



# **OISE Concurrent Teacher Education Program (CTEP)**

## **2015-2016 Calendar**

OISE Registrar's Office .....  
Important Notices .....  
Teacher Candidates and Professionalism .....  
Sessional Dates and Deadlines .....  
OISE Administrative Officers (Partial List) .....  
About OISE .....  
Summary of Programs Offered by OISE .....  
.....  
.....  
.....  
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# OISE Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6  
[www.oise.utoronto.ca/ro](http://www.oise.utoronto.ca/ro)

## Teacher Education Programs

### Concurrent Teacher Education Program (CTEP)

(See information in CTEP section)  
E-mail: [ctep@utoronto.ca](mailto:ctep@utoronto.ca)  
Website: [www.ctep.utoronto.ca](http://www.ctep.utoronto.ca)

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

(See information in Graduate Teacher Education Programs section)

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

(See information in Graduate Teacher Education Programs section)

### Teacher Education Records Requests & Additional Qualifications Transcripts

Telephone: 416-978-1684  
Fax: 416-323-9964  
E-mail: [transcripts@oise.utoronto.ca](mailto:transcripts@oise.utoronto.ca)  
Website:  
[www.oise.utoronto.ca/ro/Teacher\\_Candidates/Transcripts\\_Records](http://www.oise.utoronto.ca/ro/Teacher_Candidates/Transcripts_Records)

### Teacher Education & Graduate Studies Transcripts

Telephone: 416-978-3384  
Fax: 416-978-2487  
E-mail: [ask@artsci.utoronto.ca](mailto:ask@artsci.utoronto.ca)  
Website: [www.rosi.utoronto.ca](http://www.rosi.utoronto.ca)

# Important Notices

## Academic Year

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

## Admissions Policy Statement

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

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE is dedicated to admitting qualified candidates

## **Notice of Collection**

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government. The University is also required to report student-level enrolment-related data to the Ministry of Training, Colleges and Universities as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics and educational outcomes, in order to administer government

# Teacher Candidates and Professionalism

## Teachers as Professionals

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

### Commitment to Excellence

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

### Trust and Integrity

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

### Respect for Others

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

### Dedication and Responsibility

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

## Statement of Expectations for OISE Teacher Candidates

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

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

While professors will determine the appropriate means by which to

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

### Commitment to Excellence

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

### Trust and Integrity

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

### Respect for Others

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

### Dedication and Responsibility

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

### Related Resources

- [life.utoronto.ca/get-help/rights-responsibilities.htm](http://life.utoronto.ca/get-help/rights-responsibilities.htm)
  - Rights and Responsibilities
  - Academic Honesty
  - Student Conduct
  - Grades

- [www.governingcouncil.utoronto.ca/policies.htm](http://www.governingcouncil.utoronto.ca/policies.htm)
  - U of T Sexual Harassment: Policy and Procedures Statement on Prohibited Discrimination and Discriminatory

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

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

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

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

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

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

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

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

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

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

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

# Sessional Dates and Deadlines

## •Bachelor of Education

### Please note the following:

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at:

<http://www.governingcouncil.utoronto.ca/policies/religious.htm>

Concurrent Teacher Education Program (CTEP) students should consult their respective College or Faculty for sessional dates and deadlines.

### 2015

*September 7*

Labour Day (University closed)

*September 10*

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

*September 14*

Fall Session begins

*September 28*

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

*October 12*

Thanksgiving Day (University closed)

*October 20 - 21*

Orientation to Schools (CTEP)

*October 31*

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

*November 2*

Deadline for withdrawal without academic penalty from Fall Session courses

*November 2 - 27*

Practicum (CTEP)

*November 13*

Fall Convocation - BEd and Diploma in Technological Education (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca))

*December 9 - 10*

Professional Preparation Conference

*December 18*

Fall Session ends

*December 23- January 1*

University closed

### 2016

*January 4*

2015 Winter Session begins - CTEP classes resume

*January 15*

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

*January 25*

Last day for course and section changes for Winter Session courses

*January 28*

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

*February 2 - 3*

Orientation to Schools (CTEP)

*February 15*

Family Day Statutory Holiday (University closed)

*February 16 - March 11*

Practicum (CTEP)

*March 1*

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

*March 14 - 18*

March Break

*March 25*

Good Friday (University closed)

*April 11*

Building Futures Conference (CTEP)

*April 15*

Final Day of Classes (CTEP)

