



OISE Initial Teacher Education

2014-2015 Calendar

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms -

Notice of Collection

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Location: McMurrich Building, Room 104

12 Queen's Park Crescent West

Toronto, Ontario M5S 1A8

Phone: 416-946-7303

Website: www.utoronto.ca/privacy

Obtaining an Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who meet all requirements of the program may be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification (O.T.C. of Q.), which qualifies them to teach in Ontario schools. Candidates must arrange to have an official transcript sent to the Ontario College of Teachers showing proof of graduation. The official transcript should be sent after the OISE convocation ceremony has taken place. The Ontario College of Teachers strongly recommends that the transcript be ordered and sent

Teacher Candidates and Professionalism

Teachers as Professionals

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:

Commitment to Excellence

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.

Trust and Integrity

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.

Respect for Others

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.

Dedication and Responsibility

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.

Statement of Expectations for OISE Teacher Candidates

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

OISE Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates

All Teacher Candidates registered in an OISE Bachelor of Education (both Consecutive and Concurrent) or Diploma in Technological Education program leading to recommendation for certification by the Ontario College of Teachers accept that the teaching profession demands integrity and exemplary behaviour. *OISE Standards of Professional Practice, Behaviour and Ethical Performance* for teaching includes upholding the applicable standards for the teaching profession established with reference to:

- a. The *Standards of Practice for the Teaching Profession* and the *Ethical Standards of Practice for the Teaching Profession* of the Ontario College of Teachers;
- b. The *Education Act* of the Province of Ontario;
- c. *We the Teachers of Ontario* of the Ontario Teachers' Federation;
- d. The *Code of Student Conduct* of the University of Toronto;
- e. The *Ontario Human Rights Code*;
- f. The *Criminal Code of Canada*; and
- g. The expectations of schools and communities that act as OISE's partners and field sites.

These standards apply to Teacher Candidates in all teaching or practice-related settings. By registering in one of OISE's teacher education programs, a Teacher Candidate accepts that s/he will follow *OISE Standards of Professional Practice, Behaviour and Ethical Performance*.

OISE Standards of Professional Practice, Behaviour and Ethical Performance do not replace the legal and ethical standards defined by professional or regulatory bodies or those regulations applicable to host organizations nor those defined by other University policies or procedures. Action respecting these OISE standards does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies or Boards of Education, or action under applicable law including the *Criminal Code of Canada*.

Breach of any of *OISE Standards of Professional Practice, Behaviour and Ethical Performance* may, after appropriate evaluation of a Teacher Candidate and in accordance with applicable procedures, be cause for dismissal or failure in a course, practicum, field placement or program.

All OISE Teacher Candidates are expected to demonstrate high levels of both academic and professional integrity and behaviour. As associate members of the Ontario Teachers' Federation (OTF), Teacher Candidates should be aware of the regulations made under the *Teaching Profession Act*. All OISE Teacher Candidates will uphold the relevant behavioural and ethical standards of the teaching profession and will refrain from taking any action that is inconsistent with the appropriate standards of professional behaviour and ethical performance. These appropriate standards include:

1. Acting in a manner consistent with a teacher professional who is in a 'position of trust' in relationships with students in their care during practicum and field experiences. As a teaching professional in a position of trust, Teacher Candidates must not use relationships with students for personal benefit, gain or gratification.
2. Demonstrating dedication and commitment to students in their care.
3. Respecting appropriate confidentiality of all students in their care. The standard of confidentiality permits discussion of information about the student with school authorities who have direct involvement with that student and the release of information as required by law.

4. Respecting the students' rights and dignity, emotional wellness, physical safety and cognitive development at all times.
5. Refraining from any act that may be reasonably construed as physical, emotional or sexual abuse of students.
6. Establishing, respecting and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
7. Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
8. Attending scheduled practicum and field placements and in the event of unforeseen circumstances, providing timely notice of absence to the appropriate person.
9. Upholding all applicable aspects of the *Ontario Human Rights Code*.
10. Fulfilling the duties of a Teacher as outlined in the *Education Act of the Province of Ontario* (RR, 1990, reg. 298 sec 20).
11. Behaving in a way that upholds the ethical and behavioural standards established by the Ontario College of Teachers and applicable Canadian law including the *Criminal Code of Canada*.

OISE Standards of Professional Practice, Behaviour and Ethical Performance represent minimum expected behaviour and ethical performance of Teacher Candidates; all Teacher Candidates should strive for exemplary ethical and professional behaviour at all times.

Breaches related to *OISE Standards of Professional Practice, Behaviour and Ethical Performance* are a serious matter and represent failure to meet the standards of the program.

Sessional Dates and Deadlines

•Bachelor of Education

•Diploma in Technological Education

Please note the following:

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.

2014

June 16 - July 29

Technological Education Apprenticeship Program (TEAP), In-Faculty Module 1 (2014-15 Cohort)

September 1

Labour Day (University closed)

September 3, 4

Registration and Orientation - Bachelor of Education and Diploma in Technological Education Programs. After September 3rd a late registration fee will be charged.

September 8

Fall Session begins

September 12

Last day for course and section changes for Fall Session courses

September 19

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

October 13

Thanksgiving Day (University closed)

October 14 - 15

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

October 27 - November 21

Practicum (Consecutive - all divisions)

October 31

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

November 11

Deadline for withdrawal without academic penalty from Fall Session courses

November 18

Fall Convocation - BEd and Diploma in Technological Education (see www.convocation.utoronto.ca)

December 10 - 12

Professional Preparation Conference

December 12

Fall Session ends

December 22 - January 5

University closed

2015

January 5

2015 Winter Session begins - Consecutive classes resume

January 8

Grades for 2014 Fall Session courses to be submitted to the Registrar's Office by Directors

January 9

Last day for course and section changes for Winter Session courses

January 28

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

February 16

Family Day Statutory Holiday (University closed)

February 18

Independent Study (Primary/Junior/Intermediate only - no classes)

February 18 - 19

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

February 27 - April 2

Practicum

March 16 - 20

March Break

March 31

Deadline for Withdrawal Without Academic Penalty

April 3

Good Friday (University closed)

April 17

Classes end (Consecutive)

April 20 - 24

Internship Preparation (Consecutive - all divisions)

April 27

Internship begins (Consecutive)

April 27 - May 15

Concurrent Program practicum - continuation

May 1

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

May 18

Victoria Day (University closed)

May 28

Internship ends (Consecutive)

May 29

Sessional Dates and Deadlines

In-faculty Internship Day (Consecutive)

May 29

Winter Session ends

June 10

Grades for the 2014-15 academic year viewable on ROSI (via SWS)

June TBA

Spring Convocation (see www.convocation.utoronto.ca)

OISE Administrative Officers (Partial List)

Dean's Office

Julia O'Sullivan, PhD (Western)
Dean

Jeanne Watson, PhD (York)
Associate Dean, Programs

TBA
Associate Dean, Research, International & Innovation

Ann Lopez, PhD (Toronto)
Academic Director, Initial Teacher Education

Creso Sá, PhD (Pennsylvania State)
Academic Director, Graduate Education

Bachelor of Education/Diploma in Technological Education Programs

Jacqueline Button EdD (Walden)
Director, Elementary and Secondary Program (Consecutive)

TBA
Coordinator, Technological Education Program

Ann Lopez, PhD (Toronto)
Director, Concurrent Teacher Education Program

Department Chairs

J. Roy Gillis (Acting Interim), PhD (Queen's)
Applied Psychology and Human Development (APHD)

Douglas McDougall, EdD (Toronto)
Curriculum, Teaching and Learning (CTL)

Tony Chambers, EdD (Florida)
Leadership, Higher and Adult Education (LHAE)

Abigail Bakan, PhD (York)
Social Justice Education (SJE)

Department Associate Chairs

Margaret S. Schneider, PhD (York)
Applied Psychology and Human Development (APHD)

James G. Hewitt, PhD (Toronto)
Curriculum, Teaching and Learning (CTL)

Indigo Esmonde, PhD (California, Berkeley)
Curriculum, Teaching and Learning (CTL)

Nina Bascia, PhD (Stanford)
Leadership, Higher and Adult Education (LHAE)

Sherene H. Razack, PhD (Toronto)
Social Justice Education (SJE)

Library/Education Commons

Kurt Binnie, BA (York)
Director, Information Technology

Michael Meth, MIST (Toronto)
Director, Information Resources and Services

Rouben Tchakhmakhtchian
Manager, Systems and Client Services

Registrar's Office

Sheldon Grabke, PhD (York)
Registrar

Initial Teacher Education

G. Ian M. MacLeod, MA (Toronto)
Assistant Registrar, Admissions and Evaluations

Bill Rankovic, BA (York)
Assistant Registrar, Registration and Records

Graduate Studies

Kim Holman, BA (Trent)
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration and Records

School-University Partnerships Office (SUPO)

Ann Lopez, PhD (Toronto)
Director (Acting)

Brian Coulson, MEd (Brock)
Practicum, Internship, and Field Partnership Coordinator, Elementary

Elizabeth Coulson, PhD (Western)
Practicum, Internship, and Field Partnership Development Coordinator, Secondary

