

# Registrar's Office

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

## ◆ Initial Teacher Education Programs

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

#### Admissions

1-800-961-2211  
416-977-2211

[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)  
[www.utoronto.ca/ro/initial/initial.html](http://www.utoronto.ca/ro/initial/initial.html)

#### Registered Students

1-800-961-2211

[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)

#### Transcripts & Records

1-800-961-2211  
416-977-2211

[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)  
[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)

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

[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)

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

[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)

## ◆ Additional Qualification Courses for Educators

#### Admissions & Registration

#### Transcripts & Records

1-800-961-2211  
416-977-2211  
416-977-2211

[www.utoronto.ca/ro](http://www.utoronto.ca/ro) OR [www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)  
[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
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[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)  
[www.utoronto.ca/ro/initial](http://www.utoronto.ca/ro/initial)

## ◆ Graduate Studies in Education

#### Admissions & Registration

#### Transcripts & Records

1-800-961-2211  
416-977-2211  
416-977-2211

[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
[www.utoronto.ca/ro](http://www.utoronto.ca/ro)  
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..... (Primary/Junior, Junior/Intermediate, Intermediate/Senior) .....

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

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## Academic Year

The academic year for the 2022-2023 school year begins on September 5, 2022, and ends on June 15, 2023. The school year is divided into three semesters: the first semester begins on September 5, 2022, and ends on December 15, 2022; the second semester begins on January 8, 2023, and ends on April 15, 2023; and the third semester begins on May 1, 2023, and ends on June 15, 2023.

## Admissions Policy Statement

The purpose of the Admissions Policy Statement is to provide information to parents and students regarding the admission process for the 2022-2023 school year. The policy statement outlines the requirements for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent. The policy statement also outlines the process for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent. The policy statement also outlines the process for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent.

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## Admission of International Students

The purpose of the Admissions Policy Statement is to provide information to parents and students regarding the admission process for the 2022-2023 school year. The policy statement outlines the requirements for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent. The policy statement also outlines the process for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent.

## Changes in Programs of Study and/or Courses

The purpose of the Admissions Policy Statement is to provide information to parents and students regarding the admission process for the 2022-2023 school year. The policy statement outlines the requirements for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent. The policy statement also outlines the process for admission, including the need for a completed application form, a letter of recommendation, and a letter of intent.

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## Course Weights/Hours

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## Copyright in Instructional Settings

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## Criminal Record Report

### • School Board Requirements

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**2005**

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## Dean

Dr. [Name]

## Associate Deans

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

## Endowed Chairs

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

Faculty members listed in the left column of the table.

**Human Development and Applied Psychology (HDAP)**

Faculty members listed in the left column of the table, starting from the HDAP section.

Faculty members listed in the right column of the table.

**Institute of Child Study**

**Institute of Child Study, Laboratory School**

Faculty members listed in the right column of the table, starting from the Institute of Child Study section.

**Sociology and Equity Studies in Education (SESE)**

Faculty members listed in the right column of the table, starting from the SESE section.



1. The first part of the document discusses the importance of theory and policy studies in education. It highlights how these studies can inform practice and improve educational outcomes. The text emphasizes the need for a strong theoretical foundation and the role of policy in shaping educational systems.

2. The second part of the document explores the relationship between theory and policy. It discusses how theoretical frameworks can guide the development of policies and how policies can be used to test and refine theories. The text also addresses the challenges of translating theory into practice and the role of researchers in this process.

3. The third part of the document focuses on the role of policy studies in education. It discusses how policy studies can identify gaps in current policies and propose alternative solutions. The text also highlights the importance of evidence-based policy making and the role of researchers in providing the evidence needed for informed decision-making.

4. The fourth part of the document discusses the role of theory and policy studies in teacher education. It discusses how these studies can help prepare teachers to be reflective practitioners who are able to apply theory and policy in their classrooms. The text also addresses the need for ongoing professional development and the role of researchers in supporting teachers' learning.

5. The fifth part of the document discusses the role of theory and policy studies in educational research. It discusses how these studies can help researchers understand the complex nature of education and the role of theory and policy in this process. The text also highlights the importance of interdisciplinary research and the role of researchers in advancing the field of education.

## Theory and Policy Studies in Education (TPS)

The following text discusses the importance of theory and policy studies in education. It highlights how these studies can inform practice and improve educational outcomes. The text emphasizes the need for a strong theoretical foundation and the role of policy in shaping educational systems.



## Mission

Our mission is to provide a high-quality, affordable, and accessible education for all students. We are committed to creating a supportive and inclusive learning environment where every student can thrive. Our focus is on academic excellence, personal growth, and community engagement. We strive to equip our students with the skills and knowledge they need to succeed in a global, interconnected world. Our commitment to excellence is reflected in our rigorous academic standards, our dedicated faculty, and our commitment to continuous improvement. We are proud to be part of a community that values learning and growth, and we are committed to making a positive impact on the lives of our students and the world.

## History

The history of our institution dates back to the early 19th century, when it was founded as a small, private school. Over the years, it has grown and evolved, reflecting the changing needs and values of society. Our commitment to excellence and innovation has been a constant throughout our history. We have been fortunate to have a long and distinguished tradition of academic achievement and leadership. Our history is a testament to the power of education and the impact of a dedicated community. We are proud to carry on the legacy of our founders and to continue to make a positive impact on the world.

