

# COLLEGE TEACHERS TRAINING FOR INTERNATIONALLY EDUCATED PROFESSIONALS - POSTGRADUATE PROGRAM (R403)

<b>PROGRAM NAME</b>	College Teachers Training for Internationally Educated Professionals	<b>TUITION</b>	\$8,070.00 *
<b>COURSE CODE</b>	R403	<b>ADDITIONAL COST</b>	
<b>SCHOOL</b>	School of Immigrant and Transitional Education	*Amounts listed are the total of tuition, materials, student service and ancillary fees for the first two semesters of programs starting in fall 2017. Fees are subject to change for programs starting in fall 2018 and at later dates.	
<b>CENTRE</b>	Preparatory and Liberal Studies		
<b>LOCATION</b>	St. James Campus		
<b>DURATION</b>	2 semesters		
<b>STARTING MONTH</b>	September		
<b>CREDENTIAL</b>	Ontario College Graduate Certificate		
<b>YEAR OF STUDY</b>	2018-2019		
<b>METHOD OF STUDY</b>	FT		
<b>APPLY TO</b>	Ontario Colleges <sup>1</sup>		

The **College Teachers Training for Internationally Educated Professionals** program is designed to provide the pedagogical foundations, intercultural and professional communication skills, and Canadian experience to help prepare internationally educated teachers for teaching in a Canadian community college or other adult education settings.

## The program includes:

- Training in instructional strategies and classroom management.
- Lesson planning, authentic assessment and curriculum development.
- Instruction on intercultural and professional communication skills focusing on the academic sector.
- Development of employment skills related to the academic teaching context.
- Opportunity to observe and participate in the teaching of a course in a college classroom.
- Opportunity to attend relevant professional development workshops.

## PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Adapt language, tone, presentation style and method of communication as appropriate to interact effectively as a teacher and employee in a diverse academic workplace.
2. Select pedagogical methods appropriate to a Canadian classroom and designed to promote student success, such as student-centred teaching practices.
3. Assess the effectiveness of educational tools, technologies and electronic database resources to assist and enhance teaching and learning.
4. Adhere to the customs, practices, policies and rules governing relationships and conduct in the Canadian academic workplace.

5. Adapt teaching practice through the process of critical reflection.
6. Develop a job search plan using job search skills and tools pertinent to the educational sector.

## REQUIRED COURSES

### BOTH SEMESTERS

**Professional Communication Skills I and II:** These blended (in-person classes and online instruction) courses use educational theory and pedagogical practice to help students acquire the sector-specific language and intercultural communication skills necessary to be successful as a teacher in a post-secondary Canadian classroom. The language component helps students refine their linguistic skills for more complex communication within the academic context, making them more competitive candidates in the job market.

**Employment Skills I and II:** These online courses develop academic employment skills for internationally trained teachers in researching, networking, applying and interviewing for college teaching positions in Canada. In the second semester, students create a professional electronic portfolio to best showcase their academic expertise and experience.

**Teaching Toolbox I and II:** These blended (in-person classes and online instruction) courses include a set of mandatory workshops related to teaching and learning to be completed in the first and second semesters as well as a series of optional workshops that students can choose from and enroll in throughout the program. These workshops provide students with professional development and networking opportunities to connect with college faculty and develop their understanding of teaching and learning in the college setting. In the second semester of the program, students develop and present their own workshop at a one-day conference/networking event hosted by the program.

### SEMESTER 1

**Practical Teaching Skills:** This blended (in-person classes and online instruction) course is the companion course to *Teacher Development in Higher Education*. This course prepares students for teaching in the Canadian college setting. Topics include establishing a positive learning environment, effective teaching strategies for a diverse and student-centred classroom, lesson planning and practice teaching, classroom management techniques, and preparing and delivering teaching segments to the class. Students also learn and practice strategies for giving effective feedback and receiving feedback in a professionally appropriate manner. Teaching segments are videotaped in order for students to observe and critique their abilities.

**Teacher Development in Higher Education:** This is the companion course to *Practical Teaching Skills*. It introduces students to principles and theories of teaching and learning in the Canadian college context. This course helps students to more clearly understand their role as teachers in the Canadian college classroom and to become familiar with good pedagogical practice such as student-centred and active learning concepts, as well as the principles of outcomes-based learning.

## SEMESTER 2

**Curriculum Development in Higher Education:** In this online course, students use curriculum development theory and practices to design a course or training session of at least 20 hours. Students survey pedagogical practices and use them to anchor the process of curriculum development while taking into consideration the needs of a diverse student population. Students also develop evaluation/assessment strategies and tools for their course or training session.