Paul Kelly, MA (Niagara)
Concurrent Teacher Education Program Partnership Co-coordinator

John Smith, MEd (Toronto)
Concurrent Teacher Education Program Partnership Co-coordinator

Student Services

Sheldon Grabke, PhD (York)
Director (Acting)

Jeananne Robertson, MA (UBC)
Student Success Advisor, Student Services

Officers of the University

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

About OISE

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 20 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

Standing on the shoulders of one of the world's greatest universities, the Ontario Institute for Studies in Education of the University of Toronto (Institut d'études pédagogiques de l'Ontario de l'Université de Toronto), OISE, has for more than a century, made a major contribution to advancing education at home and around the world. With more than 72,000 alumni, 3,000 students (in initial teacher education and graduate programs), close to 7,000 continuing education students, and 20(programs), clo6 593 (advaarch-inttury,té e ouf oanaavers dedemic lifeenvio)mry, supporteducagra

About OISE

W. Pitman 1986 - 1992

A. Kruger 1992 - 1995

A. Hildyard 1995 - 1996

Deans of the Faculty of Education

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

Deans of OISE of the University of Toronto

M.G. Fullan 1996 - 2003

J.S. Gaskell 2003 - 2010

Julia O'Sullivan 2010 -

Summary of Programs Offered by OISE

OISE offers teacher education at several levels. These are summarized below. This Calendar pertains to the Concurrent Teacher Education Program, the Consecutive Bachelor of Education, and the Diploma in Technological Education. Information regarding the Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education (ITE) programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

Concurrent Teacher Education Program

Two concentrations are offered:

- Primary/Junior
- Intermediate/Senior

Consecutive Bachelor of Education Degree

Four concentrations are offered:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior
- Technological Education

Diploma in Technological Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also the Technological Education section regarding the BEd degree.)

Master of Arts in Child Study and Education

Two focused areas of study are offered in this Primary/Junior ITE program:

- Early Childhood Education
- Special Education

Master of Teaching in Elementary and Secondary Education

Three concentrations are offered:

- Primary/Junior Education
- Junior/Intermediate Education
- Intermediate/Senior Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the Ontario Teachers' Certificate of Qualification and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Education courses

only. Such candidates must first attend an orientation/information session at OISE and are required to submit evidence of an acceptable level of proficiency in oral and written English.

For application information and forms, visit the Continuing and Professional Learning website:

<http://conted.oise.utoronto.ca/>

If you require further information, contact:

Continuing & Professional Learning

252 Bloor Street West, Room 5-103

Toronto, Ontario M5S 1V6

Telephone: 416-978-2480 or StrS1•ontf.2 Tm (Telephonnd)Tj 1 0 0 1 316 676103

Concurrent Teacher Education

Concurrent Teacher Education

SMC Religious Education

Curriculum and Instruction (C & I)

Concurrent 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 partner unit, and include, depending upon availability:

Business Studies - Accounting
Business Studies - General
Computer Studies (not offered in 2014-15)
Dramatic Arts
Economics
English
Family Studies
French as a Second Language
Geography
History
International Languages - German (not offered in 2014-15)
International Languages - Italian
International Languages - Spanish (not offered in 2014-15)
Mathematics
Philosophy (not offered in 2014-15)
Politics
Religious Education
Science - Biology
Science - Chemistry
Science - General
Science - Physics
Social Sciences - General
Visual Arts

NOTES:

1. Not all of the above second teaching subjects are offered in each partner unit. Candidates should check with the unit's Concurrent Program Coordinator, and review the relevant academic calendar, before choosing their second teaching subject.
2. Changes in regulations by the Ontario College of Teachers or the Ministry of Education and Training may have an impact on the course offerings.

Program Components

The Concurrent e-Portfolio

Starting in Year 3 of the BEd program, Concurrent 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 Concurrent e-Portfolio is a purposeful and careful documentation of candidates' growth as developing teachers over the course of the program.

The Practicum or Field Placement

Certification by the Ontario College of Teachers requires that each Teacher Candidate successfully complete a minimum number of practicum days. All placements on school sites are at the invitation of the Principal of the school. Under the *Education Act of the Province of Ontario*, Principals have the right to end the practicum or field placement when they believe it has a negative effect on the welfare of the students in the school.

A Teacher Candidate may be restricted from beginning or continuing a practicum or field placement when s/he has acted in a manner not

consistent with *OISE Standards of Professional Practice, Behaviour and Ethical Performance*. The decision to restrict a Teacher Candidate from the practicum will be made by the Director of the School-University Partnerships Office (SUPO) in consultation with the Dean of OISE (or designate), and with others at the University of Toronto as required.

Teacher Candidates who are restricted from beginning or continuing a practicum or field placement will be provided with a letter that outlines the specific conditions that s/he must meet in order to commence or continue the practicum or field placement requirements. Teacher Candidates who are restricted from beginning or continuing a practicum or field placement will be deemed to be 'incomplete' in the program. Teacher Candidates who fail to meet the conditions specified in the letter will not be permitted to commence or complete the practicum and s/he will receive a failing grade in the practicum and will thus fail the program.

A practicum will be considered a failed practicum if any of the following occur:

1. A Teacher Candidate receives a 'fail' on the Summative Evaluation or Practicum Review for the practicum as completed by the Associate Teacher.
2. The Principal of the school has exercised the clause in the *Education Act of the Province of Ontario*, (RR.190, reg.298, Sec. 20) that allows the Principal of a school to end a practicum based on her/his obligation to ensure the emotional and educational well-being of the students in that school.
3. A candidate makes his/her own decision to leave a practicum.

Teacher Candidates must successfully complete all requirements of the program including the practica in order to graduate and be recommended to the Ontario College of Teachers.

Assessment of professional behaviour and ethical performance will form part of the academic assessment of Teacher Candidates in accordance with the *Grading Practices Policy* of the University of Toronto. Breaches of these standards are serious academic matters and represent failure to meet the academic standards of the Initial Teacher Education program. Poor performance with respect to professional or ethical behaviour may result in a performance assessment which includes a formal written reprimand, remedial work, suspension or dismissal from the program or a combination of these. In the case of suspension or dismissal from the program the suspension or dismissal may be recorded on the student's academic record and transcript with a statement that these standards have been breached.

In cases where the allegations of behaviour are serious, and if proven, could constitute a significant disruption to the program or the practice site, or a health and safety risk to other students or members of the university community, the Dean of OISE (or designate) is authorized to impose such interim conditions upon the Teacher Candidate including removal from the practice site as the Dean (or designate) may consider appropriate.

In urgent situations, such as those involving serious threats or violent behaviour, a Teacher Candidate may be removed from the University or practice site in accordance with the procedures set out in the *Code of Student Conduct*.

Appeals against decisions under this policy may be made according to the OISE guidelines for such appeals.

Program Requirements

The courses and field experiences related to the BEd component of the Concurrent Teacher Education Program are normally completed in a particular sequence from Year 3 to 5 except in exceptional circumstances. A new sequence of program components has been introduced. Candidates in the Concurrent Program in 2014-15 will follow

this new sequence.

For Concurrent Candidates in Years 1-5 in 2014-15

Candidates must successfully complete the following courses (or their unit-specific alternative) as part of the undergraduate degree in order to graduate from the Concurrent Teacher Education Program:

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

Please see the respective academic unit's calendar for relevant course titles. Candidates should consult the academic calendar of their home unit, as well as their program coordinator, concerning the scheduling of these courses.

Required BEd Course Credits

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

Year 3

Principles of Teaching (Course Weight 0.5) (includes 6 school visits)

Year 4

Inclusive Education (Course Weight 0.5) (includes 15 - 20 hours of field experience focused upon observation and tutoring)

NOTE: Both of the Year 3 and Year 4 BEd courses, Principles of Teaching and Inclusive Education, are prerequisites for all Year 5 BEd courses. The course codes differ depending on at which partner unit the courses are offered (see below under "Concurrent Teacher Education Courses").

Year 5 (Professional Year)

1. P/J Curriculum, Instruction and Assessment 1 EDU450Y1 (Course Weight 1.0)
OR
I/S Curriculum, Instruction and Assessment (Course Weight 1.0)
Anchor Subject
2. P/J Curriculum, Instruction and Assessment 2 EDU451Y1 (Course Weight 1.0)
OR
I/S Curriculum, Instruction and Assessment Second Teaching Subject (Course Weight 1.0)
3. Mentored Inquiry and Teaching – Reflective Practice and Professional Learning EDU482H1 (Course Weight 0.5)
4. Psychological Foundations of Learning EDU460H1 (Course Weight 0.5)
5. Social Foundations of Teaching and Schooling EDU470H1 (Course Weight 0.5)
6. Practicum –EDU492H1 (Course Weight 0.5)

NOTES:

1. Candidates' year of study in the program is calculated not by the length of time in the program, but rather by the number of courses/credits accrued in line with the regulations in their home unit (for details candidates should consult the Registrar's Office in their unit).
2. Prior to their start in Year 5, concurrent candidates' academic standing will be assessed by OISE for:
 - pre-requisites
 - credit count requirements
 - teaching subject pre-requisites and CGPA as per partner and OISE requirementsStudents who fall below the minimum requirements will be referred to

- the OISE Dean's Review Committee for adjudication. In exceptional cases, students may need to take extra time to meet these requirements prior to commencing OISE Year 5 (Professional Year).
3. BEd course credits accumulated in Years 3 to 5 of the Concurrent Teacher Education Program cannot be counted in the future towards an OISE Consecutive BEd Degree or an undergraduate degree.
 4. Candidates in Year 5 Professional Year may be required to take 0.5 credit to complete their undergraduate degree.
 5. Only the equivalent of one full prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See ctep.utoronto.ca for a detailed list of prerequisites for each I/S teaching subject.

