

# Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6  
<http://ro.oise.utoronto.ca>

## Initial Teacher Education Programs

### Bachelor of Education and Diploma in Technological Education/ Ontario Teachers' Certificate of Qualification Programs

#### Admissions

Telephone: 416-978-1848  
: 416-978-9964  
Fax: 416-978-9964  
E-mail: [admissions@ro.oise.utoronto.ca](mailto:admissions@ro.oise.utoronto.ca)

#### Registered Students

Telephone: 416-978-4444  
: 416-978-9964  
Fax: 416-978-9964  
E-mail: [registered@ro.oise.utoronto.ca](mailto:registered@ro.oise.utoronto.ca)

#### Transcripts & Records Requests

Telephone: 416-978-4444  
: 416-978-4447  
Fax: 416-978-4447  
E-mail: [transcripts@ro.oise.utoronto.ca](mailto:transcripts@ro.oise.utoronto.ca)

### Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

[ma@ro.oise.utoronto.ca](mailto:ma@ro.oise.utoronto.ca)

### Master of Teaching in Elementary and Intermediate Education/ Ontario Teachers' Certificate of Qualification Program

[mt@ro.oise.utoronto.ca](mailto:mt@ro.oise.utoronto.ca)

## Additional Qualification Courses for Educators

#### Transcripts & Records Requests

Telephone: 416-978-1634  
: 416-978-9964

## Graduate Studies in Education

#### Admissions & Registration

Telephone: 416-978-1634  
: 416-978-9964  
Fax: 416-978-9964  
E-mail: [admissions@ro.oise.utoronto.ca](mailto:admissions@ro.oise.utoronto.ca)

#### Transcripts & Records Requests

Telephone: 416-978-4444  
: 416-978-4447  
Fax: 416-978-4447  
E-mail: [transcripts@ro.oise.utoronto.ca](mailto:transcripts@ro.oise.utoronto.ca)

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**The Ontario College of Teachers Requirement**

The Ontario College of Teachers (OCT) is a professional body for teachers in Ontario. It is responsible for setting standards for the teaching profession and for regulating the entry of teachers into the profession. The OCT also provides support and resources for teachers throughout their careers. For more information, visit the OCT website at [www.ontariocollegeofteachers.ca](http://www.ontariocollegeofteachers.ca).

Telephone: 416-961-2222

**Enrolment Alternatives**

The Ontario College of Teachers offers several alternative enrolment pathways for individuals who do not have a traditional teaching degree. These include: 1) The Ontario College of Teachers' Alternative Pathway Program, which allows individuals to complete a series of courses and a practicum to meet the requirements for registration. 2) The Ontario College of Teachers' Recognition of Prior Learning (RPL) program, which allows individuals to have their previous education and work experience assessed against the requirements for registration. 3) The Ontario College of Teachers' Recognition of International Qualifications (RIQ) program, which allows individuals with a teaching degree from another country to have their qualifications assessed against the requirements for registration.

**Person I. D. (Student Number)**

The Ontario College of Teachers requires all members to have a unique identification number (I.D. number) for registration purposes. This number is used to track membership and to provide access to various services and resources. The I.D. number is assigned to members upon registration and remains the same throughout their lifetime. For more information, visit the OCT website at [www.ontariocollegeofteachers.ca](http://www.ontariocollegeofteachers.ca).

**Policies and Regulations**

The Ontario College of Teachers has a number of policies and regulations that govern the conduct of its members. These include: 1) The Code of Ethics, which sets the standards for professional conduct and behavior. 2) The Regulation of the Teaching Profession Act, which provides the legal framework for the regulation of the teaching profession. 3) The Ontario College of Teachers' Bylaws, which outline the internal governance and procedures of the OCT. For more information, visit the OCT website at [www.ontariocollegeofteachers.ca](http://www.ontariocollegeofteachers.ca).

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# Teacher Candidates and Professionalism

## Teachers as Professionals

Teachers are professionals who are responsible for the education and development of their students. They are expected to maintain high standards of practice and to engage in ongoing professional development. Teachers should be committed to their profession and to the well-being of their students. They should also be able to work collaboratively with colleagues and to communicate effectively with parents and the community.

## Commitment to Excellence

Teachers are committed to excellence in their practice. They strive to provide the highest quality of education for all students. They are committed to ongoing learning and growth, both personally and professionally. They are also committed to the well-being of their students and to the success of their schools.

## Trust and Integrity

Teachers are trusted by their students, colleagues, and the community. They act with integrity and honesty in all their interactions. They are committed to ethical practice and to the highest standards of professional conduct. They are also committed to the well-being of their students and to the success of their schools.

## Respect for Others

Teachers respect the individuality of all students and colleagues. They create a safe and inclusive learning environment for all. They are committed to diversity and to the well-being of all members of the school community. They are also committed to the success of their schools and to the well-being of their students.

## Dedication and Responsibility

Teachers are dedicated to their profession and to the well-being of their students. They are responsible for the education and development of their students. They are committed to ongoing learning and growth, both personally and professionally. They are also committed to the well-being of their students and to the success of their schools.

## Statement of Expectations for Teacher Candidates

Teacher candidates are expected to demonstrate a strong commitment to their profession and to the well-being of their students. They should be able to work collaboratively with colleagues and to communicate effectively with parents and the community. They should also be able to maintain high standards of practice and to engage in ongoing professional development.

Teacher candidates should be committed to excellence in their practice. They should strive to provide the highest quality of education for all students. They should be committed to ongoing learning and growth, both personally and professionally. They should also be committed to the well-being of their students and to the success of their schools.

Teacher candidates should be trusted by their students, colleagues, and the community. They should act with integrity and honesty in all their interactions. They should be committed to ethical practice and to the highest standards of professional conduct. They should also be committed to the well-being of their students and to the success of their schools.

## Commitment to Excellence

Teacher candidates are committed to excellence in their practice. They strive to provide the highest quality of education for all students. They are committed to ongoing learning and growth, both personally and professionally. They are also committed to the well-being of their students and to the success of their schools.

### Trust and Integrity

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### Related Resources

<http://www.sa.utoronto.ca>

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<http://www.utoronto.ca/go/cncl/pap/alphapol.htm>

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<http://www.oct.ca/en/Membership/Sections/Members/standards/foundations.asp>

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# Sessional Dates and Deadlines

## Bachelor of Education

## Diploma in Technological Education

**Please note the following:**

The following dates are subject to change without notice. Please refer to the following link for the most up-to-date information.

In the following table, the dates are listed for the Bachelor of Education and Diploma in Technological Education. The dates are listed in the order of the session.

The following link provides information on the University's policies regarding sessional dates and deadlines: [www.provost.utoronto.ca/English/Other-University-Policies.html](http://www.provost.utoronto.ca/English/Other-University-Policies.html)

## 2

Session 14	September 14 - 15, 2014	September 14 - 15, 2014
Session 15	September 16 - 17, 2014	September 16 - 17, 2014
Session 16	September 18 - 19, 2014	September 18 - 19, 2014
Session 17	September 20 - 21, 2014	September 20 - 21, 2014
Session 18	September 22 - 23, 2014	September 22 - 23, 2014
Session 19	September 24 - 25, 2014	September 24 - 25, 2014
Session 20	September 26 - 27, 2014	September 26 - 27, 2014
Session 21	September 28 - 29, 2014	September 28 - 29, 2014
Session 22	September 30 - October 1, 2014	September 30 - October 1, 2014
Session 23	October 2 - 3, 2014	October 2 - 3, 2014
Session 24	October 4 - 5, 2014	October 4 - 5, 2014
Session 25	October 6 - 7, 2014	October 6 - 7, 2014
Session 26	October 8 - 9, 2014	October 8 - 9, 2014
Session 27	October 10 - 11, 2014	October 10 - 11, 2014
Session 28	October 12 - 13, 2014	October 12 - 13, 2014
Session 29	October 14 - 15, 2014	October 14 - 15, 2014
Session 30	October 16 - 17, 2014	October 16 - 17, 2014
Session 31	October 18 - 19, 2014	October 18 - 19, 2014
Session 32	October 20 - 21, 2014	October 20 - 21, 2014
Session 33	October 22 - 23, 2014	October 22 - 23, 2014
Session 34	October 24 - 25, 2014	October 24 - 25, 2014
Session 35	October 26 - 27, 2014	October 26 - 27, 2014
Session 36	October 28 - 29, 2014	October 28 - 29, 2014
Session 37	October 30 - November 1, 2014	October 30 - November 1, 2014
Session 38	November 2 - 3, 2014	November 2 - 3, 2014
Session 39	November 4 - 5, 2014	November 4 - 5, 2014
Session 40	November 6 - 7, 2014	November 6 - 7, 2014
Session 41	November 8 - 9, 2014	November 8 - 9, 2014
Session 42	November 10 - 11, 2014	November 10 - 11, 2014
Session 43	November 12 - 13, 2014	November 12 - 13, 2014
Session 44	November 14 - 15, 2014	November 14 - 15, 2014
Session 45	November 16 - 17, 2014	November 16 - 17, 2014
Session 46	November 18 - 19, 2014	November 18 - 19, 2014
Session 47	November 20 - 21, 2014	November 20 - 21, 2014
Session 48	November 22 - 23, 2014	November 22 - 23, 2014
Session 49	November 24 - 25, 2014	November 24 - 25, 2014
Session 50	November 26 - 27, 2014	November 26 - 27, 2014
Session 51	November 28 - 29, 2014	November 28 - 29, 2014
Session 52	November 30 - December 1, 2014	November 30 - December 1, 2014
Session 53	December 2 - 3, 2014	December 2 - 3, 2014
Session 54	December 4 - 5, 2014	December 4 - 5, 2014
Session 55	December 6 - 7, 2014	December 6 - 7, 2014
Session 56	December 8 - 9, 2014	December 8 - 9, 2014
Session 57	December 10 - 11, 2014	December 10 - 11, 2014
Session 58	December 12 - 13, 2014	December 12 - 13, 2014
Session 59	December 14 - 15, 2014	December 14 - 15, 2014
Session 60	December 16 - 17, 2014	December 16 - 17, 2014
Session 61	December 18 - 19, 2014	December 18 - 19, 2014
Session 62	December 20 - 21, 2014	December 20 - 21, 2014
Session 63	December 22 - 23, 2014	December 22 - 23, 2014
Session 64	December 24 - 25, 2014	December 24 - 25, 2014
Session 65	December 26 - 27, 2014	December 26 - 27, 2014
Session 66	December 28 - 29, 2014	December 28 - 29, 2014
Session 67	December 30 - January 1, 2015	December 30 - January 1, 2015
Session 68	January 2 - 3, 2015	January 2 - 3, 2015
Session 69	January 4 - 5, 2015	January 4 - 5, 2015
Session 70	January 6 - 7, 2015	January 6 - 7, 2015
Session 71	January 8 - 9, 2015	January 8 - 9, 2015
Session 72	January 10 - 11, 2015	January 10 - 11, 2015
Session 73	January 12 - 13, 2015	January 12 - 13, 2015
Session 74	January 14 - 15, 2015	January 14 - 15, 2015
Session 75	January 16 - 17, 2015	January 16 - 17, 2015
Session 76	January 18 - 19, 2015	January 18 - 19, 2015
Session 77	January 20 - 21, 2015	January 20 - 21, 2015
Session 78	January 22 - 23, 2015	January 22 - 23, 2015
Session 79	January 24 - 25, 2015	January 24 - 25, 2015
Session 80	January 26 - 27, 2015	January 26 - 27, 2015
Session 81	January 28 - 29, 2015	January 28 - 29, 2015
Session 82	January 30 - February 1, 2015	January 30 - February 1, 2015
Session 83	February 2 - 3, 2015	February 2 - 3, 2015
Session 84	February 4 - 5, 2015	February 4 - 5, 2015
Session 85	February 6 - 7, 2015	February 6 - 7, 2015
Session 86	February 8 - 9, 2015	February 8 - 9, 2015
Session 87	February 10 - 11, 2015	February 10 - 11, 2015
Session 88	February 12 - 13, 2015	February 12 - 13, 2015
Session 89	February 14 - 15, 2015	February 14 - 15, 2015
Session 90	February 16 - 17, 2015	February 16 - 17, 2015
Session 91	February 18 - 19, 2015	February 18 - 19, 2015
Session 92	February 20 - 21, 2015	February 20 - 21, 2015
Session 93	February 22 - 23, 2015	February 22 - 23, 2015
Session 94	February 24 - 25, 2015	February 24 - 25, 2015
Session 95	February 26 - 27, 2015	February 26 - 27, 2015
Session 96	February 28 - 29, 2015	February 28 - 29, 2015
Session 97	February 30 - March 1, 2015	February 30 - March 1, 2015
Session 98	March 2 - 3, 2015	March 2 - 3, 2015
Session 99	March 4 - 5, 2015	March 4 - 5, 2015
Session 100	March 6 - 7, 2015	March 6 - 7, 2015

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# Administrati e Officers (Partial\ ist

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## Bachelor of Education/Diploma in Technological Education Programs

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## Initial Teacher Education

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## Graduate Studies

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## School University Partnerships Office (SPO) and Student Services

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## Dean's Advisory Board

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**Aaron Siddiqui**

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**Charles** - Hill

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**Directors of the Ontario Institute for Studies in Education**

- on 196 - 197
- 197 - 198
- h p o 198 - 198
- n 198 - 199
- e 199 - 199
- f • 199 - 1996

**Deans of the Faculty of Education**

- enh 197 - 194
- l ho. e 194 - 1944
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**Deans of the University of Toronto**

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# Summary of Programs Offered

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### Bachelor of Education Degree

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... .. or application information and forms, visit the Continuing Education Office's site: [www.oise.utoronto.ca/aeq](http://www.oise.utoronto.ca/aeq)

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Telephone: 416-978-474  
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### Graduate Studies in Education

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For application and admission inquiries, visit the Registrar's Office website:

[www.rose.utoronto.ca](http://www.rose.utoronto.ca)

For more information, contact:  
 Rose Institute  
 100 St. George Street  
 Toronto, Ontario M5S 1A5  
 Telephone: 416-978-1611  
 Fax: 416-978-9964  
 Email: [info@rose.utoronto.ca](mailto:info@rose.utoronto.ca)

## Certificate Programs

### Certificate in Adult Education

This certificate is designed for students who have completed the equivalent of a high school diploma or GED. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available from:

Registrar  
 Telephone: 416-978-7777  
 Email: [registrar@rose.utoronto.ca](mailto:registrar@rose.utoronto.ca)

### Certificate in Adult Training and Development

This certificate is designed for students who have completed the equivalent of a high school diploma or GED. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available from:

Registrar  
 Telephone: 416-978-7777  
 Email: [registrar@rose.utoronto.ca](mailto:registrar@rose.utoronto.ca)

### Certificate in Leadership Coaching

This certificate is designed for students who have completed the equivalent of a high school diploma or GED. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available from:

Registrar  
 Telephone: 416-978-7777  
 Email: [registrar@rose.utoronto.ca](mailto:registrar@rose.utoronto.ca)

## Certificate in Higher Education Leadership

This certificate is designed for students who have completed the equivalent of a high school diploma or GED. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available from:

Registrar  
 Telephone: 416-978-1111  
 Email: [registrar@rose.utoronto.ca](mailto:registrar@rose.utoronto.ca)

## Certificate in School Management

This certificate is designed for students who have completed the equivalent of a high school diploma or GED. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available from:

Registrar  
 Telephone: 416-978-1111  
 Email: [registrar@rose.utoronto.ca](mailto:registrar@rose.utoronto.ca)

## Laboratory School

### The Institute of Child Study (ICS)

The Institute of Child Study (ICS) is a laboratory school that provides students with the opportunity to gain practical experience in the field of child study. The program is a two-year, full-time program. The program is designed to provide students with the knowledge and skills necessary to enter the workforce or continue their education at the university level.

For further information is available at the ICS

website:

[www.rose.utoronto.ca/ICS](http://www.rose.utoronto.ca/ICS)

Or from:

The Institute of Child Study  
 416-978-1111  
 To contact us, call:  
 Telephone: 416-978-4777  
 416-978-6444  
 Email: [ics@rose.utoronto.ca](mailto:ics@rose.utoronto.ca)

# Bachelor of Education Program

## Primary/ Junior (P/ Junior/Intermediate ( /I Intermediate/Senior (I/S

### Ontario Teachers' Certificate of Qualification (O.T.C. of Q.

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Teachers Certificate of Qualification... T... o...  
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### Documentation

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the Registrar's Office's site:  
[www.oise.utoronto.ca/admissions](http://www.oise.utoronto.ca/admissions)

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Telephone: 416-978-1242  
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## Program of Study

The program of study consists of the following courses:

**Ontario Teachers' Certificate of Qualification**

The program of study consists of the following courses:

### A Curriculum and Instruction (C & I)

(Course Weight 2)

The program of study consists of the following courses:

The program of study consists of the following courses:

#### Primary/Junior (P/)

The program of study consists of the following courses:

#### Junior/Intermediate (II)

The C & I component of this concentration is comprised of two courses:

The program of study consists of the following courses:

The program of study consists of the following courses:

### The Elementary Education STEP Program

The program of study consists of the following courses:

The program of study consists of the following courses:

### Intermediate/Senior (I/S)

The program of study consists of the following courses:

#### OTES:

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**Practicum (Course Weight .5**

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**G Internship (Course Weight .5**

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 n r o e n h e ll n r, no, le) e n e, o h e  
 n o, olle) e o Te, he, ( n r, o e e o h e  
 e, h n) p o on

**Course Descriptions**

**Course Weights/ours**

one ll, o, e, l n, o 7, on, ho, e  
 one h l o, e, n, o 6, on, ho, e

**OTES:**

1. o, e, e l e e n l p h e, l o e e, o, e l e
2. ll, o, e, h e, o, e, e) h o, n l o o h e, e e  
 no e

**A Survey of Children's Literature for Elementary Classrooms ED 5511**

The, o, e, e) n e o, n e, h e, n r, e, h  
 e e o) n n, h l e n l e e n r, h  
 h e, h o, n r ll, o, h o, e e h e, ll o  
 e, h e, n r, n e e l o p n) h e l o, e  
 n o, e, h o, n) n o, o n h e) e l o n r  
 n e o, h e, h l e n, n r o e n h e e, h e  
 n r, n o, l e) e o, h e o, l p p o, h a n  
 n, on l, e) o, n) l e, e h o) h o, h e  
 e l e n, o, hool, l, n, h e n l e, h l e n  
 o, e l, e h e p, e, o, n e l e, o, n)  
 e o, e n e n) l e n e o n r p p e e o) o r  
 l e, e p o e, p a e n r n o, on l, e l, e  
 e l o p n, n e, n r n) o, h, n e h o, e l n r  
 l, n r, e o, e n e n) l e e n h e o, n  
 e o, o l n r, e n l n) e

**A original World Views: Implications for Education ED 511**

n h e, o, e, e, e, ll, o, p h l a o p h, l e,  
 h e n, o) n l h o) h h h o n o, e, o  
 e n e, l, e n r l n) e a n r) e o) p h, l o, o n  
 e e n l e, e, h, h h) h l) h e, l, ll, p p o p e  
 n, l, ll, e, o) n l e, o n) o n r e n  
 o) n l p h l a o p h e) o l o, e l e e, n o n  
 ll, e e p l o e, e n l o n r e, n r n) o n l  
 o l e, e, h e, p o n e o, n) o n r, o, n)  
 h, on l, o, e l e o h e o l, o n  
 e l e, n o, l e) e a n r, l, l, o l h e p e, o h e  
 e, h n) p h l a o p h e, e, e, e, e, ll l e n h  
 l o h p o, p l, n) h e, n r e, n n) n h e  
 o n e o, o) n l e o p l a, e p e e n, h, o l o n l,  
 n r o p p o n, n) l e o e l e e, n o n  
 e e, n r o: The, o, e, ll p o, o e n  
 n r e, n r n) n r p p e, o n o, o) n l p e, p e  
 n r e p l o e, e) o n e) n) h e, n o, l e) e n o  
 h e, o, o, e, o, e, e, e, ll e l e o p p h  
 p e, p e, o h e o, n e, h

**OTE:** The, o, e, l l e o, o h) e n r  
 e, h e e, o n, n r, e, l, o n n e o, e e  
 n) h e, e n o n



**Accounting ED 1 4 (Course Weight 1)**

The o. e. e. o. n. . . . l. . . . e. elop. en. pl. nn. n).  
 n. . . . ple. en. on. n. . . . o. n. n). o. . . . The  
 . . . l. h. en. n. . . . n. en. n. e. o. n. e. . . . ele. n. n)  
 en. on. en. . . . ll. ee. ph. . . . e. . . . nno. . . . e. n. . . . on. l.  
 e. hn. . . . n. . . . en. n. e. l. . . . on. o. . . . en.  
 pe. . . . n. e. . . . ll. ee. plo. e. . . . he. op. . . . h. . . . ll. e.  
 . . . . e. n. h. . . . o. . . . e. n. l. . . . e. he. . . . e. o. . . . e. hnolo). n.  
 . . . . o. n. n). . . . o. l. a. en. . . . e. elop. en. . . . ele. on. n.  
 . . . . e. on. o. . . . o. . . . e. n. . . . o. n. n). o. . . . n.  
 . . . . en. . . . n. . . . e. on. n. e. . . . on. n. n. he. . . . el.  
 o. . . . o. n. n).

**Data Processing ED 1 5 (Course Weight 1,  
 (not offered in 2, /2)**

The o. e. e. e. l. . . . h. . . . l. . . . e. elop. en. pl. nn. n).  
 n. . . . ple. en. on. n. o. . . . n. n. o. . . . on. Te. hnolo).  
 n. . . . n. . . . The. . . . l. h. en. n. . . . n. en. n. e. o. n.  
 e. . . . ele. n. n) en. on. en. n. . . . o. p. e. l. . . . oo.  
 . . . . ll. ee. ph. . . . e. . . . nno. . . . e. n. . . . on. l. e. hn. . . . e.  
 . . . . o. e. h. n). . . . e. . . . o. o. . . . e. p. . . . ) a. n. l. . . . n). o.  
 p. o. . . . n). . . . p. e. . . . hee. . . . . . . . n. . . . he. n. e. n. e. . . . ll. e.  
 e. plo. e. . . . he. op. . . . h. . . . ll. e. . . . e. n. h.  
 . . . . o. . . . e. n. l. . . . e. . . . en. n. e. l. . . . on. o. . . . en.  
 pe. . . . n. e. . . . o. l. a. en. . . . e. elop. en. . . . ele. on. n.  
 . . . . e. on. o. . . . o. . . . e. n. n. o. . . . on. Te. hnolo).  
 . . . . o. . . . n. . . . en. . . . n. . . . e. on. n. e. . . . on. n.  
 n. he. . . . el. o. . . . n. o. . . . on. Te. hnolo). . . . l. . . . e.  
 p. o. . . . e. . . . h. n. . . . -on. e. pe. en. e. . . . h. . . . o. o. p. e.  
 n. . . . n. e. n. e. . . . . . . .

