

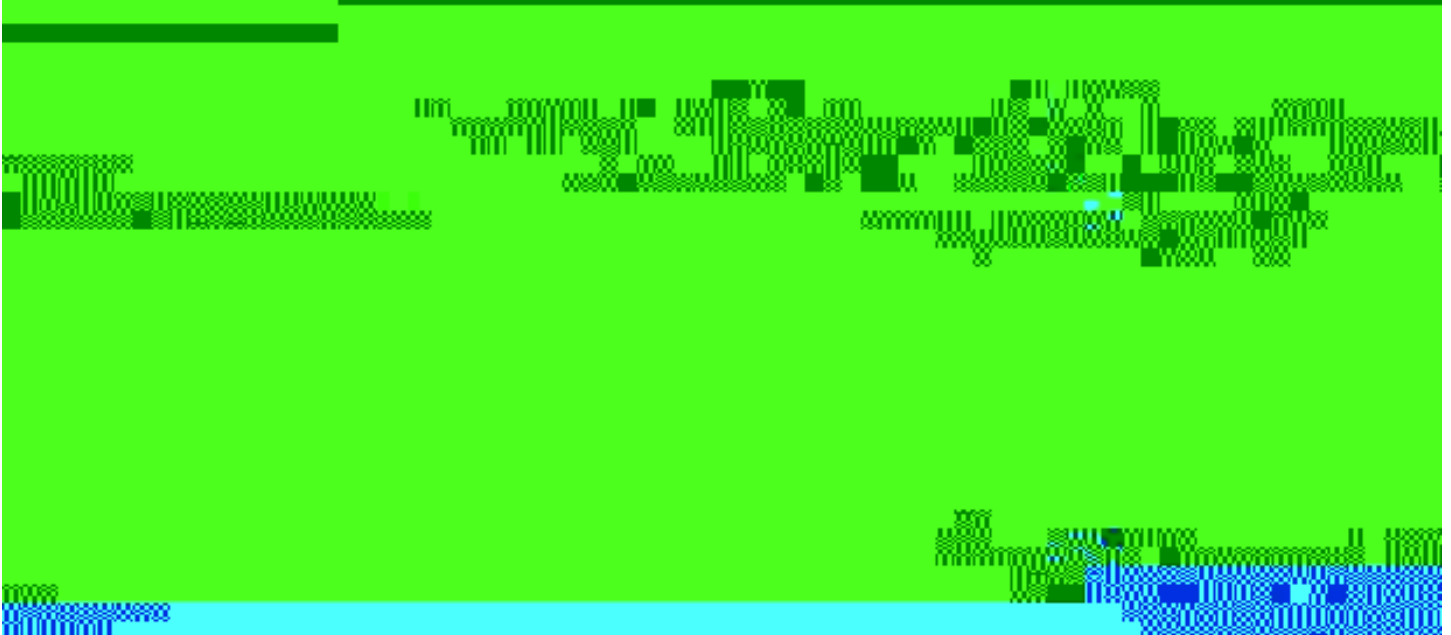
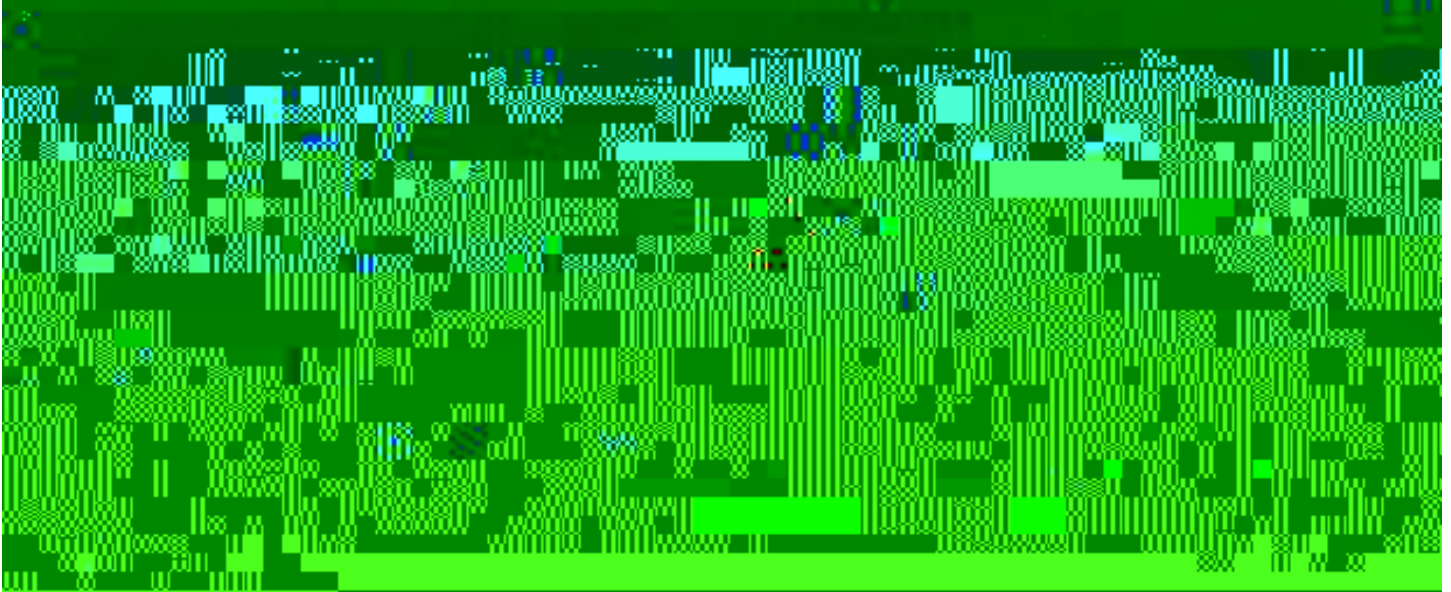
OLIVE

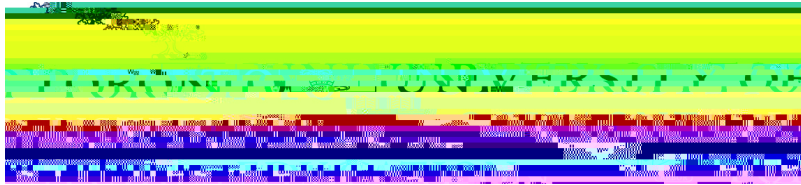
Online simulation for the design of integrated circuits

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THE UNIVERSITY OF TORONTO

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OISE Registrar's Office	3
Important Notices	4
Teacher Candidates and Professionalism	6
Sessional Dates and Deadlines	7
OISE Administrative Officers (Partial List)	9
Mission, History and Vision of OISE	11
Summary of Programs Offered by OISE	13
Concurrent Teacher Education	15
Consecutive Bachelor of Education	26
Technological Education	41
Policies and Regulations - Consecutive B.Ed. & Dipl. Technological Education	45
Graduate Initial Teacher Education Programs	50
Teachers' Associations of Ontario	51
Fees	52
Financial Assistance and Awards	53
Student Services and Facilities	59
OISE Academic Staff	63
Index	66

(See information in CTEP section)

E-mail: ctep@utoronto.ca

Website: www.ctep.utoronto.ca

Telephone: 416-978-1848

Fax: 416-323-9964

E-mail: admissions@oise.utoronto.ca

Website: www.oise.utoronto.ca/admissions

Telephone: 416-978-4300

Fax: 416-323-9964

E-mail: admitted@oise.utoronto.ca

Website: www.oise.utoronto.ca/ro/Teacher_Candidates

(See information in Graduate Initial Teacher Education Programs section)

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August. "Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, Aboriginal persons and native speakers of French.