Policies and Regulations

Grading Practices - Concurrent Bachelor of Education Program - EDU Courses

NOTE: Concurrent candidates must consult the respective college, faculty or campus in which they are registered for information on the relevant grading practices for their other (non-EDU) Concurrent Program courses. Some of the non-EDU courses are required to satisfy pre-/co-requisite requirements for EDU courses.

For continuation in the Concurrent Program toward the eventual granting of two degrees, candidates must meet the requirements of their respective units as well as requirements regarding prerequisite courses and the final Cumulative Grade Point Average (CGPA) required for and within the BEd degree.

At the end of Year 5 the required CGPA of 2.5 is calculated using the best 15 full course equivalents of the undergraduate degree. If Concurrent candidates are required to withdraw from the program, no credits for any courses taken as part of the Concurrent Program can be applied to the OISE Consecutive BEd program in the future.

A. Evaluation Procedures –Teacher Education Courses (EDU)

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
 - A list of all assignments, with due dates

Concurrent Teacher Education

- lab report, review, etc., shall be returned to the candidate prior to the last date for withdrawal from the course without academic penalty.
- Grades, as an expression of the instructor's best judgment of each Concurrent candidate's overall performance in a course, will not be determined by any system of quotas.
 - All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practicum

The evaluation of Concurrent candidate performance in the Practicum will include the following:

- A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of Concurrent candidates and the appeal mechanisms available. This statement will be available to all candidates before the beginning of the first Practicum session.
- Formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the Concurrent candidate.
- Written documentation of the summative (final) evaluation of the Practicum session.

C. Conditions for Final Standing in the Concurrent BEd Program

Concurrent candidates will be evaluated on all components of the BEd Program:

- Curriculum, Instruction and Assessment
 - Inclusive Education
 - Mentored Inquiry in Teaching (MIT)
 - Principles of Teaching: Legal, Ethical and Professional
 - Psychological Foundations of Learning
 - Social Foundations of Teaching and Schooling
 - The Practicum
- Grades in the Curriculum, Instruction and Assessment subjects, Mentored Inquiry in Teaching, Principles of Teaching, Inclusive Education, Psychological Foundations of Learning and Social Foundations of Teaching and Schooling will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
 - Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the candidate's grade report and transcript, however, a final Pass grade will be recorded as Credit (CR) and final Fail grade will be recorded as No Credit (NCR).
 - 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:
 - Grade Scale for Courses**

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%
	B+	3.3	77 - 79%

Good	B	3.0	73 - 76%
	B-	2.7	70 - 72%
	C+	2.3	67 - 69%
Adequate	C	2.0	63 - 66%
	C-	1.7	60 - 62%
	D+	1.3	57 - 59%
Marginal	D	1.0	53 - 56%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii. Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

- To be recommended for the Bachelor of Education Degree and the Certificate of Qualifications (O.T.C. of Q.), a Concurrent Education candidate must attain:
 - A minimum of a D- grade in each course in the following components of the program:
 - Curriculum, Instruction and Assessment
 - Inclusive Education
 - Mentored Inquiry in Teaching (MIT)
 - Principles of Teaching: Legal, Ethical and Professional
 - Psychological Foundations of Learning
 - Social Foundations of Teaching and Schooling
 - A minimum of an overall C+ average (2.3 CGPA) in six components:
 - Curriculum, Instruction and Assessment
 - Inclusive Education
 - Mentored Inquiry in Teaching (MIT)
 - Principles of Teaching: Legal, Ethical and Professional
 - Psychological Foundations of Learning
 - Social Foundations of Teaching and Schooling
 - A minimum overall average of B- (2.5 GPA) in the best 15 FCE taken as part of BA, BSc, BMus, and BPHE Degrees. The overall average will take into account course weights.
 - A Credit (CR) in the Practicum
 - Successful completion of the e-Portfolio requirement

D. Supplemental Privileges

- Academic Courses**
 - Concurrent candidates not satisfying the Conditions for Final Standing in academic BEd courses may be granted no more than two supplemental privileges by the OISE Dean's Review Committee.
 - 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 OISE Dean's Review Committee.
 - 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 Concurrent candidate's final grade in that course.
 - No Concurrent candidate will be permitted to take more than twice any final examination, or part thereof, except by permission of the

Appeals Committee of the OISE Faculty Council.

2. Practicum

There are two scheduled Practicum sessions. A Concurrent candidate must receive a Pass in each of the two scheduled Practicum sessions as designated on each summative evaluation. A Concurrent 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 OISE Dean's Review Committee. Supplemental privileges will take place after a scheduled Practicum has been completed. Only two supplemental privileges will be granted for the Practicum courses. A Concurrent candidate who fails both of the scheduled Practica and fails the first supplemental Practicum will receive a final grade of NCR (No Credit) for each of the Practicum courses and will neither be recommended for the Bachelor of Education degree nor for the Certificate of Qualification (Ontario College of Teachers).

E. Time to Completion

The Concurrent Teacher Education Program is designed as a full-time program to be completed within five years for candidates entering from high school. In exceptional circumstances, granted by the Dean's Review Committee, candidates may be offered an extension to complete the BEd program requirements. Please note, however, that timelines will be mandated by the OCT due to recent program changes.

F. Withdrawals from EDU courses

Candidates wishing to withdraw from EDU courses should consult the OISE sessional dates for information about withdrawing without academic penalty.

NOTE: Withdrawal from courses may extend program completion time. Students taking longer than five years to complete the program could incur additional expenses and might experience difficulty scheduling the required sequence of courses.

G. Withdrawal from Concurrent Teacher Education Program

1. Withdrawal from the Concurrent Program without Academic Penalty

A Concurrent candidate may choose to completely withdraw from the Concurrent Bachelor of Education program without academic penalty anytime up to March 31st. Candidates who wish to permanently leave the Concurrent BEd program must notify in writing both Registrar's Offices. Upon withdrawal, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record for EDU courses in that academic session.

2. Withdrawal from the Concurrent Program after March 31st

A Concurrent candidate who chooses to completely withdraw from the Concurrent Bachelor of Education program after the March 31st deadline will be assigned a grade of F or NCR, as appropriate, in all EDU courses for that academic session.

NOTE: Candidates who choose to, or are required to, withdraw from the Concurrent Program may be allowed to transfer to a non-Concurrent degree program and any credit retained will be dependent on the policies of the home faculty. Note 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.

H. Conflict of Interest

Where the instructor or a Concurrent 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.

I. Procedures in the Event of Disruptions

1. Principles

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. Concurrent candidates must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

- 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 Concurrent candidates prior to the class in which a vote of the Concurrent 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. Concurrent 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, Concurrent 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 Concurrent 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 Concurrent candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the

Concurrent Teacher Education

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.

J. Access to Examination Papers

- i. Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by Concurrent candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
- ii. A Concurrent candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A Concurrent candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

Academic Appeal Procedures - Concurrent Bachelor of Education Program

An academic appeal is an appeal by a student of the University:

1. Against a University decision as to his or her success or failure in meeting an academic standard or other academic requirement of the University; or,
2. As to the applicability to his or her case of any academic regulation of the University; however,
3. No appeal can arise from any admissions decision.

The standard of review of an academic appeal is reasonableness.

There are three types of academic appeal.

- A. Appeal of Academic Grades in OISE Courses
- B. Appeal of Failures in a Practicum
- C. Other Academic Appeals

A. Appeal of Academic Grades in OISE Courses

A Teacher Candidate must discuss a disputed grade informally with the instructor(s) involved to determine if an informal resolution is possible. Both the Teacher Candidate and the instructor may seek advice from the appropriate Program Director. If the dispute is not resolved through informal discussions, the following formal procedures may be initiated.

1. A Teacher Candidate may appeal a disputed grade by filing a written statement of appeal with the Registrar within two weeks of receiving the grade. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information, i.e., course syllabus, grading scheme, grade(s) received, etc., and should specifically state the desired outcome that is being sought. Submissions simply stating that a higher grade is being sought without compelling reasons and documentation will not normally be sufficient. The Registrar will provide a copy of the appeal

submission to the instructor and ask for the instructor's written response to the appeal without undue delay. A copy of the instructor's response will be provided to the appellant for his/her response, which must be received without undue delay. The Registrar will then provide copies of all the written submissions to the Dean's Review Committee to consider the appeal. Neither party nor his/her representative may appear in person before the Dean's Review Committee. The Dean's Review Committee will consider all submissions, review the case and communicate its decision and rationale in writing, through the Registrar, to the parties concerned.

