

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

Telephone: 416-978-1848
: 416- -9964
: l: (416) 978-1848
: e e: (416) 996-4444

Registered Students

Telephone: 416-978-4
: 416- -9964
: l: (416) 978-4
: e e: (416) 996-4444

Transcripts & Records Requests

Telephone: 416-978-4
: 416-978-487
: l: (416) 978-487
: e e: (416) 996-4444

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

(416) 978-1848

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

(416) 978-1848

Additional Qualification Courses for Educators

Transcripts & Records Requests

Telephone: 416-978-1684
: 416- -9964

Graduate Studies in Education

& Registration

Telephone: 416-978-1684
: 416- -9964
: l: (416) 978-1684
: e e: (416) 996-4444

Transcripts & Records Requests

Telephone: 416-978-4
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Master of Teaching in Elementary and Intermediate Education Program	
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Important notices

Academic Year

The 2020-2021 school year will begin on September 1, 2020. The school year will end on June 30, 2021. The school year will be a full year of 180 days.

Policy Statement

The school board is committed to providing a safe and secure learning environment for all students. The school board will ensure that all students have access to a quality education. The school board will also ensure that all students are treated with respect and dignity.

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Admission of Internationals

The school board will accept applications for admission of international students. The school board will also ensure that all international students are treated with respect and dignity.

Changes in Programs of Study and/or Courses

The school board will review and update the programs of study and courses. The school board will also ensure that all students have access to a quality education.

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Course Weights/Hours

The school board will review and update the course weights and hours. The school board will also ensure that all students have access to a quality education.

Copyright in Instructional Settings

The school board will ensure that all instructional materials are used in a responsible and ethical manner. The school board will also ensure that all students have access to a quality education.

Criminal Record Report

School Board Requirements

The school board will require all employees to provide a criminal record report. The school board will also ensure that all students have access to a quality education.

For more information, please contact the school board at 416-977-7828.

Email: office@schoolboard.com

Teacher Candidates and Professionalism

Teachers as Professionals

Teaching is a profession that requires a high level of expertise and commitment. Teachers are responsible for the education and development of their students, and they must adhere to a code of ethics and professional standards. This role is not just a job, but a calling that demands the highest level of professionalism and integrity.

Commitment to Excellence

Teachers are committed to excellence in their practice. They continuously seek to improve their skills and knowledge, staying current in their field. They set high standards for themselves and their students, striving for the best possible outcomes in every classroom.

Trust and Integrity

Teachers are entrusted with the care and education of their students, and they must maintain the highest level of trust and integrity. They are honest, transparent, and ethical in all their interactions. They build strong relationships with their students, parents, and colleagues, fostering a supportive and collaborative learning environment.

Respect for Others

Teachers respect the individuality and dignity of every student. They create a safe and inclusive classroom where all students feel valued and supported. They listen to their students, understand their needs, and provide the necessary resources and support to help them succeed.

Dedication and Responsibility

Teachers are dedicated to their profession and take full responsibility for their actions. They are committed to the well-being of their students and the success of their school. They work tirelessly to create a positive learning environment and to make a lasting impact on their students' lives.

Statement of Expectations for Teacher Candidates

Teacher candidates are expected to demonstrate a strong understanding of professional standards and ethics. They should be committed to excellence, trust, and integrity in their practice. They must show a dedication to their profession and a responsibility for their actions. They should be able to work collaboratively with others and to create a positive learning environment for their students.

Teacher candidates should also demonstrate a strong understanding of the needs of diverse learners and be able to differentiate instruction to meet those needs. They should be able to communicate effectively with students, parents, and colleagues. They should be able to reflect on their practice and make adjustments as needed to improve their teaching.

Teacher candidates should be able to work independently and take initiative. They should be able to manage their time effectively and to meet deadlines. They should be able to handle stress and to remain calm and composed in challenging situations. They should be able to work as part of a team and to support their colleagues.

Commitment to Excellence

Teacher candidates are expected to demonstrate a strong commitment to excellence in their practice. They should be continuously seeking to improve their skills and knowledge, staying current in their field. They should set high standards for themselves and their students, striving for the best possible outcomes in every classroom. They should be able to differentiate instruction to meet the needs of all learners and to provide the necessary resources and support to help them succeed.

Trust and Integrity

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Related Resources

<http://www.sa.utoronto.ca>

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

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<http://www.oct.ca/en/Membership/Sections/>

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

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Sessional Dates and Deadlines

Bachelor of Education

Diploma in Technological Education

Please note the following:

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

In the following table, the dates are listed for the Bachelor of Education and Diploma in Technological Education. The dates are listed in the order of the session.

The following link provides information on the University's policies regarding sessional dates and deadlines: www.provost.utoronto.ca/English/Other-University-Policies.html

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Session 14	September 14 - 15, 2023	September 14 - 15, 2023
Session 15	September 17 - 18, 2023	September 17 - 18, 2023
Session 16	September 19 - 20, 2023	September 19 - 20, 2023
Session 17	September 21 - 22, 2023	September 21 - 22, 2023
Session 18	September 23 - 24, 2023	September 23 - 24, 2023
Session 19	September 25 - 26, 2023	September 25 - 26, 2023
Session 20	September 27 - 28, 2023	September 27 - 28, 2023
Session 21	September 29 - 30, 2023	September 29 - 30, 2023
Session 22	October 1 - 2, 2023	October 1 - 2, 2023
Session 23	October 3 - 4, 2023	October 3 - 4, 2023
Session 24	October 5 - 6, 2023	October 5 - 6, 2023
Session 25	October 7 - 8, 2023	October 7 - 8, 2023
Session 26	October 9 - 10, 2023	October 9 - 10, 2023
Session 27	October 11 - 12, 2023	October 11 - 12, 2023
Session 28	October 13 - 14, 2023	October 13 - 14, 2023
Session 29	October 15 - 16, 2023	October 15 - 16, 2023
Session 30	October 17 - 18, 2023	October 17 - 18, 2023
Session 31	October 19 - 20, 2023	October 19 - 20, 2023
Session 32	October 21 - 22, 2023	October 21 - 22, 2023
Session 33	October 23 - 24, 2023	October 23 - 24, 2023
Session 34	October 25 - 26, 2023	October 25 - 26, 2023
Session 35	October 27 - 28, 2023	October 27 - 28, 2023
Session 36	October 29 - 30, 2023	October 29 - 30, 2023
Session 37	November 1 - 2, 2023	November 1 - 2, 2023
Session 38	November 3 - 4, 2023	November 3 - 4, 2023
Session 39	November 5 - 6, 2023	November 5 - 6, 2023
Session 40	November 7 - 8, 2023	November 7 - 8, 2023
Session 41	November 9 - 10, 2023	November 9 - 10, 2023
Session 42	November 11 - 12, 2023	November 11 - 12, 2023
Session 43	November 13 - 14, 2023	November 13 - 14, 2023
Session 44	November 15 - 16, 2023	November 15 - 16, 2023
Session 45	November 17 - 18, 2023	November 17 - 18, 2023
Session 46	November 19 - 20, 2023	November 19 - 20, 2023
Session 47	November 21 - 22, 2023	November 21 - 22, 2023
Session 48	November 23 - 24, 2023	November 23 - 24, 2023
Session 49	November 25 - 26, 2023	November 25 - 26, 2023
Session 50	November 27 - 28, 2023	November 27 - 28, 2023
Session 51	November 29 - 30, 2023	November 29 - 30, 2023
Session 52	December 1 - 2, 2023	December 1 - 2, 2023
Session 53	December 3 - 4, 2023	December 3 - 4, 2023
Session 54	December 5 - 6, 2023	December 5 - 6, 2023
Session 55	December 7 - 8, 2023	December 7 - 8, 2023
Session 56	December 9 - 10, 2023	December 9 - 10, 2023
Session 57	December 11 - 12, 2023	December 11 - 12, 2023
Session 58	December 13 - 14, 2023	December 13 - 14, 2023
Session 59	December 15 - 16, 2023	December 15 - 16, 2023
Session 60	December 17 - 18, 2023	December 17 - 18, 2023
Session 61	December 19 - 20, 2023	December 19 - 20, 2023
Session 62	December 21 - 22, 2023	December 21 - 22, 2023
Session 63	December 23 - 24, 2023	December 23 - 24, 2023
Session 64	December 25 - 26, 2023	December 25 - 26, 2023
Session 65	December 27 - 28, 2023	December 27 - 28, 2023
Session 66	December 29 - 30, 2023	December 29 - 30, 2023
Session 67	January 1 - 2, 2024	January 1 - 2, 2024
Session 68	January 3 - 4, 2024	January 3 - 4, 2024
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Session 72	January 11 - 12, 2024	January 11 - 12, 2024
Session 73	January 13 - 14, 2024	January 13 - 14, 2024
Session 74	January 15 - 16, 2024	January 15 - 16, 2024
Session 75	January 17 - 18, 2024	January 17 - 18, 2024
Session 76	January 19 - 20, 2024	January 19 - 20, 2024
Session 77	January 21 - 22, 2024	January 21 - 22, 2024
Session 78	January 23 - 24, 2024	January 23 - 24, 2024
Session 79	January 25 - 26, 2024	January 25 - 26, 2024
Session 80	January 27 - 28, 2024	January 27 - 28, 2024
Session 81	January 29 - 30, 2024	January 29 - 30, 2024
Session 82	February 1 - 2, 2024	February 1 - 2, 2024
Session 83	February 3 - 4, 2024	February 3 - 4, 2024
Session 84	February 5 - 6, 2024	February 5 - 6, 2024
Session 85	February 7 - 8, 2024	February 7 - 8, 2024
Session 86	February 9 - 10, 2024	February 9 - 10, 2024
Session 87	February 11 - 12, 2024	February 11 - 12, 2024
Session 88	February 13 - 14, 2024	February 13 - 14, 2024
Session 89	February 15 - 16, 2024	February 15 - 16, 2024
Session 90	February 17 - 18, 2024	February 17 - 18, 2024
Session 91	February 19 - 20, 2024	February 19 - 20, 2024
Session 92	February 21 - 22, 2024	February 21 - 22, 2024
Session 93	February 23 - 24, 2024	February 23 - 24, 2024
Session 94	February 25 - 26, 2024	February 25 - 26, 2024
Session 95	February 27 - 28, 2024	February 27 - 28, 2024
Session 96	February 29 - March 1, 2024	February 29 - March 1, 2024
Session 97	March 3 - 4, 2024	March 3 - 4, 2024
Session 98	March 5 - 6, 2024	March 5 - 6, 2024
Session 99	March 7 - 8, 2024	March 7 - 8, 2024
Session 100	March 9 - 10, 2024	March 9 - 10, 2024

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School University Partnerships Office (SPO) and Student Services

T

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Deborah - Toronto

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Michelle

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Ilana Shatzkin - McGill

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Nettie Spence - Toronto

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Dean's Advisory Board

Deborah

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Deborah

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Rosemarie - Dean

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Michelle

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Aaron - Dean

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Charles - Dean

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History and Function of OISE

Mission

The Ontario Institute for Studies in Education (OISE) is a research and education organization that provides leadership in the development of educational policy and practice. It is a non-profit organization that is dedicated to the advancement of education in Ontario and beyond. OISE is a leader in the field of educational research and is committed to providing high-quality education for all.

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History

OISE was founded in 1966 as the Ontario Institute for Educational Studies. It was created by the Ontario government to provide leadership in the development of educational policy and practice. OISE was the first of its kind in Canada and has since become a leading research and education organization in the world. OISE has a long history of providing high-quality education for all and is committed to the advancement of education in Ontario and beyond.

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Directors of the Ontario Institute for Studies in Education

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Deans of the Faculty of Education

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Deans of OISE of the University of Toronto

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Summary of Programs Offered by OISE

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Initial Teacher Education Programs

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Diploma in Technological Education

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Master of Arts in Child Study and Education

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Master of Teaching in Elementary and Intermediate Education

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Additional Qualification Courses for Educators

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Graduate Studies in Education

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Certificate Programs

Certificate in Adult Education

This certificate program is designed for individuals who have completed high school or equivalent and are seeking to gain additional skills and knowledge in a specific field. The program is offered in both English and French. For more information, contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

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Certificate in Adult Training and Development

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Certificate in Leadership Coaching

This certificate program is designed for individuals who have completed high school or equivalent and are seeking to gain additional skills and knowledge in a specific field. The program is offered in both English and French. For more information, contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

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Certificate in Higher Education Leadership

This certificate program is designed for individuals who have completed high school or equivalent and are seeking to gain additional skills and knowledge in a specific field. The program is offered in both English and French. For more information, contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

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Certificate in School Management

This certificate program is designed for individuals who have completed high school or equivalent and are seeking to gain additional skills and knowledge in a specific field. The program is offered in both English and French. For more information, contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

For further information is available from:

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Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) is a laboratory school that provides a unique learning environment for students. The program is offered in both English and French. For more information, contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

For further information is available at the ICS

website:

www.oise.utoronto.ca/ICS

Or from:

Contact the Registrar's Office at (416) 977-1616. Telephone: 416-977-1616. Fax: 416-977-9964. Email: registrar@oise.utoronto.ca

Bachelor of Education Program

Primary/ Junior (P/ Junior/Intermediate (/I Intermediate/Senior (/IS

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

The Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) is required for all teachers in Ontario. It is a professional certification that is valid for life. The O.T.C. of Q. is awarded to teachers who have completed the required education and training, and who have demonstrated the required skills and knowledge. The O.T.C. of Q. is awarded to teachers who have completed the required education and training, and who have demonstrated the required skills and knowledge.

Admission Requirements

Applicants must have completed the required education and training, and must have demonstrated the required skills and knowledge. Applicants must have completed the required education and training, and must have demonstrated the required skills and knowledge. Applicants must have completed the required education and training, and must have demonstrated the required skills and knowledge.

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Documentation

Applicants must provide the following documentation: a copy of their Ontario Secondary School Diploma (OSSD) or equivalent; a copy of their Ontario Teacher's Certificate of Qualification (O.T.C. of Q.); a copy of their Ontario Teacher's Certificate of Qualification (O.T.C. of Q.); a copy of their Ontario Teacher's Certificate of Qualification (O.T.C. of Q.).

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Additional Information:

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For more information, please visit the Registrar's Office website at www.oise.utoronto.ca/admissions. For more information, please visit the Registrar's Office website at www.oise.utoronto.ca/admissions. For more information, please visit the Registrar's Office website at www.oise.utoronto.ca/admissions.

B Teacher Education Seminar

(Course Weight 1)

The Teacher Education Seminar is a 6-credit course designed to provide students with a comprehensive understanding of the field of education. It covers the history, philosophy, and current issues in the field.

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

This course explores the psychological processes that underlie learning and development. It covers topics such as cognitive development, social learning, and the role of the environment in shaping behavior.

D School and Society (Course Weight .5)

This course examines the relationship between schools and society. It discusses the role of schools in socialization, the impact of social and cultural factors on education, and the challenges facing schools in a diverse society.

E Related Studies (Course Weight .5)

This section includes related studies that provide additional context and depth to the core courses. These studies may include research on educational policy, assessment, and the role of technology in education.

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Practicum (Course Weight .5

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G Internship (Course Weight .5

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A Survey of Children's Literature for Elementary Classrooms ED 5511

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A original World Views: Implications for Education ED 511

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no le)e . e . nr ho h no le)e)h n o
he o o e h n) le n n) nr e e h . o . e
on en . . n l . e nr)eno. e e h p o o d e o lo
n n) e h o lo) e h . nr pol . o e e h n)
nr e h n) n - o) n l . o . n a nr)eno.
no le)e n he . e . n elle . l p o p e .) h a
l . e e lo p en nr nno on n - o) n l
e . on T . on l e h n) o . l e . e . e
n o p o e n o l e n n) o . e n e . h a e h
o . h . o . e e n - l e p . . n o h e p o . on o
no le)e o . o h . e n nr nr)eno. p e p e
h . h . h o . f . p o e h e a e h . o e) l e o
h o h e n e r o o a e h . h . . h p e
e l e n e n . o n) h . o) n l p o p l on o
e . e n e e e n e . on pl . on a h e . o . e
p o o o o n) n h e o n) nr h . e . o
nr)eno. no n) h . h . ll . h e p e) o l
p . a n - o) n l nr non - o) n l on e .

OTE: The . o . e . l l e o o h) . . e nr
e . h e e . on nr . a . l o o on n . e o e e
n) h e . en on . . .

Accounting, see Business Studies

The Adolescent Brain: Implications for Instruction ED 55

o n) e n e . a . e n e . n) p . . a n e
h) h l e l e n o e . on o e e a h e e .) l
e . e n . e n e n e nr e . l o o p p l . on
The . o . e . ll e . n e n e . nr n) o . n e . a . e n e
on o l a e n - n e e lo p en nr ho h a e nr n)
n n o . n . on T e h e . nr . a . ll) n n
n e e nr n) o h o o o p . e h e . n - l . o
e n e o . e h n) nr ho) o o n . on l p . e
n e . n e . n e - . n e e o . o . h . l e n n)
n e . e n on e . nr p o o e o n on o o l
e . a e h n) on o n e e lo p en ll
n l . e p o l a o h e e) e l e n e h e) e l e n e
nr h e . e n . h a p e l n e e . The . e o . o . n)
p e e h n o l o . nr . e n o . p p o o l a e n
l e n e . ll h o e . e . The e . ll e o . on
e . o n e . e . ell . e n e n . on
nr . n e . l . a) n . h . h . n e . e o e e h e n e e
o . e e l e n e n) e n e l e . on l o o .
e . e n a e h on on l l o e e lo p en ll e
n a) e n e l on o o l nr e o on l
e e lo p en n . o l a e n e nr h e . pl . on o h
a e h o l o o . n) e en nr p e e l on h p

An Introduction to Second Language Acquisition Processes ED 55I

The . o . e . ll l l o . e h e . nr . a . h e p . . a
n o n e . e e nr e n o l e e l o nr e nr e on
l n) . e . on p o a . e . ll o . on: l
nr . l . e e n a n e on l n) .) e l e n n) .
h e o a o l n) .) e l e n n) . l e n e l n) .) e n e on
l n) . e . on nr 4 o p e h e n on nr
n e . on n e on l n) .) e e h n) : nr . a . ll
e n o l e n e l e e nr . e l e n n) The . o . e
ll a p o n o h e n e e o ll e h e . nr . a . e h e
e . e h e e p e p n) o e h e n h o n e n on l
n) .) a . e . e h e . ll e h . e n e o
e e . l . l nr l n) . . .) o n e .

