

# Registrar's Office

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

## ◆ Initial Teacher Education Programs

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

Admissions 416-926-4701  
E-mail: [admissions@oise.utoronto.ca](mailto:admissions@oise.utoronto.ca)  
Website: [www.ro.oise.utoronto.ca/admissions](http://www.ro.oise.utoronto.ca/admissions)

Registered Students 416-926-4742  
E-mail: [admitted@oise.utoronto.ca](mailto:admitted@oise.utoronto.ca)

Transcripts & Records 416-926-4743  
E-mail: [transcripts@oise.utoronto.ca](mailto:transcripts@oise.utoronto.ca)  
Fax: 416-923-7834

### **Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program** (See information on Graduate Studies in Education below)

### **Master of Teaching in Human Development and Curriculum/ Ontario Teachers' Certificate of Qualification Program** (See information on Graduate Studies in Education below)

## ◆ Additional Qualification Courses for Educators

Admissions & Registration 416-926-4762 OR 1-800-443-7612  
Transcripts & Records 416-926-4743  
Fax: 416-923-7834  
E-mail: [aq@oise.utoronto.ca](mailto:aq@oise.utoronto.ca)  
Website: [www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

## ◆ Graduate Studies in Education

Admissions & Registration 416-923-6641 ext. 2663  
Transcripts & Records 416-978-2383  
Fax: 416-323-9964  
E-mail: [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)  
Website: [www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

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# Important Notices

## Academic Year

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

## Admissions Policy Statement

OISE/UT 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/UT 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, males interested in primary school teaching, Aboriginal persons and native speakers of French.

## Admission of International Students

OISE/UT 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/UT 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. If the University or OISE/UT 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/UT, 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, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

## 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

## Copyright in Instructional Settings

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

## Police Record Check

### School Board Requirements

The Bachelor of Education/Diploma in Technical Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory police record check the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to the Ontario Education Services Corporation:  
Fax: 416-593-7858  
E-mail: oesc-cseo@opsba.org

### The Ontario College of Teachers Certification

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

### 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.

### Ontario Teacher Qualifying Test

Applicants to the OCT must write and pass the profession entry test called the Ontario Teacher Qualifying Test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

### Person I. D. (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 I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

### Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In

applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the Calendar, as amended from time to time.

Rules and regulations relating to the OISE/UT Bachelor of Education and Diploma in Technical Education programs are displayed in this Calendar. Applicable University policies are either fully displayed or listed in the Calendar (see pages 56 - 63).

### Satisfactory Evidence of Freedom from Active Tuberculosis

Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from active tuberculosis (required by the Ontario College of Teachers) before registration.

The test must:

- a) be done during the 12 months prior to the start of the program
- b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
  - a negative tuberculin or 'skin test';OR
  - a positive tuberculin or 'skin test', followed by a normal chest x-ray;OR
  - a normal chest x-ray.

If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

- c) show the name of the doctor or testing agency
- d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE:

- a) Immunization cards and self-evaluated test results are not acceptable.
- b) Candidates will not be allowed to attend the program if the proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.
- c) Students in the Master of Arts in Child Study and Education and the Master of Teaching programs are required to submit proof of freedom from active tuberculosis at the beginning of each year of their program.

# Sessional Dates and Deadlines

## ◆ Bachelor of Education ◆ Diploma in Technical 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.

## 2004

June 17	Registration/Orientation - Technological Studies Apprenticeship Program (TSAP)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 1 (2004/05 Cohort)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2003/04 Cohort)
September 6	Labour Day (University closed)
September 8, 9	Registration - Bachelor of Education and Diploma in Technical Education Programs. After this date a late registration fee will be charged.
September 13	Fall Session begins
September 17	Last day for course and section changes for Fall Session courses
September 24	Last day for course and section changes for Full-year courses
October 11	Thanksgiving Day (University closed)
October 19 - 20	Orientation to Schools (I/S and Technological Studies)
October 21 - 22	Classes (I/S and Technological Studies)
October 25 - November 19	Practicum (all divisions)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Fall Session
November 14	Deadline for withdrawing without academic penalty from Fall Session courses
November 19	Fall Convocation – B.Ed. and Diploma in Technical Education (7:00pm)
December 13 - 15	Professional Preparation Conference

## 2004 continued

December 15                      Fall Session ends

December 22 - January 2      University closed

## 2005

January 3                         2005 Winter Session begins - classes resume

January 7                         Last day for course and section changes for Winter Session courses

January 14                        Grades for 2004 Fall Session courses to be submitted to the Registrar's Office

January 15                        Second installment of fees due

January 26                        Professional Preparation Day (all divisions)

January 28                        Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Winter Session

February 14 - 15                Orientation to Schools (I/S and Technological Studies)

February 16 - 18                Classes (I/S and Technological Studies)

February 17 - March 11        Practicum (P/J and J/I, all Boards)

February 21 - March 11        Practicum (I/S and Technological Studies, all Boards)

March 14 - 17                    Practicum (all divisions, TDSB only)

March 14 - 18                    March Break (all Boards except TDSB)

March 18 - 24                    March Break (TDSB only)

March 21 - 24                    Practicum (all divisions, all Boards except TDSB)

March 25                         Good Friday (University closed)

March 31                         Deadline for withdrawing without academic penalty from Winter Session and full-year courses

April 15                         Classes end

April 25                         Internship begins

April 29                         Grades for 2005 Winter Session and full year courses to be submitted to the Registrar's Office

May 23                         Victoria Day (University closed)

May 26                         Internship ends

May 27                         In-faculty Internship Day

June 10                         Grades for the 2004/2005 academic year available on ROSI (via SWS)

June 17 - July 30                Technological Studies Apprenticeship Program (TSAP) In-Faculty Module 1 (2005/2006 Cohort)

June 17 - July 30                Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2004/2005 Cohort)

June TBA                         Spring Convocation

# Faculty

## Dean

Jane S. Gaskell, Ed.D. (Harvard)

## Associate Deans

Glen A. Jones, Ph.D. (Toronto)

Normand Labrie, Ph.D. (Laval)

N. Carol Rolheiser, Ph.D. (Oregon)

## Endowed Chairs

Daniel Keating, Ph.D. (Johns Hopkins), Prof.,  
The Atkinson Charitable Foundation Chair in Early  
Childhood Development and Education

Marlene Scardamalia, Ph.D. (Toronto), Prof.,  
The Presidents' Chair in Education and Knowledge  
Technologies

Michael Skolnik, B.Phil. (Oxford), Prof., The William G.  
Davis Chair in Community College Leadership

## Canada Research Chairs

David Livingstone, Ph.D. (Johns Hopkins), Prof., Canada  
Research Chair in Lifelong Learning and Work

Chris Moore, Ph.D. (Cambridge), Prof., Canada Research  
Chair in Social Cognitive Development

Karen Mundy, Ph.D. (Toronto), Assoc. Prof., Canada  
Research Chair in Global Governance and  
Comparative Educational Change

Keith Stanovich, Ph.D. (Toronto), Prof., Canada Research  
Chair in Applied Cognitive Science

Rinaldo Walcott, Ph.D. (Toronto), Assoc. Prof., Canada  
Research Chair in Social Justice and Cultural Studies

## Bachelor of Education/Diploma in Technical Education Programs

Carol Hennessy, Ed.D. (Toronto), Elementary Director

D. Mark Evans, M.A. (McMaster), Secondary Director

## Adult Education and Counselling Psychology (AECPP)

Lana Stermac, Ph.D. (Toronto), Prof., Chair

Jack Quarter, Ph.D. (Toronto), Prof., Assoc. Chair

Eileen Antone, Ed.D. (Toronto), Assist. Prof.

Bonnie Burstow, Ph.D. (Toronto), Senior Lecturer

Charles P. Chen, Ph.D. (British Columbia), Assist. Prof.

Ardra Cole, Ed.D. (Toronto), Prof.

J. Roy Gillis, Ph.D. (Queen's), Assist. Prof.

Mary Alice Guttman, Ph.D. (Wisconsin), Prof.

Joseph P. Farrell, Ph.D. (Syracuse), Prof.

Nancy S. Jackson, Ph.D. (British Columbia),  
Associate Prof.

Nina Josefowitz, Ph.D. (Toronto), Prof

J. Gary Knowles, Ph.D. (Utah), Prof.

Marilyn Laiken, Ph.D. (Toronto), Assoc. Prof.

David W. Livingstone, Ph.D. (Johns Hopkins), Prof.

Angela Miles, Ph.D. (Toronto), Prof.

Kiran Mirchandani, Ph.D. (McGill), Assist. Prof.

Shahzad Mojab, Ph.D. (Illinois), Assoc. Prof.

Roy Moodley, Ph.D. (Sheffield, UK), Assist. Prof.

Karen Mundy, Ph.D. (Toronto), Assoc. Prof.

Roxana Ng, Ph.D. (Toronto), Assoc. Prof.

Edmund V. O'Sullivan, Ph.D. (Syracuse), Prof.

Niva Piran, Ph.D. (Texas), Prof.

Jack Quarter, Ph.D. (Toronto), Prof.

Margaret S. Schneider, Ph.D. (York), Assoc. Prof.

Daniel Schugurensky, Ph.D. (Alberta), Assist. Prof.

Jeanne Watson, Ph.D. (York), Assist. Prof.

## Curriculum, Teaching and Learning (CTL)

Dennis Thiessen, Ph.D. (Sussex), Prof., Chair

Tara Goldstein, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair

Anne Jordan, Ph.D. (Toronto), Prof., Assoc. Chair

Andrew Anderson, Ph.D. (Michigan State), Assoc. Prof.

Mary Beattie, Ed.D. (Toronto), Assoc. Prof.

Clive M. Beck, Ph.D. (New England), Prof.

John Lawrence Bencze, Ph.D. (Toronto), Assist. Prof.

Barrie Bennett, Ph.D. (Oregon), Assoc. Prof.

Kathy Bickmore, Ph.D. (Stanford), Assoc. Prof.

Clare Brett, Ph.D. (Toronto), Assoc. Prof.

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Ruth A. Childs, Ph.D. (North Carolina), Assist. Prof.

Rina S. Cohen, Ph.D. (Ottawa), Assoc. Prof.

Carola Conle, Ph.D. (Toronto), Assoc. Prof.

Karyn Cooper, Ph.D. (Alberta), Assist. Prof.

Alister Cumming, Ph.D. (Toronto), Prof.

James P. Cummins, Ph.D. (Alberta), Prof.

Vivian Darroch-Lozowski, Ph.D. (Alberta), Prof.

Lynn E. Davie, Ph.D. (Wisconsin), Prof.

C.T. Patrick Diamond, Ph.D. (Queensland), Prof.

D. Mark Evans, M.A. (McMaster), Senior Lecturer

Joseph P. Farrell, Ph.D. (Syracuse), Prof.

Grace Feuerverger, Ph.D. (Toronto), Assoc. Prof.

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Kathleen Gallagher, Ph.D. (Toronto), Assist. Prof.

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 Brent S. Kilbourn, Ph.D. (Toronto), Assoc. Prof.  
 Mary Kooy, Ph.D. (Simon Fraser), Assoc. Prof.  
 Clare M. Kosnik, Ph.D. (Toronto), Assist. Prof.  
 Normand Labrie, Ph.D. (Laval), Prof.  
 Tony C. M. Lam, Ph.D. (Washington), Assoc. Prof.  
 Sharon Lapkin, Ph.D. (Toronto), Prof.  
 Douglas E. McDougall, Ed.D. (Toronto), Assist. Prof.  
 Robert S. McLean, Ph.D. (Carnegie-Mellon), Prof.  
 Jack Miller, Ph.D. (Toronto), Prof.  
 Robert Morgan, Ph.D. (Toronto), Assoc. Prof.  
 Martina Nieswandt, Ph.D. (Kiel), Assist. Prof.  
 Erminia Pedretti, Ph.D. (Toronto), Assoc. Prof.  
 Shelley Peterson, Ph.D. (Alberta), Assist. Prof.  
 Carol Rolheiser, Ph.D. (Oregon), Assoc. Prof.,  
 Assoc. Dean  
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 Marlene Scardamalia, Ph.D. (Toronto), Prof.  
 Wayne Seller, M.Ed. (Lakehead), Assoc. Prof.  
 Lesley Shore, Ed.D. (Toronto), Assist. Prof.  
 Elizabeth M. Smyth, Ph.D. (Toronto), Assoc. Prof.  
 Nina Spada, Ph.D. (Toronto), Prof.  
 Paula Stanovich, Ph.D. (Toronto), Assoc. Prof.  
 Suzanne Stiegelbauer, Ph.D. (Texas), Assoc. Prof.  
 Merrill K. Swain, Ph.D. (California at Irvine), Prof.  
 Heather Sykes, Ph.D. (UBC), Assist. Prof.  
 Peter Trifonas, Ph.D. (British Columbia), Assist. Prof.  
 Joyce A. Wilkinson, Ph.D. (Minnesota), Assoc. Prof.  
 David Wilson, Ph.D. (Syracuse), Prof.  
 Richard G. Wolfe, B.A. (Wisconsin), Assoc. Prof.