OISE welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teachers' Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE may determine.

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours
One quarter course (0.25) = a minimum of 18 contact hours

If a teacher candidate wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by teacher candidates with disabilities, the instructor's consent will not be unreasonably withheld.

The Consecutive Bachelor of Education program, the Diploma in Technological Education program, the Concurrent Teacher Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students.

Please see the Vulnerable Sector Police Screening section of the OISE Registrar's Office website for up-to-date procedures:
www.oise.utoronto.ca/ro/Police_Checks

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to the Ontario College of Teachers:

416-961-8800
www.oct.ca

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and

Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

McMurrich Building, Room 104
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8
416-946-7303
www.utoronto.ca/privacy

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and that apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of OISE are listed in this Calendar. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies cited in this Calendar as amended from time to time.

All University policies can be found at:
www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

- Academic Sanctions for Students who Have Outstanding University Obligations
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Grading Practices Policy
- Policies and Principles for Admission to the University of Toronto
- Policy on Official Correspondence with Students

More information about students' rights and responsibilities can be found at:
life.utoronto.ca/get-help/rights-responsibilities.htm

Members of the teaching profession in Ontario have the responsibility to conduct themselves in a manner that reflects and upholds the Foundations of Professional Practice (Ontario College of Teachers, 2004). Embedded in this responsibility are the core values of professionalism, those principles that define teachers' moral and ethical obligations both individually and collectively to serve the public good. Such principles are necessarily expressed in the professional's attitude, behaviour, and practice. They include:

Teachers, as professionals, demonstrate excellence in the practical craft of teaching. Their intellectual expertise and technical competence are indicative of their ongoing pursuit of scholarship. As reflective practitioners, they are committed to their own professional development.

Teachers demonstrate a regard for the highest standard of ethical behaviour in all of their relationships with students, colleagues, and others. They uphold the honour and dignity of the teaching profession and model compassion, acceptance and social justice to their students.

Teachers demonstrate empathy, respect, and civility in their fair and equitable treatment of students. Similarly, their relationships with other teachers are marked by a positive sense of collegiality and a dedication to work collaboratively for the benefit of students.

Teachers take personal responsibility for their conduct. Their sense of duty and service in the practice of teaching expresses their dedication not only to students, colleagues, and others, but also to their own deeply held professionalism. In this respect, individual teachers exhibit both courage and leadership in articulating their practice and in making it an example for others.

During your time as teacher candidates at OISE, we will strive to inspire you with the content and spirit of professionalism in teaching, as outlined earlier in this section. In the context of your in-school experiences, you will have the chance to hone your skills at integrating your appreciation for the qualities of professionalism into your own practice. Your professional responsibilities as teacher candidates in schools are outlined on the School-University Partnership Office (SUPO) website at: www.oise.utoronto.ca/supo

Equally significant is your capacity to transfer and apply, both conceptually and in practice, the standards of teacher professionalism to your position as teacher candidates while engaged in your academic program at OISE. This capacity, it is believed, will help to prepare you for your future role as knowledgeable, ethical, and responsible professionals. It involves a range of associated expectations.

While professors will determine the appropriate means by which to incorporate the expectations into their course and/or program design, the following offers an overview of how you may interpret and apply elements of teacher professionalism to your own responsibilities as teacher candidates.

The intellectual quality of your work at OISE establishes the groundwork for your continuing reflective practice. As such, you are expected to demonstrate a high level of scholarship and technical competence in your preparation for classes and your accomplishment of learning tasks and assignments. Exemplary commitment to all forms of learning is expressed through active and informed participation and initiative in the acquiring and sharing of knowledge. We will provide opportunities that enable you to develop the theoretical and practical knowledge you require. We will offer timely and constructive feedback in support of your professional growth. You are expected to incorporate this feedback into your subsequent professional work.

Your trustworthiness and honesty with regards to your professors, colleagues (other teacher candidates), and others is assumed, as you may assume the same of us. Consequently, there is an inherent expectation of honesty and integrity in all interpersonal relations and individual behaviour at OISE.

In your relationships with professors, colleagues and others at OISE, you are expected to demonstrate respect, empathy, and civility regardless of differences of any kind. In helping to ensure a safe learning environment for all, you will be expected to address any conflicts in a manner that respects the dignity of those involved. We will provide opportunities that engage you in various forms of collaborative work. The expectation of respect also extends to helping and supporting one another in the learning process.

Requirements of assignments will be defined in ways that respect your capacity to plan ahead and organize your work responsibly. Similarly, in taking personal responsibility for your conduct, you are expected to appreciate that dedication extends to others with whom you work. Therefore, there is an expectation that you will attend classes regularly and on time, communicate with professors and, if appropriate, colleagues regarding any unavoidable absences, complete and submit assignments in a timely way as required, and seek assistance and advice whenever necessary to help you fulfill these obligations.

- life.utoronto.ca/get-help/rights-responsibilities.htm
 - Rights and Responsibilities
 - Academic Honesty
 - Student Conduct
 - Grades
- www.governingcouncil.utoronto.ca/policies.htm
 - U of T Sexual Harassment: Policy and Procedures
 - Statement on Prohibited Discrimination and Discriminatory Harassment
- www.oct.ca/standards/foundations.aspx
 - Ontario College of Teachers' Foundations of Professional Practice

- The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at:
<http://www.governingcouncil.utoronto.ca/policies/religious.htm>
- Concurrent Teacher Education Program (CTEP) students should consult their respective College or Faculty for sessional dates and deadlines.

June 17 - July 29

Technological Education Apprenticeship Program (TEAP), In-Faculty Module 1 (2011-12 Cohort)

September 5

Labour Day (University closed)

September 7, 8

Registration and Orientation - Bachelor of Education and Diploma in Technological Education Programs. After this date a late registration fee will be charged.

September 12

Fall Session begins

September 16

Last day for course and section changes for Fall Session courses

September 23

Last day for course and section changes for full-year courses

October 10

Thanksgiving Day (University closed)

October 25 - 26

Orientation to Schools (Consecutive - I/S and Technological Education)

October 30

Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Fall Session

October 31 - November 25

Practicum (Consecutive - all divisions)

November 9

Fall Convocation –B.Ed. and Diploma in Technological Education (see www.convocation.utoronto.ca)

November 11

Deadline for withdrawal without academic penalty from Fall Session courses

December 14 - 16

Professional Preparation Conference

December 16

Fall Session ends

December 21 - January 2

University closed

January 9

2012 Winter Session begins - Consecutive classes resume and Concurrent Teacher Education Program Year 4 (Professional Semester) classes begin

January 6

Grades for 2011 Fall Session courses to be submitted to the Registrar's Office

January 13

Last day for course and section changes for Winter Session courses

January 25

Professional Preparation Day (Consecutive - all divisions - no classes)

January 30

Deadline for reporting Immigration Status changes affecting International Student Fee Exemptions for the Winter Session

February 21 - April 13

Practicum (Concurrent Teacher Education Program- Professional Semester)

February 16 - 17

Orientation to Schools (Consecutive - I/S and Technological Education)

February 20

Family Day (University closed)

February 27 - March 30

Practicum (Consecutive)

February 28 - April 1

Practicum (Consecutive - I/S and Technological Education)

March 12 - 16

March Break

March 31

Deadline for Withdrawal Without Academic Penalty

April 6

Good Friday (University closed)

April 20

Classes end (Consecutive)

April 23 - 27

Internship Preparation (Consecutive - all divisions)

April 30

Internship begins (Consecutive)

April 26

Concurrent Teacher Education Program Year 4 (Professional Semester) classes end

April 27

Grades for Winter Session and Consecutive full-year courses to be submitted to the Registrar's Office

