



OISE Initial Teacher Education

2013-2014 Calendar

OISE Registrar's Office

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

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

Initial Teacher Education Programs

Concurrent Teacher Education Program (CTEP)

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

Consecutive Bachelor of Education and Diploma in Technological Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions
Telephone: 416-978-1848
Fax: 416-323-9964
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions

Registered Students
Telephone: 416-978-4300
Fax: 416-323-9964
E-mail: admitted@oise.utoronto.ca
Website: www.oise.utoronto.ca/ro/Teacher_Candidates

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

(See information in Graduate Initial Teacher Education Programs section)

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

(See information in Graduate Initial Teacher Education Programs section)

Transcripts & Records Requests: Additional Qualification Courses for Educators

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

Transcripts & Records Requests: Initial Teacher Education and Graduate Studies Programs

Important Notices

Academic Year

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

Notice of Collection

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

Performance for Teacher Candidates

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

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

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

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

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

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Sessional Dates and Deadlines

•Bachelor of Education

•Diploma in Technological Education

Please note the following:

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

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

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

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

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

2013

June 17 - July 30

Technological Education Apprenticeship Program (TEAP), In-Faculty Module 1 (2013-14 Cohort)

September 2

Labour Day (University closed)

September 3, 4

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

September 9

Fall Session begins

September 13

Last day for course and section changes for Fall Session courses

September 20

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

October 14

Thanksgiving Day (University closed)

October 22 - 23

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

October 28 - November 22

Practicum (Consecutive - all divisions)

October 29

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

November TBA

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

November 11

Deadline for withdrawal without academic penalty from Fall Session courses

December 11 - 13

Professional Preparation Conference

December 13

Fall Session ends

December 23 - January 3

University closed

2014

January 6

2014 Winter Session begins - Consecutive classes resume

January 8

Grades for 2013 Fall Session courses to be submitted to the Registrar's Office by Directors

January 10

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 12

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

February 12 - 13

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

February 17

Family Day Statutory Holiday (University closed)

February 24 - March 28

Practicum (Consecutive)

March 10 - 14

March Break

March 31

Deadline for Withdrawal Without Academic Penalty

April 17

Classes end (Consecutive)

April 18

Good Friday (University closed)

April 21 - 25

Internship Preparation (Consecutive - all divisions)

April 28

Internship begins (Consecutive)

May 1 - 2

Year 5 Concurrent Program Orientation to Schools

May 2

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

May 5 - 30

Year 5 Concurrent Program Practicum

May 19

Victoria Day (University closed)

May 29

Internship ends (Consecutive)

May 30

Sessional Dates and Deadlines

In-faculty Internship Day (Consecutive)

May 30

Winter Session ends

June 10

Grades for the 2013-14 academic year available on ROSI (via SWS)

June TBA

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

OISE Administrative Officers (Partial List)

Dean's Office

Julia O'Sullivan, PhD (Western)
Dean

Jeanne Watson, PhD (York)
Associate Dean, Programs

Karen Mundy, PhD (Toronto)
Associate Dean, Research, International & Innovation

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

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

Bachelor of Education/Diploma in Technological Education Programs

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Elementary and Secondary Program Director

Bernie Burns, BA (Waterloo)
Technological Education Program Coordinator

TBA
Concurrent Teacher Education Program Director

Lisa Dack, PhD (Toronto)
Concurrent Teacher Education BEd Program Coordinator

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Applied Psychology and Human Development (APHD)

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

Abigail Bakan, PhD (York)
Humanities, Social Sciences and Social Justice Education (HSSSJE)

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

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Registrar's Office

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Initial Teacher Education

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Assistant Registrar, Admissions

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Kim Holman, BA (Trent)
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Assistant Registrar, Registration and Records

School-University Partnerships Office (SUPO) and Student Services

Caroline Chassels, PhD (Toronto)
Director

TBA
Student Success Advisor, Student Services

Jesse Bazzul, Phd (Toronto)
Practicum, Internship, and Field Partnership Coordinator, Elementary

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

Amy Lobo
Coordinator, Teacher Employment Preparation Centre

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

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

Officers of the University

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

About OISE

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

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

W. Pitman 1986 - 1992

Summary of Programs Offered by OISE

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

Initial Teacher Education Programs

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

Concurrent Teacher Education Program

Two concentrations are offered:

- Primary/Junior
- Intermediate/Senior

Consecutive Bachelor of Education Degree

Four concentrations are offered:

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

Diploma in Technological Education

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

Master of Arts in Child Study and Education

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

- Early Childhood Education
- Special Education

Master of Teaching in Elementary and Secondary / Bachelor of Education Degree

Further information is available from:

Concurrent Teacher Education

Primary/Junior Program & Intermediate/Senior Program

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

University of Toronto Scarborough (UTSC)

Website: www.utsc.utoronto.ca/~ctep

University of Toronto Mississauga (UTM)

Website: www.utm.utoronto.ca/ctep/

Faculty of Music (MUS)

Website: www.music.utoronto.ca/programs/me.htm

Faculty of Kinesiology and Physical Education (KPE)

Website: www.physical.utoronto.ca/Undergraduate.aspx

St. Michael's College (SMC)

Website: <http://stmikes.utoronto.ca/concurrent/default.asp>

Intermediate/Senior (I/S)

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

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

Each Concurrent partner offers different Anchor Subjects:

UTM Chemistry, French, Mathematics

UTSC Chemistry, French, Mathematics, Physics

KPE Health and Physical Education

MUS Music Education

SMC Religious Education

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

NOTES:

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

Program Components

The Concurrent e-Portfolio

Starting in Year 3 of the BEd program, Concurrent candidates are

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

The Practicum or Field Placement

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

A Teacher Candidate may be restricted from beginning or continuing a practicum or field placement when s/he has acted in a manner not consistent with *OISE Standards of Professional Practice, Behaviour and Ethical Performance*. The decision to restrict a Teacher Candidate from the practicum will be made by the Director of the School-University Partnerships Office (SUPO) in consultation with the Dean of OISE (or

impose such interim conditions upon the Teacher Candidate including removal from the practice site as the Dean (or designate) may consider appropriate.

