



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

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

## **2018-2019 Calendar**

## Table of Contents

---

OISE Office of the Registrar and Student Services .....	3
Important Notices .....	4
Teacher Candidates and Professionalism .....	7
Sessional Dates and Deadlines .....	9
OISE Administrative Officers (Partial List) .....	10
About OISE .....	11
Summary of Programs Offered by OISE .....	13
Concurrent Teacher Education Program .....	15
Teacher Associations of Ontario .....	28
Fees .....	29
Financial Assistance and Awards .....	30
Student Services and Facilities .....	31

# OISE Office of the Registrar and Student Services

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

## Teacher Education Records Requests & Additional Qualifications Transcripts

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

## Teacher Education & Graduate Studies Transcripts

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

# Important Notices

## Conclusion of the Concurrent Teacher Education Program (CTEP)

In 2014, in response to the Government's decision to substantially reduce the enrolment of students in teacher education programs, decrease per-student funding, and shift towards a new two-year or minimum four-term degree framework, OISE repositioned itself as an all-graduate faculty of education in line with the University of Toronto's differentiated role as Ontario's leading research-intensive university. This decision resulted in the phasing out of the Concurrent Teacher Education Program, the discontinuation of the BEd program, and a major expansion OISE's graduate teacher education programs, especially the Master of Teaching degree. As a result, 2017-18 was the final year of the CTEP program. BEd classes are not offered beyond the 2017-18 academic year.

The Concurrent Teacher Education Program was designed as a full-time program. Teacher candidates taking longer than five years to complete the program could incur additional expense and encounter difficulty in scheduling the required sequence of courses.

## Academic Year

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

## Admissions Policy Statement

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

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

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

## Admission of International Students

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

## Changes in Programs of Study and/or Courses

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

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

## Academic Course Weights/Hours

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

## Copyright in Instructional Settings

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

## Criminal Record Report

### • School Board Requirements

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

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

### • The Ontario College of Teachers Requirement

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

to the Ontario College of Teachers:

**Telephone:** 416-961-8800

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

## Duration of Study

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

## Enrolment Limitations

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

## Notice of Collection

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

**Location:** McMurrich Building, Room 104

12 Queen's Park Crescent West

Toronto, Ontario M5S 1A8

**Phone:** 416-946-7303

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

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

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

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

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

Certification with the Ontario College of Teachers **after September 1, 2015**, is subject to the new enhanced program requirements: [www.oct.ca/public/newteachered](http://www.oct.ca/public/newteachered)

## Person ID (Student Number)

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

## Policies and Regulations

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

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

All University policies can be found at:

[http://www.governingcouncil.utoronto.ca/Governing\\_Council/policies.htm](http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm)

Those which are of particular importance to students are:

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

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

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm>

## Policy on Official Correspondence with Students (excerpted)

(Approved May 1, 2006)

### Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on

## Important Notices

---

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

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

### **Students' rights and responsibilities regarding retrieval of official correspondence**

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

### **For more information, please see:**

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppsep012006.pdf>

# Teacher Candidates and Professionalism

## Teachers as Professionals

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

### Commitment to Excellence

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

### Trust and Integrity

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

### Respect for Others

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

### Dedication and Responsibility

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

## Statement of Expectations for OISE Teacher Candidates

During your time as teacher candidates at OISE, we will strive to inspire you with the content and spirit of professionalism in teaching, as outlined earlier in this section. In the context of your in-school experiences, you will have the chance to hone your skills at integrating your appreciation for the qualities of professionalism into your own practice. Your professional responsibilities as teacher candidates in schools are outlined in the CTEP Practicum Handbook on the CTEP website: [http://www.oise.utoronto.ca/BEdConcurrent/Practicum\\_for\\_Teacher\\_Candidates/index.html](http://www.oise.utoronto.ca/BEdConcurrent/Practicum_for_Teacher_Candidates/index.html)

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

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

### Commitment to Excellence

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

### Trust and Integrity

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

### Respect for Others

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

### Dedication and Responsibility

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

### Related Resources

- Rights and Responsibilities
- Academic Honesty
- Student Conduct
- Grades
- <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm>
- U of T Sexual Harassment: Policy and Procedures
- Statement on Prohibited Discrimination and Discriminatory Harassment
- [http://www.governingcouncil.utoronto.ca/Governing\\_Council/policies.htm](http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm)
- Ontario College of Teachers' Foundations of Professional Practice
- [www.oct.ca/standards/foundations.aspx](http://www.oct.ca/standards/foundations.aspx)

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

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

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

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

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

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

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

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

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

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

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

# Sessional Dates and Deadlines

## Bachelor of Education

### Please note the following:

- The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances are available at:  
<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun291995.pdf>
- Concurrent Teacher Education Program (CTEP) students should consult their respective College or Faculty for sessional dates and deadlines.