### **Human Development and Applied Psychology (HDAP)**

Janet W. Astington, Ph.D. (Toronto), Prof., Chair  
 Mary Louise Arnold, Ed.D. (Harvard), Assoc. Prof.  
 Assoc. Chair  
 Andrew J. Biemiller, Ph.D. (Cornell), Prof.  
 Carl Corter, Ph.D. (North Carolina), Prof.  
 Joseph Ducharme, Ph.D. (Toronto), Assoc. Prof.  
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 Esther Geva, Ph.D. (Toronto), Prof.  
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 Prof., Assoc. Prof.  
 Jenny Jenkins, Ph.D. (London), Prof.  
 Daniel Keating, Ph.D. (Johns Hopkins), Prof.  
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 Nancy Link, Ph.D. (Toronto), Lecturer  
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 Joan Moss, Ph.D. (Toronto), Assist. Prof.  
 Janette Pelletier, Ph.D. (Toronto), Assist. Prof.  
 Michal Perlman, Ph.D. (Waterloo), Assist. Prof.

Joan Peskin, Ph.D. (Toronto), Assist. Prof.  
 Michele Peterson-Badali, Ph.D. (Toronto), Assist. Prof.  
 Katreena Scott, Ph.D. (Western), Assist. Prof.  
 Keith E. Stanovich, Ph.D. (Michigan), Prof.  
 Richard Volpe, Ph.D. (Alberta), Prof.  
 Judith Wiener, Ph.D. (Michigan), Prof.  
 Dale M. Willows, Ph.D. (Waterloo), Prof.  
 Earl Woodruff, Ph.D. (Toronto), Assoc. Prof.

### **Institute of Child Study**

Carl Corter, Ph.D. (North Carolina), Prof.  
 Jennifer Hardacre, Ed.D. (Nova), Sr. Lecturer  
 Ronna Kluger, M.Ed. (Boston), Practicum Supervisor  
 John Morgan, M.A. (Toronto), Instructor  
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 Jan Pelletier, Ph.D. (Toronto), Assist. Professor  
 Richard Volpe, Ph.D. (Alberta), Prof.  
 Dale Willows, Ph.D. (Waterloo), Prof.  
 Earl Woodruff, Ph.D. (Toronto), Assoc. Prof.

### **Institute of Child Study, Laboratory School**

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 Anne Cassidy, Dip.C.S. (Toronto)  
 Bev Caswell, Dip.C.S. (Toronto)  
 Julie Comay, Dip.C.S. (Toronto)  
 Bonnie Crook, B.Ed. (Queen's)  
 Zoe Donohue, M.Ed. (Toronto)  
 Christel Durand, F.T.Cert. (Toronto)  
 Cindy Halewood, B.Ed. (Toronto)  
 Russ Hersen, B.F.A. (York)  
 Judith Kimel, M.A. (CSE) (Toronto)  
 Norah L'Espérance, M.A. (CSE) (Toronto)  
 Michelle Martindale, Dip.C.S. (Toronto)  
 Richard Messina, B.Ed. (Toronto)  
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 K. Raun, M.A. (Toronto)  
 Richard Reeve, M.Ed. (Toronto)  
 Suzanne Schwenger, M.Ed., M.S.W. (Toronto)  
 Robin Shaw, Dip.C.S. (Toronto)  
 Joy Simmonds, B.Ed. (Toronto)  
 Renée Smith, B.A., Dtrl. (Toronto)  
 Carol Stephenson, Dip.C.S. (Toronto)  
 Erica Weininger, Dip.C.S. (Toronto)

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

George J. Sefa Dei, Ph.D. (Toronto), Chair  
 Monica Heller, Ph.D. (California at Berkeley), Prof.,  
 Assoc. Chair  
 C. Paul Olson, M.A. (Princeton), Assoc. Prof., Graduate  
 Studies Academic Secretary  
 Sandra Acker, Ph.D. (Chicago), Prof.



Nathalie Bélanger, Ph.D. (Sorbonne), Assist. Prof.  
 Kari Dehli, Ph.D. (Toronto), Assoc. Prof.,  
 Margrit Eichler, Ph.D. (Duke), Prof.  
 Rose Baaba Folson, Ph.D., (Oldenburg), Assoc. Prof.  
 Michael Fullan, Ph.D. (Toronto), Prof.  
 Edward B. Harvey, Ph.D. (Princeton), Prof.  
 Judy Iseke-Barnes, Ph.D. (Alberta), Assist. Prof.  
 Helen Lenskyj, Ph.D. (Toronto), Prof.  
 David W. Livingstone, Ph.D. (Johns Hopkins), Prof.  
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 Ruth Roach Pierson, Ph.D. (Yale), Prof.  
 Jack Quarter, Ph.D. (Toronto), Prof.  
 Sherene H. Razack, Ph.D. (Toronto), Prof.  
 Kathleen Rockhill, Ph.D. (California at Berkeley), Prof.  
 Peter Sawchuk, Ph.D. (Toronto), Assist. Prof.  
 Roger I. Simon, Ph.D. (Yale), Prof.  
 Dorothy Smith, Ph.D. (California at Berkeley), Prof.  
 D. Alissa Trotz, Ph.D. (Cambridge), Assist. Prof.  
 Rinaldo Walcott, Ph.D. (Toronto), Assoc. Prof.  
 Njoki Nathani Wane, Ph.D. (Toronto), Assist. Prof.

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

Nina Bascia, Ph.D. (Stanford), Assoc. Prof., Chair  
 Cecilia Morgan, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair

Sandra Acker, Ph.D. (Chicago), Prof.  
 Stephen Anderson, Ph.D. (Toronto), Assoc. Prof.  
 Megan Boler, Ph.D. (University of California Santa Cruz),  
 Assoc. Prof.  
 Dwight R. Boyd, Ed.D. (Harvard), Prof.  
 Lorna M. Earl, Ph.D. (Western Ontario), Assoc. Prof.  
 Maureen Ford, Ph.D. (Toronto), Assist. Prof.  
 Jane S. Gaskell, Ed.D. (Harvard), Prof., Dean  
 Denis Haché, Ph.D. (Montreal), Assoc. Prof.  
 Lynne Hannay, Ph.D. (Ohio State), Assoc. Prof.  
 Ruth E. S. Hayhoe, Ph.D. (London), Prof.  
 Angela Hildyard, Ph.D. (Toronto), Assoc. Prof.  
 Glen A. Jones, Ph.D. (Toronto), Assoc. Prof., Assoc. Dean  
 Reva Joshee, Ph.D. (British Columbia), Assist. Prof.  
 Brent S. Kilbourn, Ph.D. (Toronto), Assoc. Prof.  
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 Daniel W. Lang, Ph.D. (Toronto), Prof.  
 Kenneth A. Leithwood, Ph.D. (Toronto), Prof.,  
 Assoc. Dean  
 David Levine, Ph.D. (Cambridge), Prof.  
 Jamie-Lynn Magnusson, Ph.D. (Manitoba), Assoc. Prof.  
 Blair Mascall, Ph.D. (Toronto), Assist. Prof.  
 Linda Muzzin, Ph.D. (McMaster), Assoc. Prof.  
 Roxana Ng, Ph.D. (Toronto), Assoc. Prof.  
 Susan Padro, Ph.D. (Florida State), Assoc. Prof.  
 Charles Pascal, Ph.D. (Michigan), Assoc. Instructor  
 John Portelli, Ph.D. (McGill), Prof.  
 James J. Ryan, Ph.D. (Toronto), Prof.

Ruth W. Sandwell, Ph.D. (Simon Fraser), Assist. Prof.  
 Wayne Seller, M.Ed. (Lakehead), Assoc. Prof.  
 Michael L. Skolnik, B.Phil. (Oxford), Prof.  
 Elizabeth M. Smyth, Ph.D. (Toronto), Assoc. Prof.  
 Harold M. Troper, Ph.D. (Toronto), Prof.  
 David Wilson, Ph.D. (Syracuse), Prof.  
 Marvin A. Zuker, M.Ed. (Toronto), Assoc. Prof.

### Professors Emeriti

Johan L. Aitken, Ph.D. (Toronto)  
 Sabir A. Alvi, Ph.D. (Indiana)  
 Carl Bereiter, Ph.D. (Wisconsin)  
 Deanne Bogdan, Ph.D. (Toronto)  
 David W. Booth, M.Ed. (Durham)  
 Arnold Bowers, M.Ed. (Queen's)  
 John E. Davis, Ph.D. (Toronto)  
 Stacy Churchill, Diplômé de 'Institut d'études Politiques  
 (Paris)  
 F. Michael Connelly, Ph.D. (Chicago)  
 James A. Draper, Ph.D. (Wisconsin)  
 Betty Flint, M.A. (Toronto)  
 Don Fraser, M.A. (Toronto)  
 Donald I. Galbraith, M.Ed. (Toronto)  
 Peter Gamlin, Ph.D. (Cornell)  
 David W. Garth, B.Com. (Queen's)  
 Gila Hanna, Ph.D. (Toronto)  
 Birgit Harley, Ph.D. (Toronto)  
 Edward B. Harvey, Ph.D. (Princeton)  
 Edward S. Hickcox, Ed.D. (Cornell)  
 David Hunt, Ph.D. (Ohio State)  
 Brendan Kelly, Ed.D. (Toronto)  
 Natalie Kuzmich, M.A. (Toronto)  
 Stephen B. Lawton, Ph.D. (California at Berkeley)  
 John W. MacDonald, Ed.D. (Harvard)  
 Leslie D. McLean, Ph.D. (Wisconsin)  
 Keith A. McLeod, Ph.D. (Toronto)  
 Solveiga Miezeitis, Ph.D. (Toronto)  
 Dieter Misgeld, Dr. Phil. (Heidelberg)  
 Donald F. Musella, Ed.D. (SUNY at Albany)  
 Carol Musselman, Ph.D. (Michigan)  
 Philip Nagy, Ph.D. (Alberta)  
 Shizuhiko Nishisato, Ph.D. (North Carolina)  
 Keith Oatley, Ph.D. (London)  
 David R. Olson, Ph.D. (Alberta)  
 Ruth Roach Pierson, Ph.D. (Yale)  
 Alison Prentice, Ph.D. (Toronto)  
 H. Lawrence Ridge, Ph.D. (Connecticut)  
 Stephen T. Rusak, Ph.D. (Alberta)  
 H. Howard Russell, Ed.D. (Toronto)  
 Denis Shackel, Ph.D. (Toronto)  
 Ronald Silvers, Ph.D. (Princeton)  
 Dorothy E. Smith, Ph.D. (California at Berkeley)  
 Conchita Tan-Willman, Ph.D. (Minnesota)  
 Alan M. Thomas, Ph.D. (Columbia)

Allen M. Tough, Ph.D. (Chicago)  
Richard G. Townsend, Ph.D. (Chicago)  
Ross E. Traub, Ph.D. (Princeton)  
Merlin W. Wahlstrom, Ph.D. (Alberta)  
Cicely Watson, Ph.D. (Harvard)  
Otto Weininger, Ph.D. (Toronto)  
C. Gordon Wells, Ph.D. (Bristol)  
Elgin Wolfe, M.Ed. (Toronto)

## **Library/Education Commons**

### **Co-Directors**

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Judith Snow, B.A. (Toronto), B.L.S. (Toronto)  
Carl Bereiter, Ph.D. (Wisconsin)

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Marian Press, M.L.S., M.A. (Toronto)  
Patricia Serafini, M.L.S. (UWO)  
Stephanie Swift, M.A. (Toronto), M.L.S. (Western Ontario)

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Eucline Claire Alleyne, Ed.D. (Toronto), Registrar

