and teaching including cognitive science, socio-cultural perspectives, and complexity science. Topics include cognitive	<u>Required Foundations:</u> EDUC 8D09 Principles and Practices for Professional Certification EDUC 8P16 Foundational Methods of Curriculum EDUC 8Y40 Special Education EDUC 8Y41 Professionalis

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the history of childhood, family life, peer relations and children and youth with special needs.</p>	<p>contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>Development Overview of the reading process, acquisition of reading and writing skills and evidence-based instruction. Focus on cognitive, linguistic and sociocultural influences.</p> <p>EDUC 8P15 Introduction to Teaching, Learning and Schooling - P/J/I Exploration of commonplaces of education, qualities of teaching and methods as related to the Ethical Standards and the Standards of Practice of the Ontario College of Teachers. Connections between theory, experience and reflective practices using narrative inquiry approaches. Progressive and constructivist theory and philosophy.</p> <p>CHYS 3P74 Children and Youth in the Digital Age Multidisciplinary perspectives on the use and impact of digital</p>	<p>processes, developmental perspectives on children's thinking, the role of language, tools, and information technology in students' thinking and assessment.</p> <p>EDUC 4P02 Classroom Assessment - J/I Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p> <p>EDUC 4P25 Literacy Across the Junior/ Intermediate Curriculum Understanding of and appreciation for the foundations of</p>	<p>m, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p> <p>EDUC 8P20 J/I Language</p> <p>EDUC 8P21 J/I Mathematics</p> <p>EDUC 8P23 J/I Arts</p> <p>EDUC 8Y24 J/I Teaching and Learning with Technology</p> <p>EDUC 8Y26 J/I Health and Physical Education</p> <p>EDUC 8Y27 J/I Science and Technology</p> <p>EDUC 8Y29 J/I Social Studies</p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
		media: immersive worlds, social networking, cyber-bullying, world wide web applications, communication patterns, boundaries and responsibilities within cyberspace.	each area of study in elementary schools. Interdisciplinary curriculum design. EDUC 8P18 Classroom Dynamics for Concurrent Education Students - J/I Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.	

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to final year students must achieve a 75% overall average in a minimum of three credits in their teachable subject. Students must complete program requirements for the first four years of the concurrent program by September, prior to commencing the final year.

7. BPhEd (Honours) / BEd (J/I) Program

Introduction

The BPhEd (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Physical Education Honours degree, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Junior/Intermediate (Grades 4-10) divisions, emphasizing elementary school (grades 4-8).

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BPhEd (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required in all concurrent programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p><u>Required:</u></p> <p>EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.</p> <p>CHYS 1F90 Introduction to Child and Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary</p>	<p><u>Required:</u></p> <p>EDUC 2P65 Diversity Issues in Schooling Issues and directions in a diverse society and their impact in the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity.</p> <p>CHYS 2P10 Child and Youth Development Basic concepts and contemporary issues in the</p>	<p><u>Required:</u></p> <p>EDUC 3F00 Curriculum Theory and Design Theoretical conceptions of curriculum and how these connect with philosophies of education and practices of curriculum design and curriculum change.</p> <p>EDUC 3P45 Reading and Literacy Development Overview of the reading process,</p>	<p><u>Required:</u></p> <p>EDUC 4P02 Classroom Assessment - J/I Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student</p>	<p><u>Required Foundations:</u></p> <p>EDUC 8D09 Principles and Practices for Professional Certification</p> <p>EDUC 8P16 Foundational Methods of Curriculum</p> <p>EDUC 8Y40 Special Education</p> <p>EDUC 8Y41 Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>perspective. Topics may include the history of childhood, family life, peer relations and children and youth with special needs.</p>	<p>development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>acquisition of reading and writing skills and evidence-based instruction. Focus on cognitive, linguistic and sociocultural influences.</p> <p>EDUC 8P15 Introduction to Teaching, Learning and Schooling - P/J/I Exploration of commonplaces of education, qualities of teaching and methods as related to the Ethical Standards and the Standards of Practice of the Ontario College of Teachers. Connections between theory, experience and reflective practices using narrative inquiry approaches. Progressive and constructivist theory and philosophy.</p>	<p>learning and assessment situated in curriculum design.</p> <p>EDUC 4P05 Critical Literacies in the Humanities and Social Sciences Learning to engage the interpretative possibilities of texts. Critical strategies including semiotic, feminist and reader-response used in the analysis of picture books, poetry, traditional texts and contemporary fiction.</p> <p>EDUC 4P25 Literacy Across the Junior/ Intermediate Curriculum Understanding of and appreciation for the foundations of each area of study in elementary schools. Interdisciplinary curriculum design.</p> <p>EDUC 8P18 Classroom Dynamics for</p>	<p>EDUC 8P20 J/I Language</p> <p>EDUC 8P21 J/I Mathematics</p> <p>EDUC 8P23 J/I Arts</p> <p>EDUC 8Y24 J/I Teaching and Learning with Technology</p> <p>EDUC 8Y26 J/I Health and Physical Education</p> <p>EDUC 8Y27 J/I Science and Technology</p> <p>EDUC 8Y29 J/I Social Studies</p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
			<p>Concurrent Education Students - J/I Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.</p>	

