

YORK UNIVERSITY'S AQ/ABQ COURSE GUIDELINES & EXPECTATIONS

General Expectations & Academic Complaint Procedures

To be recommended to the OCT for an A(B)Q based on successful completion of this course, the candidate will:

- **Demonstrate considerable/thorough understanding of course expectations** through Level-3 achievement or higher as determined by the IL's assessment of online and/or onsite coursework and of the Independent Learning Project (ILP).
- **Demonstrate professionalism, equity and inclusiveness** in all coursework and the ILP as characterized by the OCT Standards of Practice and Ethical Standards for the Teaching Profession, and by York University's Equity Policy.
- **Demonstrate English-language proficiency** at an acceptable level of oral and written communication. Candidates whose English-language competence jeopardizes recommendation for the A(B)Q will be advised in advance and subject to applicable financial penalty upon withdrawal.
- **Complete all Learning Blocks in timely fashion and meet all due dates:** Coursework is completed through interactive inquiry and oral/written dialogue; the ILP is completed through individual, inquiry-based planning, research, development, refinement and posting of an ILP.
- **Adhere to York's guidelines for attendance and participation** by interacting and networking in all learning sessions.

Academic and Professional Complaints Procedure

- In the event of an academic or professional complaint, the IL will make all reasonable attempts at resolution. Should resolution not be reached, the candidate must put the complaint in writing to the Program Administrator in the Office of Professional Learning raiseyouraq@edu.yorku.ca and provide a copy to the person(s) about whom the complaint is being made.
- Complaints to be heard by the Program Administrator may be sent to the Director, Professional Learning, York University, Winters College, 4700 Keele Street, York University, Toronto, ON M3J 1P3.

Attendance & Participation Expectations

All candidates enrolled in an A(B)Q course for OCT recognition or in a modular course for a YUFE certification of completion are expected to attend all onsite classes and to participate actively and thoughtfully in all onsite and/or online discussion topics.

Specific to course-delivery model, all candidates will:

- Attend any and all onsite classes, arriving punctually and participating until the end of class.
- Acknowledge that late arrival or early departure from onsite classes is a form of absence.
- Notify the IL prior to any necessary online or onsite absence, or as soon as possible.
- Make up work missed during a necessary online or onsite absence to represent the hours missed.
- Acknowledge that one onsite absence results in an oral warning, two in a written warning, and three in engagement by the IL and the York Professional Learning Program Administrator, who will jointly determine whether the candidate's success is in jeopardy.
- Acknowledge that one onsite absence in a compressed summer course will similarly engage YUFE personnel in determining the candidate's status in the course.
- Be online at least every second day; in a summer course, every weekday.
- Meet all due dates outlined by the IL in the online Course Calendar.
- Contribute to others' learning by engaging frequently and in timely fashion through short online periods (30-60 minutes) rather than infrequent, longer periods.
- Contribute to others' learning in any and all onsite classes.
- Engage professionally in online and/or onsite discussion forums, interactions, and networking.
- Strive to build upon/query/make connections/draw parallels when responding to colleagues' work.
- Practise online 'Netiquette', e.g., by posting succinct, constructive, friendly comments and avoiding the unnecessary use of capitals (known as "shouting") to express emotion.
- Practise onsite etiquette by respecting the views of others and observing speaking turn.
- Contextualize online posts by referring directly to the Task/Activity undertaken or to the posted comment being addressed.
- Contextualize in-class comments by referencing point being addressed and staying on topic.

Attendance & Participation: Special Circumstances**Deferrals/Incompletes**

Deferral of assigned work is considered only under extenuating circumstances. Incomplete work and/or poor attendance will lead to a Not Recommended listing.

Inclement Weather

If classes are cancelled as a result of inclement weather, candidates will be notified via a telephone tree and/or e-mail. The classes missed must be made up through assigned work.

