



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

OISE Concurrent Teacher Education Program (CTEP)

2015-2016 Calendar

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OISE Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6
www.oise.utoronto.ca/ro

Teacher Education Programs

Concurrent Teacher Education Program (CTEP)

(See information in CTEP section)
E-mail: ctep@utoronto.ca
Website: www.ctep.utoronto.ca

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

(See information in Graduate Teacher Education Programs section)

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

(See information in Graduate Teacher Education Programs section)

Teacher Education Records Requests & Additional Qualifications Transcripts

Telephone: 416-978-1684
Fax: 416-323-9964
E-mail: transcripts@oise.utoronto.ca
Website:
www.oise.utoronto.ca/ro/Teacher_Candidates/Transcripts_Records

Teacher Education & Graduate Studies Transcripts

Telephone: 416-978-3384
Fax: 416-978-2487
E-mail: ask@artsci.utoronto.ca
Website: www.rosi.utoronto.ca

Important Notices

Academic Year

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

Admissions Policy Statement

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

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

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

Admission of International Students

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

Changes in Programs of Study and/or Courses

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

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

Academic Course Weights/Hours

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

Copyright in Instructional Settings

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

Criminal Record Report

•School Board Requirements

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

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

•The Ontario College of Teachers Requirement

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

Telephone: 416-961-8800

Website: www.oct.ca

Duration of Study

The Concurrent Teacher Education Program is an intensive full-time day-school professional program. There is no part-time option. Moreover, the program is highly structured in order to timetable all required elements within the period of study. Regular attendance is mandatory.

Enrolment Limitations

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

Notice of Collection

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government. The University is also required to report student-level enrolment-related data to the Ministry of Training, Colleges and Universities as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics and educational outcomes, in order to administer government postsecondary funding, policies and programs, including planning, evaluation and monitoring activities. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below, or contact the University Freedom of Information and Protection of Privacy Coordinator.

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 electronically via a link on the Ontario College of Teachers on-line registration site. Due to heavy volume at the Ontario College of Teachers, processing time could take several weeks, even longer if a paper transcript is submitted.

NOTE: Beginning on September 1, 2015, the initial teacher education program at Ontario's faculties of education will expand to a minimum four-semester. In preparation for the new enhanced program requirements, amendments affecting teacher certification were announced by the Ontario College of Teachers. Those who have completed Ontario programs, but have not become certified with the College by August 31, 2015 will be subject to these requirements to obtain a full certificate.

Certification with the Ontario College of Teachers **after September 1, 2015**, will be subject to new enhanced program requirements:
www.oct.ca/public/newteachered

Person ID (Student Number)

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

Policies and Regulations

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

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

All University policies can be found at:

www.governingcouncil.utoronto.ca/policies.htm

Those which are of particular importance to students are:

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

More information about students' rights and responsibilities can be found at:

life.utoronto.ca/get-help/rights-responsibilities.htm

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, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

Students' rights and responsibilities regarding retrieval of official correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

For more information, please see:

www.governingcouncil.utoronto.ca/policies/studentemail.htm

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 outlined on the School-University Partnership Office (SUPO) website at: www.oise.utoronto.ca/supo

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

While professors will determine the appropriate means by which to

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

Commitment to Excellence

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

Trust and Integrity

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

Respect for Others

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

Dedication and Responsibility

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

Related Resources

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

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

All Teacher Candidates registered in an OISE Bachelor of Education (Concurrent) 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

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.

2015

September 7

Labour Day (University closed)

September 10

Registration and Orientation - Bachelor of Education (CTEP). After September 10th, a late registration fee will be charged.