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

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

Program Requirements

The courses and field experiences related to the BEd component of the Concurrent Teacher Education Program are normally completed in a particular sequence from Year 3 to 5 except in exceptional circumstances. A new sequence of program components has been introduced, meaning that candidates in the Concurrent Program in 2013-14 will follow two different sequences depending on their year of study.

•For Concurrent Candidates in Year 5 in 2013-14

1. 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)
2. Mentored Inquiry in Teaching 2 –Professional Learning EDU481H1 (Course Weight 0.25) (includes 6 visits to schools)
3. Practicum 2 –EDU491H1 (Course Weight 0.25)

NOTES:

1. Only the equivalent of one full prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See ctep.utoronto.ca for a detailed list of prerequisites for each I/S teaching subject.
2. Candidates undertaking qualifications to teach a second language are required to successfully complete an assessment of proficiency in that language prior to registration in 2013-14.
3. BEd course credits accumulated in Years 3 to 5 of the Concurrent Teacher Education Program cannot be counted in the 23 units towards an OISE Consecutive BEd degree or an undergraduate degree.

•For Concurrent Candidates in Years 1-4 in 2013-14

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)

Concurrent Teacher Education

relevant grading practices for their other (non-EDU) Concurrent Program courses. Some of the non-EDU courses are required to satisfy pre-/co-requisite requirements for EDU courses.

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

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

A. Evaluation Procedures –Teacher Education Courses (EDU)

- During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
 - A list of all assignments, with due dates
 - The weighting factor or percentage allotment for each course requirement
 - A statement on the procedure used to determine final grades
 - A description of the format and nature of the final examination (where applicable).
- After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the Concurrent candidates enrolled in the course. Any change shall be reported to the Dean (or designate).
- Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to Concurrent candidates with time for its discussion.
- Concurrent candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
- For each course at least one piece of term work which is a part of the evaluation of a Concurrent candidate's performance, whether essay, lab report, review, etc., shall be returned to the candidate prior to the last date for withdrawal from the course without academic penalty.
- Grades, as an expression of the instructor's best judgment of each Concurrent candidate's overall performance in a course, will not be determined by any system of quotas.
- All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

B. Evaluation Procedures –Practicum

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

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

C. Conditions for Final Standing in the

Concurrent BEd Program

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

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

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

ii. Grade Scale for the Practicum

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

- To be recommended for the Bachelor of Education Degree and the Certificate of Qualifications (O.T.C. of Q.), a Concurrent Education candidate must attain:
 - A minimum of a D- grade in each course in the following components of the program:
 - Curriculum, Instruction and Assessment
 - Inclusive Education
 - Mentored Inquiry in Teaching (MIT)

- Principles of Teaching: Legal, Ethical and Professional
 - Psychological Foundations of Learning
 - Social Foundations of Teaching and Schooling
- ii. A minimum of an overall C+ average (2.3 CGPA) in six components:
- Curriculum, Instruction and Assessment
 - Inclusive Education
 - Mentored Inquiry in Teaching (MIT)
 - Principles of Teaching: Legal, Ethical and Professional
 - Psychological Foundations of Learning
 - Social Foundations of Teaching and Schooling
- iii. A minimum overall average of B- (2.5 GPA) in the best 15 FCE taken as part of BA, BSc, BMus, and BPHE Degrees.
The overall average will take into account course weights.
- iv. A Credit (CR) in the Practicum
- v. Successful completion of the e-Portfolio requirement

D. Supplemental Privileges

1. Academic Courses

Concurrent candidates not satisfying the Conditions for Final

appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a written notice of appeal no later than 90 days after receipt of the decision of the Appeals Committee of the Faculty Council.

B. Appeal of Failures in a Practicum

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

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

EDU490H1 Practicum – 1 (Course Weight 0.25)

The practicum consists of two main components:

- i) orientation to schools, communities and systems and
- ii) opportunities for classroom practice related to the candidate's specific program. Teacher candidates in Year 4 are assigned to a 7 week (30 - 35 day) practicum session (Practicum –1 EDU490H1) during the second semester in schools or other settings approved by the Ontario College of Teachers. In Year 5, teacher candidates are assigned to a 4 week (20 day) practicum session (Practicum- 2 EDU490H1) during the months of April - May in a similar setting. The candidates will engage in a minimum of forty days of combined observation and practice as required by the OCT. This does not include the field experiences candidates are involved in throughout their program.

