

Registrar's Office

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

Initial Teacher Education Programs

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

Admissions

Telephone: 416-978-1644
: 416- -9964
: 416-978-1644
: 416-978-1644

Registered Students

Telephone: 416-978-1644
: 416- -9964
: 416-978-1644
: 416-978-1644

Transcripts & Records Requests

Telephone: 416-978-1644
: 416-978-4447
: 416-978-1644
: 416-978-1644

Concurrent Teacher Education Program (CTEP)

Telephone: 416-978-4447
: 416-978-4447

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

Telephone: 416-978-4447
: 416-978-4447

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

Telephone: 416-978-4447
: 416-978-4447

Additional Qualification Courses for Educators

Transcripts & Records Requests

Telephone: 416-978-1644
: 416- -9964

Graduate Studies in Education

Admissions & Registration

Telephone: 416-978-1644
: 416- -9964
: 416-978-1644
: 416-978-1644

Transcripts & Records Requests

Telephone: 416-978-1644
: 416-978-4447
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The Ontario College of Teachers Requirement

The Ontario College of Teachers (OCT) is a professional body that regulates the teaching profession in Ontario. It sets standards for the entry and practice of teachers and provides a framework for the regulation of the profession. The OCT is responsible for the registration of teachers and the issuance of teaching certificates. It also provides a framework for the regulation of the profession and provides a framework for the regulation of the profession.

Telephone: 416-961-8822

Enrolment limitations

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Notice of Collection

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Location: 100 Queen Street West, Toronto, Ontario

100 Queen Street West, Toronto, Ontario

Phone: 416-946-7

We site: www.fippa.utoronto.ca/policy/nocx.htm

www.fippa.utoronto.ca/policy/nocx.htm

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Policies and Regulations

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www.governingcouncil.utoronto.ca/policies.htm

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www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

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Teacher Candidates and Professionalism

Teachers as Professionals

Teachers are professionals who are responsible for the education of their students. They are expected to have a high level of knowledge and skill in their field, and to be committed to the highest standards of professional conduct. Teachers are also expected to be ethical and to act in the best interests of their students.

Commitment to Excellence

Teachers are committed to excellence in their work. They strive to provide the highest quality of education for their students, and to be a role model for them. They are also committed to ongoing professional development and to staying current in their field.

Trust and Integrity

Teachers are trusted by their students, parents, and the community. They are expected to act with integrity and to be honest and fair in all their dealings. They are also expected to be respectful and to treat all students with dignity.

Respect for Others

Teachers respect the individuality of each student and work to create a safe and supportive learning environment for all. They are also respectful of their colleagues and the community. They are expected to be fair and to treat all students with respect.

Dedication and Responsibility

Teachers are dedicated to their work and to the education of their students. They are responsible for the learning and development of each student, and for the overall success of their school. They are also responsible for the safety and well-being of their students.

Statement of Expectations for Teacher Candidates

Teacher candidates are expected to demonstrate a strong commitment to the profession and to the highest standards of professional conduct. They are expected to have a high level of knowledge and skill in their field, and to be ethical and to act in the best interests of their students.

Teacher candidates are also expected to be committed to ongoing professional development and to staying current in their field. They are expected to be respectful and to treat all students with dignity. They are also expected to be fair and to act with integrity.

Teacher candidates are expected to be dedicated to their work and to the education of their students. They are responsible for the learning and development of each student, and for the overall success of their school. They are also responsible for the safety and well-being of their students.

Commitment to Excellence

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Related Resources

http://www.studentlife.utoronto.ca/The_Basics.htm

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<http://www.utoronto.ca/govcncl/pap/alphapol.htm>

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<http://www.oct.ca/en/MembershipServices/>

[Members and Standards/Foundations.asp](http://www.oct.ca/en/MembershipServices/StandardsFoundations.asp)

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Sessional Dates and Deadlines

Consecutive Bachelor of Education

Diploma in Technological Education

Please note the following:

The following dates are subject to change without notice. Please refer to the following link for the most up-to-date information.

In the following table, the dates are listed for the first and second sessions. The dates for the third and fourth sessions are listed in the following table.

The following link provides information on the University's policies on academic integrity and plagiarism. Please refer to the following link for more information: www.provost.utoronto.ca/English/Other-University-Policies.html

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September 1 - 7	Technological Education Program Application Deadline - 7:00 PM
September 1	Application Deadline
September 4	Application Deadline for the first session of the Technological Education Program
September 8	Application Deadline for the second session of the Technological Education Program
September 1	Application Deadline for the first session of the Bachelor of Education Program
September 19	Application Deadline for the second session of the Bachelor of Education Program
September 1	Application Deadline for the first session of the Bachelor of Education Program
September 1	Application Deadline for the first session of the Bachelor of Education Program
September 4	Application Deadline for the first session of the Bachelor of Education Program
September 7 - October 1	Application Deadline for the first session of the Bachelor of Education Program
September 1	Application Deadline for the first session of the Bachelor of Education Program
October 14	Application Deadline for the first session of the Bachelor of Education Program
October 1 - 7	Application Deadline for the first session of the Bachelor of Education Program
October 1 - 1	Application Deadline for the first session of the Bachelor of Education Program
October 1	Application Deadline for the first session of the Bachelor of Education Program
October 1 - 4	Application Deadline for the first session of the Bachelor of Education Program

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Administrative Officers (Partial list)

Dean's Office

Janet S. Campbell Ph.D. Toronto
The University of Toronto

Dennis Thiessen D.Phil. St. Catharines

Normand Larivière Ph.D. Montreal

Normand Larivière Ph.D. Montreal

Normand Larivière Ph.D. Montreal

Normand Larivière Ph.D. Montreal

Normand Larivière Ph.D. Montreal

Bachelor of Education/Diploma in Technological Education Programs

Michael R. G. Smith Ph.D. Toronto
The University of Toronto

Michael R. G. Smith Ph.D. Toronto

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Michael R. G. Smith Ph.D. Toronto

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Michael R. G. Smith Ph.D. Toronto

Department Chairs

Michael R. G. Smith Ph.D. Toronto
The University of Toronto

Tara Oldstein Ph.D. Toronto
The University of Toronto

Michael R. G. Smith Ph.D. Toronto
The University of Toronto

Michael R. G. Smith Ph.D. Toronto
The University of Toronto

Michael R. G. Smith Ph.D. Toronto
The University of Toronto

Department Associate Chairs

Nina Piran Ph.D. Toronto
The University of Toronto

Michael R. G. Smith Ph.D. Toronto
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The University of Toronto

Graduate Studies

- Jim Polman Trent
- John Paol

School University Partnerships Office (SPO) and Student Services

- Marie Chleib Toronto
- Leonor Oer Toronto

Dean's Advisory Board

- Tha Man
- Err Connell
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Officers of the University

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www.utoronto.ca/govcncl/tgc/3.01.07.pdf

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Directors of the Ontario Institute for Studies in Education

- 1960 - 1970
- 1970 - 1980
- 1980 - 1986
- 1986 - 1990
- 1990 - 1995
- 1995 - 1996

Deans of the Faculty of Education

- 1937 - 1944
- 1944 - 1948
- 1948 - 1960
- 1960 - 1970
- 1970
- 1970 - 1981
- 1981 - 1987
- 1987 - 1988
- 1988 - 1996

Deans of the University of Toronto

- 1996 -
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Certificate Programs

Certificate in Adult Education

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Certificate in Adult Training and Development

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Certificate in Cognitive Behavioral Therapy

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Certificate in Higher Education Leadership

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Certificate in Leadership Coaching

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Certificate in School Management

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Oratory School

The Institute of Child Study (ICS)

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Further information is available at the ICS website:

www.oise.utoronto.ca/ICS

Or from:

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Consecutive Bachelor of Education Program

Primary/ Junior (P/)

Junior/Intermediate (/I)

Intermediate/Senior (I/S)

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

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Program of Study

The program consists of the following components:
... all of the following components of the program
... Ontario Teachers' Certificate of Qualification

... on the following...
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A) Curriculum and Instruction (C & I)
(Course Weight 2.)

... on the following...
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Primary/ Junior (P/)

The following components of the program include...
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Junior/Intermediate (I/)

The C & I component of this concentration is comprised of two courses:
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The Elementary Education STEP Program

The Elementary Education STEP Program...
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Intermediate/Senior (I/S)

The following components of the program include...
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B) Teacher Education Seminar

(Course Weight 1.)

The Teacher Education Seminar is a 6-week course designed to help pre-teacher education students develop their understanding of the role of the teacher in society and the impact of the school on the child's development.

C) Psychological Foundations of Learning and Development (Course Weight .5)

The Psychological Foundations of Learning and Development course is a 6-week course that explores the psychological processes of learning and development. It covers topics such as cognitive development, social learning, and the role of the environment in shaping the child's behavior.

D) School and Society (Course Weight .5)

The School and Society course is a 6-week course that examines the relationship between the school and the wider society. It explores the role of the school in promoting social values and the impact of social change on the school environment.

E) Related Studies (Course Weight .5)

The Related Studies course is a 6-week course that provides students with an overview of the various disciplines that inform the field of education. It covers areas such as psychology, sociology, and history, and how they relate to the study of education.

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F) Practicum (Course Weight .5)

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G) Internship (Course Weight .5)

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Course Descriptions

Course Weights/ours

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A Survey of Children's literature ED 5511

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A original World Views: Implications for Education ED 511

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Accounting see **Business Studies**

Actively Educating for Social and Economic Justice: Theory, Practice and Action ED 55 2

This course focuses on the role of education in the development of a just society. It examines the ways in which schools can promote social and economic justice, and the role of teachers in this process. Key topics include: social justice, economic justice, equity, and the role of schools in promoting these values. The course also explores the ways in which schools can address the needs of disadvantaged learners and promote their success. Key topics include: differentiated instruction, inclusive classrooms, and the role of teachers in supporting all learners.

Adapting and Differentiating Instruction for Students Experiencing Learning Difficulties in Inclusive Classrooms ED 55

This course focuses on the ways in which teachers can adapt and differentiate instruction to meet the needs of all learners. It examines the ways in which schools can create an inclusive learning environment, and the role of teachers in this process. Key topics include: differentiated instruction, inclusive classrooms, and the role of teachers in supporting all learners. The course also explores the ways in which schools can address the needs of learners with specific learning difficulties and promote their success. Key topics include: assessment, individualized learning plans, and the role of teachers in supporting these learners.

This course focuses on the ways in which teachers can promote social and economic justice in their classrooms. It examines the ways in which schools can create a just learning environment, and the role of teachers in this process. Key topics include: social justice, economic justice, equity, and the role of schools in promoting these values. The course also explores the ways in which schools can address the needs of disadvantaged learners and promote their success.

An Introduction to Second Language Acquisition Processes ED 551

This course focuses on the ways in which second languages are acquired. It examines the ways in which the brain processes language, and the ways in which these processes are affected by factors such as age and exposure. Key topics include: language acquisition, second language acquisition, and the role of teachers in supporting second language learners. The course also explores the ways in which schools can create an environment that is supportive of second language learning.

Anti Racist Education Studies ED 551

This course focuses on the ways in which schools can address racism and promote anti-racism. It examines the ways in which schools can create an inclusive learning environment, and the role of teachers in this process. Key topics include: anti-racism, anti-racist education, and the role of schools in promoting these values. The course also explores the ways in which schools can address the needs of learners from diverse backgrounds and promote their success.

Appraising Empirical Evidence in Educational Research ED 55

This course focuses on the ways in which teachers can appraise empirical evidence in educational research. It examines the ways in which research is conducted, and the ways in which this research can be used to inform practice. Key topics include: research methods, educational research, and the role of teachers in using research to inform practice. The course also explores the ways in which schools can create an environment that is supportive of research-based practice.

Arts in r an Schools ED 55

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Business Studies Intermediate/Senior

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Accounting ED 1 (Course Weight 1.)

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Information and Communication Technology

ED 1 5 (Course Weight 1.) (not offered in 2)

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General ED 1 (Course Weight 1.)

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**Children's literature Within a Multicultural
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Classical Studies Latin ED 12 (Course Weight 1.) (not offered in 2019)

The course is designed to provide students with a comprehensive understanding of the Latin language and its cultural context. It covers the fundamentals of Latin grammar, including morphology and syntax, and introduces students to classical Latin literature and history. The course is suitable for students who are interested in the study of Latin and its role in Western civilization.

Prerequisites: T100, Latin 100, and English 100

Comparative and International Education: Issues for Teachers ED 55

This course explores the complexities of teaching in a globalized world. It examines the differences in educational systems, cultures, and policies across various countries. The course focuses on the challenges and opportunities that arise when educators work in diverse contexts. Key topics include cross-cultural communication, multicultural education, and the impact of globalization on the classroom. The course is designed to prepare teachers to be effective and sensitive in a multicultural environment.

Computer Studies Intermediate/Senior ED 1 (Course Weight 1.)

This course provides students with a practical understanding of computer systems and applications. It covers the basics of computer hardware, software, and networking. Students will learn how to use various computer applications and how to troubleshoot common problems. The course is designed to provide students with the skills and knowledge necessary to succeed in a computer-related field. Key topics include computer systems, software applications, and network fundamentals.