**Practicum and Reflective Teaching Strategies:** In the *Practicum*, students have the opportunity to integrate theory and practice by taking part in a teaching placement in a college classroom with a mentor teacher. The *Practicum* is an opportunity to observe and participate in the teaching and/or planning of a course in the college classroom under the guidance of the mentor teacher. Students are observed and receive feedback from their mentor teacher and College Teachers Training for Internationally Educated Professionals faculty.

The companion *Reflective Teaching Strategies* blended (in-person classes and online instruction) course supports students with their classroom experiences, with a focus on exploring a variety of reflective tools, developing critical self-reflection skills, and identifying teaching strengths and areas for improvement. In addition, students refine their feedback skills, develop collaborative skills essential to working with fellow professionals, and increase critical thinking skills.

This is a 28-week program that carries over two semesters.

## SEMESTER 1

Code	Course name
TETR4031	Teaching Toolbox I (blended)
TETR4032	Employment Skills I (online)
TETR4033	Professional Communication Skills I (blended)
TETR4034	Teacher Development in Higher Education (TDHE) (online)
TETR4035	Practical Teaching Skills (blended)

## SEMESTER 2

Code	Course name
TETR4041	Teaching Toolbox II (blended)
TETR4042	Employment Skills II (online)
TETR4043	Professional Communication Skills II (blended)
TETR4044	Curriculum Development in Higher Education (CDHE) (online)
TETR4045	Practicum and Reflective Teaching Strategies (blended)

## YOUR CAREER

Graduates with the specialized education offered in this program, in combination with their previous international training and experience, are prepared for teaching careers in:

- Canadian community colleges (teaching daytime or evening continuing education classes)
- Private schools
- Corporate training
- Tutoring adults
- And more

Through a combination of our unique courses (both blended and/or online), workshops, observation and supervised teaching segments, students gain skills and experience required to teach in community college classes using current instructional strategies. Graduates will be sensitive to the diverse student needs of the Ontario workplace and skilled in responding to cultural differences and learning styles.

## ADMISSION REQUIREMENTS

- Graduate-level degree (masters or doctorate) from abroad or professional designation/equivalent credential in apprenticeship/skill required to teach in a college setting. Degree assessment by an official credential assessment organization is required
- One year of full-time teaching experience at a secondary or post-secondary level or similar experience
- Resumé
- Successful completion of interview
- English language proficiency required\*:
  - Canadian Language Benchmark (CLB) 8 (or higher) in speaking, listening and CLB 7 (or higher) in reading and writing **OR**
  - ELTPA Level 8 (or higher) in speaking and listening AND Level 7 (or higher) in reading and writing

**\* English Proficiency results must be not be older than two years, as of January 1. (i.e. January 1, 2015 for Fall 2017)**

## COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit [georgebrown.ca/transferguide](http://georgebrown.ca/transferguide) for more information.

## HOW DO I APPLY TO THE PROGRAM

Application information is available at information sessions about the program, where questions will be answered and eligibility for admission will be assessed. Call the Program Co-ordinator at 416-415-5000, ext. 3268 or Entry Advising Services, ext. 2949 for the dates and times of upcoming information sessions.

“By exposing me to Canadian college teaching discourse, this program helped me to find contacts at colleges, to focus my resume, and to face interviews with confidence. CTPP trained me to teach in Canadian colleges by enlarging my awareness of those colleges and their student body.”

**Harsha Munasinghe** (Graduate, College Teachers Training)

## CONTACT US

Call us at 416-415-5000, ext. 3268 or Entry Advising Services, ext. 2949.

Email: [cttp@georgebrown.ca](mailto:cttp@georgebrown.ca)

For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

## LINKS REFERENCE

<sup>1</sup><https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=R403&lang=en>

*George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.*

# COLLEGE VOCATIONAL PROGRAM (A101)

<b>PROGRAM NAME</b>	College Vocational	<b>TUITION</b>	\$3,668.00 *
<b>COURSE CODE</b>	A101	<b>ADDITIONAL COST</b>	
<b>SCHOOL</b>	School of Immigrant and Transitional Education		
<b>CENTRE</b>	Preparatory and Liberal Studies		
<b>LOCATION</b>	St. James Campus		
<b>DURATION</b>	1 year (2 semesters)		
<b>STARTING MONTH</b>	September		
<b>CREDENTIAL</b>	Ontario College Certificate		
<b>YEAR OF STUDY</b>	2018-2019		
<b>METHOD OF STUDY</b>	FT		
<b>APPLY TO</b>	Ontario Colleges <sup>1</sup>		

**College Vocational** is a job-readiness program designed to meet the unique educational and vocational needs of people with mild intellectual disabilities who may not normally consider or qualify for entry into a traditional post-secondary program. It is an individualized, supportive program that helps bridge the gap for students who have graduated from high school with predominantly workplace or possibly college credits. This program may be suitable for students with an Ontario Secondary School Certificate or Diploma who are having difficulty finding appropriate and meaningful work.