EDU491H1 Practicum – 2 (Course Weight 0.25)

The practicum consists of two main components:

- i) orientation to schools, communities and systems and
- ii) opportunities for classroom practice related to the candidate's specific program. Teacher candidates in Year 4 are assigned to a 7 week (30 - 35 day) practicum session (Practicum –1 EDU490H1) during the second semester in schools or other settings approved by the Ontario College of Teachers. In Year 5, teacher candidates are assigned to a 4 week (20 day) practicum session (Practicum- 2 EDU491H1) during the months of April - May in a similar setting. The candidates will engage in a minimum of forty days of combined observation and practice as required by the OCT. This does not include the field experiences candidates are involved in throughout their program.

Curriculum, Instruction and Assessment Courses

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

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

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

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

Intermediate/Senior – Curriculum, Instruction, and Assessment

The purpose of these courses is to prepare candidates for teaching subjects to students in secondary schools (Grades 7-12). The courses

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

EDU401Y1 Visual Arts Intermediate/Senior Curriculum, Instruction

EDU408Y1 Economics Intermediate/Senior Curriculum, Instruction and Assessment (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.

Prerequisite: Four full university courses in Economics.

EDU410Y1 English Intermediate/Senior Curriculum, Instruction and Assessment (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.

Prerequisite: Four full university courses in English.

EDU411Y1 French as a Second Language Intermediate/Senior Curriculum, Instruction and Assessment (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,

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

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

Prerequisite: Four full university courses in Instrumental Music.

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

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

Prerequisite: Four full university courses in Music.

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

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

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

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

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

Prerequisite: Four full university courses in Political Science.

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

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

Prerequisite: Four full university courses in Psychology, Sociology or

Anthropology, and field social Science 7.4 Tm /F1 8 Tf 0 0 0 rg (EDU487Y1 Rdelg)

contemporary theories and issues of pedagogy, analyzes present

Concurrent Teacher Education

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

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

Prerequisite: Four full university courses in Business subjects.

Consideration will be given to equivalent field experience and related post-secondary education.

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

This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.

Prerequisite: Four full university courses in Business subjects, with a minimum of one full course in Accounting. Consideration will be given to equivalent field experience and related post-secondary education.

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

The purpose of the I/S Philosophy C&I course is to prepare teacher candidates to teach HZB3O (M as of 2011) and HZT4U courses in the Social Sciences and Humanities, Ontario Curriculum (2000; updated 2009) in secondary school contexts. A range of teaching and learning strategies, assessment practices, and approaches to curriculum design will be introduced as they relate to philosophical thought. Teacher candidates will also have an opportunity to explore, in an integrated delivery model, several topics and issues of particular relevance to the curriculum context in which they may work. Key topics, activities and learning outcomes will address strands in both Grades 11 and Grade 12 courses, including philosophy and everyday life, metaphysics, epistemology, logic, ethics, and research and inquiry skills. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Some usage of IT will be put into application. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout.

Prerequisite: Four full university courses in Philosophy.

EDU444Y1 Geography Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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

Prerequisite: Four full university courses in Geography.

EDU447Y1 Science - Biology Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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

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

EDU448Y1 Science - Chemistry Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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

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

EDU449Y1 Science - Physics Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)

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

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

Mentored Inquiry in Teaching and Practicum Courses (relevant only for candidates in Years 1-4 in 2013-14; will not be taken until Year 5 of the new sequence)

EDU482H1 Mentored Inquiry in Teaching – Reflective Practice and Professional Learning (Course Weight 0.50)
(For candidates in Years 1-4 in 2013-14)

This course draws upon and integrates foundational and curriculum theory and field-based learning. This course is designed to prepare new teachers to make connections between theory and practice by linking course work and field experiences. Teacher candidates will observe and develop understanding about classrooms, schools and communities. They will develop a sense of professional identity and collegial working relationships in the context of both field placements and academic classes. Through inquiry, teacher candidates will engage in reflective practice related to issues and challenges, problem-solving and

Consecutive Bachelor of Education

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

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

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

Admission Requirements

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

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

Documentation

Each applicant must submit the following:

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

Additional Information

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

the following:

- Achieve a score of 75 or more in each section of the OISE Proficiency Test in French and International Languages. This test must have been taken prior to enrolment in French or an International Language.

OR

- The applicant's mother tongue or first language is the target language (i.e., the language learned in the home as a child is French or German or Italian or Spanish, depending on which teaching subject you have selected) AND, they have studied full-time for at least three years (or equivalent in part-time studies) in a degree-level program at an institution where the language of instruction and examination was the target language and which was located in a country where the dominant language is the target language.

Candidates for the program will be eligible to apply for the O.T.C. of Q. if they have completed the program with a minimum of 25.0% (73.3 BT (1 day))

•Junior/Intermediate (J/I)

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

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

Dramatic Arts EDU1071H
English EDU1101H
French as a Second Language EDU1111H
Geography EDU1441H
Health and Physical Education EDU1251H
History EDU1151H
Mathematics EDU1221H
Music - Instrumental EDU1231H
Music - Vocal EDU1241H
Science (General) EDU1301H
Visual Arts EDU1011H

The Elementary Education STEP Program

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

•Intermediate/Senior (I/S)

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

NOTES:

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

Business Studies - Accounting EDU1340Y
Business Studies - General EDU1330Y
Computer Studies EDU1040Y
Dramatic Arts EDU1070Y
Economics EDU1080Y
English EDU1100Y
Family Studies EDU1160Y
French as a Second Language EDU1110Y
Geography EDU1440Y
Health and Physical Education EDU1250Y
History EDU1150Y
International Languages - German EDU1140Y
International Languages - Italian EDU1190Y
International Languages - Spanish EDU1310Y
International Languages - Other EDU1180Y (not offered in 2013-14)
Mathematics EDU1220Y
Music - Instrumental EDU1230Y
Music - Vocal EDU1240Y
Philosophy EDU1430Y
Politics EDU1260Y
Religious Education EDU1280Y
Science - Biology EDU1470Y
Science - Chemistry EDU1480Y
Science - General EDU1300Y
Science - Physics EDU1490Y
Social Sciences - General EDU1270Y
Visual Arts EDU1010YEm /m

Simcoe County District School Board
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

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

and adolescent development; design concepts; curriculum integration;

curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.
Prerequisite: Three full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.