Prerequisites: T100, English 100, and English 100

Critical Literacies: Language Practices for Social Justice ED 55

This course explores the role of language in social justice and equity. It examines how language is used to construct and challenge power relations in various social contexts. The course focuses on the importance of critical literacy skills in identifying and challenging dominant discourses. Key topics include language and identity, language and power, and language and social change. The course is designed to prepare educators to use language as a tool for social justice and equity in their classrooms.

Curriculum Theory and Practice for Kindergarten ED 5566

This course provides a theoretical and practical foundation for curriculum development in kindergarten. It explores the various models and theories of curriculum and how they are applied in the classroom. The course focuses on the importance of creating a curriculum that is developmentally appropriate and culturally responsive for young children. Key topics include curriculum theory, curriculum design, and curriculum implementation.

Design, Thinking and Problem Solving in the Classroom ED 55 5

This course focuses on the development of design, thinking, and problem-solving skills in the classroom. It explores various strategies and techniques for fostering these skills in students. The course emphasizes the importance of creating a learning environment that encourages creativity and critical thinking. Key topics include design thinking, problem-solving strategies, and the role of the teacher in fostering these skills.

Dramatic Arts Intermediate ED I I (Course Weight .5)

The course focuses on the development of the student's knowledge and skills in the field of dramatic arts. It covers the history and theory of drama, as well as the practical aspects of writing and performing plays. The course is designed to provide students with a solid foundation in the field of dramatic arts.

Dramatic Arts Intermediate/Senior ED I (Course Weight 1.)

This course focuses on the development of the student's knowledge and skills in the field of dramatic arts. It covers the history and theory of drama, as well as the practical aspects of writing and performing plays. The course is designed to provide students with a solid foundation in the field of dramatic arts.

Prerequisites: T.O.L.L.N.E. 100 or N.E.O.E.E. 100

Drama Strategies for Effective and Affective Teaching ED 551

This course focuses on the development of the student's knowledge and skills in the field of dramatic arts. It covers the history and theory of drama, as well as the practical aspects of writing and performing plays. The course is designed to provide students with a solid foundation in the field of dramatic arts.

Eco sociology ED 516

This course focuses on the development of the student's knowledge and skills in the field of dramatic arts. It covers the history and theory of drama, as well as the practical aspects of writing and performing plays. The course is designed to provide students with a solid foundation in the field of dramatic arts.

OTE: The course is a pre-requisite for the following courses: N.E.O.E.E. 100, N.E.O.E.E. 101, N.E.O.E.E. 102, N.E.O.E.E. 103, N.E.O.E.E. 104, N.E.O.E.E. 105, N.E.O.E.E. 106, N.E.O.E.E. 107, N.E.O.E.E. 108, N.E.O.E.E. 109, N.E.O.E.E. 110, N.E.O.E.E. 111, N.E.O.E.E. 112, N.E.O.E.E. 113, N.E.O.E.E. 114, N.E.O.E.E. 115, N.E.O.E.E. 116, N.E.O.E.E. 117, N.E.O.E.E. 118, N.E.O.E.E. 119, N.E.O.E.E. 120, N.E.O.E.E. 121, N.E.O.E.E. 122, N.E.O.E.E. 123, N.E.O.E.E. 124, N.E.O.E.E. 125, N.E.O.E.E. 126, N.E.O.E.E. 127, N.E.O.E.E. 128, N.E.O.E.E. 129, N.E.O.E.E. 130, N.E.O.E.E. 131, N.E.O.E.E. 132, N.E.O.E.E. 133, N.E.O.E.E. 134, N.E.O.E.E. 135, N.E.O.E.E. 136, N.E.O.E.E. 137, N.E.O.E.E. 138, N.E.O.E.E. 139, N.E.O.E.E. 140, N.E.O.E.E. 141, N.E.O.E.E. 142, N.E.O.E.E. 143, N.E.O.E.E. 144, N.E.O.E.E. 145, N.E.O.E.E. 146, N.E.O.E.E. 147, N.E.O.E.E. 148, N.E.O.E.E. 149, N.E.O.E.E. 150, N.E.O.E.E. 151, N.E.O.E.E. 152, N.E.O.E.E. 153, N.E.O.E.E. 154, N.E.O.E.E. 155, N.E.O.E.E. 156, N.E.O.E.E. 157, N.E.O.E.E. 158, N.E.O.E.E. 159, N.E.O.E.E. 160, N.E.O.E.E. 161, N.E.O.E.E. 162, N.E.O.E.E. 163, N.E.O.E.E. 164, N.E.O.E.E. 165, N.E.O.E.E. 166, N.E.O.E.E. 167, N.E.O.E.E. 168, N.E.O.E.E. 169, N.E.O.E.E. 170, N.E.O.E.E. 171, N.E.O.E.E. 172, N.E.O.E.E. 173, N.E.O.E.E. 174, N.E.O.E.E. 175, N.E.O.E.E. 176, N.E.O.E.E. 177, N.E.O.E.E. 178, N.E.O.E.E. 179, N.E.O.E.E. 180, N.E.O.E.E. 181, N.E.O.E.E. 182, N.E.O.E.E. 183, N.E.O.E.E. 184, N.E.O.E.E. 185, N.E.O.E.E. 186, N.E.O.E.E. 187, N.E.O.E.E. 188, N.E.O.E.E. 189, N.E.O.E.E. 190, N.E.O.E.E. 191, N.E.O.E.E. 192, N.E.O.E.E. 193, N.E.O.E.E. 194, N.E.O.E.E. 195, N.E.O.E.E. 196, N.E.O.E.E. 197, N.E.O.E.E. 198, N.E.O.E.E. 199, N.E.O.E.E. 200.

Economics Intermediate/Senior ED I (Course Weight 1.)

This course focuses on the development of the student's knowledge and skills in the field of economics. It covers the history and theory of economics, as well as the practical aspects of analyzing and interpreting economic data. The course is designed to provide students with a solid foundation in the field of economics.

Prerequisites: T.O.L.L.N.E. 100 or N.E.O.E.E. 100

Education and Work ED 511

This course focuses on the development of the student's knowledge and skills in the field of education and work. It covers the history and theory of education, as well as the practical aspects of analyzing and interpreting educational data. The course is designed to provide students with a solid foundation in the field of education and work.

OTE: The course is a pre-requisite for the following courses: N.E.O.E.E. 100, N.E.O.E.E. 101, N.E.O.E.E. 102, N.E.O.E.E. 103, N.E.O.E.E. 104, N.E.O.E.E. 105, N.E.O.E.E. 106, N.E.O.E.E. 107, N.E.O.E.E. 108, N.E.O.E.E. 109, N.E.O.E.E. 110, N.E.O.E.E. 111, N.E.O.E.E. 112, N.E.O.E.E. 113, N.E.O.E.E. 114, N.E.O.E.E. 115, N.E.O.E.E. 116, N.E.O.E.E. 117, N.E.O.E.E. 118, N.E.O.E.E. 119, N.E.O.E.E. 120, N.E.O.E.E. 121, N.E.O.E.E. 122, N.E.O.E.E. 123, N.E.O.E.E. 124, N.E.O.E.E. 125, N.E.O.E.E. 126, N.E.O.E.E. 127, N.E.O.E.E. 128, N.E.O.E.E. 129, N.E.O.E.E. 130, N.E.O.E.E. 131, N.E.O.E.E. 132, N.E.O.E.E. 133, N.E.O.E.E. 134, N.E.O.E.E. 135, N.E.O.E.E. 136, N.E.O.E.E. 137, N.E.O.E.E. 138, N.E.O.E.E. 139, N.E.O.E.E. 140, N.E.O.E.E. 141, N.E.O.E.E. 142, N.E.O.E.E. 143, N.E.O.E.E. 144, N.E.O.E.E. 145, N.E.O.E.E. 146, N.E.O.E.E. 147, N.E.O.E.E. 148, N.E.O.E.E. 149, N.E.O.E.E. 150, N.E.O.E.E. 151, N.E.O.E.E. 152, N.E.O.E.E. 153, N.E.O.E.E. 154, N.E.O.E.E. 155, N.E.O.E.E. 156, N.E.O.E.E. 157, N.E.O.E.E. 158, N.E.O.E.E. 159, N.E.O.E.E. 160, N.E.O.E.E. 161, N.E.O.E.E. 162, N.E.O.E.E. 163, N.E.O.E.E. 164, N.E.O.E.E. 165, N.E.O.E.E. 166, N.E.O.E.E. 167, N.E.O.E.E. 168, N.E.O.E.E. 169, N.E.O.E.E. 170, N.E.O.E.E. 171, N.E.O.E.E. 172, N.E.O.E.E. 173, N.E.O.E.E. 174, N.E.O.E.E. 175, N.E.O.E.E. 176, N.E.O.E.E. 177, N.E.O.E.E. 178, N.E.O.E.E. 179, N.E.O.E.E. 180, N.E.O.E.E. 181, N.E.O.E.E. 182, N.E.O.E.E. 183, N.E.O.E.E. 184, N.E.O.E.E. 185, N.E.O.E.E. 186, N.E.O.E.E. 187, N.E.O.E.E. 188, N.E.O.E.E. 189, N.E.O.E.E. 190, N.E.O.E.E. 191, N.E.O.E.E. 192, N.E.O.E.E. 193, N.E.O.E.E. 194, N.E.O.E.E. 195, N.E.O.E.E. 196, N.E.O.E.E. 197, N.E.O.E.E. 198, N.E.O.E.E. 199, N.E.O.E.E. 200.

Emotional and Behavioural Problems in the Classroom ED 55 2

This course focuses on the development of the student's knowledge and skills in the field of emotional and behavioural problems in the classroom. It covers the history and theory of emotional and behavioural problems, as well as the practical aspects of analyzing and interpreting emotional and behavioural data. The course is designed to provide students with a solid foundation in the field of emotional and behavioural problems in the classroom.

English Intermediate ED 111

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Prerequisites: T. o. l l. n. e. . o. . . n. n. l. h

English Intermediate/Senior ED 11 (Course Weight 1.)

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 . e . . l n. r e p e n he. n. e . n. n. o. e . l . o
 e j e on. n. l. h. n. . e. . p n. . heo . .
 p e p . on . n. . e l . . p l n n. n. r
 . p l e n . on The. on en. e h o l o. . e l. on
 n. . l l e . e en n. n. l. h. n. . e. . l l e
 l n e o. n. o. n o. . . . on n T n n.
 . . e l n .

Prerequisites: T. o. l l. n. e. . o. . . n. n. l. h

ES Across the Curriculum ED 552

The o. e. e. l l help e. he. n. n he p. . .
 . n. o. n. e. e. e n. e n o l e l e e l o p he. l l .
 . n o. l e e n. . p a . on o. e e he n e e. o. n. l. h
 . e on l n. . e l e n e . n. . n e . . l . . . e . l l
 . o. . on: l . e h o. n. e h n. . . p n .
 . on en = . e . e. h n. . . . e n. . n e . n. he
 . o. l p e . o. n. l. h. o . . l . p on. n.
 . on n o. on en = . e . e. h n. . n e . n. . e .
 . n n. n l n. . e . . e n o. . n e .
 p o . . . n. 4. e e l o p n. e n . . o. . l . l n
 l n. . . e . . n. n. . l l e n o l e n e j e e
 n. . e l e n n .

Evaluating Provincial Testing ED 51

. . n on o. he p n p l o. e. e. e n n
 . h e e en en: l . . e . e l l . n. he
 . h . on en . e l . l . h o . . . e e he . l .
 . o p . l . n he . l . e. o p e . e p e l l .
 . . . e . n . n . . . he o he . n . e h o
 . e . n . e . n o . . e n o . o . p . . on e on
 o. he p. p o . . . n . e . l . . on n . n e . o .
 . n . . e . . en . n . . n on o. he e en
 h o . o . p o n l . n . p o l . n . p l e n . on
 . e . e . o. he p . . l . e h o . o . p e p . on .
 . l . on . . n . . on . o n . n l . . n . e p o n .
 . e . o . he n e p e . on n . e o en . l .
 (. . e n . e . he . e . . on l . . n . o . n . he
 p . l o. he. on e . en . o. he n e p e . on n
 . e o . (. . o . The. o. e. l l . o . on he p o n l
 . n . p o . . o. he . . . on l . l . n
 . . o n . l . . e o . n . o h o . e
 e en on o l o l . n . n . on l n . n e n on l
 p o e . The o l o . o . l . n o . l e e n e p e . e o
 h e . . o . n l . n . on l n e e. he. n . . n .
 . o . n . e . . . o . on . e o p o n l
 . . . en . l . n . l e . e . n . e . . . en
 p o l . n . p . . .

OTE: n o l l en n h o . e . e . l l . on . o . o h
) . . e n p l T e h en. The. o. e . e
 . l l e on l n e . . h o n e n . l on

Family Studies Intermediate/Senior ED 116 (Course Weight 1.)

The o. e e p l o . he p n p l o n p . . . n . l
 . . . n . n . o . . . o. n . on o l a . on n
 (. . . l . . . n . e . he. n. n. . l l e . . n e
 p e . on l e p e en e . p o . . on l p . . e . n . . en
 . e . h . en o . p . . n . he e o l n . n . e o . he . e l .
 n l . n . n e . e l . . l e n . e p e . p e .
 on e . h n . n . l e n n . p p o . h o . o . . n .
 . . l n . n . n l . on o . . e . e l e n e en n
 e l . on . e . . . n . e . n . n
 . l . on o . e h n o l . . e p o . l e . h o o l . o . . n .
 n . o . e l . p n . e n . l l e . e e . he
 . n . n . o p e p e p . . l p p l . on n . o p p l .
 e . . on l p e . o . . o . l . . o o . e l . . T e. he
 . n . n . e en o . e . o . e e l o p . p e . on l
 p h l o o p h . . o . e . h n . . l e . on
 . . l n . e j e . e p . . e

Prerequisites: The e . l l . n . e . . o . . . n . . l
 (. . .)