2. A Teacher Candidate may appeal the decision of the Dean's Review Committee to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the Registrar within two weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information, i.e., course syllabus, grading scheme, grade(s) received, etc., and should specifically state the desired outcome that is being sought. Submissions simply stating that a higher grade is being sought without compelling reasons and documentation will not normally be sufficient. The written submissions should include the statements issued previously by the appellant, the instructor(s) and the Dean's Review Committee. 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. The appellant must notify the Registrar at least two business days prior to the date of the appeal hearing whether or not s/he elects to appear in person and/or be represented by counsel or other advisor. If the appellant does not notify the Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee will proceed with the appellant's written submission. The Appeals Committee will hear and/or consider submissions, review the case and communicate its decision and rationale in writing, through the Registrar, to the parties concerned.
3. A Teacher Candidate may make a final appeal of the decision of the Appeals Committee of the Faculty Council of OISE to the Academic Appeals Committee of the Governing Council of the University. An appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a written notice of appeal no later than 90 days after receipt of the decision of the Appeals Committee of the Faculty Council.

B. Appeal of Failures in a Practicum

A Teacher Candidate may discuss a failure of a practicum session with the Associate Teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A Teacher Candidate may initiate an academic appeal of the practicum failure in writing to the Director of the School-University Partnerships Office/Student Services (SUPO/SS) within two weeks of receiving the summative evaluation. The complete written statement of appeal must be delivered in documentary form to the Director of SUPO/SS; further documentation will not be considered after this point. A written statement should include all relevant factual information and should specifically state the desired outcome that is being sought. Appeals will not be accepted by electronic submission such as e-mail. Written statements stating that a passing grade is being sought without compelling reasons and documentation will not normally be sufficient. The Director of SUPO/SS will share a copy of the Teacher Candidate's appeal with the Associate Teacher(s) and/or other persons named in the appeal. In consultation with the Teacher

Candidate, the Associate Teacher, the Principal of the school, and any other named parties the Director of SUPO/SS will review the case and communicate his/her decision and rationale in writing to the parties concerned.

A Teacher Candidate may appeal the decision of the Director of SUPO/SS to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the Registrar within two weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written submission should include all relevant supporting documentation and factual information and should specifically state the desired outcome that is being sought. Submissions simply stating that a passing grade is being sought without compelling reasons and documentation will not normally be sufficient. The written submission should include the statements issued previously by the appellant, the Associate Teacher and the Director of SUPO/SS. In addition to providing a written submission, 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. The appellant must notify the Registrar at least two business days prior to the date of the appeal hearing whether or not s/he elects to appear in person and/or be represented by counsel or other advisor. If the appellant does not notify the Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee will proceed with the appellant's written submission. The Appeals Committee will hear and/or consider submissions, review the

together at the end of this section.

EDU310H5 Principles of Teaching: Legal, Ethical and Professional (Course Weight 0.5)

Alternate Course Numbers:

- EDU311H1 (Faculty of Arts & Science)
- EDU312H1 (Faculty of Kinesiology and Physical Education)
- EDU313H1 (Faculty of Music)
- EDUC10H3 (University of Toronto-Scarborough)
- EDU310H5 (University of Toronto-Mississauga)

This course builds understanding of teaching as a professional practice. The course will primarily focus on the research base underlying policies and documents such as the Foundations of Professional Practice. This course is linked to an online module of School Law and includes a field experience in a school, including 6 visits to schools.

EDU320H5 Inclusive Education: ELLs and Exceptional Learners (Course Weight 0.5)

Alternate Course Numbers:

- EDU321H1 (Faculty of Arts & Science)
- EDU322H1 (Faculty of Kinesiology and Physical Education)
- EDU323H1 (Faculty of Music)
- EDUC20H3 (University of Toronto-Scarborough)
- EDU320H5 (University of Toronto-Mississauga)

This course provides a foundation in inclusive curriculum and pedagogical practices for diverse exceptional learners (including behaviour, communication, intellectual, physical and multiple exceptionalities) and students for whom English is an additional language. This course includes a field experience involving observation and tutoring of an exceptional learner or an English language learner.

EDU460H1 Psychological Foundations of Learning (Course Weight 0.5)

This course builds on and extends the introductory Psychology course on Child and Adolescent Development. It delves more deeply into how development influences learning and also examines general issues related to how students learn. In recent years several important evidence-based principles have emerged about the nature of learning. For example, we know that learning is a constructive rather than a receptive process, that the structure and organization of knowledge profoundly impact our thinking, that self-regulation of cognition are important characteristics of effective learning, that motivation and beliefs direct learning, that social interaction and discourse play an important role in cognitive development, and that to develop competence, a deep foundation of knowledge is needed. We also know that individuals learn differently. How well a teacher understands and appreciates the psychological factors that influence student learning, student motivation, and the learning environment plays an important role in effective teaching practice. There will be a strong emphasis on “application”, with students being encouraged to think critically about learning as they connect course content to both in-class case studies and facets of actual teacher practice observed in their practicum.

EDU470H1 Social Foundations of Teaching and Schooling (Course Weight 0.5)

This course builds on issues introduced in the prerequisite Equity and Diversity in Education course by helping new teachers understand how they can support diverse students' learning in classroom, school and school system settings. The course helps teacher candidates develop understandings of opportunities for teacher development in school settings; family, community and peer characteristics that shape students' experiences of schooling; classroom social dynamics and teachers' curricular and pedagogical choices; program and school organization,

and how teachers can work effectively with other teachers and administrators; as well as how educational policies shape the conditions of teaching and learning. Course participants will develop observational skills in order to understand and intervene successfully in classroom, school and policy/system dynamics. By linking with the Practicum, the course allows students to observe, experiment with and reflect upon actual teaching experiences and to connect those observations and experiences to larger debates in the educational literature about the goals, purposes, and limitations of schooling.

EDU482H1 Mentored Inquiry in Teaching – Reflective Practice and Professional Learning (Course Weight 0.50)

This course draws upon and integrates foundational and curriculum theory and field-based learning. This course is designed to prepare new teachers to make connections between theory and practice by linking course work and field experiences. Teacher candidates will observe and develop understanding about classrooms, schools and communities. They will develop a sense of professional identity and collegial working relationships in the context of both field placements and academic classes. Through inquiry, teacher candidates will engage in reflective practice related to issues and challenges, problem-solving and questioning of assumptions about teaching and learning from a range of educational perspectives. This course will provide an introduction to and an opportunity for inquiry into a particular school context, organization and setting. Teacher candidates will reflect upon observations and inquiry-based activities both individually and with colleagues. Teacher inquiry practices that focus on student learning, achievement and well-being, inform effective teaching and learning practices/strategies and influence school improvement plans will be utilized. Teacher candidates will learn the importance of informing ones' practice through monitoring and feedback to ensure continuous improvement. Teacher candidates will also develop tools to support communication with stakeholders, particularly parents and community members.

EDU492H1 Practicum (Course Weight 0.50)

The practicum consists of two main components:

- i) orientation to schools, communities and systems and
- ii) opportunities for classroom practice related to the candidate's specific program. Teacher candidates are assigned to a 4 week (20 day) practicum session during the fall. In the winter term teacher candidates are assigned to a 7 week (30 - 35 day) practicum session in their Anchor Subject in schools or other settings approved by the Ontario College of Teachers. The candidates will engage in a minimum of forty days of combined observation and practice as required by the OCT. This does not include the field experiences candidates are involved in throughout their program.

Curriculum, Instruction and Assessment Courses

EDU450Y1 Primary/Junior I – Curriculum, Instruction and Assessment (Course Weight 1.0)

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

EDU451Y1 Primary/Junior II - Curriculum, Instruction and Assessment (Course Weight 1.0)

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

Concurrent Teacher Education

EDU414Y1 International Languages - German Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisite: Five full university courses of the target language and demonstrated proficiency in the language.

EDU415Y1 History Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the History program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.

Prerequisite: Four full university courses in History.

EDU416Y1 Family Studies Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course explores the principles and practices in Family Studies in Ontario. As a foundation for lesson and curriculum design, students will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Assignments will require students to prepare practical applications and to apply educational pedagogy to classroom realities. Students are encouraged to develop a personal philosophy about teaching Family Studies, based on critical and reflective practice.

Prerequisite: Four full university courses in Family Studies.

EDU419Y1 International Languages - Italian Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisite: Five full university courses of the target language and

demonstrated proficiency in the language.

EDU422Y1 Mathematics Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

A consideration of mathematics education at the Intermediate and Senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training guidelines.

Prerequisite: Four full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or postsecondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

EDU423Y1 Music-Instrumental Intermediate/Senior Curriculum, Instruction, and Assessment (Course Weight 1.0)

This course investigates approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Prerequisite: Four full university courses in Instrumental Music.

EDU424Y1 Music-Vocal Intermediate/Senior Curriculum, Instruction, and Assessment (Course Weight 1.0)

This course investigates approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Prerequisite: Four full university courses in Music.