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to final year students must achieve a 75% overall average in a minimum of three credits in their teachable subject. Students must complete program requirements for the first four years of the concurrent program by September, prior to commencing the final year.

8. BA (Honours) / BEd (I/S) Program

Introduction

The BA (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Arts Honours degree in a specific subject discipline, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Intermediate/Senior (Grades 7-12) divisions.

Concurrent students choose their major/first teachable subject from: Dramatic Arts, English, French (second language), Geography, History, or Visual Arts.

Concurrent students choose their second teachable subject from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Health and Physical Education, Science - Biology, Science - Chemistry, Science - General, Science - Physics, or Visual Arts.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BA (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required in all concurrent programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p><u>Required:</u></p> <p>CHYS 1F90 Introduction to Child and Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the history of childhood, family life, peer relations and</p>	<p><u>Required:</u></p> <p>EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.</p> <p>CHYS 2P10 Child and Youth Development Basic concepts and</p>	<p><u>Required:</u></p> <p>EDUC 8P50 Introduction to Teaching, Learning and Schooling - I/S Exploration of the complex relationships between epistemology and teachers' practice. Introduction to critical frameworks for analyzing contemporary</p>	<p><u>Required:</u></p> <p>EDUC 4P26 Literacy Across the Intermediate/Senior Curriculum Understanding of, and appreciation for, the foundations of each area of study in secondary schools. Interdisciplinary curriculum design.</p> <p>EDUC 8P02 Diversity Issues in Schooling Issues and directions in a diverse society</p>	<p><u>Required Undergraduate:</u></p> <p>EDUC 4P06 Classroom Assessment - I/S Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning (formative and</p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>children and youth with special needs.</p>	<p>contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>teaching and learning practices. Reflection upon values, beliefs and assumptions with reference to field experience.</p>	<p>and their impact in the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity.</p> <p>EDUC 8P19 Classroom Dynamics for Concurrent Education Students - Intermediate/Senior Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.</p>	<p>diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p> <p><u>Required Foundations:</u></p> <p>EDUC 8L09 Principles and Practices for Professional Certification</p> <p>EDUC 8F11 Instructional Strategies</p> <p>EDUC 8Y06 Special Education</p> <p>EDUC 8Y07 Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p> <p>EDUC 8XXX 1st Teachable Subject</p> <p>EDUC 8XXX 2nd Teachable Subject</p>

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to the fourth Year (Honours) students must meet Major requirements. To proceed to their final year students must achieve a minimum 75% overall average in five credits in their first teachable subject (Major) and a minimum 70% overall average in three credits in their second teachable subject. Program requirements for the first four years of the concurrent program must be completed by September, prior to commencing the final year.

9. BSc (Honours) / BEd (I/S) Program

Introduction

The BSc (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Science Honours degree in a specific subject discipline, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Intermediate/Senior (Grades 7-12) divisions.

Concurrent students choose their major and first teachable subject from: Biological Sciences, Chemistry, Physical Geography, Mathematics, or Physics.