Anti Racist Education Studies ED 55I

The . o . e . ll o . on nr e . nr n) h n e) e
n - . . e n o e h e e . on e e o
o - n e h e o . h e . on l nr pol . l p . e
The n e n . o e e lo p nr . n e . nr h e p h i a o p h . l
o o o n - . . p . e . e e n) e . on l
n . a n h e e The . o . e . ll p o e . e n e
e . h e . h n . n e . nr n) o . e nr e n e e
p o n) h e on e o p o e nr o n on n
o e . on) . . o e e e h e p l e o . e nr
e n . n e h o o l n) nr h o e h e . n e l . h
e . n) h e p n p l a e e o n - . . p . e

Arts in r an Schools ED 55

The . o . e e plo a . e n p p o h a o h e . n
n e h o o l . h o . on h o h e .) h p l
o l e n e h n) o e . . nr o l . e . e n)
l l e n . e . e . ll e plo e h e o l e h e .
h p l . p e) o l l e nr n h e . . l . n . n
e h o o l . on) o h e h e . e . e n e . ll e plo e h o
o n o p o e h e . o e h n) n n o n - e l o o .
l . a n . . l . nr n . on n o . e
e . p l n e . ell . n o n . l nr o . n . e
p p o h a o h e . n e h o o l e l e . on e . e n e
ll h e n o p p o n . o e plo e e n
e . p l n e nr on e h o h e .) h n o p o e h e
e . e . e n e h n) o o l h n) e

Business Studies Intermediate/Senior

The . o . n a . . a p o) n l . a . . n h e
o l l o n) e . . o n n) . o o n) . e n)
nr . e h nr n) : nr . a . e l e nr . o o
h a e h e e o p e l . on

Prerequisites: T o ll . n e . o . a n . o . n e
e . e . on e on ll e) e n o e . l e n e l
e p e e n e nr e l e p a e e on . e . on

Accounting ED 1 4 (Course Weight 1)

The o. e. e. o. l. e elop. en. pl nn n) .
 nr ple en on n. n. n. o. The
 l. h en nr n en n e o. n e. e le n n)
 en on en , ll. e e. ph. nno e n on l
 e hn. nr en nr e l. on o. en
 pe n e. ll. e e. plo e. he op. h . ll. e
 e n h. o. e n l. e h e. o. e hnolo) . n
 o. n n) o. l a. en e e elop. en. e le on nr
 e on o. o. e n. o. n n) . o. nr
 en nr . e on n e. on nr n he el
 o. o. n n)

**Data Processing ED 1 5 (Course Weight 1,
 (not offered in 2, /2)**

The o. e. e. e. l. h. l. e elop. en. pl nn n) .
 nr ple en on n. o. n. n. on Te hnolo).
 n na. The l. h en nr n en n e o. n
 e. e le n n) en on en n . o. p. e. l. oo
 . ll. e e. ph. e nno e n on l e hn. e
 o. e. hn) e . o. o. e p.) a n l. n) . o.
 p o. n) . a p e. hee. nr he n e n e. ll. e
 e plo e. he op. h . ll. e e n h.
 . o. e n l. e en nr e l. on o. en
 pe n e. o. l a. en e e elop. en. e le on nr
 e on o. o. e n n. on Te hnolo).
 . o. nr en nr . e on n e. on nr
 n he el. o. n. on Te hnolo). l a e
 p o. e o. h nr . on e pe en e. h o. o. p. e
 nr n e n e

**Marketing and Merchandising ED 1 6 (Course
 Weight 1)**

The o. e. e. e. l. h. l. e elop. en. pl nn n) .
 nr ple en on n. o. n. e n) nr
 n en on l. na. The l. h en nr
 n en n e o. n e. e le n n) en on en n
 e n) . l. oo ll. e e. ph. e
 n on l e hn. e o. e. hn) e n) nr
 n en on l. na. ll. e e. plo e. he op. h
 . ll. e e n h. o. e n l. e h e. o. e
 e hnolo) . n e n) nr n en on l. na
 . o. nr en nr e l. on o. en pe n e.
 . o. l a. en e e elop. en. e le on nr . e on o. o.
 o. e n. e n) nr n en on l. na. o.
 nr en nr . e on n e. on nr n he
 lo l nr) lo l e p. l. e

**Child A use and its Appearance in the 1, 12
 Classroom ED 55**

The o. e. e. ll e ne n en. ho e
 o. e n he l a nr he o. n a
 e. ll. e) n on e n) he n . en e nr h e
 o. e n o. o. h t e. o. e l o. he
 e elop. en o. h t e nr o. p. e n o. p e pe on
 . ll. e p a en e o. p l. on n) o. e n)
 . l. l. on e ll. e e. plo e. e. ll. ho
 h t p a en n. l. oo nr ho. e. he
 e o) n e. he he h t en) e n)
 o. n on o l e e nr l n. l. e e e. he
 p l. on o. e pe en a o. e n he l a o. o.
 h t en, ll. e o. l ne n ll. e. ll. o. o) e he o
 e elop. e) a o a pon n) pp op el o. h t
 e p a en e n he. hool en on en

**Children's literature Within a Multicultural
 Content ED 51 2**

The o. e. e. e. plo n. h. h o. n) h t en.
 . l. l. e nr l e e o) e he n n n e. e
 nne The o l e n ho. o e n) e o. he
 . l. l. l.) o. nr . nr n e a. h . h t en o. e e
) o. nr n) o he. l. oo nr o. e. o l l o e o
 . nr e nr l e e. o e e e p l. o a he he
 on l o l l a o. on e po l. l. l. l. o.
 no on l help. e. ne . h t en nr n e. nr n)
 o. e l. he l o l l o. o he. o lo q. n o. p p e e.
 nr e e no he . l. e The p l o
 e. he. o l e n ho. o e n) e o. he. l. l
 e nr n e a. h . h t en o. e) o. nr
 n) o he. l. oo nr o e plo e he a n o l l o e n
 o e o open. p he. o l o l e e o ll he
 en. The e h nr . on o. e nr he o.
 o e elop. e) a o en)) n. en. h n he
 . l. oo n. e n n) . l. lo) e. o. e n) he
 o. p e on l n e on . h he . l. l. l. l
 e e ho. o en o.) e en. o h e he
 o. n. l. l. o a nr . o e. o. one. o l o
 no he l e ph. o. p l. e on he e l e n e o
 . l. l. l. l. h t en l e e o. no en. e l
 a e e nr l e o. on nr o he. hool
 el on h p o he. l. l. o. n a . e e a nr .
 e l e n e n. on on n) o. h. n) h. nr . o l
 e

OTE: The o. e. e. l l e o. o h) e nr
 e. he e on nr . a . l. on n e o. e e
 n) he. en on

Classical Studies, Latin ED 12 (Course Weight 1, (not offered in 2, /2)

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

Prerequisites: T_o ll. n. e. . . o. . . n. . . n

Comparative and International Education: Issues for Teachers ED 55

. . . o. p. . . e. n. n. e. n. o. n. l. e. . . o. n. . . n. n. e. . . p. l. n. . . e. l. h. l. o. g. . .)-p. . . e. h. h. e. e. l. o. n. h. p. e. . . e. n. e. . . o. n. n. r. p. o. l. . . l. e. o. n. . . n. . . o. l. h. n. . . e. n. . . e. n. . . o. n. . . a. n. . . e. . . o. n. . . o. h. e. . . o. l. . . e. . . h. n. n. h. o. . . e. l. . . o. e. n. . .) . . . a. h. e. . . p. o. e. e. n. o. e. . . o. n. n. r. h. e. l. p. e. . . o. . . e. o. e. . . o. e. e. l. e. e. . . o. h. e. o. . . n. . . h. o. o. l. n. r. e. . . o. n. . . e. . . e. . . o. . . h. e. p. e. p. e. e. o. o. h. e. The. o. . . e. . . l. l. e. n. o. . . e. . . e. n. o. l. o. g. . . h. e. n. . . n. e. . . o. n. . . e. . . e. . . o. . . p. . . e. p. e. p. e. e. The. o. l. o. h. e. . . o. . . e. . . o. n. e. e. . . e. n. . . n. r. e. . . n. . . o. h. e. . . e. l. . . o. . . p. . . e. n. n. e. n. o. n. l. e. . . o. n. . . e. l. . . o. h. e. o. l. . . e. h. e. . . h. e. . . n. r. e. . . n. . . o. l. e. n. n.) p. o. . . n. r. h. e. n. e. . . n. e. . . o. n. l. p. o. l. . .

Computer Science Intermediate/Senior ED 1 (Course Weight 1,

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

Prerequisites: T_o ll. p. a. . . e. o. n. . . o. . . e. n. . . o. p. . . n. . . o. p. p. o. e. . . e. l. e. p. e. e. n. e.

Crafting a Teacher Identity: Developing Beliefs and Practices ED 552

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

Critical Literacies: Language Practices for Social Justice ED 55

n. h. o. . . e. e. h. e. . . n. . . a. . . l. l. e. p. l. o. e. h. e. p. a. . . l. . . a. n. r. p. o. . . l. l. e. . . a. n. l. l. n. . . l. n. . . l. . . l. . . l. l. . . o. o. . . h. l. e. . . o. . . o. l. h. n. . . e. The. o. . . e. e. . . e. n. . . h. . . n. . . o. . . o. . . e. . . n. . . n. . . e. . . n. . . p. n. . . n. r. e. . . n. n. . . o. e. h. e. . . h. n. n. e. . . o. n. e. p. o. n. o. l. e. . . e. . . e. . . l. l. n. . . t. . . e. . . h. o. o. l. . . e. . .) . . . p. . . e. . . o. . . e. . . o. n. n. r. n. o. n. . . o. n. . . n. r. o. . . o. . . h. o. o. l. . . e. . .) . . . n. e. . . p. p. e. . . T. o. . . e. . . l. . . n. . . o. p. e. . .) . . . e. . . e. . . o. . . e. o. e. . . l. . . h. h. o. . . h. e. . . e. . . l. . . e. . . h. p. e. o. . . o. . .) a. n. h. o. . . h. e. . . h. p. e. p. e. . . o. n. o. . . e. . . n. . . e. . . n. e. l. l. . . h. o. . . h. e. . . l. . . p. n. . . n. . . o. n. . . n. . . e. . . e. . . h. e. . . n. . . a. . . l. l. e. n. o. . . e. l. e. h. e. . . n. o. l. e. . . e. . . o. n. . . e. . . n. . . n. o. l. e. . . e. n. . . l. . . e. l. . . o. n. . . o. . . n. a. . . o. l. n. . .) e. . . o. o. l. . . o. . . l. . . n. . . o. . . o. n. . . n. . .) n. n. r. e. l. o. p. n. . . o. p. e. e. n. . . e. n. . . l. l. e. . . p. l. l. e. . . n. . . e. n. l. o. . . n. . . h. e. . . n. . . o. n. . . o. . . e. h. e. . . n. . . a. . . o. l. . . o. . . e. h. e. . . h. e. . . e. h. e. . . n. o. l. e. . . e. o. o. n. p. e. . .) o. . . h. . . p. p. o. n. . . n. e. . . e. n. . . n. r. e. . . n. . .) . . . l. e. . . n. . . l. . . n. r. e. l. o. p. h. e. . . l. . . o. . . e. . . l. l. e. . . o. . . e. . . o. n. . . o. . . l. h. n. . . e.

Curriculum Theory and Practice for Kindergarten ED 5566

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

Data Processing, see Business Studies

Democratic Values, Student Engagement and Critical Thinking ED 556

The. o. . . e. e. p. n. . . h. e. e. h. e. . . o. n. p. o. . . e. . . e. p. h. . . o. n. . . l. e. l. e. o. n. o. n. p. . . e. . . h. h. e. h. e. . . n. . . a. . . n. h. e. . . o. n. l. n. l. . . o. . . e. . . o. . . e. . . n. . . e. . . e. . . n. e. . . l. o. g. n. . . l. a. e. l. . . h. e. . . e. n. n. . . n. . . p. l. . . o. n. o. . . h. . . h. . . o. l. h. n. . . n. . . e. . . o. . . p. n. . . e. n. e. n. . .) e. . . e. n. . . e. . . e. . . e. o. n. e. l.

... on ... ne ... o e plo e
heo e l n r p ... l onne on e een ele e
on ep n e l h n e h n) p ... e n o ...
... hool

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

n h o e e he pe ... o p o le o l n) e
ll e ... e n e pe en e ... h n e ph ... on h o e
l ... o ...) ne ... he e ... l ... e o ... ol on e
... ep le ... o le ... ol n) ... o e o p on e o h e
n o ... l ... n r ... p e o ... on l p p o h
o le n n) ... The o ... e p o ... p ... l
e h n) ... e o ... h ... o h ... e) o p a en
on o ... en ... n ... ool o he e elop en o h e
l ... oo ... The e e) n) o l o on l ne
e h n) ... o e h n) n le n n) ll e n l e

**Dramatic Arts Intermediate/Senior ED 1...
(Course Weight 1...**

The o ... e o ... on he ph l o ph n r p ... e o ...
... ne ... on h p ... l ... on he
o n e ... l n r ... e elop en o h e o e
h l n r ... o l e n h o) h o h ... l n r e ...
... l p o) ... Te h n) e h n) ... n o ... e ... en e
o h e ... o e en n r o e ... ell ... e elop n) n
... en e o n r p ... e n ... n ...
... e ... e ... n) n he p p o h o o p o ...
... on e ... l n l ... n e p e on ... p n) Te he
... n r ... ll p l n r ... l l a on n r n ... ell
... on e he p p a e n r ...) n o ... e ... o ... en
... e h o

Prerequisites: T o ... ll n e ... o ... n ... on o ...
p p o e ... e p e en e

Drama Strategies for Effective and Affective Teaching ED 551

The o ... e ...) ne o e he n r ... a n e e e n
n e) n) he p p o h a e n ... e ... on h
he l ... oo p ... e n o e o e e p on ne ...
... el n) ... n ell) en e n le n n) ... n e l ... oo ... e
p l ... o ... p ... e n e e o ... o ... n ... e e ... e l n r
... e e p a ... e l e n n) en on en o ... e ... en ...
... n) ... e) ... a ... he e o h e ... l ...
... e n e plo e he ... o e ... on ... en ... n) e ... e
e h n) ... ll n r n a) n) o e o h e ... e ... e n
en) e he n e ... o ... e ... en n he o n
n elle ... l n r e o on l e elop en ... o p o
e p e en e n ... e ... e

Eco sociology ED 516

The o ... e loo ... he e o h e en on en n r h o
... e e l n r e ... e o e l ... h n h e o l e en ...
... ell ... n l e n) ene l The heo e ... l e ... n) p o n ...
he ... p on h e n on en l ... n r ... o l e ...
... e n e ... l n r ne ... l n e ... ne

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

**Economics Intermediate/Senior ED 1...
(Course Weight 1...**

The o ... e n o ... n r ... a o h e e h o o l) a
n r ... e l e n o e h e o e on o ... n n o
n ... on l e ... e ... en e h n) ... n
... l ...) n h a p e h e o ... n e o l e o
e h e n r l e n e ... e ... n e p e l e ph ... ll
... e p l e on h e ... e o ... n ... (T e h n o l) ... n r o h e
... e ... o l n h e o ... h p ... e n ... e ... l
h n n) ... o ... e l e ... e h o ... n l ... e n e ... e
... on ... n l e ... e ... on ... n r ... l n r
e ... p a en on ...) a p e ... e n r ... e ...
... l ...) n e n ... h l l e n) e n r ... a o p p l
e ... on l p e ... o) ... o l ... oo ... e l ... n r ...
... e e n o ...) e ... e elop p e on l p o ... on l
p h l o ph ... o ... e h n) e on o ... e ... on ... l
n r e l e p ... e

Prerequisites: T o ... ll n e ... o ... n ... on o ...

Education and Work ED 511

n n o ... on o ... l on e p o ... e o ...
el on ... e en he e l ... o l e n n) n r ... o ... o ... l
non o ... l n r n o ... l l e n n) p ... a ... ll e
e ... n e ... ll p ... e p l o ... en h o ... e h o l l o ... n
... o ... n ... e ... e ... p e l ... en on ... ll e ... e o e
o h e on n e on e ... e h n r e e p l o ... en n r l e l o n
l e n n)

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

Emotional and Behavioural Problems in the Classroom ED 55 2

The o ... e e plo ... n n o ... e p ... l n r p o ... e
... e) a e h e ... n e p l o ... o ... n) e h l ... e h o
n h e l ... oo ... o l e ... h ...) ... on ... h n a ...
... e p ... on ... en on p o l e ... n r o e ll e
... o e e Te h e ... n r ... ll l e n h o ... o ... on ...
... n o ... l ... en ... o h f ... l ... n r h o ... o
... o ... h e l ... oo ... en on en o ... e o p ... l
... e n p e ... n e n r ... e h o ... Te h e ... n r ...
... ll on ... e h o ... o ... h p ... e n r ... h l ... en
... on e n n) l ... oo ... e e p o l e ...