EDU425Y1 Health and Physical Education Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (Grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Candidates will understand and employ various teaching approaches, which acknowledge both the unique growth of individual students and also the sequential stages of learning. Candidates will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.

Prerequisite: Four full university courses in Physical and Health Education.

EDU426Y1 Politics Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisite: Four full university courses in Political Science.

EDU427Y1 Social Sciences - General Intermediate/Senior Curriculum, Instruction, and Assessment (Course Weight 1.0)

This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisite: Four full university courses in Psychology, Sociology or Anthropology.

EDU428Y1 Religious Education Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education. Candidates enrolled in this course can be expected to do one practicum in a Roman Catholic secondary school setting.
Prerequisite: Five full university courses in Theology or Religious Studies.

EDU430Y1 Science - General Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

Designed to prepare teachers of Science in the Intermediate and Senior Divisions, 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 a minimum of 1 full course in each of Biology, Chemistry and Physics.

EDU431Y1 International Languages - Spanish Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisite: Five full university courses of the target language and demonstrated proficiency in the language.

EDU433Y1 Business Studies General Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course is designed to prepare teachers of Business in Grades 9-12. It focuses on evidence-based curriculum development, planning, and implementation for a range of Business Courses. Innovative instructional techniques and assessment approaches for teaching a variety of Business Studies curricula at all secondary grade levels will be examined. Other topics addressed include the use of technology, selection and creation of resources for business courses, and current issues and directions in business education.
Prerequisite: Four full university courses in Business subjects.
Consideration will be given to equivalent field experience and related post-secondary education.

EDU434Y1 Business Studies Accounting Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.
Prerequisite: Four full university courses in Business subjects, with a minimum of one full course in Accounting. Consideration will be given to equivalent field experience and related post-secondary education.

EDU443Y1 Philosophy Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

The purpose of the I/S Philosophy C&I course is to prepare teacher candidates to teach HZB3O (M as of 2011) and HZT4U courses in the Social Sciences and Humanities, Ontario Curriculum (2000; updated 2009) in secondary school contexts. A range of teaching and learning strategies, assessment practices, and approaches to curriculum design will be introduced as they relate to philosophical thought. Teacher candidates will also have an opportunity to explore, in an integrated delivery model, several topics and issues of particular relevance to the curriculum context in which they may work. Key topics, activities and 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

Consecutive Bachelor of Education

Primary/Junior Program, Junior/Intermediate Program & Intermediate/Senior Program

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

Candidates who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

NOTE: Admission to the Consecutive Bachelor of Education has ceased, and there will be no future intakes. Current students were required to satisfy the following requirements.

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 BEd & 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.

Documentation

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 BEd & Dipl. Technological Education section for details).
- d. A completed OISE initial teacher education Applicant Profile.

Additional Information

- a. International documentation in a language other than English 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 (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.
OR
 - 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.

•Junior/Intermediate (J/I)

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

- Junior/Intermediate Education EDU1450Y, a broad-based methodology course (1.5)
- One Intermediate subject-specific methodology course from those listed below (0.5)

Dramatic Arts EDU1071H

English EDU1101H

French as a Second Language EDU1111H

Geography EDU1441H (not offered in 2014-15)

Health and Physical Education EDU1251H

History EDU1151H

Mathematics EDU1221H

Music - Instrumental EDU1231H

Music - Vocal EDU1241H

Science (General) EDU1301H

Visual Arts EDU1011H (not offered in 2014-15)

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

•Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTES:

1. Candidates select only one of Music - Instrumental, **OR** Music - Vocal.
2. Candidates select only one International Language.

Business Studies - Accounting EDU1340Y

Business Studies - General EDU1330Y

Computer Studies EDU1040Y (not offered in 2014-15)

Dramatic Arts EDU1070Y

Economics EDU1080Y

English EDU1100Y

Family Studies EDU1160Y

French as a Second Language EDU1110Y

Geography EDU1440Y

Health and Physical Education EDU1250Y

History EDU1150Y

I.

York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. 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 Practicum or Field Placement

resources.

EDU1140Y International Languages - German Intermediate/Senior (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of International Languages-German. 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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisite: Five full university courses in the target language and proficiency in speaking and writing the language. Students must register for and successfully pass a proficiency test.

EDU1150Y History Intermediate/Senior (Course Weight 1.0)

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the Intermediate and Senior divisions (grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the History program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.

Prerequisite: Three full university courses in History.

EDU1151H History Intermediate (Course Weight 0.5)

This course has a dual focus. First, it prepares candidates to deal with the history of Ontario, including the history of Ontario's political, social, economic, and cultural development.

provincial guidelines), but also to other histories, and to other subjects. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods learned through reflections on practice.

Prerequisite: Three full university courses in History.

EDU1160Y Family Studies Intermediate/Senior (Course Weight 1.0)

This course explores the practices in Family Studies in Ontario. As a foundation for curriculum design, students will examine personal experience, theoretical practice, and current research, encompassing the nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-based learning; inclusion of diverse learners; assessment and evaluation; management and safety issues; utilization of technology; research, social, community, and societal impact. Assignments will require students to prepare practical applications and to apply educational theory to classroom realities. Students are encouraged to develop a personal philosophy about teaching Family Studies, based on theory and reflective practice.

Prerequisite: Three full university courses in Family Studies.

EDU1190Y International Languages - Italian Intermediate/Senior (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of International Languages-Italian. 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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisite: Five full university courses in the target language and proficiency in speaking and writing the language. Students must register for and successfully pass a proficiency test.

EDU1220Y Mathematics Intermediate/Senior (Course Weight 1.0)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Prerequisite: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.

EDU1240Y Music Vocal Intermediate/Senior (Course Weight 1.0)

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-12. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Prerequisite: Three full university courses in Music, or appropriate background.

EDU1241H Music Vocal Intermediate (Course Weight 0.5)

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in Grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Prerequisite: Three full university courses in Music, or appropriate background.

EDU1250Y Health and Physical Education Intermediate/Senior (Course Weight 1.0)

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (grades 7-12) Health and

EDU1301H Science - General Intermediate (Course Weight 0.5)

This course is designed to prepare teachers of science in the intermediate division (Grades 7-10). It explores the teaching of selected units in all four strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.

Prerequisite: Three full university courses in Science.

EDU1310Y International Language - Spanish Intermediate/Senior (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of International Languages-Spanish. 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 awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

Prerequisite: Five full university courses in the target language and proficiency in speaking and writing the language. Students must register for and successfully pass a proficiency test.

EDU1330Y Business Studies - General (Course Weight 1.0)

This course is designed to prepare teachers of Business in Grades 9-12. It focuses on evidence-based curriculum development, planning, and implementation for a range of Business Courses. Innovative instructional techniques and assessment approaches for teaching a variety of Business Studies curricula at all secondary grade levels will be examined. Other topics addressed include the use of technology,

Consecutive Bachelor of Education

- **Elementary Health and Physical Education**

The health and physical education 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 offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

- **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.

EDU1430Y Philosophy Intermediate/Senior (Course Weight 1.0)

The purpose of the I/S Philosophy C&I course is to prepare teacher candidates to teach HZB3O (M as of 2011) and HZT4U courses in the Social Sciences and Humanities, Ontario Curriculum (2000; updated 2009) in secondary school contexts. A range of teaching and learning strategies, assessment practices, and approaches to curriculum design will be introduced as they relate to philosophical thought. Teacher candidates will also have an opportunity to explore, in an integrated delivery model, several topics and issues of particular relevance to the curriculum context in which they may work. Key topics, activities and 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: Three full university courses in Philosophy.

EDU1440Y Geography Intermediate/Senior (Course Weight 1.0)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.

Prerequisite: Three full university courses in Geography.

EDU1441H Geography Intermediate (Course Weight 0.5)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject (Grades 7-10).

Prerequisite: Prerequisites: Three full university courses in Geography.

EDU1450Y Junior/Intermediate Education (Course Weight 1.5)

The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory. The components of this course are:

- **Elementary Language Arts**

The language 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. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

- **Elementary Mathematics**

The mathematics 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. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

- **Elementary Science**

The science 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. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

- **Elementary Social Studies**

The social studies 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. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

- **Elementary Music**

The music 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 introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

- **Elementary Health and Physical Education**

The health and physical education 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 offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

- **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.

EDU1470Y Science - Biology Intermediate/Senior (Course Weight 1.0)

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.

EDU1480Y Science - Chemistry Intermediate/Senior (Course Weight 1.0)

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.

EDU1490Y Science - Physics Intermediate/Senior (Course Weight 1.0)

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.

EDU3506H Psychological Foundations of Learning and Development (Course Weight 0.5)

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.

EDU3508H School and Society (Course Weight 0.5)

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.

EDU4010H Practicum (Course Weight 0.5)

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

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.

EDU5510H Anti-Racist Education Studies (Course Weight 0.5)

This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

EDU5517H Science and Technology in Context (Course Weight 0.5)

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 secondary school students with realistic contexts relating to knowledge building in science and technology. The course addresses (and transcends) expectations within the Skills of Inquiry, Design & Communication and Relationships (Relating Science to Technology, Society, and the Environment [secondary] and Relating Science and Technology to the World Outside the School [elementary]) learning domains in Ontario curricula.

