

◆ Initial Teacher Education Programs

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

Admissions 416-926-4701
E-mail: admissions@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca/admissions

Registered Students 416-926-4742
E-mail: admitted@oise.utoronto.ca

Transcripts & Records 416-926-4743
E-mail: transcripts@oise.utoronto.ca
Fax: 416-923-7834

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

(See information on Graduate Studies in Education below)

Master of Teaching in Human Development and Curriculum/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

◆ Additional Qualification Courses for Educators

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

◆ Graduate Studies in Education

Admissions & Registration 416-923-6641 ext. 2663
Transcripts & Records 416-978-2383
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca
Website: radstudy@oise.utoronto.ca Tc 0.1732 T 35 -12 r9roronto.ca

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Academic Year

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

Admissions Policy Statement

OISE/UT is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our Commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome

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Sessional Dates and Deadlines

◆ Bachelor of Education ◆ Diploma in Technical Education

Please note the following:

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

2004

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

December 15

Fall Session ends

December 22 - January 2 University closed

2005

2005

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

Human Development and Applied Psychology (HDAP)

Janet W. Astington, Ph.D. (Toronto), Prof., Chair
Mary Louise Arnold, Ed.D. (Harvard), Assoc. Prof.
Assoc. Chair

Andrew J. Biemiller, Ph.D. (Cornell), Prof.
Carl Corter, Ph.D. (North Carolina), Prof.
Joseph Ducharme, Ph.D. (Toronto), Assoc. Prof.
Michel Ferrari, Ph.D. (UQAM), Assist. Prof.
Esther Geva, Ph.D. (Toronto), Prof.
Jennifer Hardacre, Ed.D. (Nova), Senior Lecturer
Thomas W. Humphries, Ph.D. (Northwestern), Adjunct
Prof., Assoc. Prof.
Jenny Jenkins, Ph.D. (London), Prof.
Daniel Keating, Ph.D. (Johns Hopkins), Prof.
Marc Lewis, Ph.D. (Toronto), Prof.
Nancy Link, Ph.D. (Toronto), Lecturer
Chris Moore, Ph.D. (Cambridge), Prof.
Joan Moss, Ph.D. (Toronto), Assist. Prof.
Janette Pelletier, Ph.D. (Toronto), Assist. Prof.
Michal Perlman, Ph.D. (Waterloo), Assist. Prof.

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

Institute of Child Study

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

Institute of Child Study, Laboratory School

Elizabeth Morley, Dip.C.S. (Toronto), Principal

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

Sociology and Equity Studies in Education (SESE)

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

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

Theory and Policy Studies in Education (TPS)

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

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

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

Professors Emeriti

Johan L. Aitken, Ph.D. (Toronto)
 Sabir A. Alvi, Ph.D. (Indiana)
 Carl Bereiter, Ph.D. (Wisconsin)
 Deanne Bogdan, Ph.D. (Toronto)
 David W. Booth, M.Ed. (Durham)
 Arnold Bowers, M.Ed. (Queen's)
 John E. Davis, Ph.D. (Toronto)
 Stacy Churchill, Diplômé de 'Institut d'études Politiques
 (Paris)
 F. Michael Connelly, Ph.D. (Chicago)
 James A. Draper, Ph.D. (Wisconsin)
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 Don Fraser, M.A. (Toronto)
 Donald I. Galbraith, M.Ed. (Toronto)
 Peter Gamlin, Ph.D. (Cornell)
 David W. Garth, B.Com. (Queen's)
 Gila Hanna, Ph.D. (Toronto)
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 Ruth Roach Pierson, Ph.D. (Yale)
 Alison Prentice, Ph.D. (Toronto)
 H. Lawrence Ridge, Ph.D. (Connecticut)
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 H. Howard Russell, Ed.D. (Toronto)
 Denis Shackel, Ph.D. (Toronto)
 Ronald Silvers, Ph.D. (Princeton)
 Dorothy E. Smith, Ph.D. (California at Berkeley)
 Conchita Tan-Willman, Ph.D. (Minnesota)
 Alan M. Thomas, Ph.D. (Columbia)

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

Library/Education Commons

Co-Directors

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

Librarians

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

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

Initial Teacher Education

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

Additional Qualification Courses for Educators

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

Graduate Studies

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

Advisory Board (2003/2004)

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

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

Mission

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

History

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

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

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments:

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Vision

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

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson 1965 - 1975
C.C. Pitt 1975 - 1980
B. Shapiro 1980 - 1986
W. Pitman 1986 - 1992
A. Kruger 1992 - 1995
A. Hildyard 1995 - 1996

