

Registrar's Office

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

◆ Initial Teacher Education Programs

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

Admissions

313.9211
313.9212

313.9211 OR 313.9212
313.9211 OR 313.9212
313.9211 OR 313.9212

Registered Students

313.9211

313.9211
313.9211 OR 313.9212

Transcripts & Records

313.9211
313.9212

313.9211
313.9211 OR 313.9212
313.9211

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

313.9211 OR 313.9212 OR 313.9213 OR 313.9214 OR 313.9215

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

313.9211 OR 313.9212 OR 313.9213 OR 313.9214 OR 313.9215

◆ Additional Qualification Courses for Educators

Admissions & Registration

Transcripts & Records

313.9211
313.9212
313.9213

313.9211 OR 313.9212
313.9211
313.9211
313.9211 OR 313.9212
313.9211 OR 313.9212

◆ Graduate Studies in Education

Admissions & Registration

Transcripts & Records

313.9211
313.9212
313.9213

313.9211 OR 313.9212
313.9211
313.9211
313.9211 OR 313.9212
313.9211 OR 313.9212

I

.....
.....
.....

.....
..... **I**

..... (Primary/Junior, Junior/Intermediate, Intermediate/Senior)

..... (Bachelor of Education and Diploma in Technological Education Program)

..... **I**

..... **I**

.....

1. The student must be a resident of Ontario.
2. The student must be at least 17 years of age.
3. The student must have completed the Ontario Secondary School Diploma (OSSD) or an equivalent program.
4. The student must have completed the Ontario Teacher Education Program (O.T.E.P.) or an equivalent program.
5. The student must have completed the Ontario Teacher Qualifying Test (O.T.Q.T.) or an equivalent program.
6. The student must have completed the Ontario Teacher Registration Process (O.T.R.P.) or an equivalent program.
7. The student must have completed the Ontario Teacher Certification Process (O.T.C.P.) or an equivalent program.
8. The student must have completed the Ontario Teacher Assessment Process (O.T.A.P.) or an equivalent program.
9. The student must have completed the Ontario Teacher Evaluation Process (O.T.E.P.) or an equivalent program.
10. The student must have completed the Ontario Teacher Professional Development Process (O.T.P.D.P.) or an equivalent program.

Telephone: (416) 392-2222

Enrolment Limitations

1. The student must be a resident of Ontario.
2. The student must be at least 17 years of age.
3. The student must have completed the Ontario Secondary School Diploma (OSSD) or an equivalent program.
4. The student must have completed the Ontario Teacher Education Program (O.T.E.P.) or an equivalent program.
5. The student must have completed the Ontario Teacher Qualifying Test (O.T.Q.T.) or an equivalent program.
6. The student must have completed the Ontario Teacher Registration Process (O.T.R.P.) or an equivalent program.
7. The student must have completed the Ontario Teacher Certification Process (O.T.C.P.) or an equivalent program.
8. The student must have completed the Ontario Teacher Assessment Process (O.T.A.P.) or an equivalent program.
9. The student must have completed the Ontario Teacher Evaluation Process (O.T.E.P.) or an equivalent program.
10. The student must have completed the Ontario Teacher Professional Development Process (O.T.P.D.P.) or an equivalent program.

Ontario Teacher Qualifying Test

1. The student must be a resident of Ontario.
2. The student must be at least 17 years of age.
3. The student must have completed the Ontario Secondary School Diploma (OSSD) or an equivalent program.
4. The student must have completed the Ontario Teacher Education Program (O.T.E.P.) or an equivalent program.
5. The student must have completed the Ontario Teacher Qualifying Test (O.T.Q.T.) or an equivalent program.
6. The student must have completed the Ontario Teacher Registration Process (O.T.R.P.) or an equivalent program.
7. The student must have completed the Ontario Teacher Certification Process (O.T.C.P.) or an equivalent program.
8. The student must have completed the Ontario Teacher Assessment Process (O.T.A.P.) or an equivalent program.
9. The student must have completed the Ontario Teacher Evaluation Process (O.T.E.P.) or an equivalent program.
10. The student must have completed the Ontario Teacher Professional Development Process (O.T.P.D.P.) or an equivalent program.

Person I. D. (Student Number)

1. The student must be a resident of Ontario.
2. The student must be at least 17 years of age.
3. The student must have completed the Ontario Secondary School Diploma (OSSD) or an equivalent program.
4. The student must have completed the Ontario Teacher Education Program (O.T.E.P.) or an equivalent program.
5. The student must have completed the Ontario Teacher Qualifying Test (O.T.Q.T.) or an equivalent program.
6. The student must have completed the Ontario Teacher Registration Process (O.T.R.P.) or an equivalent program.
7. The student must have completed the Ontario Teacher Certification Process (O.T.C.P.) or an equivalent program.
8. The student must have completed the Ontario Teacher Assessment Process (O.T.A.P.) or an equivalent program.
9. The student must have completed the Ontario Teacher Evaluation Process (O.T.E.P.) or an equivalent program.
10. The student must have completed the Ontario Teacher Professional Development Process (O.T.P.D.P.) or an equivalent program.

2005

2005 continued

2005-01-15	2005-01-15
2005-01-22	2005-01-22

2006

2006-01-15	2006-01-15
2006-01-22	2006-01-22
2006-01-29	2006-01-29
2006-02-05	2006-02-05
2006-02-12	2006-02-12
2006-02-19	2006-02-19
2006-02-26	2006-02-26
2006-03-05	2006-03-05
2006-03-12	2006-03-12
2006-03-19	2006-03-19
2006-03-26	2006-03-26
2006-04-02	2006-04-02
2006-04-09	2006-04-09
2006-04-16	2006-04-16
2006-04-23	2006-04-23
2006-04-30	2006-04-30
2006-05-07	2006-05-07
2006-05-14	2006-05-14
2006-05-21	2006-05-21
2006-05-28	2006-05-28
2006-06-04	2006-06-04
2006-06-11	2006-06-11
2006-06-18	2006-06-18
2006-06-25	2006-06-25
2006-07-02	2006-07-02
2006-07-09	2006-07-09
2006-07-16	2006-07-16
2006-07-23	2006-07-23
2006-07-30	2006-07-30
2006-08-06	2006-08-06
2006-08-13	2006-08-13
2006-08-20	2006-08-20
2006-08-27	2006-08-27
2006-09-03	2006-09-03
2006-09-10	2006-09-10
2006-09-17	2006-09-17
2006-09-24	2006-09-24
2006-10-01	2006-10-01
2006-10-08	2006-10-08
2006-10-15	2006-10-15
2006-10-22	2006-10-22
2006-10-29	2006-10-29
2006-11-05	2006-11-05
2006-11-12	2006-11-12
2006-11-19	2006-11-19
2006-11-26	2006-11-26
2006-12-03	2006-12-03
2006-12-10	2006-12-10
2006-12-17	2006-12-17
2006-12-24	2006-12-24
2006-12-31	2006-12-31

Dean

Dr. [Name]

Associate Deans

Dr. [Name]
Dr. [Name]
Dr. [Name]

Endowed Chairs

Dr. [Name]
Dr. [Name]
Dr. [Name]

[Illegible text]

Human Development and Applied Psychology (HDAP)

[Illegible text]

[Illegible text]

Institute of Child Study

Institute of Child Study, Laboratory School

[Illegible text]

Sociology and Equity Studies in Education (SESE)

[Illegible text]

1. The first part of the document discusses the importance of theory and policy studies in education. It highlights how these studies can help us understand the complex nature of education and how it is shaped by various factors. The text emphasizes that theory and policy studies are not just abstract concepts but are deeply rooted in the real-world experiences of educators and students. It argues that these studies can provide valuable insights into the challenges and opportunities of education, and can help us to develop more effective and equitable educational practices. The document also discusses the role of theory and policy studies in shaping educational policy and practice, and how they can be used to inform decision-making at the local, national, and international levels. The text concludes by stating that theory and policy studies are essential for the advancement of education and for the well-being of all learners.