Strike or Work-to-Rule Conditions

In the event of an education strike or work to rule, every attempt will be made to continue the course as scheduled. If classes cannot proceed, information will be communicated to candidates as soon as possible. In the case of a labour action, extensions to research projects may be offered to those candidates affected.

Use of York U Resources: Research, Writing & Academic Honesty

The Scott Library

Upon registration in a YUFE A(B)Q course, candidates are issued a library ID and password for access to the Scott Library resources: <http://www.library.yorku.ca/>. These resources include over 12,000 indexes, databases, e-journals and e-books via the website.

For drop-in research help: www.library.yorku.ca/web/scott/ask/

For study space: www.library.yorku.ca/web/scott/space/

The Scott Library houses a comprehensive selection of children's literature as well as resources that support current, authoritative professional classroom practice. These resources include:

- textbooks
- workbooks
- instructional materials
- pictures
- curriculum guides
- periodicals
- videocassettes
- CD-ROMs
- math manipulatives
- deaf-education materials
- bibliographies
- York University Education Masters' research

Note also that the MOE and MTCU have licensed a large selection of software, and programs in popular demand are permanently installed. Unlicensed applications such as Adobe Photoshop are not network installed but available at designated workstations.

General Expectations for Academic Honesty: Candidates & ILs

Reading and discussing others' work is important for learning; however, presentation of such work, orally or in writing, requires giving credit to its originator. Accordingly, when a candidate responds online or onsite to another candidate's work, the response should reference the original work and acknowledge its author. Visit York's Senate policy on Academic Honesty:

<http://www.yorku.ca/univsec/policies/document.php?document=69>

Avoiding Unintentional Plagiarism: Candidates & ILs

Failure to acknowledge sources through proper citation is plagiarism, an offence that may jeopardize a candidate's success. Models for bibliographic citation are widely available, examples of which follow:

Links to the American Psychological Association (APA) Model

- <http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style>
- <https://www.trentu.ca/academicskills/documentation/apa.php>

Links to the Modern Language Association (MLA) Model

- <https://www.library.cornell.edu/research/citation/mla>
- <https://library.concordia.ca/help/howto/mla.php>

Copyright Guidelines: Candidates & ILs

Teacher-Candidates

- ✓ Must pay special attention to copyright by following the guidelines established by York University

Instructional Leaders:

- ✓ Must ensure that course-related resources posted in Moodle follow copyright procedures and permissions.
- ✓ May also refer to the Online Handbook for Onsite Instructional Leaders and to York U's copyright website: <http://copyright.info.yorku.ca/fair-dealing-requirements-for-york-faculty-and-staff/>

Posting Material on a York Learning Management System (LMS): MOODLE

Under the following conditions, ILs may post material on a York LMS without obtaining permission:

1. Works in the public domain or published using Open Access/Creative Commons license allowing distribution
2. Laws, Statutes, Judicial Decisions and Government of Canada Publications
3. Link to a website on the Internet: Check website's terms of use/restrictions
4. Short excerpt of protected work, e.g., book, article, newspaper, audio-visual work covered through application of the Fair Dealing Policy for Universities.
<http://copyright.info.yorku.ca/fair-dealing-requirements-for-york-faculty-and-staff/>
5. Works for which the IL owns the copyright, including lecture slides used for classroom presentations, e.g., PowerPoint

NOTE

Should an excerpt to be included on an LMS exceed the limit set out in the Fair Dealing Guidelines, transactional permission to make a copy must be secured from the copyright holder or from the holder's licensing agent. Contact York's Copyright Office at <http://copyright.info.yorku.ca> for assistance in obtaining transactional permissions for your LMS.