Concurrent students choose their second teachable subject from: Dramatic Arts, English, French (second language), Geography, Health and Physical Education, History, Mathematics, Science - Biology, Science - Chemistry, Science - General, Science - Physics, or Visual Arts.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BSc (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required by all concurrent programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p><u>Required:</u></p> <p>CHYS 1F90 Introduction to Child and Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the history of childhood, family life, peer relations and</p>	<p><u>Required:</u></p> <p>EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.</p> <p>CHYS 2P10 Child and Youth Development Basic concepts and</p>	<p><u>Required:</u></p> <p>EDUC 8P50 Introduction to Teaching, Learning and Schooling - I/S Exploration of the complex relationships between epistemology and teachers' practice. Introduction to critical</p>	<p><u>Required:</u></p> <p>EDUC 4P26 Literacy Across the Intermediate/Senior Curriculum Understanding of, and appreciation for, the foundations of each area of study in secondary schools. Interdisciplinary curriculum design.</p> <p>EDUC 8P02 Diversity Issues in Schooling</p>	<p><u>Required Undergraduate:</u></p> <p>EDUC 4P06 Classroom Assessment - I/S Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning</p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p>children and youth with special needs.</p>	<p>contemporary issues in the development of the child and youth, including processes in cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>frameworks for analyzing contemporary teaching and learning practices. Reflection upon values, beliefs and assumptions with reference to field experience.</p>	<p>Issues and directions in a diverse society and their impact in the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity.</p> <p>EDUC 8P19 Classroom Dynamics for Concurrent Education Students - Intermediate/Senior Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.</p>	<p>(formative and diagnostic) and assessment as learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p> <p><u>Required Foundations:</u></p> <p>EDUC 8L09 Principles and Practices for Professional Certification</p> <p>EDUC 8F11 Instructional Strategies</p> <p>EDUC 8Y06 Special Education</p> <p>EDUC 8Y07 Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p> <p>EDUC 8XXX 1st Teachable Subject</p> <p>EDUC 8XXX 2nd Teachable Subject</p>

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to the fourth Year (Honours) students must meet Major requirements. To proceed to their final year students must achieve a minimum 75% overall average in five credits in their first teachable subject (Major) and a minimum 70% overall average in three credits in their second teachable subject. Program requirements for the first four years of the concurrent program must be completed by September, prior to commencing the final year.

10. BPhEd (Honours) / BEd (I/S) Program

Introduction

The BPhEd (Honours)/BEd concurrent program is a five-year academic and professional teacher preparation program leading to the conferment of a Bachelor of Physical Education Honours degree, a Bachelor of Education degree, and recommendation to the Ontario College of Teachers for certification to teach in the Intermediate/Senior (Grades 7-12) divisions.

Concurrent students choose their second teachable subject from: Dramatic Arts, English, French (second language), Geography, History, Mathematics, Science - Biology, Science - Chemistry, Science - General, Science - Physics, or Visual Arts.

Please refer to the *Undergraduate Calendar* for a full course listing and policy information related to this program.

Program Sequence

The table below lists the education courses in the BPhEd (Honours)/BEd concurrent program, as offered by the Department of Teacher Education (8XXX) and the Department of Graduate and Undergraduate Studies in Education (1XXX, 2XXX, 3XXX, and 4XXX) and common courses required by all concurrent programs. In addition to the courses below, concurrent students complete courses required by their undergraduate degree.

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
<p><u>Required:</u></p> <p>CHYS 1F90 Introduction to Child and Youth Studies Theories, methods and issues involved in studying children and youth from a multidisciplinary perspective. Topics may include the history of childhood, family life, peer relations and children and youth with special needs.</p>	<p><u>Required:</u></p> <p>EDUC 1F95 Introduction to the Foundations of Education Historical, philosophical, sociological and psychological dimensions of formal schooling within a Canadian context.</p> <p>CHYS 2P10 Child and Youth Development Basic concepts and contemporary issues in the development of the child and youth, including processes in</p>	<p><u>Required:</u></p> <p>EDUC 8P50 Introduction to Teaching, Learning and Schooling - I/S Exploration of the complex relationships between epistemology and teachers' practice. Introduction to critical frameworks for analyzing contemporary</p>	<p><u>Required:</u></p> <p>EDUC 4P26 Literacy Across the Intermediate/Senior Curriculum Understanding of, and appreciation for, the foundations of each area of study in secondary schools. Interdisciplinary curriculum design.</p> <p>EDUC 8P02 Diversity Issues in Schooling Issues and directions in a diverse society and their impact in</p>	<p><u>Required Undergraduate:</u></p> <p>EDUC 4P06 Classroom Assessment - I/S Assessment literacy of prospective teachers. Classroom assessment relating to assessment of learning (summative), assessment for learning (formative and diagnostic) and assessment as</p>