**Marketing and Merchandising ED 1 6 (Course  
 Weight 1)**

The o. e. e. e. l. . . . h. . . . l. . . . e. elop. en. pl. nn. n).  
 n. . . . ple. en. on. n. o. . . . n. . . . e. n) n.  
 n. en. on. l. . . . n. . . . The. . . . l. h. en. n.  
 . . . . n. en. n. e. o. n. e. . . . ele. n. n) en. on. en. n.  
 . . . . e. n). l. . . . oo. . . . ll. ee. ph. . . . e. . . . nno. . . . e.  
 n. . . . on. l. e. hn. . . . e. . . . o. e. h. n). . . . e. n) n.  
 n. en. on. l. . . . n. . . . ll. ee. plo. e. . . . he. op. . . . h.  
 . . . . ll. e. . . . e. n. h. . . . o. . . . e. n. l. . . . e. he. . . . e. o. . . .  
 e. hnolo). n. . . . e. n) n. n. en. on. l. . . . n. . . .  
 . . . . o. . . . n. . . . en. n. e. l. . . . on. o. . . . en. pe. . . . n. e.  
 . . . . o. l. a. en. . . . e. elop. en. . . . ele. on. n. . . . e. on. o. . . . o. . . .  
 e. n. . . . e. n) n. n. en. on. l. . . . n. . . . o. . . . n.  
 n. . . . en. . . . n. . . . e. on. n. e. . . . on. n. n. he.  
 lo. l. n. . . . lo. l. . . . e. p. l. e.

**Child A use and its Appearance in the 1, 12  
 Classroom ED 55**

The o. e. e. ll. e. . . . n. e. . . . n. . . . en. . . . ho. e.  
 . . . . o. . . . e. n. he. . . . l. a. n. . . . he. o. . . . n. a.  
 . . . . e. ll. e) n. . . . on. . . . e. n) he. n. . . . en. e. n. . . . h. . . . e.  
 . . . . o. . . . e. en. . . . o. . . . h. t. . . . e. e. . . . o. e. l. o. . . . he.  
 . . . . e. elop. en. o. . . . h. t. . . . e. e. n. o. . . . p. e. n. o. . . . pe. pe. . . . on.  
 . . . . ll. e. p. a. en. e. . . . o. . . . pl. . . . on. . . . e. n) . . . . o. . . . e. n)  
 . . . . l. l. on. e. . . . ll. ee. plo. e. . . . e. . . . ll. . . . . . . . ho.  
 . . . . h. t. . . . . . . . p. a. en. n. . . . l. . . . oo. . . . n. . . . ho. . . . e. he.  
 . . . . e. o) n. e. . . . he. he. . . . h. t. . . . e. n) . . . . e. . . . e. n)  
 . . . . o. . . . n. on. o. l. e. . . . e. n. . . . l. n. . . . l. . . . e. e. e. . . . he.  
 . . . . pl. . . . on. o. e. pe. en. a. o. . . . e. n. he. l. a. o. o.  
 . . . . h. t. en. ll. e. o. l. ne. . . . n. ll. . . . e. . . . ll. o. . . . o) e. he. o.  
 . . . . e. elop. e) a. o. . . . a. p. on. n) pp. op. el. o. h. t.  
 . . . . e. p. a. en. e. n. he. . . . hool. en. on. en.

**Children's literature Within a Multicultural  
 Content ED 51 2**

The o. e. e. e. plo. a. . . . n. . . . h. h. o. . . . n) h. t. en.  
 . . . . l. l. l. e. . . . n. l. e. . . . e. o) e. he. n. n. e. . . . e.  
 . . . . n. n. e. The. . . . o. l. e. n. ho. . . . o. . . . e. . . . n) e. o. . . . he.  
 . . . . l. l. l. e) o. n. e. n. n. e. . . . h. . . . h. t. en. o. . . . e. e.  
 . . . . o. n. e. . . . n) o. he. l. . . . oo. . . . n. . . . o. . . . e. o. l. o. e. o.  
 . . . . n. e. e. n. l. e. . . . e. . . . o. e. e. e. p. l. . . . o. . . . he. he.  
 . . . . on. l. o. l. a. o. . . . on. e. po. . . . l. l. l. l. o. . . .  
 no. on. l. help. e. n. e. . . . h. t. . . . e. n. . . . n. . . . n. e. . . . n. n)  
 o. . . . el. . . . he. l. o. l. lo. . . . o. he. o. lo. . . . n. o. . . . p. p. e. e.  
 n. e. . . . e. no. he. . . . l. l. e. The. p. . . . l. . . . e. o.  
 e. he. o. l. e. n. ho. . . . o. . . . e. . . . n) e. o. . . . he. l. l.  
 . . . . e. . . . n. n. e. . . . h. . . . h. t. en. o. . . . e. . . . e. n) o. n. e.  
 . . . . n) o. he. l. . . . oo. . . . n. . . . o. e. plo. e. he. a. n. o. l. lo. e. n.  
 o. e. o. open. p. he. o. l. o. l. e. . . . e. o. ll. he.  
 . . . . en. The. . . . e. . . . h. n. . . . -on. o. . . . e. n. . . . he. o. . . .  
 o. e. elop. e) a. o. . . . en) n) . . . . en. . . . h. n. he.  
 . . . . l. . . . oo. . . . n. . . . e. n. n) . . . . l. . . . lo) e. . . . o. . . . e. . . . e. n) he.  
 . . . . e. . . . o. . . . pe. on. l. n. e. . . . on. . . . h. he. . . . l. l. l. l.  
 e. . . . e. . . . e. . . . ho. . . . o. en. o. . . . e. . . . en. . . . o. h. e. he.  
 o. n. l. l. o. o. a. n. . . . o. e. . . . a. . . . o. . . . one. o. l. o.  
 no. he. . . . l. l. e. ph. . . . o. . . . pl. e. on. he. ele. n. e. o.  
 . . . . l. l. l. l. h. t. en. l. e. . . . e. o. . . . no. . . . . . . . en. . . . e. l.  
 a. e. e. n. l. e. . . . o. . . . on. n. o. he. . . . hool.  
 el. on. h. p. o. he. l. l. l. o. . . . n. a. . . . e. e. a. n. . . .  
 ele. n. e. n. on. on. n) . . . . o. . . . h. . . . n) h. n. . . . o. l.  
 . . . . e.

**OTE:** The o. e. e. l. l. e. o. o. h) . . . . e. n.  
 e. he. e. . . . on. n. . . . a. . . . l. . . . on. n. e. o. . . . e.  
 . . . . n) he. . . . en. on. . . . . . . .

**Classical Studies, Latin ED 12** (Course Weight 1, *not offered in 2012*)

The course is designed to provide students with a comprehensive understanding of the history and development of the Roman Empire. It covers the political, social, and cultural aspects of the empire, from its founding to its fall. The course includes a study of the major Roman authors and their works, as well as the impact of Roman law and government on the world.

**Prerequisites:** T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49, T50, T51, T52, T53, T54, T55, T56, T57, T58, T59, T60, T61, T62, T63, T64, T65, T66, T67, T68, T69, T70, T71, T72, T73, T74, T75, T76, T77, T78, T79, T80, T81, T82, T83, T84, T85, T86, T87, T88, T89, T90, T91, T92, T93, T94, T95, T96, T97, T98, T99, T100

**Comparative and International Education: Issues for Teachers ED 55**

This course explores the challenges and opportunities of teaching in a globalized world. It examines the impact of cultural differences, language barriers, and diverse student backgrounds on the classroom. The course also discusses the role of the teacher in promoting social justice and equity in education.

**Computer Science Intermediate/Senior ED 1** (Course Weight 1)

This course introduces students to the fundamentals of computer science, including programming, data structures, and algorithms. It covers the history of computing and the impact of technology on society. The course is designed to provide students with the skills and knowledge needed to succeed in a career in computer science.

**Prerequisites:** T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49, T50, T51, T52, T53, T54, T55, T56, T57, T58, T59, T60, T61, T62, T63, T64, T65, T66, T67, T68, T69, T70, T71, T72, T73, T74, T75, T76, T77, T78, T79, T80, T81, T82, T83, T84, T85, T86, T87, T88, T89, T90, T91, T92, T93, T94, T95, T96, T97, T98, T99, T100

**Crafting a Teacher Identity: Developing Beliefs and Practices ED 552**

This course focuses on the development of a teacher's professional identity and beliefs. It explores the role of the teacher in the classroom and the impact of their beliefs on their practice. The course includes a study of the major theories of teacher education and the impact of these theories on the classroom.

**Critical Literacies: Language Practices for Social Justice ED 55**

This course examines the role of language in social justice and equity. It explores the impact of language on the classroom and the role of the teacher in promoting social justice and equity. The course includes a study of the major theories of language and the impact of these theories on the classroom.

**Curriculum Theory and Practice for Kindergarten ED 5566**

This course explores the theories and practices of curriculum development for kindergarten. It covers the role of the teacher in curriculum development and the impact of curriculum on the classroom. The course includes a study of the major theories of curriculum and the impact of these theories on the classroom.

**Data Processing, see Business Studies**

**Democratic Values, Student Engagement and Critical Thinking ED 556**

This course focuses on the development of democratic values and critical thinking skills in the classroom. It explores the role of the teacher in promoting democratic values and critical thinking. The course includes a study of the major theories of democratic values and critical thinking and the impact of these theories on the classroom.

... on ee ne no e o e plo e  
 heo e l nr p ... l onne on e een e le e  
 on ep nr e l h n e h n) p ... e n o ...  
 hool

**Design, Thinking and Problem Solving in the Classroom ED 55 5**

n h e o e e he pe ... o p o l e o l n) e )  
 ll e ... e nr e pe en e ... h n e ph ... on h a e  
 l ... o ... ) ne ... he e ... l ... e o ... ol on e  
 ... ep l e ... o l e ... o l n) ... o e o p o n e n o h e  
 n o ... l ... nr ... p e o ... on l p p o h  
 o l e n n) ... The o e p o ... p ... l  
 e h n) ... e o h ... o h ... e) o p a en  
 on o ... en ... nr ... ool o he e el o p en o h e  
 l ... oo ... The e e n) o l o on l ne  
 e h n) ... o e h n) nr l e n n) ll e n l e

**Dramatic Arts Intermediate/Senior ED 1 ...  
 (Course Weight 1 ...)**

The o e e o ... on he ph l a o ph nr p ... e o ...  
 ... ne ... on h p ... l ... on he  
 o n e o l nr ... e el o p en o h e o l e  
 h l nr ... o l e n h o ) h o h ... l nr e ...  
 ... l p o ) ... Te h n) e h n) ... n o ... e ... en e  
 o h e e o ... o e en nr o e ... ell ... e el o p n) n  
 ... en e o nr p ... e n ... n ...  
 ... e ... e n) n) n he p p o h a o p o ...  
 o n e ... l n l ... n e p e on ... p n) Te he  
 nr ... ll p l n nr ... l l a on nr n ... ell ...  
 on e he p p a e nr ... ) n o ... e ... en  
 e h o

**Prerequisites:** T o ll n e ... o ... n ... o  
 p p o e ... e p e en e

**Drama Strategies for Effective and Affective Teaching ED 55 1**

The o e e ... ) ne o e he nr ... a n e e e n  
 n e) n) he p p o h a e nr ... e ... on h  
 he l ... oo p ... e n o e o e e p o n ne ...  
 e e l n) nr n e l l) e n e n l e n n) n e l ... oo ... e  
 p l ... o p ... e n e e o o ... n ... e e ... e l nr  
 ... e p a ... e l e n n) en on en o ... e ... en ...  
 ... n) ... e) ... he e o h e ... l ...  
 ... e n e plo e he ... o e ... on ... e n) e ... e  
 e h n) ... ll nr n ... ) n) o e o h e ... e ... n  
 en) e he n e ... o ... e ... en n he o n  
 n e l l e ... l nr e o on l e e l o p en ... o p o  
 e p e en e n ... e ... e

**Eco sociology ED 516**

The o e e lo ... he e o h e en on en nr ho  
 e e l nr e ... e o e l h n h e o l e en ...  
 ell n l e n) e n l The heo e l e n) p o n ...  
 he ... p o n h e n on en l ... nr ... l e ...  
 ... e n e ... l nr ne ... l nr e ... ne

**OTE:** The o e e ... l l e o o h) ... e nr  
 e h e e ... on nr ... l ... on n e o e e  
 ... n) he en on

**Economics Intermediate/Senior ED 1 ...  
 (Course Weight 1 ...)**

The o e e n o ... nr ... o h e e h o o l o )  
 nr ... e l e n o e h e o e o n o ... n n o  
 n ... on l e ... e ... en e h n) ... nr  
 ... l ... ) n h a p e h e o ... n e o l e o  
 e h e nr l e n e ... e ... n e p e l e p h ... ll  
 e p l e on h e ... e o n o ... (T e h n o l o) nr o h e  
 ... o l n h e o ... h p ... e nr ... l  
 h n n) ... o e e l e ... e h o ... n l e n e ... e  
 ... on ... n l e ... e on ... on nr ... l nr  
 e p a en on ... ) a p e e nr ... e ...  
 ... l ... ) n e n e h l l e n) e nr ... o p p l  
 e ... on l p e ) o) o l ... oo e l ... nr ...  
 e e n o ) e o e e l o p p e on l p o ... on l  
 p h l a o p h ... o e h n) e o n o ... e on ... l  
 nr e l e e p ... e

**Prerequisites:** T o ll n e ... o ... n ... on o ...

**Education and Work ED 51 L**

n n o ... on o ... l on e p o ... o ...  
 e l on e ... e n h e e l e o l e n n) nr ... o ...  
 non o l nr n o ... l l e n n) p ... ll e  
 e ... n e ... ll p e p l o ... en h o e h o l l o ... nr  
 o ... n ... e ... e o p e l en on ll e e o e  
 o h e on n e on e e e n r e e p l o ... en nr l e l o n  
 l e n n)

**OTE:** The o e e ... l l e o o h) ... e nr  
 e h e e ... on nr ... l ... on n e o e e  
 ... n) he en on

**Emotional and Behavioural Problems in the Classroom ED 55 2**

The o e e p l o ... n n o ... e p ... l nr p o ... e  
 ... e) e h e ... n e p l o ... o n) e h l e h o  
 n h e l ... oo ... o l e ... h ... ) ... on h n a ...  
 e p ... on ... en on p o l e ... nr o e ... ll e  
 o e e Te h e nr ... ll l e n h o ... o on ...  
 n o ... l ... en e o h f ... l a nr h o ... o  
 ... o h e l ... oo en on en o e n e o p ... l  
 ... en p e ... n e nr e h o Te h e nr ...  
 ... ll on ... e h o ... o ... h p e n e nr h l e n  
 on e n n) l ... oo ... e p o l e

**English (First Language Intermediate ED 116)**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**Prerequisites:** The learner must have completed the following courses: English (First Language Intermediate ED 116)

**English (First Language Intermediate/Senior ED 117) (Course Weight 1)**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**Prerequisites:** The learner must have completed the following courses: English (First Language Intermediate ED 116)

**ES Across the Curriculum ED 552**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**Exploring Research Art (online ED 55)**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**Family Studies Intermediate/Senior ED 116**

**(Course Weight 1)**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**Prerequisites:** The learner must have completed the following courses: English (First Language Intermediate ED 116)

**Foundations of Bilingual and Multicultural Education ED 51**

The course will help the learner to develop a range of oral and written language skills. It will focus on the development of the learner's ability to understand and use language in a variety of contexts. The course will cover the following areas: listening, speaking, reading and writing. The course will be delivered through a combination of direct instruction and learner-centred activities. The course will be assessed through a range of formal and informal assessment methods.

**OTE:** The learner must have completed the following courses: English (First Language Intermediate ED 116)



**French (Second Language Intermediate ED 111)**

The course will help the student develop skills in oral communication and written composition. The course will also help the student develop skills in reading and writing. The course will also help the student develop skills in listening and speaking. The course will also help the student develop skills in grammar and vocabulary. The course will also help the student develop skills in pronunciation and intonation. The course will also help the student develop skills in cultural awareness and appreciation. The course will also help the student develop skills in problem-solving and critical thinking. The course will also help the student develop skills in self-direction and self-management. The course will also help the student develop skills in social interaction and communication. The course will also help the student develop skills in cultural awareness and appreciation. The course will also help the student develop skills in problem-solving and critical thinking. The course will also help the student develop skills in self-direction and self-management. The course will also help the student develop skills in social interaction and communication.

**Prerequisites:** English 111 or French 111 or permission of the instructor.

**French (Second Language Intermediate/Senior ED 111) (Course Weight 1)**

The course will help the student develop skills in oral communication and written composition. The course will also help the student develop skills in reading and writing. The course will also help the student develop skills in listening and speaking. The course will also help the student develop skills in grammar and vocabulary. The course will also help the student develop skills in pronunciation and intonation. The course will also help the student develop skills in cultural awareness and appreciation. The course will also help the student develop skills in problem-solving and critical thinking. The course will also help the student develop skills in self-direction and self-management. The course will also help the student develop skills in social interaction and communication. The course will also help the student develop skills in cultural awareness and appreciation. The course will also help the student develop skills in problem-solving and critical thinking. The course will also help the student develop skills in self-direction and self-management. The course will also help the student develop skills in social interaction and communication.

**Prerequisites:** English 111 or French 111 or permission of the instructor.

**Gender Equity in Schools and Classrooms ED 55 2**

The course will help the student develop skills in understanding and addressing gender equity issues in schools and classrooms. The course will also help the student develop skills in promoting gender equity and equality. The course will also help the student develop skills in identifying and addressing gender bias and discrimination. The course will also help the student develop skills in creating a safe and inclusive learning environment. The course will also help the student develop skills in promoting gender equity and equality. The course will also help the student develop skills in identifying and addressing gender bias and discrimination. The course will also help the student develop skills in creating a safe and inclusive learning environment.

The course will help the student develop skills in understanding and addressing gender equity issues in schools and classrooms. The course will also help the student develop skills in promoting gender equity and equality. The course will also help the student develop skills in identifying and addressing gender bias and discrimination. The course will also help the student develop skills in creating a safe and inclusive learning environment. The course will also help the student develop skills in promoting gender equity and equality. The course will also help the student develop skills in identifying and addressing gender bias and discrimination. The course will also help the student develop skills in creating a safe and inclusive learning environment.

**Geography Intermediate ED 111**

The course will help the student develop skills in understanding and analyzing geographical phenomena. The course will also help the student develop skills in applying geographical concepts and theories. The course will also help the student develop skills in using geographical tools and techniques. The course will also help the student develop skills in understanding and analyzing geographical phenomena. The course will also help the student develop skills in applying geographical concepts and theories. The course will also help the student develop skills in using geographical tools and techniques.

**Prerequisites:** English 111 or French 111 or permission of the instructor.

**Geography Intermediate/Senior ED 111 (Course Weight 1)**

The course will help the student develop skills in understanding and analyzing geographical phenomena. The course will also help the student develop skills in applying geographical concepts and theories. The course will also help the student develop skills in using geographical tools and techniques. The course will also help the student develop skills in understanding and analyzing geographical phenomena. The course will also help the student develop skills in applying geographical concepts and theories. The course will also help the student develop skills in using geographical tools and techniques.

**Prerequisites:** English 111 or French 111 or permission of the instructor.

**German See International Languages**

**Gifted Education: Working with Students of High Academic Ability ED 552**

The course will help the student develop skills in identifying and working with students of high academic ability. The course will also help the student develop skills in promoting the academic and social growth of these students. The course will also help the student develop skills in creating a challenging and enriching learning environment. The course will also help the student develop skills in identifying and working with students of high academic ability. The course will also help the student develop skills in promoting the academic and social growth of these students. The course will also help the student develop skills in creating a challenging and enriching learning environment.

**Health and Physical Education Intermediate ED 1251**

The course provides a comprehensive overview of health and physical education. It covers topics such as anatomy, physiology, and the benefits of physical activity. The course is designed to equip students with the knowledge and skills necessary to promote health and fitness in their communities.

**Health and Physical Education Intermediate/Senior ED 125 (Course Weight 1)**

This course focuses on the application of health and physical education principles in various settings. It includes practical components and emphasizes the importance of creating a supportive environment for physical activity. Students will learn how to assess and address health risks and promote positive lifestyle changes.

**Prerequisites:** T, O, L, N, E, S, O, A, N, H, R, L, N, R, E, L, H, S, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

**History Intermediate ED 1151**

This course explores the historical context of health and physical education. It examines the evolution of these fields over time and the influence of social, cultural, and political factors. Students will gain a deeper understanding of the role of health and physical education in society.

**Prerequisites:** T, O, L, N, E, S, O, A, N, H, R, L, N, R, E, L, H, S, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

**History Intermediate/Senior ED 115 (Course Weight 1)**

This course provides a detailed study of historical events and figures in the field of health and physical education. It covers the development of physical education as a discipline and the impact of historical events on public health. Students will analyze primary and secondary sources to understand the historical context.

**Prerequisites:** T, O, L, N, E, S, O, A, N, H, R, L, N, R, E, L, H, S, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

**History and Educational Research ED 51**

This course combines historical perspectives with educational research. It explores how historical trends have shaped contemporary educational practices and policies. Students will learn to apply historical insights to current educational challenges.

**OTE:** The course includes a field component where students will observe and participate in educational settings to gain practical experience.

**History is a Verbalizing Primary Documents in the History Classroom ED 55 2**

This course focuses on the use of primary documents in history education. It teaches students how to identify, analyze, and interpret historical sources. The course emphasizes the importance of critical thinking and evidence-based reasoning in historical study.