### 2018

*September 3*

Labour Day (University closed)

*September 7*

Registration - Bachelor of Education (CTEP). After September 7, a late registration fee will be charged

*September 10*

Fall Session begins

*September 24*

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

*October 8*

Thanksgiving Day (University closed)

*October 31*

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

*October 29 - November 23*

Practicum

*October 29*

Deadline for withdrawal without academic penalty from Fall Session courses

*November TBA*

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

*December 11 - 12*

Professional Preparation Conference

*December 14*

Fall Session ends

*December 24- January 4*

University closed

### 2019

*January 7*

University re-opens

*January 87*

Winter Session begins

*January 11*

Grades for 2018 Fall Session courses to be submitted to the Office of the Registrar and Student Services

*January 21*

Last day for course and section changes for Winter Session courses

*January 30*

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

*February 18*

Family Day Statutory Holiday (University closed)

*February 11 - March 8*

Practicum

*February 25*

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

*March 11 - 15*

March Break

*April 19*

Good Friday (University closed)

*April 12*

Final Day of Classes (CTEP)

*May 10*

Grades for Winter Session and full-year courses to be submitted to the Office of the Registrar and Student Services

*May 20*

Victoria Day (University closed)

*June TBA*

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

# OISE Administrative Officers (Partial List)

### Dean's Office

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

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

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

### Department Chairs

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

**Clare Brett, PhD (Toronto)**  
Curriculum, Teaching and Learning (CTL)

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

**Njoki Wane, PhD (Toronto)**  
Social Justice Education (SJE)

### Department Associate Chairs

**Katreena Scott, PhD (Western Ontario)**  
Applied Psychology and Human Development (APHD)

**Jim G. Hewitt, PhD (Toronto)**  
Associate Chair for Teacher Education (MT); Departmental Systems Design and Program Promotions Coordinator, Curriculum, Teaching and Learning (CTL)

**Antoinette Gagné, PhD (Toronto)**  
Associate Chair for Student Experience; Curriculum, Teaching and Learning (CTL)

**Peter Sawchuck, PhD (Toronto)**  
Leadership, Higher and Adult Education (LHAE)

**TBA**  
Social Justice Education (SJE)

### Library/Education Commons

**Michel Kouadio, PhD (Texas)**  
Director, Information Technology

**Monique Flaccavento, MIST (Toronto)**  
Director, OISE Library

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

### Librarians

Navroop Gill, MI  
Patricia Serafini, MLS  
Nailisa Tanner, MLIS  
Jenaya Webb, MI  
Desmond Wong, MILS

### Office of the Registrar and Student Services

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

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

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

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

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

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

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

**Ghayas Shams, BSc (Toronto)**  
Student, Career and Co-curricular Record Coordinator

**Christine Park, BA (Toronto)**  
(from July - September 2018)  
Recruitment and Diverse Student Success Coordinator

**Nicole Ryan, MEd (Toronto)**  
(on leave from September 2017 - September 2018)  
Recruitment and Diverse Student Success Coordinator

### Officers of the University

For a list of the Officers of the University please visit:  
<http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/08/im-uto-2016-2017im.pdf>

# About OISE

## 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 (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 in Canada and around the world. With approximately 100,000 alumni worldwide, over 3,000 students in teacher education and graduate programs, close to 7,500 continuing education students annually, 19 research centers and institutes and four academic departments, OISE is among the University of Toronto's largest faculties. As such, it is one of the largest and most research-intensive faculties of education in North America. Its distinguished faculty and researchers examine major issues in education, human development and professional practice with a view to their contemporary and future impact on pedagogy, policy and society. An intellectually rich and supportive environment, guided by the highest standards of scholarship and a commitment to equity and social justice, OISE strives to pose and respond to the critical questions that inform change and inspire action in the professional practice of the many thousands of educators, researchers, professionals, policy makers, community leaders and other influencers who make up OISE's community worldwide.

## History

OISE's proud history dates back to 1906, when the Faculty of Education at the University of Toronto was founded following a Royal Commission report arguing that the "Teaching of education is best performed where the theory and practice can be made to supplement each other." The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program.

In 1926, the St. George's School of Child Study became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study (ICS), the first of the University of Toronto's multi-disciplinary research centres.

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

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

In 1994, the Minister of Education and Training invited the University and OISE to explore the possibility of full integration. On December 16, 1994, the Ministry of Education and Training, the Governing Council of the University of Toronto and OISE signed an agreement outlining the broad terms for the integration of OISE and FEUT, including UTS and ICS with

its Laboratory School, into a new professional faculty of education under the Governing Council of the University of Toronto.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began operations on July 1, 1996.

In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

In 2010, in recognition of the Dr. Eric Jackman's gift to the Institute of Child Study (ICS) to support early childhood development and education, the University of Toronto renamed ICS as Dr. Eric Jackman Institute of Child Study.

In 2012, OISE restructured its academic departments from five to four with programs grouped under four distinct yet interrelated areas of scholarship within the broader field of educational studies. The OISE's academic departments are:

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

In 2014, in response to the Government's decision to substantially reduce the enrolment of students in teacher education programs, decrease per-student funding, and shift towards a new four-term degree framework, OISE repositioned itself as an all-graduate faculty of education in line with the University of Toronto's differentiated role as Ontario's leading research-intensive university.