English (First Language Intermediate ED 116

The o... en) e... he... n he p... a... o... n heo... n) l... h... n).)e... o p ep e... he... e, h n) n he ne... e...)... 7-1... plo... on... en... l... l... e... h... l... e... e... n... e h nolo)... e... ne he, on en... (n e l n).)e... n... en l o h... n) n... l... n n)... (e... he... n... e n))e n... e... n)... n)... e... n)... l... n) n... ep... en n)... e... he p... l...) o... n n) o... n... e... n... n) n... e... l... e... n) on... n) l... h... n).)e... p... a... n... o... e... n)... o... n... l... n).)e... l... The... on en... e h o... l o)... a... e... l... on n... ll... e... e... en... o... he... o... e... ll... e... l... n... e... o... n... o... n... o... on n... T... n n)...)... e... l... n a

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

English (First Language Intermediate/Senior ED 116 (Course Weight 1)

The o... en) e... he... n he p... a... o... n heo... n) l... h... n).)e... o p ep e... o... n) l... h... e... h n) l... e... l... en... l... n... l... e... h... l... l... e... (e... e... n... e h nolo)... e... ne he, on en... Top... n... l... e... e... h n) e... l... o... n... n) p... o... a... l... o... o... l... n).)e... n... (e... e... h nolo)... Te... he... n... e... ll... e... e... e... n... e... l... n... ep... en he... n... e... n... n) o... e... l... o... e... l... e... on... n) l... h... n).)e... p... a... n... heo... a... e... p... ep... on... o... n... o... e... l... pl... n n) n... ple... en... on The... on en... e h o... l o)... a... e... l... on... n... ll... e... e... en... n... n) l... h... n).)e... ll... e... l... n... e... o... n... o... n... o... on n... T... n n)...)... e... l... n a

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

ES Across the Curriculum ED 552

The o... e... ll help e... he... n he p... a... , n... o... n... e... e... e... n... e... n... o... l... e... l... e... e... l... o... p... he... ll... n... o... l... e...)e... n... p... a... on... o... e... e... he... ne... e... o... n) l... h... e... e... on... l... n).)e... l... e... ne... n... n... e... l... o... e... e... ll... o... o... n... : l... e... h... o... n... e... h... n... a... o... p... n))e... on en... e... e... h n) o... (e... e... n... e... n) n) he... o... l... p... e... o... n) l... h...)... o... l... a... p... on... n... on... n... o... on en... e... e... h n).)e... n... e... l... n... n) n... l... n).)e... e... n... o... n... e... p... o...)... n... 4... e... l... o... p... n)... e... n... o... l... l... n... l... n)... e... e... n... e... ll... e... n... o... l... e... n... e... l... e... e... n... n)

Exploring Research A out Art (on line ED 55

The o... e... p... o... a... o... n... on... o... o... h... he... o... h... e... he... n...)... e... e... n... n... e... e... n... he... The... o... on ph... l... o... p... h... n... e... h... l... l... o... n... e... e... he... p... e... p... e... on... he... h... e... e... e... n) n... he... e... h n) e... p... e... n... e... n... h... o... o... e... o... n))... h... he

The o... e... l... o... p... o... a... o... h... o... l... help... p... p...)... n... o... n... n))... p... o... e... n... n... n... e... n... n) o... p... p... o... h... o... h... e... h... o... l... e... on... e... e... o... l... e

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

The o... e... e... plo... a... he... p... n... p... l... n... p... l... n... n... o... o... o... n... on... o... l... a... on... n... (e... l...)... n... e... he... n... e... ll... e... n... e... p... e... on... l... e... p... e... n... e... p... o... o... on... l... p... e... n... e... n... e... h... e... n... o... p... n) he... e... o... l... n) n... e... o... he... e... l... n... l... n) n... e... l... l... l... e... n... e... p... e... p... e... on... e... h n) n... l... e... n... n) p... p... o... h... o... o... n... o... l... n... n... l... o... n... o... e... e... l... e... ne... e... n... n... e... l... on... e... l... n) e... n... n... e... l... on... e... h nolo)... e... p... o... l... h... o... o... n... n... o... e... l... p... n... n... e... n... ll... e... e... he... n... o... p... e... p... l... p... l... on... n... o... p... l... e... l... on... l... p... e...)... o... l... o... o... e... l... Te... he... n... e... e... n... o...)e... o... e... l... o... p... e... on... l... ph... l... o... p... h... o... e... h n))... e... e... e... on... l... n... e... l... e... p... e... e

Prerequisites: The... e... ll... n... e... o... e... n... n) l... h

Foundations of Bilingual and Multicultural Education ED 51

n)... n... l... l... e... h... e... l... e... e... n... h... e... o... h... n... o... e... o... e... e... n... o... e... n... h... n... h... o... h... he... e... e... n... o... h... o... l... o... h... n... pop... l... on... e... n... he... p... 4... e... e... l... o... h... e... n... e... e... n... pop... l... on... o... l... n... e... l... l... on... n... n) l... h... e... p... e... n) p... l... e... n... n... e... n... on... l... l... n).)e... n... e... l... e... o... e... on... n... h... l... n).)e... e... on... e... e... n))... e... e... e... n... o... n... o... n... he... o... l... The... o... e... ll... o... on... he... e... on... l... pl... on... n... on... e... n... e... o... h... e...)... l... l... h... n)... o... o... p... o... e... e... l... on... o... h... o... ll... n... n... e... n... on... ll... e... h... n... o... e... l... on... l... p... o...)... e... p... l... e... n... e... o... l... n)... n... l... l... n... o...)... o... p... h... o... e... he... n... e... e... n... o... e... h... e... e... l... n... on... e... h... e... e... e... h... e... n... o... n... l... n).)e... l... e... n... e... he... n... e... To... h... e... e... n... e... l... a... o... on... p... e... p... n) e... he... o... e... h... he... e... n... pop... l... on... h... ll... e... n... he... h... o... o... p... p... e... o... p... e... p... n) e... he... o... e... h... he...)e... n... e... n... h... o... ll... pl... l... e... e... h... e... l... l... o... n... l... n). l... n... on... o... l... l... h... o... o... l... n). l... n... e... on... p... o...)... e... e... l... e... o... p... l... e... n... n... e... n... on... e... h... o... l... e... n... h... o... l... l... n). l... e... n... e... l... p... l... n... he... e... on... l... e... l... o... p... e... n

OTE: The... o... e... l... l... e... o... o... h))... e... n... e... he... e... on... n... e... l... o... on... n... e... o... e... e... n) he... e... n... on...

French (Second language Intermediate ED IIII

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use French in a variety of contexts. The course will focus on: 1. Understanding and using French in a variety of contexts. 2. Understanding and using French in a variety of contexts. 3. Understanding and using French in a variety of contexts. 4. Understanding and using French in a variety of contexts. 5. Understanding and using French in a variety of contexts. 6. Understanding and using French in a variety of contexts. 7. Understanding and using French in a variety of contexts. 8. Understanding and using French in a variety of contexts. 9. Understanding and using French in a variety of contexts. 10. Understanding and using French in a variety of contexts.

Prerequisites: English 10 or equivalent.

French (Second language Intermediate/Senior ED IIII (Course Weight 1.

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use French in a variety of contexts. The course will focus on: 1. Understanding and using French in a variety of contexts. 2. Understanding and using French in a variety of contexts. 3. Understanding and using French in a variety of contexts. 4. Understanding and using French in a variety of contexts. 5. Understanding and using French in a variety of contexts. 6. Understanding and using French in a variety of contexts. 7. Understanding and using French in a variety of contexts. 8. Understanding and using French in a variety of contexts. 9. Understanding and using French in a variety of contexts. 10. Understanding and using French in a variety of contexts.

Prerequisites: English 10 or equivalent.

Gender Equity in Schools and Classrooms ED 55 2

The course will explore the role of gender equity in schools and classrooms, and will provide the student with the knowledge and skills necessary to understand and use gender equity in a variety of contexts. The course will focus on: 1. Understanding and using gender equity in a variety of contexts. 2. Understanding and using gender equity in a variety of contexts. 3. Understanding and using gender equity in a variety of contexts. 4. Understanding and using gender equity in a variety of contexts. 5. Understanding and using gender equity in a variety of contexts. 6. Understanding and using gender equity in a variety of contexts. 7. Understanding and using gender equity in a variety of contexts. 8. Understanding and using gender equity in a variety of contexts. 9. Understanding and using gender equity in a variety of contexts. 10. Understanding and using gender equity in a variety of contexts.

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use French in a variety of contexts. The course will focus on: 1. Understanding and using French in a variety of contexts. 2. Understanding and using French in a variety of contexts. 3. Understanding and using French in a variety of contexts. 4. Understanding and using French in a variety of contexts. 5. Understanding and using French in a variety of contexts. 6. Understanding and using French in a variety of contexts. 7. Understanding and using French in a variety of contexts. 8. Understanding and using French in a variety of contexts. 9. Understanding and using French in a variety of contexts. 10. Understanding and using French in a variety of contexts.

Geography Intermediate ED I I I

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use Geography in a variety of contexts. The course will focus on: 1. Understanding and using Geography in a variety of contexts. 2. Understanding and using Geography in a variety of contexts. 3. Understanding and using Geography in a variety of contexts. 4. Understanding and using Geography in a variety of contexts. 5. Understanding and using Geography in a variety of contexts. 6. Understanding and using Geography in a variety of contexts. 7. Understanding and using Geography in a variety of contexts. 8. Understanding and using Geography in a variety of contexts. 9. Understanding and using Geography in a variety of contexts. 10. Understanding and using Geography in a variety of contexts.

Prerequisites: English 10 or equivalent.

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

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use Geography in a variety of contexts. The course will focus on: 1. Understanding and using Geography in a variety of contexts. 2. Understanding and using Geography in a variety of contexts. 3. Understanding and using Geography in a variety of contexts. 4. Understanding and using Geography in a variety of contexts. 5. Understanding and using Geography in a variety of contexts. 6. Understanding and using Geography in a variety of contexts. 7. Understanding and using Geography in a variety of contexts. 8. Understanding and using Geography in a variety of contexts. 9. Understanding and using Geography in a variety of contexts. 10. Understanding and using Geography in a variety of contexts.

Prerequisites: English 10 or equivalent.

German See International languages

Gifted Education: Working with Students of High Academic Ability ED 552

The course will help the student develop the skills of oral and written communication, and will provide the student with the knowledge and skills necessary to understand and use Gifted Education in a variety of contexts. The course will focus on: 1. Understanding and using Gifted Education in a variety of contexts. 2. Understanding and using Gifted Education in a variety of contexts. 3. Understanding and using Gifted Education in a variety of contexts. 4. Understanding and using Gifted Education in a variety of contexts. 5. Understanding and using Gifted Education in a variety of contexts. 6. Understanding and using Gifted Education in a variety of contexts. 7. Understanding and using Gifted Education in a variety of contexts. 8. Understanding and using Gifted Education in a variety of contexts. 9. Understanding and using Gifted Education in a variety of contexts. 10. Understanding and using Gifted Education in a variety of contexts.

Health and Physical Education Intermediate ED 1251

The course provides a comprehensive overview of health and physical education, covering topics such as anatomy, physiology, and fitness. It includes practical components and is designed to equip students with the knowledge and skills necessary for a career in the field.

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

This course focuses on advanced health and physical education concepts, including injury prevention, sports psychology, and advanced fitness techniques. It features a mix of theoretical instruction and hands-on practical work.

Prerequisites: T, O, L, N, E, O, O, O, N, H, R, L, N, R, E, L, H, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

History Intermediate ED 1151

The course covers the history of Canada from the early colonial period to the present day. It explores the social, political, and economic changes that have shaped the nation, with a focus on the role of various ethnic groups and the development of Canadian identity.

Prerequisites: T, O, L, N, E, O, O, O, N, H, R, L, N, R, E, L, H, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

History Intermediate/Senior ED 115 (Course Weight 1)

This course provides a detailed study of Canadian history, including the pre-colonial era, the struggle for independence, and the development of the modern Canadian state. It emphasizes the historical context of current Canadian society.

Prerequisites: T, O, L, N, E, O, O, O, N, H, R, L, N, R, E, L, H, O, N, O, N, E, O, N, L, L, E, E, N, O, G, L, E, N, U, E, P, E, N, E

History and Educational Research ED 51

This course explores the intersection of history and educational research, examining how historical events and trends have influenced the development of the education system. It includes critical analysis of historical documents and research methods.

OTE: The course includes a field placement component where students will work in a school setting to apply their knowledge of history and educational research.

History is a Verbalizing Primary Documents in the History Classroom ED 55 2

This course focuses on the use of primary documents in the history classroom. It teaches students how to identify, analyze, and interpret historical sources, and how to integrate this information into their teaching practice.

History Wars: Issues in Canadian History Education ED 55

This course addresses the complex and often contentious issues surrounding the teaching of Canadian history. It examines the impact of historical events on contemporary Canadian society and the challenges of presenting a balanced and accurate historical narrative in the classroom.

he o, ll... on... ho, l, on... n...
...en h pe... on, hn he... n... on... e
... ll h o e plo e he el... on h p... een p... l... ho...
... hool he o... n... he... o... p... on l h o n

Thematic Curriculum Approaches in Elementary School Mathematics ED 51.2

The n l... on o... h... l... p p o... h... n... n
ele en... he... e... on n o... epl
... e n n) l r en... h n) e pe en e... o... h e... he... n r
... ene... Th o... h... e... o... h... h... n...-on
... o... p... plo... on... r... e... e... p... o... le... o... l... n... o... n l
... n...) o... p... n... l... e... on... p... a... en... on... n r
... on...) n... p... p... n... ll... e... l... e... o... plo... e... op...
... o...) on... he... ollo... n... : h... o... h... l... e... n n)
en... on... en...) l... ple... n ell) en... a... heo... n... r...
... pl... on... o... he... h... l... o... o... l... n... n...) h... h
e... ll... e... n... e... n...) h... h... l... n...) e... e... h... o...) h... e... e
o... n...)... h... l... e... n... l... e... e... n... o... l
... o...) n... on...) a... n... e... n...) h... h... o... he
... e... pl... n... e... h...) n... e... o... l... e... e... n... l... n...) e
... e... h... e... n...) en...)

OTE: The o... e... l... le... o... o... h...)... e... n... r
e... he... e... on... n... r... a... l... e... on... n... e... o... ee
... n...) he... en... on...)

Thematic Teaching and Learning ED 55.5

The o... e... ll... e... plo... e... hol...)... e... h... n...) n... r... le... n... n)
... e...) a... h... e...) l... on...) e... o... he... e... ph... o...
... o... o... pe... e... l... e... n... n...) n... r... en... on... en... l... e... on
... e...) a...)... p... n...) ple... o... h... o...) e...)... on...) h...
... l... n... e... n... l... o... n... r... on... n... e... n... o... ll... e... e... n... e...
... n... ll...) he... o... l... e... o... he... e... he... n... h... o... l...)... e... h... n...) ll... e
e... plo... e...)

Immigration and the History of Canadian Education ED 51.2

The o... e...)... o... h... he... h... o... l... p... o...
...) n... n...) on... on... he... n... n... hool
... e... n... he... e... ll...) po... n...) a... on... o... he... hool
... o... l... e... n...)... n...) n...)... e... n... o
... l... on... n... e...) on... no... he... n... e...)... n... n
... o...) n...) The o... e... o... n...) e... o... n... r... h... on... o...
... l...)... e...) e... n... n...) h... p... e... on... e... e... on... n r
... o... n...) h... o...) h... o...)... en... he... e... en... o...) p... o...
...) on... n... he... e... e... To... on... o... e... n... e... o... f...
...) h... e... o... e...) a... h... e... e... p... e... l... e...) h... The o... e... l... o...
... l... n... e... e...) on... o...) o...) e... n... r... o... en... h... o... ll...
op... o... n...)... a... o... e... e... en... e... : he...) en... o... he... e... n... r
... o... on...)... en... p... e...) p... e... ll...) he... e... on... l... e... e...
... h... e...)... o...) n... n...) on...) he...) en...
... o...) n... n... he... n... r...) l... n... r... olle... e
... n... e...) n... n...) o... he...) on... n... r... e... l... e... en... p... o... e...
OTE: The o... e... l... le... o... o... h...)... e... n... r
e... he... e... on... n... r... a... l... e... on... n... e... o... ee
... n...) he... en... on...)

OTE: The o... e... l... le... o... o... h...)... e... n... r
e... he... e... on... n... r... a... l... e... on... n... e... o... ee
... n...) he... en... on...)

Individual and Society Intermediate/Senior

ED 12 (Course Weight 1)

The o... e... n... o...)... a...) o... h... e...)... o... n... n... r
... e... h... o... l...) a...) o... e... h... n...) o... l...) en... e... on... e... po...)
...)... o... o... e...) n... n... o...) n...) e... o... e... h... n...)... e... h... o...
... o... l...) a...)... en... p... p... o... h... a... n...)... l...)... a...) n
... ll... e...)... n... e... n... r... e... l... o... p...) The o... e... ll... h... o
... o...) on...)... n...) a...) on... el... e... o...)... en...)... l...)
e... o... e... o...)... o... e... e... h... o... n... l... e... l...)... a...
... e... on...) on... n... e...)... e... o... n...)... ll...) o... p...)... a...
... n...) e... l...)... a...)... n...) en...) ll...) e...)... n... r... a... o
p... e... p...)... l... p... l... on... n... o... l... n...) h... e... o... n
p...)... e... p... e... l... e... ph... o...) ll... e... p... l... e... on... he... e... o...
... n...)... (on... e... h... n... o...)... n... r... o... h... e...)... n... he... l... o...
... n... o... e... o... e...)... l... h... n...)

Prerequisites: T... o... ll... n... e...)... o... e...)... n... e...)... h... o... l...)... a...
(... o... l...)... o...)... n... h... o... p... o... l...)

Inquiries About Education ED 55.6

The o... e... ll... o...) on...)... e... o... e...)... n... l... e... on... n r
... hool... e... o...) h... e... p... e... n... o...)... e... en... a... o... e... l
... o... en... on...) on...)... e... n...)... o... e...)... on... en... n r
... n...)... on... ll... o...) on... n... e...)... n... n...)... n... r...)... a...) n
h... a... e...)... on... l... e...) on... on...)... l... e... n...)...)... e...)... l...
... n...) en... e...)... n... r... e... e...)... e...)... e...)... n... r... a... o...)... a...
... o... h... l... l... e... n...) h... o...) ph... o...)... n... h... e... e... a... e...)... n
p... p... o... h... a...) h... h... e... e... o... n... o...)... l... e... h... o...)... e... l...)... en... a
... n... r... p... o...)... e... h... e... l... h...)... e... l... o... p...)... en...)... e...)... el... h... e
... n... r...)... on...)... ll... e...)... en...)... e... o...)... e... e... h... n...)...) en... e
... n... r... e... l... e... ll... h... o... e... e... plo... e...)... l... on...)... h...)... l...)
... e... l...)... n... r... o...)... n...)... p... p... o...)... e...)... h... p... o...)... e
... e... n...)... n... r...)... l...)... l...)... e... ll... e... l...)... a... on... o...)
... n...)... n... e...)... o... l... e...)... o...)... e...)... l... e...)... o...)... n... r... h... o
...)... e...)... en...)... n... n...)... o... n... e... p... o...)... on... ll... e

Integrating Science, Mathematics and Technology Curricula ED 51.2

The on... l... n... e...)... e...)... on... he... p...)... l...)... l...)
...)... e...)... e...)... h... n... e...)... n...)... hool...)... en... e
... he...)... n... r... e... h... n... o...)... n... p...)... l...) Top... n... l... e
he... h... o...)...)... l...)... n... e...)... on... n... r... hool...)... e...)
p...)... l...)... o... e...)... o... n... e...)... e...)... o... e... h... n...)... n
n... n... e...)... e... h... o... n...)...)... o... n... e...)... n...) h... a... e...)... e...)
... h... o... he...)... n... he...)... on... e... o... he...)... n... o...)... l...)...
...)... en... l... e... n... n...)... n... e...)... e... hool... e... n...)... n... r
...)... l...)... ple...)... en... on...)... e...)... e...)... ll... e...)... n... e
he...)... on... e... po...)... l... e...)... e... on...)...)... l...)... n... e...)... on... n r
e... p...)... n... r... e... l... e... on... he... o...)... n... e... h... n...) p...)