EDU5528H Aboriginal Perspectives and Practices for All (Course Weight 0.5)

Designed for both Aboriginal and non Aboriginal teachers, this course will examine indigenous ways of knowing and how this knowledge can inform teacher practice to the benefit of all students. Historical, social, and political issues and cultural, spiritual and philosophical themes will be examined in relation to developing culturally relevant and responsive curriculum, pedagogy and practice. Teacher candidates will come away with the tools they need to create a more inclusive, fulfilling classroom environment in both urban and rural contexts.

EDU552H Teaching in French Immersion (Course Weight 0.5)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and 3) integrating culture, strategy training, language awareness into

immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French. Successful completion of a French Language Proficiency test is required for entry into this course.

Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior and Technological Education program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the Practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Technological Education

Bachelor of Education Program & Diploma in Technological Education Program

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

Candidates who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.). This qualifies the holder to teach technological education subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technological Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Education. 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.

The **Diploma in Technological Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technological Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto.

NOTE: After June, 2015 the Consecutive Bachelor of Education/Diploma in Technological Education program at OISE will have ceased, and Bachelor of Education degrees will no longer be conferred to Diploma in Technological Education students. Only those who received the Diploma in Technological Education after 1975 are eligible for the Bachelor of Education degree.

NB: In this context for a degree to be approved by OISE, it must contain:

- At least 15 full-year courses (or equivalent) and must not include any transfer credit for courses which were completed in the Technological Education diploma program or subsequent additional qualification teacher certification courses.
- No more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions.
- 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.

Technological Education Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is

reflected in the consolidation of areas within technological education into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The ten broad-based technology (BBT) areas are:

1. **Communications Technology**
Includes the study of live, recorded and graphic communications.
2. **Computer Technology**
Includes the study of digital computer interfacing, analog and digital electronics, control systems and computer engineering.
3. **Construction Technology**
Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.
4. **Green Industries**
Includes the study of design, construction, maintenance of landscapes and sustainable environments.
5. **Hairstyling and Aesthetics**
Includes the study of hairstyling aesthetics and other beauty services.
6. **Health Care**
Includes the study of health and personal care.
7. **Hospitality and Tourism**
Includes the study of travel and accommodation, food preparation, and other hospitality issues.
8. **Manufacturing Technology**
Includes the study of product design, process and production planning, manufacturing processes, and quality control.
9. **Technological Design**
Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics, and transportation. It also includes the development of industrial and commercial products and services, and health, safety and environmental systems.
10. **Transportation Technology**
Includes the study of transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

NOTE: Admission to the Consecutive Bachelor of Education has ceased, and there will be no future intakes.

To be eligible for admission, current students were required to meet our requirements in each of the following four areas:

1. **Basic Academic Requirement:**
Ontario secondary school graduation, or its equivalent.
- English Language Proficiency:**
An acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (see the Policies and Regulations - Consecutive BEd & Dipl. Technological Education secstructor0 0 1 326 203.4 ation secstruc5

trade/profession after successful completion of a related Certificate of Qualification. This skilled wage-earning experience must include a period of at least sixteen months of continuous employment;

OR

b. Three years full-time work experience in an approved 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 employment;

OR

c. Two years full-time work experience in an OISE listed trade/profession after successful completion of a related three or four-year diploma/degree program. This skilled wage-earning experience must include a period of at least sixteen months of continuous employment.

5. **Background Related to Teaching**

Students must receive a "Pass" in each section of the Applicant Profile regarding a background related to teaching, in order to be considered for admission.

Selection

Not all applicants who satisfy our minimum requirements can be admitted. Our final selection decisions will be influenced by the number of applicants and the level of the qualifications that they present for consideration. We will consider factors such as faculty resources and practice teaching opportunities available for specific BBTs. This may result in the imposition of limits on the number of candidates that we will admit into some BBTs.

Preference is given to those applicants who have broad-based skills related to their selected Technological Education area. Evidence of ongoing training and computer literacy is also considered.

In the essay portions of the Technological Education Profile, written communication skills are important. Teaching-related experience is recommended, and it is expected that applicants will display a keen understanding of the teaching profession and of learners in today's schools.

OISE reserves the right to refuse applicants whose qualifications, though within the scope of an area of broad-based technology, pertain to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).
2. A completed Technological Education Profile.
3. Official transcripts from secondary school showing high school courses and proof of high school graduation.
4. Official transcripts from a College of Applied Arts and Technology or a University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.
5. Skilled wage-earning experience documented in a manner acceptable to OISE.
6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment:
 - a. A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Education area for

which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.

- b. A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought and with an **overall B-range** average in a three-year program or a **B-range** average in 15 full-year courses (or equivalent in half courses) in a four-year program.
- c. A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Education area for which certification is sought and with an **overall B-range** average in the program.

Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Education area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

NOTE: Proof of competence in the chosen Technological Education area will be assessed in our admissions evaluation. However, teacher candidates in the Technological Education Program must be able to actively demonstrate all tasks related to their area of qualification in a safe and proficient manner in a classroom setting. Therefore, OISE reserves the right to require accepted candidates to successfully complete a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, process concentrated

Notes:

Policies and Regulations

•Consecutive BEd

•Diploma in Technological Education

English Language Proficiency Policy

NOTES:

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.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

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
OR
- 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
OR
- 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.

For Applicants To The Consecutive Bachelor of Education Degree Program

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

- a. Their mother tongue or first language is English
OR

- 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 English
OR
- 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.

B. Acceptable Tests and Required Scores

NOTE: 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 **TOEFL** (Test of English as a Foreign Language) for either the paper-based test, or the internet-based test. These following **two** tests, although equivalent, use different grading scales:
 - **Paper-based**, 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)
 - **Internet-based**, on which a minimum total score of 100 is required (with a minimum score of 25 for both the Writing and Speaking components)
OR
- ii. An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.
OR
- iii. An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 90 and also the Oral Interview component, showing a rating of 4.
OR
- iv. An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 46 and **TOW** (Test of Written Proficiency) with a minimum score of 46.
OR
- v. An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 60 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

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.

•Testing Agency Information

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

1. **TOEFL (Test of English as a Foreign Language) TWE (Test of Written English) TSE (Test of Spoken English)**
Educational Testing Service
Website: www.ets.org/toefl
2. **IELTS (International English Language Testing System)**
University of Cambridge Local Examinations Syndicate
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. There is

Policies and Regulations - Consecutive BEd & Dipl. Technological Education

an Ontario IELTS 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:

Website: www.ieltscanada.ca

3. MELAB (Michigan English Language Assessment Battery)

MELAB Testing; English Language Institute

Website: www.cambridgemicigan.org/melab

OR

The Toronto MELAB Test Centre

Website: www.melab.ca

4. TOP (Test of Oral Proficiency)

TOW (Test of Written Proficiency)

COPE Testing Limited

Website: www.copetest.com

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

Website: <http://english.learn.utoronto.ca>

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE Registrar's Office

Initial Teacher Education Programs

Admissions Unit, Room 4-455

252 Bloor Street West

Toronto, Ontario M5S 1V6

Telephone: 416-978-1848

Fax: 416-323-9964

E-mail: admissions@oise.utoronto.ca

Grading Practices - Consecutive Bachelor of Education and Diploma in Technological Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
 - i. A list of all assignments, with due dates;
 - ii. The weighting factor or percentage allotment for each course requirement;
 - iii. Statement on the procedure used to determine final grades;
 - iv. A description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the teacher candidates enrolled in the course. Any change shall be reported to the Dean (or designate).
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to teacher candidates with time for its discussion.
4. Teacher candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. For each course at least one piece of term work which is a part of the evaluation of a teacher candidate's performance, whether essay, lab report, review, etc., shall be returned to the teacher candidate prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each teacher candidate's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures –Practicum

The evaluation of teacher candidate performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of teacher candidates and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the first Practicum session.
2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the teacher candidate.
3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures –Internship

The evaluation of teacher candidate performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all teacher candidates before the beginning of the Internship.
2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Teacher candidates will be evaluated on all seven components of the program:
 - Curriculum and Instruction
 - Teacher Education Seminar
 - Psychological Foundations of Learning and Development
 - School and Society
 - Related Studies
 - The Practicum
 - The Internship
2.
 - i. Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
 - ii. Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the teacher candidate's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).
 - iii. Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.
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:
 - i. **Grade Scale for Courses**

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%
	D-	0.7	50 - 52%
Inadequate	F	0.0	0 - 49%

ii. Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii. Internship

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 **D-** 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 an **overall C+ average (2.3 GPA)** 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 (**CR**) in the Practicum.
- iv. Successful completion of the Internship.

E. Supplemental Privileges

1. Academic Courses

- 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. Practicum

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. Internship

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

F. Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by teacher candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
2. A teacher candidate has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A teacher candidate also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A teacher candidate may withdraw from the Bachelor of Education degree or Diploma in Technological Education program without academic penalty on or before March 31. If a letter is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the teacher candidate's academic

H. Conflict of Interest

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.