September 14

Fall Session begins

September 28

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

October 12

Thanksgiving Day (University closed)

October 20 - 21

Orientation to Schools (CTEP)

October 31

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

November 2

Deadline for withdrawal without academic penalty from Fall Session courses

November 2 - 27

Practicum (CTEP)

November 13

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

December 9 - 10

Professional Preparation Conference

December 18

Fall Session ends

December 23- January 1

University closed

2016

January 4

2015 Winter Session begins - CTEP classes resume

January 15

Grades for 2015 Fall Session courses to be submitted to the Registrar's Office by Directors

January 25

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 2 - 3

Orientation to Schools (CTEP)

February 15

Family Day Statutory Holiday (University closed)

February 16 - March 11

Practicum (CTEP)

March 1

Final date to drop full-year and winter session courses without academic penalty

March 14 - 18

March Break

March 25

Good Friday (University closed)

April 11

Building Futures Conference (CTEP)

April 15

Final Day of Classes (CTEP)

April 18 - May 6

Practicum (CTEP)

May 13

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

May 23

Victoria Day (University closed)

June TBA

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

OISE Administrative Officers (Partial List)

Dean's Office

Glen A. Jones, PhD (Toronto)
Interim Dean

Douglas McDougall, EdD (Toronto)
Associate Dean, Programs

Michele Peterson-Badali, PhD (Toronto)
Associate Dean, Research, International & Innovation

Bachelor of Education Program

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

Merlin Charles, PhD (Toronto)
Student Academic Advisor/Practicum Coordinator (CTEP)

Joanna Sheridan, MA (ICS)
Practicum/Program Assistant (CTEP)

Department Chairs

Earl Woodruff, PhD (Toronto)
Applied Psychology and Human Development (APHD)

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

Nina Bascia, PhD (Stanford)
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)

David Montemurro, MA (York)
Teacher Education (MT); Curriculum, Teaching and Learning (CTL)

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

Ruth Childs, PhD (North Carolina)
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

Monique Flaccavento, MSt (Toronto)
Acting Director, OISE Library

Rouben Tchakhmakhtchian, BSc (Toronto)
Manager, Systems and Client Services

Office of the Registrar and Student Services

Sheldon Grabke, PhD (York)
Registrar & Executive Director, Student Services

G. Ian M. MacLeod, MA (Toronto)
Director, Student Services

Bill Rankovic, BA (York)
Associate Registrar, Registration, Records and Systems

Kim Holman, BA (Trent)
Associate Registrar, Admissions, Enrolment Management and Awards

Jeananne Robertson, MA (UBC)
Student Success Specialist

Lise Watson, MA (Toronto)
Financial Aid Advisor

Michelle Turiano, BA (Ryerson)
Student, Career, Co-curricular Record Coordinator

Wendy Prezament, BMus (McGill)
Admissions, Student Records & Combined Program/CTEP Officer

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 research centers, ours is a unique academic environment supporting a scholarly community second-to-none. As Canada's largest and most influential faculty of education, OISE occupies a unique space in educational landscape and is at a special moment in its history, setting new directions and positioning for the future with a new strategic and academic plan. Guided by our commitment to equity and social justice, and mindful of our special responsibility to lead, we will not only sustain but enhance our impact as we continue to shape how the world thinks and goes about education.

In brief, OISE is committed to transformation in, and through education by creating a dynamic synergy among research, teacher education and graduate programs and by improving teaching and learning here at home and around the world.

History

In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level.

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

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, "OCE" was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education.

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

In general, OISE and FEUT each pursued their mandates and activities separately after 1965.

In 1983, the University of Toronto and OISE struck a joint committee to

explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

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

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996. It was organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

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

Today OISE is one of the largest faculties at the University and one of the largest faculties of education in North America. On February 16, 2012 the University of Toronto Governing Council approved a new four-department structure for OISE. As of July 1, 2012 OISE has four departments:

- Applied Psychology and Human Development (APHD)
- Curriculum, Teaching and Learning (CTL)
- Humanities, Social Sciences and Social Justice Education (HSSSJE)
- Leadership, Higher and Adult Education (LHAE)