In 2016, OISE began an inclusive and highly participatory academic planning process that resulted in the creation of the OISE Academic Plan 2017-2022 Learning and Leading from Within. The plan focuses on six themes: (1) Building our Community: Learning and Leading from Within; 2) Commitment to Indigenization; 3) Equity, Diversity and Accessibility; 4) Wellbeing and Mental Health; 5) Transformative and Innovative Pedagogy; and 6) Building our Impact: Scholarship, Collaboration and Internationalization. It is an exciting time as OISE builds on historical strengths in research and graduate studies and explores new challenges and opportunities as the only all-graduate faculty of education in Canada. It will continue to incorporate leading-edge pedagogical approaches to improve the quality and accessibility of its programs, domestically and internationally, while continuing to make a difference in how, where and what people learn as part of the Institute's commitment to the genuine value of lifelong learning.

## Deans of OISE

G.A. Jones 2015 -  
J. O'Sullivan 2010 - 2015  
J.S. Gaskell 2003 - 2010  
M.G. Fullan 1996 - 2003

## Deans of the Faculty of Education

M.G. Fullan 1988 - 1996  
M.A. Millar 1987 - 1988  
J.W. MacDonald 1981 - 1987  
J.C. Ricker 1975 - 1981  
H.O. Barrett 1974  
D.F. Dadson 1963 - 1973  
B.C. Diltz 1958 - 1963  
A.C. Lewis 1944 - 1958  
J.G. Althouse 1934 - 1944  
W. Pakenham 1907 - 1934

## Directors of the Ontario Institute for Studies in Education

A. Hildyard 1995 - 1996  
A. Kruger 1992 - 1995

## About OISE

---

W. Pitman 1986 - 1992  
B. Shapiro 1980 - 1986  
C.C. Pitt 1975 - 1980  
R.W.B. Jackson 1965 - 1975

# Summary of Programs Offered by OISE

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

## Teacher Education Programs

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

### Concurrent Teacher Education Program

Two concentrations are offered: Primary/Junior and Intermediate/Senior. CTEP concluded in the 2017-18 academic year.

### Master of Arts in Child Study and Education

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

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

The program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods (such as an inquiry-based approach) and learning environments result in educational practices that build on children's current levels of development.

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

This program offers two fields:

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

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

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

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

The field provides concurrent training in research methods and educational practice for elementary teacher certification. It supports the

development of expertise in scientific examination of educational and psychological issues and highlights the integration between science and classroom practice.

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

**For detailed information, visit the website for the MA Child Study and Education:**

[http://www.oise.utoronto.ca/ics/M.A.\\_Program/MACSE\\_Program\\_Welcome/index.html](http://www.oise.utoronto.ca/ics/M.A._Program/MACSE_Program_Welcome/index.html)

### Master of Teaching in Elementary and Secondary Education

The Master of Teaching program involves two years of full-time study leading to a Master of Teaching (MT) degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification, which qualifies them to teach in either the Primary and Junior (P/J) divisions, the Junior and Intermediate (J/I) divisions or the Intermediate and Senior (I/S) divisions of Ontario schools.

The Master of Teaching program offers students a unique educational opportunity, which combines teacher qualification with advanced study of educational theory and an opportunity to conduct research. The program provides students with a strong grounding in curriculum, human development, ethics, educational law, diversity, educational technology, instructional planning, instructional design, and learning theory. Students enjoy four practice teaching experiences in which they develop their skills as teachers and extend the theoretical and practical knowledge that they have acquired in the academic portion of the program.

The program includes: formal coursework, teaching and research seminars, practice teaching, and a major research project.

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

**For detailed information, visit the website for the Master of Teaching:**

<http://www.oise.utoronto.ca/mt/Home.html>

## Additional Qualification Courses for Educators

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

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

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

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

# Summary of Programs Offered by OISE

---

**If you require further information, contact:**

Continuing & Professional Learning  
252 Bloor Street West, Room 5-103  
Toronto, Ontario M5S 1V6  
Telephone: 416-978-2474  
Fax: 416-926-4732  
E-mail: oise.cpl@utoronto.ca

## Graduate Studies in Education

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

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

With the exception of the MA in Child Study and Education and the Master of Teaching in Elementary and Secondary Education, graduate degrees in education at OISE do not carry Ontario teacher certification.

**For application and admission inquiries, visit the Office of the Registrar and Student Service's website:**

<http://www.oise.utoronto.ca/orss/>

**If you require further information, contact:**

OISE Office of the Registrar and Student Services  
252 Bloor Street West, Room 8-225  
Toronto, Ontario, Canada M5S 1V6  
Telephone: 416-978-4300  
Fax: 416-323-9964  
E-mail: admissions.oise@utoronto.ca

# Concurrent Teacher Education Program

## Primary/Junior Program & Intermediate/Senior Program

The Concurrent Teacher Education Program has been designed as a full-time program that is to be completed in five years for candidates entering directly from high school. However, admission to CTEP has now ceased. The program will be offered for currently registered students until the end of the 2017-2018 academic year. Offering the Concurrent Program in partnership with OISE, across the three University of Toronto campuses, are the following academic units:

- University of Toronto Scarborough (UTSC)
- University of Toronto Mississauga (UTM)
- Faculty of Music (MUS)
- Faculty of Kinesiology and Physical Education (KPE)
- St. Michael's College (SMC)
- Victoria College (VIC)

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

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

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

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

**IMPORTANT NOTE:** Students taking longer to complete the program could incur additional expense and might experience difficulty scheduling the required sequence of courses. For detailed program descriptions, please consult the calendars of the respective academic units involved in the Concurrent Program.