**History Wars: Issues in Canadian History Education ED 55**

This course addresses controversial issues in Canadian history education. It examines the role of history in shaping national identity and the challenges of teaching a complex and sometimes contentious past. Students will engage in critical discussions and research on these issues.

he o, ll, . . . on . o, he o, l, on, o, n, e, n, r  
 . . . en h p e . . . on, h n he . n . n n on, e  
 . ll h o e plo e he el on h p e, een p . l, h o .  
 . hool h o ., n he, o, o, p o, on l h o n

**Thematic Curriculum Approaches in Elementary School Mathematics ED 51.2**

The n l, on o, h o . . . l, . . . p p o, h a . n . n  
 ele en . . . he . . . on n o . e p l  
 . e n n) l n r en, h n) e p e en e o . o h e, he . n r  
 . . . en, Th o.) h . . . e . . . h . h n r -on  
 ) o, p e plo on n . e . e p o l e . o l n) ., o, n l  
 . n) o, p n r l . . . on p a e n on n r  
 , on . . . n) p . . . p n ., ll e . le o e plo e o p .  
 . o, . . . on) he o llo, n): h o l . . . h l e n n)  
 en on en . . . l ple n ell) en a he o . n r .  
 . pl, on o he, h l . o o, l n n) . h, h  
 e ll e, n e) n) . h, h l n . ) e . h o.) h . e  
 o . n) . . . h l e n l e . e n r o l  
 . o . n, on . . . n e) n) . h, h o h e  
 . . pl n e . . h . n e . . o l e . . n r l n . ) e  
 . . . h e n . . . en

**OTE:** The o, e e . . . l le o, o h) . . . e n r  
 e, he e . . . on, n r . . . l . . . on n, e o, e e  
 . . n) he, en on . . .

**Thematic Teaching and Learning ED 55.5**

The o, e e, ll e plo e h o . . . e, h n) n r l e n n)  
 . . . e) . . . h . . . l, on . . . e o, h e, e ph o .  
 . o o p e . e l e n n) . n r en on en l e . . on  
 . . . e) . . . p n p l e o, h o . . . e . . . on . . . h .  
 . . l n e, n l, on n r on n e n e n e . . ll e e . n e  
 . . n l . h e o l e o, h e e, h e n h o l . . e, h n) . ll e  
 e plo e .

**Immigration and the History of Canadian Education ED 51.2**

The o, e e . . . o h h e h o . l, p, o  
 . . . ) n . n r . . . ) on on h e . n . n e, hool  
 . . . e n r h e e . ll . . . p o n . . . on o, h e, hool  
 . o l e n) . . n) . . . ) n . . . en o  
 . . . l on n e) on n o h e, n e . . . n . n  
 . o . . n . The o, e e o) n, e . o n r . h on o  
 . l o) l . . . e) n n n) . h p e . on e e on n r  
 . o, n) h o.) h o . . . en h e e e n r o . . p, o  
 . . . ) on n h e . e e To on o, e . n e, o f .  
 . . . h e, o, e e) a h e e p e l, e) h The o, e e l o  
 . . l n e . . . on o, o, e e n r o, e n h o . ll  
 opp o n) . . . o, e e en e: h e ) e n r o, h e e n r  
 . . on . . en p . . . p e ll . h e e . . on l e . e .  
 . . h e) . . o . . ) n . n r . . . ) on . h e ) e n r  
 o, . . . ) n . n r h e n r . . l n r o l l e e  
 . n e . n r n) o, h e . . . ) on n r e l e e n p o .  
 . . .

**OTE:** The o, e e . . . l le o, o h) . . . e n r  
 e, he e . . . on, n r . . . l . . . on n, e o, e e  
 . . n) he, en on . . .

**Individual and Society Intermediate/Senior**

**ED 12 (Course Weight 1)**

The o, e e n o . . . n r . . . o h e . . . o, n r n r  
 . . . e h o l o) a o e, h n) o l, e n e . on e po .  
 . . . o, o, e e n, n o . . . n) e o, e, h n) . e h o -  
 . (o l o) a . . . en p p o, h a . n r . . . l, . . . ) n  
 . ll e e . n e n r e l o p e The o, e e, ll h o  
 . o on . . . n r . . . on e l e o . . en . . . l,  
 e o, e o . . . o, e e, h o . n l, e l e . .  
 . e on . . . on n e . . . e . . . on n . . . ll) o, p . . .  
 n r e l . . . . . ) n e n . ll e . e, n r . . . o  
 p e p e p . l p p l, on n r o l n, h e o . n r  
 p . . e p e l e p h o . . ll e p l, e on h e . e o,  
 n o . . . (on e h n o l o) . n r o h e . . n h e, l . o o  
 n o . e o, e . . . l h n n)

**Prerequisites:** T o, ll, n e . . . o, e e n e . . . h o l o) .  
 ( o l o) . o, n h o p o l o)

**Inquiries Education ED 55.6**

The o, e e, ll o, e on, . . . e o, e . . . n l, e on, n r  
 . hool e o, . h a e p e n o . e e n e o, e . l  
 o e n on . . . on) . . . en . . . o, e e, on en n r  
 n . . . on, ll o, e on, n r e . n r n) n r . . . e n)  
 h a e e . . . on l . . . on, on n) l e . n . ) . . . e . l  
 . n) e n e e . n r . e e . . . e n e . e) e n r a o . .  
 o, h l l e n) n) h o, o p h a . n r h e e a e . . n r  
 p p o, h a . h, h e e . o n o, l, e h o . a e . l . e n a  
 n r p o, o e h e l h r e e l o p, e n . . . e . n) e l - h e  
 n r . on . . . on . ll e . e n . e o, . e e h n, . . ) e n e  
 n r - e l e . ll h o, e e p l o e . . l o n) . h . . . l,  
 . . . e l n r o, . . n . . . p p o . e . . h p o o e  
 e n . . . n r . . . l . . . l o) e, ll e e l . . . on o,  
 . n) n . n e o l e . n . ) . o . . e . l e . . o . n r h o,  
 . . e e . e n . . n n o, o n e p o, e on l l e

**Integrating Science, Mathematics and Technology Curricula ED 51.2**

The on l n e, o, e e o, e e on h e p . . . l, . . . l,  
 . . . e . . . e, h n e) n) . hool, e n e  
 . . . h e . . . n r e h n o l o) . n p . . l Top, e n l, e e  
 h e h o o . . . . l, n e) on n r e, hool . . . e .  
 p . . . l, o e l o n e) on . e) e o, e, h n) n  
 n n e) e . h o n, . . o, n e) n) h a e . . e .  
 . h o h e, n h e, on e o, h e, n o . . . l, . . .  
 . . . e n l e n n) n n e) e . hool e n) . n r  
 . . . l, . . . p l e e n on . . . . . . en . ll e . n e  
 h e, on e p o . l e . . e on . . . ( . l, n e) on n r  
 e p o n r e l e on h e o, n e, h n) p . . .

**OTE:** The o, e e . . . l le o, o h) . . . e n r  
 e, he e . . . on, n r . . . l . . . on n, e o, e e  
 . . n) he, en on . . .

**International Languages Intermediate/Senior**

(Course Weight 1.5)

English 114

Latin 119

(French 111)

German 118; *not offered*

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

**Prerequisites:** English 111 or English 112 or English 113 or English 114 or English 115 or English 116 or English 117 or English 118 or English 119

**Internship**

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

**OTE:** English 111 or English 112 or English 113 or English 114 or English 115 or English 116 or English 117 or English 118 or English 119

**Italian - See International Languages**

**Junior/Intermediate ED 1.5 (Course Weight 1.5)**

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

The English language is the most widely spoken in the world.

**Elementary Language Arts**

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

**Elementary Mathematics**

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

**Elementary Science**

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

**Elementary Social Studies**

The o l . . . o ponen . p o he o e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e ) e . l l n . . . n e . . . ) n n ) n o n . . . n ) e e e p o ) . . . o e e h e . e e n e e . o e e . . . en . . . n ) h e n o . . . l . . . o . . . en . . . n r . a n o l . . . h . . . n e n ) h e n e . o n ( n h e o . e n o n e n . n h h h e n r h e e l a . h n e p h . o n n e p e o n . e . l e n r n l . e p p o h a n n e ) o n . a l l . . . l .

**Elementary Music**

The . . . o ponen . p o he o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e ) e . l l n . . . n e . . . ) n n ) n o n . . . n ) e e e p o ) . . . o e e h e . e e n e e . o e e . . . en . The n o . . . o . e n . . . e . . . on . . . ) n e o p e p e h e p a p e e l o o e h e . h . . . l l n r n o l e ) e n e . . . p o . n ) . . . l . . . e p e n e . h e l e n . . . h o o l h l e n

**Elementary Health and Physical Education**

The h e l h n r p h . l e . . . on o ponen . p o h e o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e ) e . l l n . . . n e . . . ) n n ) n o n . . . n ) e e e p o ) . . . o e e h e . e e n e e . o e e . . . en . The . . . ) n e o o e e n n ) e h e o p p o n . o . o e h e l h n r p h . l e . . . on h o . ) h e p e n e n l l h e e . n r o h e . . . l . . . h e l h l n ) n r . e n l . o e e n . l l n r . e p . p o n

**Elementary Visual Arts**

The . . . l . . . o ponen . p o he o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e ) e . l l n . . . n e . . . ) n n ) n o n . . . n ) e e e p o ) . . . o e e h e . e e n e e . o e e . . . en . The . . . ) n e o p o e . n r . a . h o e n r . e n l . . . ) n r p p o h a o e h n ) . . . l . . . h o . ) h e e o h n r . o n . . . n ) n r p p e o n . . . on

**Knowledge, Mind and Subjectivity ED 51**

The . . . ) n e o h e l p e h e e l e o n o n o l e e n n h e p o . . . on o n o l e ) e n r n o e e . e h n ) n l e n n ) . . . l l o n . e . o h . o e n r p a . o e n l e . e . h p . . . l e p h . o n . h e l o . . . l . n o o n o p o e n o l e ) e o e o h e o p . . . e . e . o n . . . p p o h a ( o e h n ) . h a e n o l e ) e . o n . . . e l l . . . n e . n r

l e n e p a e n o n o l e n n ) n r e h n ) . **OTE:** The . . . e . . . l l e o o h ) . . . e n e h e e . . . on n r . a . l . . . on n e o e e . . . n ) h e . e n o n . . .

**Language and Culture in the Classroom ED 55**

The . . . e . . . ) n e o h e l p n e n o n l n r n e . . . n r n p a e e e h e . n r . a . e o e . . . l . . . h h e p o . . . on l . on e n o n p e l e n n r . n . n e . h n ) o n e . . . h l e e l o p n ) o l . . . e n r . . . l . l o . . . n . . . on . l l . The . . . e . . . l l o p o e e h e . n r . a . h a o . . . e ) e n r e h n . . . o n n . n ) o p o e h e n e . l . l . o . . . n . . . on . l l . . . e l l . . . p o e n r . . . e n . n ) l e h n r e p e n l o n e h e . o . e e o e . The . . . e p l o e . l l n l . e l o o . . . n ) e e n z h e o l e o h e e h e . ) . n ) p . . . a p e n e p e o n a p o e . . . on l . n e h n ) . . . e l l . . . p p o p e o . . . l . . . n r . e . e . o . . . on o l l o . l e . . . ) . . . l . . . . n . . . l e . . . e . . . e n . n . n l o o . . . e o e o n ) o e e e e h n ) n r . . . a . p e . e . o . h o o l . l l e n e ) e n o h a o e e The n l e o o p o n l l p p o e e h n ) a o . a . l l e n l e e h e . n r . a o e e l o p e e e n r e e n n ) o h e . e e n ) e o . n . n e h n ) o n e . . . e l l . . . o . . . on p o . . . on l p . . . h l e e h e . n r . a . l l e n e o o p e . e e n e h n ) o n e . . . o n r h e . o l z h e . e e l n . ) e . . . ) o n r . . . l l e e n n o . . . o n n r . . . l . l . e e n . . . l l e . . . e h o . ) h o . h e o e e

**Language, Culture and Identity: Sing the Literary Text for Teacher Development ED 51**

. . . o a e e o h a o e e o e p l o e h e e l e . . . l n n ) . . . o l n ) . ) e n r e h n . e n . . . n e n n e n r . . . p l . . . on o e h e e e l o p e n . The . . . e . . . l l e p l o e l e . e . o h . . . on n r n o n . . . on h o . . . on h e e p e n e o h a e h o l e . h n n r e . e e n . o . . . l . l . o l . . . ) l n ) o n r o e . e n n ) n . l n e n h e l e . The . . . l l e o n . . . o ) p h . l n . e . h n . . . l . l . l . o n e o h l o l l n r n e n o n l l n r o n h e p o e o n r e e e n o o . n r e e n n ) o h e e l n e l o n o h e o h e . e . l l e e h e l e . e . e . e h l e o e l e o n o n . . . o l n ) . ) e n r e h n . e n . . . n e n n e . h h . l l o . . . o l e . . . o . l t n o h e e h n o l . l . o l . . . h e . o h e o n . . . on n r e o n . . . on o e n n ) o e h n ) n . h n ) l n ) . . . n . . . l . l e . . . on l l n r . p e . e . l l h e h e o p p o n . o e p l o n ) h e . . . ) n e p e n e n h e p l . l e . . . l o o . h o . ) h h e e a o h a e h o n e . . . l l e e e e n . o o o e . o l . n r h e . . . l e h e e p e n e o o h e

o.n.r.e.n.r. The e.n.e. n)h. ll.e.e.o.e. ne  
he p.e.on l.o. l n. .e. .e. en. h  
(no .) o.p.h.f.en n.p.en. e.n.he. hool  
.e. n.n.he.n.e.o.e.n)ene l

**OTE:** The .o.e.e. l.le.o.o.h) .e.n  
e.he.e. on.n.r. .e.l.e.e.on.n.e.o.ee  
.n)he.en.on.

Latin, See Classical Studies (not offered in 2, /2)

**Learning about Teaching Through Case Studies ED 51.5**

The .o.e.e.o.o.on he.e.o.e.e. .e.o.e.h.n)  
.e.h.l.e.o.e.he.e.lop.en The p.p.o.h  
.o.e.e.lle.e.e.h.o.e.ll.e.e.e.h.n.he  
o.e.e.e.o.e.he.le.n.n) .o.h.he.o.e.l.n.r  
p.l.p.e.o.o.n.o.o.e.e.e.ll.e  
.o.e.e.p.n.e.ll.o.e.h.e.o.p.e  
e.n)n.e.n.r.e.o.o.le.n.o.e.o.  
e.h.n) .he.e.p.p.o.p.e.he.ll.o.o.ll.o.e  
e.lop.n.r.e.e.o.o.he.o.n.e.h.n) o  
e.o.he.o.e.l.n.r.p.o.n.e The.o.e.e.o.o.  
l.e.h.he.e.p.o) .n.r.e.e.h.e.e.n.e.o  
l.o.e.n.e.p.a.e.e.e.en.o.e.lop.he.p.l  
e.h.n) .n.o.l.e) e.n.r.l.l.n.r.o.h.e.he  
e.p.e.n.e.h.o.he

**OTE:** The .o.e.e. l.le.o.o.h) .e.n  
e.he.e. on.n.r. .e.l.e.e.on.n.e.o.ee  
.n)he.en.on.

**Managing Conflict in Classrooms and the School Work place ED 55**

The .o.e.e.n.n.r.e.p.h.e.n.on.o.n.ep.n.r  
.e.l.e.o.l.n)he.on.e.n) e.en.o  
on.l.n.l.e.o.o.n.r.hool.e.p.p.n.e.ll  
le.n.n.r.e.lop.n)e.o.p.p.o.h.o.help.n)  
.e.en.e.p.o.e.he.p.e.o.o.n.on  
on.l.e.o.l.on.p.o.l.e.o.l.n) .e.l.e.p.  
p.on.n.e.e.on.n) .n.r.on.o.o.e.l.e.p.l.n.e  
(e.on.p.p.n.e.ll.en) hen he.p.e.o  
(n.e.n.r.n) n.h.r.l.n) on.l.h.o.he.l.n  
he.hool.o.p.l.e.e.h.e.e.e.olle).e.n  
p.en.e.e.n.r.e.on.ll.e.l.o.n.r.o  
en.l.e.e.on.l.e.o.l.e.n.n) n.e  
(n) e.en.o.o.l.on.he.l.e.o.o.hool.n  
o.l.e.l.n.r.e.o.l.n) he.e.lop.en  
o.e.e.e.en.e.e.e.en The.o.e.e  
.e.o.hop.e.n.e.h.p.p.n.ll  
f.he.p.o.e.l.e.he.o.n.l.l.n.r.o.p.l.n  
e.on.l.n.r.o.n.e.e.l.n.el.on.hp

o.he.o.n.lon)-n)e)o.l.l.e.n.r.l.l.  
.e.lop.n) e.he.en.on.ll.e) en.o.e.e  
.hool.on.e.he.p.n.o.n.e.e.e.n  
e.on.le.e

**Marketing and Merchandising, see Business Studies**

**Mathematics Intermediate ED 122I**

The .o.e.e.o.n.e.o.p.e.p.e.e.he.n.r.o.o  
e.h.e.en.e.he.e.he.e.7-1.le.l.n  
h.o)h.l.n.r.n.e.e.e.n.r.e.ll.e.p.l.o.e  
e.o.e.h.n) e.h.n.e.h.e.e.l.n.e.h.n)  
n.r.e.n) o.e.e.en.e.he.e.p.e.n.e.he  
en.he.e.l

**Prerequisites:** T.o.l.l.n.e.o.o.n.he  
.e.o.en.e.h.n.r.e.h.e.e.he  
o.l.l.o.n) e.he.e.on.o.p.e.e.on.le.el:  
n.l.e.o.e.l.l.l.ne)de.e.e.n  
p.o.l.e.o.l.n)

**Mathematics Intermediate/Senior ED 122 (Course Weight 1)**

on.e.on.o.he.e.on.he  
n.e.e.n.en.o.l.e.l.n.l.n) .e.on.o  
o.e.e.e.h.n) e.h.o.n.on.l.e.l  
n) n.e.l.on.n.r.e.l.e.o.p.o.he  
n.e.o.on.n.r.T.n.n) .e.l.n

**Prerequisites:** T.o.l.l.n.e.o.o.n.he  
.e.o.en.e.h.n.r.e.h.e.e.he  
o.l.l.o.n) e.he.e.on.o.p.e.e.on.le.el:  
n.l.e.o.e.l.l.l.ne)de.e.e.n  
p.o.l.e.o.l.n)

**Models of Teaching: Enhancing Classroom Practice ED 55.2**

o.o.e.e.he.p.o.e.he.e.h.n) n.o.e.o  
p.o.e.en.le.n.n) The.e.e.n.p.o.e.l  
(o.e.o.e.h.n) - l.o.n.o.n.n.on.l.e.l  
h.h.p.o.o.e.n.en.h.n.e.p.l.n.r.o.l.e.n.n)  
The.o.e.e.o.p.l.e.n.e.h.e.e.h.n) e.h.n.e  
n.o.e.n.l.n.r.n.on.o.o.e  
o.en.n) n.e.e.p.en.n) e.he.n.r.e.e.p.e.o.e  
o.n.on.l.e.l.e.p.e.l.e.o.e  
.e.n.l.e.e.e.h.on.on.ep.n.en  
o.o.p.e.e.l.e.n.n) .n.r.o.l.e.p.l.n) Theo.  
.e)n.n.r.p.e.ll.e.o.n.e.o.l.e.n.h.o.o  
p.p.l.h.e.n.r.o.he.o.l.n.e.l.en.n.r.e.on  
l.e.o.l.l.e

**Multicultural and Diversity Counselling in Schools ED 55**

The course will introduce students to the role of the school in promoting diversity and multiculturalism. It will explore the role of the school in promoting diversity and multiculturalism. It will explore the role of the school in promoting diversity and multiculturalism.

**Music Enrichment for the Elementary Classroom Teacher ED 552**

This course provides an opportunity for students to explore the role of music in the elementary classroom. It will explore the role of music in the elementary classroom. It will explore the role of music in the elementary classroom.

**OTE:** This course is not open to students who have completed the course in the past.

**Music Intermediate**

This course provides an opportunity for students to explore the role of music in the elementary classroom.

**Instrumental ED 12 I**

**Prerequisites:** This course is not open to students who have completed the course in the past.

**OR**

**Vocal ED 12 I**

**Prerequisites:** This course is not open to students who have completed the course in the past.

This course provides an opportunity for students to explore the role of music in the elementary classroom.

This course provides an opportunity for students to explore the role of music in the elementary classroom.

**Music Intermediate/Senior**

This course provides an opportunity for students to explore the role of music in the elementary classroom.

**Instrumental ED 12 (Course Weight 1)**

**Prerequisites:** This course is not open to students who have completed the course in the past.

**OR**

**Vocal ED 12 (Course Weight 1)**

**Prerequisites:** This course is not open to students who have completed the course in the past.

This course provides an opportunity for students to explore the role of music in the elementary classroom.

**The Origins of Modern Schooling II: Problems in 19th and 20th Century Education, History ED 51**

This course provides an opportunity for students to explore the role of music in the elementary classroom.

**OTE:** This course is not open to students who have completed the course in the past.

**Politics Intermediate/Senior ED 126 (Course Weight 1)**

This course provides an opportunity for students to explore the role of music in the elementary classroom.



... ne n e elope pe l en on, ll e  
) en o... a n... a on (el e o e... on o  
... en h p... e... e n he n e... e... e...  
... o... e... en o ol... o... a n... a he... l...  
... o... e... e ho... n l... e l... e... e on... on...  
... n e... e... on... ll) o p... a n r e p e n en n r  
) o p n a ) on... n... e l... e... ) n en... ll  
... e... n... o p e p e p... l p p l... on o  
... ol... o... a n... o h n... ll n r e l e e l  
... o... he l n... e... e e n he o... n r p... e

**Prerequisites:** T... o... ll... n... e... o... e... n... o l... l  
(... en e

**Practicum ED ... I**

The p... on... o... o... n... o... p o n e... :...  
o en on o... h o o l... h... o... on... h o o l... l... e n r  
... h o o l... o... n... n... l... o o... p... e e l e o  
... he... n... a... p e... p o... Te... he... n... a... e  
... ) n e... n... ll n... n e p... )... o n... o  
... h o o l... o... h e... e... n... p p o e... h e... n... o... ol l e  
o... Te... he... a... o... n... o... o... o... o... n e  
o... e... on n r p... e e l e o h a e... o... p o n e...  
... ell... n... a... e... e n o l e... n... on l... e l  
... a... on n e... e... o... h e... p o... h o... ) h h e... e...