With programs grouped under four distinct yet interrelated areas of scholarship within the broader field of educational studies, OISE's new departments will be comprehensive, with each contributing to both graduate and undergraduate programs and research.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson 1965 - 1975

C.C. Pitt 1975 - 1980

B. Shapiro 1980 - 1986

W. Pitman 1986 - 1992
A. Kruger 1992 - 1995
A. Hildyard 1995 - 1996

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
J. O'Sullivan 2010 - 2015
Glen A. Jones (Interim) 2015 -

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. Information regarding the Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Teacher Education Programs

Teacher education 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

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: 416-978-2474
Telephone: 1-800-443-7612
Fax: 416-926-4732
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to MEd, MA, MT, EdD and PhD degrees are offered through OISE's four departments:

- Applied Psychology and Human Development (APHD)
- Curriculum, Teaching and Learning (CTL)
- Leadership, Higher and Adult Education (LHAE)
- Social Justice Education (SJE)

With the exception of the MA in Child Study and Education and the Master of Teaching in Elementary and Secondary Education (see also the Graduate Teacher Education Programs section), graduate degrees in education at OISE do not carry Ontario teacher certification.

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

www.oise.utoronto.ca/ro

If you require further information, contact:

OISE Registrar's Office
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-978-4300
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Laboratory School

Dr. Eric Jackman Institute of Child Study (ICS)

The Dr. Eric Jackman Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age. It serves as a resource for students in the MA in Child Study and Education program and for research activities.

Further information is available at:

www.oise.utoronto.ca/ICS

Or from:

The Dr. Eric Jackman Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone: 416-934-4525
Fax: 416-978-6485
E-mail: vanessa.dane@utoronto.ca

Concurrent Teacher Education

Primary/Junior Program & Intermediate/Senior Program

The Concurrent Teacher Education Program has been designed as a full-time program that is to be completed in five years for candidates entering directly from high school. However, admission to CTEP has now ceased. The program will be offered for currently registered students until 2018. Offering the Concurrent Program in partnership with OISE, across the three University of Toronto campuses, are the following academic units:

- **University of Toronto Scarborough (UTSC)**
Website: www.utsc.utoronto.ca/~ctep
- **University of Toronto Mississauga (UTM)**
Website: www.utm.utoronto.ca/ctep/
- **Faculty of Music (MUS)**
Website: www.music.utoronto.ca/programs/me.htm
- **Faculty of Kinesiology and Physical Education (KPE)**
Website: www.physical.utoronto.ca/Undergraduate.aspx
- **St. Michael's College (SMC)**
Website: <http://stmikes.utoronto.ca/concurrent/default.asp>
- **Victoria College (VIC)**
Website: www.vic.utoronto.ca/students/academics/education/ctep.htm

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

- Honours Bachelor of Arts (HBA)
- Honours Bachelor of Science (HBSc)
- Bachelor of Music (BMus)
- Bachelor of Physical and Health Education (BPHE)

Successful Concurrent candidates will also be recommended for the **Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)**.

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

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

For detailed program descriptions and application information, please consult the calendars of the respective academic units involved in the Concurrent Program.

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

Candidates who meet all requirements of the program will 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.

NOTE: Primary/Junior candidates do NOT receive a credential in a teaching subject, e.g., French, Science, or Special Education.

Documentation Requirements

1. Yearly criminal record screening is required for completion of the

Concurrent Teacher Education Program and for certification by the Ontario College of Teachers. Without a satisfactory criminal record report, the schools will not allow teacher education candidates to participate in practice teaching and field placements. Teacher candidates must therefore be aware that failure to obtain a satisfactory criminal record check could jeopardize their ability to complete the requirements of their degree at OISE. See the Important Notices section for details.

2. Each candidate in Year 5 of the Concurrent Program will be required to submit to the OISE Registrar's Office legal documentation to substantiate a change of name where appropriate in preparation for graduation from the Concurrent Program and recommendation to the OCT for the O.T.C. of Q.