EDU1240Y Music Vocal Intermediate/Senior (Course Weight 1.0)

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

EDU1241H Music Vocal Intermediate (Course Weight 0.5)

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

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

This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (grades 7-12) Health and 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.
Prerequisite: Three full university courses in Health and Physical Education. Consideration may be given to equivalent field experience.

EDU1251H Health and Physical Education Intermediate (Course Weight 0.5)

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.

EDU1260Y Politics Intermediate/Senior (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 t Thr8ymediate arg physciviti

Consecutive Bachelor of Education

EDU1301H Science - General Intermediate (Course Weight 0.5)

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

Prerequisite: Three full university courses in Science.

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

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

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

EDU1330Y Business Studies - General (Course Weight 1.0)

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

Prerequisite: Three full university courses in Business subjects.

Consideration will be given to equivalent field experience and related post-secondary education.

EDU1340Y Business Studies- Accounting (Course Weight 1.0)

This course focuses on evidence-based curriculum development, planning, and implementation in Accounting courses in Grades 11 and 12. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance in Accounting will be explored. Other topics addressed include the use of technology in Accounting, selection and creation of resources for use in Accounting courses, and current issues and directions in the field of Accounting.

Prerequisite: Three full university courses in Business subjects, with a minimum of one full course in Accounting. Consideration will be given to equivalent field experience and related post-secondary education.

EDU1420Y Primary/Junior Education (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, fieldwork, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory. The components of this course are:

- **Elementary Language Arts**

The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice as a framework and examine instructional approaches and perspectives. Candidates engage with research, key theories and major authors in the area, gain knowledge of balanced literacy programming, utilize various methods of assessing progress in Language Arts, have experience working with a variety of teaching techniques to promote growth in reading, writing and oral and visual communication, gain skill in integrating language arts with other subject areas. Candidates are continually encouraged to relate teaching practice to relevant research and theory.

- **Elementary Mathematics**

The mathematics component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates will be exposed to a study of mathematics as a discipline that involves investigating, verifying, exploring, explaining discovering, conjecturing and describing. Candidates will be encouraged to actively engage in reflective thought through use of manipulatives, discussion and problem-solving as well as through examination of effective instructional and assessment practices, and curriculum documents and materials.

- **Elementary Science**

The science component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Candidates actively participate in integrated, hands-on learning experiences to gain exposure to the teaching and learning strategies, assessment and evaluation strategies and planning processes that enable students to achieve desired expectations from the Ontario Curriculum.

- **Elementary Social Studies**

The social studies component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. Using the Ontario Curriculum documents, candidates in Social Studies study human beings, their interactions and the various environments in which they find themselves with an emphasis on interpretation, equitable and inclusive approaches and integration across all curricula.

- **Elementary Music**

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

- **Elementary Health and Physical Education**

The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

- **Elementary Visual Arts**

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

EDU1430Y Philosophy Intermediate/Senior (Course Weight 1.0)

The purpose of the I/S Philosophy C&I course is to prepare teacher candidates to teach HZB3O (M as of 2011) and HZT4U courses in the Social Sciences and Humanities, Ontario Curriculum (2000; updated 2009) in secondary school contexts. A range of teaching and learning strategies, assessment practices, and approaches to curriculum design will be introduced as they relate to philosophical thought. Teacher candidates will also have an opportunity to explore, in an integrated delivery model, several topics and issues of particular relevance to the curriculum context in which they may work. Key topics, activities and learning outcomes will address strands in both Grades 11 and Grade 12 courses, including philosophy and everyday life, metaphysics, epistemology, logic, ethics, and research and inquiry skills. Course methods will include lectures, discussions, debates, small group activities, a library session, presentations on specific thinkers and foundational/reoccurring philosophical concepts and debates, and guest speakers from key areas of philosophical specialization. Some usage of IT will be put into application. Important critiques of the philosophical canon from postmodernism, feminism, and postcolonialism will be raised throughout.

Prerequisite: Three full university courses in Philosophy.

EDU1440Y Geography Intermediate/Senior (Course Weight 1.0)

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

Prerequisite: Three full university courses in Geography.

EDU1441H Geography Intermediate (Course Weight 0.5)

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

Prerequisite: Prerequisites: Three full university courses in Geography.

EDU1450Y Junior/Intermediate Education (Course Weight 1.5)

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

Elementary Language Arts

The language arts component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. In the Language Arts course candidates explore many issues of literacy development using the Ontario Curriculum and the Standards of Practice am (g8hysics,)Tj 1 0 0 1 36 4rse 1 0 0 1 326 487 Tm orsta

- ***Elementary Music***

The music component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This introductory course in music education is designed to prepare the prospective classroom teacher with basic skills and knowledge necessary for providing successful music experience with elementary school children.