OTE: The o... e... l... le... o... o... h...)... e... n... r
e... he... e... on... n... r... a... l... e... on... n... e... o... ee
... n...) he... en... on...)

International Languages Intermediate/Senior

(Course Weight 1.5)

English 114

Latin 119

(French 111)

(German 118) *not offered*

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary. The English language is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

Prerequisites: English 114 or English 119 or English 111 or English 118

Internship

The internship is a required component of the Bachelor of Education program. It provides students with practical experience in the field of education. The internship is a required component of the Bachelor of Education program. It provides students with practical experience in the field of education.

OTE: Students must complete the internship before graduation.

Italian - See International Languages

Senior/Intermediate ED 1.5 (Course Weight 1.5)

The senior/intermediate level of the Bachelor of Education program is designed to provide students with a strong foundation in the field of education. This level includes courses in education theory, practice, and research. The senior/intermediate level of the Bachelor of Education program is designed to provide students with a strong foundation in the field of education. This level includes courses in education theory, practice, and research.

The English language is the most widely spoken in the world. It is a language of global communication and is used in business, science, and technology. The English language is a member of the Germanic family of languages. It has a rich history and a large vocabulary.

The English language is a language of global communication and is used in business, science, and technology.

Elementary Language Arts

The elementary language arts program is designed to provide students with a strong foundation in the field of language arts. This program includes courses in reading, writing, and speaking. The elementary language arts program is designed to provide students with a strong foundation in the field of language arts. This program includes courses in reading, writing, and speaking.

Elementary Mathematics

The elementary mathematics program is designed to provide students with a strong foundation in the field of mathematics. This program includes courses in algebra, geometry, and statistics. The elementary mathematics program is designed to provide students with a strong foundation in the field of mathematics. This program includes courses in algebra, geometry, and statistics.

Elementary Science

The elementary science program is designed to provide students with a strong foundation in the field of science. This program includes courses in biology, chemistry, and physics. The elementary science program is designed to provide students with a strong foundation in the field of science. This program includes courses in biology, chemistry, and physics.

Elementary Social Studies

The o l . . . o ponen . p o he o e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e) e . l l n . . . n e . . .) n n) n o n . . n) e e e p o) . . o e e h e e e n e e . o e e . . . en . . n) h e n o . . . l . . . e n . . . n r . a n o l . . . h . . . n e n) h e n e . o n (n h e o e n o n e n . n h h e n r h e e l a . h n e p h . o n n e p e o n . e . l e n n l . e p p o h a n n e) o n . a l l . . . l .

Elementary Music

The . . . o ponen . p o he o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e) e . l l n . . . n e . . .) n n) n o n . . n) e e e p o) . . o e e h e e e n e e . o e e . . . en . The n o . . . o e n . . . e . . . on . .) n e o p e p e h e p a p e e l o o e h e . h . . . l l n r n o l e) e n e . . . p o . n) . . . l . . . e p e n e . h e l e n . . . h o o l h l e n

Elementary Health and Physical Education

The h e l h n r p h . l e . . . on o ponen . p o he o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e) e . l l n . . . n e . . .) n n) n o n . . n) e e e p o) . . o e e h e e e n e e . o e e . . . en . The . . .) n e o o e e n n) e h e o p p o n . o . o e h e l h n r p h . l e . . . on h o .) h e p e n e n l l h e e . n r o h e . . . l . . . h e l h l n) n r . e n l l o e e n . l l n r . e p . p o n

Elementary Visual Arts

The . . . l . . . o ponen . p o he o e e . . . l . . . n n . . . on o e h en la . n r . a o n e e n r n p p l h e n o l e) e . l l n . . . n e . . .) n n) n o n . . n) e e e p o) . . o e e h e e e n e e . o e e . . . en . The . . .) n e o p o e . n r . a . h o e n r . e n l . . .) n r p p o h a o e h n) . . l . . . h o .) h e e o h n r . o n . . n) n r p p e o n . . o n

Knowledge, Mind and Subjectivity ED 51

The . . .) n e o h e p e h e e l e o n o . n o l e e n n h e p o . . . on o n o l e) e n r n o e e . e h n) n l e n n) . . l l o n . e . o h . o e n n r p a . o e n l e . e . h p . . l e p h . o n . h e l o . . l . n o o n o p o e n o l e) e o e o h e o p . . . e e . o n . . . p p o h a (o e h n) . h a e n o l e) e . o . n . . . e l l . . . n e . n r

l e n e p a e n o n o l e n n) n r e h n) . **OTE:** The . . . e . . . l l e o o h) . . e n e h e e . . . on n r . a . l . . . on n e o e e . . n) h e . e n o n

Language and Culture in the Classroom ED 55

The . . . e . . .) n e o h e p n e n o n l n r n e . . . n r n p a e e e h e . n r . a . e o e . . l . . . h h e p o . . on l . on e n o n p e l e n n r . n . n e . h n) o n e . . h l e e l o p n) o l . . e n n r . a . . . l . l o . . n . . on . l l . The . . . e . . l l o p o e e h e . n r . a . h a o . . . e l a n r e h n . . . o n n . n) o p o e h e n e . l . l . o . . n . . on . l l . . . e l l . . . p o e n r . . e n . n) l e h n r e p e n e l o n e h e . o . e e o e . The . . . e p l o e . l l n l . e l . . o o . . . n) e e n z h e o l e o h e e h e .) . n) p . . . a p e n e p e o n a p o e . . on l . . n e h n) . . e l l . . p p o p e o . . l . . n r . e . e . o . . on o l l o . l e . .) . . . l n . . . l e . . e . . . e e n . n r . n l . . o o . . . e o e o n) o e e e e h n) n r .) . a . p e e o . . h o o l . l l e n e) e n o h a . o . e The n l e o o p o n l l p p o e e h n) a o . a . l l e n l e e h e . n r . a o e e l o p e e e n r e e n n) o h e e e n) e o . n r n e h n) o n e . . . e l l . . o . . on p o . . on l p . . . h l e e h e . n r . a . l l e n e o o p e e e n e h n) o n e . . o n r h e . o l z h e . e e l n .) e . .) o n r . l l e e n n o . . o n n r . a . . l . l . e e n a . l l e . . . e h o .) h o . h e . o e e

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

. . . o a e e o h a . o . e e o e p l o e h e e l e . . l n n) . . o l n) .) e n r e h n . e n . . n e n n e n r . . p l . . on o e h e e e l o p e n . The . . . e . . l l e p l o e l e . e . o h . . on n r n o n . . on h . . . on h e e p e n e o h a e . h o l e . h n n r . e . e e n . o . . l . l . o l . . .) l n) o n r o e . . e n n) n . l n e n h e l e . The . . . l l e o n . . o d p h . l n . e . h n . . l . l . l . o n e . o h l o l l n r n e n o n l l n r on h e p o e o n n e e . e n o o . n r e e n n) o h e e l n e l o n o h e o h e . e . l l e e h e l e . e . e . e h l e o e l e o n o n . . o l n) .) e n r e h n . e n . . n e n n e . h h . l l l o . . o l e . . . o l t n o h e e h n o l . l . o l . . . h e . o h e . o n . . on n r e o n . . on o e n n) o e h n) n . h n) l n) . . . n . . l . l e . . on l l n r . p e . e . l l h e h e o p p o n . o e p l o n) h e . .) n e p e n e n h e p l . l e . . l . . o o . h o .) h h e e a o h a e . h o n e . . l l e e . e e n . o o . o e . o l . n r h e . . l e h e e p e n e o o h e

o.n.r.e.n.r. The.e.n.e. n)h. ll.e.e.o.e. ne
he.p.e.on.l.o.l.n.r. e. e. e. en.h
(no.)o.p.h.f.en.n.r.p.en.e.n.he.hool
e.n.r.n.he.n.e.o.e.n)ene.l

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

Latin, See Classical Studies (not offered in 2, /2)

Learning about Teaching Through Case Studies ED 51.5

The.o.e.e.o.o.on.he.e.o.e.e. a.o.e.h.n)
e.h.l.a.o.e.he.e.lop.en. The.p.p.o.h
o.e.e.lle.e.e.h.o.e.l.l.e.e.e.h.n.he
o.e.e.e.o.e.he.le.n.n) .o.h.he.o.e.l.n.r
p.l.p.e.o.o.n.o.o.e.e.e.l.l.e
o.e.e.p.n.e.l.l.o.e.h.e.o.p.e
e.n)n.e.n.r.e.o.o.le.n.o.e.o.
e.h.n) .he.e.p.p.o.p.e.he.l.l.o.o.l.l.o.e.l
e.lop.n.r.e.e.o.o.he.o.n.e.h.n) o
e.o.he.o.e.l.n.r.p.o.n.e. The.o.e.e.o.o.
l.e.e.h.he.e.p.o) .n.r.e.e.h.e.a)ne.o
l.o.e.n.e.p.a.e.e.e.en.o.e.lop.he.p.l
e.h.n) .n.o.l.e)e.n.r.l.l.n.r.o.h.e.he
e.p.e.n.e.h.o.he.

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

Managing Conflict in Classrooms and the School Work place ED 55

The.o.e.e.n.n.r.e.p.h.e.n.on.o.o.n.e.p.n.r
e.l.a.o.l.n)he.on.e.e.n)e.en.o
on.l.n.l.e.o.o.n.r.hool.e.p.p.n.e.l.l
le.n.n.r.e.lop.n)e.o.p.p.o.h.o.help.n)
e.en.e.p.o.e.he.p.a.o.o.n.on
on.l.o.o.l.on.p.o.l.e.o.l.n) .e.l.e.p
p.on.n.e.e.on.n) .n.r.on.o.o.e.l.e.p.l.n.e
(e.on.p.p.n.e.l.l.en)hen.he.p.a.o
(n.e.n.r.n) n.h.r.l.n)on.l.h.o.he.l.l.n
he.hool.o.p.l.e.e.h.e.e.e.olle).e.n.r
p.en.e.e.n.r.e.e.on.l.l.e.l.o.n.r.o
en.l.e.e.on.l.e.o.l.e.n.n)n.r.
(n)e.en.o.o.l.on.he.l.e.o.o.hool.n.r
o.l.e.l.n.r.e.o.l.l.n)he.e.lop.en
o.e.e.e.en.e.e.e.en.The.o.e.e
e.o.h.o.p.e.n.e.h.p.p.n.l.l
f.he.p.o.e.l.e.he.o.n.l.l.n.r.o.p.l.n
e.on.l.n.r.o.n.e.e.l.n.el.on.h.p

o.he.o.n.lon)-n)e)o.l.l.a.n.r.l.l.
e.lop.n)e.he.en.on.l.l.e)en.o.e.e
e.hool.on.e.he.p.e.n.o.n.e.e.n.r
e.on.r.l.e.l

Marketing and Merchandising, see Business Studies

Mathematics Intermediate ED 122I

The.o.e.e.a)ne.o.p.e.p.e.e.he.n.r.a.o
e.h.e.en.e.he.e.he.e.7-1.le.l.n
h.o)h.l.n.r.n.e.e.e.n.r.a.l.l.e.p.l.o.e
e.o.e.h.n) e.h.n.a.h.h.e.e.l.n.e.h.n)
n.r.e.n) o.e.e.en.e.he.e.p.e.n.e.he
en.he.e.l

Prerequisites: T.o.l.l.n.e.o.o.n.he.e
e.o.en.e.h.n.r.a.h.e.e.e.he
l.l.o.n) e.he.e.on.o.p.a.e.on.r.l.e.l:
n.l)eo.e.l.l.l.l.n.e)de.e.e.n.r
p.o.l.e.o.l.n)

Mathematics Intermediate/Senior ED 122 (Course Weight 1)

on.e.on.o.he.e.e.on.he
n.e.e.n.r.en.o.l.e.l.n.l.n) .e.on.o
o.e.e.e.h.n) .e.h.o.n.r.on.l.e.l
e.n) n.e.l.on.n.r.e.l.e.e.o.p.o.he
n.e.o.e.on.n.r.T.n.n) .e.l.n.e

Prerequisites: T.o.l.l.n.e.o.o.n.he.e
e.o.en.e.h.n.r.a.h.e.e.e.he
l.l.o.n) e.he.e.on.o.p.a.e.on.r.l.e.l:
n.l)eo.e.l.l.l.l.n.e)de.e.e.n.r
p.o.l.e.o.l.n)

Models of Teaching: Enhancing Classroom Practice ED 55.2

o.o.e.e.he.p.o.e.he.e.h.n) n.o.e.o
p.o.e.en.le.n.n) The.e.e.n.r.p.o.e.l
o.e.e.h.n) - l.o.n.o.n.n.on.l.e.l
h.h.p.o.o.e.n.en.h.n.e.p.l.n.r.o.l.e.n.n)
The.o.e.e.o.p.l.e.n.e.he.e.e.h.n) e.h.n.a
n.o.e.n.r.l.l.n.r.n.on.o.o.e
o.en.n) n.r.e.e.p.e.n) e.he.n.r.e.e.p.e.o.e
o.n.on.l.e.l.e.p.e.l.e.o.e.l
e.e.n.l.e.e.e.h.on.on.e.p.n.en.e
o.o.p.e.e.l.e.n.n) .n.r.o.l.e.p.l.n) Theo.
e)n.r.p.e.l.l.e.o.n.e.o.l.e.n.h.o.o
p.p.l.h.e.n.r.o.he.o.l.n.e.l.en.n.r.e.on.r
l.e.o.l.l.e.e

Multicultural and Diversity Counselling in Schools ED 55

The course will focus on the role of the school in promoting diversity and multiculturalism. It will explore the role of the school in promoting diversity and multiculturalism. It will explore the role of the school in promoting diversity and multiculturalism.

Music Enrichment for the Elementary Classroom Teacher ED 552

This course provides an opportunity for elementary classroom teachers to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

OTE: This course is not open to students who have completed the course in the past.

Music Intermediate

This course is designed for students who are interested in pursuing a career in music.

Instrumental ED 12 I

Prerequisites: This course is open to students who have completed the course in the past.

OR

Vocal ED 12 I

Prerequisites: This course is open to students who have completed the course in the past.

This course provides an opportunity for students to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

This course provides an opportunity for students to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

Music Intermediate/Senior

This course is designed for students who are interested in pursuing a career in music.

Instrumental ED 12 (Course Weight 1)

Prerequisites: This course is open to students who have completed the course in the past.

OR

Vocal ED 12 (Course Weight 1)

Prerequisites: This course is open to students who have completed the course in the past.

This course provides an opportunity for students to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education, History ED 51

This course provides an opportunity for students to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

OTE: This course is not open to students who have completed the course in the past.

Politics Intermediate/Senior ED 126 (Course Weight 1)

This course provides an opportunity for students to explore the role of music in the classroom. It will explore the role of music in the classroom. It will explore the role of music in the classroom.

... ne n e elope pe l en on ll e
) en o... a n... a on (el e o e... on o
... en h p... e... e n he n e... e...
... o... e... en o ol... o... a n... a he... l...
... o... e... e ho... n l... e l... e... on... on...
... n e... e... on... ll) o p... a n r e p e n en n r
) o p n a) on... n... e l... e...) n en... ll
... e... n... o p e p e p... l p p l... on o
... ol... o... a n... o h... ll n r e l e e l
... o... he l n... e... e e n he o... n r p... e

Prerequisites: T... o... ll... n... e... o... e... n... o l... l
(... en e

Practicum ED ... I
The p... on... o... o... n... o... p o n e n...
o en on o... h o o l... h... o... on... h o o l... l... e n
... h o o l... o... n... n... l... o o... p... e e l e o
... he... n... a... p e... p o... Te... he... n... e
...) n e... n... ll n... n e p... e... on... o
... h o o l... o... h e... e... n... p p o e... h e... n... o... ol l e
o... Te... he... a... o... n... o... o... o... o... n e
o... e... on n r p... e e l e o h a e... o... p o n e...
... ell... n... a... e... e n o l e... n... on l... e l
... a... on n e... e... o... h e... p o... h o... h... h e... e

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

The) o l o... h... o... e... o help e... h e... o... e n
... ll... n... r... l... e... h... n... a... o p e e n... ll... n... e h... o
... o... e... e l o p n... o... e... n... n... h e... a... h o o l... e n... on... en
Th... ll... e... o... p l... h e... h o...) h... n e... n... on o...
e l e... a... e... h... n... o... p o... n...)... e... p p o... h... o... h e
e... on o... o l e n... e... n... h o o l... p e... e n... l... e... e...
... l... n... e... p e... e n... a... o... e... n... on n... ll... n
n... l... n...)... n... n... e n... n... p l... l... e... p e... e n... e... o...
... n... on n... o l e n... e... n... r... e... e... p e... e n... e... h
... o... o... ll... n...)... ll... e... e... o... h e...) h... e n... e n... o...
h e... p o... l... e... p h... o... ll... e... p l... e... on... h e... n... on
n... p l... e... n... on o... ll... e... on p o...)... e... n... l...
n... e... e... e n... ll... e... e n... o...) e... o... e n... o l e... h
h e... p l... e... n... on n... e... l... on o... e... n...)... ll... n
p e... e n... on p o...)... n... h o o l... o p o... e... e l... o l
e... p e... e n... e... n... on... n... n... e... l... n...)... o l e n... e
e... on p o...)... n... on n p o...)... e... l... on n r
... l... p p... l... o... e... n...)... o l e n... e... e... on p o...)...
... ll... e... n... e... h o...) h o... h e... o... e... e... e n... ll
e... e... e... o... h e... o... e... h... n... n... e... e... e... e n... o... h e
e... e n... n... p... o... ll... n... n... o l e n... e... n... h o o l... n
... n... e... n... n... o... h e... n... e... n... l... on o... e... n...)
... ll... n... o l e n... e... p e... e n... on p o...)... a... n... h e... l...
n... o... on o... p l... e... n... e... l... e... ll... n... n
o l e n... e... p e... e n... on p o...)... n... h e... e... h o o l

Primary/ unior Education ED I 2 (Course Weight 2)

The... n... o... l... o... e... ll en... l... e... h e
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Elementary Language Arts

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o... e... h n...) e... h... n... a... o... p o... o... e...) o... h... n... e... n...)
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Elementary Mathematics

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Elementary Science

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Elementary Social Studies

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Elementary Music

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Elementary Health and Physical Education

The h e l h n r p h . . l e . . on . o . p o n e n . p . o .
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Elementary Visual Arts

The . . l . . o . p o n e n . p . o . h e . o . e .
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Psychological Foundations of Learning and Development ED 5,6

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

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Prerequisites: e . l l . n e . . . o . . . n Th e o l o . o
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School and Society ED 5

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The School as a Professional Work place ED 555

When people have the opportunity to work in a school as a professional work place, they are able to contribute to the development of the school and the community. This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Science

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Science, Biology Intermediate/Senior ED 111 (Course Weight 1)

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Prerequisites: Successful completion of Science 101 and 102.