Foundations of Bilingual and Multicultural Education ED 51

The course will help the student develop the ability to analyze and synthesize information on the role of the teacher in the school and the role of the school in the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community.

OTE: The course will help the student develop the ability to analyze and synthesize information on the role of the teacher in the school and the role of the school in the community.

French as a Second Language Intermediate ED 1111

The course will help the student develop the ability to analyze and synthesize information on the role of the teacher in the school and the role of the school in the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community.

Prerequisites: The student must have completed French as a Second Language Elementary I and II.

French as a Second Language Intermediate/Senior ED 1111 (Course Weight 1.)

The course will help the student develop the ability to analyze and synthesize information on the role of the teacher in the school and the role of the school in the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community.

Prerequisites: The student must have completed French as a Second Language Intermediate I and II.

French Grammar and Syntax for the French as a Second Language Classroom ED 555

The course will help the student develop the ability to analyze and synthesize information on the role of the teacher in the school and the role of the school in the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community. The course will also help the student understand the role of the teacher in the development of the child and the role of the school in the development of the community.

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety ED 51 6

h...een, ell... ene h... n...le e pe en e
h n e _pae...l...e o he... on l... he_h e
een...h... h n he o...no, hooln. The...e e
o...l...e e p p o...h...e l n... he le en
e, he... h n e...e on h o...e... on
p n p l... ll n l...e... h...o...p o n...
o...pe en e... l...n...e...e p p o...h...e... ell...
e...e...e l n... h he n o...e e l n... h n...
on...e l...e... h n... n n... on...e n... h
le ne n...e, he...e...he n...o n...pae...l...
h o...one o...o e...o...h...p...p n... ll...o...n
ll...o...p on...e l...e...h p o...le...n...
n p p o...p e l e l o...l...o...o...n l...n...
o...p e l...e on...e l...on n...e...e...l... on
...ll...e...e n help n...p...p n...e...e...e
o...n...e l n... h he e o on l n...o n...e
l...o...n e l on o...h...h...o...h o...f l...o...p...
p n...o...p o e he... (...o...h n...open
he...o o...n...he...he...l n... on n...
e...e...o...o...on o...h...he...e...e n he
o...e...o...e p o...e n he l...e...n...e...p e...
h...n...o...e...e n... ll...o...e n l...e... The...o...e...
open o...e...n...o...n...e...o n l...

OTE: The...o...e... l...le o...o h...e...e n
e...he...e... on...n...e...l...e...o n n...e...o...e
...n...he...en on...

Gender Equity in Schools and Classrooms ED 55 2

The...o...e en o...p o p e...e...he...o h n...o...
...p e...o...he...o...h h e...p l...o n...o...e n e
e...e...p l...o...o p...n l...e...e n e n...o...o...n
...hool...e...o...e...p...p...o n n...h e...e n...
h o...hool...e...o...n...e...o...n...e n e...l...o o
e...e n o...l...n...o...e...e...o n...n...l...e...e
e...o n...o n...o...e...l n...n...e...n...e...l
h...e n...n...hool...e...he...e e p h...o...e n...
...e...n...e...n...o...p e...o...e...e p l...e...h n
...e...o...h...o n...e...e n e...o l...n...o...l...h n...e...
e...n...h e...o n...e...o...e...l...n...n
...e...e n e...n...h o...e n e...o p e...o...e...h...h o...h e
...o...l...e...o n...n...e...n...o n...h...e...e...l...n...n
e...e...l...o...e n...o n

Geography Intermediate ED I 1

The...o...e...l...e...h e...e e l o p...e n...o...n...e...n...n...o...
n...e...e...e...o...n...h e...o n...e p...n...e...l...o...
...e...o...p h...o...h e l...e...n...n...e...e...o...o...n...o...l...e...e n...
n...e...e...e...n...o...h e...l...e...n...n...e...e...o...o...n...o...l...e...e n...
n...e...e...e...n...n...e...e...e l o p...l...e...o n...n...e...e...l...e...e

...e...l...h...e...p p o...p...e...e...e...e...l...e...n...e...n...o...
...e...h...n...e...e...n...n...e...o...e...o...p h...o...l...e...e n...e
...o...n...e...n...o...h...e...h...e...e...l...n...e...e...p...e
...e...e...n...e...e...7-1

Prerequisites: T...o...l...l...n...e...e...o...e...n...e...o...p h...

Geography Intermediate/Senior ED I (Course Weight 1.)

The...o...e...e...l...e...h e...e e l o p...e n...o...n...e...n...n...o...
n...e...e...e...e...o...n...h e...o n...e p...n...e...l...o...
...e...o...p h...o...h e l...e...n...n...e...e...e...e...e l o p
...l...e...o n...n...e...e...l...e...h...e...p p o...p...e...
...e...e...e...l...e...n...e...h...n...e...e...n...e...o...
...e...o...p h...o...l...e...e n...e...o n...e...n...l...n...n...e...n...o n l
n...e...e...l...l...e...l...o n...e...o n...e...n...o
...e...e...e...l...e...o...e...n...e...e...l...e...e...o... The...o...e
n...l...e...n...e...o...e...l...e...h...e...p p l...o n...o...
e...h n o...l...n...l...e...n...n...e...e...e...o...e...n...e...e...e...e...n...n
e...e...o...n...e...o n...l...e...h...n...e...e...e...n...e...n...o l...e
p...l...p p l...o n...n...e...l...e...e...o n

Prerequisites: T...o...l...l...n...e...e...o...e...n...e...o...p h...

German See International languages

Health and Physical Education Intermediate ED 1251

The...o...e...o...e...p e p...e...e...e...h e...o...e...n...n...
...e...l...e...o n...e...p o...n...e...e...e...e...e...l...e...e...e...7-1
h e l...h...n...p h...e...l...e...e...o n...p o...e...e...o...n...e n
...h...h e n...o n l...n...p o...n...l...e...n...o...e...e...
e...p h...n...o...p e...e...e...p o...e...n...o...e...o n
...e...l...n...e...h e p o...e...o...e...n...o...n...e...e...o...e...e l o p
h e...n...o...l...e...e...e...l...n...e...e...h...l...e...t...o...n...e...o...e...o...e
p h...e...l...l...e...e...o...l...e...e...e...T e...h e...n...e...e...l...e...e
...o...l...l...l...e...o n...o...n...p o...l...l...o...o...e...h...n...
n...e...e...n...l...e...n...n...n...h e...l...o...o...p...o...l...l...o...-
e...l...h...n...h e...hool...e...n...e...e...e...n...h e
...o...e...n...e...

Health and Physical Education Intermediate/Senior ED 125 (Course Weight 1.)

The...o...e...o...e...p e p...e...e...e...h e...o...e...n...n...
...e...l...e...o n...e...p o...n...e...e...e...e...e...e...e...e...e...7-
1...h e l...h...n...p h...e...l...e...e...o n...p o...e...e...e...T e...h e
n...e...e...l...l...e...p e...e n...e...e...e...e...e...h o...o...e...h
...o...e...e n...p...e...n...o...o...e...l...l...n...e...e...o n...e p...e...o
h...h e...e...e...e...n...e...e...l...l...e...n...o...e...n...p h...e...l...e...e
h o...h o...h e...l...e...e...T e...l...l...e...n...o...e...l...e...e...e
l...n...h e l...h...o n...e p...h o...h...o...e...h...n...e...h o...o...o
h e...e...e...e...e...e...e...e...e...e...e...e...e...e...o n...e...n...
...l...e...h...e...e...o...h e...o...n...h e l...h...n...e...e...l...l
n...e...n...n...e...p l...o...o...e...h...n...p p o...h...e...
...h...h...n...o...l...e...e...o...h...h e...n...e...e...o...h...o...n...e...l

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Prerequisites: T, O, L, N, E, U, O, C, C, N, H, L, I, R, E, L, H, S, O, N, O, N, T, E, O, N, L, L, E, A, E, N, O, E, L, E, N, C, E, P, E, N, E

History Intermediate ED 1151

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Prerequisites: T, O, L, N, E, U, O, C, C, N, H, L, I, R, E, L, H, S, O, N, O, N, T, E, O, N, L, L, E, A, E, N, O, E, L, E, N, C, E, P, E, N, E

History Intermediate/Senior ED 115

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Prerequisites: T, O, L, N, E, U, O, C, C, N, H, L, I, R, E, L, H, S, O, N, O, N, T, E, O, N, L, L, E, A, E, N, O, E, L, E, N, C, E, P, E, N, E

History and Educational Research ED 51

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

OTE: The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Religious Teaching and Learning ED 555
 The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Identity Construction and Education of Minority ED 516

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

OTE: The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Immigration and the History of Canadian Education ED 512

The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

OTE: The course will help students to understand the role of the teacher in the development of the child and the importance of the teacher in the development of the child.

Information and Communication Technology see Business Studies (not offered in 2018)

Indigenous Peoples and Medias ED 5516

The course covers the history of indigenous peoples and media. It explores the role of indigenous peoples in the development of media and the impact of media on indigenous communities. The course also examines the role of indigenous media in social and political movements.

Inquiries Education ED 55 6

This course focuses on the role of inquiry in education. It examines the theoretical and practical aspects of inquiry-based learning and its impact on student learning. The course also explores the role of inquiry in teacher education and the development of inquiry-oriented curricula.

Integrating Science, Mathematics and Technology Curricula ED 51

This course explores the integration of science, mathematics, and technology in the curriculum. It examines the challenges and opportunities of interdisciplinary learning and the role of teachers in facilitating this process. The course also discusses the importance of integrating these subjects in preparing students for a technologically advanced world.

International languages Intermediate/Senior (Course Weight 1.)

The course covers the basics of international languages, including grammar, vocabulary, and reading comprehension. It is designed to provide students with the skills necessary for effective communication in a global context. The course also includes cultural studies and the role of language in society.

Internship

This course provides students with hands-on experience in their field of study. It allows students to apply the knowledge and skills they have acquired in the classroom to real-world situations. The course also provides an opportunity for students to network with professionals in their field.

Italian See International languages

Junior/Intermediate ED 1 5 (Course Weight 1.5)

This course provides a comprehensive overview of the Italian language and culture. It covers grammar, vocabulary, and reading comprehension, as well as the history and social context of the Italian language. The course is designed to provide students with a solid foundation in Italian and to prepare them for more advanced study.

...ll e ne l o ponen o...ll
 ...Te he n r ...ll p p e n e h
 e pe en a h p ne hool h o h o he e n
 o e o l e he ne el on h p o p e n r
 heo

The o ponen o h o e e e:

Elementary language Arts

The l n a e o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n h e
 n a e e o e e n r e p l o e n o o o
 l e e e o p e n e n h e n o ... l l n r
 h e n r o o e e e e o n r e e n e
 n (... on l p p o h a n p e p e n r o
 e n e e h e e h e e h e o n r o h o n
 h e e n n n o l e e o l n e l e
 p o x n a l e o e h o o o n n p o e
 n n a e e h e e p e e n e o n n h e e
 o e h n e h n o p o o e o h n e n n
 n n n o l n r l o n n o n n l l n
 n e a n l n a e e h o h e e e e
 n r e on n l l e n o e o e l e e h n
 p e o e l e n e e h n r h e o

Elementary Mathematics

The h e o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n r o
 e e p a e o o o h e o o o p l n e h
 n o l a n a n a e n a e p l o n a e p l n n
 o e n n o n e n n r o n n r o l l
 e e n o e o e l e n e n e j e e h o h
 h o h e o n p l a o o n n p o l e
 o l n e e l h o h e n o n o e e e n r
 on l n e e n p e n r ... l l o e n e
 n e l

Elementary Science

The e n e o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n r o
 e l p p e n n e e h n o n l e n n
 e p e n a o n e p a e o h e e h n r l e n n
 e e e e e n n e l o n e e n r
 p l n n n p o o h e n l e e n e o h e e e
 e p e o n o h e n o ... l l

Elementary Social Studies

The o l o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n h e
 n o ... l l o e n n r o n o l
 ... h n e n e h e n e o n h e
 o e e n o n e n h h h e n r h e e l h
 n e p h o n n e p e o n e l e n n l e
 p p o h a n n e a o n l l

Elementary Music

The o o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n h e
 n o o o o e n e e e o n o n e o
 p e p e h e p a p e e l o o e h e h
 n n o l e e n e e o p o n n o l l
 e p e e n e h e l e n h o o l h h e n

Elementary Health and Physical Education

The h e h n r p h e l e o n o ponen o p o
 h e o e ...ll n n ... on o e h
 e n l a n r o o n e e n r n p p l h e n o l e e
 l l n r n e e o o n n n r
 o n ... n e e e p o x o e e h e e e n e e
 o e e e e n The o e e e n e o o e e n n n
 e h e o p p o n o o e h e l h n r p h e l
 e e o n h o h e p e e n e n l l h e e n r o h e
 ... l l h e l h l n n n e n l o e e n l l
 n r e p p o n