Concurrent Teacher Education Program Information

Teaching Levels and Areas of Study

Primary/Junior (P/J)

Preparation for elementary school teaching is at the Primary/Junior (P/J) level and spans Kindergarten to Grade 6. Elementary school teachers are responsible for teaching many subjects, including Literacy, Mathematics, Music, Drama, Science, etc.

- Primary/Junior candidates at U of T Scarborough must choose one of: a Major in Mathematics, Chemistry or Physics, or a Specialist in French, within their undergraduate degree.
- Candidates interested in applying to the Victoria College Primary/Junior Program in Year 2 are encouraged to enrol in the Ryerson Stream of the Vic One Program in Year 1 of their BA or BSc degree. Students must have completed PSY100H or equivalent in Year 1, as well as one of the following: Sociology 100, Anthropology 100, or a 100-level Geography course dealing with the Urban Environment. A minimum CGPA of 2.70 is required.
- Candidates interested in applying to the UTM Primary/Junior program must enrol in the Specialist or Major in Exceptionality in Human Learning (EHL). UTM also offers a French Primary/Junior stream; all French candidates will be enrolled in a general Concurrent French stream, and then after the completion of their second year of study can declare whether they wish to pursue the French Primary/Junior option. French candidates who do not declare the French Primary/Junior option will automatically be considered French Intermediate/Senior candidates.

Intermediate/Senior (I/S)

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

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

Each Concurrent partner offers different Anchor Subjects:

- UTM** Chemistry, French, Mathematics
- UTSC** Chemistry, French, Mathematics, Physics
- KPE** Health and Physical Education
- MUS** Music Education
- SMC** Religious Education

Concurrent Teacher 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 2015-16)
Dramatic Arts
Economics
English
Family Studies
French as a Second Language
Geography
History
International Languages - German (not offered in 2015-16)
International Languages - Italian
International Languages - Spanish
Mathematics
Philosophy (not offered in 2015-16)
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 will follow this new

sequence.

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 requirements

Students 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:
 - i. A list of all assignments, with due dates
 - ii. The weighting factor or percentage allotment for each course requirement
 - iii. A 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 Concurrent 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 Concurrent candidates with time for its discussion.
4. Concurrent 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 Concurrent candidate's performance, whether essay, lab report, review, etc., shall be returned to the candidate prior to the

Concurrent Teacher Education

- 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

1. 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

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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.
2. 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 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.

C. Other Academic Appeals (all academic appeals except appeals to OISE grades and practicum)

A Teacher Candidate should attempt to resolve the matter informally with the appropriate person(s) involved to determine if an informal resolution is possible. If the dispute is not resolved through informal discussions, the following formal procedures may be initiated.

1. A Teacher Candidate may initiate an academic appeal to the Dean's 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, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

Students' rights and responsibilities regarding retrieval of official correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

For more information, please see:

www.governingcouncil.utoronto.ca/policies/studentemail.htm

Notes:

1. Courses are listed in numerical order by course number.
2. Curriculum, Instruction and Assessment (CIA) Courses are listed together at the end of this section.

Concurrent Teacher Education

Curriculum, Instruction and Assessment Courses

Intermediate/Senior – Curriculum, Instruction, and Assessment

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

Teaching Program (MT)

The Teaching Program is a two-year program of study leading to a Master of Teaching (MT) 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 students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students 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 (such as an inquiry-based approach) and learning environments result in educational practices that build on children's current levels of development.

The non-thesis program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for a **Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

This program offers two fields:

1. Practice-Based Inquiry (PBI) in Psychology and Educational Practice
2. Research-Intensive Training (RIT) in Psychology and Education

Field: Practice-Based Inquiry (PBI) in Psychology and Education Practice

The field is based on the use of collaborative inquiry and data-based decision-making to enhance teachers' practice and student learning and success. This field will provide a foundation in the use of a broad range of information sources to address questions of practice using an inquiry cycle.