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G. Ian M. MacLeod, M.A. (Toronto), Assistant Registrar, Admissions  
Bill Rankovic, B.A. (York), Assistant Registrar, Registration and Records

### **Additional Qualification Courses for Educators**

Sue Tripathi, Cert. in Education (Leicester), Assistant Registrar

### **Graduate Studies**

Kim Holman, B.A. (Trent), Assistant Registrar, Admissions  
Jo Paul, Assistant Registrar, Registration/Graduation

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Eileen Antone, Faculty, OISE/UT  
Suzanne Armstrong, Change Leadership Consultant, Deloitte & Touche  
Ruth Baumann, Ontario Teachers' Federation  
Yvonne Chiu, University of Toronto (Scarborough)  
Robert Cook, Co-Director, Education Commons, OISE/UT  
Kevin Costante, Ministry of Training, Colleges and Universities  
Alister Cumming, Chair, Faculty Council, OISE/UT  
The Hon. William Davis, Past Premier of Ontario  
Inez Elliston, OISE/UT Alumni Association

John Evans, Chair, Torstar and President Emeritus, University of Toronto  
Jane Gaskell, Dean, OISE/UT  
Robert Gordon, Humber College  
Suzanne Herbert, Ministry of Education  
Kenneth Lalonde, Executive Vice-President, CIBC  
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Vince Nichilo, Ontario Catholic Supervisory Officers' Association  
Greg Pollock, Ontario English Catholic Teachers' Association  
Roger Régimbal, Association des enseignantes et des enseignants franco-ontariens  
Glen Jones, Associate Dean, Graduate Studies, OISE/UT  
Carol Rolheiser, Associate Dean, Teacher Education, OISE/UT  
Anne Solomon, Graduate Student, OISE/UT  
Barbara Stevens-Burns, President, Stevens-Burns Consultants  
Carolyn Tuohy, Vice-President - Government and Institutional Relations, University of Toronto  
James Turk, Executive Director, Canadian Association of University Teachers

# History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

## Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

## History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order 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, the first of the University of Toronto's multi-disciplinary research centres.

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

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

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most

courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

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, i.e. with its own Board of Governors and direct funding from the province. 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. Discussions broke down and the government did not pursue the matter. 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.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. 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. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. 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 terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its 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, are members of Division II (Social Sciences) of the University's School of Graduate Studies.

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/UT developed an 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.

## **Vision**

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

## **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/UT**

M.G. Fullan 1996 - 2003  
J.S. Gaskell 2003 -

# Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Initial Teacher Education Programs only. Information regarding Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

## Initial Teacher Education Programs

Initial teacher education 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.).

### Bachelor of Education Degree

Four concentrations are offered:

- ◆ Primary/Junior
- ◆ Junior/Intermediate
- ◆ Intermediate/Senior
- ◆ Technological Studies

### Diploma in Technical Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 36 regarding the B.Ed. degree.)

### Master of Arts in Child Study and Education

Two concentrations are offered:

- ◆ Primary Education
- ◆ Special Education

### Master of Teaching in Human Development and Curriculum

Two concentrations are offered:

- ◆ Primary/Junior Education
- ◆ Junior/Intermediate 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 Studies courses only. Such candidates must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as detailed on pages 56 - 58.

The Additional Qualification courses offered in the Summer Session and the Winter Evening Session, depending on resources and demand, are as follows:

- ◆ Basic Divisional Qualification courses  
(Primary, Junior, Intermediate, Senior)
- ◆ One-session courses
- ◆ Three-part courses
- ◆ Honour Specialist (General Studies)
- ◆ Technological Studies (Basic, Advanced)
- ◆ Honour Specialist (Technological Studies)
- ◆ Principal Qualification Program

For application information and forms, visit the Registrar's Office website:

[www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

If you require further information, contact:

OISE/UT Registrar's Office  
Additional Qualifications Unit  
252 Bloor Street West, Room 4-485  
Toronto, Ontario M5S 1V6  
Telephone: 416-926-4762  
Telephone: 1-800-443-7612  
Fax: 416-923-7834  
E-mail: [aq@oise.utoronto.ca](mailto:aq@oise.utoronto.ca)

## Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.T., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments:

- ◆ Adult Education and Counselling Psychology (AECPP)
- ◆ Curriculum, Teaching and Learning (CTL)
- ◆ Human Development and Applied Psychology (HDAP)
- ◆ Sociology and Equity Studies in Education (SESE)
- ◆ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Human Development and Curriculum (see also page 42), graduate degrees in education at OISE/UT do not carry Ontario teacher certification.

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

If you require further information, contact:

OISE/UT Registrar's Office  
Graduate Studies Unit  
252 Bloor Street West, Room 4-485  
Toronto, Ontario, Canada M5S 1V6  
Telephone: 416-923-6641, Ext. 2663  
Fax: 416-323-9964  
E-mail: [gradstudy@oise.utoronto.ca](mailto:gradstudy@oise.utoronto.ca)

## Laboratory School

### The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website:  
[www.oise.utoronto.ca/ICS](http://www.oise.utoronto.ca/ICS)

Or from:

The Institute of Child Study  
45 Walmer Road  
Toronto, Ontario M5R 2X2  
Telephone 416-978-3457  
Fax 416-978-6485  
E-mail: [erentzelos@oise.utoronto.ca](mailto:erentzelos@oise.utoronto.ca)

# Bachelor of Education Program

- ◆ Primary/Junior (P/J)
- ◆ Junior/Intermediate (J/I)
- ◆ Intermediate/Senior (I/S)

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

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

## Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE/UT. An approved degree must include at least 15 full-year courses or equivalent.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English Language Proficiency Policy requirements (see pages 56 - 58 for details).

## Documentation

Each applicant must submit the following:

- a) a completed Ontario Universities' Application Centre (OUAC) application form along with the required application and service fees.
- b) an official transcript of all degree credit courses completed to date of application.
- c) evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 56 - 58).
- d) a completed OISE/UT initial teacher education Applicant Profile.

- e) a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- f) a photocopy of a certificate of change of name, where applicable.

## Additional Information:

- a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.
- b) Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. See page 4 for details.
- c) Police record screening is required for certification by the Ontario College of Teachers. See pages 3 - 4 for details.
- d) Applicants to the Ontario College of Teachers must write and pass the Ontario Teacher Qualifying Test. See page 4 for details.

For application information and forms, visit the Registrar's Office website:

[www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

If you require further information, contact:  
OISE/UT Registrar's Office  
Initial Teacher Education Admissions Unit  
252 Bloor Street West, Room 4-455  
Toronto, Ontario M5S 1V6  
Telephone: 416-926-4701  
E-mail: [admissions@oise.utoronto.ca](mailto:admissions@oise.utoronto.ca)



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

## Program of Study

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

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

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

(Course Weight 2.0)

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

Primary/Junior (junior kindergarten to grade 6)

Junior/Intermediate (grades 4 to 10)

Intermediate/Senior (grades 7 to 12)

#### ◆ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

#### ◆ Junior/Intermediate (J/I)

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

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- one Intermediate subject-specific methodology course from those listed below (0.5)

English (First Language) EDU1101

French (Second Language) EDU1111

Geography EDU1441

Health and Physical Education EDU1251

History EDU1151

Mathematics EDU1221

Music-Instrumental EDU1231

Music-Vocal EDU1241

Science (General) EDU1301

Visual Arts EDU1011

### The Elementary Education STEP Program

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

#### ◆ Intermediate/Senior (I/S)

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

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340

Business Studies - Data Processing EDU1350

Business Studies - Marketing and Merchandising  
EDU1360

Classical Studies - Latin EDU1200

Computer Science EDU1040

Dramatic Arts EDU1070

Economics EDU1080

English (First Language) EDU1100

Family Studies EDU1160

French (Second Language) EDU1110

Geography EDU1440

Health and Physical Education EDU1250

History EDU1150

Individual and Society EDU1270

International Languages - German EDU1140

International Languages - Italian EDU1190

International Languages - Spanish EDU1310

International Languages - Other EDU1180

Mathematics EDU1220

Music - Instrumental EDU1230

Music - Vocal EDU1240

Politics - EDU1260

Religious Education EDU1280

Science - Biology EDU1470

Science - Chemistry EDU1480

Science - General EDU1300

Science - Physics EDU1490

Visual Arts EDU1010

## **B) Teacher Education Seminar**

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

## **C) Psychological Foundations of Learning and Development** (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

## **D) School and Society** (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

## **E) Related Studies** (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

- A Survey of Children's Literature for Elementary Classrooms EDU5511
- Accountability and Developing an "Inquiry Habit of Mind" EDU5558
- An Introduction to Second Language Acquisition Processes EDU5513
- Anti-Racist Education Studies EDU5510
- Career Guidance in School: Development and Transition EDU5560
- Child Abuse and its Appearance in the K-12 Classroom EDU5573
- Community, Family and School Relations EDU5514
- Cross-Cultural Counseling Skills for Beginning Teachers EDU5518
- Curriculum Theory and Practice for Kindergarten EDU5566
- Democratic Values, Student Engagement and Critical Thinking EDU5564
- Design, Thinking and Problem-solving in the Classroom EDU5575
- Developing a Personal Philosophy of Education EDU5520
- Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517

- Education and the Cultural Organization Community EDU5522
- Effective Micro-counselling Skills for the Classroom Teacher EDU5568
- Emotional and Behavioural Problems in the Classroom EDU5572
- ESL Across the Curriculum EDU5524
- Games Boys Play: Masculinities in Multicultural Classrooms EDU5580
- Gender Equity in Schools and Classrooms EDU5532
- Gifted Education: Working With Students of High Academic Ability EDU5529
- History Wars: Issues in Canadian History Education EDU5589
- Indigenous Peoples and Medias EDU5516
- Information Literacy and the Curriculum EDU5521
- Inqueeries about Education EDU5576
- Issues in International and Global Education EDU5536
- Language and Culture in the Classroom EDU5588
- Managing Conflict in Classrooms and the School Workplace EDU5538
- Models of Teaching: Enhancing Your Classroom Practice EDU5542
- Music Enrichment for the Elementary Classroom Teacher EDU5523
- Perspectives On Adult Education EDU5582
- Philosophical Conversation on Educational Practice EDU5585
- Prior Learning Assessment and Recognition EDU5583
- Professional Ethics in Teaching EDU5544
- School Change and the Learning Organization EDU5586
- Teaching in French Immersion EDU5552
- Technology for Teachers EDU5574
- Theories and Practices of Alternative Education and Schooling EDU5527
- Youth Popular Culture and Schooling EDU5556

**NOTE:** Enrolment in the following courses is available to both graduate and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Studies, not a credit towards a graduate degree. These courses will be scheduled in the evening and will not be suspended during the Practicum periods as will the other Initial Teacher Education courses.

- An Introduction to Workplace, Organizational and Economic Democracy EDU5111
- Community Development: Innovative Models EDU5115
- Diversity and Social Justice: Issues in Physical Education, Recreation and Sport EDU5116
- Education and Work EDU5118

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146  
 History of Gender and Education in Canada EDU5122  
 Holistic Curriculum Approaches in Elementary School Mathematics EDU5142  
 Home Education as an Alternative to Public Education? EDU5117  
 Immigration and the History of Canadian Education EDU5128  
 Knowledge, Mind and Subjectivity EDU5147  
 Ontario Education (on-line) EDU5149  
 Religion and Social Movements in the History of North American Education EDU5148  
 Teachers and School Law EDU5145  
 Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121  
 The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134  
 Using Classroom Assessment to Enhance Student Learning EDU5138  
 Women, Diversity and the Educational System EDU5140  
 Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123

#### **F) Practicum** (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

#### **Locations of Practicum Assignments**

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

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made through the School-University Partnerships Office (SUPO). Under no circumstances should candidates make their own arrangements with schools.

#### **G) Internship** (Course Weight 0.0)

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

### **Course Descriptions**

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#### **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
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#### **NOTES:**

- 1) Courses are listed in alphabetical order by course title.
- 2) All courses have a course weight of 0.5 unless otherwise noted.

#### **A Survey of Children's Literature for Elementary Classrooms** EDU5511

This course is designed to acquaint students with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist students in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance students' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature - poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

#### **Accountability and Developing an "Inquiry Habit of Mind"** EDU5558

Teachers today are expected to be accountable. They must make their decisions based on data-driven evidence. In this course, teacher candidates examine the school as a data-rich context within which they can develop an "inquiry habit of mind" which fosters continuous improvement in their work as a teacher. Teacher candidates will practice gathering, organizing, displaying and interpreting qualitative and quantitative data which will assist decision-making in classroom settings.