Elementary Visual Arts

The o l o ponen o p o h e o e
 ...ll n n ... on o e h en l a n r o
 o n e e n r n p p l h e n o l e e l l n r
 n e e o o n n n r on ... n e e e p o x
 o e e h e e e n e e o e e e e n n h e
 o e e o p o e n r o h o e n r e n l
 e e e n r p p o h a o e h n e l h o h
 e e o h n r o n n n n p p e o n e o n

**Language, Culture and Identity: Sing the
 Literary Text for Teacher Development ED 51**

...o o e e o h o e e o e p l o e h e e l e
 l n n o l n a e n e h n e n e n n e
 n r o p l o n o e h e e e l o p e n The o e e
 l l e p l o e l e e o h o n n n o n h
 o o n h e e p e e n o h a e h o l e h n r
 e e e n o o l l l o l e e l l n o n o e
 e n n n l n e n h e l The o e l l e o n

... o o ph, ln e, hn .l.l. l, on e
 o hlo ll n n en on ll n r on he po, e o
 n e e, en o o. n r e n n o, he el n
 el on o he o he e, ll. e he l e e e
 eh, le o e l e on on o o l n. z e n e hn,
 en e n en n e, h, h, ll llo, e o l e
 o. l n o he e hn o. l. l, o l e, h e, o
 he, on e, on n r e on e, on o e n n o
 e, hn n, h n, n l n. e, n, l. l e, on l
 l n o, p e, e, ll h e he oppo n o e plo n, he
 n e pe en e n he pl. l e, l o o, h o, h
 he e o, h e, h o n e, l l e e, e n, o, o
 o e, o l e n r h e, l e, he e pe en e o h e
 o n e, n. The n e, n, h, ll e e e o e, n e
 he pe on l o l n r e, e, e, e n, h
 n o o p, h l e n r p e n e n h e, hool
 e e n n he n e, o e n e n e l

OTE: The o. e. e. l. l e o o h a. e n r
 e, he e, on, n r e, l e e, on n, e o, e e
 n, h e, en on

Latin See Classical Studies (not offered in 2019)

Managing Conflict in Classrooms and the School Workplace ED 55

The o. e. e. n n- ep h e, n on o, on ep n r
 e e o l n, he, on e, n z e en o
 on l, n, l e o o, n e, hool e p p n o, ll
 le n n r e elop n e o, p p o, h o help n
 e n e, p o e h e, p, e o o, n, on
 on l, e ol, on, p o l e, o l n, z e, l e p
 p on n e e on, n n n r, on o, o e l e, p l n e
 e on p p n o, ll e n, h e n h e, p, e o
 n r e, n n, n r h n l n, on l, h o h e, l e n
 h e, hool, o p l, e, h e, e e, ol l e n r
 p e n e, n r e, e, on, ll e, l o, n r, o
 e n l e e, on l, e, l e o l e n n, n r e
 n z e en o o l, on h e, l e o o, hool n r
 o o l e e l n r e o, l n, h e e elop en
 o e e e, e n e n r e e, e, e n e. The o. e. e.
 e o, o, h o p e n o, h p, p n, ll
 l e h e, p, o e l, e h e o, n, ll n r o p l n
 e, on l n r, o, n, e e, e n e l on h p
 o h e o, n l o n- n e, o l l e, n r, ll e
 e elop n e, h e, e n on, ll e, e n o e e e
 e, hool, on e h e p, n o n e, e e n r
 e e on l e e l

Mathematics Intermediate ED 122I

The o. e. e. e. n e o p e p e e, h e, n r e o
 e, h e, e n e, h e, e, h e) e 7-1 l e e l n
 h o, h l n r n e, e, n r e, ll e p l o e
 e o, e, h n, e h n, e, h, h e, e l n e, h n,
 n r e, n, o, e, e n e, h e, e p e e n e h e
 e n, h e, e, e, l, e

Prerequisites: T o l l n e e o o n, h e, e,
 e o, e n e h, n r e h e e, e h e
 o l l o, n e, h e, e on o p a e e on l e e l:
 n l, e o, e, l, l, e, l n e l e e, e, n r
 p o l e, o l n

Mathematics Intermediate/Senior ED 122 (Course Weight 1.)

... on e on o, h e, e, e, on h e
 n e, e e n r (e n o l e e l n l, n, e, e, on o
 o, e, e, e, h n, e h o, n, on l, e l
 e n, n e l, on, n r e l e e o p, o, h e
 n e o, e, on n r T n n, e l n e

Prerequisites: T o l l n e e o o n, h e, e,
 e o, e n e h, n r e h e e, e h e
 o l l o, n e, h e, e on o p a e e on l e e l:
 n l, e o, e, l, l, e, l n e l e e, e, n r
 p o l e, o l n

Models of Teaching: Enhancing Classroom Practice ED 55 2

o, o e, h e, p o e h e, e, h n, n o e o
 p o e, e n l e n n. The e e, n p o, e l
 o e l o, e, h n, l o, n o, n e, n, on l e, e
 h, h p o o e n e n h n e p, l n r o l e n n
 The o. e. e, o p l e e n e, h e, e, h n, e h n, e
 n o, e n, e, l, n r n, on, o, e, e
 o e n n, n r e e p e n n, e, h e, n r e, e, e p e o e
 o n, on l e, e, p e, e, e, o e l
 e e n l e e, e (h e, on, on ep n e n
 o o p e e l e n n n, n, n r o l e p l n. Theo
 e n n r p, e, ll e, o, n e o l e n h o, o
 p p l h a e n r o h e, o e l n e l e, e n, n r e on
 l e e o l l e, e

Music Intermediate

Instrumental ED 12 I

Prerequisites: T o l l n e e o o n
 n, e n l, e, o e e on e p o, e n n
 e, n r e n e n

OR

Vocal ED 12 I

Prerequisites: T o l l n e e o o n, e o o
 p p o p e, o n n, e

The course aims to equip the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

The course is designed to provide the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

Music Intermediate/Senior

Instrumental ED 12 (Course Weight I.)

Prerequisites: The student must have completed the necessary prerequisite courses in the field of music and must have a minimum grade of C in all prerequisite courses.

OR

Vocal ED 12 (Course Weight I.)

Prerequisites: The student must have completed the necessary prerequisite courses in the field of music and must have a minimum grade of C in all prerequisite courses.

The course aims to equip the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

Politics Intermediate/Senior ED 126 (Course Weight I.)

The course aims to equip the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

The course aims to equip the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

Prerequisites: The student must have completed the necessary prerequisite courses in the field of education and must have a minimum grade of C in all prerequisite courses.

Practicum ED 1

The practicum is designed to provide the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The practicum also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

Preventing School Violence and Bullying: Theory, Practice, Evaluation and Implementation ED 55 6

The course aims to equip the students with the necessary skills and knowledge to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively. The course also aims to provide the students with the necessary skills to understand the role of the teacher in the classroom and to develop the necessary skills to manage the classroom effectively.

Primary/ Junior Education ED I 2 (Course Weight 2.)

The ll en le e, he ppl_ he_ no_ le_ e_ ll ne_ n_ on e_ e_ p_ o_ h_ e_ e_ e_ n_ e_ n_ e_ e_ o_ e_ e_ . en. Te, he, n_ r_ a_ , ll e_ n_ e_ n_ . on l_ pp_ o_ h_ a_ n_ p_ e_ p_ e_ a_ pp_ o_ p_ e_ o_ e_ h_ n_ . e_ . en_ n_ h_ e_ . . no_ . . on_ . . -6_ n_ n_ o_ . h_ o_ o_ l_ l_ n_ e_ , h_ h_ e_ n_ o_ . n_ o_ . . on_ n_ r_ T_ n_ n_ . . ll_ . . el_ n_ . . ph_ . . ll_ e_ p_ l_ e_ o_ n_ h_ h_ l_ e_ l_ o_ p_ . . p_ o_ n_ n_ o_ . e_ . . a_ n_ l_ . n_ . e_ n_ on_ . . o_ . h_ o_ p_ . . e_ o_ n_ . . on_ . . e_ l_ . . o_ . e_ l_ e_ p_ . . e_ . e_ . h_ n_ . . o_ . p_ . . n_ . e_ n_ . . l_ . . o_ . o_ . n_ . . on_ n_ . . n_ e_ e_ n_ en_ n_ e_ l_ . on_ n_ n_ o_ . . on_ e_ h_ n_ o_ . . ll_ e_ n_ e_ l_ o_ . p_ o_ n_ e_ n_ o_ . . ll_ Te, he, n_ r_ a_ , ll p_ . . p_ e_ n_ e_ l_ e_ p_ e_ n_ . . h_ p_ n_ e_ . h_ o_ o_ l_ h_ o_ . h_ o_ . h_ e_ e_ n_ o_ . e_ o_ . l_ e_ h_ e_ n_ e_ l_ . on_ h_ p_ o_ . p_ . e_ n_ h_ e_ o_ .

The, o, p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ e_ :

Elementary Language Arts

The l_ n_ . . e_ . . o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . n_ h_ e_ n_ . . e_ . . o_ . e_ . n_ r_ . . e_ p_ l_ o_ e_ . n_ o_ . l_ e_ . . e_ l_ o_ p_ . en_ . . n_ h_ e_ n_ o_ . . ll_ . . n_ h_ e_ n_ r_ . . o_ . . e_ . . e_ . . e_ . . o_ . n_ e_ . . n_ e_ n_ . . on_ l_ p_ p_ o_ . h_ a_ n_ p_ e_ p_ e_ . . n_ r_ . . a_ e_ n_ e_ . h_ e_ e_ h_ . e_ h_ e_ o_ . n_ . . o_ . h_ o_ n_ h_ e_ e_ . . n_ . . n_ o_ . l_ e_ e_ o_ . l_ n_ e_ l_ e_ . . p_ o_ . . n_ . . l_ e_ . . o_ . e_ h_ o_ . o_ n_ . . p_ o_ . . n_ . . n_ . . e_ . . h_ e_ e_ p_ e_ n_ e_ . o_ . n_ . . h_ . . e_ . . o_ . e_ . h_ n_ e_ h_ n_ o_ p_ o_ . o_ e_ . o_ . h_ n_ e_ r_ . n_ . . n_ . . n_ o_ l_ n_ . . ll_ o_ . . n_ . . on_ . . n_ . . ll_ n_ n_ e_ . n_ l_ n_ . . e_ . . h_ o_ h_ e_ . . e_ . e_ . n_ r_ . . a_ e_ . on_ n_ ll_ e_ n_ o_ . e_ o_ e_ l_ e_ e_ . h_ n_ . p_ . . e_ o_ e_ l_ e_ n_ . e_ . h_ n_ r_ h_ e_ o_ .

Elementary Mathematics

The, h_ e_ . . o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . n_ r_ . . a_ . ll_ e_ e_ p_ a_ e_ o_ o_ . h_ e_ p_ l_ n_ e_ h_ n_ o_ l_ . n_ . a_ . n_ . e_ . n_ . e_ p_ l_ o_ . n_ . e_ p_ l_ n_ n_ . . o_ . e_ n_ . . on_ e_ . . n_ . . n_ r_ . . a_ . . n_ r_ . . a_ . ll_ e_ e_ n_ o_ . e_ o_ . e_ l_ e_ n_ . e_ n_ e_ l_ e_ h_ e_ h_ o_ . h_

h_ o_ . h_ . e_ o_ . n_ p_ l_ on_ n_ p_ o_ l_ e_ . . o_ l_ n_ . . e_ l_ . h_ o_ . h_ e_ . . n_ on_ o_ e_ e_ e_ n_ on_ l_ n_ en_ p_ n_ ll_ . . o_ . . en_ n_ . . e_ l_ .

Elementary Science

The, e_ n_ e_ o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . n_ r_ . . a_ . . e_ l_ p_ . . p_ e_ n_ n_ e_ . e_ h_ n_ . . on_ l_ e_ n_ n_ e_ p_ e_ e_ n_ . o_ . n_ e_ p_ a_ . e_ o_ h_ e_ e_ . h_ n_ . n_ l_ e_ n_ n_ . . e_ . e_ en_ n_ e_ l_ . on_ . e_ . n_ p_ l_ n_ n_ p_ o_ h_ e_ n_ l_ e_ . . e_ n_ o_ . h_ e_ e_ . e_ e_ p_ e_ . on_ . o_ . h_ e_ n_ o_ . . ll_

Elementary Social Studies

The, o_ l_ e_ . . o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . . n_ h_ e_ n_ . . o_ . . ll_ . . o_ . . en_ . . n_ r_ . . a_ n_ o_ l_ h_ . . n_ e_ n_ . h_ e_ n_ e_ . on_ n_ h_ e_ . . o_ . e_ n_ on_ e_ n_ . n_ . h_ h_ h_ e_ . n_ h_ e_ e_ l_ . . h_ n_ e_ p_ h_ . on_ n_ e_ p_ e_ . on_ e_ . . l_ e_ n_ n_ l_ . e_ p_ p_ o_ . h_ a_ n_ n_ e_ . on_ . . ll_ . . ll_

Elementary Music

The, o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . The, n_ o_ . . o_ . o_ . e_ n_ . . e_ on_ . . o_ . n_ e_ o_ p_ e_ p_ e_ h_ e_ p_ a_ p_ e_ . e_ l_ . o_ . o_ . e_ . h_ e_ . . h_ . . ll_ n_ r_ n_ o_ . l_ e_ e_ n_ e_ . . o_ . p_ o_ . n_ ll_ e_ p_ e_ n_ e_ . h_ e_ l_ e_ n_ . . h_ o_ o_ l_ h_ l_ e_ n_ .