*April 18 - May 6*

Practicum (CTEP)

*May 13*

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

*May 23*

Victoria Day (University closed)

*June TBA*

Spring Convocation (see [www.convocation.utoronto.ca](http://www.convocation.utoronto.ca))



# OISE Administrative Officers (Partial List)

## Dean's Office

**Glen A. Jones, PhD (Toronto)**  
Interim Dean

**Douglas McDougall, EdD (Toronto)**  
Associate Dean, Programs

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

## Bachelor of Education Program

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

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

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

## Department Chairs

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

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

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

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

## Department Associate Chairs

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

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

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

**Ruth Childs, PhD (North Carolina)**  
Leadership, Higher and Adult Education (LHAE)

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

## Library/Education Commons

**Kurt Binnie, BA (York)**  
Director, Information Technology

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

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

## Office of the Registrar and Student Services

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

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

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

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

**Jeananne Robertson, MA (UBC)**  
Student Success Specialist

**Lise Watson, MA (Toronto)**  
Financial Aid Advisor

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

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

## Officers of the University

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

# About OISE

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

Standing on the shoulders of one of the world's greatest universities, the Ontario Institute for Studies in Education of the University of Toronto (Institut d'études pédagogiques de l'Ontario de l'Université de Toronto), OISE, has for more than a century, made a major contribution to advancing education at home and around the world. With more than 72,000 alumni, 3,000 students (in initial teacher education and graduate programs), close to 7,000 continuing education students, and 20 research centers, ours is a unique academic environment supporting a scholarly community second-to-none. As Canada's largest and most influential faculty of education, OISE occupies a unique space in educational landscape and is at a special moment in its history, setting new directions and positioning for the future with a new strategic and academic plan. Guided by our commitment to equity and social justice, and mindful of our special responsibility to lead, we will not only sustain but enhance our impact as we continue to shape how the world thinks and goes about education.

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

## History

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

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

# Summary of Programs Offered by OISE

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

## Teacher Education Programs

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

### Concurrent Teacher Education Program

Two concentrations are offered:

- Primary/Junior
- Intermediate/Senior

### Master of Arts in Child Study and Education

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

- Early Childhood Education
- Special Education

### Master of Teaching in Elementary and Secondary Education

Three concentrations are offered:

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

## Additional Qualification Courses for Educators

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

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Education courses only. Such candidates must first attend an orientation/information session at OISE and are required to submit evidence of an acceptable level of proficiency in oral and written English.

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

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

### If you require further information, contact:

Continuing & Professional Learning  
252 Bloor Street West, Room 5-103  
Toronto, Ontario M5S 1V6  
Telephone: 416-978-2474  
Telephone: 1-800-443-7612  
Fax: 416-926-4732  
E-mail: [aq@oise.utoronto.ca](mailto:aq@oise.utoronto.ca)

## Graduate Studies in Education

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

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

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

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

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

### If you require further information, contact:

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

### Laboratory School

### Dr. Eric Jackman Institute of Child Study (ICS)

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

### Further information is available at:

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

### Or from:

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

## **Concurrent Teacher Education**

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### **Primary/Junior Program & Intermediate/Senior Program**

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

## Curriculum and Instruction (C & I)

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

Business Studies - Accounting  
Business Studies - General  
Computer Studies (not offered in 2015-16)  
Dramatic Arts  
Economics  
English  
Family Studies  
French as a Second Language  
Geography  
History  
International Languages - German (not offered in 2015-16)  
International Languages - Italian  
International Languages - Spanish  
Mathematics  
Philosophy (not offered in 2015-16)  
Politics  
Religious Education  
Science - Biology  
Science - Chemistry  
Science - General  
Science - Physics  
Social Sciences - General  
Visual Arts

### NOTES:

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

## Program Components

### The Concurrent e-Portfolio

Starting in Year 3 of the BEd program, Concurrent candidates are required to develop an electronic portfolio, which is a performance assessment tool that requires them to provide evidence of their learning and reflection through the analysis of a variety of artifacts. The Concurrent e-Portfolio is a purposeful and careful documentation of candidates' growth as developing teachers over the course of the program.

### The Practicum or Field Placement

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

A Teacher Candidate may be restricted from beginning or continuing a

sequence.