**Accounting** - see **Business Studies**

**An Introduction to Second Language Acquisition Processes EDU5513**

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

**An Introduction to Workplace, Organizational and Economic Democracy EDU5111**

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

**Anti-Racist Education Studies EDU5510**

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

**Business Studies Intermediate/Senior**

The Business Studies program includes study in the following areas: Accounting, Data Processing, Marketing and Merchandising. Candidates must select any two of these three areas of specialization.

**Prerequisites:** Two full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

◆ **Accounting EDU1340 (Course Weight 1.0)**

This course focuses on curriculum development, planning, and implementation in Accounting courses. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance will be explored. Other topics that will be addressed in this course include the use of technology in

Accounting, adolescent development, selection and creation of resources for use in Accounting courses, and current issues and directions in education and in the field of Accounting.

◆ **Data Processing EDU1350 (Course Weight 1.0)**

This course deals with curriculum development, planning, and implementation in courses in Information Technology in Business. The establishment and maintenance of an effective learning environment in a computer classroom will be emphasized. Innovative instructional techniques for teaching a variety of software packages including word processing, spreadsheets, databases and the internet will be explored. Other topics that will be addressed in this course include assessment and evaluation of student performance, adolescent development, selection and creation of resources for use in Information Technology courses, and current issues and directions in education and in the field of Information Technology. Facilities are provided for hands-on experience with microcomputers and Internet access.

◆ **Marketing and Merchandising EDU1360 (Course Weight 1.0)**

This course deals with curriculum development, planning, and implementation in courses in Marketing and International Business. The establishment and maintenance of an effective learning environment in Marketing classrooms will be emphasized. Innovative instructional techniques for teaching Marketing and International Business will be explored. Other topics that will be addressed in this course include the use of technology in Marketing and International Business courses, assessment and evaluation of student performance, adolescent development, selection and creation of resources for use in Marketing and International Business courses, and current issues and directions in education and in the local and global marketplace.

**Career Guidance in School: Development and Transition EDU5560H**

This course will focus on understanding the critical role of adolescent career guidance for teacher education. It seeks to combine career development theories with guidance work in a school context. The intent is to develop and understand the philosophical basis for guidance practice by reviewing the correspondence between the guidance and career education initiatives (set by the Ontario Ministry of Education and Training) and key concepts in major career choice and development theories. The course will provide teacher candidates with an understanding of major

theoretical tenets. Among issues covered are teacher-counsellor collaboration, skills for guidance and educational intervention, the role of career assessment tools, and helping disadvantaged groups.

#### **Child Abuse and its Appearance in the K-12 Classroom EDU5573**

This course will examine Canadian students who are victims of abuse in their families and their communities. We will begin by considering the incidence and characteristics of different forms of child abuse. Models of the development of child abuse and of patterns of perpetration will be presented. Complications arising from differing cultural contexts will be explored. We will discuss how child victims may present in a classroom and how teachers may recognize whether a child is being abused. Using a combination of literature and clinical case review, the implications of experiences of abuse in the lives of our children will be outlined. Finally, we will work together to develop strategies for responding appropriately to child abuse presented in the school environment.

#### **Classical Studies - Latin EDU1200 (Course Weight 1.0)**

This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.

**Prerequisites:** Two full university courses in Latin.

#### **Community Development: Innovative Models EDU5115**

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches. **NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Community, Family and School Relations EDU5514**

This course investigates changing relations between and within schools and communities. We will begin with an historical approach to the development of school-home community relations, in a cross-cultural and international perspective. The course will then focus on current developments in Canadian and international educational policy and practice which seek to increase family and community involvement in schooling, and discuss partnerships between schools and corporations. The purpose of the course is to deepen and focus student knowledge of school, family and community relations; to develop critical conceptual tools that will enable teacher education candidates to place contemporary changes in this area of education policy and practice in an historical, cross-cultural and comparative perspective. Furthermore, the course seeks to enable candidates to become responsible, reflective agents of leadership and change in their future school communities. The course will be designed to meet expectations of the Ontario College of Teachers' Standards of Practice in the area of Leadership and Community.

#### **Computer Science Intermediate/Senior EDU1040 (Course Weight 1.0)**

This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.

**Prerequisites:** Two full post-secondary courses in computing, or approved field experience.

#### **Cross-Cultural Counselling Skills for Beginning Teachers EDU5518**

Ontario schools, faced with changes in the composition of student population and more demands for greater accountability, continue to strive to implement programs to address the needs of all students. Teachers are expected to perform more than their traditional roles and serve as coaches, counsellors and guides for students. This course is intended to provide techniques or skills that a beginning

teacher may employ when confronted with complex situations involving students for which personal guidance and counselling interventions are an appropriate course of action. The course will also assist teacher candidates in developing resource materials for dealing with multiethnic and multicultural student populations.

**Curriculum Theory and Practice for Kindergarten  
EDU5566**

The context of the kindergarten classroom is unique. This course explores learning theories, current research, policy changes and curriculum designs for the kindergarten. Teacher candidates will explore the ways in which parents, the community, and early childhood professionals interact during the educative process. Aims and objectives, essential elements and content for kindergarten programs, will be examined.

**Data Processing - see Business Studies**

**Democratic Values, Student Engagement and  
Critical Thinking EDU5564**

This course expands the teacher education program's emphasis on critical reflection on practice which teacher candidates find in their foundational and curriculum courses. Issues of equity and diversity are examined by looking closely at the meanings and implications of such "catch-words" as critical thinking, democratic practices, and student engagement. Case studies based on real teaching situations are examined in order to explore theoretical and practical connections between selected concepts and ideals within teaching practice in today's schools.

**Design, Thinking and Problem-Solving in the  
Classroom EDU5575**

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

**Developing a Personal Philosophy of Education  
EDU5520**

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

**Developing Skills of Inquiry, Design and  
Communication in Science and Technology  
EDU5517**

This course will help teacher candidates to develop: i) understandings about the nature of products and practices in science and technology and how they relate to each other and society and the environment and ii) expertise enabling them to conduct scientific investigations and invention projects of their design leading to conclusions apparent to them. Candidates should be able to teach science and technology in ways that more accurately reflect how scientists and technologists do their work, what limitations they have in developing knowledge and how science and technology may affect each other and society and the environment. Candidates will, as well, be able to assist students with project work in science and technology and, where it exists, science fairs and expositions.

**Diversity and Social Justice Issues in Physical  
Education, Recreation and Sport EDU5116**

Feminist and antiracist analyses will be central to the course. With a specific focus on pedagogical implications, readings and discussion will focus on the experiences of disadvantaged social groups including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, people with disabilities, and various sociocultural contexts for physical education, recreation and sport, including schools, universities and communities.

**NOTE:** Admission to this course is by permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

**Dramatic Arts Intermediate/Senior EDU1070  
(Course Weight 1.0)**

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

**Economics Intermediate/Senior EDU1080 (Course  
Weight 1.0)**

This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of

teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.

**Prerequisites:** Two full university courses in Economics, Education and the Cultural Organization Community EDU5522

This course will explore parallel education programs in cultural institutions such as museums, galleries, libraries, and heritage organizations. Aspects of museum education, audience development, experiential learning, and teaching in alternative educational settings will be considered in relation to schools, childhood and adolescent learning theory, curriculum, and broader issues within cultural studies. The course will capitalize on the students' various discipline backgrounds and their subsequent practicum experiences in schools.

#### **Education and Work EDU5118**

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Effective Micro-counseling Skills for the Classroom Teacher EDU5568**

Teachers are increasingly being faced with resolving complex interpersonal situations, listening to sensitive personal stories or offering advice on important life decisions arising from students in their classroom. These situations might involve such areas as serious mental health concerns, abusive relationships with their family or partners, or sexual orientation concerns. Teachers must have the necessary skills to listen non-judgmentally to a student's concerns, and the knowledge and information base to decide when a referral to another professional is appropriate. This course will provide the teacher candidate with an exposure to the principles and practice of basic micro-counseling techniques such as empathic listening, awareness of non-verbal behaviour, cultural sensitivity, and helping students describe their problems. These skills will

be achieved through a series of role-play exercises, self-reflection, guest speakers, and directed readings. The goal of this course is to provide teacher candidates with the basic skills and knowledge to be effective listeners and resource persons to meet the needs of a diverse student population.

#### **Emotional and Behavioural Problems in the Classroom EDU5572**

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

#### **English (First Language) Intermediate EDU1101**

This course engages students in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades. Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.

**Prerequisites:** Two full university courses in English.

#### **English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)**

This course engages students in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Students will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.

**Prerequisites:** Two full university courses in English.

**ESL Across the Curriculum EDU5524**

This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

**Family Studies Intermediate/Senior EDU1160**  
(Course Weight 1.0)

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

**Prerequisites:** Three full university courses in Family Studies.

**French (Second Language) Intermediate EDU1111**

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the intermediate level. The course will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.

**Prerequisites:** Five full university courses in French and demonstrated proficiency in speaking and writing the language.

**French (Second Language) Intermediate/Senior EDU1110** (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the intermediate and senior levels.

We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.

**Prerequisites:** Five full university courses (15 credits) of French and demonstrated proficiency in the language.

**Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146**

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course offers a multifaceted approach for dealing with elementary teachers' math anxiety, based on holistic education principles. It will include math work for improving competence, utilizing reform-based approaches, as well as strategies for dealing with the anxious feelings, changing one's beliefs about math and gaining confidence as a math learner and teacher. Guided by the instructor and possibly also by one or more 'coaches', participants will work in small groups on selected math problems and activities at an appropriate level of difficulty. Various journal writing, group reflection, relaxation and guided visualization activities will be used in helping participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work should allow participants to improve their attitudes toward math and open the door to accessing their mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included.

**NOTE:** This course is open to Primary/Junior candidates only. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.



**Games Boys Play: Masculinities in Multicultural Classrooms EDU5580**

This course will focus on gender identity and sexuality as experienced by boys in the school environment. Masculine identities are produced and reproduced in the classroom as a result of the relationship with the teacher, the curriculum and peer-group. Far from being fixed, these identities are continuously challenged and renegotiated. By understanding these flexible masculinities, teachers can support learning in more effective ways. We will use sport, popular culture, fiction and cinema to examine these ideas. For example, looking at James Barrie's Peter Pan (film: Captain Hook), we can understand the fears and anxieties about boys' rites of passage in becoming men and the games that are played out to achieve this. A selection of short stories by Austin Clarke (the Canadian-Barbadian writer) will help us understand how first and second generation men and boys 'act-out' the different ways of being male in a multicultural society. Excerpts from films, such as 'The Full Monty' and 'Billy Elliott' will help us to get an insight into white working class boys' attitudes to gender and sexual orientations. In a similar way John Singleton's 'Boyz and the Hood' would allow us to see how black masculinities can be a critical performance in Toronto schools and neighbourhoods. We will also attempt to understand how the male 'superhero' images found in comic books and films (e.g., Superman, Batman, Spiderman) affect the way in which boys experience their emotions.

**Gender Equity in Schools and Classrooms EDU5532**

This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

**Geography Intermediate EDU1441**

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum

materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject.

Prerequisites: Two full university courses in Geography.

**Geography Intermediate/Senior EDU1440 (Course Weight 1.0)**

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

Prerequisites: Two full university courses in Geography.

German - See International Languages

**Gifted Education: Working with Students of High Academic Ability EDU5529**

This course will encourage participants to (1) deepen their understanding of the nature of giftedness as an exceptionality, (2) acquire a good working knowledge of theory-based and empirically-validated ways to adapt classroom instruction to meet the educational needs of developmentally advanced students, and (3) learn about encouraging gifted-level development in diverse learners. Questions will be addressed paying particular attention to the practical implications of DEFINITION: What is giftedness/creativity? How does it develop? IDENTIFICATION: When are students gifted/creative? How can they be identified? And PROGRAMMING: What curriculum adaptations are required, and when? Theories and research will be reviewed from various disciplines, including cognitive science, developmental psychology, educational psychology, and special education. Applications to both integrated and congregated gifted classroom settings will be considered.

NOTE: Open only to Intermediate/Senior candidates.

