

YORK UNIVERSITY'S AQ/ABQ COURSE GUIDELINES & EXPECTATIONS

YORK UNIVERSITY'S General AQ Course Expectations

To be recommended to the OCT for an A(B)Q or PQP 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 coursework and of the Independent Learning Project (ILP).
- **Demonstrate professionalism, equity and inclusiveness** in all aspects of a course 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 or PHP 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 and application of concepts addressed throughout the course.
- **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 Director 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.

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 coursework contributions and of the ILP, ILs use rubrics.

ILs will also use descriptive feedback, questionnaires or checklists, to providing candidates with ongoing feedback on their progress in the course.

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: 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.