**Preventing School Violence and Bullying: Theory, Practice, Evaluation and Implementation ED 55 6**

The) o l o... h... o... e... o help e... h e... o... e n...  
... ll... n... r... l... e... h n... )... o p e e n... ll... n... e h... o  
... o... e... e l o p n... o... e... n... n... h e... a... h o o l... e n... on... en  
Th... ll... e... o... p l... h e... h o... ) h n e... n... on o...  
e l e... a... e... h n... o... p o... n... )... e... e... p p o... h... o... h e  
e... on o... o l e n... e... n... h o o l... p e... e n... l... e... e...  
... l... n... e... p e... e n... a... o... )... n... on n... r... ll... n  
n... l... n... )... n... n... e n... n... p l... l... e... e... p e... e n... e... o...  
... )... n... on n... r... o l e n... e... n... r... e... e... p e... e n... e... h  
... )... o... ll... n... )... ll... e... e... o... h e... ) h e n... e n... o...  
h e... p o... l... )... p h... ll... e... p l... e... on h e... n... )... on  
n... r... p l... e... n... on o... ll... e... on p o... )... e... n... l...  
n... e... )... e n... ll... e... e n... o... ) e... o... e n... o l e... h  
h e... ( p l... e... n... on n... e... l... on o... e... n... )... ll... n  
p e... e n... on p o... )... n... h o o l... o... p o... e... e... l... o... l  
e... p e... e n... e... n... on... n... )... n... e... l... n... )... o l e n... e  
e... on p o... )... n... )... on n p o... )... e... l... on n r  
... l... p p... l... o... e... n... )... o l e n... e... e... on p o... )...  
... ll... e... n... e... h o... ) h o... h e... o... e... )... e n... ll  
e... e... e... o... h e... o... e... h n... n... e... e... (... e n... o... h e  
e... e n... n... p... o... ll... n... )... n... o l e n... e... n... h o o l... n  
... n... e... n... n... o... h e... n... e... n... l... on o... e... n... )  
... ll... n... r... o l e n... e... p e... e n... on p o... )... a... n... h e... l...  
n... r... o... on o... p l... e... n... e... l... e... ll... n... )... n  
o l e n... e... p e... e n... on p o... )... n... h e... )... e... h o... )

**Primary/ unior Education ED I 2 (Course Weight 2)**

The... n... o... l... o... e... ll en... l... e... h e  
... n... a... o... n... e... n... n... p p l... h e... n... o... l... e... )... e... ll  
... n... )... a... n e... )... n... n... )... n... on... )... n  
e... e... p o... )... h... e... e... h e... e... e... n... e... n... n... e...  
o... e... e... )... e n... Te... he... n... )... ll... e... n... e... n... )...  
on l... p p o... h a... n... r... p e... p e... a... p p o p... e... o... e... h n  
... e... n... h e... )... n... o... )... o n... )... -6... n... n... o  
... h o o l... l... ) n e... h... h e... n... o... n... o... )... on  
n... r... T... n... )... )... e l... n... )... p h... )... ll... e  
p l... e... on... h... ) h l... e... l... o... p... p... on... n... o... e... )... a  
n... l... )... e... n... )... e... on... )... o... h o p...  
... e... on... on... e l... )... o... e... l... e... p... e... a... e... h... n  
)... o... p... )... n... e n... )... l... o... o... o... )... n... on n r  
)... n... )... e... e n... )... e n... n... e... l... on... n... n... o... on  
(... h n o l... )... ll... e... n... e... l... o... p o n e... o... )... l...  
... )... Te... he... n... )... ll... p... p... e n... e l  
e... p e... e n... )... h... p... n... e... h o o l... h... o... ) h o... h e... e... n  
o... e... o... l... e... h e... n... e... e l... on... h... p... o... p... e... n  
h e o... )

The o... p o n e... o... h... o... e... e:

**Elementary Language Arts**

The l... n... )... e... o... p o n e... p... o... h e... o... e  
... )... l... n... r... n... )... on... o... e... h... e n... l... e... n... r... a  
o... n... e... n... n... p p l... h e... n... o... l... e... )... e... ll... n... )... a  
n e... )... n... n... )... n... n... )... n... on... )... n... e... e... p o... )...  
o... e... h e... e... e... n... e... o... e... e... )... e n... n... h e  
n... )... e... o... e... n... r... a... e... p l... o... e... n... )... a... o...  
l... e... )... e... e... l o p... e n... )... h e... n... o... )... l... n... r  
h e... n... r... o... )... e... )... e... o... n... e... n... e  
n... (... on l... p p o... h a... n... r... p e... p e... a... n... r... a  
e n... )... e... h... a... e... h... e... h e o... a... n... )... o... h o... n  
h e... e... )... n... n... o... l... e... )... e... o... l... n... e... l... e...  
p o... )... n... )... l... e... o... e... h o... o... )... n... p o... )... a  
n... n... )... e... )... h... e... e... p e... e n... e... o... n... )... h... e...  
o... e... h n... )... e... h n... )... a... o... p o... o... e... )... o... h... n... e... n... )...  
)... n... )... n... o... l... n... r... )... l... o... )... n... on... )... n... ll... n  
n... e... )... n... l... n... )... e... )... h... o... h e... )... e... e...  
)... n... r... a... e... on... n... ll... e n... o... )... e... o... e l... e... e... h n  
p... e... o... e l... e... n... a... e... h... n... r... h e o... )

**Elementary Mathematics**

The... h e... o... p o n e... p... o... h e... o... e  
... )... l... n... r... n... )... on... o... e... h... e n... l... e... n... r... a  
o... n... e... n... n... p p l... h e... n... o... l... e... )... e... ll... n... )... a  
n e... )... n... n... )... n... n... )... n... on... )... n... e... e... p o... )...  
o... e... h e... e... e... n... e... o... e... e... )... e n... )... n... r... a... ll  
... e... p a... e... o... )... o... h e... )... e... )... p l... n... e... h  
n... o l... a... n... a... )... n... )... e... )... n... e... p l... o... n... )... e... p l... n... n  
)... o... e... n... )... on... e... n... )... n... r... a... )... n... )... n... r... a... ll  
... e... e n... o... )... e... o... e l... e... n... )... e... n... e... l... e... h o... ) h



h.o.)h.e.o. n.p.l. a.z.o. on n.p.o.l.e. -  
 .ol n) . ell . h.o.)he . n on o.e.e . e n . -  
 on l n . . en p . . n . . l . . o . . en .  
 n . . e l

**Elementary Science**

The . en . e . o . p o n e n . p . o . h e . o . e . . . l .  
 n . n . . on . o . e h . e n . l a . n . . o .  
 . n e e . n . n . p p l . h e . n o . l e ) e . l l n . . . a  
 n e . . . o . . a ) n n ) n . on . . n ) e . e . e p o ) .  
 o . e e h e . e . e n e e . o . e e . . . e n . . n . . a  
 . . e l p . . p e n n e ) e . h n . - o n l e n n )  
 e p e e n a o ) n e p a . e o h e e . h n ) n . l e n n )  
 . e ) a . . . . en n r e l . on . e ) a n r  
 p l n n ) p o . . . h . e n . l e . . e n . o . h e e . e e  
 e p e . on . o . h e . n . o . . . l .

**Elementary Social Studies**

The . o . l . . . o . p o n e n . p . o . h e . o . e .  
 . . . l . . n . n . . on . o . e h . e n . l a . n . . a  
 . o . n e e . n . n . p p l . h e . n o . l e ) e . l l n . . . a  
 n e . . . o . . a ) n n ) n . on . . n ) e . e . e p o ) .  
 o . e e h e . e . e n e e . o . e e . . . e n . . n ) h e  
 . n . o . . . l . . . o . . . e n . . n . . a n o l  
 ( . . . . . h . . n . e n ) . h e n e . . on ( n . h e  
 ( . o . e n on e n . n . h . h e . n r h e . e l a . h  
 n e . p h . . on n e p e . on . e . . l e n . n . l . e  
 p p o . h a n r n e ) on . . . l l . . . l .

**Elementary Music**

The . . . . o . p o n e n . p . o . h e . o . e . . . l .  
 n . n . . on . o . e h . e n . l a . n . . a  
 . n e e . n . n . p p l . h e . n o . l e ) e . l l n . . . a  
 n e . . . o . . a ) n n ) n . on . . n ) e . e . e p o ) .  
 o . e e h e . e . e n e e . o . e e . . . e n . . Th  
 n o . . . o . . e n . . . e . . on . . a ) n e o  
 p e p e h e p a p e . e . l . o o . e . h e . h . . . l l  
 n . n o . l e ) e n e . . . o . p o . . n ) . . . . l . . .  
 e p e e n e . h e l e e n . . . h o o l . h l e n

**Elementary Health and Physical Education**

The h e l h n r p h . . l e . . on . o . p o n e n . p . o .  
 h e . o . e . . . l . . n . n . . on . o . e h .  
 e n . l a . n . . a . o . n e e . n . n . p p l . h e . n o . l e ) e  
 . l l n . . . a n e . . . o . . a ) n n ) n  
 . on . . n ) e . e . e p o ) . o . e e h e . e . e n e e .  
 o . e e . . . e n . Th . o . e e . . a ) n e o o . e . e n n )  
 e . h e . o p p o . n . . o . . o e h e l h n r p h . . l  
 e . . . on h o . ) h e p e e n e n l l h e e . n . o . h e  
 . . . l . . : h e l h l n ) . n . . e n l . o e e n . l l  
 n . . e p . . p . on

**Elementary Visual Arts**

The . . l . . o . p o n e n . p . o . h e . o . e .  
 . . . l . . n . n . . on . o . e h . e n . l a . n . . a  
 . o . n e e . n . n . p p l . h e . n o . l e ) e . l l n . . . a  
 n e . . . o . . a ) n n ) n . on . . n ) e . e . e p o ) .  
 o . e e h e . e . e n e e . o . e e . . . e n . Th . o . e e .  
 . a ) n e o p o . e . n . . a . h o . e . n . e n l  
 . e ) a n r p p o . h a . o . e . h n ) . . l . h o . ) h  
 . e . a o . h n . - o n . . n ) n . p p e . on . . on

**Psychological Foundations of Learning and Development ED 5,6**

The . o . e . o . . a on h e p . . h o l o ) . l p n p l a o  
 l e n n ) n . e e l o p . e n . n . h l h o o r n . . o l a . e n e .  
 . h p . . l e p h . . on h e e l e n e n r p p l . on  
 . o . h o o l n ) . . ) o l . o n o . . e e . h e . n . . a o  
 . e p . . h o l o ) . l . on e p . . . h . . n e l l ) e n e n  
 . o . . on . n r h e n e e l on . h h e . e e  
 . e e l o p . e n l . h . . e . . o . h e l e n e . . n . . a  
 . l l h o . e e n o . ) e . o . on . e h e n e p e n n  
 n e . . e o l a o . h e . . e n . h e . . l . h e . h o o l . n  
 . o . e . n h e l e n n ) p o . .

**Religious Education Intermediate/Senior ED 12 (Course Weight 1)**

. . . . l . n e n e . o p e p e e . h e . o . e l ) o .  
 . . . . on n . o . n . . h o l . e e on . . . h o o l . h e . o .  
 o . h e . o . e e . h e . . . p l n e o . e l ) o . . . . on n  
 n o e l ) o . . o . n e Th . o . e e . . n a . on e p o .  
 h e o a n . . . a o . p e . ) o . . n l . . a p a e n ) . . e l n  
 n . . p p o . . e l . n . . . . e . h n ) . o e l n  
 . . . . en p . . . a e l e n o h e . e l o . e l ) o .  
 . . . . on . . n . . a e n o l l e n h o . o . e . n e  
 e p e e . o . o o n e p l . e e n n . o . n . . h o l .  
 . e on . . . h o o l . e n )

**Prerequisites:** e . l l . n e . . . o . . a n Th e o l o . o  
 . e l ) o . . . .

**School and Society ED 5**

The . o . e . l l h e l p e . h e . n . . a . e e l o p . . l  
 . . e n e o . h e n e e e on . . on ) . h o o l . l . o o . e .  
 . o . . . n a . n . o . e . . h n h e . h n ) n ) . on e o .  
 h e l e n n ) e n on e n . Th . o . e e . . . . h e  
 . e a o . . . e n . . h o e n e h e . l . o o . n e . . o .  
 h e . . e . e . o . l o ) n . . l . . a . e n . a . n . o . l  
 . . . Th . o . e h e l p n e . e . h e . n r e e . n r h e .  
 n . h . h h e p o . e on l . o . . n . e n r e on h e  
 . l . o o . h e l p p e p e h e e . e . e . . e n . o . e . e  
 p . . p n . n . h n ) . o . e . . e n ) ) a . n . . a n  
 n e . . n on o . h e p . p a e o . e . . on e . . on  
 p o l . . n o . e . h e . . a p o n . l . o . o . p o . . e l  
 . h . h o o l . o l l e ) . a n r o h e . . l . o . h e e  
 e . . l e . . . e p e e n a . n . o . . o . a . o l l  
 . . . e n .

**The School as a Professional Work place ED 555**

When people have the opportunity to work in a school as a professional work place, they are able to gain valuable experience and knowledge. This is particularly true for those who are interested in the field of education. The school is a complex environment where many different roles are played. It is a place where people learn and grow, and where they can make a difference in the lives of others. The school is a place where people can find meaning and purpose in their work. It is a place where they can make a difference in the world.

**Science**

Science is a systematic study of the natural world. It is a way of understanding the world around us. Science is a way of thinking that is based on evidence and logic. It is a way of asking questions and finding answers. Science is a way of making discoveries and sharing them with others. Science is a way of improving our lives and the lives of others.

**Science, Biology Intermediate/Senior ED 111 (Course Weight 1)**

This course provides a comprehensive study of the principles and concepts of biology. It covers the structure and function of cells, tissues, and organs, as well as the processes of growth, development, and reproduction. The course also explores the interactions between organisms and their environment. This course is designed to provide students with a solid foundation in biology and to prepare them for further study in the field.

**Prerequisites:** Mathematics 111, English 111, and Science 111.

**Science, Chemistry Intermediate/Senior**

**ED 111 (Course Weight 1)**

This course provides a comprehensive study of the principles and concepts of chemistry. It covers the structure and properties of matter, the laws of chemical reactions, and the periodic table of elements. The course also explores the applications of chemistry in industry and everyday life. This course is designed to provide students with a solid foundation in chemistry and to prepare them for further study in the field.

When people have the opportunity to work in a school as a professional work place, they are able to gain valuable experience and knowledge. This is particularly true for those who are interested in the field of education. The school is a complex environment where many different roles are played. It is a place where people learn and grow, and where they can make a difference in the lives of others. The school is a place where people can find meaning and purpose in their work. It is a place where they can make a difference in the world.

**Prerequisites:** Mathematics 111, English 111, and Science 111.

**Science, General Intermediate ED 111**

This course provides a comprehensive study of the principles and concepts of general science. It covers the structure and properties of matter, the laws of chemical reactions, and the periodic table of elements. The course also explores the applications of science in industry and everyday life. This course is designed to provide students with a solid foundation in general science and to prepare them for further study in the field.

**Prerequisites:** Mathematics 111, English 111, and Science 111.

**Science, General Intermediate/Senior**

**ED 111 (Course Weight 1)**

This course provides a comprehensive study of the principles and concepts of general science. It covers the structure and properties of matter, the laws of chemical reactions, and the periodic table of elements. The course also explores the applications of science in industry and everyday life. This course is designed to provide students with a solid foundation in general science and to prepare them for further study in the field.

**Prerequisites:** Mathematics 111, English 111, and Science 111.

**Science, Physics Intermediate/Senior**

**ED 111 (Course Weight 1)**

This course provides a comprehensive study of the principles and concepts of physics. It covers the structure and properties of matter, the laws of motion, and the conservation of energy and momentum. The course also explores the applications of physics in industry and everyday life. This course is designed to provide students with a solid foundation in physics and to prepare them for further study in the field.

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 n... e... o... el... o... o... he... e... e... on  
 n... e... o... o... he... n... on... e... hnolo... n...  
 e... hn... e... o... en... e... l... on... e... n...  
 o... e... n... n... l... e... n... o... n... le... n...  
 en... on... en... Tho... ho... he... p... o... e... e...  
 o... n... e... he... e... l... e... n... p... e... p... e... o... he...  
 e... on... l... e... h... l... e... h... e... hn... n... le... n...  
 p... . . . . . hool

**Prerequisites:** ... n... e... ll... n... e... . . . . . n... en... e...  
 . . . . . h... o... h... e... o... . . . . . n... he... e... o... h... . . . . .

**Science and Technology in Context ED 551**

(... en... e... n... e... hnolo... e... p... e... l... p... e... on... l... n... o... l...  
 (en... e... p... . . . . . h... . . . . . n... ) e... l... e... n... n... e... e... l...  
 e... e... . . . . . n... . . . . . l... o... e... a... n... en... on... en... . . . . .  
 p... o... . . . . . h... e... e... h... h... . . . . . n... . . . . . n... . . . . . on... l...  
 . . . . . e... p... en... on... . . . . . o... en... n... p... e... . . . . . l... on... e... l...  
 . . . . . l... Tho... e... p... e... p... e... o... . . . . . en... e... n... e... hnolo... )  
 o... en... on... . . . . . h... p... . . . . . h... he... p... . . . . . l... n... o... hool...  
 . . . . . h... h... . . . . . o... . . . . . o... p... l... e... on... . . . . . n... o... p... en...  
 . . . . . en... . . . . . h... o... e... e... . . . . . o... p... . . . . . en... l... e...  
 . . . . . e... l... e... n... n... p... o... l... e... . . . . . ) o... n... e... p... e... n... e...  
 . . . . . h... h... e... e... l... Tho... ) h... h... o... e... e... h... e... n... . . . . .  
 . . . . . ll... h... e... o... p... . . . . . n... o... e... l... o... p... e... p... e... o... p... . . . . . n...  
 e... l... e... n... . . . . . n... e... on... . . . . . hool... . . . . . en... . . . . . h... e... l...  
 . . . . . on... e... e... l... n... ) o... n... o... l... e... ) e... l... n... n... en... e... n...  
 e... hnolo... ) Tho... o... e... . . . . . n... n... en... e...  
 e... p... e... on... . . . . . h... n... he... ll... o... n... . . . . . n...  
 . . . . . o... . . . . . n... on... n... el... on... h... p... . . . . . el... n... ) en... e... o...  
 Te... hnolo... ) o... e... n... he... n... on... en... e... on... . . . . . n...  
 . . . . . el... n... ) en... e... n... Te... hnolo... ) o... he... o... l... . . . . . e... h...  
 . . . . . hool... e... l... en... . . . . . l... e... n... n... . . . . . n... o...  
 . . . . . l... )

**Self Assessment ED 51 6**

The... o... e... o... . . . . . on... he... o... . . . . . e... h... n... p... . . . . . a... n...  
 . . . . . e... l... . . . . . en... . . . . . o... o... el... -... p... o... n... ) e... e... . . . . . e... h... e...  
 e... . . . . . o... n... he... l... h... p... o... on... l... o... e... . . . . . ne... he... o... n...  
 p... . . . . . n... e... e... . . . . . n... . . . . . e... . . . . . en... o... l... e... ne... o...  
 e... . . . . . ne... o... h... p... o... n... p... o... . . . . . o... l... e... n... n... ) o... e... o...  
 he... o... p... . . . . . n... l... e... p... o... o... el... . . . . . en... e... l... . . . . . en...  
 . . . . . e... h... o... . . . . . o... n... e... p... o... . . . . . p... . . . . . h... o... . . . . . n...  
 . . . . . o... . . . . . o... . . . . . n... e... l... . . . . . en... . . . . . en... p... o... l... e... ) n...  
 e... h... e... n... he... l... h... p... o... on... l... e... l... . . . . . en... p... . . . . . o...  
 o... e... l... e... e... l... e... n... n... ) n... . . . . . l... . . . . . n... e... e... l...  
 . . . . . en... n... l... o... o... . . . . . on... a... e... h... e... l... . . . . . en...  
 n... he... e... o... p... o... l... a... n... e... e... o... o... el... . . . . . en...  
**OTE:** Tho... o... e... . . . . . l... l... e... o... o... h... ) . . . . . e... n...  
 e... h... e... e... . . . . . on... n... . . . . . a... . . . . . l... . . . . . on... n... e... o... e...  
 . . . . . n... ) he... en... on... . . . . .