Theory and Policy Studies in Education (TPS)

2. The second part of the document discusses the importance of theory and policy studies in education. It highlights how these studies can help us understand the complex nature of education and how it is shaped by various factors. The text emphasizes that theory and policy studies are not just abstract concepts but are deeply rooted in the real-world experiences of educators and students. It argues that these studies can provide valuable insights into the challenges and opportunities of education, and can help us to develop more effective and equitable educational practices. The document also discusses the role of theory and policy studies in shaping educational policy and practice, and how they can be used to inform decision-making at the local, national, and international levels. The text concludes by stating that theory and policy studies are essential for the advancement of education and for the well-being of all learners.

Mission

Our mission is to provide a safe, secure, and comfortable environment for our guests. We are committed to providing exceptional service and ensuring that every guest has a memorable stay. We strive to exceed expectations and create a warm, inviting atmosphere for all who visit. Our goal is to be the most trusted and reliable choice for our guests, offering a wide range of amenities and services to meet their needs. We are dedicated to maintaining high standards of cleanliness and safety, ensuring that every guest can relax and enjoy their stay with confidence. Our commitment to excellence is reflected in every aspect of our operation, from the moment a guest enters our doors to the time they leave. We are proud to be a part of a team that values integrity, teamwork, and a passion for service. Our mission is to create a lasting impression on every guest, one that they will cherish and share with others. We are committed to continuous improvement and innovation, ensuring that we stay ahead of the curve and provide the best possible experience for our guests. Our mission is to be the most trusted and reliable choice for our guests, offering a wide range of amenities and services to meet their needs. We are dedicated to maintaining high standards of cleanliness and safety, ensuring that every guest can relax and enjoy their stay with confidence. Our commitment to excellence is reflected in every aspect of our operation, from the moment a guest enters our doors to the time they leave. We are proud to be a part of a team that values integrity, teamwork, and a passion for service. Our mission is to create a lasting impression on every guest, one that they will cherish and share with others.

History

Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations. Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations. Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations.

Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations. Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations. Our history is a testament to our commitment to excellence and our dedication to providing exceptional service. We have a long and proud tradition of being the most trusted and reliable choice for our guests. Our roots are firmly planted in a commitment to quality and a passion for service. We have grown from a small, family-owned business to a leading provider of accommodations and services. Our success is a result of our unwavering dedication to our guests and our commitment to continuous improvement. We have always been known for our exceptional service and our ability to exceed expectations.

• 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

• 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Vision

The Ontario Institute for Studies in Education (OISE) is a leader in the field of education research and practice. We are committed to advancing the knowledge and skills of our students and staff, and to promoting the well-being of our communities. Our vision is to be a world-class institution that is recognized for its excellence in research, teaching, and service. We will achieve this vision by fostering a culture of innovation, collaboration, and excellence. We will also ensure that our research and practice are grounded in the needs and interests of our students and communities. Our vision is to be a world-class institution that is recognized for its excellence in research, teaching, and service. We will achieve this vision by fostering a culture of innovation, collaboration, and excellence. We will also ensure that our research and practice are grounded in the needs and interests of our students and communities.

Directors of the Ontario Institute for Studies in Education

Dr. [Name] [Title]
Dr. [Name] [Title]

Summary of Programs Offered by OISE/UT

OISE/UT offers a range of programs for individuals interested in education, including initial teacher education programs, additional qualification courses for educators, and graduate programs in child study and education, and teaching in elementary and intermediate education.

Initial Teacher Education Programs

OISE/UT offers a range of initial teacher education programs, including the Bachelor of Education Degree, the Diploma in Technological Education, and the Master of Arts in Child Study and Education.

Bachelor of Education Degree

The Bachelor of Education Degree is a four-year program that prepares students for careers in education.

- ◆ Bachelor of Education (General)
- ◆ Bachelor of Education (Special Education)
- ◆ Bachelor of Education (French)
- ◆ Bachelor of Education (English)

Diploma in Technological Education

The Diploma in Technological Education is a two-year program that prepares students for careers in technical education.

Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education is a two-year program that prepares students for careers in child study and education.

- ◆ Master of Arts in Child Study and Education (General)
- ◆ Master of Arts in Child Study and Education (Special Education)

Master of Teaching in Elementary and Intermediate Education

The Master of Teaching in Elementary and Intermediate Education is a two-year program that prepares students for careers in teaching in elementary and intermediate education.

- ◆ Master of Teaching in Elementary and Intermediate Education (General)
- ◆ Master of Teaching in Elementary and Intermediate Education (Special Education)

Additional Qualification Courses for Educators

OISE/UT offers a range of additional qualification courses for educators, including courses in leadership, research, and professional development.

These courses are designed to help educators stay current in their field and advance their careers. They cover a wide range of topics, from classroom management to educational technology.

For more information about these courses, visit the Registrar's Office website.

- ◆ Leadership in Education
- ◆ Research in Education
- ◆ Professional Development
- ◆ Educational Technology
- ◆ Classroom Management
- ◆ Assessment and Evaluation
- ◆ Instructional Design
- ◆ Educational Leadership

For application information and forms, visit the Registrar's Office website:

www.ro.oise.utoronto.ca/

OISE/UT is a leader in research and scholarship in education. Our faculty and students are committed to advancing the field of education through innovative research and scholarship.

Graduate Studies in Education

The Department of Education offers a range of graduate programs in education, including:

- ◆ M.Ed. in Educational Leadership
- ◆ M.Ed. in Educational Policy
- ◆ M.Ed. in Educational Research
- ◆ M.Ed. in Educational Technology
- ◆ M.Ed. in Educational Studies

For more information on these programs, visit the Registrar's Office website at www.ro.oise.utoronto.ca/

For application information and forms, visit the Registrar's Office website:

www.ro.oise.utoronto.ca/

The Institute of Child Study (ICS) is a leading center for research and practice in child development, education, and mental health. It offers a range of graduate programs in child study, including:

Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) is a leading center for research and practice in child development, education, and mental health. It offers a range of graduate programs in child study, including:

Further information is available at the ICS website:

www.oise.utoronto.ca/ICS

Or from:

The Registrar's Office
128 St. George Street
Toronto, Ontario M5S 1A5
Tel: (416) 978-2880
Fax: (416) 978-2881
Email: registrar@oise.utoronto.ca

Bachelor of Education Program

◆ Primary/Junior (P/J)

◆ Junior/Intermediate (J/I)

◆ Intermediate/Senior (I/S)

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 that is required for all Ontario teachers. It is issued by the Ontario College of Education (OCE) and is valid for five years. To obtain the O.T.C. of Q., you must complete a Bachelor of Education program and pass the Ontario Teacher Certification Examinations (OTCE).