Elementary Health and Physical Education

The h_ e_ l_ h_ n_ r_ p_ h_ . l_ e_ . . on_ o_ . p_ o_ n_ e_ n_ o_ . h_ o_ . e_ e_ . . ll_ . . n_ n_ . . on_ . . o_ . e_ h_ e_ n_ l_ a_ . n_ r_ . . a_ o_ . n_ e_ . n_ n_ r_ p_ p_ l_ h_ e_ n_ o_ . l_ e_ e_ . ll_ n_ n_ e_ . . o_ . p_ . . n_ n_ . . on_ . . n_ e_ e_ e_ p_ o_ . . o_ . e_ e_ h_ e_ . e_ e_ n_ e_ e_ o_ e_ e_ . . en_ . The, o_ . e_ . . e_ . . n_ e_ o_ o_ e_ . e_ . n_ n_ . e_ . h_ e_ o_ p_ p_ o_ . n_ . o_ . o_ . e_ h_ e_ l_ h_ n_ r_ p_ h_ . l_ e_ . . on_ h_ o_ . h_ e_ p_ e_ e_ n_ e_ n_ ll_ h_ e_ e_ . n_ o_ . h_ e_ . . ll_ . . h_ e_ l_ h_ l_ n_ . . n_ . . en_ l_ o_ e_ . en_ . ll_ n_ . . e_ p_ . . p_ o_ n_ .

Elementary Visual Arts

The... help... on... help... on... help... on...

Psychological Foundations of Learning and Development ED 5 6

The... help... on... help... on... help... on...

Religious Education Intermediate/Senior ED 12 (Course Weight 1.)

The... help... on... help... on... help... on...

Prerequisites: ...

OTE: The... help... on... help... on... help... on...

http://conted.oise.utoronto.ca/Religious_Education.html

School and Society ED 5

The... help... on... help... on... help... on...

The... help... on... help... on... help... on...

Science

The... help... on... help... on... help... on...

Science Biology Intermediate/Senior ED 1 (Course Weight 1.)

The... help... on... help... on... help... on...

Prerequisites: ...

Science Chemistry Intermediate/Senior ED 1 (Course Weight 1.)

The... help... on... help... on... help... on...

Prerequisites: ...

Science General Intermediate ED I I

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

Prerequisites: The student must have completed the necessary theoretical and practical knowledge in the field of Science and Technology.

Science General Intermediate/Senior

ED I (Course Weight 1.)

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

Prerequisites: The student must have completed the necessary theoretical and practical knowledge in the field of Science and Technology.

Science Physics Intermediate/Senior

ED I (Course Weight 1.)

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

Prerequisites: The student must have completed the necessary theoretical and practical knowledge in the field of Science and Technology.

Science and Technology in Content ED 55 I

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

Self Assessment ED 51 6

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

Silver Screen Teachers ED 55 5

The course aims to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology. The course is designed to provide the student with the necessary theoretical and practical knowledge in the field of Science and Technology.

... n h... o... e... e... ch... la... o... l... e... Je... e...
 e... n... on... o... he... e... h... n... The p... pa... o... he...
 o... e... o... e... he... ep... en... on... o... e... he... n... he...
 p... o... o... he... p... pa... o...
 -... n... e... n... n... he... e... l... a... n... o... ple... a... o... e... h... n...
 n... he... ole... o... e... he...
 -... l... _... n... no... on... o... pe... o... _... n... n... _... on...
 -... e... p... n... _... on... ep... on... o... l... _... oo... e... h... n... n... he...
 _... on... e... o... _... hool...
 -... h... l... en... n... _... ple... _... no... on... o... l... _... oo... _... n... e... en...
 n... _... e... n... el... on... h... p...
 -... e... elop... n... o... n... _... a... o... _... e... p... _... e...
 _... e... _... e... he... _... ll... e... elop... he... _... on... ep... on... o...
 e... h... n... n... _... en... _... e... he... _... o... _... n... on... he... _... e... o...
 e... h... n...

Social Sciences General Intermediate/Senior ED 12 (Course Weight 1.)

The... o... e... n... o... _... n... _... a... o... he... _... a... o... n... n...
 _... e... h... o... lo... a... o... e... h... n... o... l... _... en... e... on... e... po... _...
 _... _... a... o... _... a... n... n... o... _... n... e... o... e... h... n... _... e... h... o...
 _... lo... _... a... _... _... _... en... pp... o... h... a... n... _... _... l... _... a... n...
 _... ll... e... _... ne... n... _... e... elope... The... o... e... ll... o...
 _... o... _... on... _... a... n... _... _... on... el... e... o... _... en... _... _... l...
 _... e... _... e... _... o... e... e... h... o... n... l... e... le... _... a...
 _... e... on... _... on... n... e... _... e... _... on... _... ll... a... o... p... _... a...
 n... _... el... _... _... a... _... _... n... en... _... ll... e... e... n... _... a... o...
 p... e... p... _... l... ppl... on... n... ol... _... he... _... n...
 p... _... e... p... e... ph... _... ll... e... p... l... e... on... he... e... o...
 n... _... on... e... h... n... o... _... n... o... he... _... e... n... he... l... _... oo...
 n... o... e... o... e... _... l... h... n... n...

Prerequisites: T... o... ll... n... e... _... o... _... a... n... _... h... o... _...
 (o... o... lo... _... o... n... h... o... lo... _...)

Spanish See International languages

Stress and Burnout: Teacher and Student Applications ED 55

The... o... e... e... _... e... no... e... e... on... _... h... no... e... h... n...
 _... o... _... on... he... ne... _... e... p... _... o... _... a... on... e... he... n...
 _... _... _... en... _... e... on... l... n... l... _... a... _... ene... lo... e... e... _... o... _... a...
 n... _... e... _... e... on... he... l... h... _... en... l... he... l... h... n... _... o... n... e...
 _... n... _... on... n... _... e... on... _... o... _... a... on... he... p... _... l... _... p... _... o...
 _... _... a... on... e... he... _... _... no... _... n... _... _... _... _... _... el... e...
 p... o... le... _... _... e... _... ll... _... _... _... e... _... en... e... o... h... h... _... a... o...
 _... _... no... _... _... on... e... he... _... a... he... o... _... h... _... e... p... o... e... p... l... n...
 _... h... _... o... _... a... n... _... e... p... a... en... on... o... o... _... on... _... no...
 _... _... p... a... o... _... en... _... e... _... ll... o... _... _... _... e... _... en... e... o...
 n... e... n... _... _... _... on... h... l... _... en... n... _... o... n... _... l... _... n... he...
 _... on... e... _... en... a... o... _... h... _... en... n... ll... e... on... n... ol... a...
 p... _... l... e... p... _... o... e... o... n... n... _... _... _... en... n... e... he... _... a...
 n... _... _... _... _... on... o... _... e... _... e... _... o... _... h... p... e... n... _... a...
 -... el... e... p... o... l... e... _... e... _... o... _... h... p... e... n... _... a...
 he... _... o...

Supporting Gifted and High Level Development ED 552

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Teacher Education Seminar ED 6 (Course Weight 1.)

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Visual Arts Intermediate/Senior ED 11 (Course Weight 1.)

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Technological Education Program

Bachelor of Education

Diploma in Technological Education

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

The Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) is a professional certification for teachers in Ontario. It is required for all teachers in Ontario public schools. The O.T.C. of Q. is issued by the Ontario Education Quality Improvement Board (OEQIB). To obtain the O.T.C. of Q., a teacher must complete a minimum of 120 hours of professional development and pass a written examination. The O.T.C. of Q. is valid for five years and must be renewed.

Bachelor of Education Degree and Diploma in Technological Education

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in education. The program includes coursework in education, technology, and business. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.). The program is designed to provide students with the knowledge and skills necessary to become effective teachers in the 21st century. The program is offered by several colleges and universities in Ontario.

The Diploma in Technological Education is a program that provides students with the knowledge and skills necessary to become effective teachers in the 21st century. The program is designed to provide students with the knowledge and skills necessary to become effective teachers in the 21st century. The program is offered by several colleges and universities in Ontario.

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Technological Studies Areas

Technological Studies Areas include: Communications Technology, Construction Technology, Hospitality Services, and Road Based Technology. These areas provide students with the knowledge and skills necessary to become effective teachers in the 21st century. The program is designed to provide students with the knowledge and skills necessary to become effective teachers in the 21st century. The program is offered by several colleges and universities in Ontario.

The seven road based technology (BTT) areas are:

- 1. Communications Technology**

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in education. The program includes coursework in education, technology, and business. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).
- 2. Construction Technology**

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in education. The program includes coursework in education, technology, and business. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).
- 3. Hospitality Services**

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in education. The program includes coursework in education, technology, and business. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

Manufacturing Technology

Application of the manufacturing process in the production of goods and services.

5. Personal Services

Application of the personal services process in the production of goods and services.

6. Technological Design

Application of the design process in the production of goods and services. This includes the design of products, systems, and processes.

Transportation Technology

Application of the transportation technology process in the production of goods and services.

Admission Requirements

Applicants must be at least 18 years of age and have completed the Ontario Secondary School Diploma (OSSD) or equivalent. For more information, visit www.oise.utoronto.ca/admissions.

1. Basic Academic Requirement:

Minimum Ontario Secondary School Diploma (OSSD) or equivalent.

2. English Language Proficiency:

Minimum English Language Proficiency Test (ELPT) score of 64.

Normal Technical Education and Proof of Competence:

Applicants must have completed the Ontario Secondary School Diploma (OSSD) or equivalent. For more information, visit www.oise.utoronto.ca/admissions.

Skilled Wage Earning Experience:

Applicants must have at least 1 year of full-time, skilled wage earning experience in the field of study.

OR

Applicants must have at least 1 year of full-time, skilled wage earning experience in the field of study. The applicant must have completed the Ontario Secondary School Diploma (OSSD) or equivalent.

OR

Applicants must have at least 7 hours of full-time, skilled wage earning experience in the field of study. The applicant must have completed the Ontario Secondary School Diploma (OSSD) or equivalent.

Selection

All applicants will be interviewed. The selection process will include a review of the applicant's resume and a written test. The selection process will also include a practical assessment.

Applicants who are selected for the program will receive a letter of acceptance from the college.

Applicants who are not selected for the program will receive a letter of refusal from the college.

Applicants who are selected for the program will receive a letter of acceptance from the college. The letter will include the name of the program, the start date, and the location of the program.

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Applications are available at:

www.uouac.on.ca/teas

The number on the line is:

1-800-387-2222

1-800-387-2222

To contact us, call 1-800-387-2222

Telephone: 416-978-1848

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Program of Study

The Technological Education Program is a two-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

Students who complete the program will be eligible to apply for the **Technological Studies Apprenticeship Program (TSAP)**. This program provides hands-on training in a specific technology field, such as electrical, mechanical, or plumbing. Students will receive a salary while working and will also receive classroom instruction. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

The program is designed to provide students with the skills and knowledge needed to succeed in the technology sector. Students will receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

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OTE: Ontario Teachers' Certificate of Qualification. The program is designed to provide students with the skills and knowledge needed to succeed in the technology sector. Students will receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

A) Curriculum and Instruction

(Course Weight 2.0)

The Technological Education Program is a two-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

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B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar is a one-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development is a one-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

D) School and Society (Course Weight 0.5)

The School and Society is a one-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

E) Related Studies (Course Weight 0.5)

The Related Studies is a one-year program that prepares students for careers in the technology sector. The program includes courses in mathematics, science, and technology. Students will also receive training in problem-solving, communication, and teamwork. Upon completion of the program, students will be eligible to apply for the Ontario Teachers' Certificate of Qualification.

F) Practicum (Course Weight .5)

The practicum is a 41-hour experience where the student will be placed in a school setting to observe and participate in the teaching process. The student will be assigned to a classroom and will be expected to observe and participate in the teaching process.

Locations of Practicum Assignments

School Boards

- 1) Alameda County Office of Education
- 2) Alameda County Office of Education
- 3) Alameda County Office of Education
- 4) Alameda County Office of Education
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G) Internship (Course Weight .5)

The internship is a 41-hour experience where the student will be placed in a school setting to observe and participate in the teaching process. The student will be assigned to a classroom and will be expected to observe and participate in the teaching process.

Course Descriptions

Course Weights/ Hours

- 1) 0.5 credit, 7 hours
- 2) 0.5 credit, 6 hours

OTES:

- 1) 0.5 credit, 7 hours
- 2) 0.5 credit, 6 hours

Curriculum Development for Technological Studies ETSI (Course Weight 1.0)

The curriculum development for technological studies is a 1.0 credit course. The student will be expected to observe and participate in the teaching process. The student will be assigned to a classroom and will be expected to observe and participate in the teaching process.

Internship

The internship is a 41-hour experience where the student will be placed in a school setting to observe and participate in the teaching process. The student will be assigned to a classroom and will be expected to observe and participate in the teaching process.

OTE: 0.5 credit, 6 hours

Practicum ED 1

The practicum is a 41-hour experience where the student will be placed in a school setting to observe and participate in the teaching process. The student will be assigned to a classroom and will be expected to observe and participate in the teaching process.