May 21

Victoria Day (University closed)

May 31

Internship ends (Consecutive)

June 1

In-faculty Internship Day (Consecutive)

June 1

Theory and Policy Studies in Education (TPS)

Director, Information Technology

Dean

Director, Information Resources and Services

Associate Dean, Innovations & Opportunities

Manager, Systems and Client Services

Associate Dean, Programs

Marian Press, M.A., M.L.S. (Toronto)

Patricia Serafini, M.L.S. (Western)

Stephanie Swift, M.L.S. (Western)

Associate Dean, Research

Registrar

Executive Director, Initial Teacher Education

Secondary Program Director

Assistant Registrar, Admissions

Elementary Program Director

Assistant Registrar, Registration and Records

Technological Education Program Coordinator

Concurrent Teacher Education Program Director

Assistant Registrar, Admissions

Assistant Registrar, Registration and Records

Adult Education and Counselling Psychology (AECp)

Curriculum, Teaching and Learning (CTL)

Interim Director

Human Development and Applied Psychology (HDAP)

Supervisor, Student Services

Sociology and Equity Studies in Education (SESE)

Practicum Coordinator, Elementary; Academic Internship Coordinator

Theory and Policy Studies in Education (TPS)

Practicum Coordinator, Secondary

Adult Education and Counselling Psychology (AECp)

Practicum Coordinator, Secondary

Curriculum, Teaching and Learning (CTL)

Coordinator, Teacher Employment Preparation Centre

Curriculum, Teaching and Learning (CTL)

Concurrent Teacher Education Program Partnership
Co-coordinator

Human Development and Applied Psychology (HDAP)

Concurrent Teacher Education Program Partnership
Co-coordinator

Sociology and Equity Studies in Education (SESE)

For a list of the Officers of the University please visit:
<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=3894>

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical "helper" and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study (ICS), the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

M.G. Fullan 1996 - 2003
J.S. Gaskell 2003 - 2010
Julia O'Sullivan 2010 -

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsement of this recommendation by the Ministry of Education and Training, OISE developed an Master of Teaching (M.T.) program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today OISE is one of the largest faculties at the University and one of the largest faculties of education in North America. OISE enrolls more than 1,400 students in its undergraduate initial teacher education programs, and its five departments offer twelve graduate and three OISE-based graduate collaborative programs that enroll over 2,000 students. In addition, OISE's Continuing Education unit offers professional development programming to over 7,500 students, who enroll in Additional Qualifications (AQ) courses accredited by the Ontario College of Teachers.

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

R.W.B. Jackson 1965 - 1975
C.C. Pitt 1975 - 1980
B. Shapiro 1980 - 1986
W. Pitman 1986 - 1992
A. Kruger 1992 - 1995
A. Hildyard 1995 - 1996

W. Pakenham 1907 - 1934
J.G. Althouse 1934 - 1944
A.C. Lewis 1944 - 1958
B.C. Diltz 1958 - 1963
D.F. Dadson 1963 - 1973
H.O. Barrett 1974
J.C. Ricker 1975 - 1981
J.W. MacDonald 1981 - 1987
M.A. Millar 1987 - 1988
M.G. Fullan 1988 - 1996

OISE offers teacher education at several levels. These are summarized

This Certificate is designed for trainers, facilitators, leaders and

In addition to the one-year Consecutive Bachelor of Education program, a collaborative Concurrent Teacher Education Program (CTEP) is offered. It is an option for high school graduates and first year university students who are interested in a career in teaching. The program has been designed as a full-time program that can be completed in five years. The program expands teacher education across the three University of Toronto campuses. Offering CTEP in partnership with OISE are the following Colleges and Faculties:

- Website: www.utsc.utoronto.ca/~ctep
- Website: www.utm.utoronto.ca/index.php?id=12232
- Website: www.music.utoronto.ca/students/current/undergrad.htm
- Website:
www.physical.utoronto.ca/Undergraduate/Prospective_Students/Our_Programs.aspx
- Website: www.utoronto.ca/strikes/concurrent
- Website: www.vicu.utoronto.ca/vic/ctep.htm

CTEP leads to two, concurrently earned, undergraduate degrees. At the end of their course of study, graduates from the Concurrent Program will have earned two degrees: a Bachelor of Education (B.Ed.), and one of the following:

- Honours Bachelor of Arts (H.B.A.)
- Honours Bachelor of Science (H.B.Sc.)
- Bachelor of Music (B.Mus.)
- Bachelor of Physical and Health Education (B.P.H.E.)

Successful CTEP candidates will also be recommended for the
(O.T.C. of Q.).

For candidates admitted directly from high school, the program is 5 years full-time. For candidates admitted after completing one full year of undergraduate study (minimum of 4.0 course credits) at the University of Toronto or another university, the program is typically 4 years full-time.

The Concurrent Teacher Education Program has been designed as a full-time program. Students taking longer to complete the program could incur additional expense and may encounter difficulty in scheduling some courses.

For detailed program descriptions and application information, please

Preparation for secondary school teaching is at the Intermediate/Senior (I/S) level and spans Grades 7-12. Candidates are required to specialize in two areas. During the course of their subject degree (H.B.A., H.B.Sc., B.Mus., or B.P.H.E.) candidates must take courses that meet the prerequisite conditions and will allow them to take the courses that will certify them to teach two subjects at the Intermediate/Senior level.

Every CTEP candidate must select one Anchor Subject, linked to a particular campus, faculty or college. This Anchor Subject becomes the main area of study in the undergraduate program.

Each CTEP partner offers different Anchor Subjects:

Chemistry, French, Mathematics
 Chemistry, French, Mathematics, Physics
 Health and Physical Education
 Music Instrumental, Music Vocal
 Religious Education

CTEP candidates intending to teach in secondary schools must select another teaching subject from the list below and accumulate the proper number of courses to be allowed to teach the particular subject. These secondary teaching subjects vary depending upon the CTEP partner unit, and currently include:

Business Studies - Accounting
 Business Studies - General
 Computer Studies
 Dramatic Arts
 Economics
 English
 Family Studies
 French as a Second Language
 Geography
 History
 International Languages - German
 International Languages - Italian
 International Languages - Spanish
 Mathematics
 Politics
 Religious Education
 Science - Biology
 Science - Chemistry
 Science - General
 Science - Physics
 Social Sciences - General
 Visual Arts

1. Changes in regulations by the Ontario College of Teachers or the Ministry of Education and Training may impact the course offerings.
2. Candidates may select only one of Music-Instrumental or Music-Vocal.

The courses and field experiences related to the B.Ed. component of the Concurrent Teacher Education Program are normally completed in a particular sequence from Year 3 to 5 except in exceptional circumstances.

Pre- or co-requisites for Year 3 B.Ed. courses are unit level courses satisfying the requirements for:

- Child and Adolescent Development in Education
- Equity and Diversity in Education
- Communication and Conflict Resolution

Please see the respective College or Faculty for relevant course titles. If requiring more than one co-requisite, contact the Concurrent Teacher Education Program office at: ctep@utoronto.ca

Over the course of the B.Ed. program, CTEP candidates are required to develop an electronic portfolio, which is a performance assessment tool that requires them to provide evidence of their learning and reflection through the analysis of a variety of artifacts. The CTEP e-Portfolio is a purposeful and careful documentation of candidates' growth as developing teachers over the course of the program.

The Concurrent Bachelor of Education degree (B.Ed.) requires completion of 5.0 full credits as shown below.

1. Principles of Teaching EDU310H5 (Course Weight 0.5)
2. Inclusive Education EDU320H5 (Course Weight 0.5) (includes 12 - 20 hours of field experience focused upon observation and tutoring)

The two Year 3 B.Ed. courses, Principles of Teaching and Inclusive Education, are prerequisites for all Year 4 and Year 5 B.Ed. courses.