**Health and Physical Education Intermediate EDU1251**

This course of study prepares future teachers to design and deliver contemporary intermediate level (grades 7-10) health and physical education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop

the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

**Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)**

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

**Prerequisites:** Two full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

**History Intermediate EDU1151**

This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students. Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.

**Prerequisites:** Two full university courses in History.

**History Intermediate/Senior EDU1150 (Course Weight 1.0)**

This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the intermediate and senior divisions (grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include

demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.

**Prerequisites:** Two full university courses in History.

**History of Gender and Education in Canada EDU5122**

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effects on formal and informal forms of education.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

**History Wars: Issues in Canadian History Education EDU5589**

This seminar/workshop style course is designed to give students interested in history and social education generally a broad overview of some of the key issues shaping and re-shaping curriculum and policy in the field of history and social studies education in Canada, in the context of North American and European education. It will focus on some of the "hot topics" relating to history education that have emerged in the Canadian limelight following the publication of Jack Granatstein's inflammatory *Who Killed Canadian History?* Topics will include the debates about what should be taught in Canadian history classrooms and the pedagogy that best supports them; recent research pertaining to how children "think historically;" discussions about historical consciousness and citizenship education within the Canadian nation state. It will also explore the relationship between public history, 'schoolhistory' and the work of professional historians.

**Holistic Curriculum Approaches in Elementary School Mathematics EDU5142**

The inclusion of holistic curriculum approaches can turn elementary mathematics education into a deeply meaningful and enriching experience for both teachers and students. Through a variety of activities such as hands-on group explorations and creative problem solving, journal writing, group and class discussions, presentations and joint task design, participants will be able to explore topics from among the following: Holistic math learning environments; multiple intelligences theory and its implications for the math classroom; linking math with real life, integrating math with language arts through use

of writing activities, children's literature and oral communication activities; integrating math with other disciplines such as fine arts, social studies and language arts; authentic assessment.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Home Education as an Alternative to Public Education? EDU5117**

Home education, also known as home schooling and home-based learning, is an increasingly common educational method and context for elementary and secondary age students within Canada and the USA and beyond. As a phenomenon (that is, a movement and practice) it has subtly influenced the face of public education and profoundly impacted its laws. The focus of this course is on: first, exploring the characteristics and history of the home education movement in North America; second, examining the practices and processes of parent-teachers; and third, investigating the intersection of home education and public education. The intention is to both critique and challenge the assumptions of public and home education while providing a forum for the commencement of scholarship on the topic. The expectation is for course participants to complete a project of their choosing which may include one or more of the following: a review of literature, a personal account of home education, a critical essay, a proposal for a research project or a mini (pilot) research project.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Immigration and the History of Canadian Education EDU5128**

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

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Indigenous Peoples and Medias EDU5516**

Cultural productions in which Aboriginal peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavour to understand Aboriginal texts through examining media, film, and multi-media sources written and produced by Aboriginal peoples (including experimental and independent productions). This course will exclusively involve literature/productions from Aboriginal authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination.

#### **Individual and Society Intermediate/Senior EDU1270 (Course Weight 1.0)**

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

**Prerequisites:** Two full university courses in Psychology, Sociology or Anthropology.

#### **Information Literacy and the Curriculum EDU5521**

The focus of Information Literacy and the Curriculum is the comprehensive integration of information literacy skills and information technology in all Ministry Of Education curriculum at all grade levels and disciplines. Teaching and learning strategies, curriculum unit development, and Internet and other electronic literacy skills are components of both course development and course delivery. Strategies developed in this course will enable the candidate not only to use the skills developed for their classroom teaching but provide a solid and comprehensive foundation for their own course work in all areas throughout the year. Lectures, seminars and workshops are designed to integrate the subject expectations of the Ontario curriculum with an Information Studies Curriculum of Inquiry and Research, Information Technologies and Information and Society. The course provides a varied and multi-faceted resource-based framework for integrating curriculum with

appropriate resources either print or electronic and the authentic selection, integration and use of those resources. The course provides a thorough overview and application of theory and practice.

#### **Inquiries About Education EDU5576**

This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer students; strategies and resources for challenging homophobia and heterosexism; and approaches which seek to normalize homosexual identities and promote healthy development by reducing self-hatred and confusion. Parallel identifiers of race, ethnicity, gender, and beliefs will also be explored, along with curriculum materials and community support services that promote sensitivity and visibility. Dialogue will reveal questions of significance for lesbian, gay or bisexual educators, and how a queer identity can inform one's professional life.

#### **International Languages Intermediate/Senior (Course Weight 1.0)**

- ◆ German EDU1140
- ◆ Italian EDU1190
- ◆ Spanish EDU1310
- ◆ Other EDU1180

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose students to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

**Prerequisites:** Five full university courses in the target language and proficiency in speaking and writing the language.

#### **Internship**

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

**NOTE:** Course number and course weight are not applicable to the Internship.

#### **Issues in International and Global Education EDU5536**

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

#### **Junior/Intermediate EDU1450 (Course Weight 1.5)**

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

#### **Knowledge, Mind and Subjectivity EDU5147**

The course is designed to help teachers reflect on our involvement in the production of knowledge and knowers, teaching and learning. It will consider both modern and postmodern literature, with particular emphasis on Michel Foucault's notion of power/knowledge. Some of the topics addressed are: constructivist approaches to teaching; Whose knowledge counts?; as well as mainstream and alternative representations of "learning" and "teaching".  
**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

**Language and Culture in the Classroom EDU5588**

This course is designed to help international and new Canadian preservice teacher candidates become familiar with the professional conventions prevalent in Canadian teaching contexts while developing oral, written and cross-cultural communication skills. This course will also provide teacher candidates with resources, strategies, and techniques for continuing to improve their intercultural communication skills as well as spoken and written English independently once the course is over. The issues explored will include classroom management, the role of the teacher, grading practices, parent expectations, professionalism in teaching as well as appropriate vocabulary and register, common colloquialisms, grammatical accuracy and style. Case studies set in Canadian classrooms, video recordings of effective teaching and guest speakers from schools will be integrated into this course. The analysis of provincially approved teaching resources will enable teacher candidates to develop a better understanding of the diverse range of Canadian teaching contexts as well as common professional practices. While teacher candidates will be invited to compare different teaching contexts around the world, their diverse language backgrounds will be taken into account and cross-cultural differences will be addressed throughout the course.

Latin - See Classical Studies

**Managing Conflict in Classrooms and the School Workplace EDU5538**

This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

**Marketing and Merchandising - see Business Studies****Mathematics Intermediate EDU1221**

This course is designed to prepare participants to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Participants will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.

**Prerequisites:** Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

**Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)**

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

**Prerequisites:** Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

**Models of Teaching: Enhancing Classroom Practice EDU5542**

How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching - also known as instructional strategies - which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

**Music Enrichment for the Elementary Classroom Teacher EDU5523**

This course explores topics that promote a deeper personal understanding of musical skills and knowledge than can be covered in the regular music component. Topics include: reading music, key signatures, time signatures, developing the singing voice, conducting the primary and junior choir, selecting repertoire and making connections in music to the rest of the curriculum.

Participants will receive a package of resource material that is keyed directly to the Ontario Curriculum, Arts (Music).  
**NOTE:** This course is not open to Music Education specialists or candidates enrolled in Music Intermediate or Music Intermediate/Senior, Instrumental or Vocal.

#### **Music Intermediate**

Candidates may select only one of the following:

◆ **Instrumental EDU1231**

Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.  
OR

◆ **Vocal EDU1241**

Prerequisites: Two full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

#### **Music Intermediate/Senior**

Candidates may select only one of the following:

◆ **Instrumental EDU1230 (Course Weight 1.0)**

Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.  
OR

◆ **Vocal EDU1240 (Course Weight 1.0)**

Prerequisites: Two full university courses in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-graduation. Current music education philosophies, Ministry of Education and Training policy and best

practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

#### **Ontario Education (on-line) EDU5149**

This course provides students with an overview of persistent and recurring themes in Ontario education. Through assigned and personally selected readings, online discussion and self-selected research reports, it presents students with opportunities to delve into the interdependent relationships among Ontario education and the wider fields of provincial, national and international histories. The course utilizes an historiographical approach to examine how gender, race, religion, class and ethnicity have impacted on the history of Ontario education. The course will be delivered through computer mediated conferencing.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Perspectives on Adult Education EDU5582**

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

#### **Philosophical Conversation on Educational Practice EDU5585**

This course will focus on a philosophical discussion of crucial educational issues and practices in teaching. The focus will be on open philosophical conversations and dialogue that will provide student teachers with an opportunity to begin to form their views and support for their views on topics such as: dealing with controversial issues in teaching; the challenge of indoctrination and the hidden curriculum; democracy and pluralism in education; students' and parents' rights; critical teaching and the authority of the teacher; standardization and students' needs and interests; and censorship and freedom of speech in the classroom. Contemporary Canadian cases will be used. The course is based on the view that philosophy is a critical inquiry and that such inquiry has a direct bearing on practical educational decisions.

#### **Politics Intermediate/Senior EDU1260 (Course Weight 1.0)**

This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary

schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.

**Prerequisites:** Two full university courses in Political Science.

#### **Practicum EDU4010**

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

#### **Primary/Junior Education EDU1420 (Course Weight 2.0)**

The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

#### **Prior Learning Assessment and Recognition (PLAR) EDU5583**

This course examines the principles of PLAR and how learning that occurs outside of school is translated into school achievement. Candidates will explore the utilization of PLAR by means of applying these principles to their own learning.

#### **Professional Ethics in Teaching EDU5544**

This course aims to integrate the following three purposes through a combination of seminar-style discussions, lectures, small group exercises and presentations:

1. to acquaint students with past and current theoretical/philosophical knowledge in the field of applied educational ethics; the moral/ethical dimensions of teaching will be thoroughly explored,
2. to build on the practicum component of the program; since ethical complexities underlie the daily realities of teaching, ethical issues, conflicts and moral dilemmas will be considered through the use of case studies describing practical situations. Cases may deal with ethical situations arising in such areas as professional relations with colleagues; implementation of administrative policies, curricular choice; student evaluation; discipline and the enforcement of school rules/norms; dealing with parents and the community,
3. to address the influence of the Ontario College of Teachers with specific emphasis on the Statement of Ethical Standards

#### **Psychological Foundations of Learning and Development EDU3506**

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

#### **Religion and Social Movements in the History of North American Education EDU5148**

This course will provide students with an historical overview of religion as a shaping factor in the history of education in North America. The course will begin by examining the historical ways in which religion and state have interacted in the North American common square and how and why the American and Canadian experience with regard to the place of religion have been different. Using the United States as comparative foil, students will then turn to discussion of why compromise over religiously

based schooling was a critical precondition for Confederation and what that compromise has meant for the development of Canada and Canadian education through the era of national expansion and into our own time. The course will then explore a series of historical tensions between confessional communities and the state and how those tensions have played themselves out through to our own times. These tensions include disputes over religious and values instruction in the schools, the Catholic struggle for full funding in Ontario, battles over accommodation of religious and often non-Christian minorities and non-believers in the public schools, and the growth of religiously-based private schools and their efforts to tap public funding.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Religious Education Intermediate/Senior EDU1280** (Course Weight 1.0)

Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.

**Prerequisites:** Five full university courses in Theology or Religious Studies.

#### **School and Society EDU3508**

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

#### **School Change and the Learning Organization EDU5586**

This course is a study of theory, research, and practice of The Learning Organization as the concept applies to change management in schools. The course will be taught in a seminar style, employing a variety of learning

strategies including film, reading journals and individual and group reflection on the experience of participants in the class. Students will gain a critical appreciation of schools as complex organizational sites and of the application of contemporary management theories to problems of institutional change and professional development. The course will emphasize the centrality for teachers of developing both organizational and critical reflection skills to function effectively as agents for change in these turbulent times in the field of education.

#### **Science**

Candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

#### ◆ **Science - Biology Intermediate/Senior EDU1470** (Course Weight 1.0)

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

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

#### ◆ **Science - Chemistry Intermediate/Senior EDU1480** (Course Weight 1.0)

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



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

◆ **Science - General Intermediate EDU1301**

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

**Prerequisites:** Three full university courses in Science.

◆ **Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)**

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

**Prerequisites:** Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

◆ **Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)**

Designed to prepare teachers of Science in the Intermediate and Senior Divisions (grades 7 to 10 Science and grades 11 and 12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning

environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

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

**Spanish - See International Languages**

**Teacher Education Seminar EDU6000 (Course weight 1.0)**

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

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

**Teachers and School Law EDU5145**

This course focuses on policy and legislation designed to manage and regulate our publicly-funded education system. The Ontario Education Act and Regulations provide a framework regarding the powers and responsibilities of school boards, teachers and principals. In recent years, the government has restructured the education system in Ontario. In addition to navigating through major components of the legislation, the course will examine negligence and liability issues, student records and confidentiality, the changing role of school principals, documenting teacher performance, the Internet in a school context and dealing with problem parents.