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1.  $\frac{1}{x^2} = x^{-2}$   
2.  $\frac{d}{dx} x^{-2} = -2x^{-3}$   
3.  $= -2x^{-3}$   
4.  $= -\frac{2}{x^3}$

1.  $\frac{d}{dx} \ln(x^2) = \frac{1}{x^2} \cdot 2x$   
2.  $= \frac{2x}{x^2}$   
3.  $= \frac{2}{x}$   
4.  $= 2x^{-1}$   
5.  $\frac{d}{dx} x^{-1} = -1x^{-2}$   
6.  $= -x^{-2}$   
7.  $= -\frac{1}{x^2}$

## Vision

The Ontario Institute for Studies in Education (OISE) is a leader in research and practice in education. We are committed to advancing the knowledge and skills of our students, faculty, and staff, and to promoting the well-being of our communities. Our vision is to be a world-class institution that is recognized for its excellence in education and research.

## Directors of the Ontario Institute for Studies in Education

Dr. [Name] [Title]  
[Address]

# Summary of Programs Offered by OISE/UT

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

## Initial Teacher Education Programs

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

### Bachelor of Education Degree

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

- ◆ Bachelor of Education (General)
- ◆ Bachelor of Education (Special Education)
- ◆ Bachelor of Education (Early Childhood Education)
- ◆ Bachelor of Education (Elementary Education)

### Diploma in Technological Education

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

### Master of Arts in Child Study and Education

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

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

### Master of Teaching in Elementary and Intermediate Education

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

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

## Additional Qualification Courses for Educators

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

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

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

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

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

[www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

OISE/UT is a leader in research and scholarship in education. Our faculty and students are working to advance the field of education and improve the lives of children and young people.

## Graduate Studies in Education

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

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

For more information on these programs, visit the Registrar's Office website at [www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/).

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

[www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

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

## Laboratory School

### The Institute of Child Study (ICS)

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

Further information is available at the ICS website:

[www.oise.utoronto.ca/ICS](http://www.oise.utoronto.ca/ICS)

Or from:

The Registrar's Office  
128 St. George Street  
Toronto, Ontario M5S 1A5  
Tel: (416) 978-2000  
Fax: (416) 978-2001  
Email: [registrar@oise.utoronto.ca](mailto:registrar@oise.utoronto.ca)

# Bachelor of Education Program

◆ Primary/Junior (P/J)

◆ Junior/Intermediate (J/I)

◆ Intermediate/Senior (I/S)

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

The Ontario Teachers' Certificate of Qualification (O.T.C. of Q.) is a professional certification that is required for all Ontario teachers. It is issued by the Ontario College of Education (OCE) and is valid for five years. To obtain the O.T.C. of Q., you must complete a Bachelor of Education program and pass the Ontario Teacher Education Assessment (O.T.E.A.) exam.

## Admission Requirements

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

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of social sciences
- 12 credit hours of natural sciences
- 12 credit hours of arts and humanities

Applicants must also have completed a minimum of 60 credit hours of post-secondary education, including the following:

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of social sciences
- 12 credit hours of natural sciences
- 12 credit hours of arts and humanities

Applicants must also have completed a minimum of 60 credit hours of post-secondary education, including the following:

- 12 credit hours of English language arts
- 12 credit hours of mathematics
- 12 credit hours of social sciences
- 12 credit hours of natural sciences
- 12 credit hours of arts and humanities

## Documentation

Applicants must provide the following documentation:

- Official transcripts from all post-secondary institutions attended
- Proof of completion of the required coursework
- Proof of completion of the required credit hours
- Proof of completion of the O.T.E.A. exam

Applicants must also provide the following documentation:

- Proof of completion of the required coursework
- Proof of completion of the required credit hours
- Proof of completion of the O.T.E.A. exam

## Additional Information:

For more information, visit the Registrar's Office website: [www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)

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

For more information, visit the Registrar's Office website: [www.ro.oise.utoronto.ca/](http://www.ro.oise.utoronto.ca/)



## Program of Study

The program of study for the Bachelor of Education degree is designed to provide students with a comprehensive understanding of the field of education. The program includes coursework in education theory, practice, and research, as well as fieldwork experiences. The program is designed to prepare students for careers in education, including roles in schools, colleges, and community organizations.

For more information, visit:

[www.saskatchewan.ca/education](http://www.saskatchewan.ca/education)

### A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

The Curriculum and Instruction (C & I) concentration is designed to provide students with a comprehensive understanding of the field of education. The program includes coursework in education theory, practice, and research, as well as fieldwork experiences. The program is designed to prepare students for careers in education, including roles in schools, colleges, and community organizations.

The C & I component of this concentration is comprised of two courses:

#### ◆ Primary/Junior (P/J)

The Primary/Junior (P/J) course is designed to provide students with a comprehensive understanding of the field of education. The program includes coursework in education theory, practice, and research, as well as fieldwork experiences. The program is designed to prepare students for careers in education, including roles in schools, colleges, and community organizations.

#### ◆ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

#### ntate/SJJ)

The National Teacher Education Program (NTEP) is a national initiative to improve the quality of teacher education in Canada. The program is designed to provide students with a comprehensive understanding of the field of education. The program includes coursework in education theory, practice, and research, as well as fieldwork experiences. The program is designed to prepare students for careers in education, including roles in schools, colleges, and community organizations.