1. Psychological Foundations of Learning EDU460H1 (Course Weight 0.5)
2. Social Foundations of Teaching and Schooling EDU470H1 (Course Weight 0.5)
3. Mentored Inquiry and Teaching 1 –Reflective Practice EDU480H1 (Course Weight 0.25)
4. P/J Curriculum, Instruction and Assessment 1 EDU450Y1 (Course Weight 1.0)

I/S Curriculum, Instruction and Assessment (Course Weight 1.0)

5. Practicum 1 –EDU490H1 (Course Weight 0.25)

~~Sec 52 Subject 1 Tf Weight 0.25~~

3. The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Practicum, is as follows:
- i.

	Refined	Grade	Scale of
Grade	Letter	Point	
Meaning	Grade	Value	

that no credit will be retained for any Bachelor of Education (EDU) courses. Not attending classes is not the same as withdrawing from the session. Candidates will be given a mark based on the course work submitted.

Where the instructor or a CTEP candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

1.

The following principles shall apply in the event of disruption of the academic program:

- i. The academic integrity of academic programs must be honoured; and
- ii. CTEP candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2.

The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the

of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.

5. The CTEP candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

A CTEP candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

As associate members of the Ontario Teachers' Federation (OTF), CTEP candidates should be aware of the regulations made under the Teaching Profession Act.

1. A CTEP candidate may appeal, in writing, the failure assigned by the associate teacher to the OISE Director of SUPO/SS within two weeks of receiving the report. The CTEP candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The OISE Director of SUPO/SS will send, within three working days, a copy of the CTEP candidate's appeal to the associate teacher. The OISE Director of SUPO/SS, in consultation with the CTEP candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the CTEP candidate's performance, will review the case and submit a written statement to the CTEP candidate giving the rationale for granting or denying the appeal.
2. The CTEP candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the OISE, Director of SUPO/SS through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the CTEP candidate, the associate teacher and the OISE Director of SUPO/SS. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

programming. Consideration will be given to the process of curriculum integration to help teacher candidates plan lessons and units.
Corequisite: EDU460H1 & EDU470H1 & EDU480H1 & EDU490H1

This curriculum studies course prepares teacher candidates to become elementary teachers (K - Grade 6) by guiding them to examine theories of curriculum, instruction and assessment as related to subject studies and student learning. Candidates will explore how understandings of their students and their own life histories can influence their pedagogic practice and decision-making. Topics include a review of subject knowledge, models of teaching and learning, and methods of program organization. Ontario Ministry of Education curriculum policy documents and teacher resources will be reviewed for their applications to classroom programming. Consideration will be given to the process of curriculum integration to help teacher candidates plan lessons and units.
Prerequisite: EDU450Y1

The purpose of these courses is to prepare candidates for teaching subjects to students in secondary schools (Grades 7-12). The courses will begin with an examination of the important structures of the subject knowledge in their area of study. Candidates will explore curriculum planning and implementation; instructional and organizational classroom strategies; and assessment and evaluation appropriate to the school subject(s) focused on in the course. Ontario Ministry of Education curriculum policy documents and teacher resources will be reviewed for their possible applications to classroom use. Multiple models of teaching, based upon educational research literature, will be critically analyzed and discussed in order to ascertain effective approaches to teaching.

Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisite: Four full university courses in Visual Arts or post-secondary equivalent. NOTE: Candidates must have studio-oriented experience.

This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in

cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.
Prerequisite: Four full post-secondary courses in computing, or approved field experience.

portfolio. Candidates will be involved in reflective and active learning.
This course is offered in French.
Prerequisite: Five full university courses of French and demonstrated proficiency in the language.
Corequisite: EDU460H1 & EDU470H1 & EDU480H1 & EDU490H1

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of International Languages. Although the emphasis will be on school programs at the Intermediate and Senior levels, the course will also expose students to community-based programs for Intermediate level learners. Course focus is on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language

learning outcomes will address strands in both Grades 11 and Grade 12 courses, including philosophy and everyday life, metaphysics, epistemology, logic, ethics, and research and inquiry skills. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Some usage of IT will be put into application. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout.

Prerequisite: Four full university courses in Philosophy.

This course facilitates the development of understandings and strategies

(German, Italian or Spanish) as teaching subjects must satisfy one of the following:

- i. Achieve a score of 75 or more in each section of the OISE Proficiency Test in French and International Languages. This test must have been taken prior to enrolment in French or an International Language.
 - ii. The applicant's mother tongue or first language is the target language (i.e., the language learned in the home as a child is French or German or Italian or Spanish, depending on which teaching subject you have selected) AND, they have studied full-time for at least three years (or equivalent in part-time studies) in a degree-level program at an institution where the language of instruction and examination was the target language and which was located in a country where the dominant language is the target language.
- d. Candidates admitted to the program will also be required to submit a photocopy of a certificate of change of name, where applicable (full details will accompany the offer of admission).
 - e. International students will be required to submit additional documentation showing the basis upon which the student is present in Canada.
 - f. Candidates are required to clear any admissions conditions prior to the start of the program. Failure to do so could result in cancellation of the offer of admission.

Candidates who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Applicants must hold an approved degree from a post-secondary institution whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing. Applicants must also have met the English Language Proficiency Policy requirements (see the Policies and Regulations - Consecutive B.Ed. & Dipl. Technological Education section for details).

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Each applicant must submit the following:

- a. A completed Ontario Universities' Application Centre (OUAC) application along with the required application and service fees by the published deadline.
- b. An official transcript of all degree credit courses completed to date of application.
- c. Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (see the Policies and Regulations - Consecutive B.Ed. & Dipl. Technological Education section for details).
- d. A completed OISE initial teacher education Applicant Profile.

- a. Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.
- b. Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See the Important Notices section for details.
- c. Applicants who select French and/or an International Language

www.oise.utoronto.ca/admissions

OISE Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-978-1848
E-mail: admissions@oise.utoronto.ca

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

The C & I component of this concentration is the course Primary/Junior

Education EDU1420 which consists of broad-based methodology in several subject areas.

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

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)

Issues in International & Global Education EDU5536H
Managing Conflict in Classrooms and the School Workplace EDU5538H
Models of Teaching: Enhancing Classroom Practice EDU5542H
Multicultural and Diversity Counselling in Schools EDU5590H
Preventing School Violence and Bullying: Theory, Practice, Evaluation
& Implementation EDU5596H
Reading/Literacy: Why and How to Assist Students Experiencing
Difficulties in Grades 4-12 EDU5547H
Science and Technology in Context EDU5517H
Sexualities in Schooling: Approaches to Anti-Homophobia Education
EDU5576H
Silver Screen Teachers EDU5535H
Stress and Burnout: Teacher and Student Applications EDU5593H
Supporting Gifted and High-Level Development EDU5529H
Teaching in French Immersion EDU5552H
Technology, Curriculum & Instruction EDU5574H
The Adolescent Brain: Implications for Instruction EDU5537H
Youth Popular Culture and Schooling EDU5556H

The following courses are crosslisted with OISE graduate courses. Enrolment will consist of both Graduate students and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Education, a credit towards a graduate degree. These courses will continue during the Practicum.

History and Educational Research EDU5144H
Indigenous Healing in Counselling and Psychoeducation EDU5127H
Identity Construction and Education of Minority EDU5169H
Immigration and the History of Canadian Education EDU5128H
Integrating Science, Mathematics and Technology Curricula (on-line)
EDU5174H
The Origins of Modern Schooling II: Problems in 19th and 20th Century
Education History EDU5134H
Religion and Social Movements in the History of North American
Education EDU5148H

The Practicum (EDU4010H) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.