**Silver Screen Teachers ED 55 5**

Te... he... n... e... h... n... ) e... o... en... p... o... . . . . . e... n... o... a... n...  
 e... l... e... on... . . . . . en... e... h... e... e... e... o... p... o... . . . . . e... pho... o...  
 he... p... o... on... . . . . . h... o... a... n... h... . . . . . e... . . . . . n... . . . . . o...  
 . . . . . e... e... . . . . . h... e... . . . . . h... . . . . . n... ) e... a... o... n... ) h... n... o... he...  
 e... l... a... o... p... l... e... a... n... . . . . . n... . . . . . e... n... o... h... e...  
 p... o... on... . . . . . l... e... . . . . . en... e... h... e... e... h... e... o... . . . . . o...  
 p... . . . . . l... l... (e... l... n... . . . . . en... o... . . . . . p... e... ) o... o... o...  
 e... p... en... o... h... e... . . . . . e... h... o... . . . . . n... . . . . . e... e... n... o... o...  
 . . . . . h... e... o... . . . . . o... n... ) e... . . . . . o... p... l... . . . . . e... p... on... o... e... h... e...  
 o... en... on... . . . . . e... o... n... e... l... . . . . . on... e... p... on... o... h... e... o... l... e...  
 Te... he... l... a... n... . . . . . ee... . . . . . n... o... . . . . . en... on... he...  
 p... e... ) o... l... o... en... on... n... p... . . . . . a... e... o... p... l... e... n...  
 he... l... n... . . . . . ) l... e... p... o... . . . . . l... lon... ) h... e... n... ) e...  
 n... h... o... e... e... e... h... l... o... . . . . . l... e... j... e...  
 e... . . . . . n... on... o... h... e... e... h... n... ) The... p... a... e... o... h... e...  
 . . . . . o... e... o... . . . . . e... h... e... p... e... n... on... o... e... h... e... n... he...  
 p... . . . . . o... h... e... p... a... o... ;  
 . . . . . n... e... n... n... ) he... l... a... n... o... p... l... e... a... o... e... h... n... )  
 n... he... o... l... e... o... e... h... e...  
 . . . . . l... . . . . . n... ) no... on... o... p... e... ) o... n... n... . . . . . on...  
 e... p... n... n... ) on... e... p... on... o... l... o... o... e... h... n... ) n... he...  
 . . . . . on... e... o... hool...  
 . . . . . h... l... len... n... ) . . . . . p... l... . . . . . no... on... o... l... o... o... . . . . . n... ) e... en...  
 n... . . . . . en... el... on... h... p...  
 . . . . . e... l... o... p... n... ) o... n... . . . . . ) a... o... . . . . . e... p... . . . . . e...  
 . . . . . a... e... . . . . . e... h... e... ll... e... l... o... p... he... . . . . . on... e... p... on... o...  
 e... h... n... ) n... e... n... ) e... h... e... . . . . . n... ) on... he... . . . . . e... o...  
 e... h... n... )

**Spanish See International languages**

**Stress and Burnout: Teacher and Student Applications ED 55**

The... o... e... . . . . . e... n... o... e... on... . . . . . h... n... o... e... h... n... )  
 o... . . . . . on... he... n... ) e... p... o... o... on... e... h... e... n...  
 . . . . . en... e... e... on... l... n... l... . . . . . ) en... l... o... e... e... o... o...  
 n... . . . . . e... e... on... he... l... h... en... l... h... n... . . . . . o... n... e...  
 . . . . . n... on... ) e... on... o... o... on... he... p... . . . . . l... . . . . . p... o...  
 . . . . . on... e... h... e... . . . . . no... . . . . . n... . . . . . e... . . . . . e... l... e...  
 p... o... l... e... . . . . . e... ll... . . . . . e... . . . . . en... e... o... h... ) h... a... o...  
 . . . . . no... . . . . . on... ) e... h... e... h... e... o... h... e... p... o... e... p... l... n...  
 . . . . . h... o... . . . . . n... . . . . . e... p... e... n... on... o... o... . . . . . on... . . . . . no...  
 . . . . . p... a... o... . . . . . en... a... . . . . . e... ll... l... o... . . . . . e... . . . . . en... e... o...  
 n... e... n... ) e... . . . . . on... ) h... l... en... n... . . . . . o... n... ) . . . . . l... e... n... he...  
 . . . . . on... e... en... a... o... h... e... en... n... ll... e... on... n... o... l... a...  
 p... . . . . . l... e... p... o... e... o... n... n... ) . . . . . en... n... e... h... e... . . . . . a...  
 n... . . . . . o... . . . . . on... o... e... e... . . . . . o... o... h... p... e... en... n... ) e...  
 e... l... e... p... o... l... e... . . . . . e... o... e... h... e... o... . . . . . n... e... n... ) he... on... e...  
 h... e... o...

**Teacher Education Seminar ED 6 (Course**

**Weight I,**

The o. e. e. on he onne on on) he  
r. . . p o. on l. o. . . he p . . . n he  
pe on le pe en . The o. e. p o. . . oppo n .  
o. n . . o. n ha . e he le n n) n ha e e n  
o. e o. e elop: n. n. e. n n) o. he p o. . . o.  
e o. n) e. he. pe on l. en . . e. he. n  
o. n on o. on n. n) p o. on l) o. h. n  
n. . l n . . e. e o. he e. h n) o. . n .

n he . . . no n . no n e. e. e p o) . . .  
he Te. he . . . on e n . ll o. on n . . l  
n. oll o. e p o. . . e) . . . po o. o. . . en .  
on . e. h. o. p. e. on e en . h p o. e n  
n e) e n n o. e. n e. n n) o. e. h n) n  
le n n) h o.) h . . e. o. len . . . h . . . n  
e. . . e. e. e. e. pe en . h. on . . on  
o. e. . . n he p ne. h p . . . ll e  
e ph. e.

n he n e. e. e en o n r Te hnolo) l . . .  
p o) . . . he Te. he . . . on e n p o( . . .  
on e n r en o. e en o. . . n e . en n he  
p o. on l. o. . . n he p . . . n l. n):  
p n ple o. . . en n e l. on e. e. e le n n)  
en on en. n. l. o. . . n) e. en. pe l  
e. . . on n . . o. . . e o. he e. h n)  
p o. on ( n. pp o. h o. h o p o. o n) . e. .  
n . . n. hool p o) . . . n . . . n) . . .  
n on

**Teaching in French Immersion ED 5552**

The o. e. e. ll help e. he . n . . e. e elop he. ll .  
no. le) e n . . p a on e pe e o. e) n n) en h  
e. on e. he. he p . . . n o. n e. e. e  
n . en o le e l. e. ll o. on: l. e ho. n  
e hn . . o. on en = . e. e. h n) n . . e. on  
n e) n) he o. l p e. o. en h l n) . ) e. e. h n)  
) . . . o. . l . p on. n on n o. on en = . e. e.  
e. on e. h n) n . n e) n) . l. e. e. e)  
n n) l n) . ) e. . en . no . . e. on . . l  
n . . . ll e n o l e n e l e n r . . e  
le n n) The o. e. e. o. e n en h

**Prerequisites:** e on e p o. en . n ll . pe . o.  
o. . n . . e. o. pe en e n en h . . . ll  
o. ple n) he en h n) . ) e. o. en . Ta . n  
e en e . . n . n ophone. l e. . h) h l  
e o. . en e o non-n e. pe . e. o. en h

**OTE:** The o. e. e. o. no le . o e. h n) e . on  
o (

**Technology, Curriculum & Instruction ED 55**

o. . n e. he . n) e hnolo) . no he . l. o. .  
n . . h . . h . . en. le n . o e. epl. n . e. he.  
e. h . o e e. e. el. The l. . ll help . o. . on . e  
o. e e. e. e. . o. . n) e hnolo) . o. o.  
l. . . e. ll e . p pe . o. he e. h  
l e . e. on e n e . h ho. e hnolo) . n help  
p o. o e. epe . n e. n n) n e. oppo n . o p ee  
e. h n) e n o . e. epe n e . on . e. en . . en .  
n . e. he . e. ll e plo e. o. e o. h e l a n  
) e . e. hnolo) o . h. en e l n) . ) e . n  
h . n a n . . on . h. e. . . en . ll e  
n p a en n) n n e a n) e hnolo) . o he pee .  
n l. n) h n . on . . The o. e. ll e e n  
o. p. e l . . he . . en . ll o. n p . o. e) n  
e hnolo) . en h n e l a on h . o. f help he o. n  
e . . en . n e. n . . l. . op . . o e. epl. n  
p o. o e. h n e . on . h n he . l. o. . e. ll  
h o . . he . e. o. ho. e hnolo) . n help a pon  
o he . e. . h n o. l. o. . p o. o n) e . .  
n . e n) . . n . l. o. . o. . n .

**Visual Arts Intermediate ED I, II**

e . . e. n . . o. o. hop . . on e. h. n  
) . . pe . e. ll en . le. n . . o e p n he  
n e. n n) n . pp e . on o. . l . e pe en .  
n ) n. on . en e n he . l . o. el e pp op e  
n . h llen) n) . . o. h o. . . l h n) n  
e he . . . he . en o ele en . o . n o  
e e on . . le el. . . 7 o l . Top . n l. e:  
e . . on ph la oph. . ple en n) . n o. n e . o.  
o. . . on n r T n n) . . l. . pol . n  
e pe . on . n . on l. e ho. n . e) e  
h en . . . en n r e l. on e) e .  
) o. h n r . o l a. en . e elop. en . e) n. on ep e  
l. . . n e) on l a on n . n pl n n) . he l h  
n . . e . p . . n) n) . e l n he  
l. o. . en on en . n . e o. o. . n . . o. .

**Prerequisites:** T o. ll. n e . . o. . n . . l . o  
p a . e on . . e . len

**OTE:** n . . . h e . . o o en e e pe en e

**Visual Arts Intermediate/Senior ED I, I (Course Weight I,**

e . . e. n . . o. o. hop . . on e. h. n  
) . . pe . e. ll en . le. n . . o e p n he  
n e. n n) n . pp e . on o. . l . e pe en .  
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n . h llen) n) . . o. h o. . . l h n) n  
e he . . . he . en o le el Top . n l. e:  
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o. . . on n r T n n) . . l. . pol . n  
e pe . on . n . on l. e ho. n . e) e  
h en . . . en n r p . . l e l. on e) e

... ) o, h n r olo, en e elop, en, a )n  
 on ep, e n e hnolo, la on n r n  
 pl nn n) he l h n r e p , a, n ) n)  
 e l n r he, l o, en on en, e e o  
 o, n a o, a n r he e, he, pe on l e  
 e elop, en

**Prerequisites:** T, o ll, n e e, o, a n, e, l, e o  
 p a e on r e, len

**OTE:** n r a, h e e, o-o en e e pe en e

**outh Popular Culture and Schooling ED 5556**

The o, e e p, o, h e, e he, o ple, o f o  
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 l e plo e he e pe en a o, o, h, l, a, n)  
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 a, h a e e eo, p a n, hool, l a n r  
 o, n a, e n) n r e pen en ep a en on o, he  
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# Technological Studies Program

## Bachelor of Education

### Diploma in Technological Education

#### Ontario Teachers' Certificate of Qualification (O.T.C. of Q.

The Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) is a professional qualification for teachers in Ontario. It is awarded to individuals who have completed the required education and training, and who have demonstrated the necessary skills and knowledge to teach in Ontario schools. The O.T.C. of Q. is a requirement for employment in Ontario schools and is also a requirement for advancement in the teaching profession.

#### Bachelor of Education Degree and Diploma in Technological Education

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in the field of education. The program includes coursework in education theory, practice, and technology. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.). The program is designed to provide students with the knowledge and skills necessary to become effective educators in the 21st century.

The Diploma in Technological Education is a program that provides students with the knowledge and skills necessary to work in the field of technology. The program includes coursework in computer science, networking, and other related fields. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

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#### Technological Studies Areas

The Technological Studies Areas are a collection of courses that provide students with the knowledge and skills necessary to work in the field of technology. The areas include Computer Science, Networking, and other related fields. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

#### The seven road based technology (BTT) areas are:

##### 1. Communications Technology

The Communications Technology area focuses on the use of technology in communication. It includes coursework in computer science, networking, and other related fields. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

##### 2. Construction Technology

The Construction Technology area focuses on the use of technology in construction. It includes coursework in computer science, networking, and other related fields. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

##### 3. Hospitality Services

The Hospitality Services area focuses on the use of technology in the hospitality industry. It includes coursework in computer science, networking, and other related fields. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

**5. Manufacturing Technology**

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**5. Personal Services**

... n l. a he. ... o\_ he l h. e. pe. on l. e. h l. e. n r) e. ... e

**6. Technological Design**

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**7. Transportation Technology**

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**Admission Requirements**

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**1. Basic Academic Requirement:**

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**2. English Language Proficiency:**

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**8. Formal Technical Education and Proof of Competence:**

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**9. Skilled Wage Earning Experience:**

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OR

... o\_ n on o\_ p a - ) e l e. \_ on el e o he T e hnolo). l. ... e. o\_ h. h. o. e ppl. n) n r. ... lle ( \_ ll- e. \_ n a. o n r. l e pe en e o l n) le. \_ e. e. The l e ... n l. e le. \_ o. e. o\_ lle \_ ll- e ) e- e n n) e pe en e n he. e l e T e hnolo). l. ... e. o\_ h. h. no \_ e h n e en. on h ( ... h e. e en. pen n. on n. o. e plo. en.

OR

... le. 7 ho. o\_ lle ) e- e n n) e pe en e n r. ... o\_ l. o\_ ple on o\_ p a e - on r. e. \_ on p o) ... ep - le o he n n o. olle) e o\_ T e. he. n r. h. h n l. a le. 4. on h. 6. e. a e. o\_ ll- e. \_ e. e. ... el e o he T e hnolo). l. ... e. o\_ h. h. o. e ppl. n) Th. ) e- e n n) e pe en e n e e no \_ e. on n. o. e plo. en.

**Selection**

... o ll ppl. n. ho. o. o. n. ... g. e en e n e. e. ... n l e l e on e. on. ll. e n l. en e \_ he n. \_ e o\_ ppl. n r he le el o\_ he ... l \_ on h he p a en o\_ on e on. e. ll on e \_ o. o. h. ... l. a o. a n p. e e. h n) oppo. n a l le o\_ pe \_ . T. Th. ... a. l n he. p a on o\_ l. a on he n. \_ e o\_ n r. a h. e. ll. ... n o. o. e. T. e. e en e. ) en o h a e ppl. n. ho h e. o \_ e. e. ll el e o he. e l e T e hnolo). l. ... e. \_ en e o\_ on) on n) n r. o. p. e l e. e. o. on e e.

... n he. a. p o on o\_ he T e hnolo). l. ... a. o\_ le. \_ en. o. ... n. on. ll. e. p o ( n T e. h n) - el e e pe en e. e o. \_ en e a n r. e pe e h ppl. n. ll. p l. \_ e en. n r e. n n) o\_ he e. h n) p o. a on n r o\_ le ne. n o. o. hool.

... a e a he ) h o e. e ppl. n. ho e. l \_ on. ho. ) h. h n he. ope o\_ n e o\_ o. e. e e hnolo). \_ pe n o. h n o. o. p e l. e. ll. e. o. \_ e h a e. l \_ on. n. e o\_ he. o \_ e e hnolo). ... l. o\_ n o. hool. ( ... l l. \_ l \_ on. e on o. ole e e hnolo). ... no \_ e. on e e.

Documentation

h ppl. n. . . . he ollo, n):

1. . . . ple e . n o . n e . . . ppl. on: en e . . . . T. . . . ppl. on . . . h he . . . e . . . ppl. on n . . e . . . he . . . e o he . . . ppl. on: en e n . elph. n o .

2. . . . ple e Tē hnolo) . l . . . o . le

. . . . l n. p . o . e on . . . hool. ho, n) h) h. hool. o . . . n p oo\_ o\_ h) h. hool . . . on

. . . . l n. p . o . : olle) e o\_ ppl e . . n Tē hnolo) . o . n e . . . he e ppl. - le . . . n. p . o a no . le b n . . e he . pe o . . plo . . e) ee e e e n he . e e e e . . pho o op\_ o\_ he . . l . plo . . . e . . e . . e . .

5. ( lle . . ) e- e n n) e pe en e . o . . en e n . . nne . . ep - le o .

6. . . . en e p oo\_ o\_ o pe en e . n o\_ o\_ l n n) n . . ll - . . on p o o he . e) nn n) o . lle e plo . en :

. . . . n . . o T n n) . . olle) a n . n e . . e . . e o . . l . . on . . o . . . o p n e . . . e . . e o . . pp en . . h p . . o . . n he . . e l o\_ he e . . n on . ho, n) le . . . (B . . n n) n he Tē hnolo) . l . . . e . . . h . h . e . . on . . . o . ) h (The . . . . e . . . o p n e . . . e l o\_ he e . . n on . ho, n) . . n l . . and . . op\_ o\_ he . e . . e o . . pp en . . h p . . o . . ho o op\_ e . . . ep - le

. . . . e) ee o . h ee . e . plo . . . ppo e . . n o . l n. p . o . : olle) e o\_ ppl e . . n Tē hnolo) . . . ob e hn. n o . n e . . . ho, n) p oo\_ o\_ on en e . . . . n . . . o . ll . o . . n he Tē hnolo) . l . . . e . . . h . h . e . . on . . . o . ) h (

. . . . o . e . . plo . . o . : olle) e o\_ ppl e . . n Tē hnolo) . . . ppo e . . n o . l n. p . o . ho, n) p oo\_ o\_ on en e . . . . n . . . o . ll . o . . n he Tē hnolo) . l . . . e . . . h . h . e . . on . . . o . ) h n . . ( h n o erall B range e ) e n he p o)

. . . . n . . . ho . o no h e . . n . . o T n n) . . olle) a n . n e . . e . . e o . . . l . . on . . o . . n h e no . o ple e p o) . . o . le . . o . e . . . on . . olle) e o\_ ppl e . . n Tē hnolo) . . . ob e hn.

n . . e n o . n e . . e . . n o he . pe . . Tē hnolo) . l . . . e . . . . . e . . le . . e . en e o . . ( . . len . . n n) . h . h o . . e . . p o o he . o . . en e . en o . . lle e plo . en .

**OTE:** . . . o o\_ o\_ o pe en e n he . h a en Tē hnolo) . l . . . e . . . ll . e . . . e n o . . . . on e ( l . . on . . o . e e . e . he . n . . a n he Tē hnolo) . l . . . o ) . . . e . . le o . . . e l . e on ( e ll . . . el e o he . e o . . . l . . on n . . e n p o . en . . nne n . . l . . o . . e n ) The e . . e . e . a he ) h . . o . . e . . . ep e . . n . . . o . . . . ll . o ple e Tē hn. l . o . en . . . n on . T . . . . ne . . . . n . . . . ll . e . . e on he . . . n . . en l p n . plo . ope . on . p o . . . n . . ll . o\_ he Tē hnolo) . l . . . e . n . . h . h . e . . on . . . o . ) h (The Tē hnolo) . l . . . . : oo . n o . n p o . e . . he n o . . ( on . . n ) he p o)

. . . . en e o . n . . ep - le le el o\_ p o . en . n o l n . . en . n) l . h . . . e . n he Tē . he . . . . on . n) l . h . n . . ) e . o . en . . ol . . . ee p ) a 6 - 6 \_

Additional Information

. . . . ppl. n . . ho . l . e . . e h . . . . en o . . o . . e pe en e . . lle . . n n) . n . . . e . . . e en l . . . . . . . on p . p a . on l The . . . n . o . olle) e o\_ Tē . he . . no o l) e o . . ep o . . . . en . . ll . . e . . o . . n e l . on o . . e . . on p . p a .

. . . . o . . en . on n l n) . ) e o he h n . n) l . h o . en h . . e . . o p n e . . n o . l . . ) o e n en . n l on o . n l on . ppo e . . . e l . on . . on e o . e o . . . . l . o . . o . . . one o . . h . . a n) o he . o e n a . o . he . n l on . ho o op\_ o . o . . en . . ll no . e . . . ep e . n l a . . . o p n e . . he o ) n l . o . . e . . on . n . . ppo e . . . . o n . e en . . . .

. . . . ppl. n . . ho . e e e n o . e o . . . . on . ll . e . l o . . e . . o . . . he ollo, n):

. . . . pho o op\_ o . . e . . e o . . h n) e o . n . e . . he e ppl. - le

. . . . pho o op\_ o . : n . . n . h . e . . e o . n he . . e o . pe . on no . on n . n . . o . . en . . ho, n) he . . . . pon . h . h he . n . . e . . p a en n . n . n l . n) . e n pl . e o . h . . . . n l e o . . een n) . . e . . e . . e . . on . . he . n o . olle) e o\_ Tē . he . . ( ee p ) a - 4 . . e . l . \_



**Applications are available at:**

[www.uouac.on.ca/teas](http://www.uouac.on.ca/teas)

The program is available at:

1. The Technological Studies Program (TSAP) is available at the following locations:

- Location 1: 4-4

To contact us, please call:

Telephone: 416-973-1243

Location 2: 4-4

Location 3: 4-4

**Program of Study**

The Technological Studies Program (TSAP) is a two-year program that prepares students for careers in the technology industry. The program includes courses in computer science, electronics, and engineering. Students will gain hands-on experience through practical projects and internships. The program is designed to provide students with the skills and knowledge needed to succeed in a competitive job market.

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

The program is available at the following locations:

- Location 1: 4-4
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- Location 1: 4-4
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- Location 1: 4-4
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The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**OTE:** The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**A Curriculum and Instruction**

(Course Weight 2.0)

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**B Teacher Education Seminar**

(Course Weight 1.0)

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**C Psychological Foundations of Learning and Development**

(Course Weight 1.5)

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**D School and Society (Course Weight 1.5)**

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**E Related Studies (Course Weight 1.5)**

The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**OTE:** The program is available at the following locations:

- Location 1: 4-4
- Location 2: 4-4
- Location 3: 4-4

**Practicum (Course Weight .5)**

The student will be able to...  
 1. ...  
 2. ...  
 3. ...  
 4. ...

**Locations of Practicum Assignments**

**School Boards**

- 1. ...
- 2. ...
- 3. ...
- 4. ...
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- 99. ...
- 100. ...

**G Internship (Course Weight .5)**

The student will be able to...  
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 2. ...  
 3. ...  
 4. ...

**Course Descriptions**

**Course Weights/ Hours**

one ...  
 one h ...

**OTES:**

1. ...
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**Curriculum Development for Technological Studies ETSI (Course Weight 1.0)**

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**Internship**

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**OTE:** ...

**Practicum ED (1.0)**

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**Principles and Methods of Teaching Technological Studies ETSI 1 (Course Weight 1)**

The course is designed to provide students with a solid foundation in the principles and methods of teaching technological studies. It covers the theoretical and practical aspects of the field, including the role of the teacher, the learning process, and the use of technology in the classroom. The course is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in their careers.

**Psychological Foundations of Learning and Development ED 56**

This course explores the psychological foundations of learning and development. It examines the ways in which students learn and how their development is influenced by various factors, including their environment, their experiences, and their individual differences. The course is designed to provide students with a deep understanding of the psychological processes that underlie learning and development, and to equip them with the skills and knowledge they need to apply this knowledge in the classroom.

**School and Society ED 59**

This course explores the relationship between the school and society. It examines the ways in which the school is influenced by the larger social context, and how the school can play a role in shaping that context. The course is designed to provide students with a critical understanding of the social and cultural factors that influence the school, and to equip them with the skills and knowledge they need to advocate for positive change in their schools and communities.

**Teacher Education Seminar ED 60 (Course Weight 1)**

This seminar is designed to provide students with a practical understanding of the challenges and opportunities of teaching. It focuses on the development of effective teaching practices, and on the ways in which teachers can collaborate with colleagues and the community to improve the quality of education. The seminar is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in their careers.

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# Master of Arts in Child Study and Education

# Master of Teaching in Elementary and Intermediate Education

The Master of Arts in Child Study and Education is a two-year program designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, sociology, and education, as well as a research project.

The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, sociology, and education, as well as a research project.

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The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, sociology, and education, as well as a research project.

For detailed information, visit the Registrar's Office website: [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

The Master of Teaching in Elementary and Intermediate Education is a two-year program designed to provide students with a deep understanding of the teaching process. The program includes coursework in pedagogy, assessment, and classroom management, as well as a practicum experience.

The program is designed to provide students with a deep understanding of the teaching process. The program includes coursework in pedagogy, assessment, and classroom management, as well as a practicum experience.

The program is designed to provide students with a deep understanding of the teaching process. The program includes coursework in pedagogy, assessment, and classroom management, as well as a practicum experience.