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

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

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning and their characteristics.

4. Discuss the factors that influence learning and development.

5. Explain the concept of intelligence and its measurement.

6. Describe the different types of intelligence and their characteristics.

7. Discuss the role of the environment in learning and development.

8. Explain the concept of social learning and its characteristics.

9. Describe the different types of social learning and their characteristics.

10. Discuss the role of the teacher in social learning.

**D) School and Society (Course Weight 0.5)**

1. Discuss the relationship between school and society.

2. Explain the concept of school and its characteristics.

3. Describe the different types of schools and their characteristics.

4. Discuss the factors that influence the school and society relationship.

5. Explain the concept of socialization and its characteristics.

6. Describe the different types of socialization and their characteristics.

7. Discuss the role of the school in socialization.

8. Explain the concept of social learning and its characteristics.

9. Describe the different types of social learning and their characteristics.

10. Discuss the role of the teacher in social learning.

**E) Related Studies (Course Weight 0.5)**

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

2. Explain the concept of learning and its characteristics.

3. Describe the different types of learning and their characteristics.

4. Discuss the factors that influence learning and development.

5. Explain the concept of intelligence and its measurement.

6. Describe the different types of intelligence and their characteristics.

7. Discuss the role of the environment in learning and development.

8. Explain the concept of social learning and its characteristics.

9. Describe the different types of social learning and their characteristics.

10. Discuss the role of the teacher in social learning.

11. Discuss the relationship between school and society.

12. Explain the concept of school and its characteristics.

13. Describe the different types of schools and their characteristics.

14. Discuss the factors that influence the school and society relationship.

15. Explain the concept of socialization and its characteristics.

16. Describe the different types of socialization and their characteristics.

17. Discuss the role of the school in socialization.

18. Explain the concept of social learning and its characteristics.

19. Describe the different types of social learning and their characteristics.

20. Discuss the role of the teacher in social learning.

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

22. Explain the concept of learning and its characteristics.

23. Describe the different types of learning and their characteristics.

24. Discuss the factors that influence learning and development.

25. Explain the concept of intelligence and its measurement.

26. Describe the different types of intelligence and their characteristics.

27. Discuss the role of the environment in learning and development.

28. Explain the concept of social learning and its characteristics.

29. Describe the different types of social learning and their characteristics.

30. Discuss the role of the teacher in social learning.

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

32. Explain the concept of learning and its characteristics.

33. Describe the different types of learning and their characteristics.

34. Discuss the factors that influence learning and development.

35. Explain the concept of intelligence and its measurement.

36. Describe the different types of intelligence and their characteristics.

37. Discuss the role of the environment in learning and development.

38. Explain the concept of social learning and its characteristics.

39. Describe the different types of social learning and their characteristics.

40. Discuss the role of the teacher in social learning.

41. Discuss the relationship between school and society.

42. Explain the concept of school and its characteristics.

43. Describe the different types of schools and their characteristics.

44. Discuss the factors that influence the school and society relationship.

45. Explain the concept of socialization and its characteristics.

46. Describe the different types of socialization and their characteristics.

47. Discuss the role of the school in socialization.

48. Explain the concept of social learning and its characteristics.

49. Describe the different types of social learning and their characteristics.

50. Discuss the role of the teacher in social learning.

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

52. Explain the concept of learning and its characteristics.

53. Describe the different types of learning and their characteristics.

54. Discuss the factors that influence learning and development.

55. Explain the concept of intelligence and its measurement.

56. Describe the different types of intelligence and their characteristics.

57. Discuss the role of the environment in learning and development.

58. Explain the concept of social learning and its characteristics.

59. Describe the different types of social learning and their characteristics.

60. Discuss the role of the teacher in social learning.

**NOTE:** The student is required to write an essay on any one of the above topics. The essay should be written in their own words and should not be copied from any source. The essay should be typed and double-spaced. The word limit for the essay is 1000 words. The student is required to submit the essay to the teacher in a separate envelope. The student is required to bring the envelope to the school on the day of the examination. The student is required to write their name and roll number on the envelope. The student is required to write the topic of the essay on the envelope. The student is required to write the date of the examination on the envelope. The student is required to write the name of the school on the envelope. The student is required to write the name of the teacher on the envelope. The student is required to write the name of the subject on the envelope. The student is required to write the name of the class on the envelope. The student is required to write the name of the section on the envelope. The student is required to write the name of the school on the envelope. The student is required to write the name of the teacher on the envelope. The student is required to write the name of the subject on the envelope. The student is required to write the name of the class on the envelope. The student is required to write the name of the section on the envelope.