Prerequisite: Three full post-secondary courses in computing, or approved field experience.

This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Students will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.

Prerequisite: Three full university courses in Drama, or approved field experience.

Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies,

These courses investigate approaches to music learning, teaching, and

and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry

- **Elementary Visual Arts**

The visual arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to provide candidates with some fundamental strategies and approaches for teaching visual arts through a series of hands-on art making and art appreciation sessions.

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7 to 10 Science and Grades 11 and 12 Biology), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Any five full university courses in Science, with four of those in the area of Biology.

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7 to 10 Science and Grades 11 and 12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Any five full university courses in Science, with four of those courses in the area of Chemistry.

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (Grades 7 to 10 Science and Grades 11 and 12 Physics), this course deals with the overall and specific expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisite: Any five full university courses in Science, with four of those courses in the area of Physics.

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

The Practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter Practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

This course seeks to ds 4rse Weight 0.,j Eght 0.

This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.

Enrolment in this course will consist of both graduate students and teacher candidates. The course will be scheduled in the evening and classes will continue to meet during the Orientation/Practicum.

This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.

Enrolment in this course will consist of both Graduate and B. Ed./Dipl. Tech. Ed. Students. The course will be scheduled in the evening and classes will continue to meet during the Orientation/Practicum.

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper. This course is intended for those planning to teach in the secondary schools.

Enrolment in this course will consist of both Graduate and B. Ed./Dipl. Tech. Ed. Students. The course will be scheduled in the evening and classes will continue to meet during the Orientation/Practicum.

This course will provide students with an historical overview of religion as a shaping factor in the history of education in North America. The course will begin by examining the historical ways in which religion and state have interacted in the North American common square and how and why the American and Canadian experience with regard to the place of religion have been different. Using the United States as comparative foil, students will then turn to discussion of why compromise over religiously based schooling was a critical precondition for Confederation and what that compromise has meant for the development of Canada and Canadian education through the era of national expansion and into our own time. The course will then explore a series of historical tensions between confessional communities and the state and how those tensions have played themselves out through to our own times. These tensions include disputes over religious and values instruction in the schools, the Catholic struggle for full funding in Ontario, battles over accommodation of religious and often non-Christian minorities and non-believers in the

public schools, and the growth of religiously-based private schools and their efforts to tap public funding.

Enrolment in this course will consist of both graduate students and teacher candidates. The course will be scheduled in the evening and classes will continue to meet during the Orientation/Practicum.

This course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key concepts such as identity, ethnicity, minority, race, culture and language will first be analyzed. The process of identity construction will then be examined within the educational context of Ontario.

Enrolment in this course will consist of both graduate students and teacher candidates. The course will be scheduled in the evening and classes will continue to meet during the Orientation/Practicum.

This course focuses on the practical curriculum issues associated with integrating school science, mathematics and technology in particular. Topics include the history of curriculum integration and school subjects, practical models for integration, strategies for teaching in an integrated fashion, ways of integrating these subjects with others in the context of the Ontario curriculum, student learning in integrated school settings, and curriculum implementation issues. Students will examine the contemporary literature on curriculum integration and report and reflect on their own teaching practices.

Enrolment in this course will consist of both Graduate and B. Ed./Dipl. Tech. Ed. Students. The course is online and classes will continue during the Orientation/Practicum.

This course is designed to encourage teacher candidates to develop their understandings of what it means to teach to promote social justice with an activist orientation, while it highlights anti-classism and the political and economic dimensions of equity education. Social and economic issues are explored within a framework that recognizes the vital importance of the relationship between class and other social identities, such as race, ethnicity, gender, sexuality, and ability. Course content emphasizes an investigation of those educational issues (e.g., class bias in the curriculum; streaming; the impact of broader political dynamics of globalization on education; the relationship between poverty, schooling, and teaching) that impact on all students, with particular attention to low income and socio-economically marginalized students. Lastly, candidates critically examine contrasting theoretical perspectives, practices, and examples of teacher action and educational activism. These investigations will assist teacher candidates deepen their understandings and hone their practical abilities to respond to social and economic injustices in their classrooms, schools, local communities, nation, and world.

The overall aim of this course is to enhance teacher candidates' understanding of the needs of students with learning difficulties, and to provide them with practical skills for differentiating and adapting instruction for these students. Teacher candidates will be introduced to the types of learning difficulties they are likely to frequently encounter in the classroom (e.g., learning disabilities, ADHD, mild intellectual disabilities), and taught how to assess the nature of students' strengths and difficulties using classroom observation and informal, curriculum-based assessment techniques. Teacher candidates will be taught a variety of approaches for adapting and differentiating instruction to meet the needs of these students in the areas of reading, writing, mathematics, social sciences and science including evidence-based remedial approaches, and accommodations best practices (adaptive technology, learning strategies). Applications of these approaches in the inclusive classroom will be emphasized. We will also discuss the emotional and social implications of learning difficulties for students and preventive strategies for addressing these challenges. The intended outcomes for this course include developing informal classroom based observation and assessment skills, increasing teacher candidates' repertoire of evidenced based strategies, acquiring the skills needed to develop lesson plans that include differentiation and adaptation of instruction and to develop and implement an effective intervention plan.

This course introduces students to the emerging field of Disability Studies in Education by addressing the question, "How might we recognize and approach inclusive education informed by a disability studies

This course, offered in French, provides B.Ed. candidates interested in teaching French with an opportunity to deepen their understanding of the French language system (i.e. spelling, grammar, syntax, morphology, punctuation and etymology) and to explore how these aspects of language are dealt with in commonly-used FSL classroom resources. Questions such as the following will be explored: What errors in grammar, syntax, vocabulary and pronunciation are commonly made by French language learners? Why are these errors made? How can students be encouraged to recognize these and to actively correct them? How can we most effectively explain grammatical concepts to FSL learners, all the while maximising the use of the target language?

It is not necessary to complete the French Proficiency Test in order to enrol in this course. However, as the course is offered in French and the assignments are to be completed in French, a high intermediate to advanced level of proficiency is recommended. As this course does not focus on second language teaching methods, it will not prepare you for a practicum in French nor will it certify you to teach French.

Alcohol and illicit drug use have the potential to impact students in many ways and teachers are often in a unique position to identify and prevent substance use among children and youth. This course will provide teacher candidates with foundational knowledge concerning alcohol and illicit drug use among children, youth and families and will provide a broader understanding of the many contexts in which substance use impacts student development. Topics will include recognition of alcohol and illicit drug use issues among children and youth, risk and resilience in the development of alcohol and illicit drug use concerns, and current best practices in alcohol and illicit drug abuse prevention programming. Teacher candidates will develop a greater understanding of the many ways substance use impacts the school environment and will develop practical skills in substance abuse problem recognition and prevention programming.

This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

Science and technology are powerful personal and social enterprises that can greatly affect and can be greatly affected by individuals, societies and environments. As processes, they are highly idiosyncratic and situational, dependent on myriad, often unpredictable, contextual variables. These perspectives about science and technology often contrast sharply with their portrayal in schools, which—for various complex reasons—tend to present students with more systematic, compartmentalized, idealized and unproblematic images of and experiences with these fields. Through this course, teacher candidates will have opportunities to develop expertise for providing elementary and

relationships

- developing sound images of future practice

Preservice teachers will develop their conceptions of teaching, and being a teacher, focusing on the first year of teaching.

