

York University, Faculty of Education

Consecutive Bachelor of Education

Mandatory Application Deadlines

December 1, 2025 deadline includes submission of the online TEAS application through the Ontario Universities Application Centre.

December 18, 2025 deadline includes transcripts, course descriptions for courses that do not have clear indication of the teaching subject equivalencies, and test results for oral and written English proficiency (if applicable). As well, the Faculty of Education online Supplementary Information Form (which includes the Experience Summary and Profile, Personal Statement) and two references (submitted online).

It is the applicant's responsibility to ensure that the application, fees, and all supporting documentation are received by the published deadlines. Applicants must read all instructions carefully. Failure to comply with the admission requirements and deadlines may result in the cancellation of the application.

Transcripts

Official transcripts for Ontario universities must be ordered by completing the TEAS Transcript Request Form (TRF) and submitting it to the OUAC with the TEAS application by December 18, 2025. Transcripts from Ontario universities/colleges, request transcript using the Transcript Request feature in the application - electronically. All other transcripts from postsecondary institutions that are not available through electronic can be submitted by uploading a copy of their transcript(s) through **MyFile – Supporting Documents**.

High School/Secondary School transcript(s) are not required for admission review. Please ignore the High School transcript request on MyFile - Supporting Documents.

Please note: Uploaded transcripts through MyFile - Supporting Documents are considered unofficial and are used by the Faculty of Education, Student Services/Admissions to continue the processing of an applicant's file in a timely manner. All uploaded transcripts must include the applicant's full name, the name of the institution attended, and the grades awarded. With an offer of admission, a conditional decision will be given, and students will be required to submit official transcripts sent directly from the home university.

An acceptable level of proficiency in oral and written English is required by the deadline date and must be no more than two years old. You will not be contacted if this information is missing and the file will not be considered. Please visit the link below for more information, or if you are uncertain whether you are exempt from the English Language Proficiency Test requirements: <https://www.yorku.ca/edu/students/english-proficiency/>

Supplementary Information Form & Online Letters of Recommendation

Deadline: December 18, 2025

Letters of Recommendation (Online BEd Referee Information Form) on MyFile

Applicants are required to submit the names and email addresses for two people who will submit a reference for their application. **These people should be able to comment on your ability to work with children/adolescents from diverse backgrounds.** Applicants are advised to discuss their plans with potential referees before deciding which two people to ask. When you login in to [Myfile](#), there is a specific link for you to provide us with your referee's information (BEd Referee Information Form).

Please Note: The Letter of Reference forms will be sent to the referees via email. The references are submitted online by your referees. Copies do not need to be submitted by mail or in person. We encourage applicants to keep in touch with the referees to ensure they receive the online request form. Applicants can visit MyFile under **Letters of Recommendation Status** and see if the references were submitted by the referees. Referees are given two weeks to submit the reference via email from the time they receive the online request. Referees will be able to submit the reference up to two weeks after the December 18, 2025, deadline at the very latest.

Supplementary Application Information Form

You will be required to complete the online **Supplementary Information Form** through [MyFile](#) which asks for an experience summary, experience profile, and a personal statement. Those applicants applying through the Access Initiative should make reference to the individual and/or systematic barriers they have encountered in their personal statement. Please prepare your personal statement and your experience profile in a simple text editor, like Microsoft Notepad BEFORE you submit it online. The online form will allow you to log on for 30 minutes at a time. After 30 minutes you will be automatically logged out and any information on the form will not be saved. You may log in as many times as necessary to view the information on the form. Please make sure that all your information is correct before filling out the form and pressing submit. You are encouraged to copy and paste your answers. **Faxed, emailed, or paper submissions will not be accepted under any circumstances.**

Please Note: While filling out the Experience Summary and Personal Statement you may find some technical errors appearing as symbols ("A's" with symbols above them, wingdings, etc...). This is a technical issue we are resolving on our end. Applications are not affected as all of the information inputted into the online application is still successfully received.

Technological Education BEd

Applicants who have applied to the **Technological Education BEd** will include:

- Broad-Based Technology area of specialty
- Related degree/diploma/Certificate of Qualification
- Hours of work related to experience subject area
- Two online letters of recommendation

All the above supporting documentation minus the two online letters of recommendation will be uploaded through MyFile and through a Mach Form offered in the application acknowledgment email – Supporting Documents.