Field: Research-Intensive Training (RIT) in Psychology and Education

The field provides concurrent training in research methods and educational practice for elementary teacher certification. It supports the development of expertise in scientific examination of educational and psychological issues and highlights the integration between science and classroom practice.

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**

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.

Administrative User Fees (2015-16)

Copy of record - \$17.00
 Duplicate tax receipts - \$5.00
 Late registration fee (plus \$5.00 per day) - \$44.00
 Letters/Forms of Confirmation - \$8.00
 Official transcripts - \$12.00
 Replacement of student/library card - \$12.00

Library Fees and Fines (2015-16)

Damaged book or serial - \$45.00
 Lost book - \$145.00
 Lost bound serial - \$245.00
 Lost unbound serial - \$75.00
 Overdue fines

- Books and serials (per day per item) - \$0.50
- Short-term loan books and serials (per hour, per item) - \$0.50
- Short-term loans beyond 24 hours (per day, per item) - \$7.50
- Reserved/Recall books and serials (per day, per item) \$2.00
- Software (per day, per item) \$5.00

NOTE: The University reserves the right to alter fees and other charges described in the Calendar.

Financial Assistance and Awards

Financial Assistance and Awards

Concurrent Teacher Education Program Students:

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

•Financial Assistance

Policy on Student Financial Support

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

Ontario Student Assistance Program (OSAP)

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

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority.

Information about Out-of-Province Student Loan Programs is available at: <http://www.adm.utoronto.ca/financial-aid/canadian-government/>

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

Further information may be obtained from:

Enrolment Services
172 St. George St.
University of Toronto
Toronto, Ontario M5R 0A3
Telephone: 416-978-2190

Ontario Bursary for Students with Disabilities

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

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out the online application form available at: <http://www.adm.utoronto.ca/financial-aid/u-of-t-advance-planning-for-students-utaps/>

University of Toronto Work-Study Plan

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

Bursary Assistance

Non-repayable bursaries are offered to students enrolled in the Concurrent Bachelor of Education Program who demonstrate financial need. This support is provided through your Undergraduate College or Faculty rather than OISE.

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.

Location: 252 Bloor Street West, Room 8-190

Telephone: 416-978-0178

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

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

Education Commons and OISE Library

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, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphics
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the websites listed below:

■ Education Commons

Telephone: 416-978-1802

Website: www.oise.utoronto.ca/ec

■ Library

Telephones:

Circulation Desk: 416-978-1850

Reference Desk: 416-978-1860

Website: www.library.utoronto.ca/oise

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-

Student Services and Facilities

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
E-mail: ien@utoronto.ca
Website: www.oise.utoronto.ca/ien

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

Office of the Registrar and Student Services

The Office of the Registrar and Student Services 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 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.

One aspect of our mission 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 (OSSC) offers one-on-one support to OISE students from Graduate and Teacher Education programs. The OSSC provides assistance with academic writing, resume and cover letters, as well as strategies for success in teacher preparation and

graduate programs.

Location: 252 Bloor Street West, 4th Floor
Telephone: 416-978-4300
Fax: 416-323-9964
Email:
Registrar's Office: admissions.oise@utoronto.ca
Website: oise.utoronto.ca/ro
Student Services: studentservices.oise@utoronto.ca
Website: oise.utoronto.ca/ss

Student Teachers' Union

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

Location: 252 Bloor Street West, Room 5-199
E-mail: stu.oise@utoronto.ca
Website: www.oise.utoronto.ca/stu

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on Spadina Avenue and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at UofT where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accessibility Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: 455 Spadina Ave., 4th Floor, Suite 400
Toronto, Ontario M5S 2G8
Telephone: 416-978-8060 (Voice)
T.T.Y.: 416-978-1902

Fax: 416-978-5729

E-mail: accessibility.services@utoronto.ca

Website: www.studentlife.utoronto.ca/as

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 215 Huron St., Room 603

Toronto, Ontario M5S 1A2

Telephone: 416-978-1259

Email: antiracism@utoronto.ca

Website: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist students in planning, developing and managing their careers. Our mission is to engage, empower and support students, prospective students and recent graduates as they explore and create life goals that integrate career planning with academic studies, and co-curricular and personal pursuits. Working with strategic partners, we offer career education and experiential opportunities, which foster career clarity and build skills and lifelong competencies.