- ***Elementary Health and Physical Education***

The health and physical education component is part of the broader Curriculum and Instruction course that enables candidates to understand and apply the knowledge skills and attitudes necessary for designing and constructing effective programs to meet the diverse needs of every student. This course is designed to offer beginning teachers opportunity to discover health and physical education through experience in all three strands of the curriculum: healthy living, fundamental movement skills and active participation.

based assessment techniques. Teacher candidates will be taught a variety of approaches for adapting and differentiating instruction to meet the needs of these students in the areas of reading, writing, mathematics, social sciences and science including evidence-based remedial approaches, and accommodations best practices (adaptive technology, learning strategies). Applications of these approaches in the inclusive classroom will be emphasized. We will also discuss the emotional and social implications of learning difficulties for students and preventive strategies for addressing these challenges. The intended outcomes for this course include developing informal classroom based observation and assessment skills, increasing teacher candidates' repertoire of evidenced based strategies, acquiring the skills needed to develop lesson plans that include differentiation and adaptation of instruction and to develop and implement an effective intervention plan.

EDU5510H Anti-Racist Education Studies (Course Weight 0.5)

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

EDU5513H An Introduction to Second Language Acquisition Processes (Course Weight 0.5)

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.

EDU5517H Science and Technology in Context (Course Weight 0.5)

Science and technology are powerful personal and social enterprises that can greatly affect and can be greatly affected by individuals, societies and environments. As processes, they are highly idiosyncratic and situational, dependent on myriad, often unpredictable, contextual variables. These perspectives about science and technology often contrast sharply with their portrayal in schools, which—for various complex reasons—tend to present students with more systematic,

EDU5574H Technology, Curriculum and Instruction (Course Weight 0.5)

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.

EDU5576H Sexualities in Schooling: Approaches to Anti-

Technological Education

Bachelor of Education Program & Diploma in Technological Education Program

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

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

Bachelor of Education Degree and Diploma in Technological Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Education. An approved degree must include at least 15 full-year courses (or equivalent) and no more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions; and contain no transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

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

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

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

- At least 15 full-year courses (or equivalent) and must not include any transfer credit for courses which were completed in the Technological Education diploma program or subsequent additional qualification teacher certification courses.
- No more than 10 full-year courses (or equivalent) credited from institutions that are not considered by OISE to be accredited degree-granting institutions.
- No transfer credits granted by a university on the basis of Ontario high school credits because these will not be recognized as university degree credit courses in our evaluation of academic standing.

Technological Education Areas

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

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

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

Technological Education

a period of at least sixteen months of continuous employment;

OR

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

OR

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

NOTE: The above experience requirements are for the 2013-14 academic year specifically, and may change for 2014-15.

5. Background Related to Teaching

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

Selection

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

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

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

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

Documentation

Each applicant must submit the following:

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

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

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

NOTE: Proof of competence in the chosen Technological Education area will be assessed in our admissions evaluation. However, teacher candidates in the Technological Education Program must be able to actively demonstrate all tasks related to their area of qualification in a safe and proficient manner in a classroom setting. Therefore, OISE reserves the right to require accepted candidates to successfully complete a Technical Proficiency Examination (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Education area in which certification is sought. The Technological Education Coordinator can provide further information during the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE Teacher Education English Language Proficiency Policy (see the Policies and Regulations - Consecutive BEd & Dipl. Technological Education section for details).

Additional Information

- a. Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE 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. International documentation in a language other than English 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 also be required to submit a photocopy of a certificate of change of name, where applicable.
- d. International students will be required to submit additional documentation showing the basis upon which the student is present in Canada.
- e. Criminal record screening is required for completion of our program, and for certification by the Ontario College of Teachers. See the Important Notices section for details.

**Applications are available at:
www.ouac.on.ca/teas**

Further information is available from:

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

Program of Study

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

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

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

- The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.
- 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.
- The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

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

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

A) Curriculum and Instruction

(Course Weight 2.0)

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

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

B) Teacher Education Seminar

(Course Weight 1.0)

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

C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development course

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

D) School and Society

(Course Weight 0.5)

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

E) Related Studies

(Course Weight 0.5)

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

F) Practicum

(Course Weight 0.5)

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

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
Simcoe Muskoka Catholic School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

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

G) Internship

(Course Weight Not Applicable)

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

Technological Education Courses

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 numerical order by course number.
2. All courses have a course weight of 0.5 unless otherwise noted.

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

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

EDU3508H School and Society (Course Weight 0.5)

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

EDU4010H Practicum (Course Weight 0.5)

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

EDU6000Y Teacher Education Seminar (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

Policies and Regulations

•Consecutive BEd

•Diploma in Technological Education

English Language Proficiency Policy

NOTES:

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

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

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

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

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

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

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

For Applicants To The Consecutive Bachelor of Education Degree Program

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

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

English

OR

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

B. Acceptable Tests and Required Scores

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

- i. An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the paper-based test, or the internet-based test. These following **two** tests, although equivalent, use different grading scales:
 - **Paper-based**, on which a minimum total score of 600 is required (must include the Test of Written English component with a minimum score of 6.0 and the Test of Spoken English component with a minimum score of 55)
 - **Internet-based**, on which a minimum total score of 100 is required (with a minimum score of 25 for both the Writing and Speaking components)**OR**
- ii. An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 6.5.
OR
An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing an overall score of 90 and above OISE

Website: www.ieltscanada.ca

3. **MELAB (Michigan English Language Assessment Battery)**

MELAB Testing; English Language Institute

Website: www.cambridgemichigan.org/melab

OR

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

ii. Grade Scale for the Practicum

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

iii. Internship

Does not have a grade scale

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

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

A minimum of **an overall C+ average (2.3 GPA)** in five

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their freedom of choice to attend university classes or not without penalty.