Admission Requirements

Applicants must have completed a minimum of 60 credit hours of university-level coursework, including the following:

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of science
- 12 credit hours of social sciences
- 12 credit hours of arts and humanities
- 12 credit hours of health, physical education, and recreation

Applicants must also have completed a minimum of 60 credit hours of university-level coursework, including the following:

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of science
- 12 credit hours of social sciences
- 12 credit hours of arts and humanities
- 12 credit hours of health, physical education, and recreation

Applicants must also have completed a minimum of 60 credit hours of university-level coursework, including the following:

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of science
- 12 credit hours of social sciences
- 12 credit hours of arts and humanities
- 12 credit hours of health, physical education, and recreation

Documentation

Applicants must provide the following documentation:

- Official transcripts from all post-secondary institutions attended
- Proof of English language proficiency (if applicable)
- Proof of completion of the required coursework
- Proof of completion of the required fieldwork

Applicants must also provide the following documentation:

- Official transcripts from all post-secondary institutions attended
- Proof of English language proficiency (if applicable)
- Proof of completion of the required coursework
- Proof of completion of the required fieldwork

Additional Information:

For more information about the Bachelor of Education program, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

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

For more information about the Bachelor of Education program, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

Program of Study

The program of study for the Bachelor of Education degree is designed to provide students with a comprehensive understanding of the field of education. The program includes a variety of courses that cover the theoretical and practical aspects of teaching and learning. Students will gain hands-on experience through field placements and student teaching. The program is designed to prepare students for a career in education, whether in a classroom or in a leadership role.

For more information, visit:

www.saskatchewan.ca/government/education-and-training/primary-and-secondary-education/teaching-and-learning/teaching-education-program

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

The Curriculum and Instruction (C & I) concentration is designed to provide students with a deep understanding of the theoretical and practical aspects of curriculum and instruction. The concentration includes a variety of courses that cover the development of curriculum, the design of instruction, and the assessment of student learning. Students will gain hands-on experience through field placements and student teaching.

The C & I concentration is designed to prepare students for a career in education, whether in a classroom or in a leadership role. The concentration includes a variety of courses that cover the development of curriculum, the design of instruction, and the assessment of student learning. Students will gain hands-on experience through field placements and student teaching.

◆ Primary/Junior (P/J)

The Primary/Junior (P/J) concentration is designed to provide students with a deep understanding of the theoretical and practical aspects of teaching and learning in the primary and junior levels of education. The concentration includes a variety of courses that cover the development of curriculum, the design of instruction, and the assessment of student learning. Students will gain hands-on experience through field placements and student teaching.

◆ Junior/Intermediate (J/I)

The Junior/Intermediate (J/I) concentration is designed to provide students with a deep understanding of the theoretical and practical aspects of teaching and learning in the junior and intermediate levels of education. The concentration includes a variety of courses that cover the development of curriculum, the design of instruction, and the assessment of student learning. Students will gain hands-on experience through field placements and student teaching.

State/SJJ)

The State/SJJ concentration is designed to provide students with a deep understanding of the theoretical and practical aspects of teaching and learning in the state and SJJ levels of education. The concentration includes a variety of courses that cover the development of curriculum, the design of instruction, and the assessment of student learning. Students will gain hands-on experience through field placements and student teaching.

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

1. Discuss the role of the teacher in the learning process.

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning.

4. Discuss the factors that influence learning.

5. Explain the concept of development and its characteristics.

6. Describe the different stages of development.

7. Discuss the factors that influence development.

D) School and Society (Course Weight 0.5)

1. Discuss the relationship between school and society.

2. Explain the concept of socialization and its importance in the school.

3. Describe the different types of socialization.

4. Discuss the factors that influence socialization.

5. Explain the concept of culture and its importance in the school.

6. Describe the different types of culture.

7. Discuss the factors that influence culture.

E) Related Studies (Course Weight 0.5)

1. Discuss the role of the teacher in the learning process.

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning.

4. Discuss the factors that influence learning.

1. Discuss the role of the teacher in the learning process.

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning.

4. Discuss the factors that influence learning.

5. Explain the concept of development and its characteristics.

6. Describe the different stages of development.

7. Discuss the factors that influence development.

8. Explain the concept of socialization and its importance in the school.

9. Describe the different types of socialization.

10. Discuss the factors that influence socialization.

11. Explain the concept of culture and its importance in the school.

12. Describe the different types of culture.

13. Discuss the factors that influence culture.

14. Discuss the role of the teacher in the learning process.

15. Explain the concept of learning and its characteristics.

16. Describe the different types of learning.

17. Discuss the factors that influence learning.

18. Explain the concept of development and its characteristics.

19. Describe the different stages of development.

20. Discuss the factors that influence development.

21. Explain the concept of socialization and its importance in the school.

22. Describe the different types of socialization.

23. Discuss the factors that influence socialization.

24. Explain the concept of culture and its importance in the school.

25. Describe the different types of culture.

26. Discuss the factors that influence culture.

1. Discuss the role of the teacher in the learning process.

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning.

4. Discuss the factors that influence learning.

5. Explain the concept of development and its characteristics.

6. Describe the different stages of development.

7. Discuss the factors that influence development.

8. Explain the concept of socialization and its importance in the school.

9. Describe the different types of socialization.

10. Discuss the factors that influence socialization.

11. Explain the concept of culture and its importance in the school.

12. Describe the different types of culture.

13. Discuss the factors that influence culture.

14. Discuss the role of the teacher in the learning process.

15. Explain the concept of learning and its characteristics.

16. Describe the different types of learning.

17. Discuss the factors that influence learning.

18. Explain the concept of development and its characteristics.

19. Describe the different stages of development.

20. Discuss the factors that influence development.

21. Explain the concept of socialization and its importance in the school.

22. Describe the different types of socialization.

23. Discuss the factors that influence socialization.

24. Explain the concept of culture and its importance in the school.

25. Describe the different types of culture.

26. Discuss the factors that influence culture.

NOTE: The student is required to write an essay on any one of the above topics. The essay should be written in the form of a continuous text and should not be in the form of a list or a table. The student is also required to provide a title for the essay.

1. Discuss the role of the teacher in the learning process.

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning.

4. Discuss the factors that influence learning.

5. Explain the concept of development and its characteristics.

6. Describe the different stages of development.

7. Discuss the factors that influence development.

8. Explain the concept of socialization and its importance in the school.

9. Describe the different types of socialization.

10. Discuss the factors that influence socialization.

11. Explain the concept of culture and its importance in the school.

12. Describe the different types of culture.

13. Discuss the factors that influence culture.

14. Discuss the role of the teacher in the learning process.

15. Explain the concept of learning and its characteristics.

16. Describe the different types of learning.

17. Discuss the factors that influence learning.

18. Explain the concept of development and its characteristics.

19. Describe the different stages of development.

20. Discuss the factors that influence development.

21. Explain the concept of socialization and its importance in the school.

22. Describe the different types of socialization.

23. Discuss the factors that influence socialization.

24. Explain the concept of culture and its importance in the school.

25. Describe the different types of culture.

26. Discuss the factors that influence culture.

Computer Science Intermediate/Senior EDU1040
(Course Weight 1.0)

This course is designed to provide students with a solid foundation in computer science. It covers the fundamentals of programming, data structures, and algorithms. Students will learn to write, test, and debug programs in a high-level programming language. The course also introduces the concepts of data organization and retrieval, and the basic principles of database management systems. Through hands-on projects and assignments, students will gain practical experience in applying computer science concepts to solve real-world problems.

Prerequisites: None

The Craft of Teaching Adults: The Theory and Practice of Adult Education EDU582

This course explores the theoretical and practical aspects of adult education. It examines the unique characteristics of adult learners and the challenges of teaching them. The course covers various instructional strategies and assessment techniques that are effective for adult education. Students will also explore the role of the adult educator and the importance of creating a supportive learning environment. Through case studies and practical exercises, students will develop the skills and knowledge necessary to effectively teach adults.