Science, Chemistry Intermediate/Senior

ED 112 (Course Weight 1)

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Prerequisites: Successful completion of Science 101 and 102.

Science, General Intermediate ED 111

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Prerequisites: Successful completion of Science 101 and 102.

Science, General Intermediate/Senior

ED 113 (Course Weight 1)

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

Prerequisites: Successful completion of Science 101 and 102.

Science, Physics Intermediate/Senior

ED 114 (Course Weight 1)

This course provides an opportunity for students to gain practical experience in a school setting. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place. The course is designed to provide students with the opportunity to work in a school as a professional work place.

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Prerequisites: n... e... ll... n... e... o... n... en... e...
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Science and Technology in Context ED 551

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Self Assessment ED 51 6

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Sil er Screen Teachers ED 55 5

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 h... l... l... e... n...)... p... l... e... n... o... on... o... l... e... o... o... n...)... e... en
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 e... h... n...)... n... e... n...)... e... h... e... o... n...)... on... h... e... e... o...
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Spanish See International languages

Stress and Burnout: Teacher and Student Applications ED 55

The... o... e... e... e... n... o... e... on... h... n... o... e... h... n...
 o... o... on... h... e... n...)... e... p... o... o... on... e... h... e... n...
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Teacher Education Seminar ED 6 (Course

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e. . . e. e. e. el. e. pe. en. a. h. on. . on
o. e. . o. n. he. p. ne. h. p. . . ll. e
e. ph. e.

n. he. n. e. e. e. en. o. n. r. Te. h. n. o. l) . l. . . a.
p. o) . . he. Te. he. . . on. e. n. p. o. (e. e
on. e. n. r. en. o. e. en. o. . (e. e. n. e. . en. n. he
p. o. o. on. l. o. . e. n. r. he. p. . . . n. l. . n):
p. n. p. l. o. . . en. n. e. l. on. e. e. e. le. n. n)
en. on. en. n. r. l. o. o. . n) e. en. . pe. l
e. . on. n. r. . o. . . e. o. he. e. h. n)
p. o. o. on. (n. r. p. p. o. h. e. o. h. o. p. o. o. n) . e. .
n. r. e. . n. e. h. o. o. l. p. o) . . . n. r. o. . . n)
n. on

Teaching in French Immersion ED 5552

The. o. e. e. ll. help. e. he. n. r. . a. e. elop. he. ll.
no. le) e. n. r. . p. a. on. e. pe. e. o. e. n. n) en. h
e. on. e. he. . he. p. . . . no. n. e. e. e.
n. . en. o. le. el. . e. ll. o. e. on: l. e. h. o. n.
e. h. n. . o. o. on. en. = e. e. h. n) n. . e. on. .
n. e) n) he. o. l. p. e. o. e. n. h. l. n) .) e. e. h. n)
) . . . o. . l. . p. on. n. on. n. o. on. en. = e. e.
e. on. e. h. n) n. . n. e) n) . l. e. e. e)
n. n) l. n) .) e. . en. a. . no. . e. on. . . l.
n. r. . a. . ll. e. n. o. l. e. n. e. l. e. n. r. . e.
le. n. n) The. o. e. e. o. e. n. en. h

Prerequisites: e. on. e. p. o. en. n. ll. p. e. o. o.
o. . n. . e. o. pe. en. e. n. en. h. . . . ll.
o. p. le. n) he. en. h. n) .) e. o. en. . T. e. . n.
e. en. e. . n. . n. o. phone. l. e. . h) h. l.
e. o. . en. e. o. non. n. e. p. e. e. o. e. n. h

OTE: The. o. e. e. o. o. no. le. o. e. h. n) e. . on
o. (

Technology, Curriculum & Instruction ED 55

Weight I,

o. . n. e. he. . n) e. h. n. o. l) . n. o. he. l. o. o. e.
n. . h. . . h. . . en. le. n. o. e. e. p. n. e. he.
e. h. o. e. e. el. The. l. o. ll. help. o. . on. e.
o. e. e. e. e. . o. . n) e. h. n. o. l) . o. o.
e. . ll. . e. . ll. e. p. pe. o. . he. e. h.
l. e. . e. on. e. n. e. . h. h. o. e. h. n. o. l) . n. help.
p. o. o. e. e. pe. n. r. e. n. n) n. e. oppo. n. a. o. p. e.
e. h. n) e. n. r. o. e. e. pe. n. e. . on. e. e. en. . en.
n. r. e. he. . e. ll. e. p. l. o. e. o. e. o. h. e. l. a. n.
) e. a. e. h. n. o. l) a. o. . h. a. en. e. l. n) .) e. . n.
h. . n. a. n. . on. . h. e. e. . . en. . ll. e.
n. p. a. en. n) n. n. e. a. n) e. h. n. o. l) . o. he. p. e. e.
n. l. . n) h. n. r. -on. . a. The. o. e. e. ll. e. e. n.
o. p. e. l. . . he. e. . en. . ll. o. n. p. . o. e.) n.
e. h. n. o. l) . en. h. n. e. l. a. on. h. o. l. help. he. o. n.
e. . en. . n. r. e. n. . . l. . o. p. . o. e. e. p. l. n.
p. o. o. e. h. n. e. . on. . h. n. he. l. o. o. . e. ll.
h. o. . . he. e. e. o. h. o. e. h. n. o. l) . n. help. a. p. on.
o. he. e. . h. n. o. l. o. o. . p. o. o. n) e. .
n. r. a. e. n) . n. . l. o. o. . o. . n. :

n. he. . . . no. n. . no. n. e. e. e. p. o) . . .
he. Te. he. . . on. e. n. . ll. o. e. on. n. . l.
n. . oll. o. e. p. o. (e. e) . p. o. o. l. o. . . en.
on. a. e. h. o. p. e. on. e. en. a. h. p. o. e. n
n. e) e. n. n. o. e. n. e. e. n. n) o. e. h. n) n.
le. n. n) h. o.) h. e. o. len. a. . h. e. . . n.
e. . . e. e. e. el. e. pe. en. a. h. on. . on
o. e. . o. n. he. p. ne. h. p. . . ll. e
e. ph. e.

Visual Arts Intermediate ED I, II

e. . e. e. n. e. . o. o. h. o. p. . on. a. e. h. n.
) . a. p. e. e. . ll. en. le. n. r. . a. o. e. p. n. r. he.
n. r. e. n. n) n. r. p. p. e. on. o. . l. e. e. pe. en. a.
n.) n. on. en. e. n. he. l. o. e. l. e. p. p. o. p. e.
n. r. h. l. len) n) . . o. . h. o. . . l. h. n) n. r.
a. he. . . a. he. e. on. e. l. e. en. . o. . n. o.
e. e. on. . le. el. . . 7. o. l. . Top. . n. l. e:
e. . on. ph. l. a. o. ph. . p. l. e. en. n) . n. o. n. e. . o.
e. . . on. n. r. T. n. n) . . . l. . pol. . n.
e. p. e. on. n. . on. l. e. h. o. n. e. e) a.
. h. en. . . . en. n. r. e. l. on. e. e) a. .
) o. h. n. r. . o. l. e. n. e. e. l. o. p. en. . a) n. on. e. p.
. . . l. . n. e) on. l. a. on. n. . n. p. l. n. n) . he. l. h.
n. r. . e. p. . . n) n) . . e. l. n. r. he.
l. o. o. en. on. en. n. r. . e. o. o. . n. . a. o. . a.

Prerequisites: T. o. ll. n. e. . o. . e. n. e. l. . o.
p. a. e. on. . e. . len.

OTE: n. r. . a. . h. e. . o. o. en. e. e. pe. en. e

Visual Arts Intermediate/Senior ED I, I (Course Weight I,

e. . e. e. n. e. . o. o. h. o. p. . on. a. e. h. n.
) . a. p. e. e. . ll. en. le. n. r. . a. o. e. p. n. r. he.
n. r. e. n. n) n. r. p. p. e. on. o. . l. e. e. pe. en. a.
n.) n. on. en. e. n. he. l. o. e. l. e. p. p. o. p. e.
n. r. h. l. len) n) . . o. . h. o. . . l. h. n) n. r.
a. he. . . a. he. e. on. . le. el. Top. . n. l. e:
e. . on. ph. l. a. o. ph. . p. l. e. en. n) . n. o. n. e. . o.
o. . . on. n. r. T. n. n) . . . l. . pol. . n.
e. p. e. on. n. . on. l. e. h. o. n. e. e) a.
. h. en. . . . en. n. r. p. . l. e. l. on. e. e) a.

...) o, h n r olo, en e elop, en, a)n
 on ep, e n e hnolo, la on n n
 pl nn n) he l h n e p, a, n)n
 e l n he, l o, en on en, e e o
 o, n a o, n he e, he, pe on l e
 e elop, en

Prerequisites: T, o ll, n e, o, a n, e, l, o o
 pa e on e, len

OTE: n r a, h e, o-o en e e pe en e

Youth Popular Culture and Schooling ED 5556

The o, e e p, o, h e, e he, o, ple, o f o
 o l p o le, n, h, h e, he, n e, en, le n, e
 l e plo e he e pe en a o, o, h, l, a, n)
 o, a, ho, e, n he, e l p, a, he, e o
 e hno, p, h p-hop n e)) e, a, l, a,)
 h on n e el on h p o no e, n he
 el on h p, e, een, o, h n, hopp n), ll n e, hool
 h ll, o, o, e e plo e, he ole o, he, e, ho,
 h,) ne o, on, e, o, h, p, l
 o, n, h, h e, n e, n, ho, o, n) people
 a, h a e e eo, pa, n, hool, l a, n
 o, n a, e n) n e pen, en ep, en on o, he
 o, n l a

Technological Studies Program

Bachelor of Education

Diploma in Technological Education

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

The Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) is a professional qualification for teachers in Ontario. It is awarded to individuals who have completed the required education and training, and who have demonstrated their ability to teach effectively. The O.T.C. of Q. is a prerequisite for employment as a teacher in Ontario schools.

Bachelor of Education Degree and Diploma in Technological Education

The Bachelor of Education Degree and Diploma in Technological Education is a program that prepares students for careers in education. The program includes coursework in education theory, practice, and technology. Students who complete the program will be eligible to apply for the Ontario Teachers' Certificate of Qualification. The program is designed to provide students with the knowledge and skills necessary to become effective teachers in the 21st century.

The Diploma in Technological Education is a program that provides students with the knowledge and skills necessary to work in the technology industry. The program includes coursework in computer science, networking, and software development. Students who complete the program will be eligible to apply for employment in the technology sector.

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Technological Studies Areas

The Technological Studies Areas are a collection of courses that provide students with the knowledge and skills necessary to work in the technology industry. The areas include Computer Science, Networking, and Software Development. Students who complete the program will be eligible to apply for employment in the technology sector.

The seven road based technology (BTT) areas are:

1. Communications Technology

The Communications Technology area focuses on the use of technology to communicate and share information. This area includes coursework in networking, web development, and digital marketing.

2. Construction Technology

The Construction Technology area focuses on the use of technology in the construction industry. This area includes coursework in building information modeling (BIM), project management, and construction safety.

3. Hospitality Services

The Hospitality Services area focuses on the use of technology in the hospitality industry. This area includes coursework in customer service, event management, and digital marketing.

5. Manufacturing Technology

... n l. a he. ... o_p o r. ...) n p o. a n p o r. on pl nn n) ... n. ... n) p o. a. n r ... l. on ol

5. Personal Services

... n l. a he. ... o_ he l h. e. pe. on l. e. h l. e. n r) e. ... e

6. Technological Design

... n l. a he n- ep h. ... o_ e. o_ a) n p o. a. h ... e. e. n. ol n) e hnolo). l. h llen) a n he_ e t. o_ h e. e. o. n- on e hnolo). on ... n. ... n) a_ e l e on. n r n p o on l o n l. a he e elop en o_ n r. l n r. o. e. l p o r. n r. e. a. n r he l h. e t n en on en l ... e.

7. Transportation Technology

... n l. a he. ... o_ l n r. n r. ne n p o on o_ he p o n o_ e. o_ pe. on l n p o on. ... n. ... e. a. n r he n p o on o_ e) h n r o he o. e.

Admission Requirements

... ppl. n. ... l_ on o_ ... on. ll. e. ... e n el on o he. e l e e T e hnolo). l. ... e. To. e el) _ le o_ on e on ppl. n. ... e e o. g. e en e n e. h o_ he o l l o. n) o. ... e.:

1. Basic Academic Requirement:

... n o. e on r. ... hool) ... on. o. g. len.

2. English Language Proficiency:

... n ... ep - le le el o_p o_ en. n o l n r. en. n) l. h. ... e n he. ... T e. he. ... on. n) l. h. n).) e. o_ en. (ol. ... e e p) a 6 - 6 _

3. Formal Technical Education and Proof of Competence:

... o_ ple on o_ p o) ... o_ o_ l T e hn. l ... on n n p p o e ... e o p o. a on el e o he T e hnolo). l. ... e o_ h. h. o. e ppl. n). e e p) e ... o_ l e o_ e. ... o. le el o_ h e e (e n n h. p o) ... e. ... en o e on e. o. pe en e n. o. e l e e T e hnolo). l. ... e ... o h he. ... n el e ... n e le el. e e p) e 4. on e n n) he T e hn. l e o_ en. (... n on_

3. Skilled Wage Earning Experience:

... ne o; ... e. e. o. ... lle ... e.) e- e n n) ... na. o n r. ... l e pe en e n he T e hnolo). l. ... e o_ h. h. o. e ppl. n). e e p) e ... n. ... e. en o_ n n) el e ... e ... e o_ ... l_ on

OR

... o_ n on o_ p a -) ... e l e ... on el e o he T e hnolo). l. ... e o_ h. h. o. e ppl. n) n r. ... lle (... ll- ... e. ... na. o n r. ... l e pe en e o l n) le. ... e. e. The l e ... n l. e le. ... o. e. o. ... lle ... e) e- e n n) e pe en e n he. e l e e T e hnolo). l. ... e o_ h. h. no. e. e h n e en. on h (... h e. e en. pen n. on n. o. e plo. en.

OR

... le. 7 ho. ... o. ... lle ...) e- e n n) e pe en e n r. ... o_ l. o_ ple on o_ p a e - on r. ... e. ... on p o) ... ep - le o he ... n. ... o. olle) e o_ T e. he. n r. h. h n l. a le. 4. on h. 6. e. a e. o_ ll- ... e. ... e. ... e l e o he T e hnolo). l. ... e o_ h. h. o. e ppl. n) Th. ...) e- e n n) e pe en e n e e no - e. on n. o. e plo. en.

Selection

... o ll ppl. n. ho. ... o. ... n. ... g. e en e n e. ... e. ... n l e l e on e. on. ll. e n l. en e ... he n. ... e o_ ppl. n. n r he l e el o_ he ... l_ on h he p a en o_ on e on ... e. ll on e ... o. ... h. ... l. ... a. n r p. ... e e. h n) oppo. n a ... l. le o_ pe ... T. Th. ... a. l n he. p a on o_ l. ... on he n. ... e o_ n r. ... a h. e. ll ... n o. o. e ... T. e. e en e.) en o h a e ppl. n. ho h e. o - ... e. ... ll. el e o he. e l e e T e hnolo). l. ... e ... en e o_ on) on n) n r. o. p. e l e. ... o. on e e.

... n he. ... o_ p o on o_ he T e hnolo). l. ... a. o_ le. ... en. o. ... n. on. ll. e. p o (n T e. h n) - el e e pe en e. e o. ... en e a n r. ... e pe e h ppl. n. ... ll. ... pl. ... e en. n r e. n n) o_ he e. h n) p o. a on n r o_ le ne. n o. ... hool.

... a e a he) h o e. e ppl. n. ho e. l_ (on. ho.) h. h n he. ope o_ n e o_ o. e. e e hnolo). ... pe n o. ... h n o. o. p e l. e. ... ll- e. ... o. ... e h a e. l_ on. n. e o_ he. o - ... e e hnolo). ... l. o_ n o. hool. (... l l. ... l_ on. ... e on o. ole e e hnolo). ... no - e. on e e.