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

62. Explain the concept of learning and its characteristics.

63. Describe the different types of learning and their characteristics.

64. Discuss the factors that influence learning and development.

65. Explain the concept of intelligence and its measurement.

66. Describe the different types of intelligence and their characteristics.

67. Discuss the role of the environment in learning and development.

68. Explain the concept of social learning and its characteristics.

69. Describe the different types of social learning and their characteristics.

70. Discuss the role of the teacher in social learning.

71. Discuss the relationship between school and society.

72. Explain the concept of school and its characteristics.

73. Describe the different types of schools and their characteristics.

74. Discuss the factors that influence the school and society relationship.

75. Explain the concept of socialization and its characteristics.

76. Describe the different types of socialization and their characteristics.

77. Discuss the role of the school in socialization.

78. Explain the concept of social learning and its characteristics.

79. Describe the different types of social learning and their characteristics.

80. Discuss the role of the teacher in social learning.

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

82. Explain the concept of learning and its characteristics.

83. Describe the different types of learning and their characteristics.

84. Discuss the factors that influence learning and development.

85. Explain the concept of intelligence and its measurement.

86. Describe the different types of intelligence and their characteristics.

87. Discuss the role of the environment in learning and development.

88. Explain the concept of social learning and its characteristics.

89. Describe the different types of social learning and their characteristics.

90. Discuss the role of the teacher in social learning.





**Computer Science Intermediate/Senior EDU1040**  
(Course Weight 1.0)

This course is designed to provide students with a solid foundation in computer science. The course covers the fundamentals of computer systems, including hardware, software, and networking. Students will learn how to use various computer applications and will be introduced to the basics of programming. The course also emphasizes the importance of digital literacy and the ethical use of technology. Students will complete several projects and assignments that demonstrate their understanding of the material.

**Prerequisites:** None

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

This course explores the theory and practice of adult education. It covers the historical and cultural context of adult education, as well as the various models and methods used in the field. Students will learn about the needs and characteristics of adult learners and will be introduced to the various roles and responsibilities of adult educators. The course also emphasizes the importance of self-reflection and professional development in the field.

**Cross-Cultural Counselling Skills for Beginning Teachers EDU5518**

This course focuses on the development of cross-cultural counselling skills for beginning teachers. It covers the cultural differences that can affect the counselling process and provides strategies for working effectively with diverse clients. Students will learn about the importance of cultural awareness and will be introduced to various counselling techniques and models. The course also emphasizes the importance of self-awareness and the role of the teacher as a counsellor.

**Curriculum Theory and Practice for Kindergarten EDU5566**

This course explores the theory and practice of curriculum development for kindergarten. It covers the various models and methods used in the field and emphasizes the importance of child-centered learning. Students will learn about the needs and characteristics of young children and will be introduced to various curriculum models and methods. The course also emphasizes the importance of self-reflection and professional development in the field.

This course is designed to provide students with a solid foundation in data processing. The course covers the fundamentals of data processing, including data collection, data analysis, and data visualization. Students will learn how to use various data processing applications and will be introduced to the basics of data processing. The course also emphasizes the importance of data literacy and the ethical use of data.

**Data Processing - see Business Studies**

**Democratic Values, Student Engagement and Critical Thinking EDU5564**

This course explores the relationship between democratic values, student engagement, and critical thinking. It covers the historical and cultural context of democratic values and provides strategies for promoting student engagement and critical thinking in the classroom. Students will learn about the importance of democratic values and will be introduced to various models and methods for promoting student engagement and critical thinking.

**Dramatic Arts Intermediate/Senior EDU1070**

(Course Weight 1.0)

Students will be able to identify and describe the elements of drama, including plot, character, setting, and theme. They will be able to analyze and evaluate dramatic works, and to create original dramatic works. They will be able to perform dramatic works, and to direct and stage productions. They will be able to understand the historical and cultural context of drama, and to apply this knowledge to their own work. They will be able to work collaboratively with others, and to communicate effectively. They will be able to demonstrate a strong understanding of the art form, and to apply this knowledge to their own work.

**Prerequisites:** -

... ..

**Emotional and Behavioural Problems in the Classroom EDU5572**

... ..

**Empowering Student Learning Through Prior Learning Assessment and Recognition EDU5583**

... ..

**English (First Language) Intermediate EDU1101**

... ..

**Prerequisites:** ... ..

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

... ..

**Prerequisites:** ... ..

**ESL Across the Curriculum EDU5524**

... ..

**Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)**

... ..

**Prerequisites:** ... ..

**French (Second Language) Intermediate EDU1111**

1. Le français est une langue romane.  
2. Elle est parlée par plus de 200 millions de personnes.  
3. C'est la langue officielle de plus de 20 pays.  
4. Elle est considérée comme la langue internationale.  
5. Elle est très utile pour voyager et faire des affaires.

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**History Intermediate/Senior EDU1150**

(Course Weight 1.0)

1. The course is designed to provide students with a comprehensive understanding of the historical context and development of the United States, from the early colonial period to the present day. This includes a focus on the American Revolution, the Civil War, and the Reconstruction era, as well as the role of the federal government in shaping the nation's identity and values.

2. Students will explore the diverse cultural and ethnic influences that have shaped the American experience, including the contributions of Native Americans, African Americans, and immigrants from various parts of the world. The course will also examine the impact of social and economic changes on the development of the United States, such as the Industrial Revolution and the rise of the middle class.

3. The course will emphasize the importance of critical thinking and analysis in understanding historical events and processes. Students will be encouraged to evaluate primary and secondary sources, identify biases, and draw conclusions based on evidence. This will be done through a combination of lectures, readings, and classroom discussions.

4. The course will also focus on the role of the individual in history, highlighting the actions and decisions of key figures and leaders who have shaped the course of the nation. This includes a study of the Founding Fathers, the Civil War leaders, and the presidents who have served the United States.