This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Cognitive neuroscience is making rapid strides in areas highly relevant to education. However, there is a gulf between current science and direct classroom applications. This course will examine new findings from neuroscience on adolescent brain development and how these findings can inform instruction. Teacher candidates will gain an understanding of

This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

In this course candidates will have a very practical hands-on opportunity to explore the technology they (and their students) will encounter in the classroom. While doing so candidates will examine many of the underlying issues involved in using and managing these technologies. Together we will explore the use of desktop computers, school networks, educational software, the Internet, and multimedia production. We will also take a number of field trips to actual schools to work with in-service teachers who use technology in their own teaching. Some of the issues we will discuss include the development of critical analysis skills and resource evaluation skills (for both the teacher and the student). The immediate goal of the course will be to make the candidate feel more comfortable incorporating technology into their unit planning and classroom management activities during their program of study.

In this course the spectrum of problem solving strategies will be studied and experienced, with an emphasis on those familiar to designers where a multitude of solutions are acceptable. Problem solving is a core component of the Ontario curriculum and is a prime motivational approach for learning activities. This course provides a practical teaching framework that acts as both a strategy of presentation to students, and a tool for the development of their classroom activities. The emerging world of online techniques for teaching and learning will be included.

of Qualification. This skilled wage-earning experience must include a period of at least sixteen months of continuous employment;

Three years full-time work experience in an OISE listed trade/profession after successful completion of a related two-year diploma program. This skilled wage-earning experience must include a period of at least sixteen months of continuous

OISE Registrar's Office
Initial Teacher Education Admissions Unit
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E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

The Technological Education program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technological Education, and the

In addition to the regular September to June delivery, there is also the , designed to attract highly skilled trade persons representing teaching subjects in technological education which are in short supply.

TEAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

- a. The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.
- b. The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.
- c. The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TEAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

Courses offered as part of the TEAP program begin with the prefix ETA rather than EDU or ETS (e.g. ETA1040).

Two Technological Education Curriculum and Instruction courses are required of all candidates:

ETS1040Y Curriculum Development for Technological Education (1.0)
ETS1010Y Principles and Methods of Teaching Technological Education (1.0)

The Teacher Education Seminar (EDU6000Y) is required of all teacher candidates. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

The Psychological Foundations of Learning and Development course

(EDU3506H) is required of all teacher candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

The School and Society course (EDU3508H) is required of all teacher candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

The elective Related Studies courses allow teacher candidates to pursue individual interests and deepen or broaden their knowledge and skills. (Please see the Consecutive Bachelor of Education section for the list of Related Studies courses.)

The Practicum (EDU4010H) is required of all teacher candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Intermediate/Senior and Technological Education candidates will be in secondary schools. All Practicum placements are made by OISE. Under no circumstances should candidates make their own arrangements with schools.

The Internship is the culminating field experience and is required of all candidates. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

English

- c. They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

All tests must have been taken within the 3 years prior to the date of application to the OISE Teacher Education programs.

- i. An official statement of results of _____ (Test of English as a Foreign Language) for either the paper-based test, or the internet-based test. These following _____ tests, although equivalent, use different grading scales:
- _____, on which a minimum total score of 600 is required (must include the Test of Written English component with a minimum score of 6.0 and the Test of Spoken English component with a minimum score of 55)
 - _____, on which a minimum total score of 100 is required (with a minimum score of 25 for both the Writing and Speaking components)
- ii. An official statement of results of _____ (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.
- iii. An official statement of results of _____ (Michigan English Language Assessment Battery), showing a score of 90 and also the Oral Interview component, showing a rating of 4.
- iv. An official statement of the results of _____ (Test of Oral Proficiency) showing a minimum score of 46 and TOW (Test of Written Proficiency) with a minimum score of 46.
- v. An official statement of the results of the _____ completed at the 60 Level with a grade of at least 'B'.

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE for the respective Bachelor of Education and Diploma in Technological Education Program application/admission cycle.

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

1.

Educational Testing Service
Telephone: 1-877-863-3546
Website: www.ets.ort/toefl

2.

University of Cambridge Local Examinations Syndicate
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. There is an _____ test site at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained at:

1. The section of the policy stated here relates to the Consecutive Bachelor of Education and Diploma in Technological Education/Ontario Teachers' Certificate of Qualification Program only.
2. Concurrent Teacher Education Program students should refer to their home College or Faculty.

English is the language of instruction for all initial teacher education courses at OISE, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technological Education Program are required to give evidence of their oral and written proficiency in English.

All applicants to the Diploma in Technological Education Program, must satisfy one of the following criteria:

- a. Their mother tongue or first language is English
- b. They have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
- c. They have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

All applicants to the Bachelor of Education Program must satisfy one of the following criteria:

- a. Their mother tongue or first language is English
- b. They have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is

Telephone: 519-748-3516
E-mail: ielts@conestogac.on.ca
Website: www.ieltscanada.ca

3.

3. The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Internship, is as follows:

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
Excellent	A+	4.0	90 - 100%
	A	4.0	85 - 89%
	A-	3.7	80 - 84%
Good	B+	3.3	77 - 79%
	B	3.0	73 - 76%
	B-	2.7	70 - 72%
Adequate	C+	2.3	67 - 69%
	C	2.0	63 - 66%
	C-	1.7	60 - 62%
Marginal	D+	1.3	57 - 59%
	D	1.0	53 - 56%
Inadequate	D-	0.7	50 - 52%
	F	0.0	0 - 49%

CR (Credit)	Pass
NCR (No Credit)	Fail

iii. Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technological Education and the Certificate of Qualification (Ontario College of Teachers), a teacher candidate must attain:

- i. A minimum of a grade in each course in the following components of the program:
 - Curriculum and Instruction
 - Teacher Education Seminar
 - Psychological Foundations of Learning and Development
 - School and Society
 - Related Studies
- ii. A minimum of in five components:
 - Curriculum and Instruction
 - Teacher Education Seminar
 - Psychological Foundations of Learning and Development
 - School and Society
 - Related Studies

The overall average will take into account course weights.

- iii. A Credit in the Practicum.
- iv. Successful completion of the Internship.

1.
 - i. Teacher candidates not satisfying the Conditions for Final Standing in academic courses may be granted no more than two supplemental privileges by the Dean's Review Committee.
 - ii. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.
 - iii. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the teacher candidate's final grade in that course.
 - iv. No teacher candidate will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

2. There are two scheduled Practicum sessions. A teacher candidate must receive a pass in each of the two scheduled practicum sessions as designated on each summative evaluation. A teacher candidate who fails the first or second scheduled Practicum will be granted supplemental privileges to complete additional Practica, subject to review and approval by the Dean's Review Committee. Supplemental privileges will take place after both scheduled Practica have been completed. Only two supplemental privileges will be granted for the Practicum course. A teacher candidate who fails both of the scheduled Practica and fails the first supplemental Practicum, will therefore receive a final grade of NCR (No Credit) for the Practicum course and will not be recommended for the Bachelor of Education degree or the Diploma in Technological Education nor for the Certificate of Qualification (Ontario College of Teachers).

3. A teacher candidate may also be granted a supplemental privilege for an unsuccessful internship provided that both Practicum supplemental privileges have not been used.