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

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

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

### Documentation Requirements

1. Yearly criminal record screening is required for completion of the Concurrent Teacher Education Program and for certification by the Ontario College of Teachers. Without a satisfactory criminal record report, the schools will not allow teacher education candidates to

participate in practice teaching and field placements. Teacher candidates must therefore be aware that failure to obtain a satisfactory criminal record check could jeopardize their ability to complete the requirements of their degree at OISE. See the Important Notices section for details.

2. Each candidate in Year 5 of the Concurrent Program will be required to submit to the OISE Office of the Registrar and Student Services legal documentation to substantiate a change of name where appropriate in preparation for graduation from the Concurrent Program and recommendation to the OCT for the O.T.C. of Q.

## Concurrent Teacher Education Program Information

### Teaching Levels and Areas of Study

#### Primary/Junior (P/J)

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

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

#### Intermediate/Senior (I/S)

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

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

Each Concurrent partner offers different Anchor Subjects:

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

# Concurrent Teacher Education Program

## Curriculum, Instruction and Assessment (CIA)

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 Director, 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 Portfolio

Starting in Year 3 of the BEd program, Concurrent candidates are required to develop a 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 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 Academic Director of CTEP in consultation with the Dean of OISE (or designate), and with others at the University of Toronto as required.

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

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

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

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

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

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

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

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

## Program Requirements

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

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

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

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

### Required BEd Course Credits

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

#### Year 3

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

#### Year 4

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

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

#### Year 5 (Professional Year)

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

#### NOTES:

1. Candidates' year of study in the program is calculated not by the length of time in the program, but rather by the number of

courses/credits accrued in line with the regulations in their home unit (for details candidates should consult the Registrar's Office in their unit).

2. Prior to their start in Year 5, concurrent candidates' academic standing will be assessed by OISE for:

- pre-requisites
- credit count requirements
- teaching subject pre-requisites and CGPA as per partner and OISE requirements

Students who fall below the minimum requirements will be referred to the OISE Dean's Review Committee for adjudication. In exceptional cases, students may need to take extra time to meet these requirements prior to commencing OISE Year 5 (Professional Year).

3. BEd course credits accumulated in Years 3 to 5 of the Concurrent Teacher Education Program cannot be counted in the future towards an OISE Consecutive BEd Degree or an undergraduate degree.
4. Candidates in Year 5 Professional Year may be required to take 0.5 credit to complete their undergraduate degree.
5. Only the equivalent of one full prerequisite course can be taken as a co-requisite for I/S Curriculum, Instruction and Assessment courses. See [ctep.utoronto.ca](http://ctep.utoronto.ca) for a detailed list of prerequisites for each I/S teaching subject.

## Policies and Regulations

### Grading Practices - Concurrent Bachelor of Education Program - EDU Courses

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

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

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

### A. Evaluation Procedures –Teacher Education Courses (EDU)

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
  - i. A list of all assignments, with due dates
  - ii. The weighting factor or percentage allotment for each course requirement
  - iii. A statement on the procedure used to determine final grades
  - iv. A description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not

# Concurrent Teacher Education Program

- change them or their relative weights without the consent of at least a simple majority of the Concurrent candidates enrolled in the course. Any change shall be reported to the Dean (or designate).
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to Concurrent candidates with time for its discussion.
  4. Concurrent candidate performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
  5. For each course at least one piece of term work which is a part of the evaluation of a Concurrent candidate's performance, whether essay, lab report, review, etc., shall be returned to the candidate prior to the last date for withdrawal from the course without academic penalty.
  6. 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.
  7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

## B. Evaluation Procedures - Practicum

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

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

3. The relationship among the grade meanings, the refined letter grade scale, the grade point value and the scale of numerical marks for all components of the program, excluding the Practicum, is as follows:

### i. Grade Scale for Courses

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

### ii. Grade Scale for the Practicum

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

4. 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:
  - i. 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 Portfolio requirement

## D. Supplemental Privileges

### 1. Academic Courses

- i. Concurrent candidates not satisfying the Conditions for Final Standing in academic BEd courses may be granted no more than two supplemental privileges by the OISE Dean's Review Committee.
- ii. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the OISE Dean's Review Committee.
- iii. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the Concurrent candidate's final grade in that course.
- iv. No Concurrent candidate will be permitted to take more than twice any final examination, or part thereof, except by permission of the Appeals Committee of the OISE Faculty Council.