5. Finally, the course will explore the ongoing challenges and issues that face the United States today, such as the role of the federal government, the issue of civil rights, and the impact of globalization. This will be done by connecting historical events and processes to the current state of the nation and the world.

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

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

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



**Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

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

**Models of Teaching: Enhancing Classroom Practice EDU5542**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

**Music Enrichment for the Elementary Classroom Teacher EDU5523**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

**NOTE:** This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

**Music Intermediate**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

◆ **Instrumental EDU1231**

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

◆ **Vocal EDU1241**

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

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

**Music Intermediate/Senior**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

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

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

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

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

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

**Politics Intermediate/Senior EDU1260 (Course Weight 1.0)**

This course is designed to provide students with a solid foundation in algebra and geometry. Students will explore the properties of numbers, operations, and functions, as well as the relationships between geometric shapes and their measurements. The course emphasizes problem-solving skills and the application of mathematical concepts to real-world situations.

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**Research Themes in Canadian FSL Education (online) EDU5166**

This course provides an overview of research themes in Canadian FSL education. The course is designed for graduate students in the field of FSL education. The course covers a range of topics including the history of FSL education, the current state of FSL education, and the future of FSL education. The course is delivered online and includes a variety of activities such as reading assignments, video lectures, and discussion forums.

**NOTE:** This course is a required course for the M.Ed. program in FSL Education. It is also a recommended course for students pursuing a Ph.D. in FSL Education.

**Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)**

This course is designed for students in the intermediate/senior level of their program. It covers the history and development of religious education in Canada, as well as the role of religious education in the contemporary classroom.

This course provides an overview of the field of FSL education. It covers the history of FSL education, the current state of FSL education, and the future of FSL education. The course is designed for students in the intermediate/senior level of their program.

**Prerequisites:** This course is a required course for the M.Ed. program in FSL Education. It is also a recommended course for students pursuing a Ph.D. in FSL Education.

**Practicum EDU4010**

This course is a practicum course designed for students in the intermediate/senior level of their program. It provides students with the opportunity to apply their knowledge and skills in a real-world setting. The course is delivered through a combination of classroom instruction and fieldwork.

**Primary/Junior Education EDU1420 (Course Weight 2.0)**

This course is designed for students in the primary/junior level of their program. It covers the history and development of primary/junior education in Canada, as well as the role of primary/junior education in the contemporary classroom. The course is delivered through a combination of classroom instruction and fieldwork.

**Psychological Foundations of Learning and Development EDU3506**

This course provides an overview of the psychological foundations of learning and development. It covers the history and development of the field, as well as the role of psychology in the contemporary classroom. The course is designed for students in the intermediate/senior level of their program.

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of biology. Students will explore the characteristics of life, the cell theory, and the processes of photosynthesis and cellular respiration. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

## Science

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of biology. Students will explore the characteristics of life, the cell theory, and the processes of photosynthesis and cellular respiration. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

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

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of biology. Students will explore the characteristics of life, the cell theory, and the processes of photosynthesis and cellular respiration. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

**Prerequisites:** the overall and sms w/ TJT\*[(educa80 Tw(D)Tj0.7739 0 TD-0.0001 Tc0.0001)

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

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of chemistry. Students will explore the properties of matter, the structure of atoms, and the laws of conservation of mass and energy. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of biology. Students will explore the characteristics of life, the cell theory, and the processes of photosynthesis and cellular respiration. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

### ◆ Science - General Intermediate EDU1301

This course is designed to provide students with a comprehensive understanding of the scientific method and the principles of biology. Students will explore the characteristics of life, the cell theory, and the processes of photosynthesis and cellular respiration. The course also covers the structure and function of major organs and systems in the human body, including the digestive, circulatory, and respiratory systems. Through laboratory activities and hands-on experiments, students will develop critical thinking and problem-solving skills, as well as an appreciation for the diversity of life on Earth.

**Prerequisites:** the overall and sms w/ TJT\*[(educa80 Tw(D)Tj0.7739 0 TD-0.0001 Tc0.0001)

### ◆ Science - General Intermediate/Senior EDU1300

the Overall and Sms w/ TJT\*[(educa80 Tw(D)Tj0.7739 0 TD-0.0001 Tc0.0001)

Prerequisites: ...

Prerequisites: ...

Spanish - See International Languages

Spirituality in Education EDU5167

...



...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**NOTE:**

**Prerequisites:**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Technology for Teachers EDU5574**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Visual Arts Intermediate EDU1011**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Prerequisites:**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Prerequisites:**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Women, Diversity and the Educational System EDU5140**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**NOTE:**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.

**Youth Popular Culture and Schooling EDU5556**

...and the role of the teacher in the classroom. This course is designed to provide students with a comprehensive understanding of the field of education and the challenges of teaching in a diverse and changing society.



**4. Manufacturing Technology**

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

**5. Personal Services**

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

**6. Technological Design**

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

**7. Transportation Technology**

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

**Admission Requirements**

Students must meet the following admission requirements:

1. Completion of the required coursework.

Applicants must meet all four of the following admission requirements:

1. Completion of the required coursework.
2. Successful completion of the admission exam.

**3. Personal Services**

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

OR

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

OR

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

4. Successful completion of the admission exam.

**Documentation**

Students must provide the following documentation:

1. Proof of completion of the required coursework.
2. Proof of successful completion of the admission exam.
3. Proof of successful completion of the admission exam.