Withdrawal from the program can have fee refund implications, see: www.fees.utoronto.ca

Where the instructor or a teacher candidate has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

1. The following principles shall apply in the event of disruption of the academic program:
 - i. The academic integrity of academic programs must be honoured; and
 - ii. Teacher candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.
2.
 - a. The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
 - b. Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
 - c. Changes to the classroom procedures should, where possible, first be discussed with teacher candidates prior to the class in which a vote of the teacher candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
 - d. Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.
 - e. Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
 - f. Teacher candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, teacher candidates must be informed, at class, of any changes made during the disruption.
 - g. Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.
 - h. Where teacher candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible,

reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

- i. A teacher candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

The integrated consecutive Bachelor of Education (B.Ed.) and Diploma in Technological Education program is normally completed within a nine (9) month period, except for exceptional circumstances approved by the Dean's Review Committee. If a teacher candidate does not complete all program requirements for the B.Ed. Consecutive degree or the Diploma in Technological Education within the nine months designated for completion of the program, and has not maintained registration in the

- appeal the ruling of the Director of the Program, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, instructor and Director of the Program. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.
4. The teacher candidate, the instructor, or the Director of the Program may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.
 5. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

A teacher candidate may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

As associate members of the Ontario Teachers' Federation (OTF), teacher candidates should be aware of the regulations made under the Teaching Profession Act.

1. A teacher candidate may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The teacher candidate will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the teacher candidate's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the teacher candidate, the associate teacher, the principal of the school, and the faculty instructor familiar with the teacher candidate's performance, will review the case and submit a written statement to the teacher candidate giving the rationale for granting or denying the appeal.
2. The teacher candidate or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the teacher candidate, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of

the committee, and the rationale for the decision.

3. The teacher candidate, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE. The Chair of the OISE Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The appellant must notify the OISE Registrar no later than two business days prior to the date of the Divisional Appeal hearing whether or not he or she elects to appear in person and/or be represented by an advisor. If the appellant elects to not appear, the Committee will proceed with the written submission. If the appellant does not notify the OISE Registrar, the appeal will be terminated. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE, to the parties concerned.
4. The teacher candidate may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE.

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A teacher candidate petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the teacher candidate with a written statement giving the rationale for granting or denying the request.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

The Master of Arts in Child Study and Education Program is offered at the Dr. Eric Jackman Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a nursery through Grade 6 Laboratory School.

www.oise.utoronto.ca/ro

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces candidates to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Candidates also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Candidates in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE Bulletin and the School of Graduate Studies Calendar for full details.

www.oise.utoronto.ca/ro

The Master of Teaching (M.T.) degree program in Elementary and Secondary Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions, the junior and intermediate divisions, or the intermediate and senior divisions of Ontario schools.

The Master of Teaching Program offers candidates a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides candidates with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of teacher candidates preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

101 Bloor Street West
Toronto, Ontario M5S 0A1
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.ca
Website: www.oct.ca

To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: www.fees.utoronto.ca

Students in the Concurrent Teacher Education Program should consult their home College or Faculty for fees information.

1. The minimum first payment for the initial teacher education program (65% of total + any arrears), and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Teacher candidates who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.
2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.
3. Teacher candidates who withdraw before the end of a course will be charged fees according to the University of Toronto Fee Refund Schedule, see: www.fees.utoronto.ca/session
Notification of withdrawal must be made in writing to the Registrar.
4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Calendar for persons not registered in OISE - \$4.00

Copy of record - \$15.00

Duplicate tax receipts - \$5.00

Faculty Service Fee - \$70.00

Students in the Concurrent Teacher Education Program should consult their home College or Faculty for information on financial assistance.

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

<http://osap.gov.on.ca>

Admissions and Awards
172 St. George St.
University of Toronto
Toronto, Ontario M5R 0A3
Telephone: 416-978-2190

OISE Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-978-2277
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website:

http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/Initial_Teacher_Education_Awards/index.html

Non-repayable assistance is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

The OISE Awards Committee offers non-repayable bursaries to students registered in the Consecutive Bachelor of Education/Technological Education program who demonstrate financial need. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE Student Services Office.

http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/Initial_Teacher_Education_Awards/index.html

This award will be granted to student(s) enrolled in the graduating year of their OISE B.Ed. program with Health and Physical Education as a teaching subject. Interested students are invited to submit an application to Student Services by March 15 which will include a brief statement (200 words) outlining how they plan to contribute to health and physical education and how this scholarship will enable them to become better teachers. Preference will be given to student(s) who show the potential to become educational leaders.

This fund was established to provide a one-time grant to support full-time OISE students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments. Applications are available online at: http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/Initial_Teacher_Education_Awards/index.html

The Donald Fawcett Bursary will be awarded annually to a student enrolled in the graduating year of the Bachelor of Education and/or Technological Education programs at OISE on the basis of financial need. Applications are available online at:
http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/Initial_Teacher_Education_Awards/index.html

The Jeffrey Drdul Memorial Awards are given to students graduating from the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following their graduation and who have demonstrated their ability to contribute to the field of Special Education. Graduates with an interest in Early Childhood Education, ESL, Science, Mathematics or Technology Education are also considered.

The Morgan Parmenter Award will be awarded to graduates of the Bachelor of Education Program who are continuing in Ministry of Education additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants graduation. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Applications are available online at:
http://www.oise.utoronto.ca/ss/Financial_Aid_Awards/Initial_Teacher_Education_Awards/index.html

The Miyumi Sasaki Education Fund is awarded to one or more teacher candidates enrolled in the initial teacher education program on the basis

Up to four bursaries and a certificate of recognition may be awarded annually to female members of designated groups who are entering a Faculty of Education or female E.T.F.O. members of designated groups who are taking a qualification-upgrading course. Designated groups are defined as women with disabilities, women of visible minorities, Aboriginal women and LGBT women. For more information: <http://www.efo.ca/AboutETFO/AwardsandScholarships>

The recipient will be a student who is entering the Bachelor of Education Program in Secondary School Music Education (Intermediate-Senior) at OISE and either has a degree in Music, or is registered concurrently in the Faculty of Music. Successful candidates will be selected based on the qualities of high academic achievement and strong leadership and teaching competencies.

One or more awards to the value of the annual income will be made by the OISE Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science.

The recipient will be selected by the OISE Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

One or more awards will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the Bachelor of Education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

outstanding student in their graduating year in the Junior/Intermediate

Judith Miller

Beenish Mansoor Akbar
Anna Gorbunova

Alnoor Karim
Yau Chi Lim
Kevin Toste
Sherri Nicole Tsigaris

Manjot Kaur Chandan
Adrian Furniss
Steven Paul Robert Massa
Josée L. Mercier
Patrick Molicard-Chartier
Stephanie Rose

Stephanie Pappas
Christopher Joe-Wayne Wong
Shan-Chen Yu

Alanna Magder

Sherri Nicole Tsigaris

Tianna Dowie-Chin
Yau Chi Lim

Orla Crozier
Sharon Song

Natasha Armstrong

Steven Viola

Trinh-Nguyen Tran

Tracy O'Leary

Jennifer Margaret Harris-Lowe
Jeehyun Kim

Kendra Mei Chow
Alfred Gerard Stockwell

Lesley Sara Cohen
Stephen John T. Furmaniuk
Dan Giang
Katherine Anne O'Connor

Concurrent Teacher Education students normally access the services at their home campus or faculty.

On the following pages is brief information about some of the student

education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

252 Bloor Street West, Room 7-191
416-978-0732

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

252 Bloor Street West, Room 8-107
416-978-2423
isa@oise.utoronto.ca

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office. The Office's Academic and Cultural Support Centre (ACSC) offers one-on-one support to OISE students from Graduate and Initial Teacher Education (ITE) programs who are speakers of English as a first or additional language. The Centre provides assistance with academic writing, resume and cover letters, strategies for success in the teacher preparation and graduate programs, as well as the Pre-Field Experience Program (PREP) for internationally educated teacher candidates. Teacher candidates who volunteer to participate in PREP get to experience an Ontario classroom and an opportunity to teach without receiving a formal evaluation.