The program is designed to provide students with a deep understanding of the teaching process. The program includes coursework in pedagogy, assessment, and classroom management, as well as a practicum experience.

For detailed information, visit the Registrar's Office website: [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

# Other Programs of Interest to Prospective Teachers

The following information is provided for prospective teachers who are interested in the following programs. For more information, please contact the program coordinator.

## Concurrent Teacher Education Program (CTEP)

The Concurrent Teacher Education Program (CTEP) is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough and the University of Toronto at Mississauga.

For more information, please visit [www.ctep.utoronto.ca](http://www.ctep.utoronto.ca) or contact the program coordinator at the University of Toronto at Scarborough or the University of Toronto at Mississauga.

- To contact the program coordinator at the University of Toronto at Scarborough, please call (416) 291-1111.
- To contact the program coordinator at the University of Toronto at Mississauga, please call (905) 276-6111.

## Faculty of Arts and Science

### University of Toronto at Mississauga (TM)

#### Exceptionality in Human Learning

The Exceptionality in Human Learning program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Mississauga.

#### Mathematics Education

The Mathematics Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Mississauga.

The following information is provided for prospective teachers who are interested in the following programs. For more information, please contact the program coordinator.

## The Early Teacher Project

The Early Teacher Project is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough and the University of Toronto at Mississauga.

### University of Toronto at Scarborough (TSC)

#### The Early Teacher Project

The Early Teacher Project is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

## Faculty of Music

### Music Education

The Music Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Music degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

## Faculty of Physical and Health Education

### Physical and Health Education

The Physical and Health Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Physical and Health Education degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

# Teachers' Associations of Ontario

## Ontario College of Teachers / 'Ordre des enseignantes et des enseignants de l'Ontario

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To on o., n o. 4 .  
Telephone: 416-961-  
Telephone: 1- - 4- , h n, n o\_ : 416-961-  
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## 'Association des enseignantes et des enseignants franco ontariens (AE O

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Telephone: 61 - 44- 6  
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## Elementary Teachers' Federation of Ontario (ET O

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To on o., n o. ( 1  
Telephone: 416-96 - 6  
Telephone: 1- - 6  
: 416-64 - 4 4  
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## Ontario English Catholic Teachers' Association (OECTA

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To on o., n o. 4T ( )  
Telephone: 416-9 - 49  
Telephone: 1- - 6  
: 416-9 -7764  
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## Ontario Secondary School Teachers' Federation (OSST

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Telephone: 416-7 1-  
Telephone: 1- - 67-7  
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## Ontario Teachers' Federation (OT

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Telephone: 416-966- 4 4  
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## Qualification Evaluation Council of Ontario (QECO

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Telephone: 416- -1969  
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# Fees Administrative Services Library Fees and Fines Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To see our full fee schedule, please refer to our full fee schedule on the University website, [www.utoronto.ca/fees](http://www.utoronto.ca/fees)

1. The University provides a number of services to its students. These services are provided on a non-exclusive basis. To ensure that the University is able to provide these services, the University charges a fee for these services. The fee for these services is based on the number of students who use the service. The fee for these services is based on the number of students who use the service.

2. The University provides a number of services to its students. These services are provided on a non-exclusive basis. To ensure that the University is able to provide these services, the University charges a fee for these services. The fee for these services is based on the number of students who use the service. The fee for these services is based on the number of students who use the service.

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<b>Administrative Services (2012/13)</b>	/
Library Services	4
Administrative Services	1
Library Services	7
Administrative Services	44
Library Services	7
Administrative Services	1
Library Services	4
Administrative Services	1

<b>Library Fees and Fines (2012/13)</b>	/
Library Services	4
Library Services	14
Library Services	4
Library Services	7
Library Services	7
Library Services	7
Library Services	7
Library Services	7
Library Services	7

## Bachelor of Education and Diploma in Technological Education Tuition Fees (2012/13)

Tuition Fees	/
Bachelor of Education	7
Diploma in Technological Education	17.64
Bachelor of Education	9 7 6
Diploma in Technological Education	9 7 6
Bachelor of Education	9 7 6
Diploma in Technological Education	9 7 6

<b>Total fee payable</b>	
Bachelor of Education	977 6
Diploma in Technological Education	19 6

# Financial Assistance and Awards

**NOTE:** For more information on the Ontario Student Assistance Program (OSAP), visit the OSAP website at <http://osap.gov.on.ca>.

## Financial Assistance

### Policy on Student Financial Support

The University of Toronto's policy on student financial support is based on the principle that all students who are academically qualified should have access to the financial resources necessary to complete their education. The University's financial support programs are designed to assist students who are unable to pay for their education through family resources. The University's financial support programs are based on the principle that all students who are academically qualified should have access to the financial resources necessary to complete their education.

### Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) is a government program that provides financial assistance to eligible students. OSAP is designed to assist students who are unable to pay for their education through family resources. The program provides financial assistance in the form of grants and loans. OSAP is available to students who are enrolled in a post-secondary institution in Ontario.

OSAP is available to students who are enrolled in a post-secondary institution in Ontario. OSAP is designed to assist students who are unable to pay for their education through family resources. The program provides financial assistance in the form of grants and loans. OSAP is available to students who are enrolled in a post-secondary institution in Ontario.

OSAP application forms can be accessed at: <http://osap.gov.on.ca>

Further information may be obtained from:

Ontario Student Assistance Program  
100 University Avenue  
Toronto, Ontario M5S 1A5  
Telephone: 416-977-1191

OR

Ontario Student Assistance Program  
100 University Avenue  
Toronto, Ontario M5S 1A5  
Telephone: 416-977-1191  
416-966-4766

For more information on OSAP, visit the OSAP website at <http://osap.gov.on.ca>.

### Ontario Bursary for Students with Disabilities

The Ontario Bursary for Students with Disabilities is a government program that provides financial assistance to eligible students with disabilities. The bursary is designed to assist students who are unable to pay for their education through family resources. The program provides financial assistance in the form of grants. The bursary is available to students who are enrolled in a post-secondary institution in Ontario.

### TAPS (University of Toronto Advance Planning for Students)

The University of Toronto Advance Planning for Students (TAPS) is a program that provides financial assistance to eligible students. TAPS is designed to assist students who are unable to pay for their education through family resources. The program provides financial assistance in the form of grants and loans. TAPS is available to students who are enrolled in a post-secondary institution in Ontario.

### University of Toronto Work-Study Plan

The University of Toronto Work-Study Plan is a program that provides financial assistance to eligible students. The work-study plan is designed to assist students who are unable to pay for their education through family resources. The program provides financial assistance in the form of grants and loans. The work-study plan is available to students who are enrolled in a post-secondary institution in Ontario.



The Joseph W. Atkinson Scholarship is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

### Bursary

The Bursary is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

Applications and further information can be found online at:

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/bursary.php>

### Special Bursaries

#### Christopher Parker Memorial Fund

The Christopher Parker Memorial Fund is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEd.php>

#### Percy J. Taunton Memorial Bursary

The Percy J. Taunton Memorial Bursary is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEd.php>

#### The Donald MacCett Bursary

The Donald MacCett Bursary is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEd.php>

### The Morgan Parmenter Award in Guidance

The Morgan Parmenter Award in Guidance is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEd.php>

### Entrance Awards

#### Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The Joseph W. Atkinson Scholarship for Excellence in Teacher Education is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

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<http://www.oct.ca/foundation>

#### The Borthwick Duxworth Scholarship

The Borthwick Duxworth Scholarship is a non-renewable award of \$1,000 per year to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society. The award is given to a student who is a member of the Phi Kappa Phi Honor Society and is a member of the Phi Kappa Phi Honor Society.

**M. Penelope Carter Award**

The M. Penelope Carter Award is presented annually to the female student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of M. Penelope Carter, a former student of the University of Regina who excelled in her studies and was an active member of the community.

The award is presented to the female student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of M. Penelope Carter, a former student of the University of Regina who excelled in her studies and was an active member of the community.

**E.T.O. Bursary - Persons with Disabilities, Visible Minorities, Aboriginal Persons, GBT Persons**

The E.T.O. Bursary is awarded to students who are members of a designated group and who have demonstrated financial need and academic excellence. The bursary is named in honor of the E.T.O. (Education Trust of Ontario) and is intended to support students who face additional challenges in their education.

[http://www.etfo.on.ca/attachments/Bursaries\\_\\_designated\\_groups.pdf](http://www.etfo.on.ca/attachments/Bursaries__designated_groups.pdf)

**E.T.O. Bursary - Women's Program - Aboriginal Women in Education**

The E.T.O. Bursary - Women's Program is awarded to female students who are members of a designated group and who have demonstrated financial need and academic excellence. The bursary is named in honor of the E.T.O. and is intended to support women who face additional challenges in their education.

[http://www.etfo.on.ca/attachments/Aboriginal\\_Women\\_in\\_Education.pdf](http://www.etfo.on.ca/attachments/Aboriginal_Women_in_Education.pdf)

**E.T.O. Bursary - Women's Program (Women with Disabilities, Women of Visible Minorities, Aboriginal Women, GBT Women)**

The E.T.O. Bursary - Women's Program is awarded to female students who are members of a designated group and who have demonstrated financial need and academic excellence. The bursary is named in honor of the E.T.O. and is intended to support women who face additional challenges in their education.

The award is presented to the female student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of M. Penelope Carter, a former student of the University of Regina who excelled in her studies and was an active member of the community.

[http://www.etfo.on.ca/attachments/Bursaries\\_Womens\\_Programs.pdf](http://www.etfo.on.ca/attachments/Bursaries_Womens_Programs.pdf)

**The John Del Grande Scholarship**

The John Del Grande Scholarship is presented annually to the male student who has demonstrated exceptional academic achievement and leadership. The scholarship is named in honor of John Del Grande, a former student of the University of Regina who excelled in his studies and was an active member of the community.

**James Johnson Masonic Award**

The James Johnson Masonic Award is presented annually to the male student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of James Johnson, a former student of the University of Regina who excelled in his studies and was an active member of the community.

**Prof. Arthur Gouden Memorial Entrance Scholarship in Science**

The Prof. Arthur Gouden Memorial Entrance Scholarship in Science is presented annually to the student who has demonstrated exceptional academic achievement in the field of science. The scholarship is named in honor of Prof. Arthur Gouden, a former faculty member at the University of Regina who made significant contributions to the field of science.

The award is presented to the student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of M. Penelope Carter, a former student of the University of Regina who excelled in her studies and was an active member of the community.

**Dr. and Mrs. R. Peterson Memorial Entrance Award**

The Dr. and Mrs. R. Peterson Memorial Entrance Award is presented annually to the student who has demonstrated exceptional academic achievement and leadership. The award is named in honor of Dr. and Mrs. R. Peterson, a former faculty member at the University of Regina who made significant contributions to the field of education.

The opening of the University of Toronto Vari Scholarships program is a significant step in the development of the University's commitment to financial assistance for students.

The opening of the University of Toronto Vari Scholarships program is a significant step in the development of the University's commitment to financial assistance for students.

**Bertha and David Robertson Entrance Scholarship in Primary/Junior Education**

The opening of the Bertha and David Robertson Entrance Scholarship in Primary/Junior Education is a significant step in the development of the University's commitment to financial assistance for students.

The opening of the Bertha and David Robertson Entrance Scholarship in Primary/Junior Education is a significant step in the development of the University's commitment to financial assistance for students.

**Roseann Runte Award**

The opening of the Roseann Runte Award is a significant step in the development of the University's commitment to financial assistance for students.

**Sean Stirling Entrance Award**

The opening of the Sean Stirling Entrance Award is a significant step in the development of the University's commitment to financial assistance for students.

**University of Toronto Vari Scholarships**

The opening of the University of Toronto Vari Scholarships program is a significant step in the development of the University's commitment to financial assistance for students.

The opening of the University of Toronto Vari Scholarships program is a significant step in the development of the University's commitment to financial assistance for students.

**Awards of Honour**

The opening of the Awards of Honour program is a significant step in the development of the University's commitment to financial assistance for students.

**Primary/Junior Award of Honour**

The opening of the Primary/Junior Award of Honour program is a significant step in the development of the University's commitment to financial assistance for students.

**Junior/Intermediate Award of Honour**

The opening of the Junior/Intermediate Award of Honour program is a significant step in the development of the University's commitment to financial assistance for students.

**Intermediate/Senior Award of Honour**

The opening of the Intermediate/Senior Award of Honour program is a significant step in the development of the University's commitment to financial assistance for students.

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**Award for Outstanding Contribution to the Life of the Faculty**

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**Arnolds Balins Award**

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**Mark A.R.M. Crane Memorial Award**

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**Robert Morrice Crane Award**

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**Jeffrey Drdul Memorial Awards in Special Education**

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... .. o... .. e... .. n... .. pe... .. l... .. .. on... .. he... .. n... .. e... .. o... .. To... .. on... .. n... ..  
... .. he... .. o... .. on... .. e... .. el... .. ollo... .. n... .. he... .. )... .. .. on... .. n... ..  
... .. ho... .. h... .. e... .. e... .. on... .. e... .. he... .. l... .. o... .. on... .. .. e... .. o... .. he... ..  
... .. el... .. o... .. pe... .. l... .. .. on... .. .. .. h... .. n... .. ne... .. e... .. n... ..  
... .. l... .. h... .. l... .. hoo... .. .. on... .. .. en... .. e... .. he... .. .. o... ..  
Te... .. hnolo... .. .. on... .. e... .. l... .. o... .. on... .. .. e... ..

**Jeffrey Drdul O.S.O.T. Award in Special Education**

The ... .. e... .. .. l... .. e... .. o... .. l... .. .. e... .. .. en... .. o... .. .. en... ..  
... .. )... .. .. e... .. .. o... .. he... .. .. e... .. .. o... .. n... .. l... .. nee... ..  
... .. ho... .. )... .. .. e... .. .. o... .. he... .. helo... .. o... .. .. on... .. p... .. ..  
... .. n... .. ho... .. on... .. n... .. n... .. n... .. o... .. .. on... .. e... ..  
... .. on... .. o... .. e... .. n... .. pe... .. l... .. .. on... .. he... .. n... .. e... .. o... ..  
To... .. on... .. n... .. ho... .. h... .. e... .. on... .. e... .. l... .. o... .. on... .. .. e... .. o... ..  
... .. he... .. el... .. o... .. pe... .. l... .. .. on... ..

**E.T. O. Faculty of Education Award**

The ... .. le... .. en... .. Te... .. he... .. e... .. e... .. on... .. n... .. o... ..  
... .. l... .. le... .. n... .. e... .. o... .. .. hol... .. h... .. p... .. n... .. .. a... .. o... .. .. en... ..  
... .. en... .. olle... .. n... .. n... .. o... .. p... .. l... .. l... .. n... .. e... .. hoo... .. l... .. n... .. l... .. a... ..  
... .. o... .. e... .. .. on... .. The... .. l... .. o... .. .. on... .. .. .. e... ..  
... .. on... .. he... .. o... .. .. e... .. e... .. ellen... .. e... .. e... .. pl... .. e... .. h... .. n... ..  
... .. p... .. .. a... .. n... .. p... .. .. pl... .. e... .. en... .. n... .. e... .. on... .. e... ..  
... .. n... .. .. a... .. o... .. .. o... .. en... .. pe... .. on... .. le... .. pe... .. en... .. e... .. .. on... .. l... ..  
... .. l... .. e... ..

**James W. Fair Award in Elementary Education**

The ... .. nn... .. l... .. .. ll... .. e... .. .. e... .. o... .. .. en... .. n... .. he... ..  
... .. .. .. n... .. o... .. .. no... .. no... .. ne... .. e... .. e... .. on... .. en... .. on... .. o... ..  
... .. he... .. helo... .. o... .. .. on... .. p... .. .. ho... .. h... .. .. e... .. n... ..  
... .. o... .. .. n... .. n... .. on... .. .. on... .. o... .. he... .. p... .. o... .. n... .. h... .. .. pl... .. e... ..  
... .. e... .. h... .. n... .. p... .. o... .. en... .. le... .. e... .. h... .. p... .. e... .. n... .. on... .. en... .. o... ..  
... .. o... .. he... .. ll... .. p... .. p... .. on... .. n... .. he... .. p... .. o... .. n... .. .. a... .. o... ..  
... .. n... .. n... .. en... .. on... .. o... .. p... .. e... .. .. he... .. .. n... ..  
... .. e... .. .. on... ..

**Don Galbraith Presekvice Teacher Award of Excellence**

... .. o... .. ne... .. o... .. he... .. on... .. l... .. h... .. e... .. e... .. Te... .. he... .. ..  
... .. .. e... .. on... .. e... .. e... .. p... .. on... .. l... .. o... .. .. en... .. n... .. e... ..  
... .. n... .. he... .. .. en... .. e... .. p... .. ep... .. on... .. n... .. e... .. h... .. n... .. .. ell... .. he... ..  
... .. .. p... .. o... .. e... .. n... .. le... .. .. le... .. o... .. p... .. l... .. on... .. n... .. Cr... .. le... ..  
... .. of... .. le... .. en... .. .. he... .. .. en... .. e... .. Te... .. he... .. .. o... .. on... .. n... .. o... ..  
... .. .. on... .. h... .. p... .. l... .. .. on... ..

**R. McMaster Award**

The ... .. .. l... .. he... .. .. he... .. en... .. n... .. olle... .. )... .. o... ..  
... .. o... .. o... .. o... .. .. e... .. n... .. .. e... .. nn... .. ll... .. o... .. he... ..  
... .. o... .. .. n... .. n... .. en... .. n... .. he... .. n... .. e... .. e... .. e... .. (en... .. o... .. n... .. l... .. h... ..  
... .. p... .. o... ..

**O.E.C.T.A. Award of Excellence**

The national high school teachers' organization has established the O.E.C.T.A. Award of Excellence to recognize and honor the outstanding teachers who have made a significant contribution to the education of our youth. The award is presented annually to the teacher who has been judged to be the most outstanding in the state.

**O.S.S.T. W. Bryan Memorial Award of Honor**

The O.S.S.T. W. Bryan Memorial Award of Honor is presented annually to the teacher who has made a significant contribution to the education of our youth. The award is presented annually to the teacher who has been judged to be the most outstanding in the state.

The O.S.S.T. W. Bryan Memorial Award of Honor is presented annually to the teacher who has made a significant contribution to the education of our youth. The award is presented annually to the teacher who has been judged to be the most outstanding in the state.

**Commendation**

The commendation is presented to the teacher who has made a significant contribution to the education of our youth. The award is presented annually to the teacher who has been judged to be the most outstanding in the state.

**R. Darrel Phillips Award**

The R. Darrel Phillips Award is presented annually to the teacher who has made a significant contribution to the education of our youth. The award is presented annually to the teacher who has been judged to be the most outstanding in the state.

**P. A. Petrie, Huron County Scholarship**

The P. A. Petrie, Huron County Scholarship is presented annually to the student who has made a significant contribution to the education of our youth. The award is presented annually to the student who has been judged to be the most outstanding in the state.

**Alexander Pringle Seggie Award**

The Alexander Pringle Seggie Award is presented annually to the student who has made a significant contribution to the education of our youth. The award is presented annually to the student who has been judged to be the most outstanding in the state.

**Alexander Pringle Seggie Memorial Award**

The Alexander Pringle Seggie Memorial Award is presented annually to the student who has made a significant contribution to the education of our youth. The award is presented annually to the student who has been judged to be the most outstanding in the state.

**Don Wright Scholarship in Music Education (Practical Instrumental Arranging)**

The Don Wright Scholarship in Music Education (Practical Instrumental Arranging) is presented annually to the student who has made a significant contribution to the education of our youth. The award is presented annually to the student who has been judged to be the most outstanding in the state.

**Don Wright Scholarship in Vocal Music**

The Don Wright Scholarship in Vocal Music is presented annually to the student who has made a significant contribution to the education of our youth. The award is presented annually to the student who has been judged to be the most outstanding in the state.

**Award Winners 2006**

The award winners for 2006 are listed below. The award is presented annually to the student who has made a significant contribution to the education of our youth.

**Primary/Junior Award of Honor**

John Doe, Jr.

**Junior/Intermediate Award of Honor**

John Doe, Jr.

**Intermediate/Senior Award of Honor**

John Doe, Jr.

**Arnold Balins Award**

John Doe, Jr.

**Borthwick Dugorth Scholarship**

John Doe, Jr.

**James Johnson Masonic Award**

John Doe, Jr.

**M. Penelope Carter Award**

John Doe, Jr.

**Max A.R.M. Craie Memorial Award in History and Political Science**

John Doe, Jr.

**The Robert Morrice Creative Award in Music and Mathematics**

College of Arts and Sciences

**Jeffrey Drdul Memorial Award**

• Department of Education  
• Department of Psychology

**Jeffrey Drdul O.S.O.T. Award in Special Education**

• Department of Psychology

**John J. Del Grande Scholarship**

• Department of Psychology

**E.T.O. Faculty of Education Award**

(Department of Psychology)

**James W. Fair Award in Elementary Education**

• Department of Psychology

**Don Galbraith Presekice Teacher Award of Excellence**

• Department of Psychology  
• Department of Psychology  
• Department of Psychology

**The Professor Arthur Gouden Memorial Entrance Scholarship in Science**

• Department of Psychology  
• Department of Psychology  
• Department of Psychology  
• Department of Psychology

**The R. J. McMaster Award**

• Department of Psychology

**O.E.C.T.A. Award of Excellence**

• Department of Psychology

**O.S.S.T. W. Bryan Memorial Award of Honour**

• Department of Psychology

**Outstanding Contribution to the Life of the Faculty**

• Department of Psychology

**Commendation**

• Department of Psychology  
• Department of Psychology  
• Department of Psychology  
• Department of Psychology  
• Department of Psychology

**The Dr. and Mrs. R. J. Peterson Memorial Entrance Award**

• Department of Psychology  
• Department of Psychology  
• Department of Psychology

**The P. A. Petrie Huron County Scholarship**

• Department of Psychology

**The R. Darrel Phillips Award**

• Department of Psychology

**Bertha and Gordon Ross Entrance Scholarship in Primary/Junior Education**

• Department of Psychology  
• Department of Psychology

**Roseann Runte Award Scholarship**

• Department of Psychology

**Alexander Pringle Seggie Memorial Award, Business**

• Department of Psychology

**Alexander Pringle Seggie Award**

• Department of Psychology

**Sean Stirling Entrance Award**

• Department of Psychology

**Don Wright Scholarship in Music Education (Practical Instrumental Arranging)**

• Department of Psychology

**Don Wright Scholarship in Vocal Music**

• Department of Psychology

**University of Toronto Vari Scholarship**

• Department of Psychology  
• Department of Psychology  
• Department of Psychology  
• Department of Psychology

# Student Services and Activities

In the following pages you will find information on the various services and activities available to you. To ensure that you are fully informed, we have provided a list of resources that you may find helpful. *IntUIT: your guide to student life* is a great resource for you. We encourage you to explore the various options available to you. We hope that you will find this information helpful and that you will have a successful and enjoyable experience at the University of Toronto.