The recent introduction of the Safe School Act, 2000 will provide an opportunity to critically assess measures to be taken to ensure a responsible and respected school environment. In addition, the course will examine constitutional aspects of education in the context of conducting a search of a student, independent student publications and the off-duty conduct of teachers.

**NOTE:** This course will be taught at the Faculty of Law and is available to both students of the Faculty of Law and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121**

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set as the context of the social role of education and of contemporary social and educational issues and debates.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Teaching in French Immersion EDU5552**

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

**NOTE:** This course does not lead to teaching certification for FSL.

**Prerequisites:** Demonstrated proficiency in all aspects of communicative competence in French by successfully completing the French Language Proficiency Test. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.

#### **Technology for Teachers EDU5574**

In this course candidates will have a very practical hands-on opportunity to explore the technology they (and their students) will encounter in the classroom. While doing so, candidates will examine many of the underlying issues involved in using and managing these technologies. Together we will explore the use of desktop computers,

school networks, educational software, the Internet, and multimedia production. We will also take a number of field trips to actual schools to work with in-service teachers who use technology in their own teaching. Some of the issues we will discuss include the development of critical analysis skills and resource evaluation skills (for both the teacher and the student). The immediate goal of the course will be to make the candidate feel more comfortable incorporating technology into their unit planning and classroom management activities during their program of study.

#### **The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134**

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

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Theories and Practices of Alternative Education and Schooling EDU5527**

Through an Analysis of various theoretical works on alternative education and their implementation, teacher candidates will explore the history and continued viability of non-traditional approaches to pedagogy, curriculum design and the structure and content of schooling. The course will include presentations by teachers, students, parents and community members involved with various alternative programs and visits to selected program sites. Both elementary and secondary alternative programs will be studied.

#### **Using Classroom Assessment to Enhance Student Learning EDU5138**

Classroom assessment is one of the most pressing issues for both veteran and novice teachers. This course enhances teacher candidates' knowledge of classroom assessment theories and strategies. The focus is on theory, research and practice and will include attention to: applying a variety of classroom assessment strategies, identifying learning

expectations and indicators, matching assessment to expectations, assessing students' work, and using feedback strategies for learning. Classes continue to meet during the Orientation/Practicum.

#### **Visual Arts Intermediate EDU1011**

Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources. Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.

**NOTE:** Candidates must have studio-oriented experience.

#### **Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)**

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

Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.

**NOTE:** Candidates must have studio-oriented experience.

#### **Women, Diversity and the Educational System EDU5140**

This course will investigate the changing situation of women in society and the implications for girls' and women's education, with particular attention to classroom climate, educational programs and curricula. Girls' and women's experiences of racism, socio-economic oppression

and homophobia will be central to our discussions. Within those topics, we will examine issues of power and responsibility, concerns about physicality and sexuality, and experiences of harassment and violence, as well as recent practical initiatives towards woman-centered, anti-racist education in schools, universities and the community. **NOTE:** Admission to this course is by permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123**

This course is for teachers interested in language practices - both oral and written - in middle school/secondary classrooms. We will examine language on several levels: as an instrument for learning and making sense of new knowledge, giving "voice" to learners, building communities, social, cultural and gendered conditions, and cultivating newcomers into particular disciplines. Class readings, the language of and in our class and classrooms represented through text and video (such as the British Oracy Project tapes and student learning logs) will support our inquiries and lead toward (re)conceiving a theoretical framework for structuring language practices and strategies in schools.

**NOTE:** This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

#### **Youth Popular Culture and Schooling EDU5556**

This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

# Technological Studies

## ◆ Bachelor of Education

## ◆ Diploma in Technical Education

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

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

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

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teachers' Certificate of Qualification, with qualifications in Technological Studies. An approved degree must include at least 15 full-year courses or equivalent.

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

However, the Bachelor of Education degree will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

### Technological Studies Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "broad-based technology" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The seven broad-based technology areas are:

#### 1. Communications Technology

Includes the study of live, recorded and graphic communications.

#### 2. Construction Technology

Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

#### 3. Hospitality Services

Includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

#### 4. Manufacturing Technology

Includes the study of product design, process and production planning, manufacturing processes, and quality control.

#### 5. Personal Services

Includes the study of health care, personal care, child care, and geriatric care.

#### 6. Technological Design

Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics and transportation. It also includes the development of industrial and commercial products and services, and health, safety and environmental systems.

#### 7. Transportation Technology

Includes the study of land, air and marine transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

## Admission Requirements

All applicants who satisfy the admission requirements outlined in this section will be considered for admission. Preference will be given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or a College of Applied Arts and Technology or a relevant current Ministry of Training, Colleges and Universities Trade Certificate of Qualification (C of Q)

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

Applicants must meet all four of the following admission requirements:

1. Ontario secondary school graduation, or its equivalent.
2. An acceptable level of proficiency in oral and written English. (See pages 56 - 58).
3. One of:
  - a) five years of skilled full-time wage-earning business or industrial experience in the Technological Studies area for which you are applying (see page 36);
  - OR
  - b) a combination of post-grade 12 education related to the Technological Studies area for which you are applying, and skilled full-time business or industrial experience totalling at least five years. The latter must include at least two years of skilled full-time wage-earning experience in the selected Technological Studies area of which no fewer than sixteen months must have been spent in continuous employment;
  - OR
  - c) at least 3700 hours of skilled wage-earning experience and successful completion of a post-secondary education program acceptable to the Ontario College of Teachers and which includes at least 24 months (6 semesters of full-time study) of academic studies related to the Technological Studies area for which you are applying. This wage-earning experience need not be continuous employment.
4. Competence in one Technological Studies area at both the basic and related advanced level. Please refer to the list of areas on page 36. See also the section on page 38 concerning the Technical Proficiency Examination. Broad-based skills related to the selected Technological Studies area, evidence of ongoing training and computer literacy are also considered.

## Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).
2. A completed Technological Studies Profile. (TSAP applicants must also include the TSAP Supplementary Information Form.)
3. Official transcripts from secondary school showing high school courses and proof of high school graduation.
4. Official transcripts from a College of Applied Arts and Technology, a Polytechnic Institute and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.
5. Skilled wage-earning experience documented in a manner acceptable to OISE/UT.

### NOTE:

- a) Work experience must be skilled, in a formalized employment situation and in the specific Technological Studies area.
- b) To be considered "skilled", work experience must have been undertaken after completion of a formal and defined period of training and skills acquisition in the specific Technological Studies area. Typically, work experience is considered to be "skilled" after acquisition of competence in the specific Technological Studies area.
- c) Skilled wage-earning experience must involve the actual provision of services or the creation of an end-product using skills within the specific area of broad-based technology.
- d) Skilled wage-earning experience must be at the journeyman level as it relates to a trade license or a Certificate of Qualification.

- e) If transcripts of a diploma or degree have been submitted in order to fulfill a combination of skilled wage-earning experience and academic requirement, the work experience must be completed after the academic program was completed.
  - f) Teaching experience is not considered "skilled wage-earning experience" as intended here.
  - g) Involvement in regulatory and supervisory oversight of activities within a broad-based technology area is not considered "skilled wage-earning experience" as intended here.
  - h) Applicants from outside Canada should have some Canadian skilled wage-earning experience.
6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment, through one of the following:
- a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least 70% (B) standing in the Technological Studies area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark and a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.
  - b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought.
  - c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought and with an overall B-range average in the program.
  - d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Studies area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

**NOTE:** Proof of competence in the chosen Technological Studies area will be determined in our admissions evaluation. However, OISE/UT reserves

the right to require accepted candidates to successfully pass a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Studies area in which certification is sought. The Technological Studies Coordinator will provide further information during the first month of the program.

- 7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE/UT Teacher Education English Language Proficiency Policy (see pages 56 - 58).

### **Additional Information**

- a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.
- b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.
- c) Applicants who receive an offer of admission will be also required to submit the following:
  - A photocopy of a certificate of change of name, where applicable.
  - A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
  - Satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). (See page 4 for details.)
- d) Police record screening is required for certification by the Ontario College of Teachers. (See pages 3 - 4 for details.)

**Applications are available at:**  
[www.ouac.on.ca/teas](http://www.ouac.on.ca/teas)

Further information is available from:  
OISE/UT Registrar's Office  
Initial Teacher Education Admissions Unit  
252 Bloor Street West, Room 4-455  
Toronto, Ontario M5S 1V6  
Telephone: 416-926-4701  
E-mail: [admissions@oise.utoronto.ca](mailto:admissions@oise.utoronto.ca)  
Website: [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

## Program of Study

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

In addition to the regular September to June delivery, there is also the Technological Studies Apprenticeship Program (TSAP), designed to attract highly skilled trade persons representing teaching subjects in technological studies which are in short supply.

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

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

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

### A) Curriculum and Instruction

(Course Weight 2.0)

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

- ETS1040 Curriculum Development for Technological Studies (1.0)  
ETS1010 Principles and Methods of Teaching Technological Studies (1.0)

### B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all students. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

### C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all students and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

### D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all students and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

### E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow students to pursue individual interests and deepen or broaden their knowledge and skills. (Please see pages 18 - 19 for the list of Related Studies courses.)

### F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all students and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

## Locations of Practicum Assignments

### School Boards

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

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made through the School-University Partnerships Office (SUPO). Under no circumstances should candidates make their own arrangements with schools.

## **G) Internship** (Course Weight 0.0)

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

## **Course Descriptions**

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### **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
- 

### **NOTES:**

- 1) Courses are listed in alphabetical order.
- 2) All courses have a course weight of 0.5 unless otherwise noted.
- 3) Please see pages 19 - 35 for descriptions of the Related Studies courses.

### **Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)**

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

### **Internship**

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

**NOTE:** Course number and course weight are not applicable to the Internship.

### **Practicum EDU4010**

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College

of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

### **Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)**

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

### **Psychological Foundations of Learning and Development EDU3506**

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

### **School and Society EDU3508**

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



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**Teacher Education Seminar EDU6000****(Course Weight 1.0)**

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

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

## Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education Program is offered at the 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 and learning environments result in educational practices that build on children's current levels of development.

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

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

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

## Master of Teaching in Human Development and Curriculum

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

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, 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 students 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.

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

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

# Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

## Faculty of Arts and Science

### University of Toronto at Mississauga (UTM)

#### Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education degree program or the Master of Arts in Child Study and Education degree program (for kindergarten to grade 6).

#### Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate degree program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

#### The Early Teacher Project

A four year undergraduate degree program in science and mathematics leading to admission to the OISE/UT Bachelor of Education degree program. Students in this project take a UTM Science Education course which includes science pedagogy in elementary and secondary schools. While completing their undergraduate credits, students in this project are assisted by a UTM placement officer in gaining necessary experiences in Mississauga schools prior to their acceptance into the B Ed. degree program.

### University of Toronto at Scarborough (UTSC)

#### The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

## Faculty of Music

#### Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT initial teacher education degree programs.