Documentation

- h ppl. n. . . . he ollo, n):
1. . . . ple e . . . n o . . . n e . . . ppl. on: en e T. . . . ppl. on . . . h he . . . e . . . ppl. on n . . . e . . . he . . . e . . . o he . . . ppl. on: en e n . elph. n o . . .
 2. . . . ple e Tē hnolo). l o . . . le l . . . n. p . . . o . . . e on hool. ho, n) h) h. hool. o . . . n p oo_o_h) h. hool . . .) . . . on l . . . n. p . . . o . . . : olle) e o . . . ppl e . . . n Tē hnolo). o . . . n e he e ppl. . . le . . . n. p . . . o a no . . . le b n . . . e he . . . pe o . . . plo . . . e) ee e e e n he . . . e e e e . . . pho o op o . . . he . . . l . . . plo e . . . e . . . e . . .
 5. (. . . lle . . .) e-e n n) e pe en e . . . o . . . en e n . . . nne . . . ep - le o . . . (. . .
 6. . . . o . . . en e p oo_o_o . . . pe en e . . . n o . . . o . . . l . . . n n) n . . . ll on p o o he . . . e) nn n) o . . . lle e . . . plo . . . en: n . . . o . . . T . . . n n) . . . olle) . . . n . . . n e e . . . e . . . o . . . l . . . on . . . o o . . . p n e e . . . e . . . o . . . pp en . . . h p . . . o . . . n r he . . . e l o . . . he e . . . n on . . . ho, n) le (B . . . n n) n he Tē hnolo). l e . . . o . . . h. h. e . . . on . . . o . . .) h (The . . . o e . . . o . . . p n e e . . . l o . . . he e . . . n on . . . ho, n) . . . n l . . . and . . . op o . . . he . . . e . . . e o . . . pp en . . . h p . . . o ho o op . . . e ep - le e) ee o . . . h ee . . . e . . . plo ppo e . . . n o . . . l . . . n. p . . . o . . . : olle) e o . . . ppl e n Tē hnolo). . . . ob e hn. n o . . . n e ho, n) p oo_o_on en e n o . . . ll. o n he Tē hnolo). l e . . . o . . . h. h. e . . . on . . . o . . .) h (. . . . o . . . e . . . : plo . . . o . . . : olle) e o . . . ppl e n Tē hnolo). . . . ppo e n o . . . l . . . n. p ho, n) p oo_o_on en e n o . . . ll. o n he Tē hnolo). l e . . . o . . . h. h. e . . . on . . . o . . .) h n r (h n o erall B range e) e n he p o) n ho . . . o no h e n . . . o . . . T n n) . . . olle) . . . n . . . n e e . . . e . . . o l . . . on . . . o . . . n r h e no . . . o . . . ple e p o) . . . o . . . le . . . o . . . e on . . . : olle) e o . . . ppl e n Tē hnolo). . . . ob e hn.

n . . . e n r o . . . n e e . . . n o he . . . pe . . . Tē hnolo). l e e e . . . le . . . e . . . en e o . . . e . . . len . . . n n) . . . h. h o e . . . p o o he . . . o . . . en e . . . en o . . . lle e . . . plo . . . en . . .

OTE: . . . oo_o_o . . . pe en e n he . . . ha en Tē hnolo). l e . . . ll . . . e e . . . n o on e (l . . . on . . . o . . . e e . . . e . . . he . . . n . . . o . . . n he Tē hnolo). l o . . .) e . . . le o e . . . e on (e ll el e . . . o he . . . e o l . . . on n . . . e n r p o . . . en . . . nne n . . . l . . . oo . . . e n) The e . . . o . . . e e . . . a he . . .) h . . . o . . . e . . . e . . . ep e . . . n o ll . . . o . . . ple e Tē hn. l . . . o . . . en n on . . . T ne n o . . . ll . . . e . . . e on he n r . . . en l p n . . . pla . . . ope . . . on . . . p o n r . . . ll . . . o . . . he Tē hnolo). l e . . . n . . . h. h . . . e . . . on . . . o . . .) h (The Tē hnolo). l e oo . . . n o . . . n p o . . . e . . . he n . . . o . . . (on . . . n) he p o)

. . . . en e o . . . n . . . ep - le le el o . . . p o . . . en . . . n o l . . . n . . . en . . . n) l . . . h e . . . n he Tē . . . he on . . . n) l . . . h . . . n . . .) e . . . o . . . en ol e . . . ee p) . . . 6 - 6 . . .

Additional Information

- . . . ppl. n . . . ho . . . f . . . e . . . e h en o . . . o . . . e pe en e . . . lle . . . n n) . . . n r e e . . . en l on p . . . pa . . . on l The . . . n (o . . . olle) e o . . . Tē . . . he no o l) e . . . o . . . ep o en . . . n . . . ll e . . . o . . . n e l . . . on o . . . e . . . on p . . . pa . . .
- . . . o . . . en . . . on n l n) . . .) e o he h n . . . n) l . . . h o . . . en h e . . . o . . . p n e n o . . . l . . .) o e n en . . . n l on o . . . n l on . . . ppo e e l . . . on . . . o n e . . . o . . . e . . . o l . . . o . . . o one o . . . h . . . a n) o he . . . o e n a . . . o . . . he . . . n l on . . . ho o op o . . . o . . . o . . . en . . . ll no . . . e ep e . . . n l a o . . . p n e he o) n l . . . o . . . e . . . on . . . n . . . ppo e o . . . n . . . e . . . en
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Applications are available at:

www.ouac.on.ca/teas

The program is available at:

1. The Technological Studies Program (TSAP) is available at the following locations:

- Location 1: 4-4

To contact us, call 1-800-

Telephone: 416-973-1243

For more information, visit our website at:

www.ouac.on.ca/teas

Program of Study

The Technological Studies Program (TSAP) is a two-year program that prepares students for careers in the technology sector. The program includes courses in computer science, engineering, and design. Students will gain hands-on experience through projects and internships. The program is designed to provide students with the skills and knowledge needed to succeed in the workforce.

The program is available at the following locations:

- Location 1: 4-4

To contact us, call 1-800-416-973-1243

The program is available at the following locations:

- Location 1: 4-4

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- Location 1: 4-4

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- Location 1: 4-4

A Curriculum and Instruction

(Course Weight 2.0)

The program is available at the following locations:

- Location 1: 4-4

The program is available at the following locations:

- Location 1: 4-4

The program is available at the following locations:

- Location 1: 4-4

B Teacher Education Seminar

(Course Weight 1.0)

The program is available at the following locations:

- Location 1: 4-4

C Psychological Foundations of Learning and Development

(Course Weight 1.5)

The program is available at the following locations:

- Location 1: 4-4

D School and Society (Course Weight 1.5)

The program is available at the following locations:

- Location 1: 4-4

E Related Studies (Course Weight 1.5)

The program is available at the following locations:

- Location 1: 4-4

OTE: The program is available at the following locations:

- Location 1: 4-4

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

The course is designed to provide students with a solid foundation in the principles and methods of teaching technological studies. It covers the theoretical and practical aspects of the field, including the role of the teacher, the learning process, and the use of technology in the classroom. The course is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in their careers.

Psychological Foundations of Learning and Development ED 56

This course explores the psychological foundations of learning and development. It examines the ways in which students learn and how they develop over time. The course covers a range of topics, including cognitive development, social learning, and the role of the environment in learning. The course is designed to provide students with a deep understanding of the psychological processes that underlie learning and development.

School and Society ED 59

This course explores the relationship between the school and society. It examines the ways in which the school is shaped by society and how it, in turn, shapes society. The course covers a range of topics, including the role of the school in society, the impact of social and cultural factors on learning, and the ways in which the school can be used to promote social change. The course is designed to provide students with a critical understanding of the relationship between the school and society.

Teacher Education Seminar ED 60 (Course Weight 1)

This seminar is designed to provide students with the opportunity to explore the issues and challenges of teaching. It is a forum for students to discuss their own experiences and to learn from the experiences of others. The seminar is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in their careers.

The course is designed to provide students with a solid foundation in the principles and methods of teaching technological studies. It covers the theoretical and practical aspects of the field, including the role of the teacher, the learning process, and the use of technology in the classroom. The course is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in their careers.

The course explores the psychological foundations of learning and development. It examines the ways in which students learn and how they develop over time. The course covers a range of topics, including cognitive development, social learning, and the role of the environment in learning. The course is designed to provide students with a deep understanding of the psychological processes that underlie learning and development.

Master of Arts in Child Study and Education

Master of Teaching in Elementary and Intermediate Education

The Master of Arts in Child Study and Education is a two-year program designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, educational theory, and research methods, culminating in a thesis project.

The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, educational theory, and research methods, culminating in a thesis project.

The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, educational theory, and research methods, culminating in a thesis project.

The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, educational theory, and research methods, culminating in a thesis project.

The program is designed to provide students with a deep understanding of child development and the educational process. The program includes coursework in child psychology, educational theory, and research methods, culminating in a thesis project.

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

The Master of Teaching in Elementary and Intermediate Education is a two-year program designed to provide students with the knowledge and skills necessary to become effective classroom teachers. The program includes coursework in pedagogical theory, classroom management, and assessment, culminating in a practicum experience.

The program is designed to provide students with the knowledge and skills necessary to become effective classroom teachers. The program includes coursework in pedagogical theory, classroom management, and assessment, culminating in a practicum experience.

The program is designed to provide students with the knowledge and skills necessary to become effective classroom teachers. The program includes coursework in pedagogical theory, classroom management, and assessment, culminating in a practicum experience.

The program is designed to provide students with the knowledge and skills necessary to become effective classroom teachers. The program includes coursework in pedagogical theory, classroom management, and assessment, culminating in a practicum experience.

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

Other Programs of Interest to Prospective Teachers

The following information is provided for prospective teachers who are interested in applying to the following programs. The information is provided for your information only.

Concurrent Teacher Education Program (CTEP)

The Concurrent Teacher Education Program (CTEP) is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough and the University of Toronto at Mississauga.

For more information, visit www.ctep.utoronto.ca or contact the CTEP advisor at the University of Toronto at Scarborough or the University of Toronto at Mississauga.

- To apply, you must have completed the first two years of your undergraduate program.
- To apply, you must have a minimum GPA of 2.5.
- To apply, you must have completed the required courses for the program.

Faculty of Arts and Science

University of Toronto at Mississauga (TM)

Exceptionality in Human Learning

The Exceptionality in Human Learning program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Mississauga.

Mathematics Education

The Mathematics Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Mississauga.

The following information is provided for prospective teachers who are interested in applying to the following programs. The information is provided for your information only.

The Early Teacher Project

The Early Teacher Project is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough and the University of Toronto at Mississauga.

University of Toronto at Scarborough (TSC)

The Early Teacher Project

The Early Teacher Project is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Arts or Bachelor of Science degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

Faculty of Music

Music Education

The Music Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Music degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

Faculty of Physical and Health Education

Physical and Health Education

The Physical and Health Education program is a program that allows students to earn their Bachelor of Education degree and a Bachelor of Physical and Health Education degree simultaneously. The program is designed for students who are interested in teaching and want to complete their undergraduate studies in a shorter period of time. The program is available at the University of Toronto at Scarborough.

Teachers' Associations of Ontario

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

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Elementary Teachers' Federation of Ontario (ET O

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Ontario English Catholic Teachers' Association (OECTA

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Ontario Secondary School Teachers' Federation (OSST

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Qualification Evaluation Council of Ontario (QECO

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Financial Assistance and Awards

NOTE: For more information on the Ontario Student Assistance Program (OSAP), contact the OSAP office at the University of Toronto. For more information on the OSAP, contact the OSAP office at the University of Toronto.

Financial Assistance

Policy on Student Financial Support

The University of Toronto is committed to providing financial support to students who are unable to pay for their education. This support is provided through the OSAP. The OSAP is a federal program that provides financial assistance to students who are unable to pay for their education. The OSAP is a federal program that provides financial assistance to students who are unable to pay for their education.

Ontario Student Assistance Program (OSAP)

The OSAP is a federal program that provides financial assistance to students who are unable to pay for their education. The OSAP is a federal program that provides financial assistance to students who are unable to pay for their education. The OSAP is a federal program that provides financial assistance to students who are unable to pay for their education.

For more information on the OSAP, contact the OSAP office at the University of Toronto. For more information on the OSAP, contact the OSAP office at the University of Toronto. For more information on the OSAP, contact the OSAP office at the University of Toronto.

OSAP application forms can be accessed at:

<http://osap.gov.on.ca>

Further information may be obtained from:

Ontario Student Assistance Program
100 University Avenue
Toronto, Ontario M5S 1A5
Telephone: 416-977-1191

OR

Ontario Student Assistance Program
100 University Avenue
Toronto, Ontario M5S 1A5
Telephone: 416-977-1191
416-966-4766

For more information on the OSAP, contact the OSAP office at the University of Toronto. For more information on the OSAP, contact the OSAP office at the University of Toronto.

Ontario Bursary for Students with Disabilities

The Ontario Bursary for Students with Disabilities is a program that provides financial assistance to students who have a disability. The Ontario Bursary for Students with Disabilities is a program that provides financial assistance to students who have a disability. The Ontario Bursary for Students with Disabilities is a program that provides financial assistance to students who have a disability.

TAPS (University of Toronto Advance Planning for Students)

TAPS is a program that provides financial assistance to students who are unable to pay for their education. TAPS is a program that provides financial assistance to students who are unable to pay for their education. TAPS is a program that provides financial assistance to students who are unable to pay for their education.

University of Toronto Work-Study Plan

The University of Toronto Work-Study Plan is a program that provides financial assistance to students who are unable to pay for their education. The University of Toronto Work-Study Plan is a program that provides financial assistance to students who are unable to pay for their education. The University of Toronto Work-Study Plan is a program that provides financial assistance to students who are unable to pay for their education.

The Joseph W. Atkinson Scholarship for Excellence in Teacher Education is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

OISE Bursary

The OISE Bursary is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

Applications and further information can be found online at:

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

Special Bursaries

Christopher Parker Memorial Fund

The Christopher Parker Memorial Fund is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEdOISE.php>

Percy J. Taunton Memorial Bursary

The Percy J. Taunton Memorial Bursary is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEdOISE.php>

The Donald MacCett Bursary

The Donald MacCett Bursary is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEdOISE.php>

The Morgan Parmenter Award in Guidance

The Morgan Parmenter Award in Guidance is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

<http://www.oise.utoronto.ca/student-services/osa-bursary-award/awardsBEdOISE.php>

Entrance Awards

Joseph W. Atkinson Scholarship for Excellence in Teacher Education

The Joseph W. Atkinson Scholarship for Excellence in Teacher Education is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

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The award is given to the student who has the highest GPA in their program.

The award is given to the student who has the highest GPA in their program.

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

The Borthwick Duxworth Scholarship

The Borthwick Duxworth Scholarship is a merit-based award for students who are currently enrolled in a teacher education program. The award is given to the student who has the highest grade point average (GPA) in their program. The award is given to the student who has the highest GPA in their program.

M. Penelope Carter Award

The M. Penelope Carter Award is presented annually to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of M. Penelope Carter, a former student of the University of Toronto who excelled in her studies and was an active member of the community.

The award is presented to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of M. Penelope Carter, a former student of the University of Toronto who excelled in her studies and was an active member of the community.

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

The E.T.O. Bursary is awarded to students who are members of designated groups and who have demonstrated financial need and academic excellence. The bursary is intended to support students who face additional challenges in their education.

http://www.etfo.on.ca/attachments/Bursaries__designated_groups.pdf

E.T.O. Bursary - Women's Program - Aboriginal Women in Education

The E.T.O. Bursary is awarded to Aboriginal women who have demonstrated financial need and academic excellence. The bursary is intended to support women in their education and career development.

http://www.etfo.on.ca/attachments/Aboriginal_Women_in_Education.pdf

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

The E.T.O. Bursary is awarded to women who are members of designated groups and who have demonstrated financial need and academic excellence. The bursary is intended to support women who face additional challenges in their education.

The award is presented to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of M. Penelope Carter, a former student of the University of Toronto who excelled in her studies and was an active member of the community.

http://www.etfo.on.ca/attachments/Bursaries_Womens_Programs.pdf

The John Del Grande Scholarship

The John Del Grande Scholarship is awarded to the student who has demonstrated exceptional academic achievement and leadership skills. The scholarship is named in honor of John Del Grande, a former student of the University of Toronto who excelled in his studies and was an active member of the community.

James Johnson Masonic Award

The James Johnson Masonic Award is presented to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of James Johnson, a former student of the University of Toronto who excelled in his studies and was an active member of the community.

Prof. Arthur Gouden Memorial Entrance Scholarship in Science

The Prof. Arthur Gouden Memorial Entrance Scholarship is awarded to the student who has demonstrated exceptional academic achievement in the field of science. The scholarship is named in honor of Prof. Arthur Gouden, a former faculty member at the University of Toronto.

The award is presented to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of M. Penelope Carter, a former student of the University of Toronto who excelled in her studies and was an active member of the community.

Dr. and Mrs. R. Peterson Memorial Entrance Award

The Dr. and Mrs. R. Peterson Memorial Entrance Award is presented to the student who has demonstrated exceptional academic achievement and leadership skills. The award is named in honor of Dr. and Mrs. R. Peterson, former faculty members at the University of Toronto.

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Bertha and David Robertson Entrance Scholarship in Primary/Junior Education

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Roseann Runte Award

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Sean Stirling Entrance Award

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

University of Toronto Vari Scholarships

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Awards of Honour

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Primary/Junior Award of Honour

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Junior/Intermediate Award of Honour

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

Intermediate/Senior Award of Honour

The applicant must be a Canadian citizen or permanent resident of Canada at the time of application. The applicant must be a high school graduate or equivalent. The applicant must be a member of the University of Toronto.

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Award for Outstanding Contribution to the Life of the Faculty

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Arnolds Balins Award

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Mark A.R.M. Crane Memorial Award

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... en o... .. o... n... o... ol... p o) ... , ho... a...
... e... e... pl... a... he... , l... a... o... he l... e... .. o... e...
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Robert Morrice Crane Award

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he... on l... on o... he... .. e... .. e... o... .. helo o...
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e... h n) n... he... .. n... h... e... .. e... .. l...
n... e n) ... en... e... o... he n e... o... h... he p... p... The l... e...
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Jeffrey Drdul Memorial Awards in Special Education

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... o... e... n... pe... l... .. on... he... n... e... o... To on o n
he... o... on... e... el... ollo... n) he...) ... on n...
... ho h... e... e... on... e... he... l... o... on... .. e... o... he...
... el... o... pe... l... .. on... .. a... h... n... n... e... n...
... l... h... l... hoo... .. on... .. en... e... .. he... .. o...
Te... h... nolo... .. on... e... l... o... on... .. e... e...