### 2. Practicum

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

## E. Time to Completion

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

## F. Withdrawals from EDU courses

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

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

## G. Withdrawal from Concurrent Teacher Education Program

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

A Concurrent candidate may choose to completely withdraw from the

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

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

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

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

## H. Conflict of Interest

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

## I. Procedures in the Event of Disruptions

### 1. Principles

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

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

### 2. Procedures

- a. The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
- b. Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
- c. Changes to the classroom procedures should, where possible, first be discussed with Concurrent candidates prior to the class in which a vote of the Concurrent candidates present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
- d. Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.
- e. Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall

# Concurrent Teacher Education Program

consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

- f. Concurrent candidates must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, Concurrent candidates must be informed, at class, of any changes made during the disruption.
- g. Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.
- h. Where Concurrent candidates have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
- i. A Concurrent candidate who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out in each division. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

## J. Access to Examination Papers

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

## Academic Appeal Procedures - Concurrent Bachelor of Education Program

*IMPORTANT NOTE: In 2014, OISE repositioned itself as an all-graduate faculty of education. This resulted in the phasing out of the Concurrent Teaching Education Program and a major expansion of OISE's graduate teacher education programs. The 2017-18 academic year is the final year of the CTEP program and classes are not offered beyond the 2017-18 academic year. Teacher candidates taking longer than five years to complete the program may incur additional expense and encounter difficulty in scheduling the required sequence of courses.*

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

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

The standard of review of an academic appeal is reasonableness.

There are three types of academic appeal.

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

### A. Appeal of Academic Grades in OISE Courses

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

1. A Teacher Candidate may appeal a disputed grade by filing a written statement of appeal with the Registrar within two weeks of receiving the grade. The complete written statement of appeal must be delivered in documentary form to the OISE Office of the Registrar and Student Services; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information, i.e., course syllabus, grading scheme, grade(s) received, etc., and should specifically state the desired outcome that is being sought. Submissions simply stating that a higher grade is being sought without compelling reasons and documentation will not normally be sufficient. The Registrar will provide a copy of the appeal submission to the instructor and ask for the instructor's written response to the appeal without undue delay. A copy of the instructor's response will be provided to the appellant for his/her response, which must be received without undue delay. The Registrar will then provide copies of all the written submissions to the Dean's Review Committee to consider the appeal. Neither party nor his/her representative may appear in person before the Dean's Review Committee. The Dean's Review Committee will consider all submissions, review the case and communicate its decision and rationale in writing, through the Registrar, to the parties concerned.
2. A Teacher Candidate may appeal the decision of the Dean's Review Committee to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the Registrar within two weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information, i.e., course syllabus, grading scheme, grade(s) received, etc., and should specifically state the desired outcome that is being sought. Submissions simply stating that a higher grade is being sought without compelling reasons and documentation will not normally be sufficient. The written submissions should include the statements issued previously by the appellant, the instructor(s) and the Dean's Review Committee. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person, with or without

counsel or other advisor, and present arguments in person or by counsel/advisor. The appellant must notify the Registrar at least two business days prior to the date of the appeal hearing whether or not s/he elects to appear in person and/or be represented by counsel or other advisor. If the appellant does not notify the Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee will proceed with the appellant's written submission. The Appeals Committee will hear and/or consider submissions, review the case and communicate its decision and rationale in writing, through the Registrar, to the parties concerned.

3. A Teacher Candidate may make a final appeal of the decision of the Appeals Committee of the Faculty Council of OISE to the Academic Appeals Committee of the Governing Council of the University. An appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a written notice of appeal no later than 90 days after receipt of the decision of the Appeals Committee of the Faculty Council.

## B. Appeal of Failures in a Practicum

1. A Teacher Candidate may appeal a practicum failure in writing to the Dean's Review Committee by delivering the appeal in documentary form (hard copy) to the OISE Office of the Registrar and Student Services. Appeals will not be accepted by electronic submission such as e-mail. This documentation must be received within two weeks of receiving the summative evaluation; 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. Written statements stating that a passing grade is being sought without compelling reasons and documentation will not typically be sufficient. The OISE Registrar will then provide copies of all the written submissions to the OISE Dean's Review Committee to consider the appeal. The OISE Registrar may share a copy of the Teacher Candidate's appeal with the Associate Teacher(s), CTEP Academic Director and/or other persons named in the appeal. Neither party nor his/her representative may appear in person before the OISE Dean's Review Committee. The OISE Dean's Review Committee will consider all submissions, review the case, consult with the Teacher Candidate, the Associate Teacher, the Principal of the school, the CTEP School-University Partnership Coordinator, Faculty Advisor and any other named parties if needed and communicate its decision and rationale in writing, through the OISE Registrar, to the parties concerned.
2. A Teacher Candidate may appeal the decision of the OISE Dean's Review Committee to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the OISE Registrar within two weeks of receiving the OISE Dean's Review Committee decision. The complete written statement of appeal must be delivered in documentary form to the OISE Registrar's Office; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written submission should include all relevant supporting documentation and factual information and should specifically state the desired outcome that is being sought. Submissions simply stating that a passing grade is being sought without compelling reasons and documentation will not typically be sufficient. The written submission should include the statements issued previously by the appellant, the Associate Teacher, the CTEP Academic Director and the OISE Dean's Review Committee. In addition to providing a written submission, the appellant

and a designated representative of OISE may elect to appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. The appellant must notify the OISE Registrar at least two business days prior to the date of the appeal hearing whether or not they elect to appear in person and/or be represented by counsel or other advisor. If the appellant does not notify the OISE Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee of the Faculty Council of OISE will proceed with the appellant's written submission. The Appeals Committee of the Faculty Council of OISE will hear and/or consider submissions, review the case and communicate its decision and rationale in writing, through the OISE Registrar, to the parties concerned.