Principles and Methods of Teaching Technological Studies ETSI 1 (Course Weight 1.)

The course is designed to help students develop a solid foundation in the principles and methods of teaching technological studies. It covers the theoretical and practical aspects of the field, including the development of lesson plans, the use of instructional materials, and the evaluation of student learning. The course is designed to be a comprehensive introduction to the field, providing students with the knowledge and skills they need to succeed in their careers as teachers of technology.

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Psychological Foundations of Learning and Development ED 5 6

This course provides a comprehensive overview of the psychological foundations of learning and development. It covers the major theories of learning, including behaviorism, constructivism, and cognitive learning theory. The course also explores the developmental stages of children and adolescents, and the role of the environment in shaping learning outcomes. This course is essential for anyone interested in understanding how students learn and how to create effective learning environments.

School and Society ED 5

This course explores the relationship between schools and society, and the role of education in shaping the future. It covers the history of education, the structure of the school system, and the challenges facing schools today. The course also examines the role of parents, the community, and the government in supporting education. This course is essential for anyone interested in understanding the role of schools in society and how to improve the quality of education.

Teacher Education Seminar ED 6 (Course Weight 1.)

This seminar is designed to provide students with the opportunity to explore the role of the teacher in the classroom. It covers the theoretical and practical aspects of teaching, including the development of lesson plans, the use of instructional materials, and the evaluation of student learning. The seminar is designed to be a comprehensive introduction to the field, providing students with the knowledge and skills they need to succeed in their careers as teachers.

Concurrent Teacher Education Program (CTEP)

Concurrent Teacher Education

The Concurrent Teacher Education Program (CTEP) is a unique program that allows students to earn their Bachelor of Education degree while completing their undergraduate degree in another field. This program is designed for students who are interested in teaching and want to save time and money by completing both degrees simultaneously. The program is available in several disciplines, including Business, Health, and Education. The program is a partnership between the University of Toronto and the Ontario Institute for Studies in Education (OISE).

CTEP Partners

Ontario Institute for Studies in Education of the University of Toronto

E mail: ep@oise.utoronto.ca

University of Toronto Scarborough

We site: www.utoronto.ca

Telephone: 416-297-7709

University of Toronto Mississauga

We site: www.utoronto.ca

Faculty of Music

E mail: music@utoronto.ca

Faculty of Physical Education and Health

Email: peh@utoronto.ca

St. Michael's College

E mail: smc@utoronto.ca

Victoria College

E mail: vc@utoronto.ca

Program Information

The program is a partnership between the University of Toronto and the Ontario Institute for Studies in Education (OISE). The program is designed for students who are interested in teaching and want to save time and money by completing both degrees simultaneously. The program is available in several disciplines, including Business, Health, and Education. The program is a partnership between the University of Toronto and the Ontario Institute for Studies in Education (OISE).

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- The program is designed for students who are interested in teaching and want to save time and money by completing both degrees simultaneously.
- The program is available in several disciplines, including Business, Health, and Education.
- The program is a partnership between the University of Toronto and the Ontario Institute for Studies in Education (OISE).

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Teaching Levels and Areas of Study

The program is designed for students who are interested in teaching and want to save time and money by completing both degrees simultaneously. The program is available in several disciplines, including Business, Health, and Education. The program is a partnership between the University of Toronto and the Ontario Institute for Studies in Education (OISE).

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For more information and application
 deadlines please visit the CTEP website:
www.ctep.utoronto.ca

Master of Arts in Child Study and Education

Master of Teaching in Elementary and Intermediate Education

The Master of Arts in Child Study and Education is a two-year program designed to prepare students for careers in education. The program includes coursework in child development, educational theory, and research methods. Students also complete a thesis project.

The program is designed to provide students with a strong foundation in child development and education. Students will learn about the physical, cognitive, and social development of children from birth to adolescence. They will also explore various educational theories and practices, and gain experience through field placements.

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

The Master of Teaching in Elementary and Intermediate Education is a two-year program designed to prepare students for careers in teaching. The program includes coursework in pedagogical theory, classroom management, and assessment. Students also complete a practicum in a classroom setting.

The program is designed to provide students with a strong foundation in pedagogical theory and practice. Students will learn about various teaching methods and classroom management strategies. They will also gain experience through a practicum placement in a classroom setting.

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

Other Programs of Interest to Prospective Teachers

The following are listed on only one of the programs of interest to prospective teachers on the list. The list is on the other side of the page.

University of Toronto Mississauga (TM)

Exceptionality in Human Learning

The program is a one-year program for students who are interested in the field of exceptionalities in human learning. The program is designed to provide students with a strong foundation in the field of exceptionalities in human learning. The program is designed to provide students with a strong foundation in the field of exceptionalities in human learning.

Mathematics Education

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The Early Teacher Project

The program is a one-year program for students who are interested in the field of early teacher education. The program is designed to provide students with a strong foundation in the field of early teacher education. The program is designed to provide students with a strong foundation in the field of early teacher education.

University of Toronto Scarborough (TSC)

The Early Teacher Project

The program is a one-year program for students who are interested in the field of early teacher education. The program is designed to provide students with a strong foundation in the field of early teacher education. The program is designed to provide students with a strong foundation in the field of early teacher education.

Faculty of Music

Music Education

The program is a one-year program for students who are interested in the field of music education. The program is designed to provide students with a strong foundation in the field of music education. The program is designed to provide students with a strong foundation in the field of music education.

Faculty of Physical and Health Education

Physical and Health Education

The program is a one-year program for students who are interested in the field of physical and health education. The program is designed to provide students with a strong foundation in the field of physical and health education. The program is designed to provide students with a strong foundation in the field of physical and health education.

Teachers' Associations of Ontario

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

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'Association des enseignantes et des enseignants franco ontariens (AE O)

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Elementary Teachers' Federation of Ontario (ET O)

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Ontario English Catholic Teachers' Association (OECTA)

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Ontario Secondary School Teachers' Federation (OSST)

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Ontario Teachers' Federation (OT)

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Telephone: 416-966- 4 4
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Qualification Evaluation Council of Ontario (QECO)

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Telephone: 416- -1969
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Financial Assistance and Awards

NOTE: For more information on the Ontario Student Assistance Program (OSAP), please contact the OSAP helpline at 1-800-387-0835 or visit our website at <http://osap.gov.on.ca>.

Financial Assistance

Policy on Student Financial Support

The Ontario Student Assistance Program (OSAP) provides financial support to eligible students enrolled in post-secondary education in Ontario. The program is designed to help students pay for their education and living expenses. OSAP includes grants, loans, and bursaries. The program is administered by the Ministry of Education, Ontario. For more information, please contact the OSAP helpline at 1-800-387-0835 or visit our website at <http://osap.gov.on.ca>.

Ontario Student Assistance Program (OSAP)

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

Further information may be obtained from:

Ontario Student Assistance Program
1-800-387-0835
Toronto
Telephone: 416-977-1919

OR
Ontario Student Assistance Program
1-800-387-0835
Toronto
Telephone: 416-977-1919

For more information on OSAP, please contact the OSAP helpline at 1-800-387-0835 or visit our website at <http://osap.gov.on.ca>.

Ontario Bursary for Students with Disabilities

The Ontario Bursary for Students with Disabilities provides financial support to eligible students with disabilities enrolled in post-secondary education in Ontario. The bursary is designed to help students pay for their education and living expenses. For more information, please contact the OSAP helpline at 1-800-387-0835 or visit our website at <http://osap.gov.on.ca>.

TAPS (University of Toronto Advance Planning for Students)

The TAPS program provides financial support to eligible students enrolled in post-secondary education at the University of Toronto. The program is designed to help students pay for their education and living expenses. For more information, please contact the TAPS helpline at 416-977-1919 or visit our website at <http://taps.utoronto.ca>.

University of Toronto Work Study Plan

The University of Toronto Work Study Plan provides financial support to eligible students enrolled in post-secondary education at the University of Toronto. The program is designed to help students pay for their education and living expenses. For more information, please contact the Work Study Plan helpline at 416-977-1919 or visit our website at <http://workstudy.utoronto.ca>.

Bursary

The **Bursary** is a non-repayable award given to students who demonstrate financial need. The award is based on the student's financial situation and is intended to help with the cost of education. Applications are available to all students who are currently enrolled in a program of study at the University of Toronto.

Applications and further information can be found online at:

<http://www.oise.utoronto.ca/student-services/osapBursaryAward/bursary.php>

Special Bursaries

Christopher Parlier Memorial Fund

The **Christopher Parlier Memorial Fund** is a special bursary awarded to students who demonstrate financial need and are currently enrolled in a program of study at the University of Toronto. The fund is named in honor of Christopher Parlier, a former student of the University who made significant contributions to the field of education.

<http://www.oise.utoronto.ca/student-services/osapBursaryAward/awardsBEd.php>

Jeffrey Drdul Memorial Awards in Special Education

The **Jeffrey Drdul Memorial Awards in Special Education** are awarded to students who demonstrate financial need and are currently enrolled in a program of study in the field of special education at the University of Toronto. The awards are named in honor of Jeffrey Drdul, a former student who was passionate about education and social justice.

Jeffrey Drdul O.S.O.T. Award in Special Education

The **Jeffrey Drdul O.S.O.T. Award in Special Education** is awarded to students who demonstrate financial need and are currently enrolled in a program of study in the field of special education at the University of Toronto. The award is named in honor of Jeffrey Drdul, a former student who was passionate about education and social justice.

Percy J. Tanton Memorial Bursary

The **Percy J. Tanton Memorial Bursary** is a non-repayable award given to students who demonstrate financial need and are currently enrolled in a program of study at the University of Toronto. The award is named in honor of Percy J. Tanton, a former student who made significant contributions to the field of education.

<http://www.oise.utoronto.ca/student-services/osapBursaryAward/awardsBEd.php>

The Donald MacCett Bursary

The **Donald MacCett Bursary** is a non-repayable award given to students who demonstrate financial need and are currently enrolled in a program of study at the University of Toronto. The award is named in honor of Donald MacCett, a former student who made significant contributions to the field of education.

<http://www.oise.utoronto.ca/student-services/osapBursaryAward/awardsBEd.php>

The Morgan Parmenter Award in Guidance

The **Morgan Parmenter Award in Guidance** is awarded to students who demonstrate financial need and are currently enrolled in a program of study in the field of guidance at the University of Toronto. The award is named in honor of Morgan Parmenter, a former student who was passionate about education and social justice.

<http://www.oise.utoronto.ca/student-services/osapBursaryAward/awardsBEd.php>

Entrance Awards

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The **Joseph W. Atkinson Scholarship for Excellence in Teacher Education** is awarded to students who demonstrate financial need and are currently enrolled in a program of study in the field of teacher education at the University of Toronto. The scholarship is named in honor of Joseph W. Atkinson, a former student who was passionate about education and social justice.

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<http://www.oct.ca/foundation>

The Borthwick Ductworth Scholarship

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E.T.O. Bursary Persons with Disabilities, Visible Minorities, Aboriginal Persons, GBT Persons

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<http://www.etfo.ca/BeingaMember/MemberServices/AwardsandScholarships/Pages/default.aspx>

E.T.O. Bursary Women's Program A original Women in Education

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<http://www.etfo.ca/BeingaMember/MemberServices/AwardsandScholarships/Pages/default.aspx>

E.T.O. Bursary Women's Program (Women with Disabilities, Women of Visible Minorities, Aboriginal Women, GBT Women)

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The John Del Grande Scholarship

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James Johnson Masonic Award

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Prof. Arthur Gouden Memorial Entrance Scholarship in Science

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The dependent, eligible household member(s) who are the primary breadwinner(s) of the household are the primary recipient(s) of the award. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

Dr. and Mrs. R. Peterson Memorial Entrance Award

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

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Bertha and Gordon Robertson Entrance Scholarship in Primary/Junior Education

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

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Roseann Runte Award

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

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Sean Stirling Entrance Award

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

University of Toronto Vari Scholarships

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Awards of Honour

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

Primary/Junior Award of Honour

The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household. The award is given to the primary recipient(s) who are the primary breadwinner(s) of the household.

Junior/Intermediate Award of Honour

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Intermediate/Senior Award of Honour

The ... n... en... o... he... helo... on... po... n... on... h... n... o... e... on... hool... Te... he... e... on... e... he... n... hono... o... h... o... n... o... e... en... o... he... e... on... p... en... e... o... n... he... n... e... e... en... o... on... en... on... o... he... helo... on... po... ho... o... e... on... o... n... n... l... o... h... h... p... e... h... n... l... n... h... e...