Question 4.

Glendon College, French as a Second Language BEd Jewish Teacher Education

The **Glendon College FSL BEd** program is only available to students who have been pursuing their degree at **Glendon College** or **Western University (past Brescia University College programs)** and will be completing their undergraduate degree requirements by August 2026 or have completed their degree. Spaces for the BEd French as a Second Language are limited.

- Students interested in Junior/Intermediate or Intermediate/Senior are required to have French Studies as their Glendon major or Honours Specialized French Studies as their Western University (Brescia University College) major to meet the French teachable requirement. Brescia students with a degree in French for Teaching may be considered for Primary/Junior only.
- Students who have selected the BEd French as a Second Language on the MyFile Supplementary Form will be reviewed by the Faculty of Education Admission FSL Committee. Consideration will include courses within their undergraduate degree (French Language, Literature and Linguistics). Students may be asked to write a French proficiency test.

Jewish Teacher Education BEd program <http://cis.yorku.ca/students/jewish-teacher-education/> York University's Faculty of Education offers a unique opportunity for students to pursue a Bachelor of Education Degree (BEd) in Jewish Teacher Education in the consecutive program model.

- This option qualifies graduates to teach in both public schools and Jewish Day Schools in one of three divisions, Primary/Junior, Junior/Intermediate and Intermediate/Senior.
- The Jewish Teacher Education option includes courses in pedagogy specific to the teaching of Hebrew and Jewish Studies as well as a practicum in Hebrew Day Schools. The option is jointly offered with the Faculty of Liberal Arts & Professional Studies in collaboration with the Israel and Golda Koschitzky Centre for Jewish Education. The program is offered at the Keele York campus.

Question 5

Preferred Type of In-School placement Select either Public or Catholic.

York's Faculty of Education is partnered with the following School Boards:

Peel District School Board Toronto District School Board York Region District School Board
Peel Catholic School Board Toronto Catholic School Board York Catholic School Board

Practicum Placement Zone/Locations

Teacher Candidates can select a Placement Zone they would like for their Practicum Placement. We cannot guarantee that you will be placed in the zone you have selected. Candidates who select Catholic Education Centre (Toronto Catholic School Board) in question 6 will be placed in

schools in the same boards. Students pursuing the BEd French as a Second Language at Glendon will only be placed in the Toronto Catholic District School Board or the Toronto District School Board.

Question 6.

Campus Locations ~ Keele Campus **or** Catholic Education Centre (CEC)

<https://www.yorku.ca/edu/students/bachelor-of-education-bed/on-and-off-campus-locations/>

On the Supplementary Application Form you will select one of the campus locations.

York's Faculty of Education offers its teacher education program/courses at the York Keele campus for all teaching certifications.

York U. Keele Campus

- Primary/Junior (PJ)
- Junior/Intermediate (JI)
- Intermediate/Senior (IS)
- Technological Education (IS)
- French as a Second Language FSL with Glendon (PJIS). *Please note, some of the courses will be offered at the Keele Campus*
- Jewish Teacher Education (PJIS)

CEC (Catholic Education Centre)

- Primary/Junior (PJ)
- Junior/Intermediate (JI)

The **Catholic Education Centre (CEC)** offers its consecutive teacher education program/courses to candidates interested in Primary/Junior or Junior/Intermediate certification level. The CEC is located at the Toronto Catholic District School Board office building and is for candidates who are Catholic and have discerned that they wish to teach in Catholic schools. The practicum placements are solely within the Toronto Catholic District School Board. Some of the BEd courses will also be taught at the Keele campus. Please note: Candidates at the Keele Campus location can request placement in a Catholic board in their region.

Question 7. Practicum Placement Location

Candidates can select two Placement Zones on the Supplementary Information Form from the list. Please review the [Designated Placement ZONE map](#)

Zone 1 Toronto East	Zone 7 Mississauga
Zone 2 Toronto West	Zone 8 Brampton
Zone 3 North York West	Zone 9 Markham
Zone 4 North York East	Zone 10 Richmond Hill/Thornhill
Zone 5 Scarborough South	Zone 11 Vaughan
Zone 6 Scarborough North	Zone 12 York Region

Teacher candidates usually spend two to three days a week in their classes and two days a week at a York-partnered host school for their practicum. There are continuous block placements during the second year. During teaching blocks, candidates are required to be at

their host school Monday to Friday inclusive. Schedules may vary from teaching levels and locations.