2. Procedures

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

Lapsed Status

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

Technological Education within the nine months designated for completion of the program, and has not maintained registration in the program, the teacher candidate's candidacy will be considered to be 'lapsed'. A lapsed teacher candidate is no longer a teacher candidate of OISE, University of Toronto and no longer has access to University facilities or resources.

Request for Reinstatement

A lapsed teacher candidate may request to be reinstated in their program by completing and submitting a Reinstatement Form to the Dean's Review Committee. Reinstatement in the program will only be granted once and only if the request is made within five years of the teacher candidate's initial start date in the program. A request for reinstatement may be refused, for example, when it is the view of the Dean's Review Committee that there is insufficient evidence of success in the program prior to the lapse. Teacher candidates who are granted a reinstatement must register through ROSI in the session for which the reinstatement was granted and comply with all conditions stipulated by the Dean's Review Committee. Teacher candidates who are not granted a reinstatement into the program, may reapply for admission to the program.

Academic Appeal Procedures

Consecutive Bachelor of Education and Diploma in Technological Education Programs

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

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

The standard of review of an academic appeal is reasonableness.

There are three types of academic appeal.

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

A. Appeal of Academic Grades in OISE Courses

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

A Teacher Candidate may appeal a disputed grade by filing a written statement of appeal with the Registrar within two weeks of receiving the grade. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information, i.e., course syllabus, grading scheme, grade(s) received, etc., and should specifically state the desired outcome that is

response to the appeal without undue delay. A copy of the instructor's response will be provided to the appellant for his/her response, which must be received without undue delay. The Registrar will then provide copies of all the written submissions to the Dea8/de

by filing a written statement of appeal with the Registrar within two weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information and should clearly state the grounds of the appeal and the resolution being sought. In addition to providing written submissions, the appellant and a designated

Master of Arts in Child Study and Education

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

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

The Program also teaches candidates to effectively integrate developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Candidates also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational g both p

Teachers' Associations of Ontario

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

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

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

681, chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-888-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.aefo.on.ca

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

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

Ontario Secondary School Teachers' Federation (OSSTF)

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

Ontario Teachers' Federation (OTF)

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

Qualification Evaluation Council of Ontario (QECO)

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

Fees

Administrative User Fees
Library Fees and Fines
Tuition Fees

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

Concurrent Teacher Education Program Students

Financial Assistance and Awards

Concurrent Teacher Education Program Students:

•End of Year Awards

Dr. Andy Anderson Memorial Scholarship

Financial Assistance and Awards

OISE 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.

The William Pakenham Fellowship

Two Awards - \$5,000 Each.

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

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

R. Darrel Phillips Award

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

P. A. Petrie Huron County Scholarship

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

Alexander Pringle Seggie Award

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

A.P. Seggie Memorial Award

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

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

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

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

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

Don Wright Scholarship in Vocal Music

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

•Award Winners 2012-13

Primary/Junior Award of Honour

Matthew Harris
Julian Swinkin

Junior/Intermediate Award of Honour

Reed Roberts Wanless

Intermediate/Senior Award of Honour

Anna Elizabeth Johnston-Gibbins

Dr. Andy Anderson Memorial Scholarship

Seweryn Artymowycz
Joel Matthew Cressman
Rafael Michele Escobar-Lamanna
Kathleen French

Arnolds Balins Award

Stephanie Warr

Kathy Bickmore Peacemaking Education Award

Matthew Harris

Borthwick-Duckworth Scholarship

Bram Solomon Kaufman

M. Penelope Carter Award

Sheena Ann Resplendor

Mark A.R.M. Crowe Memorial Award

James Tourigny

The Robert Morrice Crowe Award

Philip Parry

Jeffrey Drdul Memorial Award in Special Education

Alex Kathryn Arbuckle
Cristin Leigh Berdula
Raphael Michele Escobar-Lamanna
Kyla Rose Jeffray
Jennifer Anne Nash
Ling Song

John J. Del Grande Scholarship

Neil Casey

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

Jessica Olivia Di Rezza

James W. Fair Award in Elementary Education

Nicole Catherine Van Lier

Don Galbraith Preservice Teacher Award of Excellence

Daniel Genesee
Sean Stephen Magee
John Shigeo McNie

James F. Johnson Masonic Award

Mitchell Aldrich

The Professor Arthur Loudon Memorial Entrance Scholarship in Science

Shazia Hasan

Jennifer Howell
Nada Mohammad Javaid Iqbal Hussain
Thi Hong Diem Phan
Chelsea Smallwood

