

B.ED. Program Progression Requirements

General Requirements

1. The B.Ed. program is a four-term, full-time program. It may not be completed on a part-time basis.
2. The progress of each Teacher Candidate is subject to various forms of evaluation on a regular basis throughout each academic year. Eligibility to remain registered is contingent on maintaining a satisfactory level of performance in all courses including the practicum.
3. A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time, at the discretion of the Dean or Dean's designate, be Required to Withdraw or be placed on Conditional Status.
4. At the discretion of the Dean or Dean's designate, a student may be denied a school placement for either a practicum or another purpose related to the B.Ed. program.
5. Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:
 - a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
 - b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
 - c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

Progression from Year One to Year Two and Graduation

1. All Year One courses and practica must be completed satisfactorily before a Teacher Candidate may progress to Year Two of the program.
2. Teacher Candidates who do not complete all Year One requirements satisfactorily will be withdrawn from the program.
3. Under exceptional circumstances, a Teacher Candidate may be permitted to *defer* enrollment in Year Two *for one year* in order to complete Year One requirements. Such exceptional circumstances will be adjudicated on a case-by-case basis by the *Associate Dean, Teacher Education*.
4. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.
5. All Year Two courses, practica, and alternative field experiences must be completed satisfactorily before a Teacher Candidate can qualify for the B.Ed. and be recommended for certification by the Ontario College of Teachers.

Requirements for Participation in Practicum

Admission to the B.Ed. program entails admission to the practicum program, **provided the following requirements are met:**

1. **Essential Skills & Abilities Requirement:** Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools. Teacher Candidates must, therefore, possess the

- cognitive, communicative, sensory/motor, and emotional/social/interactional abilities necessary for these complex activities. See Appendix I.
2. **Ethical Requirement:** Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to Ethical Standards for the Teaching Profession of the Ontario College of Teachers (Appendix II). Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
 3. **Police Record Check Requirement:** A Police Record Check which includes Vulnerable Position Screening and which *is acceptable to the school boards with whom we work* is required before a Teacher Candidate can be placed in a school for a practicum. If information that is unacceptable to school boards appears on a Teacher Candidate's police record check, that Teacher Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.
 4. **Attendance & Course Work Requirement:** Teacher Candidates must maintain a satisfactory record of attendance and satisfactory standing in all course work. Unexcused absences, non-participation in classes, and incomplete or unsatisfactory assignments or other course requirements are grounds for denying a practicum placement.

Initial Practicum Placement: Teacher Candidates who meet the requirements outlined above will be assigned an initial practicum placement. If any of these requirements are *not* met, a Teacher Candidate may be denied a practicum placement and may be required to withdraw from the program.

Practicum Progression

- Twenty weeks of successful practicum are required. Experience at *each of the two levels* in which a Teacher Candidate seeks certification (primary, junior, intermediate, or senior) is required.
- A Teacher Candidate who receives an unsatisfactory practicum evaluation will complete a make-up practicum.
- A second unsatisfactory practicum evaluation at any point in the program will result in the Teacher Candidate being withdrawn from the program.
- A fee of \$20/day will be charged for practicum placements beyond 100 days.

for Becoming a Teacher

Essential Skills and Abilities Required for Becoming a Teacher

Faculties of Education are responsible to society for providing programs of study that offer Teacher Candidates opportunity to acquire the knowledge, understandings, and skills needed to teach in Ontario schools, and to develop the attributes, attitudes, and behaviours of professional educators. Graduates must be able to take responsibility for the physical safety, psychological health, and educational well being of students, whether children, adolescents, or adults, in schools. Teacher Candidates must, therefore, possess the cognitive, communicative, sensory/motor, and emotional/social/interactional abilities necessary for these complex activities.

1. **Cognitive Abilities:** Teacher Candidates must be able to understand subject matter and related skills, thought processes, and attitudes at a level and in a manner which facilitates organization and integration of information, and interpretation and evaluation of ideas. Teacher Candidates must be able to learn, understand, select, and use teaching strategies appropriate to the level, ability, and interests of the students in the class.
2. **Communicative Abilities:** Teacher Candidates must be able to speak and write English (and the language of instruction, if it is not English) at a professional level; must be able to speak with appropriate volume, vocabulary, and expression so as to be readily understood by and set a good example for students in the classroom; and, must be able to communicate with principals, teachers, aides, parents, and others as needed. Teacher Candidates must be able to complete, in a timely manner, written plans for teaching, student worksheets, assignments, and tests, student assessments and referrals, reports on student progress, communications to parents, and a variety of documents such as timetables, attendance and marks records, referrals, and report cards.
3. **Sensory/Motor Abilities:** Teacher Candidates must possess sufficient sensory function to develop and maintain awareness of all students in the classroom, and sufficient motor function to move about the classroom, manage materials and supplies, and demonstrate and supervise classroom activities.
4. **Emotional/Social/Interactional Abilities:** Teacher Candidates must demonstrate the emotional stability required for full utilization of intellectual abilities and judgment; must be able to “read” and understand different social situations, and communicate effectively in social interactions. Teacher Candidates must be able to develop rapport with students and appropriate relationships with others in schools, and must be able to demonstrate flexibility and adaptability in the face of the uncertainties inherent in the functioning of schools and classrooms. Compassion, integrity, concern for others, interpersonal skills, and motivation are expected of teachers and of Teacher Candidates.

Teacher Candidates with Disabilities

The essential skills and abilities described above do not preclude persons with disabilities from entering the Faculty of Education or becoming certified as teachers. Indeed, the Faculty of Education will make every reasonable accommodation to facilitate a Teacher Candidate’s progress. Such accommodation may not, however, compromise the safety and well-being of students in classrooms or the academic and professional integrity of the B.Ed. program.

Potential Teacher Candidates who anticipate requiring disability-related accommodation must contact the Services for Students with Disabilities office, and must do so, if at all possible, **prior**

to the start of the school year. All requests for accommodation are considered on a case-by-case basis.

APPENDIX II Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

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.