3. A Teacher Candidate may make a final appeal of the decision of the Appeals Committee of the Faculty Council of OISE to the Academic Appeals Committee of the Governing Council of the University. An appeal to the Academic Appeals Committee of the Governing Council of the University 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 OISE Faculty Council. For procedural details, visit: <http://www.adfg.utoronto.ca/processes/acappeals.htm>

## C. Other Academic Appeals Other Than Those Relating to OISE Grades and Practicum

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

1. A Teacher Candidate may initiate an academic appeal to the Dean's Review Committee by filing a written statement of appeal detailing the grounds of the appeal and the resolution sought. The complete written statement of appeal must be delivered in documentary form to the Registrar's Office three weeks after the grade submission deadline for the academic session where the object of the dispute arises. The window for appeals is closed on the 22nd day after the grade submission deadline for the academic session where the object of the dispute arises and further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information and should specifically state the desired outcome that is being sought. The Registrar will provide a copy of the appeal submission to the relevant parties and ask for their written response to the appeal without undue delay. A copy of the response will be provided to the appellant for his/her response, which must be received without undue delay. The Registrar will then provide copies of all the written submissions to the Dean's Review Committee to consider the appeal. Neither party nor his/her representative may appear in person before the Dean's Review Committee. The Dean's Review Committee will consider all submissions, review the case and communicate its decision and rationale in writing through the Registrar, to the parties concerned.
2. A Teacher Candidate may appeal the decision of the Dean's Review Committee to the Appeals Committee of the Faculty Council of OISE by filing a written statement of appeal with the Registrar within two

# Concurrent Teacher Education Program

---

weeks of receiving the decision. The complete written statement of appeal must be delivered in documentary form to the OISE Office of the Registrar and Student Services; further documentation will not be considered after this point. Appeals will not be accepted by electronic submission such as e-mail. The written statement should include all relevant supporting documentation and factual information and should clearly state the grounds of the appeal and the resolution being sought. In addition to providing written submissions, the appellant and a designated representative of OISE may elect to appear in person with or without counsel or other advisor, and present arguments in person or by counsel/advisor. The appellant must notify the Registrar at least two business days prior to the date of the appeal hearing whether or not s/he elects to appear in person, and/or be represented by counsel or other advisor. If the appellant does not notify the Registrar, the appeal will be terminated. If the appellant elects to not appear, the Appeals Committee will proceed with the appellant's written submission. The Appeals Committee will hear and/or consider submissions, review the case and communicate its decision and rationale in writing through the Registrar, to the parties concerned.

3. A Teacher Candidate may make a final appeal of the decision of the Appeals Committee of the Faculty Council of OISE to the Academic Appeals Committee of the Governing Council of the University. An appeal to the Academic Appeals Committee shall, except in exceptional circumstances, be commenced by filing a written notice of appeal no later than 90 days after receipt of the decision of the Appeals Committee of the Faculty Council of OISE.

## NOTE: Policy on Official Correspondence with Students (excerpted)

(Approved May 1, 2006)

### Postal Addresses and Electronic Mail Accounts

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

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

### Students' rights and responsibilities regarding retrieval of official correspondence

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

For more information, please see:

[www.governingcouncil.utoronto.ca/policies/studentemail.htm](http://www.governingcouncil.utoronto.ca/policies/studentemail.htm)

## Concurrent Teacher Education Program Courses

---

### Notes:

1. Courses are listed in numerical order by course number.

2. Curriculum, Instruction and Assessment (CIA) Courses are listed together at the end of this section.

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

Alternate Course Numbers:

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

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

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

Alternate Course Numbers:

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

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

### EDU460H1 Psychological Foundations of Learning (Course Weight 0.5)

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

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

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

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

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

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

## **EDU492H1 Practicum (Course Weight 0.50)**

The practicum consists of two main components:

- i) orientation to schools, communities and systems and
- ii) opportunities for classroom practice related to the candidate's specific program.

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

## **Curriculum, Instruction and Assessment Courses**

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

This curriculum studies course prepares teacher candidates to become elementary teachers (K - Grade 6) by guiding them to examine theories of curriculum, instruction and assessment as related to subject studies and student learning. Candidates will explore how understandings of their students and their own life histories can influence their pedagogic 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 and Assessment (Course Weight 1.0)**

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

### **EDU404Y1 Computer Studies Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)**

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

# Concurrent Teacher Education Program

---

experience with computers.