End of Year Awards

Arnolds Balins Award

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Award for Outstanding Contribution to the Life of the Faculty

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Marjorie A.R.M. Crooke Memorial Award

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Robert Morrice Crooke Award

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E.T. O'Connell Faculty of Education Award

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James W. Cairns Award in Elementary Education

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Mathy Bickmore Peacemaker in Education Award

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R. McMaster Award

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Don Galbraith Preservice Teacher Award of Excellence

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

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O.S.S.T. W. Bryan Memorial Award of Honour

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R. Darrel Phillips Award

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P. A. Petrie Huron County Scholarship

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Aleander Pringle Seggie Award

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Aleander Pringle Seggie Memorial Award

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Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

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Don Wright Scholarship in Vocal Music

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Award Winners 2

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Primary/Junior Award of Honour

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Junior/Intermediate Award of Honour

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Intermediate/Senior Award of Honour

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Arnold Balins Award

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Mathy Bickmore Peacemaking Education Award

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Borthwick Ductworth Scholarship

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James Johnson Masonic Award

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M. Penelope Carter Award

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Marjorie A.R.M. Crooke Memorial Award

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The Robert Morrice Crooke Award

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Frederick Drdul Memorial Awards in Special Education

John Del Grande

Frederick Drdul O.S.O.T. Award in Special Education

John Del Grande

John Del Grande Scholarship

John Del Grande

E.T. Doyle Faculty of Education Award

John Del Grande

James W. Fair Award in Elementary Education

John Del Grande

Don Galbraith Preservice Teacher Award of Excellence

John Del Grande

The Professor Arthur Gaudin Memorial Entrance Scholarship in Science

John Del Grande

The R. McMaster Award

John Del Grande

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

John Del Grande

O.S.S.T. W. Bryan Memorial Award of Honour

John Del Grande

Outstanding Contribution to the Life of the Faculty

John Del Grande

Commendation

John Del Grande

John Del Grande

Morgan Parmenter Award in Guidance

John Del Grande

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

John Del Grande

John Del Grande

John Del Grande

The P. A. Petrie Huron County Scholarship

John Del Grande

The R. Darrel Phillips Award

John Del Grande

Bertha and Gordon Robertson Entrance Scholarship in Primary/Junior Education

John Del Grande

Roseann Runte Award Scholarship

John Del Grande

Aleander Pringle Seggie Memorial Award Business

John Del Grande

Aleander Pringle Seggie Award

John Del Grande

Sean Stirling Entrance Award

John Del Grande

Don Wright Scholarship in Music Education

John Del Grande

John Del Grande

John Del Grande

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Don Wright Scholarship in Vocal Music

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University of Toronto Vari Scholarship

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John Del Grande

Student Services and Activities

In the college, we provide a wide range of services and activities to support your learning and personal development. Our goal is to ensure you have a successful and enjoyable college experience. For more information, visit our website or contact us directly.

Services and Activities

Alumni Association

Our Alumni Association provides a network of former students who can offer advice and support. We also organize reunions and other events to bring alumni together.

Contact: [Phone Number]
Location: [Address]
Telephone: 416-978-1116

Education Commons

Education Commons is a resource for students seeking academic support. We offer tutoring, writing centers, and other services to help you succeed in your courses.

For more information, visit our website or contact us directly. We are here to help you achieve your academic goals.

Education Commons also provides a variety of activities and events to engage students. We offer workshops, seminars, and guest lectures from industry experts.

Education Commons

Telephone: 416-978-1176
We site: [Website]

Library

Telephones: [Phone Numbers]
We site: [Website]

Indigenous Education Centre (IE)

The Indigenous Education Centre (IE) provides a range of services to support Indigenous students. The centre offers a variety of programs and services to help Indigenous students succeed in their studies and careers. The centre also provides a safe and supportive environment for Indigenous students to learn and grow.

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Contact: 08 9423 1111
Location: 100 University Avenue, Perth, WA 6000
Telephone: 416-978 1111

International Students

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International Students' Association (ISA)

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Location: 100 University Avenue, Perth, WA 6000
Telephone: 416-978 1111
E mail: isa@university.edu.au

Midspace Daycare

Midspace Daycare provides a range of services to support children and their families. The centre offers a variety of programs and services to help children succeed in their studies and careers. The centre also provides a safe and supportive environment for children to learn and grow.

Location: 100 University Avenue, Perth, WA 6000
Telephone: 416-978 1111
Fax: 416-978 6477
E mail: daycare@university.edu.au

Student Services Office (SSO)

The Student Services Office (SSO) provides a range of services to support students. The office offers a variety of programs and services to help students succeed in their studies and careers. The office also provides a safe and supportive environment for students to learn and grow.

providing a range of support services to students with disabilities.

Location: ... Telephone: 416-977-7777 Fax: 416-977-6476 We site: ...

Student Teachers' Union

The Student Teachers' Union represents the interests of all teachers in the school district.

Location: ... Telephone: ... Fax: ... We site: ...

University Wide Services and Facilities

Original Student Services and Programs First Nations House

The First Nations House provides a safe and supportive environment for Indigenous students.

Location: ... Telephone: 416-977-1819 Fax: 416-977-1819 We site: ...

Accessibility Services for Students

The Accessibility Services for Students provide support for students with physical disabilities.

Location: ... Telephone: 416-977-6666 Fax: 416-977-1919 We site: ...

Anti Racism and Cultural Diversity Office

The Anti Racism and Cultural Diversity Office promotes a safe and inclusive campus environment.

Location: ... Telephone: 416-977-1109 Fax: 416-971-1819 We site: ...

Career Centre

The Career Centre provides resources and support for students seeking employment.

Location: ... Telephone: 416-977-7777 Fax: 416-977-7777 We site: ...

Community Safety Coordinator

The community safety coordinator provides support and guidance to students, faculty, and staff on campus. The coordinator works with the police and other law enforcement agencies to ensure the safety of the campus. The coordinator also provides training and education on safety issues to the campus community.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-1448
Fax: 416-946-8966
We site: www.utoronto.ca

Family Care

The family care program provides support and guidance to students who are experiencing family issues. The program offers a variety of services, including counseling, referrals to community resources, and support groups. The program also provides information and resources on family violence and child abuse.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-9141
Fax: 416-946-4666
E mail: family@utoronto.ca
We site: www.utoronto.ca

Art House

The art house provides a space for students to create and display their artwork. The art house is open to all students and is a great place to showcase your talent. The art house also provides a variety of resources, including art supplies, equipment, and instruction. The art house is a great place to learn and grow as an artist.

Location: 70 St. George Street, Toronto, ON M5S 1A5
Telephone: 416-978-4141
We site: www.utoronto.ca

Health Services

The health services provide a variety of services to students, including medical care, counseling, and support. The health services are staffed by qualified healthcare professionals and provide a safe and confidential environment for students to receive care. The health services also provide information and resources on health and wellness issues.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-1448
E mail: health@utoronto.ca
We site: www.utoronto.ca

Housing

The housing services provide a variety of options for students, including on-campus housing and off-campus housing. The housing services provide information and resources on housing options and help students find a place to live. The housing services also provide support and guidance to students who are experiencing housing issues.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-1616
E mail: housing@utoronto.ca
We site: www.utoronto.ca

Accommodation and Cost of Living

The following table provides information on the cost of living for students at the University of Toronto. The costs are based on the 2019-2020 academic year.

Room and board	7,200
Books and supplies	1,200
Living expenses	6,000
Health and dental	800
Transportation	700
Personal expenses	1,600
TOTAL	\$12,600

International Student Centre (ISC)

The International Student Centre (ISC) provides a wide range of services to help international students adjust to life in Toronto. We offer orientation programs, language classes, and cultural activities. Our staff is experienced and friendly, and we are committed to providing a supportive environment for all students.

Location: 100 College St., Toronto, ON M5S 1A5
Telephone: 416-978-6664
E mail: info@isc.toronto.on.ca
We site: www.isc.toronto.on.ca

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

The Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office (LGBTQ+) provides a safe and supportive space for students. We offer peer support, social events, and resources for the LGBTQ+ community. Our goal is to create a welcoming and inclusive environment for all students.

Location: 100 College St., Toronto, ON M5S 1A5
Telephone: 416-946-6644
E mail: lgbtq@utoronto.ca
We site: www.lgbtq.utoronto.ca

Office of Convocation

The Office of Convocation is responsible for organizing the graduation ceremony and related events. We provide information and support for students, faculty, and families. Our staff works to ensure a smooth and memorable graduation experience for everyone.

Location: 100 College St., Toronto, ON M5S 1A5
Phone: 416-978-9494
E Mail: convocation@utoronto.ca
We site: www.convocation.utoronto.ca

Sexual Assessment Office

The Sexual Assessment Office provides confidential and professional support for students. We offer individual and group counseling, and resources for sexual health and safety. Our staff is trained and experienced, and we are committed to providing a safe and supportive environment for all students.

Location: 416-978-6664
Telephone: 416-978-6664
We site: www.sexualassessment.utoronto.ca

Status of Women Office

The Status of Women Office provides a safe and supportive space for women. We offer peer support, social events, and resources for women's health and safety. Our goal is to create a welcoming and inclusive environment for all women.

Location: 100 College St., Toronto, ON M5S 1A5
Telephone: 416-978-6664
E mail: statusofwomen@utoronto.ca
We site: www.statusofwomen.utoronto.ca

University of Toronto Students' Union (TSU)

The University of Toronto Students' Union (TSU) represents the interests of students and provides a wide range of services. We offer student government, social events, and resources for student life. Our goal is to create a vibrant and supportive student community.

Location: 100 College St., Toronto, ON M5S 1A5
Telephone: 416-978-4911
Email: tsu@utoronto.ca

Policies and Regulations

OTE: The e on o he pol... e he e el a o he
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English Language Proficiency Policy

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A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

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- OR**
- The... h... e... he e... e... le... o... p... o... en... on one... he... n... n. l. h l... z e... o... l... ne... n... e... on... h, h... o... l... o...

For Applicants To The Bachelor of Education Degree Program

- All ppl, n... o he... helo o... on, n o Teh, he, e e o... l... on, o... onl... e o... n h f... n... on n... e o Teh, n n, le en (n n e e e... on, n r a ho. f e e o he) ... e... e... lle n
- The... o he on... e o... l... n... z e... n. l. h
- OR**
- The... h... e... e... ll... e... o... l... e... h... e... e... len... n... n... e... he e he l... n... z e... n... on n... e... n... on... n. l. h n... h, h... lo... e... n... o... n... he e he... l... n... z e... n. l. h
- OR**
- The... h... e... he e... e... le... o... p... o... en... on one... he... n... n. l. h l... z e... o... l... ne... n... e... on... h, h... o... l... o...

B. Acceptable Tests and Required Scores

OTE: ll... h... e... en... n... h... n... he... e... o... p... o... he... e... o... ppl... on o he Teh, he... on p... o...

... n... o... l... e... en... o... l... o... **TOE**... T... o... n... l... h... o... e... n... n... z... e... o... e... he... he... p... p... e... e... h... e... o... p... e... e... o... he... n... e... e... The... o... l... o... n... **three**... l... h... o... h... e... len... z... e... en... n... n... l... h:

-Paper based, on... h, h... n... o... l... o... e... o... e... e... e... n... l... e... he... T... o... en... n... l... h... o... p... en... h... n... o... e... o... e...

Computer Aided on the Internet
 700 Eglinton Ave. W. Toronto, ON
 M6E 1B5

Internet Aided on the Internet
 910 Eglinton Ave. W. Toronto, ON
 M6E 1B5

OR
 no. 1000 IE TS, 1000
 1000 IE TS, 1000
 1000 IE TS, 1000

OR
 no. 1000 ME AB, 1000
 1000 ME AB, 1000
 1000 ME AB, 1000

OR
 no. 1000 TOP, 1000
 1000 TOP, 1000
 1000 TOP, 1000

OR
 no. 1000 the University of
 Toronto, School of Continuing Studies' English
 language Academic Preparation Course, 1000
 1000 the University of Toronto, School of Continuing Studies' English
 language Academic Preparation Course, 1000

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of English language proficiency is the deadline for submitting evidence of English language proficiency. The deadline for submitting evidence of English language proficiency is the deadline for submitting evidence of English language proficiency.

Testing Agency Information

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

1. TOE (Test of English as a Foreign Language)

TWE (Test of Written English)

TSE (Test of Spoken English)

1000
 Telephone: 1-877-865-4646

Website: www.toe.com

2. IE TS (International English Language Testing System)

1000
 Website: www.ies.com

1000
 The Ontario IE TS
 1000
 Telephone: 1-905-881-1111

Telephone: 1-905-881-1111

Website: www.ontarioies.com

Website: www.ontarioies.com

3. ME AB (Michigan English Language Assessment Battery)

1000
 Telephone: 1-866-696-6966

Website: www.meab.com

Website: www.meab.com

OR

The Toronto
 Telephone: 416-946-9464

Website: www.torontoies.com

Website: www.torontoies.com

4. TOP (Test of Oral Proficiency)

TOW (Test of Written Proficiency)

1000
 Telephone: 416-966-6667

Website: www.torontoies.com

Website: www.torontoies.com

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

Telephone: 416-978-1144

Website: www.utoronto.ca

Website: www.utoronto.ca

Website: www.utoronto.ca

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The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

i) Grade Scale for Courses

Letter Grade	Grade Equivalent	Scale of Numerical Marks	Grade Point Average
A	90-100	91-100	4.0
B	80-89	81-90	3.0
C	70-79	71-80	2.0
D	60-69	61-70	1.0
F	50-59	51-60	0.0
W	Withdrawn	0-49	0.0

ii) Grade Scale for the Practicum

Letter Grade	Grade Equivalent
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59
W	Withdrawn

iii) Internship

The student must complete the following requirements for the degree program.

The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

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The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

The student must complete the following requirements for the degree program.

E. Supplemental Privileges

1. Academic Courses

The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

2. Practicum

The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program. The student must complete the following requirements for the degree program.