Location: Koffler Student Services Centre

214 College Street,

Toronto, Ontario M5T 2Z9

Telephone: 416-978-8000

Website: www.studentlife.utoronto.ca/cc

Centre for International Experience (CIE)

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

Location: 33 St. George Street

Toronto, Ontario M5S 2E3

Telephone: 416-978-2564

E-mail: cie.information@utoronto.ca

Website: www.studentlife.utoronto.ca/cic

Community Safety Coordinator

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

Location: 21 Sussex Avenue, 2nd Floor

Toronto, Ontario M5S 1J6

Telephone: 416-978-1485

Website: www.communitysafety.utoronto.ca

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on- or off-campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre

214 College Street, Main Floor

Toronto, Ontario M5T 2Z9

Telephone: 416-978-0951

E-mail: family.care@utoronto.ca

Website: www.familycare.utoronto.ca

Hart House

A 'living laboratory' of social, artistic, cultural and recreational experiences, Hart House is a dynamic gathering place for U of T students. Open 365 days a year from 7 am to 12 pm, its St. George Campus's vibrant centre for the education of the mind, body and spirit. The Beaux Arts Gothic Revival style building houses a state-of-the-art athletics wing with classes for every taste, a historic 454-seat theatre, a noted art gallery and collection, dining, recreation and socializing. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment. But for many, the real draw of Hart House is the scope of programming—from live music, lectures and literary events to food, filmmaking and fitness—that provides students opportunities for self-knowledge and awakening into who they are becoming.

Location: 7 Hart House Circle

Toronto, Ontario M5S 3H3

Telephone: 416-978-2452

Website: www.harthouse.ca

Health and Wellness Centre

The Health and Wellness Centre offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage—for example, OHIP, other provincial plans, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact www.cie.utoronto.ca for UHIP information.

Location: Koffler Student Services Centre

214 College Street, Second Floor

Toronto, Ontario M5T 2Z9

Telephone: 416-978-8030

Website: www.studentlife.utoronto.ca/hwc

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Student Services and Facilities

Location: Koffler Student Services Centre
214 College Street, Second Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
E-mail: housing.service@utoronto.ca
Website: www.studentlife.utoronto.ca/hs

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2015-16, excluding tuition:

Accommodation	7,500 - 14,400
Books/Supplies	1,000
Clothing	1,225 - 2,025
Food	4,050 - 5,550
Health insurance (UHIP) (international students)	684
Local transportation	1,300
Miscellaneous	1,200 - 2,450
TOTAL	\$16,275 - \$27,409

Office of Convocation

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

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

Location: Simcoe Hall, 27 King's College Circle
Toronto, Ontario M5S 1A1
Telephone: 416-978-3629
E-Mail: convocation.office@utoronto.ca
Website: www.convocation.utoronto.ca

Sexual and Gender Diversity Office

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

Location: 21 Sussex Avenue, Suite 416 and 417
Toronto, Ontario M5S 1J6
Telephone: 416-946-5624
Email: sgdo@utoronto.ca
Website: www.sgdo.utoronto.ca

Sexual Harassment Office

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

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

University of Toronto Students' Union (UTSU)

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

Location: UTSU St. George Office
12 Hart House Circle
Toronto, ON M5S 3J9
Telephone: 416-978-4911
Email: frontdesk@utsu.ca
Website: www.utsu.ca