Question 8. Access Initiative

In keeping with York's commitment to equal access to teacher education, our admission policies are designed to assess the potential of all candidates, in particular those who have faced individual and/or systematic barriers in educational settings, and in their personal lives.

The access initiative seeks to address systemic barriers to equal access and opportunities. Most often, these types of barriers will take the form of substantial discrimination on grounds recognized in the Ontario Human Rights Code (race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, family status or disability). The Access Initiative in the Faculty of Education recognizes applicants who may be subjected to differential treatment in society and its institutions based on their social identities, including:

We invite students from the following underrepresented groups to apply through the Access Initiative:

- **Indigenous Persons** (*First Nations, Métis, Inuit, Status, Non-Status*)
- **People with Disabilities**
- **Racialized Person** (*A racialized group is a group of people who may experience social inequities based on their racial background and intersections with ethnicity, faith/spiritual worldview, and place of birth. Examples may include those who identify as Black, Asian, Muslim and so on).*
- **Other Minoritized Persons** (*Examples may include: people marginalized by poverty; gender and sexual orientation; language; accent; dialect, and refugees or people with refugee experiences.*)

Applicants are encouraged to select all relevant categories that are applicable to their lived experience. All eligible individuals will have their varied experiences valued throughout the application process. As we read access files, we are committed to recognizing, valuing, and fairly assessing applicants who have diverse experiences and insights into teaching and learning. We are actively recruiting and supporting applicants from communities in the Greater Toronto Area in which there has been historical underrepresentation of teacher candidates. We encourage students who apply through the Access Initiative to also **make reference in their personal statement to the individual and/or systematic barriers they have encountered. Explain how what you have learned through these experiences might be valuable when building relationships and working with diverse groups of students.**

Question 9. Experience Summary

The experience summary is a chart that asks for the total number of hours of experience in the following categories: Classroom Experience; Volunteer/Community Experience; Work Experience Related to Teaching; Work Experience Unrelated to Teaching. Some experience related to the age group you wish to teach is an asset. It will strengthen an applicant's profile if the age-specific experience is in a classroom setting. Please note only experiences accumulated up to **December 18, 2025**, will be considered.

Question 10. Experience Profile

In this section, complete the Experience Profile Chart by highlighting key touchstone moments and explain how they relate to teaching and learning. Consider how the selected examples align to the Experience Summary (question 9) and

1. Demonstrate your community service;
2. Demonstrate your understanding related to Diversity and Equity;
3. Demonstrate your leadership;
4. Show a commitment to continued learning and development.

This is restricted to a maximum of 4000 characters (including spaces) per box. We suggest that that you type your Experience Profile into a Microsoft Word document (to allow character count and spelling/grammar check) and paste into a simple text editor, like Microsoft Notepad before submitting the information.

Question 11. Personal Statement

In the Personal Statement, write about how your experiences with children and adolescents have shaped your understanding of the teaching and learning processes in schools and/or in a community setting. Share how your background and educational opportunities have shaped your decision to become a teacher, and the advantages and barriers you have experienced while pursuing this goal.

When working on the Personal Statement consider these questions.

- 1. What is your teaching philosophy? How does your positionality (who you are and your lived experiences) inform your teaching philosophy and desire to be a teacher?*
- 2. How have your experiences informed your understanding of equity, diversity, and inclusion and allowed you to support students of various backgrounds and needs?*
- 3. What evidence can you provide to demonstrate your commitment to equity, diversity, and inclusion in your teaching and learning, and service of students in their communities?*

NOTE: If applying as part of the Access Initiative, this is your opportunity to explain how the individual and/or systemic barriers you faced throughout your learning experiences might be valuable when building relationships and working with diverse groups of students.

The personal statement is a **maximum of 4000 characters with spaces**. **We suggest that you type your personal statement into a simple text editor, like Microsoft Notepad prior to submitting your online application.** This will allow you to keep your words under the limit and you will have the opportunity to proofread your work.

For further information and updates on any of our programs, please visit the York University Faculty of Education's web site <https://www.yorku.ca/edu/students/> or contact our offices directly.

Decisions will be posted on March 1, 2026.

Faculty of Education
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3
osp@edu.yorku.ca