Cross-Cultural Counselling Skills for Beginning Teachers EDU5518

This course focuses on developing counselling skills for beginning teachers in a cross-cultural context. It explores the cultural differences that can affect the teacher-student relationship and the importance of understanding and respecting these differences. The course covers various counselling techniques and strategies that are effective for working with diverse students. Students will also explore the role of the teacher as a counsellor and the importance of creating a safe and supportive environment for all students. Through role-playing and practical exercises, students will develop the skills and knowledge necessary to effectively counsel students from diverse backgrounds.

Curriculum Theory and Practice for Kindergarten EDU5566

This course explores the theoretical and practical aspects of curriculum development for kindergarten. It examines the role of the curriculum in early childhood education and the importance of creating a developmentally appropriate curriculum. The course covers various curriculum models and strategies that are effective for kindergarten. Students will also explore the role of the teacher in curriculum implementation and the importance of assessing and evaluating the curriculum. Through case studies and practical exercises, students will develop the skills and knowledge necessary to effectively develop and implement a curriculum for kindergarten.

This course is designed to provide students with a solid foundation in data processing. It covers the fundamentals of data collection, organization, and analysis. Students will learn to use various data processing tools and techniques to analyze data and draw conclusions. The course also introduces the concepts of data visualization and the basic principles of data management systems. Through hands-on projects and assignments, students will gain practical experience in applying data processing concepts to solve real-world problems.

Data Processing - see Business Studies

Democratic Values, Student Engagement and Critical Thinking EDU5564

This course explores the relationship between democratic values, student engagement, and critical thinking. It examines the importance of these three concepts in education and the role of the teacher in promoting them. The course covers various strategies and techniques that are effective for promoting democratic values, student engagement, and critical thinking. Students will also explore the role of the teacher in creating a supportive learning environment for all students. Through case studies and practical exercises, students will develop the skills and knowledge necessary to effectively promote these three concepts in the classroom.

Dramatic Arts Intermediate/Senior EDU1070

(Course Weight 1.0)

Students will be able to identify and describe the elements of drama, including plot, character, setting, and theme. They will be able to analyze and evaluate dramatic works, and to create and perform original dramatic works. They will be able to understand the historical and cultural context of drama, and to apply this knowledge to their own work. They will be able to work collaboratively and to communicate effectively. They will be able to understand the role of drama in society, and to use drama as a tool for social change. They will be able to understand the role of drama in education, and to use drama as a tool for learning. They will be able to understand the role of drama in the arts, and to use drama as a tool for artistic expression. They will be able to understand the role of drama in the media, and to use drama as a tool for communication. They will be able to understand the role of drama in the workplace, and to use drama as a tool for problem-solving. They will be able to understand the role of drama in the community, and to use drama as a tool for social service. They will be able to understand the role of drama in the world, and to use drama as a tool for global citizenship.

Prerequisites: -

... ..

Emotional and Behavioural Problems in the Classroom EDU5572

... ..

Empowering Student Learning Through Prior Learning Assessment and Recognition EDU5583

... ..

English (First Language) Intermediate EDU1101

... ..

Prerequisites:

English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)

... ..

Prerequisites:

ESL Across the Curriculum EDU5524

... ..

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)

... ..

Prerequisites:

... ..

French (Second Language) Intermediate EDU1111

1. Le français est une langue romane.
2. Elle est parlée dans de nombreux pays.
3. C'est la langue officielle de la France.
4. Elle est aussi parlée en Afrique du Nord.
5. Le français est une langue internationale.

6

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Geography Intermediate EDU1441

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Prerequisites: Successful completion of Geography Intermediate/ Senior EDU1440 (Course Weight 1.0)

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Prerequisites: Successful completion of Geography Intermediate/ Senior EDU1440 (Course Weight 1.0)

German - See International Languages

Gifted Education: Working with Students of High Academic Ability EDU5529

This course is designed for students who are highly academically able and who are interested in working with students of high academic ability. The course covers the theory and practice of working with these students, including the identification of gifted students, the development of appropriate instructional strategies, and the role of the teacher in promoting the growth and development of these students. The course also explores the impact of social and cultural factors on the development of gifted students and the role of the teacher in addressing these factors.

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Health and Physical Education Intermediate EDU1251

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Prerequisites: Successful completion of Health and Physical Education Intermediate EDU1251

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

History Intermediate EDU1151

This course provides an overview of the world's major geographical features, including climate, population, and natural resources. It covers the physical and human geography of the world, including the major regions and countries. The course also explores the impact of human activities on the environment and the role of geography in the development of societies and cultures.

Prerequisites: Successful completion of History Intermediate EDU1151

History Intermediate/Senior EDU1150

(Course Weight 1.0)

1. The course is designed to provide students with a comprehensive understanding of the historical events and processes that have shaped the world. It covers a wide range of topics, including the Middle Ages, the Renaissance, and the modern era. Students will explore the social, political, and economic changes that have occurred over time, and how these changes have influenced the development of different cultures and societies.

2. The course is structured to allow students to engage in critical thinking and analysis of historical sources. They will learn to identify bias and evaluate the reliability of different types of evidence, such as primary and secondary sources. Through class discussions and assignments, students will develop their ability to construct and defend their own interpretations of historical events.

3. The course also emphasizes the importance of historical context and the role of individuals in shaping history. Students will study the lives of key historical figures and examine the impact of their actions on the course of events. They will also explore the role of social movements and the influence of global events on local societies.

4. The course is designed to be both challenging and rewarding, providing students with a deep understanding of the past and its relevance to the present. It is a course that will equip students with the skills and knowledge necessary to become informed citizens and active participants in their communities.

Individual and Society Intermediate/Senior
EDU1270 (Course Weight 1.0)

Individual and Society Intermediate/Senior
EDU1270 (Course Weight 1.0)

Individual and Society Intermediate/Senior
EDU1270 (Course Weight 1.0)

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)

This course is designed to provide students with a solid foundation in mathematics. The course covers a variety of topics including algebra, geometry, and trigonometry. Students will develop problem-solving skills and a deep understanding of mathematical concepts. The course is designed to be challenging and to prepare students for more advanced mathematics courses.

Prerequisites: Successful completion of Mathematics 10 or equivalent. Students must have a minimum grade of C- in the prerequisite course.

Models of Teaching: Enhancing Classroom Practice EDU5542

This course is designed to provide students with a solid foundation in teaching models. The course covers a variety of topics including classroom management, instructional strategies, and assessment. Students will develop the skills and knowledge necessary to become effective classroom teachers. The course is designed to be challenging and to prepare students for the demands of the classroom.

Music Enrichment for the Elementary Classroom Teacher EDU5523

This course is designed to provide students with a solid foundation in music enrichment. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

NOTE: This course is designed to be challenging and to prepare students for the demands of the classroom.

Music Intermediate

This course is designed to provide students with a solid foundation in music. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

◆ **Instrumental EDU1231**

Prerequisites: Successful completion of Music 10 or equivalent. Students must have a minimum grade of C- in the prerequisite course.
OR

◆ **Vocal EDU1241**

Prerequisites: Successful completion of Music 10 or equivalent. Students must have a minimum grade of C- in the prerequisite course.

This course is designed to provide students with a solid foundation in music. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

This course is designed to provide students with a solid foundation in music. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

Music Intermediate/Senior

This course is designed to provide students with a solid foundation in music. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

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

Prerequisites: Successful completion of Music 10 or equivalent. Students must have a minimum grade of C- in the prerequisite course.
OR

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

Prerequisites: Successful completion of Music 10 or equivalent. Students must have a minimum grade of C- in the prerequisite course.