Year 1 Foundations of Education	Year 2 The Student	Year 3 The Teacher's Role	Year 4 The Classroom Climate	Year 5 Curriculum & Practice
	<p>cognitive and social-emotional patterns of change. Developmental theory and research provides the conceptual framework.</p> <p>CHYS 2P15 Principles of Service-Learning Practicum Emphasis on applying service-learning theories and principles within a community/ educational placement and examining the placement experience within multidisciplinary perspectives.</p>	<p>teaching and learning practices. Reflection upon values, beliefs and assumptions with reference to field experience.</p>	<p>the classroom; includes classism, racism, multiculturalism, ablism and sexism; roles and strategies leading to the goal of equity.</p> <p>EDUC 8P19 Classroom Dynamics for Concurrent Education Students - Intermediate/Senior Readings, discussions, role plays and problem-solving exercises focusing on classroom management, assessment and evaluation based on principles of teaching and learning.</p>	<p>learning (self-assessment). Assessment tasks and tools to enhance student learning and assessment situated in curriculum design.</p> <p><u>Required Foundations:</u></p> <p>EDUC 8L09 Principles and Practices for Professional Certification</p> <p>EDUC 8F11 Instructional Strategies</p> <p>EDUC 8Y06 Special Education</p> <p>EDUC 8Y07 Professionalism, Law, and the Ontario Teacher</p> <p><u>Required Curriculum:</u></p> <p>EDUC 8XXX 1st Teachable Subject</p> <p>EDUC 8XXX 2nd Teachable Subject</p>

Maintenance Requirements

As calculated at the end of each academic year students must maintain a minimum 70 percent cumulative overall average in all undergraduate academic grade-marked courses. To proceed to the fourth Year (Honours) students must meet Major requirements. To proceed to final year students must achieve a minimum 75% overall average in five credits in their first teachable subject (Major) and a minimum 70% overall average in three credits in their second teachable subject. Program requirements for the first four years of the concurrent program must be completed by September, prior to commencing the final year.

Glossary

Certification Level: Certification to teach in Ontario is divided into three grade range levels:

- Primary/Junior (Grades K-6);
- Junior/Intermediate (Grades 4-10);
- Intermediate/Senior (Grades 7-12).

Context Credits: All undergraduate students are required to complete one credit in each of the three context credit areas: Social Sciences, Humanities and Science. Further information about context credits can be found in the Undergraduate Calendar under the section titled “Academic Regulations and University Policies.”

Duration: Indicates the time period for which a course runs. Specific time periods are defined on the timetable website.

Major: A specific area of emphasis within a program. For the concurrent education program:

- Concurrent Child and Youth Studies/BEEd P/J: Major is Child and Youth Studies;
- Concurrent BA/BEEd and BSc/BEEd J/I: Major is Integrated Studies;
- Concurrent BA/BEEd and BSc/BEEd I/S: Designated major is also the first teachable;
- Concurrent BPhEd/BEEd J/I and I/S: Major and first teachable is Physical Education.

Minor: Offered by some departments. Refer to the Undergraduate Calendar under the related academic department for requirements. Note that a minor is not required, but recommended for J/I BA and BSc students. To declare a minor, students are required to complete the Request for Minor form which can be found on concurrent education website.

Override: Permission given by the appropriate department and entered into the registration system to allow registration in a course.

Teacher Education Credits: Credits which count toward the Bachelor of Education (BEEd) degree. Credit codes begin with the number “8” (EDUC 8P15).