Using a cohort model, the program helps students to develop academic, practical and social skills, and offers extensive assessment through the use of several vocational tools. In addition, students participate in career planning, communication and life skills training, and a work experience placement. Students use the computer lab to enhance keyboarding skills and to prepare résumés and cover letters. Students enrolled in this program are eligible for loans and grants.

## PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Solve routine workplace problems related to employment environments using a variety of systematic approaches.
2. Perform basic job duties using appropriate equipment, technology and software.
3. Contribute and maintain appropriate records, logs and reports as required in the workplace.
4. Work responsibly and effectively within a supervised work environment in accordance with appropriate practices and procedures.
5. Complete all assigned work in compliance with occupational health and safety law; established policies and procedures; regulations; and in accordance with ethical principles.

6. Develop and use personal and professional strategies and plans to improve professional growth, job performance and work relationships.

## REQUIRED COURSES

### SEMESTER 1

Code	Course name
LIFE1002	Life Skills I
COMM1001	Communication Skills I
MATH1001	Mathematics Skills I
HLTH1001	Fitness I
PREP1003	Society and Self
PREP1001	Vocational Skills/Assessment

### SEMESTER 2

Code	Course name
LIFE1003	Life Skills II
COMM1002	Communication Skills II
HLTH1002	Fitness II
PREP1002	Vocational Skills - Work Placement II

## YOUR CAREER

While the majority of College Vocational graduates go directly to work, some go on to specialized job training programs, academic upgrading and/or selected college programs.

## ADMISSION REQUIREMENTS

Eligible candidates are required to have one of the following:

- O.S.S.D or
- Ontario Secondary School Certificate or
- Mature Student Status (19 years of age or older)

## How to Apply and Qualify

- Submit an application through the Ontario College Application Service (OCAS) at ontariocolleges.ca
- Qualified applicants are required to attend a mandatory information session, an in-class assessment and a personal interview as part of the intake process.

**Please note:** For information session dates, contact the program co-ordinator in mid-January at:  
cv@georgebrown.ca

## CONTACT US

Call the College Vocational Program Co-ordinator at 416-415-5000, ext. 2503.

You may also email college.vocational@georgebrown.ca or jdewar@georgebrown.ca.

For more information about George Brown College, call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

## VISIT OUR CAMPUS

Book a general campus tour<sup>2</sup> to see the common areas of the campus (i.e. cafeteria, student services, the gym, etc.) or explore our virtual tour.<sup>3</sup>

## LINKS REFERENCE

<sup>1</sup><https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=A101&lang=en>

<sup>2</sup><http://www.georgebrown.ca/tours/>

<sup>3</sup><http://vt.georgebrown.ca/>

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# TRANSITIONS TO POST-SECONDARY EDUCATION PROGRAM (A107)

<b>PROGRAM NAME</b>	Transitions to Post-Secondary Education	<b>TUITION</b>	No fee*
<b>COURSE CODE</b>	A107	<b>ADDITIONAL COST</b>	
<b>SCHOOL</b>	School of Immigrant and Transitional Education	* Students in this program do not pay tuition or fees. This program is funded by the Ontario Ministry of Health and Long-term Care and the Ministry of Training, Colleges and Universities.	
<b>CENTRE</b>	Preparatory and Liberal Studies		
<b>LOCATION</b>	St. James Campus		
<b>DURATION</b>	12 months (3 semesters)		
<b>STARTING MONTH</b>	September, January, April		
<b>CREDENTIAL</b>	Ontario College Certificate		
<b>YEAR OF STUDY</b>	2018-2019		
<b>METHOD OF STUDY</b>	FT		
<b>APPLY TO</b>	George Brown College <sup>1</sup>		

**Transitions to Post-Secondary Education** is a supported education, three-semester program for individuals who have a history of challenges with mental health and/or addictions issues. The program provides students with the opportunity to assess new pathways to academic and employment success.

Courses offered in the program focus on helping students develop new strategies and skills, set realistic goals, create career plans, and understand and address individual challenges to employment, academic and interpersonal success.