The University shall have the right to place in its possession, custody, and control all the property of the University, including all the real and personal property, and to use the same for the purposes of the University. The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

Internship

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

Access to Examination Papers

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

G. Withdrawals

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

F. Conflict of Interest

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

I. Procedures in the Event of Disruptions

1. Principles

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

2. Procedures

The University shall have the right to place in its possession, custody, and control all the real and personal property of the University, including all the real and personal property, and to use the same for the purposes of the University.

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oo: n o, h ll, on, l, h he t e n, o
... n e, ... n, h n a, ... e, ll, e, ... e o
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n elle, p p o l o, he o, n l o, he ... l ...
e, e, ... he o, n l o, he ... l ... nno
... e, p p o l o, he t e n, o n he ... en e o,
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l... oo p o e, ... The ... e one ...
... l n, he, h n a, n, ... n o, he, l...
p a n, n he, ep, ... en l n, ... l ... o, ...
epo n, o he, ... on l, o, n l, ... ell, l e n,
n he, ... p, p ... ho, l, l... a, ... e,
e, he, n r, ... e, e n o, e, ... l... o,
n, h n a, ... e, ... n, he, ... p on
... he e, h n a, o he, l... oo p o e, ... e
... e, e, he, n r, ... a, ho, o no, ... h o
... o, ple e he, o, ... e, n e, he e, e p o e, ...
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o p o o n o, ... e, p ... h ll, e, ... e n r
e, o n l e l e n, ... e, ... o, ... e l, o e e
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... e, he, n r, ... e, ho, e e l, o, n a, o h o, he
... p e l, ... n a, h, h n a, o he
... l... oo p o e, e h, e, n e, o n l ... e e h o
o he ... e, ... p p e l he ... e o l l o, n, he
p o e, ... e, e o, ... n e, h, ... o n

apsed Status

The n e a, e, ... o n e, ... e, ... h e l o o, ... o n, ...
n r, ... p l o, ... n T e h n o l o, ... l, ... o n p o a, ...
n o, ... l l, o, p l e, ... h n, ... n n e, ... o n h p e o, ...
e, ep, ... o, ep o n l, ... n a, p p o e, ... he
t e n, ... e, e, ... o, ... e, ... he, n r, ... e, o a n o
o, p l e l l p o a, ... e, ... e, e n o, ... he, ...
... o n e, ... e, e, e o, he t, p l o, ... n T e h n o l o, ... l
... o n, ... h n, h e n n e, ... o n h, ... a, n, e, ... o
o, p l e o n o, he p o a, ... n r, h, ... n o, ... n n e
e, ... o n n he p o a, ... he e, he, n r, ... a

n r, ... ll, e, o n, ... e e, o e l p e, ... l p e
e, he, n r, ... e, n o n l a, e, ... e, he, n r, ... e o,
... n e, ... o, ... To o n o n r, n o n l a, e, h, ... o
... n e, ... l, ... o, ... o, ...

Request for Reinstatement

l p e e, he, n r, ... e, ... e, ... o, e e n, ... e n
he p o a, ... o, p l e n, ... n, ... n
... e n, ... e n o, ... o he t e n, ... e, e, ... o, ... e e
... e n, ... e n n he p o a, ... ll o n l, ... e, n e, ... o n e
n r, ... o n l, ... he e, ... o, ... e, ... h n, ... e, e, ... o, ... he
e, he, n r, ... a, n l, ... e n he p o a, ...
e, ... o, e n, ... e, e, ... e, ... o, ... p l e,
... h e n, ... he, e, ... o, he t e n, ... e, e, ... o, ... e e h
he e, ... n, ... e n, ... e, ... e n e o, ... o n he p o a,
p o o he l p e Te, he, n r, ... a, ho, e, ... n e
e n, ... e, e n, ... e, e, ... h o, ... h, ... n he, ... o n
o, ... h, h he e n, ... e, e n, ... e, ... n e, ... n r, ... o, p l, ... h
ll, ... o n, ... o n, ... p l e, ... he t e n, ... e, e, ... o, ... e e
Te, he, n r, ... a, ho, e n o, ... n e, ... e n, ... e, e n
n o he p o a, ... e, ... p p l, ... o, ... o n o he
p o a, ...

Appeal Procedures

Bachelor of Education and Diploma in Technological Education Programs

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n e, ... e, ... o n p o a, ... ho, l, ... e, ... o he
) ... e, ... a, ... l l e n

A. Appeal of Academic Grades

e, he, n r, ... e, ... e, ... o, ... p, ... e, ... e
n o, ... ll, ... h he n, ... o, ... n o l e, ... h a e
... o n, ... o n o, ... o l e he t, p, ... e, he o l l o, n, ... o, l
p o e, ... e, ... e n, ... e,
l ... e, he, n r, ... e, ... p p e l, n, ... n a, ... p, ... e
... e o he n, ... o, a p o n, l e, ... h n, ... o, e e,
... o, ... e n, he t, p, ... e, ... e The e, he, n r, ... e
... ll p a e n o he n, ... o, ... e n, ... e, e n
... e l n, he, o, n r, ... o, he p p e l n r, he, o l, ... o n
... o, ... h, The n, ... o, ... ll p o e he e, he
... n r, ... e, ... h, ... e n, ... e, e n, ... n, he ... o n l e
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The e, he, n r, ... e, ... p p e l he, e, ... o n o, he
n, ... o, ... n, ... n a, o he, h, ... o, he t, ep, ... e n
... h n, ... o, e e, ... o, ... e e n a, he, e, ... o n The h
o, he t, ep, ... e n, ... ll, e, e, ... o, ... e he, ... p, ... e
... he, ... e, ... n n o, ... e, e, l e, ... he, h, ... o, he
t, ep, ... e n, ... o n, ... l, ... o n, ... h, ... e, ... e, ... o, he

The e, he, nr e, nr he n, o, n, n, n, he
 e, he, nr e, nr he n, o, n, n, n, he
 .ln, o, he, ep, en, nr he on le, o, he
 e, e, on

The e, he, nr e, nr he n, o, n, n, n, h n, o
 e, e, o, e, ep, ppe l, he, .ln, o, he, ep, en, n,
 h o, h he, e, o, o, he, ppe l, o, e, e, o,
 he, .ln, o, n, lo, The, o, e, e, ll
 ep on l, en, o, o, e, h p
 e, he p, no, h, he, ep, en, e, ppe
 n, pe, on, e, o, e, he, ppe l, o, e, e, The, en
 o, o, on, ho, l, n, l, e, he, e, en, e, e
 p, e, o, l, he, e, he, nr e, nr he n, o, n,
 h, o, he, ep, en, The, o, e, e, ll, e, e,
 he, e, nr, h, o, h, he, e, o, n, n, n,
 o, he, p, on, e, nr, he, e, on, o, he,
 o, e, nr, he, on, le, o, he, e, on

4 The e, he, nr e, he n, o, o, he, h, o,
 he, ep, en, h n, o, e, o, e, ep,
 ppe l, he, .ln, o, he, ppe l, o, e, e, n, n,
 h o, h he, e, o, o, he, on l, ppe l,
 o, e, e, o, he, .ln, o, n, lo, The
 h, o, he, e, e, o, e, ll, he, n,
 ho, .nr, e, el, o, on l, ppe l,
 o, e, e, o, he, he, ppe l, n, on, o,
 p, o, n, en, o, on, he, ppe l, n, nr
 e, nr, ep, en, e, o, ppe n,
 pe, on, h, o, ho, .nr, e, l, o, o, he, o, n,
 p, en, en, n, pe, on, o, .nr, e, l, o,
 en, e, l, e, e, e, e, le, o, e, e,
 p, o, o, he, e, o, he, ppe l, e, e, n, The, ppe l, n,
 no, he, e, no, l, e, h, n, o,
 n, o, p, o, o, he, e, o, he, on l,
 ppe l, he, n, he, he, o, no, he, o, he, e, o,
 ppe n, pe, on, nr, o, e, ep, en, e, n, o,
 he, ppe l, n, e, l, o, no, ppe l, he, o, e,
 ll, p, o, e, h, he, en, o, on, he,
 ppe l, n, o, no, no, he, e, o, he,
 ppe l, ll, e, e, n, e, The, on l, ppe l,
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 h o, h he, e, n, o, o, he, p, on, e, nr,

The e, he, nr e, nr he n, o, n, n, ppe l, o, he,
 e, ppe l, o, o, he) o, e, n, n, o, n, lo,
 he, n, e, n, ppe l, o, he, e, ppe l,
 o, h, ll, e, ep, n, e, ep, on l, n, e,
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 e, e, ep, o, he, on, l, e, on, o, he, e, n,
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B. Appeal of failures in Practice Teaching

e, he, nr e, nr he n, o, n, n, ppe l, o, he,
 e, h, n, o, on, h, he, o, e, e, he, o, n, l, e,
 he, e, o, on, o, no, o, l, e, he, p, e, he, llo, n,
 o, l, p, o, e, e, n, e,

OTE: e, e, e, o, he, n, o, Te, he,
 e, e, on, Te, he, nr e, nr he n, o, n,
 he, e, l, on, e, nr, he, Te, h, n, o, on,

1 e, he, nr e, nr he n, o, n, n, ppe l, n, n, he, l, e,
 e, nr, he, o, e, e, he, o, he, o, n, o, o,
 Te, h, n, h, n, o, e, o, e, e, n, he,
 ep, The, e, he, nr e, ll, p, en, o, he,
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 en, h, n, h, e, o, n, o, p, o, he, e, he,
 nr, e, ppe l, o, he, o, e, e, he, The,
 Te, h, n, o, n, o, n, on, l, on, h,
 he, e, he, nr e, he, o, e, e, he, he,
 p, n, p, l, o, he, hool, nr, he, .ln, n, o,
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 e, he, e, nr, e, en, e, en, o, he,
 e, he, nr e, n, he, on, le, o, n, n, o,
 en, n, he, ppe l,

The e, he, nr e, o, he, o, e, e, he,
 h n, o, e, o, e, ep, ppe l, he, e, on, o, he,
 Te, h, n, o, n, o, h, o, h, he, e,
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 The, o, e, e, ll, ep on l, en,
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The e, he, nr e, he, o, e, e, he, o, he,
 Te, h, n, o, n, o, h n, o, e, o,
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 p, o, n, en, o, on, he, ppe l, n, nr,
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 n, pe, on, h, o, ho, .nr, e, l, o, o, he,
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le... o... ee... p o o he... e o... he ppe l... ee n... The ppe ll n... no... he... no l e h n... o... n... p o o he... e o... he... on l ppe l he n... he he o no... he o... he ele... o ppe n p e on n... o... e... ep... en e... n... o... he ppe ll n e l... o... no ppe l he o... ee... ll p o ee... h he... en... on... he ppe ll n... o... no no... he... e... he ppe l... ll... e... n... The... on l ppe l... o... ee... ll he... on... e... he... e... n... o... n... e... e... on n... on l... n... n... h... o... h... he... e... n... o... o... he p... o... on e ne...

- 4 The e... he... n... e... p... e... n... l ppe l o he... ppe l... o... o... he... o... e... n... n... o... n... l... o... he... n... e... n... ppe l o he... e... ppe l... o... o... h... ll... e... ep... n... e... ep... on l... n... n... e... e... o... en... e... ll... n... no... e... o... ppe l... h... he... e... e... o... he... o... no l e h n n n e... 9... e... e... ep... o... he... o... on l... e... on... o... he... e... n... o...

C. Applicability of Faculty Regulations

The... e... no... ll... h... n... l... e... e... n... he ppl... l... o... l... e... l... on...

e... he... n... e... p... e... on n... he ppl... l... o... l... e... l... on... ll p... a... e... n... o... he... e... e... n... e... l... n... he... o... n... o... he... e... n... he... o... l... on... o... h... The... e... n... on... l... on... h... he... e... n... ll... p... o... e... he... e... he... n... e... h... e... n... e... e... en... n... he... on l... e... n... n... o... e... n... n... he... e... e...

Academic Sanctions for Teacher Candidates Who have Outstanding University Obligations

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Teacher Candidates' Additional Qualification Courses for Educators and Principals' Qualification Program (PQP)

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Policy on Official Correspondence with Students

The University of North Carolina at Chapel Hill is committed to providing a safe and secure environment for all students. This policy outlines the procedures for handling official correspondence between the University and its students.

All official correspondence, including letters, emails, and text messages, must be sent to the official University email address. This ensures that all communication is properly documented and reaches the intended recipient.

Postal Addresses and Electronic Mail Accounts

Students must provide accurate postal addresses and electronic mail accounts to the University. This information is used for the distribution of official correspondence and is kept confidential.

The University is not responsible for correspondence sent to an incorrect address or email account. Students are responsible for keeping their contact information up to date.

University Rights and Responsibilities Regarding Official Correspondence

The University reserves the right to monitor, review, and disclose any correspondence sent to or from its systems. This includes the content of emails, text messages, and social media communications. The University is committed to protecting the privacy of its students and will only disclose information if required by law or if it is necessary to investigate a violation of University policy.

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students have the right to access their official correspondence through the University's secure email system. However, students are responsible for protecting their accounts and passwords. The University is not responsible for any loss of data or unauthorized access to email accounts.

The University is not responsible for any loss of data or unauthorized access to email accounts. Students are responsible for protecting their accounts and passwords.

Academic Staff

Adult Education and Counselling Psychology (AACP)

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Curriculum, Teaching and Learning (CT)

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Institute of Child Study

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Sociology and Equity Studies in Education (SESE)

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Theory and Policy Studies in Education (TPS)

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