The R. J. McMaster Award

Hayley Lauren LePage Chown

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

Vincent Sgambelluri

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

Bonnie Rebecca Penfold

Outstanding Contribution to the Life of the Faculty Award

William Thomas Noiles

William Pakenham Fellowship in Education

Bonnie Rebecca Penfold

Morgan Parmenter Award in Guidance

Nima Chooback

Dolores Sirola

OISE Commendation Award

Justin Ancheta

Stephen Antolin

Miriam Balsam

Sterling Bourne

Nima Chooback

Jeremy Douglas

'Environmental Leadership Certificate Program'

Rafael Michele Escobar-Lamanna

Nadine Louise Feser

Christiana Fizet

Kathleen French

Amanda Bianca Ghengin

Alanna Kelk Reid

Georgia Nicole Karellas

Scott Douglas Kittredge

Evelyn Kiyomi Kondo

Jonathan Cameron Lemmond

Linda Luu

Nicola Catherine Macdonald

Kirsten McLoughlin

Jessica Monette

Julie Mouannes

Majid Mozaffari

Jessica Nelligan

Tiffany Wai Sze Ng

William Thomas Noiles

Serothy Ramachandran

Christine Romain-Tappin

Adam Solomon

'SP2 Cohort - Garth Webb'

Jason Stern

Nicole Catherine Van Lier

Irene Velentzas

Rebecka Widdifield

Elizabeth Wong

Yasir Yousif

Kristine Marie Zver

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

Nicole Giberson

Natalie Talmi

Ryan John Williams

P. A. Petrie Huron County Scholarship

Candy Chou

R. Darrel Phillips Award

Floriana Pereira

Miyumi Sasaki Education Fund

Sadia Khan

Nicole Macdonald

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

Melissa Davis

A.P. Seggie Memorial Award - Business

Tracey Vieira Gameiro

Alexander Pringle Seggie Award

William Thomas Noiles

Jean Stirling Entrance Award

Stephanie Rose Turner

Dr. Eric Jackman Institute of Child Study Laboratory School Dr.

David Suzuki Fellowship Award

Sean Stephen Magee

Paul Stephen Tucker

Keith and Leta Torrie Award

Alexander Li

University of Toronto Vari Scholarship

Charles Quinn Cassady

Alison Mary Garcia

Julie Griaznova

Kenneth Charles Hoffman

Ross Kresnik

Don Wright Scholarship Fund

Kristin Fung

Alysha Nicole Jarrett Groff

Nicholas Marinucci

Jeffrey Richard Sereda

Student Services and Facilities

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

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

OISE Services and Facilities

Alumni Association

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

Contact: Advancement Office

Location: 252 Bloor Street West, 12th floor

Telephone: 416-978-1126

E-mail: alumni.oise@utoronto.ca

Black Educators Standing Together (BEST)

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

Location: 252 Bloor Street West, Room 8-197

E-mail: blackeducators@utoronto.ca

Early Learning Centre

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

Location: 252 Bloor Street West, First Floor

Telephone: 416-978-6726

Fax: 416-946-5319

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

Education Commons

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

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

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

Students have access to:

A specialized collection in the field of education including:

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

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

A wide range of Internet resources including remote library catalogues Reference assistance in accessing information on courses and research assignments

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

A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

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

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

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

Education Commons

Telephone: 416-978-1802

Website: www.oise.utoronto.ca/ec

Library

Telephones:

Circulation Desk: 416-978-1850

Reference Desk: 416-978-1860

Website: www.library.utoronto.ca/oise

Indigenous Education Network (IEN)

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

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is

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

Location: 252 Bloor Street West, Room 7-191

Telephone: 416-978-0732

International Students

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

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

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric

Accessibility Services for Students

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

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 3H1
Telephone: 416-978-8060 (Voice)
T.T.Y.: 416-978-1902
Fax: 416-978-8246
E-mail: accessibility.services@utoronto.ca
Website: www.accessibility.utoronto.ca

Anti-Racism and Cultural Diversity Office

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

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

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

Centre for International Experience (CIE)

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

Location: 33 St. George Street
Toronto, Ontario M5S 2E3

Telephone: 416-978-2564
E-mail: cie.information@utoronto.ca
Website: www.cie.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 complement security's pwww.careers.utoronto.ca

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

Location: Koffler Student Services Centre
214 College Street, Second Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
Website: www.healthservices.utoronto.ca/Main.htm

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, Second Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: www.housing.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 2013-14, excluding tuition:

Accommodation	7,300 - 14,000
Books/Supplies	1,000
Clothing	1,200 - 2,000
Food	4,000 - 5,500
Health insurance (UHIP) (international students)	684
Local transportation	1,300
Miscellaneous	1,200 - 2,400
TOTAL	\$16,684 - \$26,884

Office of Convocation

The Office of Convocation organizes graduation ceremonies for students of UofT programs, including BEd and Diploma in Technological

OISE Academic Staff

Applied Psychology and Human Development (APHD)

Lana Stermac, PhD (Toronto), Prof., Interim Chair
Margaret S. Schneider, PhD (York), Assoc. Prof., Assoc. Chair

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

Dr. Eric Jackman Institute of Child Study

Joan Peskin, PhD (Toronto), Assoc. Prof., Director
Dale Willows, PhD (Waterloo), Prof., Program Chair
Jody Chong, PhD (Toronto), Lecturer
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Rhonda Martinussen, PhD (Toronto), Assist. Prof.
Joan Moss, PhD (Toronto), Assoc. Prof.
Janette Pelletier, PhD (Toronto), Prof.
Michal Perlman, PhD (Waterloo), Assoc. Prof.
Richard Volpe, PhD (Alberta), Prof.
Earl Woodruff, PhD (Toronto), Assoc. Prof.