For more information on the various services and activities available to you, please contact the Student Services and Activities office. We are located at the University of Toronto, 27 King's College Circle, Toronto, Ontario M5S 1A5. Our phone number is (416) 978-1111. Our website is <http://www.utoronto.ca/student-services>. We are available to you from 9:00 a.m. to 5:00 p.m., Monday through Friday. We are also available to you on weekends and holidays. We are committed to providing you with the highest quality of service and support.

## Services and Activities

### Alumni Association

The Alumni Association is a group of former students who have graduated from the University of Toronto. They are dedicated to supporting the University and its students. They provide a variety of services and activities for alumni, including networking opportunities, career development, and financial aid. They also provide a platform for alumni to share their experiences and insights with current students.

**Contact:** [alumni@utoronto.ca](mailto:alumni@utoronto.ca)  
**Location:** 100 St. George Street, Toronto, Ontario M5S 1A5  
**Telephone:** 416-978-1111

### Education Commons

The Education Commons is a resource for students who are interested in education. It provides a variety of services and activities, including career development, financial aid, and networking opportunities. It also provides a platform for students to share their experiences and insights with each other. The Education Commons is a great resource for students who are considering a career in education or who are currently in a graduate program.

**Contact:** [educationcommons@utoronto.ca](mailto:educationcommons@utoronto.ca)  
**Location:** 100 St. George Street, Toronto, Ontario M5S 1A5  
**Telephone:** 416-978-1111

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**Contact:** [educationcommons@utoronto.ca](mailto:educationcommons@utoronto.ca)  
**Location:** 100 St. George Street, Toronto, Ontario M5S 1A5  
**Telephone:** 416-978-1111

### Education Commons

**Telephone:** 416-978-1176  
**Website:** <http://www.utoronto.ca/education-commons>

### Library

**Telephones:** 416-978-1111  
**Website:** <http://www.library.utoronto.ca>

### Indigenous Education Centre (IEC)

The IEC provides a range of services to support Indigenous students. It offers cultural programs, language classes, and support for students' academic and personal needs. The centre also provides a safe space for students to share their experiences and connect with their community.

**Contact:** 416-977-7191  
**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-7191  
**Email:** [iecc@utoronto.ca](mailto:iecc@utoronto.ca)  
**We site:** [www.utoronto.ca/iecc](http://www.utoronto.ca/iecc)

### International Students

The International Students' Association (ISA) provides support and resources for international students. It offers information on visa requirements, housing, and academic support. The ISA also organizes social events and provides a platform for students to share their experiences.

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**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-7191  
**Email:** [isa@utoronto.ca](mailto:isa@utoronto.ca)

### Midspace Daycare

Midspace Daycare provides a safe and nurturing environment for young children. It offers a range of activities and programs to support children's development. The daycare also provides a platform for children to learn and grow.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-7191  
**Website:** [www.midspace.ca](http://www.midspace.ca)  
**Email:** [info@midspace.ca](mailto:info@midspace.ca)

### Student Services Office (SSO)

The Student Services Office (SSO) provides support and resources for students. It offers information on academic support, financial aid, and student organizations. The SSO also provides a platform for students to share their experiences.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-7191  
**Website:** [www.utoronto.ca/ssos](http://www.utoronto.ca/ssos)  
**We site:** [www.utoronto.ca/ssos](http://www.utoronto.ca/ssos)



## University-wide Services and Activities

### Original Student Services and Programs First Nations House

The First Nations House is a place where students from various backgrounds can meet and share their experiences. It provides a safe and supportive environment for students to discuss their concerns and seek advice. The house also offers a range of services, including academic support, career counseling, and mental health services. It is a place where students can find the help they need to succeed in their studies and in life.

**Location:** 600 University Ave, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/firstnations](http://www.utoronto.ca/firstnations)

### Anti Racism and Cultural Diversity Office

The Anti Racism and Cultural Diversity Office is committed to creating a campus environment that is free from racism and discrimination. It provides support and resources for students who have experienced racism or discrimination. The office also offers workshops and training sessions on topics such as cultural diversity, racism, and human rights. It is a place where students can learn more about different cultures and ways of thinking.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/arcdo](http://www.utoronto.ca/arcdo)

### Career Centre

The Career Centre provides students with the tools and resources they need to explore their career options and prepare for the job market. It offers a range of services, including career counseling, resume writing, and job search strategies. The center also provides information on internships, co-op programs, and graduate school options. It is a place where students can get the help they need to make informed decisions about their future.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/career](http://www.utoronto.ca/career)

The Career Centre provides students with the tools and resources they need to explore their career options and prepare for the job market. It offers a range of services, including career counseling, resume writing, and job search strategies. The center also provides information on internships, co-op programs, and graduate school options. It is a place where students can get the help they need to make informed decisions about their future.

**Location:** 140 College Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/career](http://www.utoronto.ca/career)

### Community Safety Coordinator

The Community Safety Coordinator is responsible for ensuring the safety and security of the campus community. This includes conducting safety audits, providing safety training, and responding to safety incidents. The coordinator also works to create a safe and supportive environment for students and staff. It is a place where students can report safety concerns and get the help they need to stay safe.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/safety](http://www.utoronto.ca/safety)

### Disability Services for Students

The Disability Services for Students office provides support and resources for students with disabilities. This includes providing accommodations, such as extended time on exams and alternative formats for course materials. The office also offers support with accessibility issues on campus. It is a place where students can get the help they need to succeed in their studies.

**Location:** 100 St. George Street, Toronto, ON M5S 1A5  
**Telephone:** 416-977-1437  
**Website:** [www.utoronto.ca/disability](http://www.utoronto.ca/disability)

**Family Care**

The Family Care Centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care.

**Location:** 140 College Street, Toronto, ON M5S 1A5  
**Telephone:** 416-978-9191  
**Website:** www.familycare.ca

**Art House**

The Art House provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care.

**Location:** 700 College Street, Toronto, ON M5S 1A5  
**Telephone:** 416-978-4141  
**Website:** www.artshouse.ca

**Health Services**

The Health Services provide a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care.

The Health Services provide a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care.

**Location:** 140 College Street, Toronto, ON M5S 1A5  
**Telephone:** 416-978-9191  
**Email:** health@familycare.ca  
**Website:** www.familycare.ca

**Housing**

The Housing services provide a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care. The centre provides a safe and secure environment for children and youth who are in need of care.

**Location:** 140 College Street, Toronto, ON M5S 1A5  
**Telephone:** 416-978-4141  
**Email:** housing@familycare.ca  
**Website:** www.familycare.ca

**Accommodation and Cost of Living**

The following table shows the estimated cost of living for a student in Toronto.

Room and board	7
Books and supplies	1
Local transportation	6
Personal expenses	6
Health insurance	6
Other	1
<b>TOTAL</b>	<b>\$1,13</b>

**International Student Centre (ISC)**

The International Student Centre (ISC) provides a range of support services for international students. It offers information, advice, and assistance with visa applications, immigration, and settlement. The centre also provides a safe and supportive environment for students to meet and socialize. For more information, please contact the ISC.

**Location:** Level 1, 100 Victoria Street  
**To contact:** 02 9595 1177  
**Telephone:** 416-977-6664  
**Email:** [isc@utoronto.ca](mailto:isc@utoronto.ca)  
**Website:** [www.utoronto.ca/isc](http://www.utoronto.ca/isc)

**Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office**

The Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office (LGBTQ+) provides a safe and supportive environment for students. It offers information, advice, and assistance with issues related to sexual orientation and gender identity. The office also provides a range of resources and programs, including support groups, workshops, and social events. For more information, please contact the LGBTQ+ Office.

**Location:** Level 1, 100 Victoria Street  
**To contact:** 02 9595 1177  
**Telephone:** 416-946-6644  
**Email:** [lgbtq@utoronto.ca](mailto:lgbtq@utoronto.ca)  
**Website:** [www.utoronto.ca/lgbtq](http://www.utoronto.ca/lgbtq)

**Sexual Harassment Office**

The Sexual Harassment Office (SHO) provides a safe and supportive environment for students. It offers information, advice, and assistance with issues related to sexual harassment and assault. The office also provides a range of resources and programs, including support groups, workshops, and social events. For more information, please contact the SHO.

**Location:** 4th Floor, 100 Victoria Street  
**To contact:** 02 9595 1177  
**Telephone:** 416-977-6664  
**Email:** [sho@utoronto.ca](mailto:sho@utoronto.ca)  
**Website:** [www.utoronto.ca/sho](http://www.utoronto.ca/sho)

**Status of Women Office**

The Status of Women Office (SWO) provides a safe and supportive environment for students. It offers information, advice, and assistance with issues related to gender equality and women's rights. The office also provides a range of resources and programs, including support groups, workshops, and social events. For more information, please contact the SWO.

**Location:** Level 1, 100 Victoria Street  
**To contact:** 02 9595 1177  
**Telephone:** 416-977-6664  
**Email:** [swow@utoronto.ca](mailto:swow@utoronto.ca)  
**Website:** [www.utoronto.ca/swow](http://www.utoronto.ca/swow)

# Policies and Regulations

**OTE:** The following information is available at [utoronto.ca/gocncl/pap/alphapol.htm](http://utoronto.ca/gocncl/pap/alphapol.htm) and on the online policy manual on the website of the Ontario Council on Educational Assessment: [www.ontario.ca/education](http://www.ontario.ca/education).

Online policy manual on the website of the Ontario Council on Educational Assessment: [www.ontario.ca/education](http://www.ontario.ca/education).

## English Language Proficiency Policy

**OTE:** The following policy is effective as of the date of publication of this policy manual on the website of the Ontario Council on Educational Assessment: [www.ontario.ca/education](http://www.ontario.ca/education).

The following policy is effective as of the date of publication of this policy manual on the website of the Ontario Council on Educational Assessment: [www.ontario.ca/education](http://www.ontario.ca/education).

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## A. Acceptable Levels of Proficiency in English

### For Applicants To The Diploma in Technological Education Program

- All applicants who apply to the Diploma in Technological Education Program must demonstrate proficiency in English as a second language (ESL) by one of the following methods:
- The Ontario English Language Assessment (OELF)
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA)
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA) or the Ontario Council on Educational Assessment (OCEA).

### For Applicants To The Bachelor of Education Degree Program

- All applicants who apply to the Bachelor of Education Degree Program must demonstrate proficiency in English as a second language (ESL) by one of the following methods:
- The Ontario English Language Assessment (OELF)
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA)
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA) or the Ontario Council on Educational Assessment (OCEA).

## B. Acceptable Tests and Required Scores

**OTE:** All applicants who are new to the province must demonstrate proficiency in English as a second language (ESL) by one of the following methods:

- The Ontario English Language Assessment (OELF) Test
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA)
- The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA) or the Ontario Council on Educational Assessment (OCEA).

**Paper-based, on-line, or computer-based tests:** The English as a Second Language Test (ESL Test) administered by the Ontario Council on Educational Assessment (OCEA) or the Ontario Council on Educational Assessment (OCEA).

**Computer Aided Online English Language Proficiency Test**  
 The online English Language Proficiency Test is a computer-based test that assesses your listening, reading, writing and speaking skills.

**Internet Aided Online English Language Proficiency Test**  
 The online English Language Proficiency Test is a computer-based test that assesses your listening, reading, writing and speaking skills.

**OR**

**IELTS (International English Language Testing System)**  
 The IELTS test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

**OR**

**MEAB (Michigan English Language Assessment Battery)**  
 The MEAB test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

**OR**

**TOEFL (Test of English as a Foreign Language)**  
 The TOEFL test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

**OR**

**University of Toronto, School of Continuing Studies' English Language Academic Preparation Course**  
 The English Language Academic Preparation Course is a program designed to help non-native speakers improve their English language skills.

**C. Deadline for Submitting Evidence of English Language Proficiency**

The deadline for submitting evidence of English language proficiency is 4 weeks before the start of the program. For more information, please contact the International Student Services office.

**Testing Agency Information**

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

**1. TOEFL (Test of English as a Foreign Language)**

**TWE (Test of Written English)**

**TSE (Test of Spoken English)**

For more information, please contact the International Student Services office.

Telephone: 1-416-977-3146

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

**2. IELTS (International English Language Testing System)**

The IELTS test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

**IELTS (International English Language Testing System)**  
 The IELTS test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

Telephone: 1-743-222-6666

Website: [www.ielts.org](http://www.ielts.org)

Website: [www.ielts.org](http://www.ielts.org)

**3. MEAB (Michigan English Language Assessment Battery)**

The MEAB test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

Telephone: 1-866-696-6966

Website: [www.meabtest.com](http://www.meabtest.com)

Website: [www.meabtest.com](http://www.meabtest.com)

Website: [www.meabtest.com](http://www.meabtest.com)

**OR**

The TOEFL test is a standardized test of English language proficiency for non-native speakers who are studying in an English-speaking country.

Telephone: 1-800-421-4999

Website: [www.toefl.com](http://www.toefl.com)

Website: [www.toefl.com](http://www.toefl.com)

Website: [www.toefl.com](http://www.toefl.com)

Website: [www.toefl.com](http://www.toefl.com)

**4. TOP (Test of Oral Proficiency)**

**TOW (Test of Written Proficiency)**

For more information, please contact the International Student Services office.

Telephone: 416-946-9464

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

**5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course**

Telephone: 416-977-3146

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

Website: [www.utoronto.ca/ies](http://www.utoronto.ca/ies)

1. The school shall have the right to suspend or expel any student who is found to be in violation of the following rules:

a. The student shall be suspended or expelled if the student is found to be in violation of the following rules:

1. The student shall be suspended or expelled if the student is found to be in violation of the following rules:

• The student shall be suspended or expelled if the student is found to be in violation of the following rules:

To be on the honor roll, a student must have a minimum grade point average of 3.0.

Telephone: 416-978-1248

Fax: 416-996-4444

Website: www.416-996-4444

## Grading Practices, Bachelor of Education and Diploma in Technological Education Programs

### A. Evaluation Procedures, Courses

1. The student shall be evaluated on the basis of the following criteria:

- a. The student shall be evaluated on the basis of the following criteria:
- b. The student shall be evaluated on the basis of the following criteria:
- c. The student shall be evaluated on the basis of the following criteria:
- d. The student shall be evaluated on the basis of the following criteria:

2. The student shall be evaluated on the basis of the following criteria:

3. The student shall be evaluated on the basis of the following criteria:

4. The student shall be evaluated on the basis of the following criteria:

5. The student shall be evaluated on the basis of the following criteria:

6. The student shall be evaluated on the basis of the following criteria:

7. The student shall be evaluated on the basis of the following criteria:

### B. Evaluation Procedures, Practicum

The student shall be evaluated on the basis of the following criteria:

1. The student shall be evaluated on the basis of the following criteria:

2. The student shall be evaluated on the basis of the following criteria:

3. The student shall be evaluated on the basis of the following criteria:

### C. Evaluation Procedures, Internship

The student shall be evaluated on the basis of the following criteria:

1. The student shall be evaluated on the basis of the following criteria:

2. The student shall be evaluated on the basis of the following criteria:



he, e o. lne o e o, en on o he  
• helo o... on e) ee o he, plo n  
Te hnolo), l... on n he e e o  
• l on, n o: olle) e o Te, he  
• o e, he, n r e, ll e pe, e o e  
• o e h n, e n un le, n on o p  
he eo o n e) ee, plo o e e  
le n he, len: ae, ep e, on o he  
• ppe l: o, ee o he: o. n lo he l:

2. Practicum

The e e, o, he, le... on, e, he  
• n r e, e e e p n e, h o, he, o, he, le  
p... on... ) n e on e, h... e  
e l on, e, he, n r e, h o, l he o  
e on, he, le... ll e) n e... pple en l  
p le) o, o ple e... on l... e o e e,  
n p p o l, he, en, e e, o, ee  
( pple en l p le) ll e) n e o h  
( he, le... h e, en, o ple e, n l, o  
• pple en l p le) ll e) n e o he...  
o, e e, e, he, n r e, h o, l o h o, he  
• he, le... n r l he... pple en l  
• ... ll he e o e e e un l) e o... o  
• e o he... o, e n, ll no e  
e o, en e o he, helo o... on e) ee o he  
• plo n Te hnolo), l... on no o he  
• e e o... l on, n o: olle) e o Te, he

Internship

e, he, n r e, o e) n e... pple en l  
p le) e o n... ll n e n h p p o e h  
o h... pple en l p le) h e n o e e n  
e

Access to Examination Papers

l o p o un le, n on p pe o he p e e n)  
• e e e e l le n he... on  
• o on... The e l le o e e...  
e, he, n r e, p on e... n o, e...  
n... o... e) n e n e e p on o un)  
n e... n on p pe... e p on... e) n e...  
he, en, o... n e, n h a e... n e e p on  
no, e, ll e le n pl, e o, he, op o, he  
e n on  
e, he, n r e, h, he) h o p e on o he  
e e n) n r e, he, n) o... on un l  
e n on... en p e on... e... e o  
he e) h n, o, e e o e e n) he) e  
o e e on, e, he, n r e l o h, he) h o  
e e, h o he e n on, h ep e n e o

he, le en o e on... o) e n) he  
e n on... e, o e n) n... e... n  
op n) e... he e ppl... ll e le e n  
e e p o o he e e

G. Withdrawals

e, he, n r e, h r... o he, helo o  
... on e) ee o plo n Te hnolo), l... on  
p o) h o... e... pen l on o e o e... h l  
o ple e... h... l o he, n e... o...  
e o he e) e e o he o... l e l n e, he  
) n o WDR, h r, n, h o... e... pen l...  
ll e e n e e on he e, he, n r e... e... e o  
e, he, n r e, h o, h r... h o, n o n) he  
e) n, n) ll e... n e) e o... o CR  
• p p o p e, n ll, o... e, he, n r e, h o  
• h a o, h r... e he o... l e l n e... p e on  
he e) o p e... on o o o, h o... e...  
pen l

Conflict of Interest

he e he n... o o e, he, n r e h... on l,  
o n e a o... n... on, he e... n r o, e e  
... en... n o e p a... l e, h o, h... l e... l a e o  
he, e n, o... n e, h o, h ll e e ep o e n e  
n a... n r o, e

I. Procedures in the Event of Disruptions

1. Principles

The o llo, n) p n pl... h ll p p l n he e en o  
• p on o he... e... p o) :

- The... n e) o... e... p o) ...  
... e hono. e... n  
- Te, he, n r e... e e e n...  
... n n e e o n, n) he... e o o, h o, e o  
en... n e... l... o no, h o, pen l:

2. Procedures

- The... e... en n... o a o he... e...  
• o... h ll e l e, hen... p on o he  
... e... p o) h o... e... The o a... h ll  
... e e p o n o... he, n e... o... n...  
l) e o, he, h n) o e... p le, en e n... ll  
ep o o he o... ee on... e... o l... n  
• o) e) n) he... p le, en on o he  
p o e... n... h n) o he... o... he  
... e... p o) :



... n... l... n... o... apon... le... o... o... h...  
 e... p... h... l... e... ne... he... p... on...  
 p... e... he... n... h... n... o... l... oo...  
 p... e... e... nee... e... o... ple... he... o... e...  
 h... n... o... he... l... oo... p... e... o... ho... f...  
 he... e... pa... le... e... e... h... e... he...  
 n... o... p... o... he... l... n... h... h... o... e... he...  
 e... he... n... o... p... a... en... on... he... p... o... a... e... h... n... o...  
 o... e... en... h... n... o... )... ee... pon... o... on... en... o...  
 ho... f... e... o... he... t... e... n... o... a... )... n... e...  
 h... e... po... on... he... er... n... e... he... l... oo... he...  
 he... o... e... e... en...  
 he... e... on... en... o... on... h... n... o... h... no... een... e...  
 o... he... e... o... e... no... e... le... he... n... o...  
 e... he... l... oo... o... on... ll... p... o... e... he... t... e... n... o...  
 a... n... e... h... h... o... he... e... o... er... on... lon... )...  
 h... he... a... l... o... n... l... oo... o... The... e... n...  
 o... a... )... n... e... h... ll... hen... e... e... e... on...  
 he... e... l... oo... e... no... le... o... on... ene... he...  
 n... o... h... he... p... o... pp... o... lo... he... t... e... n... o...  
 a... )... n... e... h... ll... e... h... n... o... )... ee... e... ne... a... o...  
 he... l... oo... p... o... e... n... he... e... en... e... o... he...  
 n... o... he... le... en... o... e... on... r... o... )...  
 o... n... o... h... ll... on... l... h... he... t... e... n... o...  
 a... )... n... e... h... n... o... )... e... ll... e... e... e... o...  
 he... o... a... o... pp... o... l... he... e... o... e... e... o... e...  
 n... elle... a... pp... o... lo... he... t... o... n... lo... he... l... o...  
 e... e... he... t... o... n... lo... he... l... o... n... no...  
 ee... a... pp... o... lo... he... t... e... n... o... n... he... e... en... e... o...  
 he... t... e... n... he... pp... o... lo... he... t... o... a... e... e...  
 Te... he... n... o... a... e... n... o... e... o... h... n... o... o...  
 l... oo... p... o... e... The... e... e... one...  
 l... n... he... h... n... o... n... n... o... he... l... oo...  
 p... a... n... he... ep... en... l... r... l... o... a...  
 ep... o... n... o... he... t... on... l... o... n... l... ell... l... e... n... )...  
 n... he... p... p... ho... f... l... o... a... e...  
 e... he... n... o... e... n... o... e... l... oo...  
 n... h... n... o... )... e... n... he... t... p... on...  
 he... e... h... n... o... he... l... oo... p... o... e... e...  
 e... e... he... n... o... ho... o... no... h... o...  
 o... ple... he... o... e... n... e... he... e... e... p... o... e...  
 h... h... ho... e... pen... l... The...  
 e... e... one... p... o... he... l... o... l... o...  
 he... e... he... n... o... h... e... no... en... e... l... o...  
 h... e... ee... n... he... none... he... l... e... n...  
 a... p... on... le... o... he... o... e... o... n... ee... n... o... e... e...  
 e... e... en... o... e... e... he... e... pa... le... e... on... le...  
 e... en... on... o... e... l... na... o... he... o... e... e... e... en... a...  
 o... p... o... on... o... e... p... a... h... ll... e... e... n... e...  
 e... on... le... len... e... o... e... l... o... ee...  
 ho... f... e... p... o... e...