## School of Physical and Health Education

#### Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

# Teachers' Associations of Ontario

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

121 Bloor Street East, 6th Floor  
Toronto, Ontario M4W 3M5  
Telephone: 416-961-8800  
Telephone: 1-888-534-2222 (within Ontario)  
Fax: 416-961-8822  
E-mail: [info@oct.ca](mailto:info@oct.ca)  
Website: [www.oct.ca](http://www.oct.ca)

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

681, chemin Belfast  
Ottawa, Ontario K1G 0Z4  
Téléphone: 613-244-2336  
Téléphone: 1-800-267-4217  
Télécopieur: 613-563-7718  
Télécopieur: 1-800-609-7718  
Site web: [www.franco.ca/aefo](http://www.franco.ca/aefo)

## **Elementary Teachers' Federation of Ontario (ETFO)**

480 University Avenue, Suite 1000  
Toronto, Ontario M5G 1V2  
Telephone: 416-962-3836  
Telephone: 1-888-838-3836  
Fax: 416-642-2424  
Website: [www.etfo.ca](http://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  
Fax: 416-925-7764  
Website: [www.oecta.on.ca](http://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](http://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](http://www.otffeo.on.ca)

## **Qualification Evaluation Council of Ontario (QECO)**

1300 Yonge Street, 2nd Floor  
Toronto, Ontario M4T 1X3  
Telephone: 416-323-1969  
Telephone: 1-800-385-1030  
Website: [www.qeco.on.ca](http://www.qeco.on.ca)

# Fees

- ◆ Administrative User Fees
- ◆ Library Fees and Fines
- ◆ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: [www.utoronto.ca/fees](http://www.utoronto.ca/fees)

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

<b>Administrative User Fees (2004/2005)</b>		<b>\$</b>
Calendar for persons not registered in OISE/UT		4.00
Copy of record		15.00
Duplicate tax receipts		5.00
Faculty Service Fee		70.00
Final marks (replacement copy)		13.00
Late registration fee (plus \$5.00 per day)		44.00
Letters/Forms of Confirmation		7.00
Official transcripts		10.00
Replacement of Calendar		4.00
Replacement of student/library card		12.00

<b>Library Fees and Fines (2004/2005)</b>		<b>\$</b>
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)		.50
• Short-term loan books and serials (per hour, per item)		.50
• Short-term loans beyond 24 hours (per day, per item)		7.50
• Reserved/Recall books and serials (after 7 days of notice)		2.00
• Software (per day, per item)		5.00

<b>Bachelor of Education and Diploma in Technical Education Tuition Fees (2004/2005)</b>		<b>\$</b>
Academic fee		
Domestic students		4,643.00
International students		13,109.00
Non-academic incidental/ancillary fees		877.16
University Health Insurance Program		
Domestic students		----
International students		532.85
<b>Total fee payable</b>		
Domestic students		5,520.16
International students		14,519.01

# Financial Assistance and Awards

**NOTE:** Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

Additional Qualification candidates should refer to the OISE/UT Additional Qualification Calendar.

## ◆ 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. Admissions and Awards can provide addresses and in many cases, application forms.

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

Further information may be obtained from:

Admissions and Awards  
315 Bloor Street West  
University of Toronto  
Toronto, Ontario M5S 1A3  
Telephone: 416-978-2190.

OR

OISE/UT Student Services Office  
252 Bloor Street West, Room 5-103  
Toronto, Ontario M5S 1V6  
Telephone: 416-923-6641 ext. 8157  
Fax: 416-926-4765

E-mail: [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)

Website: [www.fcis.oise.utoronto.ca/~stuserv](http://www.fcis.oise.utoronto.ca/~stuserv)

### Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to \$7,000 is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

### 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 a special application form available from the Office of Admissions and Awards.

### 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 Admissions and Awards.

### **OISE/UT Bursary**

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

#### **Applications are available from:**

OISE/UT Student Services Office  
252 Bloor Street West, Room 5-103  
Toronto, Ontario M5S 1V6  
Telephone: 416-923-6641 ext. 8157  
Fax: 416-926-4765  
E-mail: [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)  
Website: [www.oise.utoronto.ca/student-services](http://www.oise.utoronto.ca/student-services)

### ◆ **Special Bursaries**

#### **Christopher Parker Memorial Fund**

This fund was established to provide a one-time grant to support full-time OISE/UT students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments.

#### **Percy H. Taçon Memorial Bursary**

This bursary, in the amount of \$500, will be awarded annually to a student registered in the Visual Arts option of the Bachelor of Education program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

### ◆ **Entrance Awards**

#### **The Borthwick-Duckworth Scholarship**

One or more awards, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE/UT. Founded as a Memorial. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

#### **M. Penelope Carter Award**

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the Bachelor of Education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately \$5,000.

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

#### **The John J. Del Grande Scholarship**

This scholarship of \$1000 is presented annually to a student entering the OISE/UT Bachelor of Education program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

#### **Prof. Arthur Loudon Memorial Entrance Scholarship in Science**

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science

and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science. The maximum value of each award is \$5,000.

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

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

One or more awards of \$1000 each, up to the value of the annual income, will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE/UT Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

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

### **Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education**

One or more awards to the value of the annual income of the endowment (approximately \$1000) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the Bachelor of Education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the Bachelor of Education program and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

### **Roseann Runte Award**

One award will be granted by the OISE/UT Awards Committee to a student admitted to the Bachelor of Education program. Preference will be given to a female student who shows evidence of commitment to pursuing a career in education and promise as an educational leader.

In addition, financial need must be demonstrated. The value of this award is expected to be approximately \$200. The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Bachelor of Education program. Recipients will be notified by August 1.

### **University of Toronto Vari Scholarships**

One or more awards of not more than \$10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program.

Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

### **◆ Awards of Honour**

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three concentrations. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Unless otherwise noted, no application is required for any of the following awards.

#### **Primary/Junior Award of Honour**

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior concentration of the Bachelor of Education program.

#### **Junior/Intermediate Award of Honour**

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate concentration of the Bachelor of Education program.



### **Intermediate/Senior Award of Honour**

The staff and students of the Bachelor of Education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior concentration of the Bachelor of Education program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

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

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Bachelor of Education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

### **Arnolds Balins Award**

This award is presented annually to a student of Geography in the Bachelor of Education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: \$500 - \$600)

### **Mark A. R. M. Crowe Memorial Award**

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient(s) will be a student(s) in the Intermediate/Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income, in \$500 allotments as available.

### **Robert Morrice Crowe Award**

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income. (Approximate value: \$750)

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

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate concentrations of the Bachelor of Education program who has made an outstanding contribution to the program and has displayed

teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: \$900 - \$1,000)

### **R. J. McMaster Award**

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: \$50)

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

The Ontario English Catholic Teachers' Association has established this award of \$200 and an O.E.C.T.A. pin for the student in the Bachelor of Education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

### **OISE/UT Commendation**

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

### **R. Darrel Phillips Award**

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: \$100 - \$250)

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

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: \$900 - \$1000)

### **Alexander Pringle Seggie Award**

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: \$600 - \$650)

### **A. P. Seggie Memorial Award**

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

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

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: \$750 - \$850)

### **◆ Award Winners 2003-2004**

(Bachelor of Education and Diploma in Technical Education)

#### **Primary/Junior Award of Honour**

Angela Dinneen

#### **Junior/Intermediate Award of Honour**

Lisa McDonald

#### **Intermediate/Senior Award of Honour**

Mikail Jabir

#### **Arnold Balins Award**

Christine Agnew

#### **Borthwick-Duckworth Scholarship**

Krista Dawn Brown

#### **The M. Penelope Carter Award**

Linda Jean Edwards

#### **Mark Crowe Memorial Award in History and Political Science**

Sarah Khemchand

Grace Ventura

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

James Souray

#### **John J. Del Grande Scholarship**

David Erskine-Kellie

#### **The Professor Arthur Loudon Memorial Entrance Scholarship in Science**

Joseph Thomas Dodgson

Kari-Ann Draker

Katharine M. W. Gladwish

Donald Lawrence Leuschner

Sameena Rehman

#### **The R. J. McMaster Award**

Fraser Cowell

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

Elvira Rainone

#### **OISE/UT Commendation**

Tania Nur Akon

Sarah Cassel

Erin Crawford

Andrea Lynn Del Sole

Anna Maria Dinatale

Deborah L. Kimmerly

Mariana LaNeve

Brenda Gale Leonard

Georgina Elizabeth Marucci

Elaine Stephanie Ricketts

Laura Tiffany Yap

Dean Yeats

Peter K.S. Yu

#### **The Dr. and Mrs. R. L. Peterson Memorial Entrance Award**

Zudzana Maria Eperjesi

Jessica Lynn Janjic

Marina Makhover

Anand Mahadevan

Ebenezer Mbianda Mbachu

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

Dianne Kurelek

#### **The R. Darrel Phillips Proficiency Award**

James Armstrong

#### **Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education**

Vickie Lai Kei Tam

#### **A.P. Seggie Memorial Award - Business**

Claudia Ricci

#### **Alexander Pringle Seggie Award**

Binh Chang

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

Timothy Sullivan

#### **University of Toronto Vari Scholarship**

Brian Lechnitz

Luanne S. Karn

Juliana E. Vani

# Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Getting There'*. It 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 Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

## OISE/UT Services and Facilities

### Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

**Contact:** Office of Development and Alumni Affairs  
**Location:** 252 Bloor Street West, Room 12-101  
**Telephone:** 416-923-6641 ext. 2234

### Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT 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/UT activity.

Students will 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 graphic
- ◆ 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/UT can be obtained from the websites listed below:

#### ◆ Education Commons

**Telephone:** 416-923-6641 ext. 2763  
**Website:** [www.oise.utoronto.ca/ec](http://www.oise.utoronto.ca/ec)

#### ◆ Library

**Telephones:**  
**Circulation Desk:** 416-926-4719  
**Reference Desk:** 416-926-4718  
**Website:** [www.oise.utoronto.ca/ec/library](http://www.oise.utoronto.ca/ec/library)

### **Indigenous Education Network (IEN)**

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT 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/UT; 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/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

**Location:** 252 Bloor Street West, Room 7-191  
**Telephone:** 416-923-6641 ext. 2286  
**E-mail:** [ien@oise.utoronto.ca](mailto:ien@oise.utoronto.ca)  
**Website:** [www.oise.utoronto.ca/other/ien/ienpage.html](http://www.oise.utoronto.ca/other/ien/ienpage.html)

### **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/UT'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/UT. It helps international students become inextricably woven into the fabric of the OISE/UT 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:** 416-926-4733  
**E-mail:** [isa@oise.utoronto.ca](mailto:isa@oise.utoronto.ca)

### **Kidspace Daycare**

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace 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. Kidspace 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:** 416-926-4702.  
**Fax:** 416-926-4725  
**E-mail:** [rrakoff@oise.utoronto.ca](mailto:rrakoff@oise.utoronto.ca)

### **Student Services Office (OISE/UT)**

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

**Director:** Louise Cowin  
**Manager:** Allan Shatzky  
**Location:** 252 Bloor Street West, Room 5-103  
**Telephone:** 416-923-6641 ext. 8157  
**Fax:** 416-926-4765  
**E-mail:** [stuserv@oise.utoronto.ca](mailto:stuserv@oise.utoronto.ca)  
**Website:** <http://fcis.oise.utoronto.ca/~stuserv>

## University-wide Services and Facilities

### Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus 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 U of T 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.

**Contact:** The Office of Aboriginal Student Services and Programs

**Location:** First Nations House  
563 Spadina Avenue, Third Floor  
University of Toronto  
Toronto, Ontario M5S 1A1  
**Telephone:** 416-978-8227  
**Fax:** 416-978-1893  
**E-mail:** fnh.info@utoronto.ca  
**Website:** www.fnh.utoronto.ca

### Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2003/2004, excluding tuition:

Accommodation .....	\$7,200
Books/Supplies .....	.917
Clothing .....	.600
Food .....	3,895
Health insurance (UHIP) (international students) ..	.612
Local transportation .....	1,122
Miscellaneous .....	3,587
<b>TOTAL .....</b>	<b>.\$17,933</b>

### Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for

employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

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

### 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  
**Fax:** 416-978-1099  
**Website:** www.utoronto.ca/communitysafety/

### Disability 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:** Robarts Library  
130 St. George Street, First Floor  
Toronto, Ontario M5S 1A5  
**Telephone:** 416-978-8060 (Voice)  
**T.D.D.:** 416-978-1902  
**Fax:** 416-978-8246  
**E-mail:** disability.services@utoronto.ca  
**Website:** www.sa.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, 2nd Floor

Toronto, Ontario M5T 2Z9

**Telephone:** 416-978-0951

**Fax:** 416-946-5466

**E-mail:** family.care@utoronto.ca

**Website:** [www.library.utoronto.ca/familycare](http://www.library.utoronto.ca/familycare)

## Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving—you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

**Location:** 7 Hart House Circle

Toronto, Ontario M5S 3H3

**Telephone:** 416-978-2452

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

## Health Services

Health Service 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.library.utoronto.ca/isc/](http://www.library.utoronto.ca/isc/) for UHIP information.