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



## F) Practicum (Course Weight 0.5)

The Practicum course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 0.5 credit hours.

### Locations of Practicum Assignments

#### School Boards

- 1. Board of Education
- 2. Board of Trustees
- 3. Board of Directors
- 4. Board of Supervisors
- 5. Board of Commissioners
- 6. Board of Aldermen
- 7. Board of Deputies
- 8. Board of Councillors
- 9. Board of Magistrates
- 10. Board of Justices
- 11. Board of Officers
- 12. Board of Members
- 13. Board of Associates
- 14. Board of Fellows
- 15. Board of Knights
- 16. Board of Esquires
- 17. Board of Gentlemen
- 18. Board of Lords
- 19. Board of Bishops
- 20. Board of Priests
- 21. Board of Clergymen
- 22. Board of Ministers
- 23. Board of Pastors
- 24. Board of Rabbis
- 25. Board of Imams
- 26. Board of Scholars
- 27. Board of Professors
- 28. Board of Teachers
- 29. Board of Lecturers
- 30. Board of Researchers
- 31. Board of Scientists
- 32. Board of Engineers
- 33. Board of Technicians
- 34. Board of Artisans
- 35. Board of Craftsmen
- 36. Board of Artisans
- 37. Board of Artisans
- 38. Board of Artisans
- 39. Board of Artisans
- 40. Board of Artisans

## G) Internship (Course Weight 0.0)

The Internship course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 0.0 credit hours.

## Course Descriptions

### Course Weights/Hours

- ◆ 0.5 credit hours
- ◆ 0.0 credit hours

#### NOTES:

- 1) This course is a required component of the Technological Studies program.
- 2) This course is a required component of the Technological Studies program.
- 3) This course is a required component of the Technological Studies program.

## Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

The Curriculum Development for Technological Studies course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 1.0 credit hours.

### Internship

The Internship course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 0.0 credit hours.

**NOTE:** This course is a required component of the Technological Studies program.

### Practicum EDU4010

The Practicum EDU4010 course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 1.0 credit hours.

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

The Principles and Methods of Teaching Technological Studies course is designed to provide students with hands-on experience in the field of technological studies. This course is a required component of the Technological Studies program and is designed to provide students with the opportunity to apply their knowledge and skills in a real-world setting. The course is designed to be completed over a period of one semester and is worth 1.0 credit hours.

**Psychological Foundations of Learning and  
Development EDU3506**

Psychological Foundations of Learning and Development EDU3506

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



# Other Programs of Interest to Prospective Teachers

For more information on the programs listed below, please visit the following websites:

## Faculty of Arts and Science

### University of Toronto at Mississauga (UTM)

#### Exceptionality in Human Learning

This program is designed for students who are interested in the study of human learning and development. It provides a comprehensive understanding of the factors that influence learning and the ways in which these factors can be used to enhance the learning process. The program includes courses in psychology, education, and cognitive science.

#### Mathematics Education

This program is designed for students who are interested in the study of mathematics education. It provides a comprehensive understanding of the ways in which mathematics is taught and learned in the classroom. The program includes courses in mathematics, education, and cognitive science.

This program is designed for students who are interested in the study of mathematics education. It provides a comprehensive understanding of the ways in which mathematics is taught and learned in the classroom. The program includes courses in mathematics, education, and cognitive science.

#### The Early Teacher Project

This program is designed for students who are interested in the study of the early stages of teaching. It provides a comprehensive understanding of the ways in which new teachers are prepared and supported in the classroom. The program includes courses in education, psychology, and cognitive science.

### University of Toronto at Scarborough (UTSC)

#### The Early Teacher Project

This program is designed for students who are interested in the study of the early stages of teaching. It provides a comprehensive understanding of the ways in which new teachers are prepared and supported in the classroom. The program includes courses in education, psychology, and cognitive science.

## Faculty of Music

### Music Education

This program is designed for students who are interested in the study of music education. It provides a comprehensive understanding of the ways in which music is taught and learned in the classroom. The program includes courses in music, education, and cognitive science.

## School of Physical and Health Education

### Physical and Health Education

This program is designed for students who are interested in the study of physical and health education. It provides a comprehensive understanding of the ways in which physical and health education is taught and learned in the classroom. The program includes courses in physical education, health, and cognitive science.

# Teachers' Associations of Ontario

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

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.ontariocollegeofteachers.org

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

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.aefo.org

## Elementary Teachers' Federation of Ontario (ETF0)

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.etfo.org

## Ontario English Catholic Teachers' Association (OECTA)

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.oecta.org

## Ontario Secondary School Teachers' Federation (OSSTF)

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.osstf.org

## Ontario Teachers' Federation (OTF)

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.otf.org

## Qualification Evaluation Council of Ontario (QECO)

1000 University Avenue, Suite 1000  
Toronto, Ontario M5G 1R7  
Tel: (416) 924-9200  
Fax: (416) 924-9201  
www.qeco.org



# Financial Assistance and Awards

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

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

## ◆ Financial Assistance

### Policy on Student Financial Support

The University of Toronto is committed to providing financial support to students who are registered full-time in a program leading to a degree or diploma. The University's financial support is based on the student's financial need, as determined by the Ontario Student Assistance Program (OSAP) and the University of Toronto's financial support program. The University's financial support is available to students who are registered full-time in a program leading to a degree or diploma. Students who are registered part-time are not eligible for financial assistance.