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Elizabeth Morley, BA, Dip CS (Toronto), Principal

Richard Messina, BEd (Toronto), Vice Principal
Chriss Bogert, MA (Toronto)
Julie Comay, PhD (Toronto)
Zoe Donoahue, MEd (Toronto)
Christel Durand, FTCert (Toronto)
Cindy Halewood, BEd (Toronto)
Russell Hersen, BFA (York)
Judith Kimel, MA (Toronto)
Norah L'Espérance, MA (Toronto)
Michael Martins, MA (Toronto)
Julia Murray, MA (Toronto)
Sarah Murray, BFA (Columbia)
Ben Peebles, MA (Toronto)
Tara Rousseau, MA (Toronto)
Suzanne Schwenger, MSW (Toronto)
Robin Shaw, BA (Queens), Dip CS (Toronto)
Renée Smith, BA, Dtrl (Toronto)
Carol Stephenson, BA (Toronto), Dip CS (Toronto)

Curriculum, Teaching and Learning (CTL)

Douglas E. McDougall, EdD (Toronto), Assoc. Prof., Chair
James G. Hewitt, PhD (Toronto), Assoc. Prof., Assoc. Chair
Clare Brett, PhD (Toronto), Assoc. Prof., Assoc. Chair

John Lawrence Bencze, PhD (Toronto), Assoc. Prof.
Kathy Bickmore, PhD (Stanford), Prof.
Kathy Broad, PhD (Toronto), Senior Lecturer
Linda Cameron, EdD (Toronto), Assoc. Prof.
Elizabeth Campbell, PhD (Toronto), Prof.
Karyn Cooper, PhD (Alberta), Assoc. Prof.
Alister Cumming, PhD (Toronto), PhD, HC (Copenhagen), Prof.
James P. Cummins, PhD (Alberta), PhD, HC (Bank Street College of Education), Prof.
Indigo Esmonde PhD (California, Berkeley), Assoc. Prof.
Mark Evans, PhD (York,UK), Senior Lecturer
Grace Feuerverger, PhD (Toronto), Prof.
Antoinette Gagné, PhD (Toronto), Assoc. Prof.
Kathleen Gallagher, PhD (Toronto), Prof.
Rubén Gaztambide-Fernández, PhD (Harvard), Assoc. Prof.
Diane Gérin-Lajoie, PhD (Toronto), Prof.
Garfield Gini-Newman, MA (Wilfrid Laurier), Senior Lecturer
Wanja Gitari, PhD (Toronto), Assoc. Prof.
Tara Goldstein, PhD (Toronto), Prof.
Julie Kerekes, PhD (Stanford), Assoc. Prof.
Mary Kooy, PhD (Simon Fraser), Assoc. Prof.
Clare Kosnik, PhD (Toronto), Prof.
Normand Labrie, PhD (Laval), Prof.
Tony C. M. Lam, PhD (Washington), Assoc. Prof.
Ron Lancaster, MMath (Waterloo), Senior Lecturer
David Levine, PhD (Cambridge), Prof.
Catherine Marks-Krpan, PhD (Toronto), Senior Lecturer
Lance McCready, PhD (California, Berkeley), Assoc. Prof.
Jack Miller, PhD (Toronto), Prof.
David Montemurro, MA (York), Senior Lecturer
Cecilia Morgan, PhD (Toronto), Prof.
Sarfarozi Niyozov, PhD (Toronto), Assoc. Prof.
Erminia Pedretti, PhD (Toronto), Prof.
Enrica Piccardo, PhD (Università degli Studi di Brescia), Assist. Prof.

of Graduate Studies
Nina Spada, PhD (Toronto), Prof.

Keith McLeod, PhD (Toronto)
Leslie D. McLean, PhD (Wisconsin)
Robert S. McLean, PhD (Carnegie-Mellon)
Rod Michalko, PhD (UBC)
Solveiga Miežitis, PhD (Toronto)
Dieter Misgeld, DPhil (Heidelberg)
Robert Morgan, PhD (Toronto)
Donald F. Musella, EdD (State University of New York at Albany)
Carol Musselman, PhD (Michigan)
Philip Nagy, PhD (Alberta)
Shizuhiko Nishisato, PhD (North Carolina)
Edmund V. O'Sullivan, PhD (Syracuse)
Keith Oatley, PhD (London)
David R. Olson, PhD (Alberta)
Susan Padro, PhD (Florida State)
Ruth Roach Pierson, PhD (Yale)
Alison Prentice, PhD (Toronto)
John Ross, PhD (McMaster)
Stephen T. Rusak, PhD (Alberta)
Wayne Seller, MEd (Lakehead)
Denis Shackel, PhD (Toronto)
Ronald Silvers, PhD (Princeton)
Michael Skolnik, BPhil (Oxford)
Dorothy E. Smith, PhD (California at Berkeley)
Keith Stanovich, PhD (Michigan)
Suzanne Stiegelbauer, PhD (Texas)
Merrill Swain, PhD (California at Irvine)
Conchita Tan-Willman, PhD (Minnesota)
Dennis Thiessen, DPhil (Sussex)
Allen M. Tough, PhD (Chicago)
Richard G. Townsend (Chicago)C.ic. W PhDiintroykn, DPrj 1 0 0 1 1any)