Teachable Subject: A subject area related to school curricula comprised of undergraduate credits required for teacher certification at the J/I and I/S levels.

Undergraduate Degree: A Bachelor’s degree. The concurrent education program supports three undergraduate degrees: BA, BSc, and BPhEd.

For more information about the above and other terms please refer to the Undergraduate Calendar

Frequently Asked Questions

1. Can I take an undergraduate course at another university and have it count towards my Brock degree?

Brock students wishing to enroll at another university and transfer credits towards a Brock degree must apply for, and be granted, a Letter of Permission (LOP) from the Registrar's Office prior to registering at the other university. The LOP form, which is available on the Registrar's Office website must be completed and signed by the appropriate academic department and the Concurrent Education Office, before being submitted to the Registrar's Office. Please note that not all departments accept on-line or correspondence courses. Please read all information regarding requirements and regulations carefully.

2. I understand there is a Hamilton campus. Can I go there?

The Hamilton campus may be an option for the final year of your concurrent program. Students submit their preference for campus location in fourth year. I/S students with French as their first or second teachable are expected to attend the Hamilton campus. The Department of Teacher Education reserves the right to assign concurrent students, in their final year, to either the Hamilton or St. Catharines campus in order to secure school placements aligned with teachable subjects. Students are responsible for their own transportation for practice teaching and other activities related to the program.

3. How is my undergraduate average calculated?

As stated in the Undergraduate Calendar the average which is used to determine academic standing is computed by dividing the sum of the numeric grades assigned to credits by the total number of credits attempted:

Average = $\frac{\text{The sum (credit weight} \times \text{grades)}}{\text{Total number of credits attempted}}$ *

* Courses taken on a Letter of Permission from Brock will be marked as Pass/Fail and will not be used in determining any student average.

4. How do I know the credit weight of a course?

The letter in the course code indicates the credit weight (EDUC 1F95)

D - 1.5 credits
F - 1.0 credits
P, Q, V - 0.5 credits
L - 2.0 credits
Y - 0.25 credits

5. I'm not doing as well as I'd hoped in some of my classes - where can I go for help?

Start with your TA, seminar leader, or instructor. Some departments, such as Mathematics, have resources such as a "Help Desk" for students experiencing difficulties. The Learning Skills Centre also offers many useful workshops which may be of assistance:

<http://www.brocku.ca/learning-skills>

6. How many Year 1 credits can I have in my undergraduate degree?

If your degree does not indicate otherwise, you are able to take 8 Year 1 credits. Every undergraduate degree also requires a minimum of 3 credits at the 2X90 and above level and 3 credits at the 3X90 and above level.

7. I am having a hard time adjusting to university - is there someone I can talk to?

Yes, personal counseling is available. Visit the website below for more information on individual and group counseling and other services offered through the Student Development Centre:

<http://www.brocku.ca/student-development-centre>

8. I understand I have to declare my teachable. How do I do this and when?

BA/BEd and BSc/BEd Junior/Intermediate students must declare their teachable subject and BA/BEd, BSc/BEd and BPhEd/BEd Intermediate/Senior students must declare their second teachable subject to the Concurrent Education Office following the completion of Year 1. The Declaration of Teachable Subject form is available on the Concurrent Education website between April 1st and June 1st.

9. What happens if I don't maintain the required overall average of 70%?

Concurrent students not achieving the 70% overall average at the end of the Fall/Winter term are removed from the concurrent program and granted an opportunity to upgrade their marks and be reinstated. The opportunity to upgrade is granted only once. Students should consult with the Concurrent Education Office if they wish to attempt to be re-instated.

10. I am in the J/I program, is there a way to become certified to teach at Senior division level?

Certified teachers may add certification levels and other additional qualifications through courses offered by the Centre for Continuing Teacher Education:

<http://www.brocku.ca/education/departmentsandcentres/contteachered>

11. How do I choose my credits for my teachable subject?

If not specifically listed in your program, please refer to the listing for your concurrent program in the Undergraduate Calendar, speak with an advisor in the Concurrent Education Office, and consult with your teachable subject department to choose courses relevant to school curriculum.