This course is designed to provide students with a solid foundation in music. The course covers a variety of topics including music theory, music history, and music education. Students will develop the skills and knowledge necessary to become effective music educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)

This course is designed to provide students with a solid foundation in politics. The course covers a variety of topics including political theory, political history, and political education. Students will develop the skills and knowledge necessary to become effective political educators. The course is designed to be challenging and to prepare students for the demands of the classroom.

Research Themes in Canadian FSL Education (online) EDU5166

This course provides an overview of research themes in Canadian FSL education. The course is designed for students who are interested in the field of FSL education and who want to explore the current research in this area. The course covers a wide range of topics, including the history of FSL education, the current state of FSL education, and the future of FSL education. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

NOTE: This course is a required component of the M.Ed. program in FSL Education. Students who are interested in this program should contact the program coordinator for more information.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)

This course is designed for students who are interested in the field of religious education. The course covers a wide range of topics, including the history of religious education, the current state of religious education, and the future of religious education. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

This course provides an overview of the field of FSL education. The course is designed for students who are interested in the field of FSL education and who want to explore the current research in this area. The course covers a wide range of topics, including the history of FSL education, the current state of FSL education, and the future of FSL education. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

Prerequisites: This course is a required component of the M.Ed. program in FSL Education. Students who are interested in this program should contact the program coordinator for more information.

Practicum EDU4010

This course provides a practical experience for students who are interested in the field of FSL education. The course is designed for students who are interested in the field of FSL education and who want to explore the current research in this area. The course covers a wide range of topics, including the history of FSL education, the current state of FSL education, and the future of FSL education. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

Primary/Junior Education EDU1420 (Course Weight 2.0)

This course is designed for students who are interested in the field of primary/junior education. The course covers a wide range of topics, including the history of primary/junior education, the current state of primary/junior education, and the future of primary/junior education. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

Psychological Foundations of Learning and Development EDU3506

This course provides a foundation for students who are interested in the field of learning and development. The course is designed for students who are interested in the field of learning and development and who want to explore the current research in this area. The course covers a wide range of topics, including the history of learning and development, the current state of learning and development, and the future of learning and development. The course is delivered online and is self-paced, allowing students to complete the course at their own convenience.

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

Science

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

◆ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

Prerequisites: This course is designed to provide students with a comprehensive understanding of the scientific process.

◆ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

◆ Science - General Intermediate EDU1301

This course is designed to provide students with a comprehensive understanding of the scientific process. Students will learn to identify and describe the components of an ecosystem, including the flow of energy and the cycling of matter. They will also explore the relationship between the environment and human health, and the impact of human activities on the environment.

Prerequisites: This course is designed to provide students with a comprehensive understanding of the scientific process.

◆ Science - General Intermediate/Senior EDU1300 the Overall and Sms wi]TJT*[(educa80 Tw(D)Tj0.7739 0 TD-0.0001 Tc0.0

Prerequisites: ...

Prerequisites: ...

Spanish - See International Languages

Spirituality in Education EDU5167

...

Students will be able to:

- analyze the relationship between the individual and the community
- identify the role of the individual in the community
- identify the role of the community in the individual

NOTE: This course is a required course for all students in the Education program.

Prerequisites: Successful completion of the following courses:
• EDU1010
• EDU1011
• EDU1012
• EDU1013
• EDU1014
• EDU1015
• EDU1016
• EDU1017
• EDU1018
• EDU1019

Technology for Teachers EDU5574

This course is designed to provide students with the knowledge and skills necessary to use technology in the classroom. Students will learn how to use various software applications, including word processing, spreadsheets, and presentation software. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Technology
- Word Processing
- Spreadsheets
- Presentation Software
- Instructional Technology
- Web Design
- Distance Education
- Assessment Technology
- Emerging Technologies

Visual Arts Intermediate EDU1011

This course is designed to provide students with the knowledge and skills necessary to create and deliver instruction in the visual arts. Students will learn how to use various media, including drawing, painting, and sculpture. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Visual Arts
- Drawing
- Painting
- Sculpture
- Instructional Technology
- Assessment Technology

Prerequisites: Successful completion of the following courses:
• EDU1010
• EDU1011
• EDU1012
• EDU1013
• EDU1014
• EDU1015
• EDU1016
• EDU1017
• EDU1018
• EDU1019

NOTE: This course is a required course for all students in the Education program.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)

This course is designed to provide students with the knowledge and skills necessary to create and deliver instruction in the visual arts. Students will learn how to use various media, including drawing, painting, and sculpture. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Visual Arts
- Drawing
- Painting
- Sculpture
- Instructional Technology
- Assessment Technology

This course is designed to provide students with the knowledge and skills necessary to create and deliver instruction in the area of women, diversity, and the educational system. Students will learn how to use various media, including writing, speaking, and teaching. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Women, Diversity, and the Educational System
- Women's History
- Diversity in the Classroom
- Instructional Technology
- Assessment Technology

Prerequisites: Successful completion of the following courses:
• EDU1010
• EDU1011
• EDU1012
• EDU1013
• EDU1014
• EDU1015
• EDU1016
• EDU1017
• EDU1018
• EDU1019

NOTE: This course is a required course for all students in the Education program.

Women, Diversity and the Educational System EDU5140

This course is designed to provide students with the knowledge and skills necessary to create and deliver instruction in the area of women, diversity, and the educational system. Students will learn how to use various media, including writing, speaking, and teaching. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Women, Diversity, and the Educational System
- Women's History
- Diversity in the Classroom
- Instructional Technology
- Assessment Technology

NOTE: This course is a required course for all students in the Education program.

Youth Popular Culture and Schooling EDU5556

This course is designed to provide students with the knowledge and skills necessary to create and deliver instruction in the area of youth popular culture and schooling. Students will learn how to use various media, including writing, speaking, and teaching. They will also learn how to use technology to create and deliver instruction. The course will cover the following topics:

- Introduction to Youth Popular Culture and Schooling
- Youth Popular Culture
- Schooling
- Instructional Technology
- Assessment Technology

4. Manufacturing Technology

Students will be able to describe the manufacturing process, including the design, production, and distribution of goods.

5. Personal Services

Students will be able to describe the personal services industry, including the design, production, and distribution of services.

6. Technological Design

Students will be able to describe the technological design process, including the design, production, and distribution of goods and services.

7. Transportation Technology

Students will be able to describe the transportation technology industry, including the design, production, and distribution of goods and services.

Admission Requirements

Students must meet all four of the following admission requirements:

1. Students must be at least 16 years old at the time of admission.

Applicants must meet all four of the following admission requirements:

1. Students must be at least 16 years old at the time of admission.
2. Students must have completed a minimum of 10 units of high school coursework.

3. Admission

Students must meet all four of the following admission requirements:

OR

Students must have completed a minimum of 10 units of high school coursework.

OR

Students must have completed a minimum of 10 units of high school coursework.

4. Students must have completed a minimum of 10 units of high school coursework.

Documentation

Students must provide the following documentation:

1. A letter from the student's parent or guardian.
2. A letter from the student's principal.
3. A letter from the student's teacher.

4. $\int_{-\infty}^{\infty} \delta(x) dx = 1$ and $\int_{-\infty}^{\infty} x \delta(x) dx = 0$

F) Practicum (Course Weight 0.5)

The Practicum course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Practicum course.