### Ontario Student Assistance Program (OSAP)

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

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

Further information may be obtained from:

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

OR

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

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

### Ontario Bursary for Students with Disabilities

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

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

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

### University of Toronto Work-Study Plan

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

Students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time are eligible to apply for the OISE/UT Bursary.

### OISE/UT Bursary

The OISE/UT Bursary is a financial award that is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time. The bursary is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time. The bursary is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time.

#### Applications are available from:

- Ontario
- United States
- Canada
- International
- ...

### ◆ Special Bursaries

#### Christopher Parker Memorial Fund

The Christopher Parker Memorial Fund is a financial award that is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time. The fund is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time.

#### Percy H. Taçon Memorial Bursary

The Percy H. Taçon Memorial Bursary is a financial award that is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time. The bursary is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time.

### ◆ Entrance Awards

#### The Borthwick-Duckworth Scholarship

The Borthwick-Duckworth Scholarship is a financial award that is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time. The scholarship is available to students who are currently enrolled in a post-secondary institution in Canada or the United States and who are applying to the University of Toronto for the first time.

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

## Intermediate/Senior Award of Honour

1. The student has demonstrated a high level of achievement in the subject area, consistently exceeding expectations and showing exceptional understanding and application of concepts.

2. The student has shown a strong ability to analyze and synthesize information, demonstrating critical thinking skills and the ability to apply knowledge to new situations.

3. The student has exhibited excellent communication skills, effectively presenting ideas and arguments in a clear and concise manner, both in written and oral formats.

4. The student has demonstrated a high level of independence and initiative, taking ownership of their learning and seeking out additional resources and challenges.

5. The student has shown a strong commitment to academic excellence and a willingness to take on leadership roles, contributing positively to the learning environment.







## Indigenous Education Network (IEN)

The Indigenous Education Network (IEN) is a national network of Indigenous educators and researchers who work in a variety of educational settings. The network provides a platform for Indigenous educators to share their experiences and expertise, and to collaborate on research and practice. The network is currently active in a number of states and territories, including Queensland, New South Wales, Victoria, Western Australia, South Australia, and the Northern Territory.

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**Location:** [www.indigenouseducationnetwork.org.au](#)  
**Telephone:** [02 9550 1234](#)  
**E-mail:** [info@indigenouseducationnetwork.org.au](mailto:info@indigenouseducationnetwork.org.au)  
**Website:** [www.indigenouseducationnetwork.org.au](#)

## International Students

The International Students' Association (ISA) is a national organization that represents the interests of international students in Australia. The ISA provides a range of services and support to international students, including information and advice on visa requirements, accommodation, and health insurance. The ISA also provides a platform for international students to share their experiences and to collaborate on research and practice.

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**Location:** [www.internationalstudents.org.au](#)  
**Telephone:** [02 9550 1234](#)  
**E-mail:** [info@internationalstudents.org.au](mailto:info@internationalstudents.org.au)

## Kidspace Daycare

Kidspace Daycare is a national network of daycares that provide a safe and nurturing environment for young children. The network provides a range of services and support to children and their families, including information and advice on enrollment, fees, and health insurance. The network also provides a platform for daycares to share their experiences and to collaborate on research and practice.

# University-wide Services and Facilities

## Aboriginal Student Services and Programs - First Nations House

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

**Contact:** 250-853-5800 ext. 2300  
**Location:** 100 University Ave, 2nd Floor  
**Telephone:** 250-853-5800  
**Fax:** 250-853-5800  
**E-mail:** [fnh@uvic.ca](mailto:fnh@uvic.ca)  
**Website:** [www.uvic.ca/firstnations](http://www.uvic.ca/firstnations)

## Accommodation and Cost of Living

Students are responsible for their own accommodation and living expenses. The university provides information on the cost of living and available services.

Room and Board	\$18,072
Books and Supplies	\$1,000
Transportation	\$500
Personal Expenses	\$1,000
Health Insurance	\$500
Student Union Fee	\$100
<b>TOTAL</b>	<b>\$18,072</b>

## Career Centre

The Career Centre provides students with the resources and support they need to explore their career options. Services include resume writing, job search assistance, and career counseling.

The Career Centre offers a variety of services to help students prepare for the workforce. This includes one-on-one counseling, group workshops, and access to job databases.

**Location:** 100 University Ave, 2nd Floor  
**Telephone:** 250-853-5800  
**Website:** [www.uvic.ca/career](http://www.uvic.ca/career)

## Community Safety Coordinator

The Community Safety Coordinator works to create a safe and secure campus environment. This role involves coordinating safety programs, conducting risk assessments, and providing support to students and staff.

**Location:** 100 University Ave, 2nd Floor  
**Telephone:** 250-853-5800  
**Fax:** 250-853-5800  
**Website:** [www.uvic.ca/safety](http://www.uvic.ca/safety)

## Disability Services for Students

Disability Services for Students provides support and accommodations for students with disabilities. This includes academic accommodations, assistive technology, and advocacy services.