... e... he... n... o... e... ho... ee... l... o... n... o... h... o... he...  
 p... e... l... o... n... a... h... h... n... o... he...  
 l... oo... p... o... e... e... h... e... n... e... on... l... e... e... h...  
 o... he... )... e... p... p... e... l... he... )... e... o... l... l... o... n... he...  
 p... o... e... e... o... n... e... h... o... on...

## Appeal Procedures

### Bachelor of Education and Diploma in Technological Education Programs

... en... n... he... e... o... n... h... l... n... n...  
 ( ... on... n... e... o... Te... h... n... n... l... e... n... n...  
 n... e... e... e... on... p... o... )... ho... f... e... o... he...  
 e... e... l... e... n...

#### A. Appeal of Academic Grades

... e... he... n... o... e... p... e... )... e...  
 n... o... ll... h... he... n... o... n... ol... e... h... e...  
 o... on... o... no... ol... e... he... t... p... e... he... o... l... o... n... )...  
 p... o... e... e... n... e...

1 ... e... he... n... o... e... p... p... e... l... n... n... )... a... p... e...  
 )... e... o... he... n... o... a... p... on... le... h... n... o... ee...  
 o... e... n... he... t... p... e... )... e... The... e... he... n... o... e...  
 ll... p... a... en... o... he... n... o... e... n... e... en...  
 e... l... n... he... )... o... n... o... he... p... p... e... l... n... he... a... ol... on...  
 o... )... h... The... n... o... ll... p... o... e... he... e... he...  
 n... o... e... h... e... n... e... e... en... )... n... he... on... le...  
 o... )... n... n... o... e... n... n... he... p... p...

The... e... he... n... o... e... p... p... e... l... he... e... o... n... o... he...  
 n... o... n... n... )... o... he... h... o... he... t... ep... en...  
 h... n... o... ee... o... e... n... he... e... on... The... h...  
 o... he... t... ep... en... ll... ee... o... e... he... t... p... e...  
 he... e... n... no... e... e... le... he... h... o... he...  
 t... ep... en... n... on... l... on... h... e... e... o... he...  
 t... ep... en... ll... e... he... e... n... o... he...  
 e... he... n... o... e... n... he... n... o... n... n... )... he...  
 l... n... o... he... t... ep... en... n... he... on... le... o... he...  
 e... o...

The... e... he... n... o... e... o... n... o... h... n... o...  
 ee... o... e... e... p... p... e... l... he... l... n... o... he... t... ep... en...  
 h... o... )... h... he... )... o... he... p... p... o... ee... o...  
 he... l... o... n... lo... The... o... ee... ll...  
 ep... on... l... e... n... o... on... o... e... h... p...  
 e... he... p... no... h... he... ep... a... en... e... p... p... e...  
 n... p... e... on... e... o... he... p... p... o... ee... The... en...  
 o... on... ho... f... n... l... e... he... e... en... e... e...  
 p... e... o... l... e... he... e... he... n... o... n...  
 h... o... he... t... ep... en... The... o... ee... ll... e...  
 he... e... n... h... o... )... h... he... )... n... n... )...  
 o... he... p... a... on... e... n... e... he... e... on... he...  
 o... ee... n... he... on... le... o... he... e... o...

4 The e, he, nr · e, he n, o o he h o  
 he ep en, h n, o, ee o e p  
 ppe l he l n) o he ppe l : o, ee n, n)  
 h o.) h he e) o he on l ppe l  
 : o, ee o he l : o n l o The  
 : h o he e e o ee ll hen  
 ho n r e el o on l ppe l  
 : o, ee o he he ppe l n on o  
 p o n) en on he ppe l n r  
 ) n e ep en e o ppe n  
 pe on, h o ho o n el o he o r  
 p en ) en n pe on o o n el o  
 en e l e e le o ee  
 p o o he e o he ppe l ee n) The ppe l n  
 no he e) nol e h n o  
 n o p o o he e o he on l  
 ppe l he n) he he o no he o he ele o  
 ppe n pe on n r o e ep en e n o  
 he ppe l n ele o no ppe a he o ee  
 ll p o ee h he en on he  
 ppe l n o a no no he e) he  
 ppe l ll e e n e The on l ppe l  
 : o, ee ll he on e e he e n  
 o n e e on n on le n n)  
 h o.) h he e n o o he p on e ne

The e, he, nr · e, he n l ppe l o he  
 e ppe l o o o he o e n n) : o n l o  
 he n e n ppe l o he e ppe l  
 o h ll e ep ne ep on l n e  
 o en e l n) no e o ppe l, h he  
 e e o he o nol e h n n ne .9  
 ( e e p o he on l e on o he e n  
 o

**B. Appeal of failures in Practice Teaching**

e, he, nr · e, he n l e o p p e  
 e, h n) on, h he o e e, he n ol e  
 h e o on o no o l e he p e he llo, n)  
 o l p o e e n e

**OTE:** e e e e o he n o Te, he,  
 e e on, T e, he, nr · o ho l e e o  
 he e) l on e n r e he Te, h n) o on,

1 e, he, nr · e, ppe l n, n) he l e  
 ) ne he o e e, he o he o o n o o  
 e Te, h n) h n, o, ee o e e n) he  
 epo The e, he, nr · e, ll p en o he  
 : oo n o en e en e l n) he) o n r  
 o he ppe l The e Te, h n) : oo n o ll  
 en a h n h ee o n) o p o he e he  
 nr · ppe l o he o e e, he The  
 e Te, h n) : oo n o n on l on, h

he e, he, nr · e, he o e e, he he  
 p n p l o he, hool nr he l n o  
 l h he e, he, nr · p e n e, ll  
 e e, he e n r en e en o he  
 e, he, nr · e) n) he on le o) n n) o  
 en n) he ppe l

The e, he, nr · e o he o e e, he  
 h n, o, ee o e p ppe l he e on o he  
 e Te, h n) : oo n o h o.) h he e)  
 o he ppe l : o, ee o he l : o n l o  
 The o, ee ll ep on e en  
 on o e h p e he p no  
 h he ep en e ppe n pe on e o he  
 ppe l : o, ee The en on ho l  
 n l e he e en e p e o l e he e, he  
 nr · e, he o e e, he nr he e  
 Te, h n) : oo n o The o, ee ll e e, he  
 e n a h o.) h he e) n, n) o  
 he p on e n e he e on o he o, ee  
 nr he on le o he e on

The e, he, nr · e, he o e e, he o he  
 e Te, h n) : oo n o h n, o, ee  
 o e p ppe l he l n) o he ppe l  
 : o, ee h o.) h he e) o he on l  
 ppe l : o, ee o he l : o n l o  
 The h o he e e o ee ll  
 hen, ho n r e el o on l ppe l  
 : o, ee o he he ppe l n on o  
 p o n) en on he ppe l n r  
 ) n e ep en e o ele o ppe  
 n pe on, h o ho o n el o he o r  
 n p en ) en n pe on o  
 o n el o e en e l e e le o ee  
 p o o he e o he ppe l  
 ee n) The ppe l n no he  
 e) nol e h n o n o p o o he  
 e o he on l ppe l he n) he he o no  
 he o he ele o ppe n pe on n r o e  
 ep en e n o he ppe l n ele o  
 no ppe a he o ee ll p o ee h he  
 en on he ppe l n o a no no  
 he e) he ppe l ll e e n e  
 The on l ppe l : o, ee ll he  
 on e e he e n o n e  
 e on n on le n n) h o.) h he e n  
 o o he p on e ne

4 The e, he, nr · e, he n l ppe l o he  
 e ppe l o o o he o e n n) : o n l o  
 he n e n ppe l o he e ppe l  
 o h ll e ep ne ep on l n e

... en e . . . n) no e o ppe l, h he  
 ( e e . o he . o . no l e h n n ne . 9 .  
 ( e e p o he . o n l e e on o he e n  
 o

**C. Applicability of Faculty Regulations**

The e . . . e no ll h n r l e . e e d . n)  
 he ppl . l . o . . l . e l on

... e he n r . e pe on n) he ppl . l . o . . l .  
 e l on ll p e n o he e ) . e n e e en  
 . e l n) he ) o n o he e . n r he o l on  
 . o ) h The e ) . n on l on h he e n ll  
 p o e he e he n r . e h . e n e e en  
 ) n) he on l e o ) n n) o e n n) he e .

**Academic Sanctions for Teacher Candidates Who are Outstanding University Obligations**

n o e o e e e n e . . e ) e o . plo . o o e  
 e o . e n e o . n e . o . . on o n o  
 . olle ) e o Te he . e . e . he n r . e .  
 h e . h ) e ll e o n e n e . o l ) on :  
 . on e . . e . n r o he n . e n l e . e e n e  
 e n r o he e e n e h ) e l . . n e o o e  
 . o n e l o n . e . . olle ) e . l e o he  
 n e . . e l h e . e . o n e h ) e o n e . ne  
 o . . ) e n . ( e n e . e l n r e p e n n r  
 o e e o he e . on e . on o he p . e n o  
 . . ) e n e on o o ) o o r e h o . n r e . e en  
 o p l e e . e . o p e n r e he . h o . o he  
**Code of Student Conduct.**

The ollo n) . e . . n on ll e . p e e on  
 e he n r . e . h o h e o . n n) e o n e  
 n e . o l ) on :

( e e n e o . l . o o . l n . p o e o . o  
 ( o h . ll no e . e .  
 The n e . . ll no e l e e e he he o . l  
 . o . . e n . no ll . l l e . plo . h h e l e he  
 . e ) e e . plo . o e . e e n e no p o e o l  
 . on . on o . e n e . on o e ) e e . o  
 e e n l e p . e . ll no . e e o . e n r on o  
 . n o . olle ) e o Te he . e h n) e .  
 n r e e ) . n . ll e l l o e o . l on e ) e n  
 h e he n . e ppe on he on o on p o )  
 e ) . on ll e e e o . on n . n) o e . n n)  
 e he n r . e . . e n . e . . on n . n) o  
 e . n n) e he n r . e h ll e pple . o o  
 o . n n) n e . . e . n e o n . o . e n e

**Transcripts**

... ll e . . o n . p o . . e . e o . . h he  
 e e p on o he . . on l . l . on . o . o  
 . . . o n r he n p l . l . on o ) . . .  
 e e e o he on o l e . n . p e n e he  
 ollo n) . . :

n e . o To on o T n . p : e n e  
 l . e o ) e e e . o o l 6  
 To on o n ( o .  
 Telephone: 416-973-4874  
 : 416-973-4874  
 . e e : . . . o o n o .

T n . p o **Additional Qualification Courses for Educators** n l . n) he **Principals' Qualification Program (PQP** . h o l . e . e e o he . . e . e lo .  
 . he h n p e o . h e n he e n r o n . p o .  
 he . e . . ll e p o e e . h n - l . o n )  
 . .

The e o . . e  
 . e . . e  
 . loo e e . e . o o 4-4  
 To on o n o . l 6  
 Telephone: 416-973-1634

**Policy on Official Correspondence with Students**

The n e . . n . . on . . e he p a l . l  
 . e e n r o e l e on . . e e . e ) e l e on .  
 . l n r o he . o p . e e e on l n e o e p o n e n e  
 . e e . e h n e . o e l e n ) o . l  
 . o e p o n e n e o . . e n

... l . o e p o n e n e . n l . e . . no l . e o .  
 . e e l e o . e n e p . p o n n he . e .  
 p o ) . . p o n n o . on o n e n n) n e . .  
 n r p o ) . e h e l n) e e n o . on n r o he  
 . e . on e n n) he . n e on n r ) o e n n e o .  
 h e n e .

**Postal Addresses and Electronic Mail Accounts**

... e e p o n l e o . n n n) n r . n) he  
 ( n e . o n h e n e . e . e n n o . on e .  
 . . e n l . . o . . e n n r l p a l . . e .  
 . ell . he . e o n e . e e e l e on . l  
 . o n h . e e . n r . o e . e e . he . e  
 . e e n n . o o

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all members of the community. This policy outlines the procedures for reporting and responding to incidents of sexual violence and sexual harassment.

### University Rights and Responsibilities Regarding Official Correspondence

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all members of the community. This policy outlines the procedures for reporting and responding to incidents of sexual violence and sexual harassment.

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all members of the community. This policy outlines the procedures for reporting and responding to incidents of sexual violence and sexual harassment.

### Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all members of the community. This policy outlines the procedures for reporting and responding to incidents of sexual violence and sexual harassment.

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all members of the community. This policy outlines the procedures for reporting and responding to incidents of sexual violence and sexual harassment.

# Academic Staff

## Adult Education and Counselling Psychology (AECF)

. l n e n e h i . To on o e o h  
 . n e h i . Te o o o o h  
 . leen n one . . . . To on o e o o  
 . enno o o el . . . . To on o e on l e . e  
 . e n e . n a p . . . . a e n . . . on l e . e  
 . onne . . . o e h i . To on o e n o e . e  
 . h l e . . h e n e h i . . . h o l . . . o o  
 . . . o l e . . . . To on o e o  
 . o o n e . . . . e e . . . on l e . e  
 . e l n e t e n n e . . . . e . e  
 . o l l e h i . . e e n . . . . o  
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## Curriculum, Teaching and Learning (CT)

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 T . . o k e n e h i . To on o e o o h  
 . o . ) l e . . . o . ) l l . . . . To on o e o o  
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 . h . . o e h i . . n o . . . o o

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 . l . e h . . p e l l e h i . To on o e o o  
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 . . . . e . h i . To on o e o o  
 . e e . o o n e h i . . n h e e o  
 . n e n ) h i . l l n o . . . . o o  
 . l e e e e h i . . n o . . . . o o  
 . e n . . . l o . n e h i . To on o e o o  
 . . . o o h i . . . o n . e e . . . o o  
 . l e . . . a n e h i . To on o e o o  
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 . o n n e e . . . h . . e l o o e . e  
 . h e n e . . . p n e h i . To on o e n o e . e  
 . n e . . e . . h i . . . . e e l e . . . o  
 . . . l l e h i . To on o e o  
 . . n . . n e h i . . e l . . . . o  
 . . . o . . o o h i . To on o e o o  
 . n . e e h i . To on o e o o  
 . o l o l h e e h i . . e l o n . . . o o  
 . . . . e n  
 . o h n . . . . h i . . . . e e o  
 . l e n e . . . l e h i . To on o e o  
 . n e . e l l e . . . . e h e . . . o o  
 . e n . ( h e p p . . . . ) . . e o n . .  
 . . . . e o  
 . e l e h o e . . . . To on o e o o  
 . l o . h i . . . . ) h . . . o o  
 . l . e h . . . . h e h i . To on o e o o  
 . n . p . . h i . To on o e o  
 . h e l l e . . . ) . e e o n e h i . l e . . . o o

ale e... To on o...  
 e he...  
 ee T...  
 ohn... ll... e... h... To on o...

**Human Development and Applied Psychology (DAP)**

he e... h... To on o...  
 hele... e... on... l... h... To on o...  
 o... e... not...  
 hen... )... ne... h... ll no...  
 h... h... h... o h... ol n...  
 l... o... e... h... o h... ol n...  
 eph... h... e... h... To on o...  
 hel... e... h...  
 n... le... on... h... h... n...  
 enn... en... n... h... on on...  
 e en... h... To on o... en o... e...  
 n... ee... h... e... n...  
 e... h... To on o...  
 n... n... h... To on o... en o... e...  
 hor... n... en... h... To on o...  
 el... e... e... h... To on o... en o... e...  
 on... a... h... To on o...  
 ne... e... elle... e... h... To on o...  
 h... l... e... l... n... h... e loo...  
 on... a... n... h... To on o...  
 een... o... a... h... e en...  
 e... (T... nno... h... To on o...  
 h... olpe... h... l... e...  
 h... ene... h... h... n...  
 le... llo... h... e loo...  
 h... ol... e... on n...  
 l... oo... h... To on o...

**Institute of Child Study**

n... ee... h... e... n...  
 ne... n... on... h... To on o...  
 l... o... e... h... o h... ol n...  
 onn... l... e... on...  
 hor... n... en... h... To on o...  
 ohn... o... n... To on o... n...  
 on... a... h... To on o...  
 ne... elle... e... h... To on o...  
 h... olpe... h... l... e...  
 le... llo... h... e loo...  
 l... oo... h... To on o...

**Institute of Child Study, a oratory School**

l... e... h... o... l... p... To on o... n... p...  
 l... e... o... p... To on o...

onn... e...  
 he nne... e... en... To on o...  
 oe... on... h... e... To on o...  
 h... el... n... T... e... To on o...  
 ell... oo... h... lo...  
 n... le... oo... To on o... e... on... e...  
 ll... olle... e...  
 ell... e... on...  
 h... el... To on o...  
 o... h... p... n... e... To on o...  
 h... n... To on o...  
 h... ol...  
 To on o...  
 en... ee... l... To on o...  
 n... To on o...  
 nne... h... en... To on o...  
 o... n... h... p... To on o...  
 en... e... h... l... To on o...  
 ol... ephen... on... p... To on o...

**Sociology and Equity Studies in Education (SESE)**

ehl... h... To on o...  
 h... h... h... e... o...  
 oo... n... o...  
 l... l... on... n... e... on...  
 e...  
 n... e... h... h... )... o...  
 le... n... e... h... T... o...  
 e... ol... on... h... l... en... )...  
 eo... e... e... e... h... To on o...  
 on... (elle... h... l... on... e... ele... o...  
 elen... en... h... To on o...  
 n... one... h... ohn... op... n... o...  
 o... n... )... h... To on o...  
 e... h... To on o...  
 he... ene... h... To on o...  
 h... leen... o... h... ll... h... l... on... e... ele... o...  
 ee... h... h... To on o...  
 o... e... on... h... l... e... o...  
 T... n... T... h... a... h... o...  
 l... To... h... )... e...  
 n... l... o... l... o... h... To on o...  
 o... h... n... ne... h... To on o...  
 Te... o... To on o... e... e...

**Theory and Policy Studies in Education (TPS)**

e... a... hee... h... h... ol...  
 ephen... n... e... on... h... To on o...  
 n... e... h... n... o...  
 e... n... ole... h... n... e... o... l... on... n...  
 o... o...

h...  
 n hon... h... lo... o...  
 aph... h... l... n... e... ele... o...  
 een... h... To on o... o...  
 ne... ell... o... en...  
 en... h... h... on e... o... o...  
 h... h... hoe... h... on on... o...  
 nel... (f... h... To on o... o... o... e-  
 en... n... a... o...  
 n... n... To on o... o... n... o...  
 len... on... h... To on o... o... o... e... n...  
 en... l... o... n... h... To on o... o... o... o...  
 n el... n... h... To on o... o...  
 enne h... e... h... o... h... To on o... o...  
 en... n... e... n... h... To on o... o...  
 e... ne... h... e... o...  
 e... nn... )n... on... h... n... o... o... o... o...  
 l... e... ll... h... To on o... o... o... o...  
 e... l... o... )n... h... To on o... o... o... o...  
 n... n... n... h... e... e... o... o... o...  
 o... n... )h... h... To on o... o...  
 n... e... o... h... lo... e... o... o... o...  
 h... l... e... l... h... h... )n... o...  
 ohn... o... ell... h... ll... o...  
 n... h... To on o... o...  
 o... h... h... enn... e... o... o...  
 h... n... ell... h... on... e... o... o... o...  
 ne... elle... e... e... e... o... o... o...  
 l... e... h... h... h... To on o... o... o... o...  
 nne... el... e... h... Te... o... o... o...  
 ot... (T... o... h... To on o... o...  
 n... n... e... To on o... o... o... o...

**Professors Emeriti**

oh n... en... h... To on o...  
 l... h... n... n...  
 l... e... e... h... e... n... l... n...  
 l... e... e... h... on... n...  
 n... e... e... lle... h... o... nell...  
 e... nne... o... n... h... To on o...  
 oo... h... h...  
 not... o... e... een...  
 e... e... e... h... lo...  
 h... h... ll... pl... e... n... ol...  
 h... el... onnell... h... h... )o...  
 n... o... h... o... h... h... l... e...  
 nn... e... h... on... n...  
 ohn... h... h... To on o...  
 T... on... h... een... l... n...  
 p... e... h... on... n...  
 aph... ell... h... e...  
 e... l... n... To on o...  
 on... e... To on o...

o... n... ene... e... h... on... e... l...  
 h... el... ll... n... h... To on o...  
 on... f... l... h... To on o...  
 e... e... l... n... h... o... nell...  
 h... o... een...  
 l... n... n... h... To on o...  
 )... l... e... h... To on o...  
 enn... e... e... o...  
 e... h... n... e... on...  
 o... o... o... nell...  
 n... h... h... o... e...  
 nne... o... n... h... To on o...  
 er... n... ell... To on o...  
 l... e... h... To on o...  
 h... on... p... n... h... To on o...  
 ephen... o... h... l... o... n... e... ele...  
 ohn... on... f...  
 ale... e... n... h... on... n...  
 o... e... e... n... h... ne... e... ellon...  
 e... h... e... o... h... To on o...  
 ol... e... h... To on o...  
 e... e... el... h... l... e... el... e...  
 o... e... o... n... h... To on o...  
 on... f... ell... l... n...  
 ol... el... n... h... h... n...  
 h... l... p... h... l... e...  
 h... h... o... h... o... h... ol... n...  
 n... ll... n... h... e...  
 e... h... le... h... on... on...  
 on... h... l... e...  
 h... o... h... e... on... h... le...  
 l... on... en... e... h... To on o...  
 en... e... e... h... onne...  
 ephen... T... h... l... e...  
 en... h... el... h... To on o...  
 on... f... l... e... h... n... e... on...  
 h... el... ol... n... h... l... o...  
 o... o... h... h... h... l... o... n... e... ele...  
 e... ll... n... h... l... o... n... ne...  
 on... h... T... n... ll... n... h... nn... o...  
 l... n... Tho... h... ol...  
 llen... To... h... h... h... )o...  
 h... To... n... er... h... h... )o...  
 T... h... n... e... on...  
 el... n... h... o... h... l... e...  
 el... o... on... h...  
 oel... e... h... h... )o...  
 o... e... l... n... on... h... nn... o...  
 l... n... ol... To on o...

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