Prerequisite: Four full post-secondary courses in computing, or approved field experience.

## **EDU407Y1 Dramatic Arts Intermediate/Senior Curriculum, Instruction and Assessment (Course Weight 1.0)**

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

Prerequisite: Four full university courses in Drama, or approved field experience.

## **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 Drama, or approved field experience.

## **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, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning.

This course is offered in French.

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

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

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

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

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

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

Prerequisite: Four full university courses in History.

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

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

Prerequisite: Four full university courses in Family Studies.

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

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

teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.

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

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

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

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

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

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

Prerequisite: Four full university courses in Instrumental Music.

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

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

Prerequisite: Four full university courses in Music.

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

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

Prerequisite: Four full university courses in Physical and Health Education

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

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

Prerequisite: Four full university courses in Political Science.

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

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

Prerequisite: Four full university courses in Psychology, Sociology or Anthropology.

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

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

Candidates enrolled in this course can be expected to do one practicum in a Roman Catholic secondary school setting.

Effective September 1, 2015, the Ontario College of Teachers Qualifications Regulation was amended and the Qualification Religious Education is renamed "Religious Education in Catholic Schools".  
Prerequisite: Five full university courses in Theology or Religious Studies.

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

Designed to prepare teachers of Science in the Intermediate and Senior Divisions, this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts.

Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and

# Concurrent Teacher Education Program

---

learning practices in schools.

Prerequisite: Any five full university courses in Science, with a minimum of 1 full course in each of Biology, Chemistry and Physics.

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

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

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

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

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

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

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

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.

# Teacher Associations of Ontario

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

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

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

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

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

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

## **Ontario English Catholic Teachers' Association (OECTA)**

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

## **Ontario Secondary School Teachers' Federation (OSSTF)**

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

## **Ontario Teachers' Federation (OTF)**

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

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

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

# Fees

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

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

## Concurrent Teacher Education Program Students

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

## Administrative User Fees (2018-19)

Copy of record - \$17.00  
 Late registration fee - \$44.00  
 Letters/Forms of Confirmation - \$8.00  
 Official transcripts - \$12.00  
 Replacement of TCard - \$20.00  
 Technological education diploma to degree conversion application fee\* - \$100.00

### \* Technological education diploma to degree conversion application

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

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

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 a university degree credit courses in our evaluation of academic standing.

Visit the Office of the Registrar and Student Services' website for application information:  
[http://www.oise.utoronto.ca/ro/Concurrent\\_Teacher\\_Candidates/Transcripts\\_Records/index.html](http://www.oise.utoronto.ca/ro/Concurrent_Teacher_Candidates/Transcripts_Records/index.html)

## Library Fees and Fines (2018-19)

Damaged book or serial - \$45.00  
 Lost book - \$145.00  
 Overdue fines
 

- Books and serials - \$0.50/day per item
- CD-Roms, films and DVDs - \$5.00/day per item

- Course Reserves books and serials \$0.50/hour per item
- Recalled books - \$2.00/day per item

See OISE Library website for more information about loan services and fines: <https://oise.library.utoronto.ca/services-loan>

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

# Financial Assistance and Awards

## Concurrent Teacher Education Program Students

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

## Policy on Student Financial Support

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

## Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. Part-time students are considered for assistance with tuition fees only.

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

Information about Out-of-Province Student Loan Programs is available at: <http://www.future.utoronto.ca/finances/financial-aid/osap-and-other-government-aid>

### OSAP application forms can be accessed at:

<https://www.ontario.ca/page/osap-ontario-student-assistance-program>

Further information may be obtained from:

Enrolment Services

172 St. George St.

University of Toronto

Toronto, Ontario M5R 0A3

Telephone: 416-978-2190

## Ontario Bursary for Students with Disabilities

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

## UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for

UTAPS if you apply for OSAP. Out-of-province students must fill out the online application form available at:  
<http://www.future.utoronto.ca/finances/financial-aid/university-toronto-advance-planning-students-utaps>

## University of Toronto Work-Study Plan

Work Study provides students with the opportunity to develop their knowledge, skills and experience through paid work on campus. More information is available at:

<http://www.future.utoronto.ca/finances/financial-aid/work-study-program>

## Bursary Assistance

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

# Student Services and Facilities

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

The following pages provide 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 provided by the University of Toronto. Visit Student Life for detailed information about the available range of services: <https://studentlife.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) and the Association of Part-time Undergraduate Students (APUS).

## OISE Services and Facilities

### OISE Alumni Association

Find out about the Alumni Association's network of 100,000 education professionals worldwide.