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

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

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

### **Required BEd Course Credits**

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

#### **Year 3**

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

#### **Year 4**

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

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

#### **Year 5 (Professional Year)**

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

#### **NOTES:**

1. Candidates' year of study in the program is calculated not by the length of time in the program, but rather by the number of courses/credits accrued in line with the regulations in their home unit (for details candidates should consult the Registrar's Office in their unit).

85 - 89%	B+	3.0	73 - 76%
80 - 84%	B	2.7	
75 - 79%	B-		

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

### B. Evaluation Procedures - Practicum

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

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

### C. Conditions for Final Standing in the Concurrent BEd Program

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

- Curriculum, Instruction and Assessment
- Inclusive Education
- Mentored Inquiry in Teaching (MIT)
- Principles of Teaching: Legal, Ethical and Professional
- Psychological Foundations of Learning
- Social Foundations of Teaching and Schooling
- The Practicum

- Grades in the Curriculum, Instruction and Assessment subjects, Mentored Inquiry in Teaching, Principles of Teaching, Inclusive Education, Psychological Foundations of Learning and Social Foundations of Teaching and Schooling will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
- Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the candidate's grade report and transcript, however, a final Pass grade will be recorded as Credit (CR) and final Fail grade will be recorded as No Credit (NCR).
- The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Practicum, is as follows:
  - Grade Scale for Courses**

Grade Meaning	Refined Letter Grade	Grade Point Value	Scale of Numerical Marks
	A+	4.0	90 - 100%
85 - 89%	A	4.0	85 - 89%
80 - 84%	A-	3.7	80 - 84%
	B+	3.3	77 - 79%



Appeals Committee of the OISE Faculty Council.

## 2. Practicum

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

## E. Time to Completion

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

## F. Withdrawals from EDU courses

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

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

## G. Withdrawal from Concurrent Teacher Education Program

### 1. Withdrawal from the Concurrent Program without Academic Penalty

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

### 2. Withdrawal from the Concurrent Program after March 31st

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

**NOTE:** Candidates who choose to, or are required to, withdraw from the Concurrent Program may be allowed to transfer to a non-Concurrent degree program and any credit retained will be dependent on the policies of the home faculty. Note that no credit will be retained for any Bachelor of Education (EDU) courses. Not attending classes is not the same as withdrawing from the session. Candidates will be given a mark based on the course work submitted.

## H. Conflict of Interest

Where the instructor or a Concurrent candidate has a conflict of interest,

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

## I. Procedures in the Event of Disruptions

### 1. Principles

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

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

### 2. Procedures

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

grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

## **J. Access to Examination Papers**

Copies of final examination papers for the preceding academic year are available in the OISE Education Commons/Library. These are available for review by Concurrent candidates upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place







# Teacher Associations of Ontario

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

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

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

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

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

136 Isabella Street  
Toronto, Ontario M4Y 0B5  
Telephone: 416-962-3836  
Telephone: 1-888-838-3836  
Fax: 416-642-2424  
Website: [www.etfo.ca](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 (within Ontario)  
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 (QECCO)**

1300 Yonge Street, Suite 308  
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**

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

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

### **Concurrent Teacher Education Program Students**

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

## **Administrative User Fees (2015-16)**

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

## **Library Fees and Fines (2015-16)**

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

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

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





# Student Services and Facilities

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

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

## OISE Services and Facilities

### Alumni Association

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

**Location:** 252 Bloor Street West, Room 8-190

**Telephone:** 416-978-0178

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

### Black Educators Standing Together (BEST)

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

**Location:** 252 Bloor Street West, Room 8-197

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

### Early Learning Centre

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

**Location:** 252 Bloor Street West, First Floor

**Telephone:** 416-978-6726

**E-mail:** [early.learning.centre@utoronto.ca](mailto:early.learning.centre@utoronto.ca)

### Education Commons and OISE Library

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic

means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services.

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

Students have access to:

A specialized collection in the field of education including:

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

A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System

A wide range of Internet resources including remote library catalogues

Reference assistance in accessing information on courses and research assignments

Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources

Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphics

Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

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

### Education Commons

**Telephone:** 416-978-1802

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

### Library

**Telephones:**

Circulation Desk: 416-978-1850

Reference Desk: 416-978-1860

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

### Indigenous Education Network (IEN)

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

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





# Student Services and Facilities

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

## Accommodation and Cost of Living

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

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

## Office of Convocation

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

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

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

## Sexual and Gender Diversity Office

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

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

## Sexual Harassment Office

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

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

## University of Toronto Students' Union (UTSU)

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

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