Locations of Practicum Assignments

School Boards

- 1. Board of Education
- 2. Board of Trustees
- 3. Board of Directors
- 4. Board of Governors
- 5. Board of Regents
- 6. Board of Supervisors
- 7. Board of Commissioners
- 8. Board of Aldermen
- 9. Board of Deputies
- 10. Board of Councillors
- 11. Board of Members
- 12. Board of Officers
- 13. Board of Elders
- 14. Board of Pastors
- 15. Board of Rectors
- 16. Board of Ministers
- 17. Board of Priests
- 18. Board of Bishops
- 19. Board of Cardinals
- 20. Board of Popes
- 21. Board of Emperors
- 22. Board of Kings
- 23. Board of Queens
- 24. Board of Princes
- 25. Board of Dukes
- 26. Board of Counts
- 27. Board of Barons
- 28. Board of Knights
- 29. Board of Lords
- 30. Board of Nobles
- 31. Board of Gentry
- 32. Board of Knights
- 33. Board of Clergy
- 34. Board of Monks
- 35. Board of Nuns
- 36. Board of Friars
- 37. Board of Priests
- 38. Board of Bishops
- 39. Board of Cardinals
- 40. Board of Popes
- 41. Board of Emperors
- 42. Board of Kings
- 43. Board of Queens
- 44. Board of Princes
- 45. Board of Dukes
- 46. Board of Counts
- 47. Board of Barons
- 48. Board of Knights
- 49. Board of Lords
- 50. Board of Nobles
- 51. Board of Gentry
- 52. Board of Knights
- 53. Board of Clergy
- 54. Board of Monks
- 55. Board of Nuns
- 56. Board of Friars
- 57. Board of Priests
- 58. Board of Bishops
- 59. Board of Cardinals
- 60. Board of Popes
- 61. Board of Emperors
- 62. Board of Kings
- 63. Board of Queens
- 64. Board of Princes
- 65. Board of Dukes
- 66. Board of Counts
- 67. Board of Barons
- 68. Board of Knights
- 69. Board of Lords
- 70. Board of Nobles
- 71. Board of Gentry
- 72. Board of Knights
- 73. Board of Clergy
- 74. Board of Monks
- 75. Board of Nuns
- 76. Board of Friars
- 77. Board of Priests
- 78. Board of Bishops
- 79. Board of Cardinals
- 80. Board of Popes
- 81. Board of Emperors
- 82. Board of Kings
- 83. Board of Queens
- 84. Board of Princes
- 85. Board of Dukes
- 86. Board of Counts
- 87. Board of Barons
- 88. Board of Knights
- 89. Board of Lords
- 90. Board of Nobles
- 91. Board of Gentry
- 92. Board of Knights
- 93. Board of Clergy
- 94. Board of Monks
- 95. Board of Nuns
- 96. Board of Friars
- 97. Board of Priests
- 98. Board of Bishops
- 99. Board of Cardinals
- 100. Board of Popes

G) Internship (Course Weight 0.0)

The Internship course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Internship course.

Course Descriptions

Course Weights/Hours

- ◆ Course Weight: 0.5
- ◆ Course Hours: 1.0

NOTES:

- 1) This course is a prerequisite for the Practicum course.
- 2) This course is a prerequisite for the Internship course.
- 3) This course is a prerequisite for the Practicum course.

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

The Curriculum Development for Technological Studies course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Curriculum Development for Technological Studies course.

Internship

The Internship course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Internship course.

NOTE: This course is a prerequisite for the Internship course.

Practicum EDU4010

The Practicum EDU4010 course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Practicum EDU4010 course.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)

The Principles and Methods of Teaching Technological Studies course is designed to provide students with hands-on experience in the field of technological studies. This course is a prerequisite for the Principles and Methods of Teaching Technological Studies course.

**Psychological Foundations of Learning and
Development EDU3506**

Psychological Foundations of Learning and Development EDU3506

1. 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0
2. 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0
3. 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0
4. 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0

Other Programs of Interest to Prospective Teachers

For more information on the programs listed below, please visit the respective program websites.

Faculty of Arts and Science

University of Toronto at Mississauga (UTM)

Exceptionality in Human Learning

This program is designed for students who are interested in the study of human learning and development, particularly in the area of exceptionalities. The program provides a strong foundation in the social and behavioral sciences, with a focus on understanding the unique needs and abilities of individuals with exceptionalities.

Mathematics Education

This program is designed for students who are interested in the study of mathematics education. The program provides a strong foundation in the mathematical sciences, with a focus on understanding the unique needs and abilities of individuals in the field of mathematics education.

This program is designed for students who are interested in the study of mathematics education. The program provides a strong foundation in the mathematical sciences, with a focus on understanding the unique needs and abilities of individuals in the field of mathematics education.

The Early Teacher Project

This program is designed for students who are interested in the study of the early teacher project. The program provides a strong foundation in the social and behavioral sciences, with a focus on understanding the unique needs and abilities of individuals in the field of the early teacher project.

University of Toronto at Scarborough (UTSC)

The Early Teacher Project

This program is designed for students who are interested in the study of the early teacher project. The program provides a strong foundation in the social and behavioral sciences, with a focus on understanding the unique needs and abilities of individuals in the field of the early teacher project.

Faculty of Music

Music Education

This program is designed for students who are interested in the study of music education. The program provides a strong foundation in the musical sciences, with a focus on understanding the unique needs and abilities of individuals in the field of music education.

School of Physical and Health Education

Physical and Health Education

This program is designed for students who are interested in the study of physical and health education. The program provides a strong foundation in the physical and health sciences, with a focus on understanding the unique needs and abilities of individuals in the field of physical and health education.

Teachers' Associations of Ontario

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

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.ontariocollegeofteachers.org

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

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.aefo.org

Elementary Teachers' Federation of Ontario (ETF0)

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.etfo.org

Ontario English Catholic Teachers' Association (OECTA)

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.oecta.org

Ontario Secondary School Teachers' Federation (OSSTF)

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.osstf.org

Ontario Teachers' Federation (OTF)

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.otf.org

Qualification Evaluation Council of Ontario (QECO)

1000 University Ave., Suite 1000
Toronto, Ontario M5G 1R3
Tel: (416) 924-9200
Fax: (416) 924-9201
www.qeco.org

Financial Assistance and Awards

NOTE: Financial assistance is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for financial assistance.

Financial assistance is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for financial assistance.

◆ Financial Assistance

Policy on Student Financial Support

The University of Toronto is committed to providing financial support to students who are registered full-time in a program leading to a degree or diploma. The University's financial support is based on the student's financial need and the student's ability to pay for their education. The University's financial support is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for financial assistance.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) is a federal government program that provides financial support to students who are registered full-time in a program leading to a degree or diploma. OSAP is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for OSAP.

OSAP is available to students who are registered full-time in a program leading to a degree or diploma. OSAP is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for OSAP.

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

Further information may be obtained from:

Financial Services
University of Toronto
127 St. George Street
Toronto, Ontario M5S 1A5
416-978-2811

OR

Financial Services
University of Toronto
127 St. George Street
Toronto, Ontario M5S 1A5
416-978-2811

Ontario Bursary for Students with Disabilities

The Ontario Bursary for Students with Disabilities is a federal government program that provides financial support to students who are registered full-time in a program leading to a degree or diploma. The bursary is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for the bursary.

UTAPS (University of Toronto Advance Planning for Students)

UTAPS (University of Toronto Advance Planning for Students) is a program that provides financial support to students who are registered full-time in a program leading to a degree or diploma. UTAPS is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for UTAPS.

University of Toronto Work-Study Plan

The University of Toronto Work-Study Plan is a program that provides financial support to students who are registered full-time in a program leading to a degree or diploma. The work-study plan is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for the work-study plan.