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

**Telephone:** 416-978-0178

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

**Website:** [http://www.oise.utoronto.ca/oise/Alumni\\_Friends/index.html](http://www.oise.utoronto.ca/oise/Alumni_Friends/index.html)

### Early Learning Centre

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

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

**Telephone:** 416-978-6726

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

### Education Commons and OISE Library

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

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

Students have access to:

- A specialized collection in the field of education including:
  - Extensive reference materials

- Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
- Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
- Materials on teaching the theory and methodology of curriculum from preschool through adult levels
- School board curriculum materials, textbooks and content resources used in Ontario schools
- A representative collection of children's literature
- A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphics
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

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

#### EDUCATION COMMONS

**Telephone:** 416-978-1802

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

#### LIBRARY

**Telephones:** Circulation Desk: 416-978-1850 | Reference Desk: 416-978-1860

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

### Indigenous Education Network (IEN)

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

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-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 5-180

**Telephone:** 416-978-0732

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

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

# Student Services and Facilities

---

## Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS), as the hub of OISE, is often the first and last point-of-contact for many clients and serves and supports diverse future and current students removing barriers and obstacles to facilitate a positive experience.

The ORSS delivers student-centred, community-focused and integrated services in an environment of mutual respect that attracts, supports and engages students. Collectively we make the ORSS an inviting and a great place to work, learn and grow.

At the ORSS, community members are able to request, receive, and retrieve a wealth of information that they need: Viewbooks, application, admission, digital forms, course registration, student record management, account information, fee payments, financial advice, bursaries, scholarships, awards, OISE Bulletin, counseling, referrals, well-being, accommodations, student communications, career services, OISE Student Success Centre, professional development, convocation and much more. We promote equitable access to academic and professional development programs and to financial and personal services beneficial to diverse student success. We protect the integrity of academic records, we guard the value of OISE degrees, we support the success and wellness of students and we collaborate across divisions.

**Location:** 252 Bloor Street West, 8th Floor, Rm. 8-225  
**Telephone:** 416-978-4300  
**Fax:** 416-323-9964  
**Email:** admissions.oise@utoronto.ca  
**Website:** www.oise.utoronto.ca/orss

## Student Teachers' Union

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

**Location:** 252 Bloor Street West, Room 8-110  
**E-mail:** stu.oise@utoronto.ca  
**Website:** www.oise.utoronto.ca/stu

## University-wide Services and Facilities

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

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

**Location:** First Nations House

32

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

## Accessibility Services for Students

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

**Location:** 455 Spadina Ave., 4th Floor, Suite 400  
Toronto, Ontario M5S 2G8  
**Telephone:** 416-978-8060 (Voice)  
**T.T.Y.:** 416-978-1902  
**Fax:** 416-978-5729  
**E-mail:** accessibility.services@utoronto.ca  
**Website:** www.studentlife.utoronto.ca/as

## Anti-Racism and Cultural Diversity Office

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

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

## Career Centre

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

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

## Centre for International Experience (CIE)

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

international students to Canada and help to bring the world to all students of the university.

**Location:** 33 St. George Street  
Toronto, Ontario M5S 2E3  
**Telephone:** 416-978-2564  
**E-mail:** [cie.information@utoronto.ca](mailto:cie.information@utoronto.ca)  
**Website:** [www.studentlife.utoronto.ca/cic](http://www.studentlife.utoronto.ca/cic)

### Community Safety Coordinator

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

**Location:** 21 Sussex Avenue, 2nd Floor  
Toronto, Ontario M5S 1J6  
**Telephone:** 416-978-1485  
**Website:** [www.communitysafety.utoronto.ca](http://www.communitysafety.utoronto.ca)

### Family Care Office

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

**Location:** Koffler Student Services Centre  
214 College Street, Main Floor  
Toronto, Ontario M5T 2Z9  
**Telephone:** 416-978-0951  
**E-mail:** [family.care@utoronto.ca](mailto:family.care@utoronto.ca)  
**Website:** [www.familycare.utoronto.ca](http://www.familycare.utoronto.ca)

### Hart House

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

**Location:** 7 Hart House Circle  
Toronto, Ontario M5S 3H3  
**Telephone:** 416-978-2452  
**Website:** [www.harthouse.ca](http://www.harthouse.ca)

### Health and Wellness Centre

The Health and Wellness Centre offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include

comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

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

**Location:** Koffler Student Services Centre  
214 College Street, Second Floor  
Toronto, Ontario M5T 2Z9  
**Telephone:** 416-978-8030  
**Website:** [www.studentlife.utoronto.ca/hwc](http://www.studentlife.utoronto.ca/hwc)

### Housing Services

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  
**E-mail:** [housing.service@utoronto.ca](mailto:housing.service@utoronto.ca)  
**Website:** [www.studentlife.utoronto.ca/hs](http://www.studentlife.utoronto.ca/hs)

### Office of Convocation

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

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

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

### Sexual and Gender Diversity Office

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

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

### University of Toronto Students' Union (UTSU)

Representing over 41,000 students, the UTSU is governed by a board of directors, elected from UofT college, campus, professional faculty and

## Student Services and Facilities

---

second-entry programs. UTSU's aim is to provide money-saving services and events to educate and enhance the student university experience. UTSU offers services like the Book Exchange, Discount TTC Metropasses, and Health and Dental Plans.

**Location:** UTSU St. George Office

12 Hart House Circle

Toronto, ON M5S 3J9

**Telephone:** 416-978-4911

**Email:** [frontdesk@utsu.ca](mailto:frontdesk@utsu.ca)

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