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

The e... e... .. l... e... o... l... .. e... e) en o... .. en...
...) ... n) ... o... he... e... he... .. on p o) ... ho... e...
... on n... n... n... n... o... olle) e o... Te... he... e... .. on
... o... e... n... pe... l... .. on... he... n... e... o... To on o n
he... o... on... e... el... ollo... n) he...) ... on n...
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... el... o... pe... l... .. on... .. a... h... n... n... e... n...
... l... h... l... hoo... .. on... .. en... e... .. he... .. o...
Te... h... nolo... .. on... e... l... o... on... .. e... e...

E.T. O. Faculty of Education Award

The l... e... n... Te... he... e... e... on o... n... o... .. a...
... l... l... e... n... e... o... .. hol... h... p... n... .. a... o... .. en...
en olle... n... n... o... p... l... l... n... e... hool... n... .. l... a...
o... e... .. on The ... l... e... .. on... .. e... .. e...
on he... o... .. e... .. e... ellen e... e... pl... e... h n)
p... .. a... n... p... .. pl... e... en... n... e... on... e...
n... .. a... o... o... en... pe... on l... e... pe... en... e... .. on l...
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James W. Fair Award in Elementary Education

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he... , helo o... .. on p o) ... ho h... .. e... n...
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Don Galbraith Presekvice Teacher Award of Excellence

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... .. e... on... e... e... ep... on l... o... .. en... n... e... ..
n he... .. en... e... p... on n... e... h n) ell... he...
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R. McMaster Award

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o... .. n... n) ... en... n he n e... e... e... (en o... n) l... h...
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O.E.C.T.A. Award of Excellence

The national high school teachers organization has established the O.E.C.T.A. Award of Excellence to honor the outstanding high school teachers in the United States. The award is presented annually to the teacher who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the teacher who has demonstrated exceptional achievement in the classroom and in the community.

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

The O.S.S.T. W. Bryan Memorial Award of Honor is presented annually to the teacher who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the teacher who has demonstrated exceptional achievement in the classroom and in the community.

The O.S.S.T. W. Bryan Memorial Award of Honor is presented annually to the teacher who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the teacher who has demonstrated exceptional achievement in the classroom and in the community.

OISE Commendation

The OISE Commendation is presented annually to the teacher who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the teacher who has demonstrated exceptional achievement in the classroom and in the community.

R. Darrel Phillips Award

The R. Darrel Phillips Award is presented annually to the teacher who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the teacher who has demonstrated exceptional achievement in the classroom and in the community.

P. A. Petrie, Huron County Scholarship

The P. A. Petrie, Huron County Scholarship is presented annually to the student who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Alexander Pringle Seggie Award

The Alexander Pringle Seggie Award is presented annually to the student who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Alexander Pringle Seggie Memorial Award

The Alexander Pringle Seggie Memorial Award is presented annually to the student who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

The Don Wright Scholarship in Music Education (Practical Instrumental Arranging) is presented annually to the student who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Don Wright Scholarship in Vocal Music

The Don Wright Scholarship in Vocal Music is presented annually to the student who has demonstrated exceptional achievement in the classroom and in the community. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Award Winners 2006

The award winners for 2006 are listed below. The award is presented to the student who has demonstrated exceptional achievement in the classroom and in the community.

Primary/Junior Award of Honor

John Doe

Junior/Intermediate Award of Honor

John Doe

Intermediate/Senior Award of Honor

John Doe

Arnold Balins Award

John Doe

Borthwick Dugorth Scholarship

John Doe

James Johnson Masonic Award

John Doe

M. Penelope Carter Award

John Doe

Max A.R.M. Craie Memorial Award in History and Political Science

John Doe

The Robert Morrice Creative Award in Music and Mathematics

College of Arts and Sciences

Jeffrey Drdul Memorial Award

• Department of Education
• Department of Psychology

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

• Department of Psychology

John J. Del Grande Scholarship

• Department of History

E.T.O. Faculty of Education Award

(Department of Education)

James W. Fair Award in Elementary Education

• Department of Psychology

Don Galbraith Presekice Teacher Award of Excellence

• Department of Education
• Department of Psychology
• Department of History

The Professor Arthur Gouden Memorial Entrance Scholarship in Science

• Department of Psychology
• Department of History
• Department of Education
• Department of Psychology

The R. J. McMaster Award

• Department of Psychology

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

• Department of Psychology

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

• Department of Education

Outstanding Contribution to the Life of the Faculty

• Department of Psychology

OISE Commendation

• Department of Psychology
• Department of Education
• Department of History
• Department of Psychology
• Department of History

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

• Department of Psychology
• Department of Education
• Department of History

The P. A. Petrie Huron County Scholarship

• Department of History

The R. Darrel Phillips Award

(Department of History)

Bertha and Gordon Ross Entrance Scholarship in Primary/Junior Education

• Department of Education
The Department of Psychology

Roseann Runte Award Scholarship

• Department of Psychology

Alexander Pringle Seggie Memorial Award, Business

• Department of Psychology

Alexander Pringle Seggie Award

• Department of Psychology

Gean Stirling Entrance Award

• Department of Psychology
• Department of Education

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

• Department of Psychology

Don Wright Scholarship in Vocal Music

• Department of Psychology

University of Toronto Vari Scholarship

• Department of Psychology
• Department of Education
• Department of History
• Department of Psychology
• Department of Education

Student Services and Activities

In the following pages, you will find information about the various services and activities available to you. To ensure that you are fully informed, we have provided a comprehensive guide to student life. This guide is available in both print and digital formats. You can access it online or request a printed copy. The guide covers a wide range of topics, including academic resources, student organizations, and campus events. It is designed to help you navigate your student experience and make the most of your time at the university.

OISE Services and Activities

Alumni Association

The Alumni Association is a group of former students who have graduated from the university. They provide support and resources to current students, including mentorship programs and networking opportunities.

Contact: 416-978-1111

Location: 100 St. George Street, Toronto, ON M5S 1A5

Telephone: 416-978-1111

Education Commons

The Education Commons is a resource center for students seeking academic support. It offers a variety of services, including tutoring, writing assistance, and research support. The center is staffed by trained peer tutors and academic advisors who can help you with any course-related challenges.

Location: 100 St. George Street, Toronto, ON M5S 1A5

Telephone: 416-978-1111

Website: www.utoronto.ca/educationcommons

The Education Commons is a resource center for students seeking academic support. It offers a variety of services, including tutoring, writing assistance, and research support. The center is staffed by trained peer tutors and academic advisors who can help you with any course-related challenges.

Location: 100 St. George Street, Toronto, ON M5S 1A5

Telephone: 416-978-1111

Website: www.utoronto.ca/educationcommons

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Location: 100 St. George Street, Toronto, ON M5S 1A5

Telephone: 416-978-1111

Website: www.utoronto.ca/educationcommons

Education Commons

Telephone: 416-978-1111

Website: www.utoronto.ca/educationcommons

Library

Telephones:

Location: 100 St. George Street, Toronto, ON M5S 1A5

Telephone: 416-978-1111

Website: www.library.utoronto.ca

Indigenous Education Centre (IEC)

The IEC provides... (text is mirrored and mostly illegible)

Contact: ... Location: ... Telephone: 416-978-2164 Email: ... We site: ...

International Students

International Students... (text is mirrored and mostly illegible)

International Students... (text is mirrored and mostly illegible)

International Students' Association (ISA)

International Students' Association... (text is mirrored and mostly illegible)

... (text is mirrored and mostly illegible)

Location: ... Telephone: 416-978-2164 Email: ...

Midspace Daycare

Midspace Daycare... (text is mirrored and mostly illegible)

Location: ... Telephone: 416-978-2167 Fax: 416-966-4777 Email: ...

Student Services Office (OISE)

The Student Services Office... (text is mirrored and mostly illegible)

Location: ... Telephone: 416-978-2177 Fax: 416-966-4766 We site: ...

University-wide Services and Activities

Original Student Services and Programs

First Nations House

The First Nations House is a place where students from various backgrounds can meet and share their experiences. It provides a safe and supportive environment for students to discuss their challenges and seek advice. The house also offers cultural programs and events to promote understanding and respect for different cultures.

Location: 600 University Ave, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/firstnations

Anti Racism and Cultural Diversity Office

The Anti Racism and Cultural Diversity Office is dedicated to promoting a campus environment free from racism and discrimination. It provides resources, support, and advocacy for students who have experienced racism or discrimination. The office also organizes educational programs and events to raise awareness and foster a more inclusive community.

Location: 100 St. George Street, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/arcdo

Career Centre

The Career Centre provides students with the tools and resources they need to explore their career options and prepare for the job market. Services include resume writing, interview preparation, and job search strategies. The centre also offers workshops and seminars on various career topics. Students can also receive one-on-one career counseling to help them make informed decisions about their future.

Location: 100 St. George Street, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/career

The Career Centre provides students with the tools and resources they need to explore their career options and prepare for the job market. Services include resume writing, interview preparation, and job search strategies. The centre also offers workshops and seminars on various career topics. Students can also receive one-on-one career counseling to help them make informed decisions about their future.

Location: 140 College Street, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/career

Community Safety Coordinator

The Community Safety Coordinator works to ensure that the campus is a safe and secure environment for all students. This role involves coordinating with campus police, security services, and other stakeholders to address safety concerns. The coordinator also provides support and resources to students who have experienced safety incidents. Regular safety drills and awareness campaigns are organized to keep students informed and prepared.

Location: 100 St. George Street, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/safety

Disability Services for Students

The Disability Services for Students office provides support and accommodations for students with disabilities. This includes providing accessible materials, arranging for sign language interpreters, and providing other accommodations as needed. The office works closely with faculty and staff to ensure that all students have an equal opportunity to succeed in their studies. Students can also receive one-on-one support to help them navigate the university's policies and procedures.

Location: 100 St. George Street, Toronto, ON M5S 1A5
Telephone: 416-977-1437
Website: www.utoronto.ca/disability

Family Care

The Family Care Centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-9111
Website: www.familycareutoronto.ca

Art House

The Art House provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

Location: 710 Queen Street West, Toronto, ON M5S 1A6
Telephone: 416-978-4111
Website: www.arthouseutoronto.ca

Health Services

The Health Services Centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

The Health Services Centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-9111
Email: health@utoronto.ca
Website: www.healthutoronto.ca

Housing

The Housing Centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

Location: 140 College Street, Toronto, ON M5S 1A6
Telephone: 416-978-4111
Email: housing@utoronto.ca
Website: www.housingutoronto.ca

Accommodation and Cost of Living

The Accommodation and Cost of Living Centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness. The centre provides a safe and secure environment for students who are experiencing homelessness.

Room	7
Food	1
Laundry	6
Books	2
Health Services	6
Transportation	1
Personal Care	6
TOTAL	\$1,100

International Student Centre (ISC)

The International Student Centre (ISC) provides a range of services to help international students adjust to life in New Zealand. We offer a variety of support services, including orientation programs, language classes, and cultural activities. Our staff are experienced and friendly, and we are committed to providing a warm and welcoming environment for all our students. We also offer a range of financial and academic support services, and we can help you with your visa and travel arrangements. If you have any questions, please contact us at the address below.

Location: 416-971-1177
Telephone: 416-971-1177
Email: isc@unl.ac.nz
Website: www.unl.ac.nz/isc

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

The Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office (LGBTQ+) provides a range of support services to help LGBTQ+ students adjust to life in New Zealand. We offer a variety of support services, including orientation programs, language classes, and cultural activities. Our staff are experienced and friendly, and we are committed to providing a warm and welcoming environment for all our students. We also offer a range of financial and academic support services, and we can help you with your visa and travel arrangements. If you have any questions, please contact us at the address below.

Location: 416-946-6444
Telephone: 416-946-6444
Email: lgbtq@unl.ac.nz
Website: www.unl.ac.nz/lgbtq

Sexual Harassment Office

The Sexual Harassment Office provides a range of support services to help students adjust to life in New Zealand. We offer a variety of support services, including orientation programs, language classes, and cultural activities. Our staff are experienced and friendly, and we are committed to providing a warm and welcoming environment for all our students. We also offer a range of financial and academic support services, and we can help you with your visa and travel arrangements. If you have any questions, please contact us at the address below.

Location: 416-971-1177
Telephone: 416-971-1177
Email: isc@unl.ac.nz
Website: www.unl.ac.nz/isc

Status of Women Office

The Status of Women Office provides a range of support services to help women adjust to life in New Zealand. We offer a variety of support services, including orientation programs, language classes, and cultural activities. Our staff are experienced and friendly, and we are committed to providing a warm and welcoming environment for all our students. We also offer a range of financial and academic support services, and we can help you with your visa and travel arrangements. If you have any questions, please contact us at the address below.

Location: 416-971-1177
Telephone: 416-971-1177
Email: sw@unl.ac.nz
Website: www.unl.ac.nz/sw

Policies and Regulations

OTE: The utoronto.ca/go/cncl/pap/alphapol.htm contains the current policy on the admission of students to the program. For more information, contact the program coordinator.

The program is open to students who have completed the following requirements:

- Completed the first two semesters of the program.
- Completed the first two semesters of the program with a minimum grade point average of 2.0.
- Completed the first two semesters of the program with a minimum grade point average of 2.0 and a minimum cumulative grade point average of 2.0.

English Language Proficiency Policy

OTE: The English Language Proficiency Policy is available on the program website. The policy outlines the requirements for students who are not native English speakers and who need to demonstrate their English language proficiency before enrolling in the program.

Students who are not native English speakers must demonstrate their English language proficiency by achieving a minimum score of 50 on the TOEFL iBT test or a minimum score of 180 on the TOEFL PBT test. Students who do not meet these requirements must complete the English Language Institute (ELI) program before enrolling in the program.

Students who are not native English speakers must demonstrate their English language proficiency by achieving a minimum score of 50 on the TOEFL iBT test or a minimum score of 180 on the TOEFL PBT test. Students who do not meet these requirements must complete the English Language Institute (ELI) program before enrolling in the program.

The program is open to students who have completed the following requirements:

- Completed the first two semesters of the program.
- Completed the first two semesters of the program with a minimum grade point average of 2.0.
- Completed the first two semesters of the program with a minimum grade point average of 2.0 and a minimum cumulative grade point average of 2.0.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma in Technological Education Program

- All applicants must demonstrate English language proficiency by achieving a minimum score of 50 on the TOEFL iBT test or a minimum score of 180 on the TOEFL PBT test.
- The minimum score on the TOEFL iBT test is 50.
- The minimum score on the TOEFL PBT test is 180.
- Students who do not meet these requirements must complete the English Language Institute (ELI) program before enrolling in the program.

For Applicants To The Bachelor of Education Degree Program

- All applicants must demonstrate English language proficiency by achieving a minimum score of 50 on the TOEFL iBT test or a minimum score of 180 on the TOEFL PBT test.
- The minimum score on the TOEFL iBT test is 50.
- The minimum score on the TOEFL PBT test is 180.
- Students who do not meet these requirements must complete the English Language Institute (ELI) program before enrolling in the program.

B. Acceptable Tests and Required Scores

OTE: All students who are not native English speakers must demonstrate their English language proficiency by achieving a minimum score of 50 on the TOEFL iBT test or a minimum score of 180 on the TOEFL PBT test.

- The minimum score on the TOEFL iBT test is 50.
- The minimum score on the TOEFL PBT test is 180.
- Students who do not meet these requirements must complete the English Language Institute (ELI) program before enrolling in the program.

Paper-based, on-campus TOEFL iBT tests are accepted for students who are not native English speakers. The minimum score on the TOEFL iBT test is 50.

Computer Aided Online English Language Proficiency Test
 The online English Language Proficiency Test is a computer-aided test that assesses your English language skills.

Internet Aided Online English Language Proficiency Test
 The internet-aided online English Language Proficiency Test is a computer-aided test that assesses your English language skills.

OR

IELTS (International English Language Testing System)
 The IELTS test is a standardized test of English language proficiency. It is used by universities and employers to assess the English language skills of non-native speakers.

OR

MEAB (Michigan English Language Assessment Battery)
 The MEAB is a standardized test of English language proficiency. It is used by universities and employers to assess the English language skills of non-native speakers.

OR

TOEFL (Test of English as a Foreign Language)
 The TOEFL test is a standardized test of English language proficiency. It is used by universities and employers to assess the English language skills of non-native speakers.

OR

University of Toronto, School of Continuing Studies' English Language Academic Preparation Course
 The English Language Academic Preparation Course is a program designed to help non-native speakers improve their English language skills and prepare for university-level studies.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of English language proficiency is typically 4-6 weeks before the start of the program. For more information, please contact the admissions office.

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, please contact the testing agency.

Telephone: 1-877-835-4646

Website: www.ets.org

2. IELTS (International English Language Testing System)

For more information, please contact the testing agency.

Telephone: 1-800-461-6272

Website: www.ielts.org

For more information, please contact the testing agency.

Website: www.meb.edu

3. MEAB (Michigan English Language Assessment Battery)

For more information, please contact the testing agency.

Telephone: 1-866-696-4444

Website: www.meb.edu

For more information, please contact the testing agency.

Website: www.toeefl.com

OR

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

For more information, please contact the testing agency.

Telephone: 416-946-9444

Website: www.utoronto.ca

For more information, please contact the testing agency.

Website: www.top.toronto.edu

4. TOP (Test of Oral Proficiency)

TOW (Test of Written Proficiency)

For more information, please contact the testing agency.

Telephone: 416-961-1164

Website: www.4t1.com

OTE: The Ontario Test of English

Telephone: 416-961-6767

Website: www.ote.com

For more information, please contact the testing agency.

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

For more information, please contact the testing agency.

Telephone: 416-971-4646

Website: www.utoronto.ca

For more information, please contact the testing agency.

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Telephone: 416-978-1848

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Grading Practices, Bachelor of Education and Diploma in Technological Education Programs

A. Evaluation Procedures, Courses

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l... e... e... o... h... l... o... he... o... e... e... ho...
... e... pen l...