Under the following conditions, an IL may copy, play in class, or distribute Internet materials:

- ✓ The material was posted legitimately; note that work on the Internet cannot be reproduced if an educational institution or a person acting under its authority knows/should have known the work was made available without consent of the copyright owner
- ✓ There is no visible notice prohibiting use; **note, however, that the copyright symbol identifies material that may not be reproduced without permission**
- ✓ There is no digital lock preventing access or copying
- ✓ The source and/or author of the work are properly acknowledged

Assessment & Evaluation: Approaches & Guidelines

A Collaborative Approach to Assessment

As an A(B)Q course begins, candidates and ILs collaboratively identify and/or develop/refine the forms of assessment to be used. This approach, reflected in current models of inquiry-based practice, engages ILs in regular, meaningful feedback on candidates' progress; it also creates self, peer and mutual assessment opportunities by ILs and candidates alike. Accordingly, courses yield opportunities for both formative assessment as and *for learning* as well as summative assessment/evaluation of *learning*.

Also central to each A(B)Q course are opportunities for both candidates and ILs to engage in authentic, relevant and meaningful inquiry. And, ideally, the assignments, artefacts and projects undertaken by candidates and monitored by ILs are practical and conducive to making connections between education theory and pedagogical practice. Finally, course design and delivery provide candidates with flexibility as well as choice and opportunity for individual inquiry

-excerpted and adapted from OCT A & E guidelines:

<http://www.oct.ca/resources/categories/professional-standards-and-designation>

Assessment Guidelines & Tools

Candidates are provided with tools to practice self-assessment related to equity and inclusiveness in professional practice, and also in relation to their development of the ILP. Candidates also receive informal, anecdotal feedback from ILs and peers throughout the course. For key assessments of online/onsite coursework contributions and of the ILP, ILs use rubrics, tools specifically designed to observe/measure growth and development over time.

ILs may also create and use but not be limited to descriptive feedback, questionnaires, checklists, and scales, e.g., Likert, dichotomous, holistic, analytic; unlike rubrics, these assessment tools are appropriate to one-off use for providing candidates with a sense of their own progress in grasping a particular concept or skill.

To ensure that candidates are able to communicate their learning and assessment needs and concerns to the IL, the online Journal provides a confidential means of reporting individual learning challenges, clarifying requirements, obtaining support/advice, or requesting an accommodation.

Successful Completion of an A(B)Q: Recommendation Process

All A(B)Q courses operate on a Recommended/Not Recommended basis. The IL for the course notifies YUFE of each candidate's standing; in turn, successful candidates are recommended to the OCT, which authorizes and posts the new qualification on the member's record card, a publicly available document: <http://www.oct.ca/findateacher/results>

The A(B)Q-recommendation process takes approximately 6-8 weeks from the last day of a course session. Neither grade nor university credit is given for completion; however, at the point of registration for a course, the candidate may apply for an advanced-standing credit toward completion of a Master of Education program offered through York University's Studies in Professional Learning.

Through modular--online and/or modular-blended courses, candidates earn a York certificate for each successfully completed 25-hour block; successful completion of all 5 modular blocks within a 2-year period leads to a York University recommendation to OCT for the relevant A(B)Q.

Course Evaluation: Confidential Questionnaire

Candidate Completion of Confidential Course-Evaluation Questionnaire: OCT Requirement

Near the end of the A(B)Q course, candidates complete a short, confidential, online questionnaire designed to assess their opinions of both program and instruction quality as well as their learning experiences as candidates.

Completion of the questionnaire is critical to York's continuous updating and enrichment of sound program offerings, and of professional-learning programs for course developers and Instructional Leaders. ILs do not see the individual comments of candidates but do see an anonymous compilation of questionnaire responses.

Moreover, the Ontario College of Teachers requires candidates to complete A(B)Q course evaluations; it is the Instructional Leader's responsibility to ensure that all candidates are aware of, understand, and undertake fulfillment of this requirement.

Specifically, the results of the confidential candidate survey are carefully considered and acted upon by YUFE to ensure:

- Continuous improvement, relevance, and enrichment of program direction and course content
- Development of inclusive course content and the creation of equitable, flexible delivery models
- Educationally and pedagogically sound, research-based professional practice based by course administrators, developers and ILs