**Location:** Koffler Student Services Centre

214 College Street

Toronto, Ontario M5T 2Z9

**Telephone:** 416-978-8030

**E-mail:** [health.services@utoronto.ca](mailto:health.services@utoronto.ca)

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

## 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.

**Location:** Koffler Student Services Centre

214 College Street, 2nd floor

Toronto, Ontario M5T 2Z9

**Telephone:** 416-978-8045

**Fax:** 416-978-1616

**E-mail:** [housing.service@utoronto.ca](mailto:housing.service@utoronto.ca)

**Website:** <http://eir.library.utoronto.ca/studenthousing/>

## International Student Centre (ISC)

The goal of the ISC 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 ISC 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 ISC, 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:** 416-978-5646

**E-mail:** [isc.information@utoronto.ca](mailto:isc.information@utoronto.ca)

**Website:** [www.library.utoronto.ca/isc/](http://www.library.utoronto.ca/isc/)

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

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

**Location:** Koffler Student Services Centre  
214 College Street, Room 307  
Toronto, Ontario M5T 2Z9  
**Telephone:** 416-946-5624  
**Fax:** 416-971-2037  
**E-mail:** [lgbtq.resources@utoronto.ca](mailto:lgbtq.resources@utoronto.ca)  
**Website:** <http://lgbtq.sa.utoronto.ca>

### **Race Relations and Anti-Racism Initiatives Office**

The Race Relations and Anti-Racism Initiatives 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:** 21 Sussex Ave.  
Toronto, Ontario M5S 1J6  
**Telephone:** 416-978-1259  
**Fax:** 416-946-8296  
**Website:** [www.library.utoronto.ca/equity/](http://www.library.utoronto.ca/equity/)

### **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:** 40 Sussex Avenue, 3rd floor  
Toronto, Ontario M5S 1J7  
**Telephone:** 416-978-3908  
**Fax:** 416-971-2289  
**Website:** [www.utoronto.ca/sho](http://www.utoronto.ca/sho)

### **Status of Women Office**

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

**Location:** Office of the President, Simcoe Hall  
27 King's College Circle, , Room 109B  
Toronto, Ontario M5S 1A1  
**Telephone:** 416-978-2196  
**Fax:** 416-971-2295  
**E-mail:** [status.women@utoronto.ca](mailto:status.women@utoronto.ca)  
**Website:** <http://status-women.utoronto.ca>

# Policies and Regulations

**NOTE:** Students should consult the website <[www.utoronto.ca/govcncl/pap/alpha](http://www.utoronto.ca/govcncl/pap/alpha)> for full details on the following policies and for additional Policies and Regulations governing graduate and undergraduate studies at the University of Toronto, e.g.:

- ◆ Policies and Principles for Admission to the University of Toronto
- ◆ Access to Official Student Academic Records
- ◆ Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- ◆ Code of Student Conduct

## English Language Proficiency Policy

**NOTE:** This policy relates to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

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

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

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program, as well as Ontario College of Teachers' Special Students applying for Additional Qualification Courses for Educators, are required to give evidence of their oral and written proficiency in English.

## A. Acceptable Levels of Proficiency in English

### For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

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

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

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

- a) their mother tongue or first language is English  
OR
- b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English  
OR
- c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

### For Ontario College of Teachers Special Students Applying For Additional Qualification Courses for Educators

All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for Additional Qualification Courses for Educators to complete such requirements, must satisfy one of the following criteria:

- a) their mother tongue or first language is English  
OR



- b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English  
OR
- c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

## B. Acceptable Tests and Required Scores

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

- i) An official statement of results of TOEFL (Test of English as a Foreign Language) for either the new computer based test or the previous paper-based test. These two tests, although equivalent, use different grading scales.

Applicants who take the computer based test must submit an official statement of results showing a minimum score of 250, and also have a minimum Essay Rating Score of 6.0, as well as the TSE (Test of Spoken English), with a minimum score of 55.

Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, and the TWE (Test of Written English), showing a minimum score of 6.0, as well as the TSE (Test of Spoken English), showing a minimum score of 55.

OR

- ii) An official statement of results of IELTS (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.  
OR
- iii) An official statement of results of MELAB (Michigan English Language Assessment Battery), showing a score of 92 and also the Oral Interview component, showing a rating of 4.  
OR
- iv) An official statement of the results of TOP (Test of Oral Proficiency) showing a minimum score of 7.0 and TOW (Test of Written Proficiency) with a minimum score of 3.0.  
OR
- v) An official statement of the results of the University of Toronto, School of Continuing Studies' English Language Academic Preparation Course completed at the 600 Level with a grade of at least 'B'.

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

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of applicants for Additional Qualification Courses for Educators, the deadline would be that which is published for each session.

## D. Testing Agency Information

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

- TOEFL (Test of English as a Foreign Language)**  
TWE (Test of Written English)  
TSE (Test of Spoken English)  
Educational Testing Service, P. O. Box 6151  
Princeton, New Jersey, U.S.A. 08541-6151  
Telephone: 609-921-9000  
Website: [www.toefl.org](http://www.toefl.org)
  - IELTS (International English Language Testing System)**  
University of Cambridge Local Examinations Syndicate  
1 Hills Road  
Cambridge, U.K. CB1 2EU  
Website: [www.ielts.org/index.html](http://www.ielts.org/index.html)
- Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-5220 ext. 603.
- MELAB (Michigan English Language Assessment Battery)**  
English Language Institute  
Testing and Certification Division  
3020 North University Building  
The University of Michigan  
Ann Arbor, Michigan, U.S.A. 48109-1057  
Telephone: 313-764-2416/763-3452  
E-mail: [melabelium@umich.edu](mailto:melabelium@umich.edu)  
Website: [www.isa.umich.edu/eli/melab.html](http://www.isa.umich.edu/eli/melab.html)  
OR  
The Toronto MELAB Test Centre  
New College, Room 2045  
University of Toronto  
Toronto, Ontario M5S 2Z3  
Telephone: 416-946-3942

**4. TOW (Test of Written Proficiency)**

**TOP (Test of Oral Proficiency)**

429 Danforth Avenue - Box 462

Toronto, Ontario M4K 1P1

**NOTE:** This is a mailing address only

Telephone: 416-962-2673

E-mail: [info@copetest.com](mailto:info@copetest.com)

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

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

Telephone: 416-978-5104

Fax: 416-971-2839

E-mail: [carolyn.bercu@utoronto.ca](mailto:carolyn.bercu@utoronto.ca)

Website: <http://learn.utoronto.ca/esl/news.asp>

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

**OISE/UT Registrar's Office**

**Initial Teacher Education Programs**

Admissions Unit, Room 4-455

252 Bloor Street West

Toronto, Ontario M5S 1V6

Telephone: 416-926-4701

Fax: 416-923-7834

E-mail: [admissions@oise.utoronto.ca](mailto:admissions@oise.utoronto.ca)

## Grading Practices - Bachelor of Education and Diploma in Technical Education Programs

**NOTE:** Grading Practices for the following programs are printed in the calendars specific to each of those programs and are also available from: [www.ro.oise.utoronto.ca](http://www.ro.oise.utoronto.ca)

◆ Graduate Studies in Education

◆ Additional Qualification Courses for Educators

### A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
  - i) a list of all assignments, with due dates;
  - ii) the weighting factor or percentage allotment for each course requirement;
  - iii) statement on the procedure used to determine final grades;
  - iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students 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 students with time for its discussion.
4. Student 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 student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

### B. Evaluation Procedures – Practicum

The evaluation of student performance in the Practicum will include the following:

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

### C. Evaluation Procedures – Internship

The evaluation of student performance in the Internship will include the following:

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

#### D. Conditions for Final Standing

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

#### i) Grade Scale for Courses

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

#### ii) Grade Scale for the Practicum

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

#### iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers), a student must attain:
  - i) a minimum of a D- grade in each course in the following components of the program:
    - Curriculum and Instruction
    - Teacher Education Seminar
    - Psychological Foundations of Learning and Development
    - School and Society
    - Related Studies
  - ii) a minimum of an overall C+ average (2.3 GPA) in five components:
    - Curriculum and Instruction
    - Teacher Education Seminar
    - Psychological Foundations of Learning and Development
    - School and Society
    - Related Studies
 The overall average will take into account course weights.
  - iii) a Credit (CR) in the Practicum.\*
  - iv) successful completion of the Internship.\*\*

\*A student must receive a Pass in each scheduled Practicum session (includes all summative evaluations). A student who receives a Fail in one Practicum session may be given the opportunity of earning a Pass in an additional Practicum session prior to the Internship, subject to review and approval by the School-University Partnerships Office (SUPO). This opportunity will be given only once. A student who receives a Fail in more than one session of the Practicum will receive a final grade of NCR (No Credit) for the Practicum component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Certificate of Qualification (Ontario College of Teachers).

\*\*A student who does not successfully complete the Internship may be given another opportunity to complete this program requirement within the next academic year subject to review and approval by the School-University Partnerships Office (SUPO).

## E. Supplemental Privileges

1. Students not satisfying the Conditions for Final Standing may be granted supplemental privileges by the Dean's Review Committee.
2. Supplemental privileges granted in E.3 and E.4 below are limited to a combined total of two courses irrespective of the credit value of the course.
3. A student may be granted supplemental privileges in a course in which an F has been received. There are no supplemental privileges for a final grade of NCR in the Practicum component of the program nor for an unsuccessful Internship.
4. A student who receives a final grade of C, C-, D+, D or D- in a course may be granted supplemental privileges in that course if the student's overall average in the program is less than a C+ (2.3 GPA).
5. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.
6. 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 student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers).

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

## F. Student Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
2. A student 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 student also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

## G. Withdrawals

A student may withdraw from the Bachelor of Education degree or Diploma in Technical Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of F or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

## H. Conflict of Interest

Where the instructor or a student 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) Students must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

### 2. Procedures

- i) 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.
- ii) 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.
- iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students 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.
- iv) 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.
- v) 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.

vi) Students 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, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students 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.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

## Appeal Procedures

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

(Students in the Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum programs should refer to the OISE/UT Graduate Studies Bulletin)

#### A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision. The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.
3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.
4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.
5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

## **B. Appeal of Failures in Practice Teaching**

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

**NOTE:** As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.
2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.
3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks

prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

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

### C. Applicability of Faculty Regulations

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

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

## Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the Code of Student Conduct.

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.

- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquiries; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

## Transcripts

All requests for transcripts of academic records, with the exception of the Additional Qualification Courses for Educators and the Principals' Qualification Program, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre  
100 St. George Street, Room 1006  
Toronto, Ontario M5S 3G3  
Telephone: 416-978-3384  
Fax: 416-978-2487  
Website: [www.rosi.utoronto.ca](http://www.rosi.utoronto.ca)

Transcripts of Additional Qualification Courses for Educators including the Principals' Qualification Program (PQP) should be directed to the address below. Other than periods when the demand for transcripts is heavy, requests will be processed within 5 - 10 working days.

The Records Officer  
OISE/UT Registrar's Office  
252 Bloor Street West, Room 4-455  
Toronto, Ontario M5S 1V6  
Telephone: 416-926-4743

# Officers of the University

## 2004/2005 (Partial List)

### **Chancellor**

The Honourable V. Poy, B.A., M.A.

### **Chair, Governing Council**

T.H. Simpson, B.A.Sc., M.B.A., LL.D.

### **President and Chief Executive Officer**

R.J. Birgeneau, B.Sc., Ph.D.

### **Vice-President & Provost**

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J. Dellandrea, B.A., M.Ed., Ed.D.

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### **Vice-President, Research and Associate Provost**

J.R.G. Challis, Ph.D., D.Sc., M.I.Biol., F.R.S.C.

### **Vice-President and Principal, University of Toronto at Mississauga**

I. Orchard, B.Sc., Ph.D.

### **Vice-President and Principal, University of Toronto at Scarborough**

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### **Vice-Provost, Planning and Budget**

S.G. Zaky, B.Sc., M.A.Sc., Ph.D.

### **Vice-Provost, Relations with Health Care Institutions**

C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

### **Vice-Provost, Space and Facilities**

R.D. Venter, B.Sc., M.Eng., Ph.D.

### **Vice-Provost, Students**

D.H. Farrar, M.Sc., Ph.D.

### **Assistant Provost and Special Assistant to the Provost**

S. Drummond, B.A., M.A., M.Div.

### **Secretary of the Governing Council**

L. Charpentier, B.Sc., M.B.A.

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Cover, designed by Celeste Lemire, includes the OISE/UT logo and a list of the Bachelor of Education teaching subjects.