Applications are available from:
Faculty of Education
Faculty of Business Administration
Faculty of Arts
Faculty of Science

OISE/UT Bursary

The OISE/UT Bursary is a merit-based award for students who have demonstrated exceptional academic achievement. The bursary is available to students who are currently enrolled in a full-time undergraduate program at the University of Toronto. The award is given to students who have achieved a minimum cumulative average of 80% in their undergraduate program. The bursary is awarded for one year and is renewable for a second year if the student maintains the required academic standing. The bursary is available to students who are citizens of Canada or the United States. The bursary is awarded to students who are currently enrolled in a full-time undergraduate program at the University of Toronto. The award is given to students who have achieved a minimum cumulative average of 80% in their undergraduate program. The bursary is awarded for one year and is renewable for a second year if the student maintains the required academic standing. The bursary is available to students who are citizens of Canada or the United States.

Applications are available from:

Faculty of Education
Faculty of Business Administration
Faculty of Arts
Faculty of Science
Faculty of Nursing
Faculty of Health Sciences

◆ Special Bursaries

Christopher Parker Memorial Fund

The Christopher Parker Memorial Fund is a merit-based award for students who have demonstrated exceptional academic achievement. The fund is available to students who are currently enrolled in a full-time undergraduate program at the University of Toronto. The award is given to students who have achieved a minimum cumulative average of 80% in their undergraduate program. The fund is awarded for one year and is renewable for a second year if the student maintains the required academic standing. The fund is available to students who are citizens of Canada or the United States.

Percy H. Taçon Memorial Bursary

The Percy H. Taçon Memorial Bursary is a merit-based award for students who have demonstrated exceptional academic achievement. The bursary is available to students who are currently enrolled in a full-time undergraduate program at the University of Toronto. The award is given to students who have achieved a minimum cumulative average of 80% in their undergraduate program. The bursary is awarded for one year and is renewable for a second year if the student maintains the required academic standing. The bursary is available to students who are citizens of Canada or the United States.

◆ Entrance Awards

The Borthwick-Duckworth Scholarship

The Borthwick-Duckworth Scholarship is a merit-based award for students who have demonstrated exceptional academic achievement. The scholarship is available to students who are currently enrolled in a full-time undergraduate program at the University of Toronto. The award is given to students who have achieved a minimum cumulative average of 80% in their undergraduate program. The scholarship is awarded for one year and is renewable for a second year if the student maintains the required academic standing. The scholarship is available to students who are citizens of Canada or the United States.

1. The first part of the document is a list of names and titles.

Intermediate/Senior Award of Honour

1. The student has demonstrated a high level of achievement in the subject area.

2. The student has shown exceptional ability in the subject area.

3. The student has demonstrated a high level of achievement in the subject area.

4. The student has shown exceptional ability in the subject area.

5. The student has demonstrated a high level of achievement in the subject area.

6. The student has shown exceptional ability in the subject area.

7. The student has demonstrated a high level of achievement in the subject area.

8. The student has shown exceptional ability in the subject area.

9. The student has demonstrated a high level of achievement in the subject area.

10. The student has shown exceptional ability in the subject area.

1. The first step is to identify the problem.
 2. The second step is to analyze the problem.
 3. The third step is to develop a plan.
 4. The fourth step is to implement the plan.
 5. The fifth step is to evaluate the results.
 6. The sixth step is to reflect on the process.
 7. The seventh step is to share the results.
 8. The eighth step is to learn from the experience.
 9. The ninth step is to apply the lessons learned.
 10. The tenth step is to continue to improve.

'Getting There'

Indigenous Education Network (IEN)

The Indigenous Education Network (IEN) is a national network of Indigenous educators and researchers who work in a variety of educational settings. The network provides a platform for Indigenous educators to share their experiences, knowledge and expertise. The network also provides a forum for Indigenous educators to discuss current issues and challenges in Indigenous education.

The network is currently active in a number of areas, including: Indigenous education research, Indigenous education policy, Indigenous education practice, Indigenous education leadership, and Indigenous education advocacy. The network is also active in a number of other areas, including: Indigenous education history, Indigenous education culture, Indigenous education language, and Indigenous education spirituality.

Location: www.indigenouseducationnetwork.org.au
Telephone: 02 9550 1111
E-mail: info@indigenouseducationnetwork.org.au
Website: www.indigenouseducationnetwork.org.au

International Students

International students are students who come from other countries to study in Australia. They bring with them a wealth of cultural knowledge and experiences that can enrich the Australian education system. International students also contribute to the Australian economy through their tuition fees and living expenses. The Australian government and education providers have a responsibility to ensure that international students have a positive and successful experience in Australia.

The Australian government and education providers have a responsibility to ensure that international students have a positive and successful experience in Australia. This includes providing them with the necessary support and services to help them adjust to life in Australia. This includes providing them with information about the Australian education system, the Australian culture, and the Australian lifestyle. It also includes providing them with financial support and accommodation arrangements.

International Students' Association (ISA)

The International Students' Association (ISA) is a national organization that represents the interests of international students in Australia. The ISA provides a range of services and support to international students, including: information and advice, financial support, accommodation arrangements, and cultural and social activities.

The ISA also provides a platform for international students to share their experiences and views on international education in Australia. The ISA is currently active in a number of areas, including: international education research, international education policy, international education practice, international education leadership, and international education advocacy. The ISA is also active in a number of other areas, including: international education history, international education culture, international education language, and international education spirituality.

Location: www.isa.edu.au
Telephone: 02 9550 1111
E-mail: info@isa.edu.au

Kidspace Daycare

Kidspace Daycare is a national network of daycares that provide a safe and nurturing environment for young children. The network provides a range of services and support to children and their families, including: early childhood education, child development, and family support. The network is currently active in a number of areas, including: early childhood education research, early childhood education policy, early childhood education practice, early childhood education leadership, and early childhood education advocacy. The network is also active in a number of other areas, including: early childhood education history, early childhood education culture, early childhood education language, and early childhood education spirituality.

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

The First Nations House provides a safe and supportive environment for Aboriginal students. It offers a range of services including academic support, cultural programming, and a community space. The house is located on the University campus and is open to all students.

Contact: 780-461-5555

Location: 100 University Ave

Edmonton, Alberta T6A 5K1

780-461-5555

Telephone: 780-461-5555

Fax: 780-461-5555

E-mail: fnh@ualberta.ca

Website: www.ualberta.ca/~fnh/

Accommodation and Cost of Living

The University provides a range of accommodation options for students, including on-campus and off-campus housing. The cost of living is also a consideration, and the University offers financial aid and support services to help students manage their expenses.

Room and Board	\$1,200
Books and Supplies	\$500
Transportation	\$100
Personal Expenses	\$100
Health Insurance	\$100
Student Union Fee	\$100
TOTAL	\$1,800

TOTAL\$18,072

Career Centre

The Career Centre provides a range of services to help students explore their career options, develop their resume, and prepare for the job market. Services include career counseling, resume writing, and job search assistance.

The Career Centre is located on the University campus and is open to all students. It offers a range of services including career counseling, resume writing, and job search assistance. The centre is staffed by experienced career advisors who can provide personalized support to students.

Location: 100 University Ave

Edmonton, Alberta T6A 5K1

780-461-5555

Telephone: 780-461-5555

Website: www.ualberta.ca/~career/

Community Safety Coordinator

The Community Safety Coordinator provides a range of services to help students and staff members stay safe on campus. Services include safety training, risk assessment, and incident response. The coordinator is located on the University campus and is open to all students.

Location: 100 University Ave

Edmonton, Alberta T6A 5K1

780-461-5555

Fax: 780-461-5555

Website: www.ualberta.ca/~safety/

Disability Services for Students

The Disability Services for Students provides a range of services to help students with disabilities access and succeed in their university education. Services include academic accommodations, assistive technology, and support services. The services are located on the University campus and are open to all students.