252 Bloor Street West, Room 8-225
416-978-2277
416-926-4706
www.oise.utoronto.ca/ss

The Student Teachers' Union provides opportunities for professional development, works on a democratic basis to advance students' interests and rights, and provides a framework through which students can communicate and share experiences and skills. The STU brings students together to discuss and achieve important educational, administrative, and legislative change. In early August there will be information about elections for positions within the STU.

of origin, colour, ethnic origin, citizenship or creed.

215 Huron St., Room 603B
Toronto, Ontario M5S 1A2
Telephone: 416-978-1259
416-971-2289
antiracism@utoronto.ca
www.antiracism.utoronto.ca

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
416-978-8000
www.careers.utoronto.ca

The goal of the CIE is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the CIE and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the CIE, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

33 St. George Street
Toronto, Ontario M5S 2E3
416-978-2564
cie.information@utoronto.ca
www.cie.utoronto.ca

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
416-978-1485
416-946-8296
www.communitysafety.utoronto.ca

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you

access the most appropriate on- or off-campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
416-978-0951
416-978-3247
family.care@utoronto.ca
www.familycare.utoronto.ca

A 'living laboratory' of social, artistic, cultural and recreational experiences, Hart House is a dynamic gathering place for U of T students. Open 365 days a year from 7 am to 12 pm, its St. George Campus's vibrant centre for the education of the mind, body and spirit.

416-978-8045
416-978-1616
housing.service@utoronto.ca
www.housing.utoronto.ca

215 Huron St., 6th Floor, Room 603
Toronto, Ontario M5S 1A2
416-978-3908
416-971-2289
www.utoronto.ca/sho

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2010-11, excluding tuition:

Accommodation	7,300 - 14,000
Books/Supplies	1,000
Clothing	1,200 - 2,000
Food	4,000 - 5,500
Health insurance (UHIP) (international students)	684
Local transportation	1,284
Miscellaneous	1,200 - 2,400

The Office of Convocation organizes graduation ceremonies for students of UofT programs, including B.Ed. and Diploma in Technological Education teacher candidates at OISE. These ceremonies occur twice yearly, once in June and once in November).

Please consult the Office of Convocation website for graduation information and specific ceremony dates.

Simcoe Hall, 27 King's College Circle
Toronto, Ontario M5S 1A1
416-978-5940
convocation.office@utoronto.ca
www.convocation.utoronto.ca

The University of Toronto is committed to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
416-946-5624
416-946-7745
www.sgdo.utoronto.ca

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

215 Huron St., 6th Floor, Room 603
Toronto, Ontario M5S 1A2
416-978-2196
416-971-2295
status.women@utoronto.ca
www.status-women.utoronto.ca

Representing over 41,000 students, the UTSU is governed by a board of directors, elected from UofT college, campus, professional faculty and second-entry programs. UTSU's aim is to provide money-saving services and events to educate and enhance the student university experience. UTSU offers services like the Book Exchange, Discount TTC Metropasses, and Health and Dental Plans.

UTSU St. George Office
12 Hart House Circle
Toronto, ON M5S 3J9
416-978-4911 ext. 221
frontdesk@utsu.ca
www.utsu.ca

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Jack Miller, Ph.D. (Toronto), Prof.
David Montemurro, M.A. (York), Lecturer
Sarfaro Niyozov, Ph.D. (Toronto), Assoc. Prof.
Erminia Pedretti, Ph.D. (Toronto), Prof.
Enrica Piccardo, Ph.D. (Università degli Studi di Brescia), Assist. Prof.
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Elgin Wolfe, M.Ed. (Toronto)

Aboriginal Student Services - 60
 Academic Staff, OISE - 63
 Academic Year - 4, 7
 Accessibility Services for Students - 60
 Additional Qualification Courses for Educators - 3, 13
 Admission and Application Procedures
 -Concurrent Teacher Education Program - 15
 -Consecutive Bachelor of Education Program - 26
 -Technological Education Program - 41-43
 Admissions Policy Statement - 4
 Alumni Association - 59
 Appeal of Academic Procedures
 -Concurrent Teacher Education Program - 19
 -Consecutive B.Ed. and Diploma in Technological Education Programs - 48
 Biology
 -Concurrent Teacher Education Program - 16, 25
 -Consecutive Bachelor of Education Program - 27, 34
 Business Studies
 -Concurrent Teacher Education Program - 16, 24, 25
 -Consecutive Bachelor of Education Program - 27, 32
 Certificate Programs - 13
 Changes in Programs of Study and/or Courses - 4
 Chemistry
 -Concurrent Teacher Education Program - 16, 25
 -Consecutive Bachelor of Education Program - 27, 34
 Classical Studies - 27
 Computer Studies
 -Concurrent Teacher Education Program - 16, 22
 -Consecutive Bachelor of Education Program - 27, 28
 Concurrent Teacher Education Program - 13, 15-25
 Conditions for Final Standing
 -Concurrent Teacher Education Program - 17
 -Consecutive B.Ed. and Diploma in Technological Education Programs - 46
 Consecutive Bachelor of Education Degree
 -P/J, J/I, I/S - 13, 26-40
 -Technological Education - 13, 41-44
 Convocation, Office of - 62
 Copyright in Instructional Settings - 4
 Course Weights/Hours - 4, 28, 44
 Criminal Record Report - 4, 15, 26, 42
 Curriculum and Instruction
 -Concurrent Teacher Education Program - 16
 -Consecutive Bachelor of Education Program - 26
 -Technological Education Program - 43
 Diploma in Technological Education - 3, 13, 41-44
 Dr. Eric Jackman Institute of Child Study - 14, 63
 Dramatic Arts
 -Concurrent Teacher Education Program - 16, 22
 -Consecutive Bachelor of Education Program - 27, 29
 Economics
 -Concurrent Teacher Education Program - 16, 22
 -Consecutive Bachelor of Education Program - 27, 29
 Education Commons - 59
 English
 -Concurrent Teacher Education Program - 16, 22
 -Con 8 36 164 Tm /F2.0 1 Tf (Economics) Tj ET BT 8 0u1 Tf (Ec 0 0 8 36 351.2 Tm /F2.0 1 Ls i1ogram - 16 /F2.0 1 Tf (Education Commons - 59) Tj E) Tj ET BT 8

Related Studies

- Consecutive Bachelor of Education Program - 27-41
- Technological Education Program - 43

Religious Education

- Concurrent Teacher Education Program - 16, 24
- Consecutive Bachelor of Education Program - 27, 31

Request for Reinstatement - 48

School and Society

- Consecutive Bachelor of Education Program - 27, 34
- Technological Education Program - 43, 44

Science

- Concurrent Teacher Education Program - 16, 24, 25
- Consecutive Bachelor of Education Program - 27, 31, 34

Sessional Dates - 7

Social Sciences - General

- Concurrent Teacher Education Program - 16, 24
- Consecutive Bachelor of Education Program - 27, 31

STEP (Student Teaching Experience Program) - 27

Student Number/Person I.D - 5

Student Services and Facilities - 59-62

Summary of Programs Offered by OISE - 13

Supplemental Privileges

- Concurrent Teacher Education Program - 18
- Consecutive B.Ed. and Diploma in Technological Education Programs - 47

Teacher Education Seminar

- Consecutive Bachelor Of Education Program - 27, 40
- Technological Education Program - 43, 44

Teachers' Associations of Ontario - 51

Teacher Candidates and Professionalism - 6

Technical Proficiency Examination - 42

Technological Education - 3, 13, 41-44

Technological Education Apprenticeship Program (TEAP) - 43

Transcripts - 3, 52

University of Toronto Schools - 11

Visual Arts

- Concurrent Teacher Education Program - 16, 22
- Consecutive Bachelor of Education Program - 27, 28

Withdrawals

- Concurrent Teacher Education Program - 18
- Consecutive B.Ed. and Diploma in Technological Education Programs - 47