Students develop greater self-awareness and self-confidence through courses such as Life Skills and Community Engagement. Courses such as Student Success Strategies, College English and Speaking with Confidence help students gain skills in time management, organization, essay writing and presentations. In Career and Life Transitions, students engage in vocational exploration to help determine their interests and strengths, carry out occupational research, set goals and develop an understanding of workplace accommodations.

Woven throughout the program is an emphasis on communication, problem-solving, self-management, goal setting and interpersonal skills.

## PROGRAM OUTCOMES

Upon completing the program, students will be able to:

- Demonstrate gains in interpersonal skills.
- Use strategies to address barriers to education and employment.
- Apply skills learned in the program to other social, educational and vocational contexts.
- Articulate future plans for further post-secondary study and/or employment.
- Develop a skills portfolio that will assist in transitions to other post-secondary programs and/or employment settings.

## PROGRAM STANDARDS AND LEARNING OUTCOMES

Every credential at George Brown College delivers detailed program learning outcomes that are discipline specific and aligned with the appropriate credential level. Program learning outcomes are statements that describe the knowledge and skills that students are expected to demonstrate by the end of their program of study. In addition to the learning outcome requirements, College programs are required to provide students with exposure to a breadth of learning beyond their core disciplinary or vocational field, to increase their awareness of the society and culture in which they live and work. This breadth requirement is addressed for College programs through additional mandatory General Education or Liberal Studies courses in the program curriculum. Also, programs are designed to provide essential transferable skills (referred to sometimes as essential employability skills), which include: communication, numeracy, critical thinking and problem solving, information management, interpersonal and personal skills, among others.

## REQUIRED COURSES

### SEMESTER 1

#### MANDATORY

Code	Course name
PREP1021	Life Skills I
PREP1022	Career & Life Transitions I
COMP1216	Introduction to Computer Skills
STS1001	Strategies for Student Success
COMM1003	English Skills
	OR
COMM1007	College English
	<i>Choose one elective from list below</i>

## SEMESTER 2

### MANDATORY

Code	Course name
PREP1031	Group Dynamics
PREP1032	Career & Life Transitions II
COMP1217	Technology for Life
GHUM1025	Speaking with Confidence
COMM1007	College English
	<i>Choose one elective from list below</i>

## SEMESTER 3

### MANDATORY

Code	Course name
PREP1041	Community Engagement
PREP1042	Career & Life Transitions III
COMP1218	Technology for Communication
SSCI1037	Psychology of Adult Development
	<i>Choose two electives from list below</i>

### ELECTIVES FOR ALL SEMESTERS

Code	Course name
LIBA1041	Creative Exploration
LIBA1042	Writing your Life: the Art of Personal Narrative
HLTH1035	Introduction to Health and Wellness
PREP1034	Applied Life Skills
SSCI1039	The Medium and the Message
GNED	General Education Elective

## YOUR CAREER

Students who complete this program go on to a wide range of employment and educational opportunities depending on their interests and previous experience. Some choose to make a career change, and many go on to other post-secondary programs before seeking employment.

## ADMISSION REQUIREMENTS

Applicants are selected on the basis of:

- English reading & writing skills
- Self-identified experience of mental health and/or addictions barriers
- Mature Student Status (19 years of age or older)

Intake process involves the following:

1. Attend an info session
2. Complete an application
3. Write an English assessment

## COURSE EXEMPTIONS

Certain college or university credits may qualify you for course exemptions.

**Two computer courses** are also eligible for prior learning assessment, based on your previous education and experiential learning.

Please visit [georgebrown.ca/transferguide](http://georgebrown.ca/transferguide) for more information.

## HOW DO I APPLY TO THE PROGRAM

Attend Information Session<sup>2</sup>

## CONTACT US

Contact the program office at 416-415-5000, ext. 2458 or email **Christopher Millado** at [cmillado@georgebrown.ca](mailto:cmillado@georgebrown.ca). For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

## VISIT OUR CAMPUS

Book a general campus tour<sup>3</sup> to see the common areas of the campus (i.e. cafeteria, student services, the gym, etc.) or explore our virtual tour.<sup>4</sup>

## LINKS REFERENCE

<sup>1</sup>[http://www.georgebrown.ca/alternate\\_ways\\_to\\_apply\\_to\\_george\\_brown\\_college/](http://www.georgebrown.ca/alternate_ways_to_apply_to_george_brown_college/)

<sup>2</sup>[http://www.georgebrown.ca/A107\\_info/](http://www.georgebrown.ca/A107_info/)

<sup>3</sup><http://www.georgebrown.ca/tours/>

<sup>4</sup><http://vt.georgebrown.ca/>

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