Location: 100 University Ave

Edmonton, Alberta T6A 5K1

780-461-5555

Telephone: 780-461-5555

T.D.D.: 780-461-5555

Fax: 780-461-5555

E-mail: disability@ualberta.ca

Website: www.ualberta.ca/~disability/

Family Care

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

The Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office provides a safe and supportive environment for the LGBTQ+ community. We offer a variety of resources and programs, including support groups, counseling, and educational workshops. Our goal is to promote equality and acceptance for all individuals, regardless of their sexual orientation or gender identity.

Location: 1234 Main Street, Suite 100

1234 Main Street, Suite 100
City, State, Zip

Telephone: (555) 123-4567

Fax: (555) 987-6543

E-mail: info@lgbtqresources.org

Website: www.lgbtqresources.org

Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office is dedicated to promoting racial equality and social justice. We provide resources and support for individuals and organizations working to combat racism and discrimination. Our initiatives include community outreach, education, and advocacy.

Location: 5678 Elm Street, Suite 200

5678 Elm Street, Suite 200
City, State, Zip

Telephone: (555) 234-5678

Fax: (555) 876-5432

Website: www.raceequality.org

Sexual Harassment Office

The Sexual Harassment Office provides support and resources for individuals who have experienced sexual harassment or assault. We offer confidential counseling, legal assistance, and advocacy services. Our goal is to ensure the safety and well-being of our community members.

Location: 9012 Oak Street, Suite 300

9012 Oak Street, Suite 300
City, State, Zip

Telephone: (555) 345-6789

Fax: (555) 765-4321

Website: www.sexualharassment.org

Status of Women Office

The Status of Women Office is committed to advancing the rights and equality of women. We provide resources and support for women in various fields, including career development, leadership training, and advocacy. Our goal is to empower women and create a more equitable society.

Location: 3456 Pine Street, Suite 400

3456 Pine Street, Suite 400
City, State, Zip

Telephone: (555) 456-7890

NOTE: www.utoronto.ca/govcncl/pap/alphapol.htm

The University of Toronto is committed to providing a high quality education for all students. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

- ◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.
- ◆ The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.
- ◆ The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.
- ◆ The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

English Language Proficiency Policy

NOTE: The University of Toronto is committed to providing a high quality education for all students. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

The University of Toronto is committed to providing a high quality education for all students. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

OR

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

OR

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

For Applicants To The Bachelor of Education Degree Program

The University of Toronto is committed to providing a high quality education for all students. This includes providing a high quality education for students who are not native speakers of English. The University's English Language Proficiency Policy is designed to ensure that all students have the necessary English language skills to succeed in their studies.

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

OR

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

OR

◆ All students who are not native speakers of English must demonstrate a minimum level of English language proficiency before being admitted to the University.

For Ontario College of Teachers Special Students

1) **TOEFL** (Test of English as a Foreign Language) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the TOEFL iBT (Internet-Based Test) or 213 on the TOEFL PBT (Paper-Based Test).

OR

B. Acceptable Tests and Required Scores

NOTE: The University of Toronto, School of Continuing Studies, is an English language institution. All students must be able to communicate in English. The minimum English language proficiency required for admission is as follows:

1) **TOEFL** (Test of English as a Foreign Language) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the TOEFL iBT (Internet-Based Test) or 213 on the TOEFL PBT (Paper-Based Test).

2) **TSE** (Test of Spoken English) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 40 on the TSE.

3) **TWE** (Test of Written English) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 40 on the TWE.

4) **TSE** (Test of Spoken English) and **TWE** (Test of Written English) are both required for admission to the University of Toronto, School of Continuing Studies. The minimum scores required for admission are 40 on the TSE and 40 on the TWE.

5) **TSE** (Test of Spoken English) and **TWE** (Test of Written English) are both required for admission to the University of Toronto, School of Continuing Studies. The minimum scores required for admission are 40 on the TSE and 40 on the TWE.

6) **TSE** (Test of Spoken English) and **TWE** (Test of Written English) are both required for admission to the University of Toronto, School of Continuing Studies. The minimum scores required for admission are 40 on the TSE and 40 on the TWE.

OR

7) **IELTS** (International English Language Testing System) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 5.5 on the IELTS.

OR

8) **MELAB** (Michigan English Language Assessment Battery) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 40 on the MELAB.

OR

9) **TOP** (Test of Oral Proficiency) and **TOW** (Test of Written Proficiency) are both required for admission to the University of Toronto, School of Continuing Studies. The minimum scores required for admission are 40 on the TOP and 40 on the TOW.

OR

10) **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 40 on the course.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of English language proficiency is as follows: For students applying for admission to the University of Toronto, School of Continuing Studies, the deadline is 30 days before the start of the program. For students applying for admission to the University of Toronto, School of Continuing Studies, the deadline is 30 days before the start of the program.

D. Testing Agency Information

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

1. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)

For more information, visit the TOEFL website at www.toefl.com or the TSE website at www.tse.com.

2. **IELTS** (International English Language Testing System)

For more information, visit the IELTS website at www.ielts.org.

11) **North American IELTS** is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 5.5 on the North American IELTS.

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

For more information, visit the MELAB website at www.melab.com.

OR

For more information, visit the University of Toronto, School of Continuing Studies website at www.scs.utoronto.ca.

4. TOW (Test of Written Proficiency)
TOP (Test of Oral Proficiency)

.....

1. 1000 20 2000 30 3000 40 4000 50 5000 60 6000 70 7000 80 8000 90 9000 100 10000

I. Procedures in the Event of Disruptions

1. Principles

1. The first principle is that the system must be able to detect a disruption as soon as possible.

2. The second principle is that the system must be able to isolate the disruption to the minimum number of components.

3. The third principle is that the system must be able to restore the system to a state of normal operation as quickly as possible.

2. Procedures

1. The first procedure is to detect a disruption. This is done by monitoring the system for any abnormal behavior. If a disruption is detected, the system must be able to identify the location of the disruption.

2. The second procedure is to isolate the disruption. This is done by shutting down the affected components and preventing the disruption from spreading to other parts of the system.

3. The third procedure is to restore the system to a state of normal operation. This is done by restarting the affected components and ensuring that the system is stable and secure.

B. Appeal of Failures in Practice Teaching

1. The candidate may appeal a failure in practice teaching if the candidate believes that the failure was a result of an error in the evaluation process. The candidate must file an appeal within 10 business days of the date of the failure.

NOTE: The candidate must provide evidence to support the appeal. The evidence must include a copy of the evaluation report, a copy of the candidate's self-reflection, and a copy of the candidate's communication with the supervisor.

2. The candidate must submit the appeal to the appropriate authority. The authority will review the appeal and determine if the failure should be overturned. If the failure is overturned, the candidate will be allowed to re-enroll in the program. If the failure is not overturned, the candidate will be required to complete the program again.

The candidate must provide evidence to support the appeal. The evidence must include a copy of the evaluation report, a copy of the candidate's self-reflection, and a copy of the candidate's communication with the supervisor.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of financial data. This section also highlights the role of internal controls in preventing errors and fraud.

2. The second part of the document focuses on the implementation of effective internal control systems. It provides a detailed overview of the key components of such systems, including segregation of duties, authorization procedures, and regular monitoring. The text also discusses the importance of training employees and maintaining a strong ethical culture within the organization.

Handwritten musical notation on a staff with a treble clef and a 4/4 time signature. The notation includes various notes, rests, and dynamic markings such as mf and mfz . The piece concludes with a double bar line and repeat dots.