I. Procedures in the Event of Disruptions

1. Principles

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. Procedures

- 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.

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

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Review Committee by filing a written statement of appeal detailing the grounds of the appeal and the resolution sought. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information and should specifically state the desired outcome that is being sought. The Registrar will provide a copy of the appeal submission to the relevant parties and ask for their written response to the appeal without undue delay. A copy of the response will be provided to the appellant for his/her response, which must be received without undue delay. The Registrar will then provide copies of all the written submissions to the Dean's Review Committee to consider the appeal. Neither party nor his/her representative may appear in person before the Dean's Review Committee. The Dean's Review Committee will consider all submissions, review the case and communicate its decision and rationale in writing through the Registrar, to the parties concerned.

2. A Teacher Candidate may appeal the decision of the Dean's Review Committee to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the Registrar within two weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information and should clearly state the grounds of the appeal and the resolution being sought. 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. The appellant must notify the Registrar at least two business days prior to the date of the appeal hearing whether or not s/he elects to appear in person, and/or be represented by counsel or other advisor. If the appellant does not notify the Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee will proceed with the appellant's written submission. The Appeals Committee will hear and/or consider submissions, review the case and communicate its decision and rationale in writing through the Registrar, to the parties concerned.
3. A Teacher Candidate may make a final appeal of the decision of the Appeals Committee of the Faculty Council of OISE to the Academic Appeals Committee of the Governing Council of the University. An appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a written notice of appeal no later than 90 days after receipt of the decision of the Appeals Committee of the Faculty Council of OISE.

NOTE: Policy on Official Correspondence with Students (excerpted)

(Approved May 1, 2006)

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, onr(the desirrsity, on)'se ts arermation and ssyst scercuondntateROSI),ppeal cuondnt 0 0 1 3

Graduate Initial Teacher Education Programs

Master of Teaching in Elementary and Secondary Education

The Master of Teaching (MT) 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.

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.

NOTE: Applicants to the Intermediate/Senior concentration must select a first and second teaching subject from the following:

- English
- History
- Mathematics
- Biology

For detailed information, visit the Registrar's Office website:
www.oise.utoronto.ca/ro

Master of Arts in Child Study and Education

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.

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.

For detailed information, visit the Registrar's Office website:
www.oise.utoronto.ca/ro

Teacher Associations of Ontario

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

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

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

290, rue Dupuis, 4e étage
Ottawa, Ontario K1L 1B5
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-888-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.aefo.on.ca

Elementary Teachers' Federation of Ontario (ETFO)

136 Isabella Street
Toronto, Ontario M4Y 0B5
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, Suite 400
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230 (within Ontario)
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECCO)

1300 Yonge Street, Suite 308
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

Administrative User Fees Library Fees and Fines Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. Please note that the Province of Ontario has introduced new guidelines concerning tuition fee billing. At the time of publication, the University of Toronto was reviewing its practices in the context of these guidelines to determine how and when it will implement changes.

For revisions to the procedures referenced here, and for full details on tuition fees and fees refunds, consult the University's fees website: www.fees.utoronto.ca

Concurrent Teacher Education Program Students

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

Consecutive Teacher Education Program Students

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. Teacher candidates who withdraw before the end of a course will be

Financial Assistance and Awards

Concurrent Teacher Education Program Students:

Students in the Concurrent Teacher Education Program should consult

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 Morgan Parmenter Award in Guidance

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

The Miyumi Sasaki Education Fund is awarded to one or more teacher candidates enrolled in the initial teacher education program on the basis of financial need, a demonstrated commitment to social justice and equity, and an expressed intent to teach in an "inner-city"

teaching competencies.

Prof. Arthur Loudon Memorial Entrance Scholarship in Science

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.

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

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 demonstratevSA Committee. Recipients

The H. W. Bryan Memorial Award of Honour was established in honour of Dr. Hugh W. Bryan, for many years a Classics Master and for twenty years principal of Renfrew Collegiate Institute. He was president of O.S.S.T.F. in 1926.

This Ontario Secondary School Teachers' Federation Faculty of Education Scholarship is awarded to the graduating Teacher Candidate who best exemplifies leadership, collegiality and academic excellence.

The William Pakenham Fellowship

Two Awards - \$5,000 Each.

The recipient must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty and must be resident of Ontario, hold a Bachelor's Degree and a teacher's certificate valid in a Canadian province.

The application must be submitted to Student Services by April 15.

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Education program who achieves the highest academic average.

Alexander Pringle Seggie Award

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Dr. Eric Jackman Institute of Child Study Laboratory School Dr. David Suzuki Fellowship Award

The Dr. Eric Jackman Institute of Child Study Laboratory School Dr. David Suzuki Fellowship Award has been established to both acknowledge and advance the professional growth of pre-service teachers in the area of Environmental Education.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time graduating student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Don Wright Scholarship in Vocal Music

This scholarship is presented to a full-time graduating student in the Bachelor of Education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from Grades 5 - 10.

•Award Winners 2013-14

Primary/Junior Award of Honour

Adam Biesok

Junior/Intermediate Award of Honour

Jennifer Lynn McGowan

Intermediate/Senior Award of Honour

Calogero Falzone

Dr. Andy Anderson Memorial Scholarship

Adrienne Ryan Bradley
Robin Lacey Joyce
Rachel Carmela Scarcello
Sunitha Subramaniam

Arnolds Balins Award

Michael Reza Shahed Parker

Kathy Bickmore Peacemaking Education Award

Donna Graves
Joana Angela R. Milano

Borthwick-Duckworth Scholarship

Fariah Haque Chowdhury

M. Penelope Carter Award

Joana Angela R. Milano
Michelle Man Hey Tse

Mark A.R.M. Crowe Memorial Award

Rebecca Chantal Clark

The Robert Morrice Crowe Award

Youngjin Kim

John J. Del Grande Scholarship

Julia Ahadie

Jeffrey Drdul Memorial Award in Special Education

Jacob Blomme
Faiza Ishtiaq/Jennifer Lynn McGowan
Uzoma Victoria Onuoha
Ying Xue Wei
Aviva Golda Zieleniec

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

Tammy Ursula Rhea James

James W. Fair Award in Elementary Education

Ruth Rena Martin

Don Galbraith Preservice Teacher Award of Excellence

Alanna Bolotta
Vanessa Mary Denov
Anna Tam

James F. Johnson Masonic Award

Merissa Elyse Michell

The Professor Arthur Loudon Memorial Entrance Scholarship in

Science

Leslie Rae Cuthbertson
Rajdeep Kaur Dhaliwal
Jimmy Chi Man Lau
Delphine Marie-Egyptienne
Mariya Zelinska

The R. J. McMaster Award

Melissa Anne Brazier

O.E.C.T.A. Faculty of Education Award

Katreen Abdel-Shahied

OISE Commendation Award

Seamus Blake, Linda Chu, Calogero Falzone, Kelly Lee, Summer Jones,
Lisa Jennifer Little, Luciano Nicassio, Kathryn Frances Mae Testani,
Shaina Wajchender
SP7 Cohort Emily Carr: Robert Moscaritolo, Kaylan Thibeault, Bonnie

Student Services and Facilities

NOTE: 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 services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided at: www.life.utoronto.ca. This site describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the University of Toronto Students' Union (UTSU), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU).

OISE Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Advancement Office, located on the twelfth floor.

Contact: Advancement Office

Location: 252 Bloor Street West, 12th floor

Telephone: 416-978-1126

E-mail: alumni.oise@utoronto.ca

Black Educators Standing Together (BEST)

Black Educators Standing Together is a pre-service teacher network designed to provide academic, social and cultural support to OISE's Black pre-service teacher candidates. This network also aims to provide mentorship opportunities with Black in-service teachers (OISE alumni), from whom students can draw additional support and guidance.

Location: 252 Bloor Street West, Room 8-197

E-mail: blackeducators@utoronto.ca

Early Learning Centre

The Early Learning Centre is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. The Early Learning Centre is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. The Early Learning Centre is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor

Telephone: 416-978-6726

Fax: 416-946-5319

E-mail: early.learning.centre@utoronto.ca

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the

information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services.

It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students have access to:

A specialized collection in the field of education including:

- Extensive reference materials
- Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
- Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
- Materials on teaching the theory and methodology of curriculum from preschool through adult levels
- School board curriculum materials, textbooks and content resources used in Ontario schools
- A representative collection of children's literature

A varied and extensive collection of computer software, videotapesources 336

comprised of Aboriginal students, alumni, and faculty in initial teacher 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.

Location: 252 Bloor Street West, Room 7-191

Telephone: 416-978-0732

Email: ien@utoronto.ca

International Students

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.

International Students' Association (ISA)

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.

Location: 252 Bloor Street West, Room 8-107

Telephone: 416-978-2423

E-mail: isa@oise.utoronto.ca

Registrar's Office

The Registrar's Office offers a wide range of services to future and current students. If you are looking for information, start with us! We are responsible for facilitating all matters pertaining to your application, admission, registration, and graduation.

The RO team is dedicated to providing timely, efficient, courteous service, along with accurate and valuable information to future students, current students, graduates, faculty, and staff in a friendly and professional manner.