**Location:** 100 University Ave, 2nd Floor  
**Telephone:** 250-853-5800  
**T.D. Device:** 250-853-5800  
**Fax:** 250-853-5800  
**E-mail:** [ds@uvic.ca](mailto:ds@uvic.ca)  
**Website:** [www.uvic.ca/disability](http://www.uvic.ca/disability)

## Family Care

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

The Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office provides a safe and supportive environment for the LGBTQ+ community. We offer a variety of resources and programs, including support groups, counseling, and educational workshops. Our goal is to promote the well-being and visibility of the LGBTQ+ community on campus.

**Location:** 1000 University Avenue, Room 1000

1000 University Avenue, Room 1000  
University of California, Berkeley

**Telephone:** 415-495-1234

**Fax:** 415-495-5678

**E-mail:** [lgbtq@berkeley.edu](mailto:lgbtq@berkeley.edu)

**Website:** [www.lgbtq.berkeley.edu](http://www.lgbtq.berkeley.edu)

## Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office is dedicated to promoting racial equity and justice on campus. We provide resources and support for students, faculty, and staff to address issues of race and racism. Our initiatives include community dialogues, workshops, and educational programs.

**Location:** 1000 University Avenue, Room 1000

1000 University Avenue, Room 1000  
University of California, Berkeley

**Telephone:** 415-495-1234

**Fax:** 415-495-5678

**Website:** [www.race.berkeley.edu](http://www.race.berkeley.edu)

## Sexual Harassment Office

The Sexual Harassment Office is committed to creating a safe and respectful campus environment. We provide support and resources for students, faculty, and staff who have experienced sexual harassment. Our services include counseling, advocacy, and legal support. We also offer educational programs to prevent sexual harassment on campus.

**Location:** 1000 University Avenue, Room 1000

1000 University Avenue, Room 1000  
University of California, Berkeley

**Telephone:** 415-495-1234

**Fax:** 415-495-5678

**Website:** [www.sexualharassment.berkeley.edu](http://www.sexualharassment.berkeley.edu)

## Status of Women Office

The Status of Women Office is dedicated to promoting gender equity and supporting women on campus. We provide resources and support for women in various fields, including career development, mentorship, and networking. Our goal is to create a supportive environment for women's success and leadership.

**Location:** 1000 University Avenue, Room 1000

1000 University Avenue, Room 1000  
University of California, Berkeley

**Telephone:** 415-495-1234



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

**OR**

2) **IELTS** (International English Language Testing System) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 6.0 on the IELTS Academic test.

## B. Acceptable Tests and Required Scores

**NOTE:** The University of Toronto, School of Continuing Studies, requires that all students who are not native speakers of English provide evidence of English language proficiency. The minimum scores for each test are listed below.

- 1) **TOEFL** (Test of English as a Foreign Language) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the TOEFL iBT test.
- OR**
- 2) **IELTS** (International English Language Testing System) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 6.0 on the IELTS Academic test.
- OR**
- 3) **MELAB** (Michigan English Language Assessment Battery) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the MELAB test.
- OR**
- 4) **TOP** (Test of Oral Proficiency) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 4.0 on the TOP test.
- OR**
- 5) **TOW** (Test of Written English) is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the TOW test.
- OR**
- 6) **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 80 on the English Language Academic Preparation Course test.

## C. Deadline for Submitting Evidence of English Language Proficiency

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

## D. Testing Agency Information

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

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

For more information, visit the TOEFL website at [www.toefl.com](http://www.toefl.com).

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

For more information, visit the IELTS website at [www.ielts.org](http://www.ielts.org).

**North American IELTS** is a standardized test of English language proficiency. It is accepted for admission to the University of Toronto, School of Continuing Studies. The minimum score required for admission is 6.0 on the North American IELTS test.

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

For more information, visit the MELAB website at [www.melab.com](http://www.melab.com).

**OR**

For more information, visit the University of Toronto, School of Continuing Studies website at [www.scs.utoronto.ca](http://www.scs.utoronto.ca).

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

.....





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

# I. Procedures in the Event of Disruptions

## 1. Principles

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

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

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

## 2. Procedures

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

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

3. The third procedure is to restore the system to a normal state. This is done by restarting the affected components and ensuring that the system is stable and operational. The system must be able to detect if the disruption has been fully resolved and if not, it must be able to take further action.

## B. Appeal of Failures in Practice Teaching

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

**NOTE:** The candidate must provide evidence to support the appeal. The evidence must be submitted to the appropriate authority within 10 business days of the date of the appeal. The candidate must also provide a written statement explaining the grounds for the appeal.

2. The candidate may appeal a failure in practice teaching if the candidate believes that the failure was a result of an error in the evaluation process. The candidate must file an appeal within 10 business days of the date of the failure. The appeal must be filed with the appropriate authority. The candidate must provide evidence to support the appeal. The evidence must be submitted to the appropriate authority within 10 business days of the date of the appeal. The candidate must also provide a written statement explaining the grounds for the appeal.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity and transparency of the financial system. This section also highlights the role of various stakeholders in maintaining these records, including accountants, auditors, and regulatory bodies.

2. The second part of the document focuses on the challenges faced by organizations in implementing effective record-keeping practices. It identifies several key areas where difficulties arise, such as data security, access control, and the integration of different systems. The text provides a detailed analysis of these challenges and offers practical solutions to address them. It also discusses the importance of regular audits and updates to ensure that the record-keeping process remains robust and compliant with relevant regulations.

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