Deans of the Faculty of Education

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

Deans of OISE/UT

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

OISE/UT offers teacher education at several levels. These

Graduate Studies in Education

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

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

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

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

If you require further information, contact:

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

Laboratory School

The Institute of Child Study (ICS)

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

Further information is available at the ICS website:
www.oise.utoronto.ca/ICS

Or from:

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

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

Candidates who are Canadian citizens or permanent

Gaining Confidence in Mathematics: A Holistic Approach
to Overcoming Mathematics Anxiety EDU5146
History of Gender and Education in Canada EDU5122
Holistic Curriculum Approaches in Elementary School
Mathematics EDU5142
Home Education as an Alternative to Public Education?
EDU5117
Immigration and the History of Canadian Education
EDU5128
Knowledge, Mind and Subjectivity EDU5147
Ontario Education (on-line) EDU5149
Religion and Social Movements in the History of North
American Education EDU5148
Teachers and School Law EDU5145

An Introduction to Second Language Acquisition Processes EDU5513

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

An Introduction to Workplace, Organizational and Economic Democracy EDU5111

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

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

Anti-Racist Education Studies EDU5510

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

Business Studies Intermediate/Senior

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

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

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

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

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

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

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

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

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

Career Guidance in School: Development and Transition EDU5560H

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

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

Community, Family and School Relations EDU5514

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

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

Classical Studies - Latin EDU1200 (Course Weight 1.0)

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

Prerequisites: Two full university courses in Latin.

Community Development: Innovative Models EDU5115

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

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

Curriculum Theory and Practice for Kindergarten EDU5566

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

Data Processing - see Business Studies

Democratic Values, Student Engagement and Critical Thinking EDU5564

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

Design, Thinking and Problem-Solving in the Classroom EDU5575

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

Developing a Personal Philosophy of Education EDU5520

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

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

This course will help teacher candidates to develop: i) understandings about the nature of products and practices in science and technology and how they relate to each other and society and the environment and ii) expertise enabling them to conduct scientific investigations and invention projects of their design leading to conclusions apparent to them. Candidates should be able to teach

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

Prerequisites: Two full university courses in Economics.

Games Boys Play: Masculinities in Multicultural Classrooms EDU5580

This course will focus on gender identity and sexuality as experienced by boys in the school environment. Masculine identities are produced and reproduced in the classroom as a result of the relationship with the teacher, the curriculum and peer-group. Far from being fixed, these identities are

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

Health and Physical Illratively

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

Inquiries About Education EDU5576

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

International Languages Intermediate/Senior

(Course Weight 1.0)

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

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose students to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) metacognitive strategies

Language and Culture in the Classroom EDU5588

This course is designed to help international and new Canadian preservice teacher candidates become familiar with the professional conventions prevalent in Canadian teaching contexts while developing oral, written and cross-

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

Music Intermediate

Candidates may select only one of the following:

◆ **Instrumental EDU1231**

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

◆ **Vocal EDU1241**

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

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

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

Music Intermediate/Senior

Candidates may select only one of the following:

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

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

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

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

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

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

Ontario Education (on-line) EDU5149

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

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

Perspectives on Adult Education EDU5582

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

Philosophical Conversation on Educational Practice EDU5585

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

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)

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

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

Prerequisites: Two full university courses in Political Science.

Practicum EDU4010

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

Primary/Junior Education EDU1420 (Course Weight 2.0)

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

Prior Learning Assessment and Recognition (PLAR) EDU5583

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

Professional Ethics in Teaching EDU5544

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

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

Psychological Foundations of Learning and Development EDU3506

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

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

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

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

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

Religious Education Intermediate/Senior EDU1280
(Course Weight 1.0)

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

Prerequisites:

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

◆ **Science - General Intermediate EDU1301**

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

Prerequisites: Three full university courses in Science.

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

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

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

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

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

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

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

Spanish - See International Languages

Teacher Education Seminar EDU6000 (Course weight 1.0)

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

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

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

Teachers and School Law EDU5145

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

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

Visual Arts Intermediate EDU1011

Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and

Technological Studies

◆ Bachelor of Education

◆ Diploma in Technical Education

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

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

Bachelor of Education Degree and Diploma in Technical Education

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

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

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

Technological Studies Areas

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

The seven broad-based technology areas are:

1. Communications Technology

Includes the study of live, recorded and graphic communications.