6 ... e... n... e... p... e... on o... he... n... o... p... e
)... en... o... e... h... e... he... n... r... e... o... e... ll
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n... e... e... o... o...

7 ... ll... n l... o... e...) ... e... n... o... ll... e
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e... l... on o... pp... en... no... l... a... n... hen
ne... a... e... e... h... he) ... e... e... e... e
e... on... e... e... h... he... n l... a... p... on... l... o
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B. Evaluation Procedures, Practicum

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... ll... n l... e... he... o... llo... n):

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n l... n) he... e... o... e... e... n... n) he
pe... o... n... e... o... e... he... n... r... e... n... he... p... pe l
) e... h... n... l... le... The... e... en... ll... e... l... le
o... ll... e... he... n... r... e... e... o... e... he... e) n... n) o... he
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... o... e... n... e... pe... o... n... e... l... on... h
... en... o... en... on... o... e... h... e... on
h... e... o... he... e... he... n... r... e

... en... o... en... on... o... he... e... n l
e... l... on o... he... on

C. Evaluation Procedures, Internship

The e... l... on o... e... he... n... r... e... pe... o... n... e... n... he
n... e... n... h... p... ll... n l... e... he... o... llo... n):

1 ... o... l... e... en... a... n) he... e... o... e... e
n... e... n... n) ... he... e... e... en... o... he... n... e... n... h... p
h... e... e... en... o... ple... e... ll... n... r... he... p... pe l
) e... h... n... l... le... The... e... en... ll... e... l... le
o... ll... e... he... n... r... e... e... o... e... he... e) n... n) o... he
n... e... n... h... p

... en... o... en... on... o... he... l... o... ple... on
o... he... n... e... n... h... p

D. Conditions for Final Standing

- 1) The student shall be eligible to enroll in the following courses:
 - English I, II, III, and IV
 - Mathematics I and II
 - Science I and II
 - History I and II
 - Physical Education I and II
 - Art I and II
 - Music I and II
 - Foreign Language I and II
 - Personal Finance
 - Health
 - Career Development
 - College Preparation

i Grade Scale for Courses

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

ii Grade Scale for the Practicum

Letter Grade	Grade Equivalent
A	100-100
B	90-95
C	80-85
D	70-75

iii Internship

- 4) The student shall be eligible to enroll in the following courses:
 - English I, II, III, and IV
 - Mathematics I and II
 - Science I and II
 - History I and II
 - Physical Education I and II
 - Art I and II
 - Music I and II
 - Foreign Language I and II
 - Personal Finance
 - Health
 - Career Development
 - College Preparation
 - Practicum

E. Supplemental Privileges

1. Academic Courses

- The student shall be eligible to enroll in the following courses:
 - English I, II, III, and IV
 - Mathematics I and II
 - Science I and II
 - History I and II
 - Physical Education I and II
 - Art I and II
 - Music I and II
 - Foreign Language I and II
 - Personal Finance
 - Health
 - Career Development
 - College Preparation
 - Practicum

he, e o. lne o e o, en on o he
• helo o... on e) ee o he, plo n
Te hnolo), l... on n he e e o
• l on, n o: olle) e o Te, he
• o e, he n r e, ll epe e o e
• o e h n, e n un le n on o p
he eo o n e) ee. plo o e e
le n he: len: ae, ep e, on o he
• ppe l: o, ee o he: o. n lo he l:

2. Practicum

The e e, o, he le e... on, e, he
• n r e, e e e p n e, ho he, o, he le
p... on e) n e on e, h... e
e l on e, he n r e, ho l he o
e on e, he le e... ll e) n e e pple en l
p le) o, o ple e... on l... e o e e,
n ppo l e he n e e e o, ee
(pple en l p le) ll e) n e o he
(he le e... h e een, o ple e, n l o
• pple en l p le) ll e) n e o he
o e e e, he n r e, ho l o h o he
• he le e... n r l he e e pple en l
• e... ll he e o e e e n l) e o... o
• e o he... o e n, ll no e
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• plo n Te hnolo), l... on no o he
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Internship

e, he n r e, e l o e) n e e pple en l
p le) e o n n... ll n e n h ppo e h
o h... pple en l p le) h e n o een
e e

Access to Examination Papers

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o on... The e l le o e e...
e, he n r e p on e... n o e...
n... e) n e n e e p on o l n)
n e n on ppe e p on... e) n e...
he n e n o... n e n h a e... n e e p on
no e, ll e le n pl e o he, op o he
e n on

e, he n r e h e he) h ope on o he
e e n) n e he n) o... on un l
e n on... en pe on... e o
he e) h n, o, e e o e e n) he) e
o e e on e, he n r e l o h, he) h o
e e, h o he e n on, h ep e n e o

he, le en o e on... o) e n) he
e n on... e o e n) n e e... n
op n) e e ppl... ll e le e n
e e p o o he e e

G. Withdrawals

e, he n r e, e h... o he e helo o
... on e) ee o plo n Te hnolo), l... on
p o) h o... e pen l on o e o e... h l
o ple e... h... l o he n e... o
e o he e) e o e he o... l e l ne he
) n o WDR, h... n, ho... e pen l
ll e e n e e on he e, he n r e... e o
e, he n r e, ho h... ho. no n) he
e) n... n) ll e... n e) e o... o CR
p p o p e n ll o... e, he n r e, ho
h o, h... e he o... l e l ne... pe on
he e) o p e... on o o o, ho... e
pen l

Conflict of Interest

he e he n... o o e, he n r e h... on l
o n e a o... n... on, he e n r o e e
... en... no e p a... le h... ho. l e... la e o
he n e n o... n e, ho h ll e e ep o e n e
n a n r o e

I. Procedures in the Event of Disruptions

1. Principles

The o llo n) p n pl e h ll p p l n he e en o
e p on o he e e p o) :

- The e e n e) o... e p o) e
e hono. e n
- Te, he n r e... e e e n
n n e e o n, n) he e e o o ho e o
en n e e l... o no, ho. pen l

2. Procedures

- The e e e n r e o a o he... e
o o h ll e l e, hen... p on o he
e p o) h o... e The o o h ll
e e p o n o he n e... o... n
l) e o he, h n) o e pple en e n, ll
ep o o he o... ee on... e... ol... n
o) e) n) he pple en on o he
p o e... n h n) o he... o he
e e p o) :

The Board of Regents of the State of Tennessee, acting through the Board of Higher Education, has adopted the following policies and procedures regarding the appeal of academic grades. These policies and procedures shall apply to all students enrolled in any degree-granting program at any public institution of higher education in the State of Tennessee.

A student who has a grade in a course that is not satisfactory shall have the right to appeal that grade. The student must file a written appeal with the appropriate academic officer within the time frame specified in the institution's policies and procedures.

The appeal process shall be conducted in a fair and equitable manner. The student shall be given the opportunity to present their case and to be heard by an impartial appeals committee.

The institution shall maintain a record of all appeals and the outcomes thereof. The final decision of the appeals committee shall be final and binding.

The Board of Regents of the State of Tennessee, acting through the Board of Higher Education, has adopted the following policies and procedures regarding the appeal of academic grades. These policies and procedures shall apply to all students enrolled in any degree-granting program at any public institution of higher education in the State of Tennessee.

Appeal Procedures

Bachelor of Education and Diploma in Technological Education Programs

The Board of Regents of the State of Tennessee, acting through the Board of Higher Education, has adopted the following policies and procedures regarding the appeal of academic grades. These policies and procedures shall apply to all students enrolled in any degree-granting program at any public institution of higher education in the State of Tennessee.

A. Appeal of Academic Grades

The Board of Regents of the State of Tennessee, acting through the Board of Higher Education, has adopted the following policies and procedures regarding the appeal of academic grades. These policies and procedures shall apply to all students enrolled in any degree-granting program at any public institution of higher education in the State of Tennessee.

- The student who has a grade in a course that is not satisfactory shall have the right to appeal that grade. The student must file a written appeal with the appropriate academic officer within the time frame specified in the institution's policies and procedures.

The student shall be given the opportunity to present their case and to be heard by an impartial appeals committee. The institution shall maintain a record of all appeals and the outcomes thereof. The final decision of the appeals committee shall be final and binding.

The Board of Regents of the State of Tennessee, acting through the Board of Higher Education, has adopted the following policies and procedures regarding the appeal of academic grades. These policies and procedures shall apply to all students enrolled in any degree-granting program at any public institution of higher education in the State of Tennessee.

4 The e, he, n... e, he... o... he... h... o...
he... ep... en... h... n... o... ee... o... ee... p...
ppe... l... he... l... n... o... he... ppe... l... o... ee... n... n...
h... o... h... he... e... o... he... o... n... l... ppe... l...
o... ee... o... he... l... l... o... n... l... o... The
h... o... he... e... e... o... ee... ll... hen...
ho... n... e... el... o... o... n... l... ppe... l...
o... ee... o... he... he... ppe... l... n... o... n... o...
p... o... n... en... o... o... n... he... ppe... ll... n... n...
n... e... ep... a... en... e... o... ppe... n...
pe... o... n... h... o... ho... o... n... el... o... he... o... o... n...
p... a... en... en... n... pe... o... n... o... o... n... el... o...
en... e... l... e... e... e... le... o... ee...
p... o... o... he... e... o... he... ppe... l... ee... n... The... ppe... ll... n...
no... he... no... l... e... h... n... o...
na... p... o... o... he... e... o... he... o... n... l...
ppe... l... he... n... he... he... o... no... he... o... he... ele... o...
ppe... n... pe... o... n... n... o... e... ep... a... en... e... n... o...
he... ppe... ll... n... ele... o... no... ppe... a... he... o... ee...
ll... p... o... ee... h... he... en... o... n... he... ppe... ll... n... o... no... no...
he... ppe... l... ll... e... e... n... e... The... o... n... l... ppe... l...
o... ee... ll... he... o... n... e... e... he... e... a... n...
o... n... e... e... o... n... n... on... le... n... n...
h... o... h... he... e... n... o... he... p... o... n... e... n...

The e, he, n... e... e... n... l... ppe... l... o... he...
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he... n... e... n... ppe... l... o... he... e... ppe... l...
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o... en... e... l... n... no... e... o... ppe... l... h... he...
e... e... o... he... o... no... l... e... h... n... n... e... 9...
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B. Appeal of Failures in Practice Teaching

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o... l... p... o... e... e... n... e...

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he... e... l... o... n... e... n... e... he... Te... h... n... o... o... n...

1 e, he, n... e... ppe... l... n... n... he... l... e...
n... e... he... o... e... he... o... he... o... o... n... o... o...
e... Te... h... n... h... n... o... ee... o... ee... n... he...
ep... The... e... he... n... e... ll... p... a... en... o... he...
o... o... n... o... en... e... en... e... l... n... he... o... n... o...
o... he... ppe... l... The... e... Te... h... n... o... o... n... o... ll...
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l... h... he... e... he... n... o... p... e... o... n... e... ll...
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e... n... n... he... ppe... l...

The e, he, n... e... o... he... o... e... e... he...
h... n... o... ee... o... ee... p... ppe... l... he... e... o... n... he...
e... Te... h... n... o... o... n... o... h... o... h... he... e...
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e... n... h... o... h... he... e... n... n... o... he... p... o... n... e... n... e... he... e... o... n... he... o... ee...
n... he... o... n... l... e... o... he... e... o... n...

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o... ee... o... he... he... ppe... l... n... o... n... o...
p... o... n... en... o... o... n... he... ppe... ll... n... n...
n... e... ep... a... en... e... o... e... l... e... o... ppe... n...
pe... o... n... h... o... ho... o... n... el... o... he... o... o... n...
n... p... a... en... en... n... pe... o... n... o... o... n... el... o...
o... n... el... o... en... e... l... e... e... le... o... ee... p... o... o... he... e... o... he... ppe... l...
ee... n... The... ppe... ll... n... no... he...
e... no... l... e... h... n... o... na... p... o... o... he... e... o... he... o... n... l... ppe... l... he... n... he... he... o... no...
he... o... he... ele... o... ppe... n... pe... o... n... n... o... e...
ep... a... en... e... n... o... he... ppe... ll... n... ele... o...
no... ppe... a... he... o... ee... ll... p... o... ee... h... he...
en... o... n... he... ppe... ll... n... o... no... no...
he... ppe... l... ll... e... e... n... e... The... o... n... l... ppe... l...
o... ee... ll... he... o... n... e... e... he... e... a... n...
e... o... n... n... on... le... n... n... h... o... h... he... e... n... o...
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4 The e, he, n... e... e... n... l... ppe... l... o... he...
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he... n... e... n... ppe... l... o... he... e... ppe... l...
o... h... ll... e... ep... n... e... ep... o... n... l... n... e...

... en e . . . n) no e o ppe l, h he
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C. Applicability of Faculty Regulations

The e . . . e no ll h n l e . e e) . n)
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 . o .) h The e) . n on l on h he e n ll
 p o e he e he n r . e h e n e e en
) n) he on l e) n n) o e n n) he e .

Academic Sanctions for Teacher Candidates Who are Outstanding University Obligations

n o e o e e e n e . . e) e o . plo . o o e
 e o . en e o . n o . . on o n o
 . olle) e o Te he e e . e he n r . e .
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 . o n e l o n . e . olle) e . l e o he
 n e . e l h e e . o n e h) e o n e . ne
 o .) e n . (e n e e l n r e p e n n r
 o e e o he e . on e . on o he p . e n o
 .) e n a o n o o) o o r e h o . n r e . e en
 o p l e e e o p e n r e he . ho . o he
Code of Student Conduct.

The ollo n) . e . n on ll e . p e on
 e he n r . e . ho h e o . n n) e o n e
 n e . o l) on :

(e e n o e l o o l n . p o e o . o
 (o h ll n o e e .
 The n e . ll n o e e e he he o l
 . o . en . no ll e . plo . h h e l e he
 . e) e e . plo . o e e e n e no p o e o l
 . on . on o . en e . on o e) e e . o
 e e n l e p . e . ll n o . e e o . en on o
 . n o . olle) e o Te he e h n) e .
 n r e e) . n . ll e llo e o . l on e) e n r
 h e he n . e ppe on he on o on p o)
 e) . on ll e e e o . on n . n) o e . n n)
 e he n r . e . e . e . on n . n) o
 e . n n) e he n r . e h ll e pple . o
 o . n n) n e . e . n e o n . o . en e

Transcripts

ll e . o . n . p o . e . e o . h he
 e . ep on o he . . on l . l . on . o . o
 . . o n r he n p l . l . on o) .
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 ollo n) . . :

n e . o To on o T n . p : en e
 l . e o) e e e . o o l 6
 To on o n (o .
 Telephone: 416-973-4874
 : 416-973-4874
 . e e : . . . o on o .

T n . p o **Additional Qualification Courses for Educators** n l . n) he **Principals' Qualification Program (PQP** . ho . l . e . e e o he . . e . elo .
 he h n p e o . hen he e n r o n . p o .
 he . e . . ll e p o e e . h n - l . o n)
 . .

The e o . . e
 (. e) . e
 (. loo e e . e . o o 4-4
 To on o n o . l 6
 Telephone: 416-973-1634

Policy on Official Correspondence with Students

The n e . n . . on . . e he p a l . l
 . e e n r o e l e on . e e . e) e l e on .
 l n r o he o p . e e e on l ne o e p on e e
 . e e . e h n e . o e l e n) o l
 . o e p on e e o . . en

l . o e p on e . n l . e . . no l . e o .
 e e e o . . en . p . p on n he . e .
 p o) . . p o n n o . on on e n n) n e .
 n r p o) . e he l n) e e n o . on n r o he
 . e . on e n n) he . n o n r) o e n n e o
 he n e .

Postal Addresses and Electronic Mail Accounts

. e n e e p on l e o . n n n) n r . e n) he
 (n e . o n he n e . e . e n n o . on . e
 . . en l . (e o . . en n r l p a l . . e .
 . ell . he . e o n e . e e e l e on . l
 . o n h . e e . n r . o e e e e . he . e
 . e . en n . o o

The University of Toronto is committed to providing a safe and secure environment for all members of the University community. This includes the protection of personal information and the privacy of our students, faculty, and staff.

University Rights and Responsibilities Regarding Official Correspondence

The University of Toronto is committed to providing a safe and secure environment for all members of the University community. This includes the protection of personal information and the privacy of our students, faculty, and staff. The University of Toronto is committed to providing a safe and secure environment for all members of the University community. This includes the protection of personal information and the privacy of our students, faculty, and staff.

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

The University of Toronto is committed to providing a safe and secure environment for all members of the University community. This includes the protection of personal information and the privacy of our students, faculty, and staff. The University of Toronto is committed to providing a safe and secure environment for all members of the University community. This includes the protection of personal information and the privacy of our students, faculty, and staff.

Academic Staff

Adult Education and Counselling Psychology (AECF)

• l n e n e h i . To on o e o h
 • n e h i . Te o e o o h
 • leen n one To on o e o
 • enno o el To on o e on l e . e
 • e n e . n a p a e n . . . on l e . e
 • on n e . . . o e h i . To on o e n o e . e
 • h l e . . h e n e h i . . . h o l . . . o e o
 • . . . o l e To on o e o
 • o o n e e e . . . on l e . e
 • e l n e t e n n e e . e
 • o l l e h i . . e e n o
 • n n e o o n e h i . To on o e o
 • l e . . . n e h i . . . on n e o
 • n . . . on e h i . . . h o l . . . o e o
 • . . . n o l e h i . . . h o
 • e . . . l e h i . . o h o l n . . . o e o
 • . . . n) o n e h i . o h n , o p n e o
 • . . . l o n e e . e
 • To on o e . e
 • n e l . . l e h i . To on o e o
 • n . . h n n e h i . . . l l . . . o e o
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 • e n . n e h i . To on o e o
 • o n) h i . To on o e o
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 • h . l e h i . To on o e . e
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Curriculum, Teaching and Learning (CT)

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• o e l h o . h i . . . h . e . . . h e
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 • l e e e h i . To on o e o
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Human Development and Applied Psychology (DAP

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Institute of Child Study

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Institute of Child Study, a oratory School

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Sociology and Equity Studies in Education (SESE

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Theory and Policy Studies in Education (TPS

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