Location: 252 Bloor Street West, 4th Floor

Telephones:

BEd & Tech Admissions: 416-978-1848

Teacher Candidates: 416-978-4300

Graduate Studies: 416-978-1682

Fax: 416-323-9964

Email:

BEd & Tech Admissions: admissions@oise.utoronto.ca

Teacher Candidates: admitted@oise.utoronto.ca

Graduate Studies: gradstudy.oise@utoronto.ca

Website: oise.utoronto.ca/ro

Student Services Office (OISE)

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 advising on financial matters, loans and bursaries. In addition, services to students with disabilities and/or illnesses are coordinated through this office. The Office's Student Success Centre

disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-

OISE Academic Staff

Applied Psychology and Human Development (APHD)

J. Roy Gillis, PhD (Queen's), Assoc. Prof., Acting Interim Chair
Margaret S. Schneider, PhD (York), Assoc. Prof., Assoc. Chair

Mary Louise Arnold, EdD (Harvard), Assoc. Prof.
Mary Caravias, PhD (Toronto), Lecturer
Charles P. Chen, PhD (British Columbia), Prof.
Xi Chen-Bumgardner, PhD (Illinois), Assoc. Prof.
Joseph Ducharme, PhD (Toronto), Assoc. Prof.
Michel Ferrari, PhD (UQAM), Prof.
Patricia Ganea, PhD (Virginia), Assist. Prof.
Esther Geva, PhD (Toronto), Prof.
Abby L. Goldstein, PhD (York), Assist. Prof.
Eunice Jang, PhD (Illinois –UC), Assoc. Prof.
Jenny Jenkins, PhD (London), Prof.
Steven Katz, PhD (Toronto), Senior Lecturer
Kang Lee, PhD (New Brunswick), Prof.
Rhonda Martinussen, PhD (Toronto), Assoc. Prof.
Hazel McBride, PhD (Toronto), Senior Lecturer
Roy Moodley, PhD (Sheffield, UK), Assoc. Prof.
Joan Moss, PhD (Toronto), Assoc. Prof.
Charles Pascal, PhD (Michigan), Prof.
Janette Pelletier, PhD (Toronto), Prof.
Michal Perlman, PhD (Waterloo), Assoc. Prof.
Joan Peskin, PhD (Toronto), Assoc. Prof. and Director, Dr. Eric Jackman
Institute of Child Study
Michele Peterson-Badali, PhD (Toronto), Prof.
Niva Piran, PhD (Texas), Prof.
Angela Pyle, PhD (Queens), Assist. Prof.
Katreena Scott, PhD (Western), Assoc. Prof.
Judith A. Silver, PhD (Toronto), Senior Lecturer
Lana Stermac, PhD (Toronto), Prof.
Suzanne L. Stewart, PhD (Victoria), Assoc. Prof.
Richard Volpe, PhD (Alberta), Prof.
Jeanne Watson, PhD (York), Prof., Assoc. Dean
Judith Wiener, PhD (Michigan), Prof.
Dale M. Willows, PhD (Waterloo), Prof.
Earl Woodruff, PhD (Toronto), Assoc. Prof.

Dr. Eric Jackman Institute of Child Study

Joan Peskin, PhD (Toronto), Assoc. Prof., Director
Dale Willows, PhD (Waterloo), Prof., Program Chair
Robin Bennett, MEd (Toronto), Practicum Coord 0 G12séWrJod 0 0 far0Prof., Program Chair

Nina Spada, PhD (Toronto), Prof.
Stephanie Springgay, PhD (British Columbia), Assoc. Prof.
Shelley Stagg-Peterson, PhD (Alberta), Prof.
Leslie Stewart Rose, EdD (Toronto), Senior Lecturer
Heather Sykes, PhD (British Columbia), Assoc. Prof.
Peter Trifonas, PhD (British Columbia), Prof.
Harold M. Troper, PhD (Toronto), Prof.
John Wallace, PhD (Toronto), Prof.

Leadership, Higher and Adult Education (LHAE)

Tony C. Chambers, EdD (Florida), Assoc. Prof., Chair
Nina Bascia, PhD (Stanford), Prof., Assoc. Chair

Stephen Anderson, PhD (Toronto), Prof.
Bonnie Burstow, PhD (Toronto), Senior Lecturer
Carol Campbell, PhD (University of Strathclyde), Assoc. Prof.
Ruth Childs, PhD (North Carolina), Assoc. Prof.
Peter Dietsche, PhD (Toronto), Assist. Prof.
Joseph Flessa, PhD (California, Berkeley), Assoc. Prof.
Jane Gaskell, EdD (Harvard), Prof.
Ruth E. S. Hayhoe, PhD (London), Prof.
Angela Hildyard, PhD (Toronto), Prof.
Glen A. Jones, PhD (Toronto), Prof.
Reva Joshee, PhD (British Columbia), Assoc. Prof.
Ann Lopez, PhD (Toronto), Lecturer, Academic Director, Initial Teacher Education
Jamie-Lynn Magnusson, PhD (Manitoba), Assoc. Prof.
Blair Mascall, PhD (Toronto), Assoc. Prof.
Angela Miles, PhD (Toronto), Prof.
Kiran Mirchandani, PhD (McGill), Prof.
Shahzad Mojab, PhD (Illinois), Prof.
Karen Mundy, PhD (Toronto), Prof.
Linda Muzzin, PhD (McMaster), Assoc. Prof.
Charles Pascal, PhD (Michigan), Prof.
John Portelli, PhD (McGill), Prof.
Jack Quarter, PhD (Toronto), Prof.
Jean-Paul Restoule, PhD (Toronto), Assoc. Prof.
James J. Ryan, PhD (Toronto), Prof.
Creso Sá, PhD (Pennsylvania State), Assoc. Prof., Academic Director, Graduate Education
Peter Sawchuk, PhD (Toronto), Assoc. Prof.
Leesa Wheelahan, PhD (Monash), Assoc. Prof.
Terezia Zoric, MA (York), Senior Lecturer
Marvin A. Zuker, LL.B (Osgoode), MEd (Toronto), Assoc. Prof.

Social Justice Education (SJE)

Abigail Bakan, PhD (York), Prof., Chair
Sherene H. Razack, PhD (Toronto), Prof., Assoc. Chair

Lauren Bialystok, PhD (Toronto), Assist. Prof.
Megan Boler, PhD (University of California Santa Cruz), Prof.
Eric Bredo, PhD (Stanford), Prof.
Martin Cannon, PhD (York), Assoc. Prof.
George J. Sefa Dei, PhD (Toronto), Prof.
Diane Farmer, PhD (Toulouse-Le Mirail), Assoc. Prof.
Monica Heller, PhD (California at Berkeley), Prof.
C. Paul Olson, MA (Princeton), Assoc. Prof.
John Portelli, PhD (McGill), Prof.
Tanya Titchkosky, PhD (York), Assoc. Prof.
Rinaldo Walcott, PhD (Toronto), Assoc. Prof.
Njoki Nathani Wane, PhD (Toronto), Prof.
Terezia Zoric, MA (York), Senior Lecturer

Members Emeriti

Sandra Acker, PhD (Chicago)
Johan L. Aitken, PhD (Toronto)
Sabir A. Alvi, PhD (Indiana)
Eileen Antone, EdD (Toronto)
Janet W. Astington, PhD (Toronto)
Mary Beattie, EdD (Toronto)
Clive M. Beck, PhD (New England)
Barrie Bennett, PhD (Oregon)
Carl Bereiter, PhD (Wisconsin)
Andrew Biemiller, PhD (Cornell)
Deanne Bogdan, PhD (Toronto)
David Booth, MEd (Durham)
Arnold Bowers, MEd (Queen's)
Dwight Boyd, EdD (Harvard)
Linda Cameron, EdD (Toronto)
J.R. Bruce Cassie, PhD (SUNY at Buffalo)
Stacy Churchill, PhD (London)
Rina S. Cohen, PhD (Ottawa)
Ardra Cole, EdD (Toronto)
Carola Conle, PhD (Toronto)
F. Michael Connelly, PhD (Chicago)
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Vivian Darroch-Lozowski, PhD (Alberta)
Lynn Davie, PhD (Wisconsin)
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Margrit Eichler, PhD (Duke)
Don Fraser, MA (Toronto)
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Michael Fullan, PhD (Toronto)

Solveiga Miezeitis, PhD (Toronto)
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Suzanne Stiegelbauer, PhD (Texas)
Merrill Swain, PhD (California at Irvine)
Conchita Tan-Willman, PhD (Minnesota)
Rosemary Tannock, PhD (Toronto)
Dennis Thiessen, DPhil (Sussex)
Allen M. Tough, PhD (Chicago)
Richard G. Townsend, PhD (Chicago)
Ross E. Traub, PhD (Princeton)
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Cicely Watson, PhD (Harvard)
Joel Weiss, PhD (Chicago)
Joyce A. Wilkinson, PhD (Minnesota)
Elgin Wolfe, MEd (Toronto)
Richard Wolfe, BA (Wisconsin)