2. Construction Technology

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

3. Hospitality Services

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

4. Manufacturing Technology

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

5. Personal Services

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

6. Technological Design

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

7. Transportation Technology

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

Admission Requirements

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

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

Applicants must meet all four of the following admission requirements:

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

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).
2. A completed Technological Studies Profile. (TSAP applicants must also include the TSAP Supplementary Information Form.)
3. Applicant to submit at least 7al Studdo* 37cetredss photocopies at-0.0ac (OUAC) 19 f4 whou areNOTEc Tw (at8leaatio12hnom.) Tj

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

Program of Study

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

In addition to the regular September to June delivery, there is also the Technological Studies Apprenticeship Program (TSAP)

G) Internship (Course Weight 0.0)

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

Course Descriptions

Course Weights/Hours

- ◆ one full course (1.0) = a minimum of 72 contact hours
 - ◆ one half course (0.5) = a minimum of 36 contact hours
-

NOTES:

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

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

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

Internship

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

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

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

Master of Arts in Child Study and Education

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

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

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

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

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

For detailed information, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

Master of Teaching in Human Development and Curriculum

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

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

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

For detailed information, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

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

Faculty of Arts and Science

University of Toronto at Mississauga

Teachers' Associations of Ontario

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

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

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

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

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

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

Ontario Secondary School Teachers' Federation (OSSTF)

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

Ontario Teachers' Federation (OTF)

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

Qualification Evaluation Council of Ontario (QECO)

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

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

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

Administrative User Fees (2004/2005) \$

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

Library Fees and Fines (2004/2005) \$

Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Bachelor of Education and Diploma in Technical Education Tuition Fees (2004/2005)

Academic fee	\$
Domestic students	4,643.00
International students	13,109.00
Non-academic incidental/ancillary fees	877.16
University Health Insurance Program	
Domestic students	

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

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

◆ Financial Assistance

Policy on Student Financial Support

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

Ontario Student Assistance Program (OSAP)

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

those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE/UT Bursary

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

Applications are available from:

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

◆ Special Bursaries

Christopher Parker Memorial Fund

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

Percy H. Taçon Memorial Bursary

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

◆ Entrance Awards

The Borthwick-Duckworth Scholarship

One or more awards, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE/UT. Founded as a

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

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

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

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

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

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

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

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

Roseann Runte Award

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

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

University of Toronto Vari Scholarships

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

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

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

◆ Awards of Honour

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in the field of education. The recipient of the award will be

Intermediate/Senior Award of Honour

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

Award for Outstanding Contribution to the Life of the Faculty

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

Arnolds Balins Award

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

Mark A. R. M. Crowe Memorial Award

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

Robert Morrice Crowe Award

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

James W. Fair Award in Elementary Education

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

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

R. J. McMaster Award

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

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

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

OISE/UT Commendation

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

R. Darrel Phillips Award

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

P. A. Petrie Huron County Scholarship

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

Alexander Pringle Seggie Award

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

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Getting There'*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Alumni Association

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

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

Education Commons

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

Students will have access to:

- ◆ A specialized collection in the field of education including:
 - Extensive reference materials
 - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles

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

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

◆ Education Commons

Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

◆ Library

Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Indigenous Education Network W EngrN)

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

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

Contact: The Office of Aboriginal Student Services and Programs

Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893

Family Care

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

Location:

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

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

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

Race Relations and Anti-Racism Initiatives Office

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

Location: 21 Sussex Ave.
Toronto, Ontario M5S 1J6
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/equity/

Sexual Harassment Office

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

Location: 40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in
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Policies and Regulations

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

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

English Language Proficiency Policy

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

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

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

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

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma In Technical Education Program

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

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

For Applicants To The Bachelor of Education Degree Program

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

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

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

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

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

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

B. Acceptable Tests and Required Scores

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

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

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

Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, and the TWE (Test of Written

4. TOW (Test of Written Proficiency)

TOP (Test of Oral Proficiency)

429 Danforth Avenue - Box 462

Toronto, Ontario M4K 1P1

NOTE: This is a mailing address only

Telephone: 416-962-2673

E-mail: info@copetest.com

Website: www.copetest.com

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

Telephone: 416-978-5104

Fax: 416-971-2839

E-mail: carolyn.bercu@utoronto.ca

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

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

OISE/UT Registrar's Office

Initial Teacher Education Programs

Admissions Unit, Room 4-455

252 Bloor Street West

Toronto, Ontario M5S 1V6

Telephone: 416-926-4701

Fax: 416-923-7834

E-mail: admissions@oise.utoronto.ca

Grading Practices - Bachelor of

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

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

E. Supplemental Privileges

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

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

F. Student Access to Examination Papers

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

G. Withdrawals

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

H. Conflict of Interest

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

I. Procedures in the Event of Disruptions

1. Principles

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

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

2. Procedures

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

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

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

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

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

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

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

A. Appeal of Academic Grades

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

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

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

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

C. Applicability of Faculty Regulations

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

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

Academic Sanctions For Students Who Have Outstanding University Obligations

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

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

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

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

Transcripts

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

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

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2004/2005 (Partial List)

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